



**STUDENTS' ERRORS IN USING ADVERB CLAUSES
AT GRADE XI MAS BABUL HASANAH MANGGIS
PINARIK PADANG LAWAS**

A THESIS

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

Written By :

SITI RAHANA HASIBUAN
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**ENGLISH EDUCATIONAL DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDEMPUNAN
2020**



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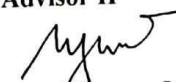
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Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Siti Rahana Hasibuan**, entitled “**Students’ Errors in Using Adverb Clauses at Grade XI MAS Babul Hasanah Manggis Pinarik Padang Lawas**”. 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 Padangsidimpuan.

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 Padangsidimpuan. Thank you.

Wassalam 'alaikumwr.wb.

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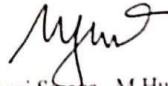

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**Title of Thesis : Students Errors in Using Adverb Clauses at Grade XI MAS
Babul Hasanah Manggis Pinarik Padang Lawas**

ABSTRACT

This research tells about students' errors in using adverb clauses. The purpose of this research is to describe students' errors in using adverb clauses and to find the dominant error in using adverb clauses.

The researcher use qualitative research and descriptive method to collect the data from 25 students who did the test. In collecting data, the researcher use test as instrument of the research. It is used to identify students' errors in using adverb clauses.

Based on the result of the research, the researcher found that the students' errors in using adverb clauses they are: error in omission is ninety five items (50.26%), error in addition is fifty items (26.45%), then, error in misformation is nineteen items (10.05%), and error in misordering is twenty five items (13.22%). The most dominant type of errors made by the students' is type of error omission with ninety five items (50.26%).

Key words: Students Error, adverb clauses.

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**Title of Thesis : Students Errors in Using Adverb Clauses at Grade XI MAS
Babul Hasanah Manggis Pinarik Padang Lawas**

ABSTRACT

Penelitian ini membahas tentang kesalahan siswa dalam menggunakan adverb clause. Tujuan dari penelitian ini adalah mendeskripsikan kesalahan siswa dalam menggunakan adverb clause dan menemukan kesalahan yang dominan dalam menggunakan adverb clause.

Peneliti menggunakan metode penelitian kualitatif dan deskriptif untuk mengumpulkan data dari 25 siswa yang mengerjakan tes. Dalam pengumpulan data, peneliti menggunakan tes sebagai instrumen penelitian. Ini digunakan untuk mengidentifikasi kesalahan siswa dalam menggunakan adverb clause.

Berdasarkan hasil penelitian, peneliti menemukan bahwa kesalahan siswa dalam menggunakan adverb clause yaitu: kesalahan omission sebanyak sembilan puluh lima item (50.26%), kesalahan addition sebanyak lima puluh item (26.45%), kesalahan misformation sebanyak sembilan belas item (10.05%), kesalahan misordering sebanyak dua puluh lima item (13.22%). Jenis kesalahan siswa yang paling dominan terdapat pada kesalahan omission sebanyak sembilan puluh lima item (50.26%).

Kata Kunci : kesalahan siswa, adverb clause.

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This thesis is presented to the English Education Study Program of the State Institute for Islamic Studies Padangsidempuan (IAIN Padangsidempuan) as partial fulfillment of the requirement for degree strata 1 (S1).

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Nothing in the world is perfect, the researcher realize that there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful

for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis.

Last but not least, the researcher just wants to say thank you very much for their helping. May Allah bless them and the researcher hope this thesis useful for all.

Padangsidempuan, 26 October 2020
Researcher

SITI RAHANA HASIBUAN
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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Language comes for the world, sky and all things between them. Especially for human as human are separated in all countries so the language itself is found in all countries. There are some languages as named the international languages as one of them is English and as English is one of the international languages so English is one of the compulsory subject that must be learnt in Indonesia.

In learning English as a foreign language, there are four basic skills that must be learned. They are listening, speaking, reading, and writing. The first is listening is the ability to comprehend what other people said, it includes comprehending speakers' pronunciation, grammar, or even meaning. The second is speaking, speaking is ability to convey or tell the ideas to other people in directly or indirectly form. The third is reading, reading is an activity to get the meaning or the point one from the written form. The last skill is writing is an activity to write something which writer can convey the ideas in written form, so other people can read it.

To support the four language aspects needed two segments, there are vocabulary and structure grammar. Vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Where as in structure grammar cases are analysed such as parts of speech. Parts of speech is the class of a

word and the way it is used in a sentence. It means that every words in the English can be assigned to at least one of only eight categories called parts of speech. It is know as the basic parts of sentence constructing and as a small unit of sentence constructing.

There are eight parts of speech with different functions in a sentence. Parts of speech include nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions and interjections. Without these parts of speech a sentence cannot be formed or completed. Where as the sentence can be built becomes simple sentence, compound sentence, complex sentence and compound complex sentence.

In complex sentences there are two clauses that is main clauses and subordinate clauses, a complex sentence is like a simple sentence in that it consists of only one main clause, but unlike a simple sentence it has one or more subordinate clauses functioning as an element of the sentence. Subordinate clauses consist: adjective clause, adverb clause, and noun clause.

A clause is a set of words which contains subject and verb. Generally, a clause is divided by two kinds, namely independent and dependent. An independent clause or also called as main clause is a complete sentence. It can stand by itself as a sentence, whereas Dependent clause or also called as subordinate clause is not a complete sentence. It must be connected to an independent.

A dependent clause may be an adverb clause, a noun clause, and a relative clause which all of them are the types of dependent clause. Dependent

clause is necessarily related to an independent clause. In short, can define that the independent clause is a clause that may stand alone as a sentence while the dependent clause cannot stand alone because it has a special introductory word that makes the predication depends on an independent clause.

One of clauses that important to be learnt is adverb clause. Adverbs is one of part of speech that have special function in sentece to give information about verb, adjective or another adverb. The adverb clause is a dependent clause that function or gives information about verb, adjective or adverb in a sentence.

Adverb clause are group of words that function as an adverb. To understand this, you need to know about clause and the function of adverb. Adverbs are word modifiers that modify verbs, adjectives or another adverb. They are words that answer the questions when the action is done, where the action is done, how the action is done, and how often the action is done.

Based on the interview with English teacher, Ummi Taing said that some of students are lazy and lack interest to study English more because they felt English was difficult subject. They are lazy to ask the point that they do not understand to teachers' explanation. Some of students cannot make sentences in using adverb clause. The last they did not know about the position of adverb clause and how to differentiate the kinds of adverb clause in English sentences.¹

¹ Ummi Taing S.Pd, *Interview to Teacher*, (Manggis: Mas Babul Hasanah October 15th 2019) at Monday

Based on information from the student in grade XI MAS Babul Hasanah Manggis. First, most of students cannot make sentences in using adverb clause. Next, they were lack of the structure and grammar in using tense. The students often make mistake and even errors in learning English especially when they try to arrange sentences by using adverb clause, though they have been learning about the adverb since in the grade VIII.²

Based on the explanation above the researcher was interested to choose the topic about **“Students’ Errors in Using Adverb Clauses at Grade XI MAS Babul Hasanah Manggis Pinarik Padang Lawas”**.

B. Focus of the Problem

From the problems above, the researcher focused on students’ errors to translate the Indonesian sentences into English sentences in using adverb clause.

C. Formulation of the Problem

From the explanations above, the researcher formulated the problems as follows:

1. What are the students’ error in using adverb clauses at grade XI MAS Babul Hasanah Manggis Pinarik Padang Lawas?
2. What is students’ dominant error in using adverb clauses at grade XI MAS Babul Hasanah Manggis Pinarik Padang Lawas?

² Aminah Hasibuan, the student of MAS Babul Hasanah Manggis, *Interview*, 15 Oktober 2019.

D. Objectives of the Research

Based on the formulations of the problems above, the objectives of the research are:

1. To find the students' errors in using adverb clauses at grade XI MAS Babul Hasanah Manggis Pinarik Padang Lawas.
2. To find dominant errors on students in using adverb clauses at grade XI MAS Babul Hasanah Manggis Pinarik Padang Lawas.

E. Defenition of the Key Terms

In this research, there are some terminologies, the terminologies that use it regarded important to be clarified about the topic, it is done for avoiding the vagueness and misunderstanding between the researcher and the reader, the researcher states key term as follows:

1. Student

Hornby state that the students is a person studying at a school, college, university, etc. While in Indonesia dictionary the student is a learner especially on the grade of elementary, junior, and senior high school.³

2. Error

Error is the flawed side of learner speech or writing. Those are part of conversation or composition that deviates from some selected mature language performance.

³ Eka Sustri Harida and Fitri Rayani Trilanti, "An Analysis on the Students' Ability in Understanding Vocabulary at First Year Students' of English Education Study Program (TBI) Stain Padangsidempuan," *English Education* 1, no. 2 (2013), p. 4, <https://scholar.google.com/citations?user=k8tecGYAAAAAJ&hl=id>.

