

Analysis of Students' Problems in Determining Adjective Clause of Report Text at Grade XI of SMAN 2 Kerinci Academic Years 2015/2016

Efa Salfia¹, Novi Riany²

¹Dosen Universitas Batanghari, Jambi Indonesia

²Dosen IAIN Yasni Bungo, Jambi Indonesia

Correspondance email: efasalfia28@gmail.com

Abstrak: One of them carries out important rule that is using adjective clauses especially who, which, when, and where. Based on the finding above, it can be seen that students who has understood what adjective clause is and how to find out in the report text. This research was aimed to find out students' problems in determining adjective clause of report text at grade XI of SMAN 2 Kerinci Academic Years 2015/2016. And to find out the causes of students' problems in determining adjective clause of report text at grade XI of SMAN 2 Kerinci Academic Years 2015/2016. The method of this research was descriptive research. The sample of this research was class XI IA1 of SMAN 2 Kerinci. There were 28 students. The data were collected by using grammar test for quantitative data and using interview for qualitative data. The result of this research showed that the students at XI IA1 of SMAN 2 Kerinci were very good in determining adjective clause of report text. It indicated the mean of students' score. It was 71.5. The researcher found that most of the students were able to determine adjective clauses of report text and few of them didn't understand how to use them. It can be concluded that the students' problems in determining adjective clauses of report text were not gotten by all students. It was concluded that the students' problems in determining adjective clauses of report text was good. It is caused the students did not understand what their teacher had taught about tenses especially adjective clauses, they felt bored to study grammar.

Keywords: problems, adjective clause, report text

INTRODUCTION

Grammar is considered important, because grammar is a basic knowledge of the language to understand English perfectly. But in fact students have difficulties in learning grammar. Grammar covers tenses, word order, modals, conditional sentences, noun clause, adjective clause, adverbial clause and other structure items.

Moreover, grammar is a study of the structure and feature of language. It usually consists of rules and standards that are followed to produce acceptable writing and speaking. It is one of important aspects in writing sentence, paragraph and text, the students who want to write well should master grammar in order to make good sentence. In learning grammar, there are many kinds of the rules and elements. One of them carries out important rule that is using adjective clause. Adjective clause is one of dependent clauses which modifies a noun. It is one of the most problems in studying English.

Based on information obtained from informal interview toward the English teacher at SMAN 2 Kerinci, it was found that many students still had difficulties in mastering grammar, especially in mastering adjective clause.

Adjective clause is included important as the basic rule for the students to make sentences for communication in daily life. Besides that, the students can identify and describe noun. In this case, students often did not understand how to make clause based its function. It is caused the students did not understand what their teacher had taught about conditional sentences, they felt bored to study grammar. Also, they didn't know how to use *who*, *whose*, *whom*, *which*, *that*, etc in clauses.

Moreover, the students also had problems to determine adjective clause in the text such as report text. They were usually confused to find where dependent and independent clause were in the text. This text is one of texts that is difficult to comprehend. So that, it makes the students didn't have ability to find them. In which, Report text classifies and describes the phenomena of our world.

REVIEW OF RELATED LITERATURE

1. The Concept of Grammar

Grammar is a key for learning English Language because grammar help us to study English deeply in speaking also in listening. It is defined by Azar (1993:40), "The words are put together to make correct sentence." It is a set of rules that defined how words (or parts of words) are combined or changed to form acceptable units of meaning within a language.

Next, according to David (2002:12), "Grammar is the systematic study and description of a language and a set of rules and examples dealing with the syntax and word structure of a language. Supporting David's idea, Haryono (2008: 13) also points the grammar is a knowledge that learn about how to arrange words to have one

meaning to be a good sentence. It is a description of the rules for forming sentences, including an account of the meaning that these forms convey. It is necessary to know grammar to gain a clearer understanding of how our language works, the students should gain greater control over the way to shape word into sentences, sentences into paragraph.

2. The Concept of Adjective Clause

Definition of Adjective Clause

In English, clauses are defined as group of words which grammatically contain of the subject and predicate (Warriner, 2001: 93). However, understanding clauses are not as simple as the previous explanation because clauses have two types in further development. There are independent and dependent clause. One of dependent clauses is adjective clause.

