



**ERROR ANALYSIS IN YUSING RELATIVE CLAUSES
IN STUDENTS' WRITING DESCRIPTIVE TEXT
AT GRADE XI SMA N 1 SIBUHUAN – KECAMATAN BARUMUN**

A THESIS

*Submitted to the State Institut for Islamic Studies Padangsidempuan
as a Partial Fulfillment of the Requirement for the Graduate
Degree of Education (S.Pd) in English*

Written By :

SAMNI PURNAMA HSB
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**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
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Assalamu'alaikum wr. wb.

After reading, studying, and giving advice for necessary revise on the thesis belongs to SAMNI PURNAMA HSB, entitled "ERROR ANALYSIS IN USING RELATIVE CLAUSES IN STUDENTS' WRITING DESCRIPTIVE TEXT AT GRADE XI SMA N 1 SIBUHAN KECAMATAN-BARUMUN". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu'alaikum wr. wb.

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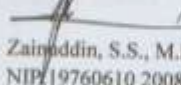
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I realize this thesis cannot be considered perfect. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

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ABSTRACT

The aims of this research were to know the students omission error, addition error, misinformation error, and misordering error in using relative clauses in writing descriptive text, and to know the teacher's effort to prevent students error in using relative clauses in writing descriptive text at grade XI SMA N 1 Sibuhuan-Kecamatan Barumun.

The kind of this research was qualitative research by using descriptive method. The sources of the data were students at grade XI which consist 20 students, and English teacher. The instrument of collecting data was test and interview. The technique of data analysis used formula $P = f / N \times 100 \%$.

After the research was done, the researcher took conclusion as follows: based on the surface structure taxonomy, there are four types of error, they are: error in omission type was 29 cases (25.89 %), then, error in addition type was 1 case (0.89 %), then, error in misinformation type was 3 cases (2.67%),and error in misordering type was 79 cases (70.53%). So, the total of students error in using relative clauses in writing descriptive text was (112 errors). The most dominant type of students' error was error in misordering type with 79 cases (70.53%).

Key words: Error analysis, Relative clauses, Writing, and Descriptive Text.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is a compulsory subject, which is taught from elementary school until university in Indonesia. Although English has been taught for three years at Junior High School, the goal of teaching English has not been achieved yet.

The English grammar is different from Indonesian grammar. In Indonesia there are many types of relative clauses and they also have different function and usage first, for person used relative clauses *who*, *whom*, *which*, *that*, *whose*. *Who* has function as subject, *whom* has function as object, *whose* function possessive adjective, and *that* functions as subject or object. Next, for a thing used *which* or *that* has function as subject or object. In Indonesia, relative clauses yang used in any position sentence and doesn't change, and it also make the students are confused to use English grammar. For examples:

1. Incorrect: The woman whom wears red shirt is my little sister.

Correct: The woman who wears red shirt is my little sister.

2. Incorrect: The man who I met yesterday is my uncle.

Correct: The man whom I met yesterday is my uncle.

According to Penny Ur, "There is no doubt that knowledge-implicit or explicit, of grammatical rules is essential for the mastery of language. You cannot use word unless you know how they should be put together."¹ It's very clear that learning grammar is important for students.

¹ Penny Ur, *Grammar Practice Activities*, (Cambridge: Cambridge University Press, 1998) p.4

In English, descriptive text is one of some kinds of text are divided as learning material in accordance with KTSP. Understanding of descriptive text is learning activity of English subject which can be seen on the contents of the 2004 curriculum that is the one of the competence in understanding and composing some kinds of short functional texts, monologue, and essay in form of procedure, descriptive, recount, narrative, and report.

As the result from observation at field especially in SMA Negeri I Sibuhuan, based on information from one of the English teachers in SMA Negeri I Sibuhuan. The researcher finds many students haven't known the descriptive text well, mainly XI grade. Many factors that cause the student's are unable to write paragraph, such as: Most of students in Senior High School still have some errors in how to apply the correct relative clauses in writing descriptive text. The students cannot differentiate the function of relative clauses whether it is subject, object or possessive. The students cannot differentiate the usage of relative clauses whether it is for person, or a thing. Lack of mastering grammar, lack of mastering vocabulary, misused in teaching method done by teacher that makes the student's do not understand about the kinds of text.²

To master a text so this way is needed gradation of lesson matter mainly the grammatical items and one important item can help in mastering descriptive text namely relative clauses. Relative clauses is one item of grammatical that discussing usage, of *who*, *whom*, *whose*, *which*, *that*. They include the words connector function to combine two sentences to be one sentences or relate dependent clause into another clause so that become independent clause or a complete sentences, *who* is used as subject, *whom* is used

²Rosidi, *Private Interview*, Sibuhuan District, 22 November 2016.

as object, *whose* is used showing possessive and they are pronoun of person while *which* or *that* is used as subject for clauses of thing or place. The clauses are also called relative clauses because they are used in relative clauses. Relative clauses important element in arranging or composing a text coherent, so student are necessary to know and master relative clauses as gradation to help them in understanding and mastering passage primarily in form of descriptive text.

Researchers choose title about error analysis in using relative clauses in students writing text because not more that research about this title in IAIN Padangsidempuan and also researcher get books about this title easily.

B. Focus of the Research

Focus of this research is using relative clauses *who*, *which*, and *that* in descriptive research.

C. Formulation of the Problem

Based on the explanation on the background, in order the problem what will be studied in the research is clearer and focus, so the researcher makes out formulation of the problem such follows:

1. What are the students' errors in using the relative clauses in writing descriptive text?
2. How many error types are made by SMA student in using relative clause in writing descriptive text?
3. What are dominantly type errors made in writing descriptive text by the students?

D. The Purposes of the Research

According to statement, of the problem above, the aims of the research as follows:

1. To know whether the students make some error in using relative clauses.
2. To find out the frequency of errors type in using relative clauses in writing descriptive text.
3. To find of the dominant type of error made in writing descriptive text by the students.

E. The significances of the Research

The significances of the researcher are:

1. Headmaster, to encourage English teachers to teach English best.
2. The English teachers to get clearly information about the types and sources of students' errors of using relative clauses.
3. The students will get proper treatment to decrease their errors in using relative clauses.
4. Researches, to do further some topic of the research.

F. Definition of the Key Terms

1. Error analysis Error
 - a. Error

The error is occurs when a mistake because of unnoticed and no policy there is a miscomprehension about something, which the person or can be about the object. Error is a thing done wrongly. In linguist, Error is noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the learner.

b. Analysis

Analysis means study or examines in order to learn about something.

Analysis is the study of something by examining its parts and their relationship.

So, analysis here is to analyze the mistake students in using relative clauses, especially relative clauses in writing descriptive text about *who*, *which* and *that*.

2. Relative clause

Relative clauses are connector word functioned to combine two sentences to be one sentence. A relative clause is clauses that describe a noun, so it can clear information about the object. Relative clauses are clauses starting with the relative pronouns *who*, *that*, *which*, *whose*, *where*, *when*. They are most often used to define or identify the noun that precedes them.

3. Writing

Writing is the productive to language skills the skill of a writer to communicate information to a reader or group of reader.³ Base on statements above, the research concludes that writing is expresses though and feeling by write from.