3. Adverb Clause

Adverb clause is dependent clause that function or gives information about verb, adjective or another adverb.

So, students' errors in using adverb clauses at grade XI MAS Babul Hasanah Manggis Pinarik Padang Lawas means the researcher only analyzes on students' errors in using adverb clauses the classification to the types of errors based on surface strategy taxonomy. The researcher chooses the title to explain and describe the real error in the field.

F. Significances of the Research

The significances of this research as follows:

1. The Headmaster, to encourage English teacher to teach English better.
2. The English teacher, to improve the quality of teaching adverb clause.
3. The students, to enrich the knowledge towards adverb clause.
4. Researchers, to do further same topic of research.

G. Outline of the Thesis

The systematic of this research is divided into five chapters. Each chapter consist of many sub chapters with detail as follows:

Chapter one consist of background of the problem, focus of the problems, Fokus of the research, formulation of the problem, the objectives of the problems, defenition of the key terms, significances of the research, and outline of the thesis.

Chapter two consist of the theoritical description which explain about error (defenition of error, the differences between errors and mistake, the

sources of error, the types of error) and also adverb clause (definition of adverb, kinds of adverb, function of adverb) and also definition of clause, definition of adverb clause, kinds of adverb clause, and about related finding.

Chapter three is research methodology consist of place and time of the research, methodology of the research, sources of the data, the instrument of collecting data, technique for collecting the data, the technique of the data analysis and the techniques of data trustworthiness.

Chapter four consist of general findings, discussion and treat of the research.

Finally, chapter five consist of conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTIONS

A. Theoretical Descriptions

1. Error

a. Definition of Error

Ellis believed that an error is a deviation from the norms of the target language.⁴ Error is the flawed side of learner speech or writing. Those are part of conversation or composition that deviates from some selected mature language performance. Error is the caused lack of comprehending that the students not understand.

According to Brown Errors are noticeable deviation from the adult grammar of a native speakers, reflecting the inter-language competence of the learners.⁵ Errors are part of the student's interlingua, that is the version of the language which a learner has at any one stages of development, and which is continually reshaped as he or she aims toward full mastery.

Erdogan stated that error analysis deals with learners performance in terms of the cognitive process. Learners usually make errors in recognizing or coding the input they receive from the target language. The principal focus of error analysis is on the evidence of the underlying

⁴ Ellis in Xiaoli Bao, "Senior High School Students ' Errors on the Use of Relative Words" vol. 8, no. 3 (2015), P. 2, <https://doi.org/10.5539/elt.v8n3p137>.

⁵ Douglas Brown, *Principles of Language Learning and Teaching*, third Edition (New York: Prentice Hall Inc. 1994), p. 257.

process of second language acquisition.⁶ Error is the caused lack of knowledge that the students not understand.

Based on the defenition above, the researcher concluded that error is a part of foreign language learning process that is made by the students caused by their lack of comprehending in the target language rules.

b. Source of Error.

Brown identifies that there are four sources of errors, namely interlingual transfer, intralingual transfer, context of learning, and communication strategies.

1) Interlingual Transfer

Interlingual transfer is a significant source of error for all learners. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference.⁷ In these early stages, before the system of the second language is familiar, the native language is the only previous linguistic system upon which the learner can draw.

2) Intralingual Transfer

Intralingual transfer directly related to the target language.

This is the major factor in second language learning. Students have

⁶ Vacide Erdogan, Contribution of Errors Analysis to Foreign Language Teaching, Mersin University Faculty of Education, Vol. 1, Issue 2, Desember 2005, p. 263.

⁷ Fadilah Prachan, "Error Analysis in Writing Complex Sentence at the Fist Semester of Eleventh Grade of SMK PGRI 4 Bandar Lampung in 2018/2019 Academic" (Uin Raden Intan Lampung, 2018), p. 33, repository.raden intan.ac.id.

to learn a new language and acquire its new system in every aspect which is commonly different from their first language.⁸ Therefore, sometimes they will face difficulties and make errors in learning.

3) Context of Learning

Students often make errors because of misleading explanation from the teacher, faulty presentation of a structure or word in a textbook or even because of improperly contextualize pattern.⁹ The textbook also can contribute to the students' errors if it is fault to present good content such as structures of words.

4) Communication Strategies

Learning style also related to the students' errors. The way they learn language could be source of errors if they are careless to produce utterances or sentences using the target language. The focus of the language improvement should not make the unnecessary errors.¹⁰ Communication strategy is conscious of verbal nonverbal mechanism for communicating an ideas when precise linguistic forms for some reasons not readily available to the students at a point in communication.

⁸ Musonah, "An Analysis on Students' Errors in Using Relative Pronouns (Who, Whom, Which, Whose) (A Case Study in the Second Year of Fatahillah Senior High School)" (Uin Syarif Hidayatullah Jakarta, 2014), p. 26, repository.uinjkt.ac.id.

⁹ Nur Baithy, "An Analysis of Students S' Error in Learning Noun Clause (A Case Study in the Second Grade Students of SMA Darul Ma'arif)" (Uin Syarif Hidayatullah State Islamic University Jakarta, 2014), p. 21, repository.uinjkt.ac.id.

¹⁰ Sunardi Hasyim, "Error Analysis in the Teaching of English" 4, no. 1 (2002), p. 42.

c. Types of Error

Dulay says that there are four descriptive taxonomies to analyze errors, namely:

1) Linguistic Category Taxonomy

Linguistic category taxonomy classifies errors according to either or both the language component or the particular linguistic constituent the error affects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style).¹¹

2) Surface Strategy Taxonomy

Surface strategy taxonomy proposed by Dulay, Burt and Krashen in taxonomy developed in analyzing error made by the learners which consist of several alternatives for error classification as a result of comparative categorization and communicative effect taxonomy.¹²

3) Comparative Taxonomy

The classification of errors in comparative taxonomy is based on comparison between the students' of target language second

¹¹ Yoseph Tizazu, "A Linguistic Analysis of Error in Learners' Compositions: The Case of Arba Minch University Students," *International Journal of English Language Linguistic Research* 2, no. C (2014), p. 72.

¹² Nur Choironi, "An Analysis of Students' Grammatical Error in Writtig Descriptive Text Based on Surface Strategy Taxonomy at the Second Grade of SMAN 1 Pesisir Tengah Krui" (University of Lampung Bandar Lampung, 2017), p. 25, <https://digilib.unila.ac.id>.

language errors certain other types of construction.¹³ There are three types of errors in this category: developmental errors, interlingual errors, and ambiguous errors.

4) Communicative Effect Taxonomy

Communicative effect taxonomy with errors from the perspective of their effect and the listener or reader focuses on the distinguishing between errors that seems to cause a miscommunication and those that do not.¹⁴ Error that effects the entirety organization of the sentence hinder successfully communication, if only a single elemen of the sentence do not hinder communication.

On Surface Structure Taxonomy, errors are classified into four they are: omission, addition, misformation, and misordering.

a) Omission

Omission errors are the characterized by the absence of the item that must appear in a well-formed utterance.¹⁵ Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others.

For example : He _ a cat.

¹³ Prachan, "Error Analysis in Writing Complex Sentence at the Fist Semester of Eleventh Grade of SMK PGRI 4 Bandar Lampung in 2018/2019 Academic" .

¹⁴ Choironi, "An Analysis of Students' Grammatical Error in Writtig Descriptive Text Based on Surface Strategy Taxonomy at the Second Grade of SMAN 1 Pesisir Tengah Krui."

¹⁵ Sependin Napitupulu, " Analyzing Linguistic Errors in Writing an English Letter: A Case Study of Indonesian Undergraduate Students," *International Journal of Language and Linguistics* 5, no.3 (2017): 71, <https://doi.org/10.11648/j.ijll.20170503.12>

It should be : He **is** a cat

For example : He _ very cute and sweet

It should be : He **is** very cute and sweet

Sentence (1) is grammatically incorrect because the students omitted to be “is” before article “a”. Sentence (2) is grammatically incorrect because there is an item omitted. There is no to be in that sentence. So the complete the gap on that sentence above, it should be filled with “is”.

b) Addition

Addition is the characterized by the presence of an item which must not appear in a well-formed utterance.¹⁶ Addition errors usually occur in the late stages of L2 acquisition, when the learner has already acquired some target language rules. In fact, addition errors result from the all-too- faithful use of certain rules.

For example : **It’s have** 4 bedrooms

It should be : It **has** 4 bedrooms

For example : **I am play** with my pet

It should be : **I play** with my pet

Sentence (1) is grammatically incorrect because in this sentence “It’s have” should be replaced with “It has” because to be “is” is not needed in such conditions. So the verb got

¹⁶ Napitupulu, “ Analyzing Linguistic Errors in Writing an English Letter: A Case Study of Indonesian Undergraduate Students”.

available for the subject “it” and verb that used is “has”. Sentence (2) is grammatically incorrect because in this sentence “I am” should be replaced with “I” as “am” is not needed in such conditions.