According Wren and Martin (2000: 188) adjective or relative clause is a subordinate clause which does the work of *an adjective*, and so qualifies some nouns or pronouns in the main clause. The conjunctions which are used in the adjective clause are usually relative pronouns such as *who*, *whose*, *whom*, *which*, and *that*. All relative pronouns therefore are functioned to link or to connect independent clause and dependent clause. In the same way, it is often called relative clause because these are started relative pronouns. An adjective clause functions as an adjective and follows the noun or pronoun it modifies. It tells more about a person or thing. For example:

- A man *who has courage* will not desert his friend
- A friend *who helps you in time of need* is a real friend

In the first sentence, '*who has courage*' is a dependent clause. It used like an adjective modifying the subject *man*, so it is called an adjective clause.). In the second, '*who helps you in time of need*', modifying the subject *friend*, is also an adjective clause.

Here are more examples of adjective (relative) clauses;

- Sutoyo who is the present president, is suspected corruption.
↑

The relative clause works as an adjective, modifying the noun "Sutoyo".
- Bali, which is in Indonesia, has beautiful beach.
↑

The relative clause works as an adjective, modifying the noun "Bali"
- Sintatakes the book that is put on the table.
↑

The relative clause works as an adjective, modifying the noun "book".
- My mother has a friend who can get me a ticket.
↑

The relative clause works as an adjective, modifying the noun "friend".

3. Report Text

Reports are used for many purposes. They are to provide information about natural and non-natural phenomena, to document, to organize and store factual information on a topic, to classify and describe the phenomena about a whole class of things –living and non living, to describe the way things are. Reports can be used in textbooks, encyclopedias, scientific magazines, historical texts, factual reading books, reference books, classroom lesson, environment program, TV documentaries, magazines etc. a report text has its own generic structure. It has two components namely **(1) general classification, (2) description**.

Generic Structure of Report:

1. **General Classification** : tells what the phenomenon under discussion is
2. **Descriptions** : tells what the phenomenon under discussion is like in terms of: Parts (and their function), Qualities and Habits or behaviour.

Generic Features of Report

1. Report texts usually used Simple Present Tense, and seldom use past tenses (if the thing is extinct)
2. The language is neutral or should be objective: no expression of opinions, no reference to the reader (not using "I", "we" or "you").
3. Frequent use of "Passive Sentence".
4. Use of "be": is, am, are, was, were for the classification.

5. Use of verb "have": have, has, had, in order to give detail description.
6. Use of action verbs related to the topic, especially when describing behaviours.
7. Use of adjectives in describing especially the qualities.
8. Use of adjective clause /relative clause: who, whom, which, that, whose, when, where, ect.
9. Often accompanied by photos, diagrams, maps and illustrations.

Now read this text of Report!

A Museum

Museums are institutions *which* help people understand and appreciate the world.

Museums collect objects of scientific, aesthetic or historical importance. They care for them, study and exhibit them for the purpose of public education and the advancement of knowledge. Museum can be found in almost every big city in the world.

Museums also function as educational institutions *which* offer many benefits to their visitors. People of different ages, interests, background, and abilities can explore and do self-learning at the museums. They are also public places *where* people can be entertained, inspired, introduced to new ideas.

There are some major types of museums. The most common one is the history museums. They usually collect a wide range of objects including fine art, furniture, clothing, documents, and other materials. The next type of museums is the art museums. They reflect artistic accomplishment, both historic and contemporary. Their collection includes paintings, sculpture, prints, drawings, photographs, ceramics and glass, metal work, and furniture.

The next two museums are the natural history museums and the science museums. The first type of museums usually focuses on nature and culture. Dinosaurs, gems and minerals, native and ancient cultures are always popular exhibits at natural history museums. Meanwhile, the science museums are dedicated to improve public understanding of science and scientific achievements. Science museums usually allow people to experience and experiment.