4. Descriptive Text

Descriptive text tells us about a short description of people's characterization, animal, thing and particular places. According to Joice that "Descriptive text is writing that appeals to one or more live sense, sights, sound, smell, taste and touch".⁴ Descriptive text can be functioned as a text with say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

³Sanggam Siahaan, *The English paragraph*, (Yogyakarta: Graha Ilmu, 2008), p.2

⁴Joice Armstrong, et. Al. *Writing and Grammar* (New Jersey: Uppe Saddle River, 2001), p .6.

So, the title is “ ERROR ANALYSIS IN USING RELATIVE CLAUSES IN STUDENT’S WRITING DESCRIPTIVE TEXT AT GRADE XI SMA N1 SIBUHUAN KECAMATAN BARUMUN”.

G. Outline of the Thesis

The systematic of this thesis is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

The first chapter consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, the aims of the research, the significances of the research, definition of operational variables, and outline of the thesis.

The second chapter consists of theoretical descriptions involve: definition of relative clause, Usage of Relative Clause, The types of relative clause, Definition of Error, Types of Error, Definition descriptive text, and Review of Related Findings.

The third chapter consists of research methodology such as place and time of the research, the sources of data, instrument of collecting data, techniques of checking trustworthiness and techniques of the data analysis, conceptual framework.

The fourth chapter consists of analysis of discussion and result of the research.

The fifth chapter consists of conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Relative Clauses

a. Definition of Relative clauses

Before discussing relative clause further, as the first step the writer explain about a Clause. Charles Mingual Coob says, “A clause is a group of word containing both a subject and a practice.”¹ As Raymond Murphy says, “A Clause is a part of sentence.”² The two definitions seem different nevertheless the writer finds out there is relation of meaning between the both. Charles Mingual Cobb said that a clause is a group of words, the writer agree until this statement but he inclines more to Raymond Murphy which said whether a clause part of sentences because still needs the further explanation which will be studied on the following discussion.

It means, a clause has not been categorized as a complete or perfect sentence although it has a subject and predicate because a sentence will be complete if it has a subject and predicate because a sentence will be complete if it is completed complement that mentions position of predicate. The complement may be as object or adverb gives a meaning of the sentence so

¹ Charles Mingual Cobb, *Prosess and Pattern* (BelmountCaloformia: Wadswarth Publishing Co, 1985), p. 35.

² Raymond Murphy, *English Grammar In Use* (Melbourne 3 166: Cambridge University Press,1994), p.182

that can be understood. Hence, Charles Mingual Cobb explains in his book that there are two kinds of clause: *Independent and Dependent clause*.

From explanation above, the researcher supposes that actually term of clause will be easier to understand whether it is studied as both independent clause and dependent clause. Independent clause is a complete sentence that has main subject and verb or also called main clause while dependent clause is part of sentence or group of words which necessary to be related into independent clause for its meaning. They are combination of sentence pattern and this pattern is applied often to enlarge the topic of sentence in paragraph development.

Relative Clause consists of two word, 'relative' and 'clause'. (Relative: relate :Menghubungkan), while clauses is a word used in place of nouns. So, Relative clauses is connector word functioned to combine two sentences to be one sentence. According to Michel A. Pyle and Mary Ellen Munoz stated, "relative clauses replaces one of two identical noun phrases and relates the clauses to each other."³ And it is also stated by Raymund Murphy in his book, "relative pronoun tells us which person or thing".⁴

b. Usage of Relative Clause

To relate or combine dependent clause into independent clause' surely there must a word connector on the rest of sentence which will relate

³ Michael A. Pyle and Mary Ellen Munoz, *Authentic Assessment For English Language Learner*, (United States of America Addition- Wesley Publishing Company, 1996)p.174.

⁴Raymond Murphy, *English Grammar*..... p.182.

the both in order it has a completely meaning. Word connector that used in relative clause have type themselves which different from the usual conjunction. In case Richard Hughes and Carmel Heah give opinion in their book that relative clause is group of word introduced *who*, *whom*, *which*, *that*, for example:

- a. Men who deliver letters are called postmen

Relative clause describing ‘men’

- b. Haji Ismail is man whom everybody likes

Relative clause describing “Haji Ismail”

- c. Tika has a cat whose name is melky

Relative clause describing ‘cat’

- d. This is question which I cannot answer

Relative clause describing ‘question’.⁵

Further they also define then as follow; “Who is used as the subject relative clause, Whom is used as the object of relative clause, Whose shows possession always followed by a noun, Which is used instead of thing, That is sometimes used instead of which.”

The usage in relative clauses remain refers to the previous nouns so this way called relative pronouns. A relative clause has not a completely meaning yet if not be related into main clause. For example: ‘who deliver

⁵Richard Hughes and Carmel Heah, *Common Errors English*; Grammar Exercise for Malaysia, (Selangor Darul Ehsan: Fajar bakti Sdn. Bhd), p. 195.

letters’ this group of words will be complete or have meaning if be related to’ *Men... .. are called postmen* ‘ and becomes ‘men who deliver letters are called postmen ‘and becomes’ men who deliver letters are called postmen’ and so on. In shortly, relative clause has or adjective clause is not complete sentence in order it has a completely meaning and then being an acceptable sentence.

c. Relative pronouns

1) Understanding of Relative Pronouns

The students used relative pronoun to join two statements that refer to the person or thing in adjective clause (relative clause). According to Frank, Relative pronouns refer to noun antecedents which immediately precede them. They introduce adjective clauses in which they serve as subject or object.⁶ In the other definition “A relative pronoun is a pronoun that introduces a dependent clause.”⁷

Example: I met a woman, *she* can speak six languages.

I met a woman *who* can speak six languages.

Based on the definition the writer concluded, relative pronoun is a pronoun that is used to combine two sentences and cut the same part on it become one sentence.

⁶ Marcella Frank, *Modern English Exercises for no– native Speaker: Part II. Sentences and Complex Structures* (New Jersey. Prentice Hall Inc, 1972). p.21

⁷ John E. Brewton et al, *The Using Good English Series 9*, (Illinois: Laidlaw Brothers Publishers, 1962), p 355

2) The types of relative clause

In her modern English Grammar, Frank explained that there are five noun antecedent meanings functioning the relative pronoun. They are:

a) A person: relative pronouns used here are who (whom or whose) and that.

Illustrative sentences:

(1) He paid the money to the man **who** (or **that**) had done the work. (The introductory word functioning as subject).

(2) He paid the man **whom** (or **that**) **he had hired**. (The introductory word functioning as object of verb).

(3) He paid the man from **whom he had borrowed the money**. (The introductory word functioning as object proposition).

(4) is the girl **whose picture you saw**. (The introductory word functioning as possessive adjective).

b) A thing: relative pronouns used here are which and that.

Illustrative sentences:

(1) Here is a book **which** (or **that**) **describes animals**. (The introductory word functioning as subject)

(2) The chair **which** (or **that**) **he broke is being repaired**. (The introductory word functioning as object of verb).

(3) She was wearing the coat **for which she had paid \$2, 000.**

(The introductory word functioning as object of preposition).

c) A time: relative adverb used here is when.

Illustrative sentences:

This is the year **when the Olympic Games are held.**

d) A place: relative adverb used here is where.

Illustrative sentences:

Here is the house **where I Live.**

e) A reason: relative adverb used here is why.