Dulay, Burt, Krashen addition errors into three types, double marking, regularization, and simple addition.

1)) Double marking

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic construction but not in other.¹⁷

For example: He doesn't knows my name. (Incorrect)

He doesn't know my name. (Correct)

2)) Regularization

Regularization errors refers to an error having exceptional items of the given class that do not take a marker. For

Example: They puts that box on the desk. (Incorrect)

They put that box on the desk. (Correct)

3)) Simple addition

Errors of simple addition refer to the addition of one element to the correct utterance. For example:

The post office is in over there. (Incorrect)

The post office is over there. (Correct)

¹⁷ Prachan, “Error Analysis in Writing Complex Sentence at the First Semester of Eleventh Grade of SMK PGRI 4 Bandar Lampung in 2018/2019 Academic”

c) Misformation

Misformation errors are characterized by the use of wrong form of the morpheme or structure.¹⁸ While in omission errors the item is not supplied at all in misformation-errors the learner supplies something, although it is incorrect.

For example : She always accompany me when I study

It should be: She always accompanies me when I am studying.

For example : He always **play** with her tail

It should be : He always **plays** with her tail

Sentence (1) is grammatically incorrect because the verb “accompany” should be “accompanies” because subject third person singular female should be add s or es. Sentence (2) is grammatically incorrect because the verb “play” should be “plays” because subject third person singular male should be add s or es.

d) Misordering

Misordering it is said that misordering errors are signed with the false placement of a morpheme or group of morphemes in an utterance.¹⁹ Misordering errors occur systematically for both second language and first language

¹⁸ Naeli Jazilatus Sangadah, An Error Analysis on Use Tenses in Writing Personal Letter of Eight Grade Students' of SMA N1 Puring, Kabumen in the year of 2012/2013” (Universitas Muhammadiyah Purwokerto, 2013), p. 28.

¹⁹ Carl James, Error in Language Learning Ans Use: Explorong Error Analysis, ed. Christopher N Candlin, Third (New York: Taylor and Francis Group, 2013), p. 110.

learners in constructions that have already been acquired, specifically simple (direct) and embedded (indirect) questions.

For example : **Colour's bibi** is gray

It should be : Bibi's colour is gray

For example : **Body's bibi** is big

It should be : Bibi's body is big.

Sentence (1) is grammatically incorrect because the student just translate Bahasa Indonesia into English. The word "colour's bibi" is misplaced each other so it makes the reader confused. So, the correct grammatically order of those words should be "bibi's colour". Sentence (2) the word "Body's bibi" are also misplaced each other. The right grammatically order of those words should be "Bibi's body".

d. The Differences Between Errors and Mistake

Brown stated that a mistake refers to a performance error that is either a random guess or a "slip", in that it is a failure to utilize a known system correctly. Meanwhile, error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner.²⁰

So error is caused by lack of knowledge, the students did not know what they wrote and they could not recognize it unless other people or their teacher corrected them and it cannot be self corrected.

²⁰ Fadilah, "An Error Analysis on The Use of Simple Past Tense and Conjunction in Writing Narrative Composition (Survey at State SMK in West Jakarta), "*Jurnal Akrab Juara* Vol. 3, no. 2 (2018), p. 9, akrabjuara.com.

While mistake happened because temporary laps of memory and also slip of the tongue, actually the students have known about what they write but they just slip up and they can correct and recognize their own mistakes.

2. Adverb

a. Defenition of Adverb

Murthy says that adverb is a word which modifies the meaning of a verb, an adjective or another adverb is known as an adverb. Adverbs is a word that tells more about a verb. Adverbs can tells where, when, or how an action takes place.²¹ So adverb is a word that describes or gives more information about a verb, adjective, adverb.

According to Jayanty Dakhsina adverb is a word modifiers the meaning of a verb, an adjective, or another adverb is known as an adverb.²² Hoyer specifies that adverbials modify other sentence elements, such as adjectives, other adverbs, verbs, and entire clauses.²³

So adverb is a word which modifies the meaning of a verb, an adjective or another adverb is known as an adverb.

²¹ S.Pd Ranisa and M.Hum Dr. Erawadi, M. Ag, Hamka, "Students' Mastery in Identifying Adverbs at Grade VIII SMP N 2 Batang Torutapanuli Selatan," *English Education* 06, no. 2 (2018), p. 4, <https://doi.org/https://doi.org/10.24952/ee.v6i2.1271>.

²² Jayanthi Dakhsina Murty, *Contemporary English Grammar* (New Delhi: Ramesh Nagar, 1998), p. 180.

²³ Eli Hinkel, "Adverbial Markers and Tone in L1 and L2 Students' Writing," *Journal of Pragmatics* 35, no. 7 (2003), p. 2, [https://doi.org/https://doi.org/10.1016/S0378-2166\(02\)00133-9](https://doi.org/https://doi.org/10.1016/S0378-2166(02)00133-9).

b. Kinds of Adverb

There are eight kinds of adverbs:

- 1) Adverb of Time; some adverbs tell us when something happened.

These include: *now, already, before, still*, etc.²⁴ For examples:

- a) I am studying English *now*.
- b) You' are 15 minutes late *already*.
- c) I never knew that *before*.

- 2) Adverb of Place: adverbs of place indicate where something happens. These include; *everywhere, there, here, near*, etc. For examples:

- a) She looked *everywhere*.
- b) He studies English *here*.
- c) I saw her *there*.

- 3) Adverb of Manner; Some adverbs tell us how an action is or should be performed. They are often formed from adjectives or nouns by adding the suffix *-ly*: *happily, slowly, beautifully, quickly*, etc. For examples:

- a) They lived *happily*.
- b) He did his work *slowly*.
- c) She sang *beautifully*.

²⁴ Martin Hewings, *Advanced Grammar in Use* (Cambridge: University Press, 2000), p. 94.

4) Adverb of Frequency; adverbs of frequency tell us how often something is done. These include; *never, usually, twice, always,* etc.²⁵ For examples:

a) Santi always drinks *milk*.

b) Ahmad is usually *busy*.

c) She has won the price *twice*.

5) Adverb of Certainty; these adverbs express how certain or sure we feel an action or event. Common adverbs of certainty: *surely, certainly, definitely, probably, undoubtedly,* etc.

Adverb of certainty go before main verb but after the verb “to be”.

a) He *definitely* left the house this morning.

b) He is *probably* in the park.

6) Adverb of Degree; an adverb of degree tell us the strength or intensity of something that happens. Many adverb are gradable, that is, we can intensify them. Basically they answer the sort of question that asks how much...? or how often...?

Adverb of Degree include; *adequately, almost, entirely, extremely, greatly, highly, very,* etc.²⁶ For example:

a) I am feeling *much* better.

b) She is *very* lazy.

²⁵ Jayanthi Dakhsina Murty, *Contemporary English Grammar*, p. 181.

²⁶ Martin Hewings, *Advanced Grammar in Use*, p. 89.

7) Interrogative Adverb; interrogative adverb are why, when, where, and now. They are usually placed at *the beginning of a question*. For example:

a) When do you get up?

b) Where do you live?

8) Relative Adverb; the following adverbs can be used to join sentences or clauses. They replace the more structure of *preposition + which* in a relative clause: *where, when, why*. For examples:

a) That's the restaurant *where* we met for the first time.

(*where= at/in which*)

b) I remember the day *when* we first met.

(*when= on which*)

c) There was a very hot summer the year *when* he was born.

(*When= in which*)

d) Tell me (the reason) *why* you were late home.

(*why= for which*, but could replace the whole phrase ' *the reason for which*')

c. Function of Adverb

Since adverb clauses function as an adverb, the function of adverb are:

1) Adverb modify verb, adjectives, and another adverb.

2) They tell why, when, where, how, and how often an action occurs.

3) They can begin a sentence that is question, and give more information.²⁷

There are some examples according to what the adverb is modifying.

a) Verbs: Ahmad can run *quikly*.

b) Adjective: My mother drives *carefully*.

c) Adverbs: He works very *hard*.

3. Clause

Clause is a part of sentence which contains a subject and a predicate.

The clause is divided into two based on whether it can stand alone as a sentence, namely the main/independent clause and the subordinate/dependent clause.²⁸ The independent clause can stand alone as a sentence, whereas the dependent clause cannot stand alone as a sentence because it must be attached to the independent clause.

Clause is the smallest grammatical unit in the sentence which can express a complete term like proposisiton of a sentence. A typical clause consists of a subject, predicate, objects and complement.²⁹ Clause is a part of sentence which contains a subject and a predicate.

²⁷ Risanur, Students' Adverb Mastery of the Eight Grade MTS N 4 Mandailing Natal (IAIN Padangsidempuan, 2019), P. 12, <http://etd.iain-padangsidempuan.ac.id/id/eprint/5436>

²⁸ Sri Haryanti and Ana Setyandari, "Students' Difficulties In Mastering Clauses," *International Journal of Active Learning* Vol. 3, no. 1 (2018), p. 40, <http://journal.unnes.ac.id/nju/index.php/ijal%0A>.