(Taken from English on Sky, grade IX)

METODOLOGY OF THE RESEARCH

In conducting this research, the research used descriptive research. Descriptive research involves collecting data in order to answer question concerning the current status of the subject of the study (Gay, 2000:11). Sudijono (2009:76) states that descriptive research is the research that collects data that is held by doing observation and noting systematically of the phenomena that is being made as the object of the research. The method of the research that the research used was descriptive. That conducted to find out the students' problems in determining adjective clause of report text and its causes. In this research, the research took the population from XI grade of SMAN 2 Kerinci. There were 5 classes. the researcher used cluster sampling technique. The researcher did the research at SMAN 2 Kerinci. It was taken about two weeks. The test was done in first week and the interview was done in second week. Instrument that was used in this research is grammar test and interview. In analyzing the data, the research used quantitative data which was analyzed the test by using the formula below to know the real score of the students, and then Qualitative data was analyzed the data taken from interview at the end of grammar test. And she also made a conclusion what problems that the students behave and the causes of students' problems.

FINDINGS AND DISCUSSION

1. Findings

The Result of the Test

To find the problems of students in determining adjective clause in report text, the researcher conducted grammar test in finding and underlining adjective clauses in report text. They were "who, which, when, and where". The test was done on Wednesday, 23 September 2015. It was given to grade XI IA1, because the sample of this research was chosen through cluster sampling technique. The total of them were 28 students.

Then, the researcher gave 10 report texts, they contain 32 items of adjective clauses. Each of items consisted of 8 in every adjective clauses. They were 8 for *who*, 8 for *which*, 8 for *when* and 8 for *where*. The researcher calculated the score of the students based on their result of test in determining adjective clauses in report text. It was found the highest score was 100 gained by 2 students and the lowest score was 3.1 gained by 1 student. Next, the researcher calculated the mean score of the students. It was 71.5. This following table was presented to classify the students' score in determining adjective clauses in report text based on category and percentage.

Table 1. Percentage of Students' Score in Test

Score	Frequency	Percentage
80 – 100	11	39.2 %
66 – 79	7	25 %
56 - 65	4	14 %
46 – 55	1	3.6 %
0 - 45	5	17.8 %

Based on the table above, the researcher found that the students result in determining adjective clauses in report text. There were 39.2% of the students who got excellent, 25% of the students who got good, 14% of the students who got fair, 3.6% of the students who got poor and 17.8% of the students who got very poor. It could be seen that the result of students in determining adjective clauses of report text at grade XI IA1 of SMAN 2 Kerinci was good.

Students' Problems in Determining Adjective Clause of Report Text at Grade XI of SMAN 2 Kerinci Academic Years 2015/2016

This section would be explained about the students' problems in determining adjective clause of report text at grade XI of SMAN 2 Kerinci Academic Years 2015/2016. After conducting the test, the researcher found that most of the students didn't make mistakes whole the texts in underlining the adjective clauses in report text. They have learned what adjective clause was and the the use of them. Therefore, some students had mistake in underlining adjective clauses. There were some problems found in every adjective clause, they were:

1. Using "who"

Based on the result of test, the researcher got some promblems that happened when she gave the test in determining adjective clauses. Some students almost didn't know how to determine this clause "who". It was known that they couldn't underline that clause correctly. Like, in the text 9 and 10, the use of "who" was not correct. For example, looking text 9 paragraph 2 in line 4, "*Everybody who meets the Dani people say that....*". Some students underlined "*the Dani people*", they only focused to find the person who was stated in the text eventhough it should be underlined correctly answer "*who meets the Dani people....*". Then, looking text 10 paragraph 2 in line 7, the students also had same case. They underlined the person only. Here was example of sentence "*..it is the responsibility of mothers to teach the children who a gentle feeling rather than an aggressive one*". Some students only underlined the subject of this sentence, while it should be underlined correctly answer was "*who a gentle feeling rather than an aggressive one.*"

2. Using "which"

In this adjective clause, most of the students could be able to understand. They didn't make all mistake in underlining this clause. Because they only knew about common adjective clause "which" for explaining noun. They always underlined correct position of "which" in the sentence of every text. For example, in text 2 paragraph 2 in line 2, the sentence was "*A calorie is the amount of heat which is required to raise the temperature of 1 kg of water by 1 degree C.*" Most of the students was correct to underline which one was adjective clause in it. The answer was "*which is required to raise the temperature of 1 kg of water by 1 degree C.*"

3. Using "when"

Next, the problems also came in using "when". Some students didn't underline this clause in report text, because they didn't know the function of this clause as explanation of time. The result of this test showed that some students got problems in answering and determining adjective clause especially "when". Because they didn't know how to use this adjective clause in the text.