Illustrative sentences:

Give me a good reason **why you did that.**⁸

2. Error Analysis

a. Definition of Error

Errors are the result of some failure of performance. Moreover, the noticeable thing about erroneous sentences is that they can readily be corrected by the speaker himself since they are cases of failure to follow a noun rule.⁹ An error is to be avoided and its influence overcomes. However, as errors were the result of the negative transfer of first

⁸Marcella Frank, *Modern English* p.47.

⁹ Carl James, *Errors in Language* P.79.

language habits, it is difficult to see how they could become habits simply by tolerating them.¹⁰

An error is noticeable deviation from adult grammar of a native speaker, reflecting the inter language competence of the learner.¹¹ Mistakes are imperfectness of utterances which refer to the language performance. Meanwhile, error is a mistake, especially one caused by problems or affects the result.

The difference between error and mistake is that error is grammatical utterance which refers to the language competence, while mistake is imperfectness of utterances refers to the language performance. Shortly, when the students produce sentence incorrectly but they know and correct them, it means that they make mistake if they cannot correct them, it means that they make error in this research, the writer will consider mistake and error as one and she will not restrict it.

b. Types of Error

Dulay, Burt, and Krashen described consideration of errors into three major types of taxonomy, (1) Error types based on linguistic Category, (2) Surface Strategy Taxonomy, (3) Error types based on Comparative of Taxonomy.¹²

¹⁰ Rood Ellis, *Understanding Second ...* p.22.

¹¹ H. Douglas Brown, *Principles of Language Learning and Teaching, Third Edition* (New York: Prentice Hall Inc. 1994) p. 257.

¹² Heidi Dulay, et.al. *Language Two*, (New York: Oxford University Press Inc. 1982). p.146

The surface strategy taxonomy highlights the ways surface structures are occur. The students omit necessary item (omission), or add unnecessary ones (additions), they may misformation items (selection) or misorder them (misordering).¹³

a. Omission

In this case, when the students make sentence, there is one aspect is omitted. It tends to effect function words rather than content words at least in the early stages. More advanced learners tend to be aware of their ignorance of content words, and rather than omit one, they resort compensatory strategies to express their idea. For Example: My house is Padangsidimpuan. The preposition in is omitted. The correct sentence must be “my house is in Padangsidimpuan.”

b. Addition

It is a sentence in which certain aspect of language rules is added in a correct sentence. This manifestation of error is the result of all too faithful use of certain rules and they suggest there are subtypes. For example: The university is near behind the mosque. This sentence is wrong, because the preposition near or behind is added. The correct sentence must be “The University is behind the mosque” or “the” university is near the mosque.

¹³*Ibid.* p.150

c. Misformation

What the learner who produced this error has done is not misform but miss election errors. In this case the student used of the wrong form of a structure of sentence. For example: “I am sitting between my parent and my sisters.” The preposition among is substituted by between.

d. Misordering

In this case the student makes sentence in incorrect order. Misordering is often the result of learners relying on carrying out word for word translation of native language surface structures when producing written or spoken utterances in the TL. For example: Friends Tini are playing outside hide and seek. The correct sentence must be Tini friends are playing hide and seek outside.

3. Writing Descriptive Text

a. Definition of writing

Writing is a method of represent language in visual form. Writing system use sets of symbols to represent sound of the speech and also have symbols for such things as function and numerals. MintoRahayu says: “Writing is express opinion in written form.”¹⁴

¹⁴Minto Rahayu, *Bahasa Indonesia di PerguruanTinggi*, (Jakarta: Grafindo, 2007) p.143

According to David Nunan Stated:

Writing is both a physical and a mental act the most basic level. On other hand, writing is the mental work of inventing of ideas. Thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader. It also both a process and a product the writer imagines, organizes, drafts, edits, and reads.¹⁵

On the other hand, writing is the mental work of inventing of ideas. Thinking about how to express them and organizing them into statements and paragraph that will be clear to reader. It also both a process and a product, the writer imagines, organize, drafts, edits, and read. This is process of writing is often cyclical and sometimes disorderly, ultimately, what the audience sees, whether it is an instructor or a wider audience is a product an essay, letter or research report.¹⁶

Based on the explanation above, the researchers conclude that writing is activities to transfer the ideas describe a language in write form, so the readers can understand what writer means. To write well, students need to incorporate the purpose or prompts into their unique approach to writing.¹⁷

b. The Purpose of Writing

¹⁵Alice Oshima, Ann Hogue, *Writing Academic English*, (Amerika: Pearson Longman, 2006)p. 88.

¹⁶H. Dougals Brown, *Teaching By Princilpe AnIteractive Approach to Language Pedagogy*, (New Jersey: Prentice Hall Regents, 1994), p. 321.

¹⁷J. Michael O'Malley and friends, *Aunthentic Assessment For English Language Learner*, (United States of America Addition-Wesley Publishing Company, 1996), p.136

As the guide line there are purposes of writing, they are: informative, narrative, persuasive.¹⁸

- a. Informative writing, it means that the purpose are to give information, direction, or ideas.
- b. Narrative writing, it gives purpose a personal or imaginative expression which the writer procedures stories or essays.
- c. Persuasive writing, it means that writers attempt to influence others and imitate action or change.

Based on the purposes of writing above, the researchers conclude that the purposes of writing as follow:

- a. To give information and knowledge to the readers.
 - b. To introduce or define author to the readers.
 - c. To make readers happy and entertain.
 - d. To make sure the readers about the truth of idea.
- c. Process of Writing
- a. Prewriting, in prewriting stage student might use graphic organizers as an aid to clarify the concepts the students will use in writing.
 - b. Writing, which takes place in classroom or at home so students can rely on both teacher and others and other students for feedback and support.

¹⁸*Ibid*, p.137.

- c. Post writing, in which students share their writing with others, read aloud what the students have written, or change writing with other students.¹⁹

According to Jack. C. Richard, Willy A. Renandya that, the four basics, they are:

- a) Planning (prewriting), prewriting is any in the classroom that encourages students to write.
- b) Drafting (writing). One sufficient ideas are gathered at the planning stage my proceecquicly.
- c) Revising (redradifting). when students revise, the students review their texts on the basic of the feedback give in the responding stage.
- d) Editing, at his stage, students are engaged I tidying up their texts as the students prepare the final draft for evaluation by the teacher.²⁰

There are some kinds of writing text: descriptive text is to expose describes the object can be animal, plants, and people. Narrative is with problematic events which lead to a crisis. Recount text is to retell events for the purpose of informing or interlining. Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. A news item is a text that informs the readers about newsworthy or important events of the day and report. From all of the kinds of text above, the researchers

¹⁹ *Ibid.*, p. 136

²⁰ Jack C. Richards, Willy, A, Renandya, *MethologyIn Language Teaching: An Anthology Of Current Practice*, (Cambridge University Press: 2002), p.315-319.

will only do research report text. Report text is a type of texts that announce the result of an investigation or announce something. The information give in a report text is very general information.

d. Descriptive Text

1) Definition descriptive text

Descriptive text is two words. The word is descriptive and text. Descriptive is explained about something such as places, people or another. The aim of descriptive is describe about the people, animal or another. Descriptive is to give an account of in words to tell in words what something or someone. Descriptive is one kind's genre in English to describe about people, animal or thing.