²⁹ I Gusti Made et al., "Translation Method with Emphasis of Clause Level in ' Bhagavad -Gita As It Is ' and in ' Bhagavad -Gita Menurut Aslinya ,'" *Jurnal Humanis* 19, no. 1 (2017), p. 2, <https://ojs.unud.ac.id>.

There are two kinds of clauses namely; Independent clause and dependent clause. The Independent clause is an independent clause can stand alone as a complete grammatical sentence. It contains the main subject and verb of the sentence.³⁰ So clause is group of words that contains subject and predicate.

Clausa is a group of words that contains a subject and a verb. Clause is a grammatical unit consisting of a subject and predicate, and every sentence must consist of one or more clauses. There are two kinds of clauses: independent clause and dependent clause.³¹ Clausa is a group of words that contains a subject and a verb.

A clause may be an independent clause, or a dependent clause. In terms of the dependent clause, the clause can be differentiated based on their grammatical functions as nominal clause, adverbial clause, and relative clause.³² So clause is a a set of words which contains subject and predicate.

³⁰ Bustang, "Students' Ability in Using Independent and Dependent Clauses in Complex Sentences at Sixth Semester Students of Universitas Bosowa," *Keguruan Dan Ilmu Pendidikan (JKIP)* 4, no. 2 (2017), p. 2, <https://fkip.unismuh.ac.id>.

³¹ Rulik Setiani, "Students' Syntax Error in Writing Ability," *Jurnal Edukasi Lingua Sastra* Vol. 15, no. 2 (2017), p. 7, <https://ojs.stkipmktb.ac.id>.

³² Imelia Anggraeni Deborah, I Nyoman Udayana, and Yana Qomariana, "The Syntactic Functions of Relative Clauses in A Game of Thrones Novel," *Jurnal Humanis* Vol. 22, no. 1999 (2018), p. 2, <https://doi.org/DOI: 10.24843/JH.2018.v22.i02.p03>.

4. Adverb Clause

a. Definition of Adverb Clause

Adverbial clauses are known from traditional grammar as one of three major classes of subordinate clauses (the other two being relative and complement clauses).³³ Moreover, they are easy to identify because they are introduced by subordinating conjunctions.³⁴ Adverbial clauses are dependent clauses that function as an adverbs.

Adverb clauses can also appear in a reduced form. In the reduced form, the adverb connector remains, but the subject and be-verb are omitted. If there is no be-verb in the adverb clause, the subject is omitted and the main verb is changed into the-ing form.³⁵ . The adverb clause is a dependent clause that function or gives information about verb, adjective or adverb in a sentence.

Adverbial clauses function as adverbs. Adverbs modify verbs, adjectives, and other adverbs. Adverbs tell how, when, where, and to what extent the action is performed. Adverbial clauses answer the same question and, in addition, express several other ideas which the simple adverb does not express.³⁶

³³ Jingxia Lin, "Adverbial Clauses," *International Encyclopedia of the Social & Behavioral Sciences, Second Edition* 1 (2015), p. 2, <https://doi.org/10.1016/B978-0-08-097086-8.52029-7>.

³⁴ Teuta Agaj, "Mistakes That Students of English Language Make in Using Adverbial Clauses of Time," no. 1 (2015): p. 1, <https://docplayer.net>.

³⁵ Clara Herlina, "The Comparison of Bilingual and Monolingual Learners Ability in Identifying Sentences Using Reduced Clause," *Lingua Cultura* Vol. 3, no. 2 (2009), P. 4, <https://doi.org/10.21512/lc.v3i2.339>.

³⁶ Gonzales, *English Grammar Master in 30 Days*.

b. Kinds of Adverb Clause

There are eight kinds of adverb clauses, there are:

1. Adverb clause of time; shows when something happens. It is usually introduced by time adverbs example; *when, while, since, before, after, until, as.*

Examples:

- a) I go to the campus *after I finish the breakfast.*
- b) She was reading a book *while the dinner was cooking.*
- c) She comes to my house when I watch television.
- d) The will leave *before you get there.*
- e) She always sings *when doing her work.*
- f) *After she finished dinner,* she went to bed.

2. Adverbial clauses of place; are introduced mainly by *where* or *wherever*. *Where* is specific and *wherever* nonspecific. The clause may indicate position or direction.³⁷

Example:

- a) I wait you *where we always meet.*
- b) *Wherever I go,* I always remember my parents.
- c) We live *where the road crosses the garden.*
- d) I shall remain *where I am*

³⁷ Haryanti and Setyandari, "Students' Difficulties In Mastering Clauses," p. 43.

3. Adverb clause of purpose; a clause is used to indicate purpose and it is introduced by conjunction example, *that, so that, in order that, and lest.*

Examples:

- a) Aminah comes to Jakarta *so that her might marry medan boy.*
- b) She reads *that she may understand the word.*
- c) He worked hard to earn money *in order that he might ake his parent happy.*
- d) I watched closely *lest he make a mistake.*

4. Adverb clause of reason; a clause is used to indicate cause or reason and it is introduced by conjunction example; *because, since, as, now that, etc.*

Examples:

- a) He could not come *since he was ill.*
- b) I loved my sister *because she was friendly.*
- c) *Because I am at home* you can come.
- d) Take a lamp *because the night is dark.*

5. Adverb clause of condition; a clause is used to indicate condition and it is introduced by conjunction example; *if, unless, provided that, in the event that, whether.*³⁸

Examples:

- a) *If I have much time,* I shall go to your house.

³⁸ Haryanti and Setyandari, p. 43.

- b) We won't have the party, *unless the leader of the team comes*.
 - c) We will have the picnic *provided that it doesn't rain*.
 - d) *In the event that it rains*, the picnic will be postponed.
 - e) *Unless he helps us*, we cannot succeed.
 - f) *If i make a promise* I keep it.
6. Adverb clause of result or consequence; a clause is used to indicate result or consequence and it is introduced by conjunction example; *so that or so and such that*.
- Examples:
- a) Fatimah was so beautiful *that Ali loved her at first sight*.
 - b) He spoke to me in such a way *that he wanted to see me again*.
 - c) I am saving money *so I can buy a bicycle*.
 - d) It was raining *so we did not go out*.
7. Adverb clause of manner; to modify verb in main clause and to tell how an action takes place and is introducing by conjunction example; *as, how, in that, the way*.
- Examples:
- a) They sometimes do not realize *the way god help them*.
 - b) I feel is young *as I ever did*
 - c) She talked to me *the way a teacher talks to a naughty student*.
8. Adverb clause of supposition or concession; a clause is used to indicate supposition or concession introducing by conjunction.³⁹

³⁹ Jayanthi Dakhsina Murty, p. 229.

Example; *though, although, even though, in case, even if, while and whereas.*

Examples:

- a) I'm honest though it's bitter.
- b) *Although he is short* he is able to play basketball very well.
- c) He is short, *whereas you are tall.*
- d) *Although I tired hard,* I could not succeed in my attempt.

B. Review of Related Findings

There are related findings that discuss about writing descriptive text: the first, researcher took by Anni Khoiriyah. The result of research is four of errors type by students' error in writing descriptive text and dominant type punctuation error in writing descriptive text. The dominant is were addition type with 34 errors (53.125%), the errors that the students addition in put the punctuation in writing descriptive text.⁴⁰ Related in this research is study about analysis the error in writing descriptive text.

The second, the researcher took by Rukiyah Yani. The result of this research is there are four types of error, they are: error in omission type was 17 cases (6.64 %), error in addition type was 239 cases (93.36 %), and there was no error in misformation and misordering. The students' dominant error was

⁴⁰ Anni Khoiriah, The Analysis of Students' Punctuation Error in Writing Descriptive Text At Grade X SMK Panca Dharma Swasta Padangsidempuan, Unpublish Thesis IAIN Padangsidempuan in 2014 Academic.

addition type with 239 cases (93.36%).⁴¹ Related in this research is study about analysis error in writing based on the surface structure taxonomy.

The third, the researcher took by Nur Sa'adah were one hundred and ninety eight items of errors. They were fourty items by omission. The next, seven items caused by addition. The next, sixty six items caused by misformation, and eighty five items caused by misordering of phrase. Related in this research is study about analysis the error in writing descriptive text.⁴²

The next researcher was Reki Anggara. The researcher found the result percentage of wo types of the errors made by the fourth semester students at English Education Program Batanghari University. The researcher found that the first, the biggest total percentage of the errors in language feature mae by the students writing narrative text was pas tense. Second, the middle total percentage of the errors by the students was adjective. Third, the smallest total percentage made by the students was adverb. The biggest total percentage of the errors in generic structur made by the students writing narrative text was spelling. Second, the middle total percentage of the errors made by the students was punctuation. Third, the smallest total percentage of the errors made by the students was orientation.⁴³

⁴¹ Rukiyah Yani, Error Analysis of Using Past Verbs in Writing Short Story at Grade VII SMP Muhammadiyah 30 Sihepeng Kecamatan Siabu Mandailing Natal, Unpublish Thesis IAIN Padangsidempuan in academic 2015.

