



**A DESCRIPTIVE STUDY ON THE SIXTH SEMESTER
STUDENTS' ABILITY IN USING ADJECTIVE CLAUSE IN
A SENTENCE IN THE 2004 ACADEMIC YEAR**

THESIS

**A thesis presented to the English Department, the Faculty of Letters,
Jember University as One of the Requirements to Get
the Award of Sarjana Sastra Degree**

in English Studies

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2007

DEDICATION

This thesis is dedicated to:

- *My great beloved mother, Nurul Hidayah, who always loves me. There are no appropriate words to express my grateful thanks for your great sacrifice and prayer.*
- *My lovely sister, Ririn Retiyanti and Nurul Aini, who always support and love me.*
- *My lovely brother, Nor Awaln, who always helps and supports for the success of my study.*
- *My best friends, Rina and lestari, who always entertain me when I was looking sad.*
- *My friends and classmates.*
- *My Alma Mater.*

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا. إِنَّ مَعَ الْعُسْرِ يُسْرًا. فَإِذَا فَرَغْتَ
فَانصَبْ. وَإِلَىٰ رَبِّكَ فَارْغَبْ (الإنصرة)

So, verily, with every difficulty, there is relief. Verily, with every difficulty, there is relief. Therefore, when thou art free (from thine immediate task), still labour hard. And to thy Lord turn (all) thy attention. (Al-Inshiroh: 5-8)

You should pursue knowledge for your quiet and self-esteem, besides you must have modesty attitude especially to the people who teach you. (Al-Hadist)

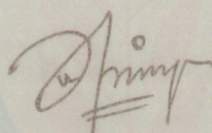
DECLARATION

I hereby state that the thesis entitled *A Descriptive Study on the Sixth Semester Students' Ability in Using Adjective Clause in a Sentence* is an original piece of writing. I certify that the analysis and the research described in this thesis have never been submitted for any other degree or any publications.

I certify to the best of my knowledge that all sources used and any helps received on the preparation of this thesis have been acknowledged.

Jember, June 5, 2007

The Writer



Uzlifatul

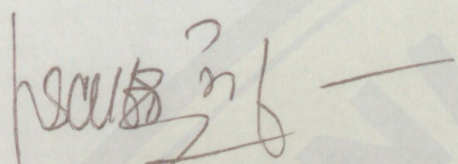
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Jember, June 5, 2007

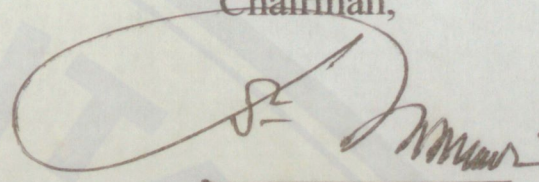
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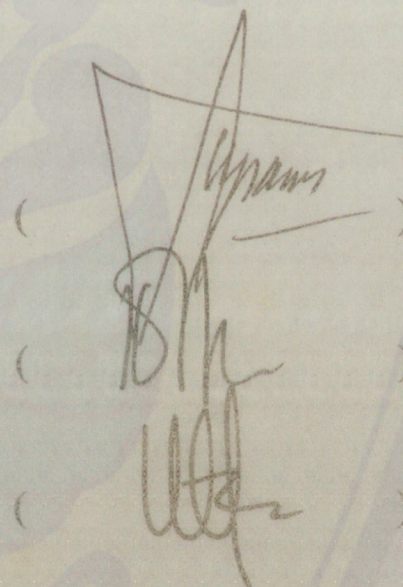
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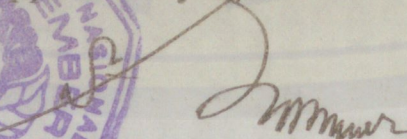
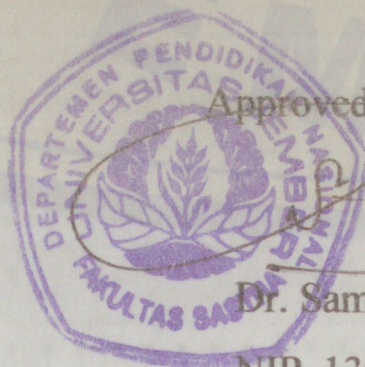
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SUMMARY

“A Descriptive Study on the Sixth Semester Students’ Ability in Using Adjective Clause in a Sentence in the 2004 Academic Year”, Uzlifatul, 030110101051, 2007, 51.

Grammar is the study of what forms (structures) is possible in a language. It is one of the keys for mastering English. Moreover, it permeates all language skills Speaking, Reading, Listening and Writing. The term adjective clause, which is a part of Grammar theory, comes from any clause that performs the function of adjective. It is a dependent clause that modifies noun. It describes, identifies and gives further information about noun. Practically, it is usually introduced by a relative pronoun or a relative adverb, either of which may be expressed or implied. Moreover, one cannot use simple sentence only because one frequently needs another clause to explain certain words in a sentence. So, it is very widely used both in spoken and written forms. Hence, in this thesis intends to find out and describe the students’ ability in using adjective clause in a sentence and not in a paragraph. Specifically, the writer tries to concern on the use of defining and non-defining clause besides the use of relative pronoun and relative adverb in adjective clause in a sentence.