A text is represents a discourse, although it may be a list of associated sentences and very teaching materials in English subjects always involves text. A text is meaningful linguistic unit in a context. A linguistic unit is a phoneme or morpheme or phrase or clause, or a sentence or a discourse.

Based on explanation above, descriptive text is one a kinds of the genre in writing text. Descriptive text is type of written text, which has specific function to give description about an object.²¹ According to Sri DwyAstuti is a text that describes the characteristic of a

²¹Pardiyono, *Teaching Genre-Based Writing* (Yogyakarta, Andi Offset, 2007), p.34.

particular thing, a place, or a person.²² A descriptive text is usually started by a clear topic sentence which identifies a thing, place, or a person. It is about whom, what, and where. According to Joice said “Description is writing that appeals to one or more live sense, sight, sound, smell, taste and touch. In this case, description tells about feeling, phenomena, sound. Etc.²³ descriptive text is to describe about something, animal, place, people, or sound.

From the explanation above, descriptive text is kinds of the genre in writing text that actually tells about a short story or long story to describe about of people’s, animals, particular place, or thing and have aims to describe people, animal, and things or that identification of phenomenon of subject will described

2) Components of Descriptive Text

Description is a text containing two components identification and description by which a writer describes a person, or an animal. The identification is to identify the object to describe. The description describes parts, qualities, and characteristics; of the part of the object the function of description is to describe a particular person, place or

²² Sri Dwi Astuti, *Comparing and Contrasting Descriptive and Report Texts* (Bekasi; Aldhi AksaraAbadi Indonesia, 2006), p.30

²³ Joice and Amstrong, et.al, *Writing and Grammar* (New Jersey:Upper Saddle River, 2001), p.6

thing.²⁴ Text can be divided into descriptive text, procedure text, narrative text, recount text and report text. However descriptive text means to descriptive things, people, place specifically. So, descriptive text is text describe about something especially in places, things, animal, and to parts of description characteristic, particularly, quality or quantity with use objectives.

3) The Generic Structure of Descriptive Text

The generic structure descriptive text is identification and description. Identification intended of the topic which is wanted to describe, and description intended of description is the kind of writing that tries to put a picture in the reader's mind. Description tells how something looks or sounds or taste or smell or feel. Descriptive text consists of:

1. Identification is writing the name or something, place, pictured, city, and family with brief description.
2. Description is described parts, qualities and characteristics of thing.

²⁴Sanggam Siahaan and Kisno Shinoda, *Generic the Structure* (Yogyakarta: Graha Ilmu, 2008), p.89.

The function of identification and description in descriptive text is:²⁵

Text element	Function
Identification	<ul style="list-style-type: none"> - Form of statements that describe the objects to be described. - Statement should be interesting, able to provoke readers to become interested in reading the text description. - The use of the adjective degree of comparison is helpful.
Description	<ul style="list-style-type: none"> - Provided an overview of the condition of objects that can be viewed from several aspects in terms of: location, means of transport, people, weather, size, etc. - Grammatical Patterns: <ul style="list-style-type: none"> • Present tense, the present perfect tense. • Verb: be (is, are), have, linking verbs. • Use of adjectives to describe or illustrate function of object condition.

²⁵Pardiyono, *Teaching Genre*..... p. 36-37.

e. The Example of Descriptive Text.

The example of descriptive text is below:

Apple

The shape of this fruit is oval or like a pear the color of its outer skin is different depending upon the cultivar type: it can be red, green, or pink.

Apples are obtained from the medium sized tree belonging to the rosaceous family. The tree is originated in the mineral rich mountainranges of Kazakhstan and is now being cultivated in many parts of the world such as united states, Turkey, China, Italy, and Poland produce the most apples per year in the world.²⁶

Based on the example above, the structure descriptive text are:

- 1) Identification : Apple
- 2) Description : The shape of this fruit is oval or like a pear the color of its outer skin is different depending upon the cultivar type: it can be red, green, or pink.

B. Review of Related Findings

The first, Fitri Handayani Nasution who found that error in using Preposition of Place by the Second Year Students' Of MTs N I Model Padangsidimpuan. The concluding of her research that the first year students of MTs N 1 Model Padangsidimpuan is enough it can be seen from the score got by the students that was 67.1%.²⁷

The second d, Kholijah who conclude that students' ability in identifying Noun in descriptive text. The concluding of her research that

²⁶ Sri DwiAstuti, *Comparing and Contrasting Descriptive* P.32

²⁷ Fitri Handayani Nasution, *Error Analysis in Using Preposition of Place by the Second Year Students Of MTs N I Model Padangsidimpuan*, (Padangsidimpuan: STAIN, 2013).

the Grade X SMA N 8 Padangsidempuan can be categorized into high category. It can be seen from the value of the mean (M) score got by the students that was 66.80%.²⁸

The last, Gustina who conclude that error analysis on the student's in using preposition. The concluding of her research, that the dominant types of error made by students in using preposition at MAS Al-Junaidiyah Kampung Lama was errors of selection were 196 cases 64.26%.²⁹

If the researcher mentioned above research about error in using relative clauses in students' writing descriptive text, here the writer analyzes students' errors in using relative clauses in writing descriptive text.

²⁸Kholijah, An Analysis of Students' Ability Identifying Noun In Descriptive Text At Grade X SMA N 8 Padangsidempuan (*Unpublished Thesis*: IAIN Padangsidempuan, 2014).

²⁹Gustina. "Error Analysis on the Student's in Using Prepositions at The Grade X Students at MAS Al-Junaidiyah Kampung Lama in 2008/2009 Academic Year (*Unpublished Thesis*) (Padangsidempuan: UMTS, 2008).

CHAPTER III

RESEARCH METHODOLOGY

A. The Location and Time of the Research

This research took place at SMA N1 Sibuhuan which address in Jalan KH. Dewantara No. 74 Sibuhuan, Kecamatan Barumun, Kabupaten Padang Lawas. This research were from November 2016 until November 2017.

B. Method of the Research

This research uses the qualitative research it is a of non numerical data such as observations, interviews, and other more discursive sources of information. This research was done by using it means to analyze or make a sense perception (descriptive) about situation or events. The method was used to describe problems of case that happened in the field.

C. Sources of Data

The sources of data in this research are: Primary source of the data was grade XI students at SMA N I Sibuhuan, Kecamatan Barumun. The grade of XI consists of three classes. Researcher took a class based on purposive Sampling. Purposive sampling is the sample selection based on certain

characteristic and deem to have a close relation with the characteristic features are already known earlier¹.

Identify the purposefully selected sites or individuals for the proposed study. The idea behind qualitative research is to purposefully select participants or sites that will best help researcher understand the problem and research question². The researcher took class to do the research. So, the researcher took grade XI-3. Researcher took grade XI-3 because the grade of XI3 has low average than XI-1 and XI-2. They consist of 20 students.

D. The Instruments of Collecting Data

To collect data, the researcher gave the interview and test to the students of Grade XI SMA N I Sibuhuan, Kecamatan Barumun.