⁴² Nur Sa'adah, The Students' Error in Writing Descriptive Text At Grade VIII-3 SMP Negeri 4 Panyabungan, Unpublish Thesis IAIN Padangsidempuan in 2018 Academic.

⁴³ Error Analysis on students writing narrative text made by the fourth semester students at English Education Program Batanghari University year 2017/2018, journal of English Language Teaching 2, no. 2 (2018), p. 56, <http://jelt.unbari.ac.id/index.php/jelt/article/download/26/26>.

The last researcher was Novita Sahara. The researcher found the result of common errors which found on the students writing into some categories. The biggest number found in capital letters category which has number 38 or 32, 20%. It can be conclude that the students of MTs N Sijenjang faced some problems inte process of writing a text.⁴⁴

Based on the finding of those previous studies, it can be concluded that many students still do errors in writing skill. Furthemore, those previous studies have some similar and different aspects with the writer's study. The similar aspect was from the study of error analysis in written test, while the purpose, sample, research methodology of the study are different aspects that the distinguish the studies.

⁴⁴ Common Grammatical Errors in Writing Narrative Text of Eight Grade Students at MTS Negeri Sijenjang, p. 7-8.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

The research was conducted at MAS Babul Hasanah Manggis. It is located at Jln. Lintas Pinarik Papaso Km. 14 Desa Manggis 22765, Kecamatan Batang Lubu Sutam Kabupaten Padang Lawas. This research were from October 2019 until October 2020.

B. Kinds of Research

This research qualitative research. L. R. Gay and Peter Airasin stated, qualitatif approach is based on the collection and analysis of non numeric data such as observation, interviews and other more discursive source of information.⁴⁵ It means that qualitative was the research that's means to understand the phenomenon about what is the subject research undergone by using scientific method.

Based on the method, this research used this descriptive method. According to L. R. Gay, descriptive research is a descriptive study determine and describes the way things are it may also compare how subgroups such as males and females or experienced teachers view issues and topics.⁴⁶

Based on the theory and the information of problem above, it can be concluded that descriptive research means to analyze a sense perception (description) about situation or events. Descriptive this method used to

⁴⁵ L. R. Gay and Peter Airasin, *Educational Research Competence for Analysis and Application*, (USA: Prentice hall, 2000), p.8.

⁴⁶ L. R. Gay dan Peter Airasin, *Educational*,... ..p. 275.

describe the students' errors in using adverb clauses at grade MAS Babul Hasanah Manggis Pinarik Padang Lawas.

C. Data Source

The sources of the data in these research they are:

1. Primary sources of the data Grade XI at MAS Babul Hasanah Manggis Pinarik Padang Lawas. The total one class of Grade XI at MAS Babul Hasanah Manggis Pinarik Padang Lawas 25 students.

2. Secondary sources of the data is information from:

The English teacher of MAS Babul Hasanah Manggis Pinarik Padang Lawas Taing Danggor, S.Pd.

D. Instrument of Collecting Data

For collecting the data, the researcher used test as the instrument of this research. Test is one of kind of instrument that researcher used to measure the students error and to know what kind of error that student make in subject or the lesson that teacher has been explained.

Test is used to know the ability of students where it is sequence of question or practice that used for surveying the skill, intelligence, knowledge or trail that is owned by individual or group.⁴⁷ Test is a method of measuring a person's ability, knowledge or performance in a given dominant.

⁴⁷ Dewi Fatimah Sitompul, Eka Sustris Harida, and Sojuangon Rambe, "Improving Students' Guessing Strategy Reading Comprehension through Guessing Strategy," *Teaching and Learning* 07, no. 01 (2019): p. 9, <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ>.

Table:1

Indicators of the test

No	Surface Strategi Taxonomy	Total of Error	Percentage
1.	Omission		
2	Addition a. Regularization b. Double Marking c. Simple Addition		
3	Misformation		
4	Misordering		
Total			

E. Technique of Collecting the Data

So, the technique for collecting the data with the test as follows:

1. Explaining about the Outline of adverb clause.
2. Preparing the test.
3. Giving the test to the students.
4. Determining the time of doing the test.
5. Reminding the students' don't cheat and doing the test by their own self.
6. Giving chance to the students to answer the test.
7. Collecting the students answer sheets to analyze.

F. Technique of Data Analysis

The technique of data analysis of this research, the researcher analyzed the data by using some steps, they are:

- a. Collecting the data based on the completion test result of the students' works.
- b. Identifying the students' error works by marking their error. They are: omission, addition, misformation, and misordering.
- c. Counting the total number of errors made by the students.
- d. Count the percentage of errors for each type, the researcher were calculated by using the pattern:

$$P = f / N \times 100\%$$

Note f : frequency of types of error

N : Sum of the students'

P : percentage

G. Technique of Data Trustworthiness

Trustworthiness is qualitative research very important. It is used to contradict assumption about qualitative research is not scientific. The technique of data trustworthiness that used in this research is triangulation. Triangulation is one of the technique of data trustworthiness that using something besides of the data to verify or compare the data. The something used in the research to trustworthiness the data is test to the students.

CHAPTER IV

RESULT OF THE RESEARCH

B. Findings

This research discussed the errors that done by the students XI MAS Babul Hasanah Manggis Pinarik Padang Lawas in using adverb clause. From the research, the researcher knew many students' error in using adverb clause. Researcher focussed on students' errors to translate the Indonesian sentences into English sentences in using adverb clause.

In this research, there was twenty five students did the test, researcher gave the test to the students, after researcher gave the test to the students, researcher collected the students test and then researcher corrected the test or students' answer sheet. Then gave the score from the answer sheet, from the score of students, researcher knew the students error in using adverb clause.

After obtaining the data from the students XI MAS Babul Hasanah Manggis Pinarik Padang Lawas, so researcher knew that the errors made by the students are as follow:

1. Students' errors in using adverb clauses at Grade XI MAS Babul Hasanah Manggis Pinarik Padang Lawas

After knowing the result of test or students' sheet, so researcher found that there are 4 types of errors done by students XI MAS Babul Hasanah Manggis Pinarik Padang Lawas in using adverb clause.

a. Omission errors

Omission error is characterized by absence of an item that must appear in a well-formed utterance. In this case, when the students make sentence, there is one aspects is omitted. It tends to effect function words rather than content words at least in the early stages. Omission can occur on conjunction, action verb, and to be. The learners usually omit of action verb.

There were ninety five errors students made omission errors answer. This error caused by omit to be, conjunction, action verb, pronoun, subject, adverb of frequency, adverb of place, auxiliary verb, preposition, modals, adverb clause. Based on the result of students' researcher got students omission error. With the initial name they are:

First sentence, there was two items error found they were: NRH, MD, AH, RH in using adverb clause. It was "When I read book she come my house" it should be "When I read the book she comes to my house". Next, "When I read the book she to my house" it should be "When I read the book she comes to my house". So, the two items are caused by omit the conjunction: to and action verb: comes.

Second sentence, there was two items error found they were: NSD, NH, NHN, NA, R in using adverb clause. It was "She to school after she finished breakfast" it should be "She went to school after she finished breakfast". Next, "Went to school after she finished breakfast" it

should be “She went to school after she finished breakfast”. So, the two items are caused by omit the subject: she and action verb: went.

Third sentence, there was one item error found they were: NHN, N in using adverb clause. It was “Before my mother goes/left she money” it should be “Before my mother go she gives us money”. So students made one item omission error of action verb: gives.

Fourth sentence, there was three items error found they were: D, HH, NMS, M, N, SA,RA, NHH, R, PH, NHN, SFN, NRH, MD, NJ in using adverb clause. It was “Father bought clothes when he come from work” it should be “Father bought me clothes when he came home from work”. Next, “The father buy me clothes when he back home” it should be “Father buys me clothes when he comes home from work”. Next ”My father buy clother’s” it should be “Father bought me clothes when he came home from work”. So, the three items are caused by omit the pronoun: me and action verb: work and adverb clause: when he comes home from work.

Fifth sentence, there was one item error found in the SFN in using adverb clause. It was “You have sit wherever you like” it should be “You can sit wherever you like”. So students made one item omission error of action verb: can.

Sixth sentence, there was three items error found they were: NMS, NS, SA, NHN in using adverb clause. It was “I wait you where we meet” it should be “I wait you where we always meet”. Next, “I wait you

at place we always meet” it should be “I wait you where we always meet”. Next, “I you where we always meet” it should be “I wait you where we always meet”. So, the three items are caused by omit the adverb of frequency: always and conjunction: where and action verb: wait.