To get this aim, the researcher uses test method to obtain the primary data. Exactly, it is a kind of achievement test. Moreover, the form of the achievement test is a teacher made test. Meanwhile, in order to construct, administer and score easily, the researcher uses cloze test. Through this way, the writer makes the forms of the question into three categories. They are multiple choice questions, combining sentences and making sentences. Each category has 10 items and the time given for doing the test is 60 minutes.

Identifying the students’ correct answer and determining their score in the form of table scoring and percentage are the steps that the writer uses analyzing the data. Through this analyzing, the students’ scores can be obtained. It means that their ability will be known whether they are good or not in using adjective clause in a

sentence. In short, the mean score that they obtain can be a measure to know their ability.

The result of the research shows that the sixth semester students have a good score interpretation in using relative pronoun and relative adverb in an adjective clause. It is proved by their mean score which is 77, 2. Meanwhile, it is rather different from their mean score in using defining and non-defining clause in the form of combining sentences. Their mean score is 49, 2. This score is categorized poor interpretation. Further, their mean score in making sentences in defining and non-defining clause is 65. It has fair interpretation. From the description above, it can be concluded that the sixth semester students are good in using relative pronoun (who, which, that and whose) and relative adverb (where, when and why) but they are rather difficult to differentiate between defining and non-defining clause.

ACKNOWLEDGMENT

Firstly, I would like to express my best praise to Allah SWT, the most Beneficent, the Almighty and the Merciful. Because of His mercy and blessing, I can finish my study. He gives a chance and the most valuable time for me to finish this thesis.

Secondly, in the process of finishing this thesis, it cannot be separated from valuable help of many wondrous people. Therefore, I also would like to thank to the following people:

1. Dr. Samudji, MA; the Dean of Faculty of Letters, Jember University, Drs. Syamsul Anam, MA and Dra. Dina Dyah K., MA, the head and the secretary of the English Department, for their permission, I can start to write this thesis.
2. Prof. Dr. Suparmin, MA, my first advisor and Dra. H. Meilia Adiana, Mpd, my second advisor who supported and guided me kindly and patiently. They voluntary spent their time to correct my thesis. So, I can achieve the writing of this thesis.
3. All of the lecturers of English Department who have given me their best teaching and knowledge during my study and all of the staffs who have given me their best service.
4. The librarians of Faculty of Letters, and the Central library of Jember University, who have permitted me to borrow and to copy a number of books with their familiarities and friendly attitude.
5. My beloved family who support me with their love, prayer and kindness.
6. All of my classmates and friends who have given me support for the success of my study.

Finally, I expect suggestion and advice from the readers who would like to study adjective clause for the improvement of this thesis.

Jember, June 5, 2007

Uzlifatul

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CHAPTER I. INTRODUCTION

1.1 The Background of the Study

”Traditionally, language has been viewed as a vehicle of thought, a system of expression that mediates the transfer of thought from one person to another “(Finegan *et al*, 1992:3). Chomsky (1968: 68) also states that “Language is purposive, syntactic and propositional”. Furthermore, he explains that language is purposive in that there is nearly always in human speech a definite definition of getting something over to somebody else, altering his behavior, his thoughts, or his general attitude toward a situation. Human language is syntactic in that an utterance is a performance with an internal organization with structure and coherence, while language is propositional means that it transmits information. Based on the definitions, it is clear that by using language one can transfer the idea and interact with each other. Meanwhile, to make a successful interaction, one should be able to interpret the message or the idea of other people properly. Here, linguistics, the study of language is concerned both with the structure and organization of language and with the use to which its forms are put in speaking and writing (Finegan *et al*, 1992:4).

English, as an international language, is learned all over the world both as a foreign and a second language. In fact, most of scientific books are written in English. So, it has a great influence in the world. Moreover, most of the people from different countries try to learn and use English in their communication. Hence, the learners who are new about English should study the English skill to get the purpose of communication. Therefore, one of the essential factors that must be mastered by the learners is the ability to produce and make correct sentences. To get this aim, the learners should understand grammar which is the study of what forms (structures) is possible in a language. “Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence” (Thornbury, 1999:1). It is in line with the nature of language that is as a rule-governed system. Finegan, Besiner, Blair and Collins (1992:7) stated that if there were no pattern to the way we voiced

our thought and feelings, listeners would face a difficult task in determining what we meant. They added that “if languages were not a highly organized and patterned system, listeners would find it impossible to unravel its arbitrary symbols for the message they encode”. So, it can be said that grammar, which is one of the keys in mastering English, is important to be studied and practiced by the learners. Moreover, it permeates all language skills such as Reading, Speaking, Listening and Writing.