1. Interview

The researches interview the students about their difficulties of using relative clause in writing descriptive text. Interview also had been given to the teacher to find out additional information about something that has relation with students' difficulties. Interview also had had been given to the teacher to find out information about something that has relation with students' problems. The questions that had been give to the students were 8 items while the questions to the English teacher were 6 items. There are 20

¹Nashihun Ulwa, "*Defenisi Sampling and Teknik Sampling*," accessed from <http://www.eureka.pendidikan.com>, 20 Februari 2016.

²John W. Creswell, *Research Design* (Sage Publication: London), p.185

students in this class. Because of the limitation of the researcher on the time, the researcher took only 20 students. They were 10 male and 10 female.

2. Test

The researcher made 6 tests, and the score for each item were 10. It mean that the totally of score for this test was 60.

No	Indicators	Items	Number of Test	Score
1.	Students' errors in using "Who" in descriptive text	2	1 and 2	20
2.	Students' errors in using "Which" in descriptive text	2	2 and 3	20
3.	Students' errors in using "That" in descriptive text	2	3 and 4	20
	Total	6		60

Based on above table, it can be known that there are 10 question as instrument of the research, the score of a question is 10 thus 10×10 is 100, it means that the score of all the question, further, if a students can answer all of the question she/he will get 100 as the highest score.

E. The Technique of Data Analysis

The researcher was taking the steps of the data analysis as follows:

1. Collecting the data based on the completion test result of the students' works.
2. Checking the students' works, the writer judge whether the students make error or not.
3. Checking the students' errors by themselves.
4. Identifying the students' errors works by marking their errors. They are: omission, addition, miss formation and disordering.
5. Counting the total number of errors made by the students.
6. Count the percentage of errors for each type, the writer uses this formula

$$P = \frac{f}{n} \times 100$$

P = percentage

F = frequency of wrong answer

N = number of sample³

7. After counting the percentage of errors for each type, the researcher put the result in the table of frequency. Based on the students' work,

³Anas, Sudijono. *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2005), p. 40.

the most frequent errors would be determined as the result of the students' errors, in this table below.

Table Result of the students' errors

No	Students code	Students Errors In Using Relative Clause of Place				Total error	Total word	%
		Omission	Misformation	Addition	Misordering			

F. The Technique of Data Trustworthiness

There were nine techniques to determine the data trustworthiness

stated by LexyJ.Meleong as:⁴

1. Keikutsertaan peneliti sangat menentukan dalam pengumpulan data. Keikutsertaan tersebut tidak hanya dilakukan dalam waktu singkat, tetapi memerlukan perpanjangan keikutsertaan peneliti pada latar peneliti.
2. Ketekunan pengamatan bermaksud menemukan cirri-ciri dan unsur yang sangat relevan dengan persoalan atau isu yang sedang dicari dan kemudian memutuskan diri pada hal-hal tersebut secara rinci.
3. Triangulasi adalah teknik pemeriksaan keabsahan data yang memanfaatkan sesuatu yang lain diluar data itu untuk keperluan pengecekan atau sebagai pembanding terhadap data itu.
4. Teknik ini dilakukan dengan cara mengekspos hasil sementara atau hasil akhir yang diperoleh dalam bentuk diskusi analitik dengan rekan-rekan sejawat.
5. Teknik analisis kasus negative dilakukan dengan jalan mengumpulkan contoh dan kasus yang tidak sesuai dengan pola dan kecenderungan

⁴Lexy J. Meleong, *Metodologi Penelitian Kualitatif* (Bandung: RosdaKarya, 2009, p.175)

informasi yang telah dikumpulkan dan digunakan sebagai bahan pembandingan.

6. Konsep kecukupan referensial ini sebagai alat untuk menampung dan menyesuaikan dengan kritik tertulis untuk keperluan evaluasi.
7. Pengecekan dengan anggota yang terlibat dalam proses pengumpulan data yang sangat penting dalam pemeriksaan derajat kepercayaan.
8. Dalam penelitian kualitatif hal itu dilakukan dengan cara uraian rinci, keteralihan bergantung pada pengetahuan seorang peneliti tentang konteks pengirim dan konteks penerima.
9. Auditing adalah konsep bisnis, khususnya di bidang fiscal yang dimanfaatkan untuk memeriksa kebergantungan dan kepastian data.

From the all of techniques to determine the data trustworthiness above, the researcher uses the eight numbers was description.

CHAPTER IV

RESULT OF THE RESEARCH

A. Findings

1. The students' omission error in using relative clauses in writing descriptive text at Grade XI SMA NI Sibuhuan- KecamatanBarumun

There was 20 students did the test. The test was the students were asked to choose one of three given descriptive texts titles, and then to write a descriptive text by using relative clauses. Based on the result of the test. The researcher got students' errors in using relative clauses, as follows:

Table 1

Table Result of the students' errors in writing descriptive text in using relative clauses!

	Students	Error Types			
		Omission	Adittion	Misformation	Misordering
1.	Sri Wahyuni			✓	✓
2.	Basaruddin	✓			✓
3.	Mahmudin				✓
4.	Rizki Zaki				✓
5.	Sri Wardani	✓			✓

6.	Siti Nur Asni	✓			✓
7.	Nur Hidayah				✓
8.	Khairul Azmi				✓
9.	Novita Sari				✓
10.	Dorlan Pasaribu				✓
11.	Riyandi Romatua				✓
12.	Mhd Wahid				✓
13.	Siti Hardiana				✓
14.	Syarif Hidayatullah				✓
15.	Putra Ramadhan	✓		✓	
16.	Meri Sakinah	✓			
17.	Bandar Syah				✓
18.	Lutfi Herianto	✓			
19.	Linniati	✓			
20.	Mhd Syahyunan		✓		

Based on the above table, here, the researcher concluded that there were some errors in omission did exercise for relative clauses use in writing descriptive text, and then, there are some students' who do two type errors in writing descriptive text. As in the table, Basaruddin, Sri Wardani and Siti Nur Asni make a mistake on omission and misordering in the text.

In writing descriptive text, the students often use relative clauses. The researcher got some students omission errors, such as: the first, Sri Wahyuni, she didn't have error in omission. The second, Basaruddin, he made two errors in omission. He made two relative clauses '*miss Meliana is teacher very good*' and '*the girl is wears the red dress is my favorite teacher*'. This sentence is wrong, because in this sentence there is omission error in using relative clauses.

Wrong sentence table

Error	Correct
Miss Meliana is teacher very good	The women who teaches kindly is miss Meliana
The girl is wears the red dress is my favorite teacher	The girl who wears the red dress is my favorite teacher

The third, Mahmudin, he didn't have error in omission. The fourth, Rizki Zaki Alfiansyah, he didn't have error in omission. The fifth, Sri

Wardani, she made four error in omission, she missed four relative clauses *'the women is makes cake is my mother, the women is walking is my mother, my mother is beautiful face, and my mother is very good'*. This sentence is wrong, because in this sentence there is omission error in using relative clauses.

Wrong sentence table

Error	Correct
The women is makes cake is my mother	The women who makes cake is my mother
The women is walking is my mother	The women who is walking is my mother
My mother is beautiful face	The women who has beautiful face is my mother
My mother is very good	The women who has heart very good is my mother

The sixth, Syarif Hidayatullah, he didn't have error in omission. The seventh, Putra Ramadhan, he made three errors in omission, he missed three relative clauses *'the girl is sitting is my favorite teacher, the girl is walking is my favorite teacher, the girl very good is my favorite teacher'*. This sentence is wrong, because in this sentence there is omission error in using relative clauses.