Seventh sentence, there was three items error found they were: PA, HH, RA, SFN, NA, NRH, NJ in using adverb clause. It was “Wherever I go always bring money” it should be “Wherever I go I always bring money”. Next, “I go I bring money” it should be “Wherever I go I always bring money”. Next, “Where I go I bring money” it should be “Wherever I go I always bring money”. So, the three items are caused by omit the subject: I and conjunction: wherever and adverb of frequency: always.

Eighth sentence, there was two items error found they were: NMS, RA, NS, NRH in using adverb clause. It was “I will wherever you go” it should be “I will go wherever you go”. Next, “I go wherever you go” it should be “I will go wherever you go”. So, the two items are caused by omit the action verb: go and auxiliary verb: will.

Nineth sentence, there was four items error found they were: PA, NMS, M, AM, SA, MSH, NHH, NH, SFN, NA, RH in using adverb clause. It was “I loved my friend because she friendly” it should be “I loved my friend because she was friendly”. Next, “I love my friend for being friendly” it should be “I loved my friend because she was friendly”.

Next, “My friend because she friendly” it should be “I loved my friend because she was friendly”. Next, “I love my friend because is friendly” it should be “I loved my friend because she was friendly”. So, the four items are caused by omit the to be: was and conjunction: because and action verb: love and subject: she.

Tenth sentence, there was two items error found they were: PA, D, HH, NMS, M, SH, N, RA, SAP, NHH, NRH, MD, NJ, RH, SFN in using adverb clause. It was “She not come because she sick” it should be “She could not come because she was sick”. Next, “She not come because she sick” it should be “She could not come because she was sick”. So, the two items are caused by omit the modals: could and to be: was.

Eleventh sentence, there was three items error found they were: NMS, M, MSD, NHH, AH, NJ in using adverb clause. It was “Because I am in my house you can home” it should be “Because I am at home you can come”. Next, “Because I on in house you can come” it should be “Because I am at home you can come”. Next, “Because I in home you can come” it should be “Because I am at home you can come”. So, the three items are caused by omit the action verb: come and to be: am and preposition: at.

Twelfth sentence, there was four items error found they were: NMS, N, NSD, NHH, NHN in using adverb clause. It was “I will hard because next week’s exam” it should be “I will study hard because next week’s exam”. Next, “I will study seriously because” it should be “I will

study hard because next week's exam". Next, "I will study hard next week's exam" it should be "I will study hard because next week's exam". Next, "I study because mont next examination" it should be "I will study hard because next week's exam". So, the four items are caused by omit the action verb: study and adverb clause: because next week's exam and conjunction: because and auxiliary verb: will.

Thirteenth sentence, there was three items error found they were: NSD, MSD, NHN, SFN, MD, AH, PA NHN in using adverb clause. It was "Have much time I will come to tour house" it should be "If I have much time I will come to your house". Next, "If I have a lot of time I will come to his house" it should be "If I have much time I will come to your house". Next, "If I have much money I will come to house" it should be "If I have much time I will come to your house". So, the three items are caused by omit the conjunction: if and subject: you and to be: are.

Fourteenth sentence, there was two items error found they were: M, AM, SA, SH, MSD, NHH in using adverb clause. It was "I not can help you except you talk me" it should be "I can't help you unless you talk me". Next, "I donot can help you if you talk me" it should be "I can't help you unless you talk me". So, the two items are caused by omit the action verb: can and conjunction: unless.

Fifteenth sentence, there was one item error found they were: M, SH in using adverb clause. It was "If I promise I sure" it should be "If I

promise I keep it". So students made one item omission error of action verb: keep.

There were twenty two items error caused by omission of action verb, eighteen items error caused by omission of to be, five items error caused by omission of pronoun, thirteen items error caused by omission of modals, five items error caused by omission of subject, four items error caused by omission of preposition, Twenty three items error caused by omission of conjunction, three items error caused by omission of adverb of frequency, three items error caused by omission of adverb clause, three items error caused by omission of auxiliary verb.

So, from the result above, the total of students' omission errors ninety five items with 50.26 %.

b. Addition errors

In addition, it is a sentence in which certain aspect of language rules is added in a correct sentence. Addition characterized by the presense of items. There were fifty errors students had addition errors answer. This error caused regularization error or action verb, addition of to be, pronoun, conjunction, auxiliary verb. Based on the result of students' researcher got students addition error. With the initial name they are:

First sentence, there was one item error found they were: PH, NHH, NMS in using adverb clause. It was "When I reading the book he

come to my house” it should be “When I read the book he come to my house” So students made one item by addition error of action verb.

Second sentence, there was two items error found they were: NJ, MD, NRH, SFN, PH, M, NMS, HH NMS in using adverb clause. It was “She is go to school after she finish breakfast” it should be “She goes to school after she finish breakfast”. Next, “She is going to school after she finish breakfast” it should be “She goes to school after she finish breakfast”. So, the two items are caused by addition error of to be and action verb.

Third sentence, there was one item error found in the NMS in using adverb clause. It was “Before my mother go she is give money for we” it should be “Before my mother go she gives us money”. So students made one item by addition of to be.

Fourth sentence, there was two items error found they were: NRH, NH, PA in using adverb clause. It was “My father bought me a shirt when he come home from work” it should be “Father bought me clothes when he came home from work”. Next, “Father buy me cloth when he came back working” it should be “Father buys me clothes when he comes home from work”. So, the two items are caused by addition of pronoun and action verb.

Fifth sentence, there was three items error found they were: MSH, NH, NHH, SA in using adverb clause. It was “Your can sit wherever you like” it should be “You can sit wherever you like”. Next,

“You can sit wherever you are like” it should be “You can sit wherever you like”. Next, “You could sit wherever you are like will” it should be “You can sit wherever you like”. So, the three items are caused by addition of to be and action verb and auxiliary verb.

Sixth sentence, there was three items error found they were: RH, MD, NRH, SFN, PH, NH, NHH, SAP, RA, N, D, PA in using adverb clause. It was “I am waiting you where we always meet” it should be “I wait you where we always meet”. Next, “I’m waiting you where we always meet” it should be “I wait you where we always meet”. Next, “I’m waiting for you where we always meet” it should be “I wait you where we always meet”. So, the three items are caused by addition of to be and action verb and conjunction.

Seventh sentence didn’t had addition errors answer. Eighth sentence, there was three items error found they were: NHH, NT, SA, PA in using adverb clause. It was “I want to go wherever you go” it should be “I will go wherever you go”. Next, “I will going wherever you go” it should be “I will go wherever you go”. Next, “I will go wherever your go” it should be “I will go wherever you go”. So, the three items are caused by addition of to be and action verb and conjunction.

Nineth and Tenth sentence didn’t had addition error answer. Eleventh sentence, there was three items error found they were: NRH, SFN, PH in using adverb clause. It was “Because I am in your house you can come” it should be “Because I am at home you can come”. Next,

“Because I am here in house you can come” it should be “Because I am at home you can come”. Next, “Because I am at my house you can come” it should be “Because I am at home you can come”. So, the three items are caused by addition of to be and pronoun and conjunction.

Twelfth sentence, there was one item error found in the SA in using adverb clause. It was “I will study hard because next week will take exam” it should be “I will study hard because next week’s exam”. So, the one item are caused by addition of auxiliary verb.

Thirteenth sentence, there was three items error found they were: RH, NH, SAP in using adverb clause. It was “If I have much time I will come in front of your house” it should be “If I have much time I will come to your house”. Next, “If I have much time I will come in from your house” it should be “If I have much time I will come to your house”. Next, If I have much time I will coming to house you” it should be “If I have much time I will come to your house”. So, the three items are caused by addition of preposition and conjunction and action verb.

Fourteenth sentence, there was two items error found they were: NJ, MD, NRH, PH,SAP, RA, HH in using adverb clause. It was “I can’t help you except you telling me” it should be “I can’t help you unless you tell me”. Next, “I can’t help you your telling me” it should be “I can’t help you unless you tell me”. So, the two items are caused by addition of to be and action verb.

Fifteenth sentence, there was one item error found in the AM in using adverb clause. It was “When I promise I make sure to keep it” it should be “When I promise I keep it”. So, the one item are caused by addition of conjunction.

There were twenty items error caused by addition of action verb, fourteen items error caused by addition of to be, two items error caused by addition of pronoun, eleven items error caused by addition of conjunction, four items error caused by addition of auxiliary verb.

So, from the result above, the total of students’ addition errors fifty items with 26.45 %.

c. Misformation Errors

Misformation are characterized by incorrect formation of a group the morphemes in an utterances. What the learner who produced this error has done is not misform but miss election errors. There were nineteen errors students had misformation errors answer. With the initial name they are:

First sentence, there was one item error found they were: NSD, MSD, NH, SFN in using adverb clause. It was “When I read book she is come to my house” it should be “When I read the book she come to my house”. So, the one item are caused by misformation of action verb.