4. Using "where"

Finally, the use of "where" was indicated by the students. Most of the students didn't have problems in determining this adjective clause, but few students often made incorrect answer when they underlined it. For example, in the text 4 paragraph 2 in line 1, the sentence was "*There are several species of mangrove tree where are found all over the world.*" The student underline all of this sentence, while it should only underline "*where are found all over the world.*" They still didn't know how to underline and what clause should be as adjective clause.

It was concluded that most of the students had no problems in determining adjective clause of report text. But few of them still didn't know the use of "when" in the text. This condition showed that grade XI IA1 of SMAN 2 Kerinci were able to determine adjective clause of report text.

The Causes of Students' Problems in the Result of Students' Interview

Having the students' problems above, the researcher found the causes of them in determining adjective clause of report text. They were proved when the researcher did interview to the students. They consisted of 4 students. They were 2 students from high score and 2 students from low score. the researcher asked 6 questions in each student. Here was the following result of students' interview"

1. Student A

The student A explained that he has never studied about adjective clause. He did not know what adjective clause is. He answered the researcher simply and not clearly. He didn't have good behaviour when giving explanation. It was caused he had no willing to study English especially in adjective clause. And the researcher asked what problems he faced in determining adjective clause of report text. While he was tested in determining adjective clause of report text, he was citing to his friends. It could be seen that the student A still didn't understand about adjective clause and didn't want to learn seriously.

2. Student B

The student B stated that she knew about adjective clause. She explained that adjective clause is noun is formed in sentence. She also said the way how to find adjective clause in report text was reading the text and finding the word "*when, which, who, where*". The example that she gave was "*Semurup is where I was born*". She knew the function of each adjective clause, that was *who* for people, *which* for noun, *when* is expression in a report text. Last, the researcher asked what problems faced when finding adjective clause of report text, she answered there was problem but it was all adjective clause. It was caused she was doubt about the use of each adjective clause. But it was not overall. It could be concluded that the student B understood about adjective clause, she also could give example of adjective in sentence, somehow she still made little mistake.

3. Student C

Next student was student C. She stated that she has ever learned about adjective clause. She explained that adjective clause is noun is placed in beginning of sentence. She gave example of adjective clause in sentence, here was "*Kety which is very funny is my cat*". Then, she explained the functions of each adjective clause, they were to change pronoun/noun like who for people, which for noun, when for time and where for place. When the researcher asked what problems she faced in determining adjective clause, she answered that she got difficulty to find the word, because it was too many sentence. It caused she forgot to find which one adjective in the text. From her explanation, she had ability to determine the adjective clause and she only confused because it was too many text and sentence.

4. Student D

Las student D, she explained that she also has ever studied about adjective clause. She gave the example, "*where are you live? Who is name father?*". It was not the example of adjective clause, while it was question word. She said that she still didn't understand about adjective clause and its functions when she was given the exercise or test, but she know to mention the function of adjective clause. She was also still confused. This student stated that the teacher taught them less detail about adjective clause and its function. This case was concluded that the student D still didn't know about adjective clause and not detail in explaining given by the teacher. It can be caused she didn't have the willing to learn about adjective clause.

2. Discussion

Knowing about grammar means to find out all language and all dialects follow grammatical patterns. In learning grammar, there are many kinds of the rules and elements how to make good sentence. One of them carries out important rule that is using adjective clauses especially *who, which, when, and where*. Based on the finding above, it can be seen that students who has understood what adjective clause is and how to find out in the report text. It is very important to the students because they needed grammar when they began to write something, to speak fluently based on grammar, and the other skills. Although, it can be known about adjective clause, it is one of the elements of grammar to be known by the students. Then, adjective or relative clause is a subordinate clause which does the work of *an adjective*, and so qualifies some nouns or pronouns in the main clause. It is defined by Wren and Martin (2000: 188), simple past tense is used for events that happened at a specific time in the past. An adjective clause functions as an adjective and follows the noun or pronoun it modifies. It tells more about a person or thing.