Wrong sentence table

Error	Correct
The girl is sitting is my favorite teacher	The girl who sitting is my favorite teacher
The girl is walking is my favorite teacher	The girl who is walking is my favorite teacher
The girl is teacher is very good is my favorite teacher	The girl who has heart very good is my favorite teacher

The eighth, Meri Sakinah, she made two errors in omission, he missed two relative clauses '*my mother is beautiful face*' and '*my mother is very good*' this sentence is wrong, because in this sentence there is omission error in using relative clauses.

Wrong sentence table

Error	Correct
My mother is beautiful face	The women who has beautiful face is my mother
My mother is very good	The women who has heart very good is my mother

The ninth, Bandar syah, he didn't have error in omission. The tenth, Lutfi Herianto, he made three errors in omission. He missed three relative clauses '*the girl is walking is my favorite teacher*, '*the girl is beautiful is my favorite teacher*' and '*the girl is very good is my favorite teacher*'. This sentence

is wrong, because in this sentence there is omission error in using relative clauses.

Wrong sentence table

Error	Correct
The girl is walking is my favorite teacher	The girl who walking is my favorite teacher
The girl is beautiful is my favorite teacher	The girl who has beautiful face is my favorite teacher
The girl is very good is my favorite teacher	The girl who has heart very good is my favorite teacher

The eleventh, Linniati, she made six errors in omission. She missed six relative clauses. The twelveth, Siti Hardiana, she didn't have error in omission.

The thirteenth, Dorlan Pasaribu, he made six errors in omission. He missed four relative clauses. The fourteenth, Riyandi Romatua, he didn't have error in omission. The fifteenth, Mhd Wahid, he didn't have error in omission. The sixteenth, Siti Nur Asni, she made three errors in omission. She missed three relative clauses '*the woman wears the red dress is my mother, the women very good is my mother and the women is beautiful is my mother*'. This sentence is wrong, because in this sentence there is omission error in using relative clauses.

Wrong sentence table

Error	Correct
The woman wears the red dress is my mother	The woman who wears the red dress is my mother
The women very good is my mother	The women who behaves very good is my mother
The women is beautiful is my mother	The women who has beautiful face is my mother

The seventeenth, Nur Hidayah, she didn't have error in omission. The eighteenth, Khoirul Azmi, he didn't have error in omission. The nineteen, Novita Sari, she didn't have error in omission. The twenty, Mhd Sahyunan, he didn't have error in omission. So, the total of students' omission error was 29 cases.

The another ways to know students' omission error in using relative clauses in writing descriptive text. The researcher had carried out interview with students, such as: Linniati said that, she felt difficult in using relative clauses in writing descriptive text.¹ Based on his test, she made two errors in omission. The researcher concluded that, she was not understood about relative clauses. Because she confused in determine subject to finite and still lack of ability in chosen relative clauses. Next, Sri Wahyuni said that, she felt

¹Linniati, Students at Grade XI SMA NI Sibuhuan- kecamatan Barumun, *Personal Interview*, September 20th 2017 at 09.15 a.m.

difficult to differentiate in determine subject to finite.² She missed the relative clauses in descriptive text. Novita Sari said the same difficult.³

2. The students' addition error in using relative clauses in descriptive text at Grade XI SMA NI Sibuhuan-Kecamatan Barumun

In writing descriptive text, students sometimes make addition error in using relative clauses. Based on the results of test from them. Researcher found one mistake about addition error in using relative clauses. Such as: Mhd Syahyunan wrote "*that which is good*". This sentence is wrong, because in this sentence there is addition error in using relative clauses. So, the total of students' addition error was 1 case.

3. The students' misformation error in using relative clauses in writing descriptive text at grade XI SMAN 1 Sibuhuan-Kecamatan Barumun

In writing descriptive text, students sometimes make misformation error in using relative clauses. Based on the results of test from them. Researcher found some mistake about misformation error in using relative clauses. Such as: the first: Sri Wahyuni made two errors in misformation. Such as: " *my mother have which slim body and my mother have which white skin* " she used which for human instead of *who* or *that*, the correct form must

² Sri Wahyuni, Students at Grade XI SMA N1 Sibuhuan- Kecamatan Barumun, *Personal Interview*, September 20th 2017 at 09.15 a.m.

³³³ Novita Sari, Students at Grade XISMAN1 Sibuhuan- Kecamatan Barumun, *Personal Interview*, September 20th 2017 at 09.15 a.m.

be who for this example. The second: Putra Ramadhan made one error in misformation. Such as: “*miss Evi like take which book English*” he used which for human instead of *who* or *that*, the correct form must be who for this example. So, the total of students’ misformation error was 3 cases.

From all the students did the test. The researcher got data that they didn’t do misformation error. So, there was error in misformation. Then, the researcher interviewed students about misformation error in using relative clauses in writing descriptive text, such as: Rizki Zaki said that, he understood to form a structure of sentence.⁴ Based on his test, he didn’t do misformation error. Sri Wahyuni said that, sentence is a group of words which consist subject, verb, and object.⁵ Novita Sari said that, the same answer.⁶ Based on their error, they understand how to form a sentence to become descriptive text. But, in using relative clause in the descriptive text, they were still difficult.

4. The students misordering error in using relative clauses in writing descriptive text at grade XI N 1 Sibuhuan- Kecamatan Barumun

In writing descriptive text, students sometimes make misordering error in using relative clauses. Based on the results of test from them. Researcher

⁴Rizki Zaki, Students at Grade XI SMA N1 Sibuhuan- kecamatan Barumun, *Personal Interview*, September 18th 2017 at 09.15 a.m.

⁵ Sri Wahyuni, Students at Grade XI SMA N1 Sibuhuan- Kecamatan Barumun, *Personal Interview*, September 18th 2017 at 09.15 a.m.

⁶Novita Sari, Students at Grade XI SMA N1 Sibuhuan- Kecamatan Barumun, *Personal Interview*, September 18th 2017 at 09.15 a.m.

found some mistake about misordering error in using relative clauses. Such

as:the first, Sri Wahyuni, she made five errors in misordering. Such as:

Wrong sentence table

Error	Correct
My mother who the women beautiful	The women who looks beautiful is my mother
My mother is who the women very good	The women who behaves very good is my mother
My mother is who is the white skin	The women who has white skin is my mother
My mother is that women sell dress	The women that sells dress is my mother
My mother is who fat body	The women who has fat body is my mother

The second, Basaruddin, he made five errors in misordering. Such as:

Wrong sentence table

Error	Correct
miss MelianaPermata Sari is who women the good teacher	The women who teaches kindly is miss MelianaPermata Sari
My favorite teacher who is women beautiful	The women who has beautiful is my favorite teacher
My favorite teacher the women very good	The women who has heart very good is my favorite teacher
My favorite teacher who is slim body	The women who has slim body is my favorite teacher
My favorite teacher	The women who has

is who white body	white body is my favorite teacher
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The third, Mahmudin, he made four errors in misordering. Such as:

Wrong sentence table

Error	Correct
My mother who very beautiful is the women	The women who looks beautiful is my mother
My mother is that women very good	The women that behaves very good is my mother
My mother is who women intelligence	The women who has intelligence mind is my mother
My mother is who fat body	The women who has fat body is my mother