Second sentence there was one item error found they were: PA, M, AM, SH, RA, SFN, MD in using adverb clause. It was “She go to school after she finished breakfast” it should be “She went to school after

she finished breakfast”. So, the one item are caused by misformation of action verb.

Third sentence, there was one item error found they were: NMS, SA, SH, NSD, MSD, NH, MD in using adverb clause. It was “Before my mother goes she gave us money” it should be “Before my mother went she gave us money” So, the one item are caused by misformation of action verb.

Fourth sentence, there was one item error found in the SH in using adverb clause. It was “My father buys my clothes when he go back working” it should be “Father bought me clothes when he came home from work”. So, the one item are caused by misformation of action verb.

In misformation errors there were nineteen items errors caused by misformation of action verb. Students was grammatically incorrect because they didn’t put the third person singular if there was the third person singular sentence should be add s or es.

So, from the result above, the total of students’ misformation errors nineteen items with 10.05%.

d. Misordering errors

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. The misordering is characterized by incorrect placement of a group of in an utterance. There

were twenty five errors students had misordering errors answer. With the initial name they are:

First sentence, there was two items error found they are: NT, M in using adverb clause. It was “When I read the book she come to house my” it should be “When I read the book she comes to my house”. Next, “When I read the book she come to house mine” it should be “When I read the book she comes to my house”. So, the two items are caused by misordering.

Second sentence didn't had misordering errors answer. Third sentence, there was two items error found they were: NRH, NA, PH, SAP, RA, NT, M in using adverb clause. It was “Before my mother goes/left she gave money us” it should be “Before my mother went she gave us money”. Next, “Before my mother go she give money to we” it should be “Before my mother go she gives us money”. So the two items are caused by misordering.

Fourth sentence, there was one item error found were: NSD in using adverb clause. It was “Father bought me clothes when he home from work” it should be “Father bought me clothes when he home from work”. So, the one item are caused by misordering.

Fifth and sixth sentence didn't had misordering errors answer
Seventh sentence, there was one item error found they were: NSD in using adverb clause. It was “Wherever I go always bring money I” it

should be “Wherever I go always bring money I”. So, the one item are caused by misordering.

Eighth sentence, there was one item error found they were: AH in using adverb clause. It was “I will go wherever go you” it should be “I will go wherever you go”. So, the one item are caused by misordering.

Nineth, tenth, eleventh, twelfth and fifteenth sentence didn’t had misordering errors answer. Thirteenth sentence, there was one item error found they were: NA, PH, SAP, NSD, NT, SH, N, M in using adverb clause. It was “If I have much time I will come to house you” it should be “If I have much time I will come to your house”. So, the one item are caused by misordering.

Fourteenth sentence, there was two items error found they were: AH, NHH, SH in using adverb clause. It was “I can’t help you unless tell me you” it should be “I can’t help you unless tell me you”. Next, “I not can help you unless tell me you” it should be “I can’t help you unless tell me you”. So, the two items are caused by misordering.

In misordering errors there were twenty five items errors caused by Misordering in sentence. Students was grammatically incorrect because they were just translate bahasa Indonesia into English or misplaced each other.

From the result above, the total of students’ misordering errors twenty five items with 13.22%.

2. Students' Dominant Errors in using adverb clauses at Grade XI MAS

Babul Hasanah Manggis Pinarik Padang Lawas

This section answer the second issue dealing with the finding of students' dominant error in using adverb clause. After the researcher analyzing the types of error in using adverb clause, so the researcher found the dominant error in using adverb clause.

The dominant type of errors made by the students' at grade XI MAS Babul Hasanah Manggis Pinarik Padang Lawas was type of error "omission" with ninety five items and 50.26% percentage.

Most of students in one sentence there was more than one error. Based on result above, it could be concluded that students' errors were one hundred and eighty nine errors in which they divided into four. They would be explaining in the following:

Table 2: Percentage of Error

No	Types of error	Frequency	Percentage
1	Omission	95	50.26%
2	Addition	50	26.45%
3	Misformation	19	10.05%
4	Misordering	25	13.22%
Total		189	100%

Based on the table of percentage of the errors above, it could be concluded that the dominant errors of students' was type of error

“omission” that consist of ninety five items (50.26%), next error type of “addition” with fifty items (26.45%), next errors type of “misformation” with nineteen items (10.05%), the last type of “misordering” with twenty five items (13.22%).

C. Discussion

The result of this research with title “Students’ Errors in using adverb clauses at Grade XI MAS Babul Hasanah Manggis Pinarik Padang Lawas” were one hundred and ninety eight items of errors. They were ninety five items by omission. The next, fifty items caused by addition. The next, nineteen items caused by misformation, and twenty five items caused by misordering.

There were sameness and dissent of finding in this research with the result in the related findings. The first, there were four type students’ error in this finding. It was similar to the findings of Anni Khoiriah’s research error in misformation it was 19 errors (10.05%) . But the dominant error was not same. The researcher found misordering as dominant error and Anni Khoiriah’s found addition as dominant error.

The second, Indah Rukiyah Yani research found there are two types of students error, they are: error in omission type was 17 cases (6.64 %), error in addition type was 239 cases (93.36 %) and the students’ dominant error was addition. There were different in this result. That was type of students error and students’ dominant error. The researcher found that students’ error at grade VIII 3 had four types. They are omission, addition, misformation, and misordering.

The third, Nur Sa'adah were one hundred and ninety eight items of errors. They were forty items by omission. The next, seven items caused by addition. The next, sixty six items caused by misformation, and eighty five items caused by misordering of phrase. There were different in this result. That was type of students error and students' dominant error. The researcher found misordering as dominant error and Nur Sa'adah found addition as dominant error.

The next, what have been found in this research was little different to the finding before. The research who conducted by Reki Anggrara, found the first biggest error was in past tense with the number of error was 84 or 4, 35%. The second was in adjective with the number of error was 87 or 4.20 %. The third was in adverb with the number of error was 98 or 3.73%. The last was in conjunction with the number of error was 97 or 3.77%.

The last, the research who conducted by Novita Sahara found the biggest number of error was in capital letters category which has number 38 or 32.20%.

D. Threats of the Research

In this research, there were many threats that researcher done. It started from the titles until the techniques of analyzing the data, so the researcher knew that it was so far from the perfectness.

In doing the test, there were threats of time, because the students' had many tasks, the other reason because of the range of time when the researcher did the research is they were doing many tasks because on second

semester. Besides, some of students were not serious in answering the test, the time was the given to the students' were not enough and also the students' did not have much time for doing the test.

The researcher was aware all the things would want to be researcher but to get the excellenge result from the research were the threats of the researcher. The researcher had searched this research only. Finally, this research had been done because the helping from the entire advisor, headmaster and English teacher.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. The Conclusion

Based on the research finding and data interpretation in the research, it can be conclude that the students of MAS Babul Hasanah Manggis Pinarik Padang Lawas still made error in using adverb clauses, the conclusion were:

1. The students' error in using adverb clause
 - a. The students' omission errors which consist of ninety five items (50.26%)
 - b. The students' addition errors which consist of fifty items (26.45%)
 - c. The students' misformation errors which consist of nineteen items (10.05%)
 - d. The students' misordering errors which consist of twenty five items (13.22%)
2. The dominant type of errors made by the students' at grade XI MAS Babul Hasanah Manggis Pinarik Padang Lawas was type of error "omission"with ninety five items and 50.26% percentage.

B. The Suggestion

Based on the conclusion above, researcher gave some suggestion as follow:

1. The teacher should explain as clear as possible about error in using adverb clause. The teacher should pay attention to the students' error in order to

prevent or to minimize those errors. The teacher must check students' sentence one by one and help them to correct it.

2. The teacher should find out the appropriate technique in teaching of adverb clause errors.
3. To the students' at grade XI MAS Babul Hasanah Manggis Pinarik Padang Lawas must study hard and must be serious when studying English. So they can master adverb clause.

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CURRICULUM VITAE

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Mother's Name : Siti Bajora Pasaribu

C. Educational Background

1. Elementary School : SD Negeri No. 0802 Tamiang (2008)
2. Junior High School : MTs S Babul Hasanah Manggis (2011)
3. Senior High School : MAS Babul Hasanah Manggis (2014)
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Appendix 1

Name :

Class :

Please write sentences by using adverb clause.

a. Adverb clause of Time

1. Ketika saya membaca buku dia datang ke rumah ku.
2. Dia pergi ke sekolah sesudah dia selesai makan pagi.
3. Sebelum ibuku pergi dia memberikan uang untuk kami.
4. Ayah membeli ku baju ketika dia pulang kerja.

b. Adverb Clause of Place

1. Kamu bisa duduk dimanapun kamu suka.
2. Aku menunggumu dimana kita selalu bertemu.
3. Kemanapun saya pergi saya selalu membawa uang.
4. Saya akan pergi kemanapun kamu pergi.

c. Adverb of Reason

1. Saya mencintai temanku karena dia ramah.
2. Dia tidak datang karena dia sakit.
3. Karena saya berada di rumah kamu bisa datang.
4. Saya akan belajar sungguh sungguh karena minggu depan ujian.