Considering these, most of the students have understood about adjective clauses and its usage. But few students still had problems in mastering grammar, especially in mastering adjective clauses. When the researcher did the interview, there was four student that couldn't give example of adjective clauses. Actually, adjective clauses is included important as the basic rule for the students to make and use sentences to communication in daily life. Besides that, the students can identify and explain sentences based on situation and condition. In this case,

students often did not understand how to find adjective clause. It is caused the students did not understand what their teacher had taught about tenses especially adjective clauses, they felt bored to study grammar.

Based on the problems above, the researcher have done the research in determining adjective clauses report text. it was done by quantitative data. It was also conducted to find out students' problems in determining adjective clauses report text. However, the researcher gave the grammar test to the students for gathering the data.

From the data analysis above, it can be interpreted that the students' problems in determining adjective clauses of report text. There were most of the students at grade XI IA1 of SMAN 2 Kerinci got very good category in score. Only few students were not able to determine adjective clauses of report text. It could be seen in the avarage or mean of the students score in test. It was 71.5. And also the students' problems in determining adjective clauses of report text were not found.

CONCLUSION

Based on findings, it can be concluded that the result of the test was indicated that the students in determining adjective clauses of report text was good category. It was no found serious problems. It was based on the mean of the students' score in the test was 71.5. And it indicated that the students problems in determining adjective clauses of report text were no gotten by all students. It was concluded that the students' problems in determining adjective clauses of report text was good. This condition showed that most of the grade XI IA1 of SMAN 2 Kerinci were able to determine adjective clauses of report text.

Based on the result of the data analysis, the researcher gave some suggestions as follow:

1. The students are suggested to be able to master their grammar especially in adjective clause.
2. The students should develop their understanding about adjective clause "who, which, when, where".
3. The teacher should give more explanation and exercise about adjective clause "who, which, when, where".
4. For the other researcher who wants to conduct this title choose the different sample in different school by using different source.

REFERENCES

Admin. 2010. Grammar Journal: Adjective clauses. Retrieved from www.ielt@illinois.edu on 23 September 2015.

Anderson, M & Anderson, K. 2000. *Text Types in English*. Australia: Millan Education Australia PTY Ltd.

Arikunto, Suharsimi. 2006. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.

Azar. S. Betty. 1993. English Grammar. Jakarta: Binapura Aksara.

David, Nunan. 2002. *Methodology in Language Teaching*. Cambridge: Cambridge University Press.

Gay, R.L and Airisian, Peter. 2000. *Educational Research: competencies for analysis and application sixth edition*. New Jersey: Prentice Hall.

Haryono. 2008. Grammar in EFL. Jakarta: Binapura Aksara.

Rafajlovicova, Rita. 2002. The Distribution and Role Relative Clauses in Different Text Types. *Journal Syarif, Ahmad. 2011. An Analysis of Students' Errors in Using Adjective Clauses*. Jakarta: Skripsi

Somba, Sugianti. 2006. The Ability of Understanding Adjective Clauses of the Third Year Students Faculty of Letters Gunadarma University. Gunadarma University: Skripsi

Solamo. Report text. Retrieved from www.examplereporttext.com on 23 September 2015.

Sudijono, Anas. 2009. *Pengantar Evaluasi Pendidikan*. Jakarta: PT. Raja Grafindo Persada.

Wren and Martin. 2000. *New Edition High School; English Grammar and Composition*, New Delhi: S. CHAND & COMPANY LTD.

Warriner. 2001. Free Grammar Book: *Adjective Clause*. Retrieved from <http://freegrammarbook.htm> on 20 August 2015.

Wurnoirth. 2014. Students' Ability in Identifying Independent clause and dependent clause in sentences at the fourth semester students' of English Departement of Uki Toraja. Retrieved from <http://owl.english.psu.edu/owl/resource/598/01> on September 2015.