The fourth, Rizki Zaki Alfiansyah, he made six errors in misordering. Such as:

Wrong sentence table

Error	Correct
The women who beautiful is my mother	The women who looks beautiful is my mother
My mother is who the women very good	The women who behaves very good is my mother
My mother is who women nice in cooking	The women who cooks nicely is my mother
My mother is who is the white skin	The women who has white skin is my mother
My mother is who curly hair	The women who has curly hair is my mother

My mother is who fat body	The women who has fat body is my mother
------------------------------	--

The fifth, Sri Wardani, she made three errors in misordering. Such as:

Wrong sentence table

Error	Correct
An apple is very good vitamins which favorite fruit	An apple which has good vitamins is my favorite fruit
An apple is very nice that eaten moment is morning	An apple that is eaten in the morning is very nice
An apple that it iklimtropis	An apple that grows in tropical climate is a fruit

The sixth, Siti Nur Asni, she made five errors in misordering. Such as:

Wrong sentence table

Error	Correct
My mother is who the women like cooked	The women who likes to cook is my mother
The women who beautiful is my mother	The women who looks beautiful is my mother
My mother is who the women very good	The women who behaves very good is my mother
My mother is who is the white skin	The women who has white skin is my mother
My mother is who fat body	The women who has fat body is my mother

The seventh, Nur Hidayah, she made five errors in misordering. Such as:

Wrong sentence table

Error	Correct
My mother is the women that's very strong soul	the women that has very strong soul is my mother
My mother is who the women very good	The women who behaves very good is my mother
My mother is who is the white skin	The women who has white skin is my mother
My mother is who fat body	The women who has fat body is my mother
My mother is who curly hair	The women who has curly hair is my mother

The eight, Khairul Azmi, he made three errors in in misordering. Such as:

Wrong sentence table

Error	Correct
An apple is very much vitamin favorite fruit	An apple which has much vitamins is my favorite fruit
An apple that it iklimtropis	An apple that grows in tropical climate is a fruit
An apple is very nice that eaten moment is morning	An apple that is eaten in the morning is very nice

The ninth, Novita Sari, she made four errors in misordering. Such as:

Wrong sentence table

Error	Correct
My mother who is the women very strong soul	The women who has very strong soul is my mother
My mother is who the women very good	The women who behaves very good is my mother
My mother is who slim body	The women who has slim body is my mother
My mother is who is the white skin	The women who has white skin is my mother

The tenth, Dorlan Pasaribu, he made four errors in misordering. Such as:

Wrong sentence table

Error	Correct
My mother is who women very good and beautiful	The women who has beautiful face and very good heart is my mother
My mother is who is the white skin	The women who has white skin is my mother
My mother is who the curly hair	The women who has curly hair is my mother
My mother is who fat body	The women who has fat body is my mother

The eleventh, Riyandi Romatuah, he made three errors in misordering, such as:

Wrong sentence table

Error	Correct
An apple that is a circle	An apple that shapes circle is a fruit
An apple that it iklimtropis	An apple that grows in tropical climate is a fruit
An apple is very nice that eaten moment is morning	An apple that is eaten in the morning is very nice

The twelfth, Mhd Wahid, he made five one errors in misorderig, such as:

Wrong sentence table

Error	Correct
My mother is who women the good and beautiful	The women who has beautiful face and very good heart is my mother
My mother is who women cook in done	The women who cooks in done is my mother
My mother is who the long hair	The women who has long hair is my mother
My mother is who is slanted eyes	The women who has slanted eyes is my mother
My mother is who fat body	The women who has fat body is my mother

The thirteenth, Siti Hardiana, she made five errors in misordering, such as:

Wrong sentence table

Error	Correct
My mother is who women very good and beautiful	The women who has beautiful face and very good heart is my mother
My mother is who is the white skin	The women who has white skin is my mother
My mother is who the long hair	The women who has long hair is my mother
My mother is who is slanted eyes	The women who has slanted eyes is my mother
My mother is who fat body	The women who has fat body is my mother

The fourteenth, Lutfi Herianto, he made four errors in misordering, such as:

Wrong sentence table

Error	Correct
Miss IntanBerlian who take English book	The women who takes English book is miss IntanBerlian
My favorite teacher the women very good	The women who has heart very good is my favorite teacher
My favorite teacher who is slim body	The women who has slim body is my favorite teacher
My favorite teacher is who white body	The women who has white body is my favorite teacher

The fifteenth, Bandar syah, he made five errors in misordering, such as:

Wrong sentence table

Error	Correct
The women who very beautiful is my mother	The women who has very beautiful face is my mother
My mother is who the women white skin	The women who has white skin is my mother
My mother is who the women beautiful and very good	The women who has beautiful face and heart very good is my mother
My mother is who the long hair	The women who has long hair is my mother
My mother is who fat body	The women who has fat body is my mother

The sixteenth, Meri Sakiah, she made five errors in misordering, such as:

Wrong sentence table

Error	Correct
My mother is who beautiful	The women who has face beautiful is my mother
My mother is who the women white skin	The women who has white skin is my mother
My mother is who the women very good	The women who has heart very good is my mother
My mother is who the long hair	The women who has long hair is my mother
My mother is who fat body	The women who has fat body is my mother

The seventeenth, Sarif Hidayatullah, he made three errors in misordering, such as:

Wrong sentence table

Error	Correct
An apple is very much which profit	An apple which has very much profit is fruit
An apple that it iklimtropis	An apple that grows in tropical climate is a fruit
An apple is very nice that eaten moment is morning	An apple that is eaten in the morning is very nice

The eighteenth, Putra Ramadhan, he made five errors in misordering, such as:

Wrong sentence table

Error	Correct
The my favorite teacher who wears the my teacher miss Evi	The women who wears glasses is my favorite teacher she is miss Evi
My favorite teacher who is women beautiful	The women who has beautiful is my favorite teacher
My favorite teacher the women very good	The women who has heart very good is my favorite teacher
My favorite teacher who is slim body	The women who has slim body is my favorite teacher
My favorite teacher is who white body	The women who has white body is my favorite teacher

So, based on some explanation above, the total of students' misordering error was 79 cases.

Based on some above explanations. So, the percentage of students error in using relative clauses in writing descriptive text at Grade XI SMA N1 Sibuhuan- kecamatan Barumun given as table below:

Table 4:
The percentage of students' error in using relative clauses in writing descriptive text.

No	Types of error	Frequency	Percentage
1	Omission	29	25.89%
2	Addition	1	0.89%
3	Misformation	3	2.67%
4	Misordering	79	70.53%
Total		112	99.98%

Thus, from the table above, it can be seen that, students' error in omission type with 29 cases (25.89%). Then, students' error in addition type with 1 case (0.89%). There students' error in misformation type with 3 cases (2.67%), and then, students' error in misordering type with 79 cases (70.53%). From the table above, the researcher concluded that the most dominant type of students' error in using relative clauses in writing descriptive text were error in misordering type with 79 cases (70.53 %). Why it is dominant type of error? Based on their test, the researcher got the data that they were not understood about relative clauses. The reason was they

still confused in determine subject to finite and still lack of ability in chosen relative clauses.