5. Adverb of Condition

1. Jika saya punya waktu banyak saya akan datang ke rumah mu.
2. Saya tidak bisa membantumu kecuali kamu memberitahu saya.
3. Jika saya berjani saya tepati.

Validator

Researcher

Taing Danggor S.Pd

Siti Rahana Hasibuan

APPENDIX II

Key Answer For:

d. Adverb clause of time

1. When I read the book she comes to my house
2. She went to the school after she finished breakfast
3. Before my mother went she gave us money
4. Father bought me clothes when he came home from work

e. Adverb Clause of Place

1. You can sit wherever you like
2. I wait you where we always meet
3. Wherever I go I always bring money
4. I will go wherever you go

f. Adverb Clause of Reason

1. I loved my friend because she was friendly
2. She could not come because she was ill
3. Because I am at home you can come
4. I will study hard because next week's exam

g. Adverb Clause of Condition

1. If I have much time I will come to your house
2. I can't help you unless you tell me
3. If I promise I keep it

APPENDIX III

Table 3.

Description of The Students Error in Using Adverb Clause

No	Types of Error	Incorrect sentence	Correct sentence
1	Omission	When I read book she come my house	When I read the book she comes to my house
		When I read the book she to my house	When I read the book she comes to my house
		She to school after she finished breakfast	She went to school after she finished breakfast
		Went to school after she finished breakfast	She went to school after she finished breakfast
		Before my mother goes/left she money	Before my mother goes she gives us money
		Father bought clothes when he come from work	Father bought me clothes when he came home from work
		The father buy me clothes when he back home	Father buys me clothes when he come home from work
		Father bought me when he came home from work	Father bought me clothes when he came home from work
		You have sit wherever you like	You can sit wherever you like
		I wait you where we meet	I wait you where we always meet
		I wait you at place we always meet	I wait you where we always meet
		I you where we always meet	I wait you where we always meet
		Wherever I go always bring money	Wherever I go I always bring money
		I go I bring money	Wherever I go I always bring money
		Where I go I bring money	Wherever I go I always bring money
		I will wherever you go	I will go wherever you go
		I go wherever you go	I will go wherever you go
I loved my friend	I loved my friend		

		because she friendly	because she was friendly
		I love my friend for being friendly	I loved my friend because she was friendly
		My friend because she friendly	I loved my friend because she was friendly
		I love my friend because is friendly	I loved my friend because she was friendly
		She not come because she sick	She could not come because she was sick
		She not come because she sick	She could not come because she was sick
		Because I am in my house you can home	Because I am at home you can came
		Because I on in house you can come	Because I am at home you can came
		Because I in home you can come	Because I am at home you can came
		I will hard because next week's exam	I will study hard because next week's exam
		I will study seriously because	I will study hard because next week's exam
		I will study hard next week's exam	I will study hard because next week's exam
		I study because mont next examination	I will study hard because next week's exam
		Have much time I will come to tour house	If I have much time I will come to your house
		If I have a lot of time I will come to his house	If I have much time I will come to your house
		If I have much money I will come to house	If I have much time I will come to your house
		I not can help you except you talk me	I can't help you unless you talk me
		I donot can help you if you talk me	I can't help you unless you talk me
		If I promise I sure	If I promise I keep it

2	Addition	When I reading the book he come to my house	When I read the book he come to my house
		She is go to school after she finish breakfast	She goes to school after she finish breakfast
		She is going to school after she finish breakfast	She goes to school after she finish breakfast
		Before my mother go she is give money for we	Before my mother goes she gives us money
		My father bought me a shirt when he come home from work	Father bought me clothes when he came home from work
		Father buy me cloth when he came back working	Father buys me clothes when he comes home from work
		Your can sit wherever you like	You can sit wherever you like
		You can sit wherever you are like	You can sit wherever you like
		You could sit wherever you are like will	You can sit wherever you like
		I am waiting you where we always meet	I wait you where we always meet
		I'm waiting you where we always meet	I wait you where we always meet
		I'm waiting for you where we always meet	I wait you where we always meet
		I want to go wherever you go	I will go wherever you go
		I will going wherever you go	I will go wherever you go
		I will go wherever your go	I will go wherever you go
		Because I am in your house you can come	Because I am at home you can come
		Because I am here in house you can come	Because I am at home you can come
		Because I am at my house you can come	Because I am at home you can come
		I will study hard because next week will take exam	I will study hard because next week's exam

		If I have much time I will come in front of your house	If I have much time I will come to your house
		If I have much time I will come in from your house	If I have much time I will come to your house
		If I have much time I will coming to house you	If I have much time I will come to your house
		I can't help you except you telling me	I can't help you unless you tell me
		When I promise I make sure to keep it	When I promise I keep it
3	Misformation	When I read book she is come to my house	When I read book she is come to my house
		She go to school after she finished breakfast	She went to school after she finished breakfast
		Before my mother goes she gave us money	Before my mother went she gave us money
		My father buys my clothes when he go back working	Father bought me clothes when he came home from work
4	Misordering	When I read the book she come to house my	When I read the book she comes to my house
		When I read the book she come to house mine	When I read the book she comes to my house
		Before my mother goes/left she gave money us	Before my mother went she gave us money
		Before my mother go she give money to we	Before my mother goes she gives us money
		Father bought me clothes when he home from work	Father bought me clothes when he home from work
		Wherever I go always bring money I	Wherever I go always bring money I
		I will go wherever go you	I will go wherever you go
		If I have much time I will come to house you	If I have much time I will come to your house
		I can't help you unless tell me you	I can't help you unless tell me you".
		I not can help you unless tell me you	I can't help you unless tell me you

APPENDIX IV

Table IV:

Result of the Students' Errors in Using Adverb Clause

No	Initial Name	Omission	Addition	Misformation	Misordering	Total Error	Percentage (%)
1	NRH	5	5	-	1	11	5.82
2	MD	4	4	2	-	10	5.29
3	AH	3	-	-	2	5	2.64
4	RH	6	1	-	-	7	3.70
5	NSD	5	-	2	3	10	5.29
6	NH	2	4	2	-	8	4.23
7	NHN	5	-	-	-	5	2.64
8	N	3	1	-	1	5	2.64
9	NA	3	-	-	2	5	2.64
10	D	2	1	-	-	3	1.58
11	HH	4	2	-	2	8	4.23
12	NMS	6	3	1	-	10	5.29
13	SA	4	3	1	-	8	4.23
14	RA	4	2	1	1	8	4.23
15	NHH	6	4	-	1	11	5.82
16	PH	1	5	-	2	8	4.23
17	SFN	5	3	2	-	10	5.29
18	NJ	4	2	-	-	6	3.17
19	PA	3	3	1	-	7	3.70
20	M	6	1	1	3	11	5.82
21	AM	3	1	1	-	5	2.64
22	MSD	4	1	2	-	7	3.70
23	SH	3	-	3	2	8	4.23
24	NT	2	1	-	3	6	3.17

25	SAP	2	3	-	2	7	3.70
Total		95	50	19	25	189	100%

APPENDIX V

DOCUMENTATION OF THE RESEARCH



Explaining the Outline of Adverb Clause



Giving Test to the Students



Students Answer the Test





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
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Kepada Yth:

- 1. Rayendriani Fahmei Lubis, M.Ag (Pembimbing I)**
2. Yusni Sinaga, M.Hum (Pembimbing II)

di –Padangsidimpuan

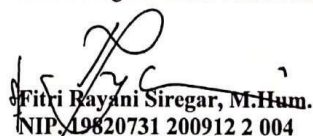
Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan 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 bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

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NIM : 1620300076
Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : **Students' Errors in Using Adverb Clauses at Grade XI Mas Babul Hasanah Manggis Pinarik Padang Lawas**

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

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Kabupaten Padang Lawas

Dengan hormat, bersama ini kami sampaikan bahwa :

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Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "Students' Errors in Using Adverb Clauses at Grade XI MAS Babul Hasanah Manggis Pinarik Padang Lawas".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n.Dekan
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a.n Dekan/Wakil Dekan Bidang Akademik IAIN Padangsidempuan
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Di _

Tempat

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Telah kami setuju untuk melaksanakan penelitian penyelesaian Skripsi pada madrasah kami, sebagai syarat penyusunan penyelesaian skripsi dengan judul "Students' Errors in Using Adverb Clause at Grade XI MAS Babul Hasanah Manggis Pinarik Padang Lawas"

Demikian Surat Balasan ini kami sampaikan dan atas kerja samanya kami ucapkan terima kasih.

Kepala
MAS Babul Hasanah
MARDIN HASIBAUN, M.MPd
MADRASAH ALIYAH
BABUL HASANAH
MANGGIS KEC. BATANG LUBU SUTAM