B. Discussion

Title of this research, “Error Analysis in Using Relative Clauses in writing descriptive text at Grade XI SMA N 1 Sibuhuan- Kecamatan Barumun”. After the researcher collected and analyzed the data. Researcher got score calculation of the students that, the studentsomission error was 29 cases (25.89%), students’ addition error was 1 case (0.89%), and thestudents’misformation error was 3 cases (2.67%) and then, students misordering error was 79 cases (70.53%).

Related to this research, some researchers had been done as below: the first Fitri Handayani Nasution entitled “ error analysis in using proposition of place by the second year students of MTs N Model Padangsidimpuan” The concluding of her research that the first year students of MTs N 1 Model Padangsidimpuan is enough it can be seen from the score got by the students that was 67.1%.⁷

The second, Kholijah entitled: The concluding of her research that the Grade X SMA N 8 Padangsidimpuan can be categorized into high category. It

⁷Fitri Handayani Nasution, *Error Analysis in Using Preposition of Place by the Second Year Students' Of MTs N I Model Padangsidimpuan, Thesis* (Padangsidimpuan: STAIN, 2013).

can be seen from the value of the mean (M) score got by the students that was 66.80%.⁸

The third, Gustina entitled: the concluding of her research, that the dominant types of error made by students in using preposition at MAS Al-JunaidiyahKampung Lama was errors of selection were 196 cases 64.26%.⁹

So, researcher conclude are that the more dominant students' error in using relative clauses at SMA N I SibuhuanKecamatan- Barumun was Error of selection were112 cases (99.98%).

⁸Kholijah, *An Analysis of Students' Ability Identifying Noun In Descriptive Text At Grade X SMA N 8 Padangsidempuan* (Padangsidempuan: IAIN Padangsidempuan, 2014).

⁹Gustina. "*Error Analysis on the Students' in Using Prepositions at The Grade X Students at MAS Al-Junaidiyah Kampung Lama in 2008/2009 Academic Year* (Unpublished Script) (Padangsidempuan: UMTS,2008).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding and data interpretation in the research, it can be conclude that the students of SMA N I Sibuhuan Kecamatan- Barumun still made error in relative clauses. The research could conclude that:

1. The students' still do not understand what it is relative clauses, especially in using relative clauses in writing descriptive text.
2. The Students' make four types of errors in relative clauses, the types of error students make is:
 - a. Students' omission errors which consist of 29 cases (25.89%)
 - b. Students' addition which consist of 1 case (0.89%)
 - c. Students' misformation errors which consist of 3 cases (2.67%)
 - d. Students' misordering errors which consist of 79 cases (70.53%)
3. The students' use this type of error in misordering because they are confused and do not understand in using relative clauses in writing descriptive text.

B. Suggestion

Based on the conclusion above, the researcher want to give some suggestions to become advice and motivation for:

1. The writer on this occasion hopes that other researcher will conduct a research related to the topic of this study, especially to find out other students error in using relative clauses in writing descriptive text.
2. The students of SMA N 1 Sibuhuan- Kecamatan Barumun at Grade XI need to be more attractive in English, in order to alleviate their error in using relative clauses and students should to practice in writing text especially descriptive text.
3. The teacher especially English teacher of SMA N 1 Sibuhuan- Kecamatan Barumun hoped to develop the students' grammar in writing text, especially descriptive text.
4. The headmaster of SMA N 1 Sibuhuan- Kecamatan Barumun is expected to be more active in monitoring process of teaching and learning English especially in relative clauses.
5. The readers, especially English learners more improve their knowledge in learning relative clauses and descriptive text.

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2. Zainuddin, S.S., M.Hum

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di-

Padangsidimpuan

Assalamu 'Alaikum Wr. Wb

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan tadaris bahasa inggris (TBI) fakultas tarbiyah dan ilmu keguruan IAIN Padangsidimpuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi, dan melakukan penyempurnaan judul bila mana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

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Judul Skripsi

: ERROR ANALYSIS OF USING RELATIVE CLAUSE IN STUDENTS' WRITING DESCRIPTIVE TEXT AT GRADE XI OF SMA NEGERI 1 SIBUHAN KECAMATAN BARUMUN.

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

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13 September 2017

Yth. Kepala SMA Negeri 1 Sibuhuan Kecamatan Barumun
Kabupaten Padang Lawas

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri
Padangsidempuan menerangkan bahwa :

Nama : Samni Purnama Hsb
NIM : 12 340 0069
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat : Sihitang

adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi
dengan Judul "Error Analysis in Using Relative Clauses in Students' Writing
Descriptive Text at Grade XI SMA Negeri 1 Sibuhuan - Kecamatan Barumun".
Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan
informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

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2. Zainuddin, S.S., M.Hum (Pembimbing II)

di-

Padangsidempuan

Assalamu 'Alaikum Wr. Wb

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan tadaris bahasa inggris (TBI) fakultas tarbiyah dan ilmu keguruan IAIN Padangsidempuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi, dan melakukan penyempurnaan judul bila mana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

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Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

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Appendix I

A. Interview to English Teacher

1. Are the students' difficulties in learning relative clause in SMA N 1 Sibuhuan Kecamatan Barumun?

(Apakah siswa kesulitan dalam mempelajari relative clause di SMA N 1 Sibuhuan Kecamatan Barumun?)
2. What are the students' difficulties when they learn relative clause in SMA N 1 Sibuhuan Kecamatan Barumun?

(apa saja kesulitan siswa ketika mereka belajar relative clause di SMA N 1 Sibuhuan Kecamatan Barumun?)
3. Whether students easily understand the relative clause when the teacher teaches it?

(apakah siswa mudah memahami relative clause ketika guru mengajarkannya?)
4. What methods and techniques teachers do in teaching relative clause?

(metode dan teknik apa yang guru lakukan dalam mengajar relative clause?)
5. What media students that mothers use in teaching relative clause?

(Apa media siswa yang ibu gunakan dalam mengajara relative clause?)
6. What is the solution that mother give to student for difficulties to facilitate faced by student?

(Apasolusi yang ibu berikan pada siswa atas kesulitan untuk memudahkan yang dihadapi siswa?)

B. Interview to at grade XI Students' SMA N 1 SibuhuanKecamatanBarumun

1. Do you know about relative clause?

(Apakah adik mengetahui apa itu relative clause?

2. Can you say one sentence that there is relative clause?

(Bisakah adek mengucapkan satu kalimat yang ada relative clause?

3. Are you easy to understand the relative clause when the teacher teaches it?

(Apakah adik mudah memahami relative clause ketika guru mengajarkannya?

4. What methods and techniques do you use in learning relative clause?

(metode dan tehnik apa yang adik gunakan dalam belajar relative clause?

5. What media do you use in learning relative clause?

(apa media yang adik gunakan dalam belajar relative clause?

6. What is the solution that sister do to facilitate learning relative clause?

(apa solusi yang adik lakukan untuk memudahkan belajar relative clause?

Appendix III

Observation of the Research

[illegible]

Appendix IV

THE INSTRUMENT OF TEST

Error analysis in Using Relative Clauses in writing Descriptive Text

Instructions!

1. Read the question carefully!
2. Do the test by yourself!
3. If you get confused to do the test, ask your teacher directly!

Question :

Write down a Descriptive Text and choose one topic below!

1. My Favorite Teacher
2. My Mother
3. An apple