As learners, it is possible that they have some difficulties in understanding English. It commonly happens to them. One of the difficulties is the use of Adjective clause in a sentence. In English, the sentences can be classified as simple, compound and complex. Huddleston (1984:378) states that “a simple sentence contains only one clause, a main clause; a compound sentence contains two or more main clauses while a complex sentence contains two or more clauses at least one of which is subordinate”. It means that in a sentence, there may be more than one clause. Here, “a clause is a group of words containing a subject and a verb” (Azar, 1989: 238). Furthermore, Azar states that there are two kinds of clause, independent and dependent clause. An independent clause is a complete sentence. It contains the main subject and verb of a sentence so that the sentence can stand alone. Another clause is dependent clause which cannot stand alone but it has function to provide some kind of supportive information for other clauses (Butt *et al*, 1996:113). In relation to the adjective clause, it is a dependent clause that modifies noun. It describes, identifies, or gives further information about a noun. Murphy (1987:182) states that an adjective clause or relative clause tells about which person or thing or what kind of person or thing the speaker means.

The use of adjective clause in a sentence is important both in spoken and written form. One cannot use simple sentence only because one needs another clause to explain certain words in a sentence. Its purpose is to make clear what one means so that the listeners and readers can understand well. Practically, the use of adjective clause may be introduced by a relative pronoun or a relative adverb, either of which may be expressed or

implied (Harman, 1950:349). Here, the relative pronouns are *who*, *which*, *whose* and *that*. While *when*, *where* and *why* are used in relative adverb (Hornby, 1975:156)

Actually, the adjective clause connectors are used to combine some sentences into one sentence. Its function is to modify noun so that it is directly placed after the noun that it describes. Therefore, it is not easily understood by the learners. An instance is the use of relative pronoun *which* and *who* in an adjective clause.

Connector *which* : The book is mine
It is on the table (Azar, 1989: 238)
The book which is on the table is mine.

Connector *who* : The woman is a doctor
She lives next door (Murphy, 1987:182)
The woman who lives next door is a doctor.

The examples above are the form of adjective clause. *Who* and *which* are to modify noun (the book and the woman) but the use of those relative words are different. In the first sentence, it is to modify *the book (for things)* so that *which* is used. While in the second sentence, it is to modify *the woman (for people)*. So, *who* is used.

Adjective clause is very widely used both in spoken and written form. Therefore, the learners should be able to understand well about how to use it in appropriate way. As learners, we cannot easily practice the use of it in daily life. Usually, the students are reluctant to practice their ability in using English every day. As a result, they often forget the subject matter which has been taught before. Hence, this thesis tries to concentrate on the description of the students' ability in using adjective clause in a sentence, especially for the students of the sixth semester's students in the 2004 Academic Year at Faculty of Letters, Jember University. They took the concentration, literature or linguistics. It means that they have passed the grammar subject matter although they are in different concentrations. In other words, they got the theory about adjective clause. Hopefully, the thesis entitled *A Descriptive Study on the Sixth Semester Students' Ability in Using*

Adjective Clause in a Sentence in the 2004 Academic Year can give detailed information to the readers about the students' ability in using the adjective clause. Thus, they will be motivated to study more about English. For the English lecturers, it can be an input for them to increase and improve their way of teaching English, especially in teaching grammar.

1.2 The Problem to Discuss

A Problem is a question that needs answering or solving. It also becomes the concern of a research to find the answer. The thesis will discuss two main problems, the general and the specific problems.

1.2.1 The general problem

1. How good is the sixth semester students' ability in using defining and non-defining relative?

1.2.2 The specific problems

1. How good is the sixth semester students' ability in using relative pronoun and relative adverb in adjective clause?
2. What is the most common error that often happens to the sixth semester students' in using adjective clause in a sentence?

1.3 The Scope of the Study

In order to avoid the different perception of interpretation and misunderstanding between the readers and the writer about the subject matter discussed, it is very important to restrict the scope of the study. The thesis does not study the factors that influence the students' ability in using adjective clause but it just tries to find out and describe the sixth semester students' ability in using adjective clause in a sentence and not in a paragraph.

1.4 The Goal of the Study

The aim is something that wants to be obtained or achieved in doing something. Meanwhile, every scientific writings should have clear purpose. Furthermore, the study has general and specific goals.

1.4.1 The General Goal

Generally, the study is aimed to find out and describe the sixth semester students' ability in using defining and non- defining relative.

1.4.2 The specific Goal

Specifically, the study has several purposes. They are the following:

1. To find out and describe the sixth semester students' ability in using relative pronoun and relative adverb in adjective clause
2. To find out the common error that often happens on the sixth semester students' ability in using adjective clause in a sentence

1.5 The Significance of the Study

The significance of the study is going to be divided into three categories. They are the following:

1. For the English lecturers
 - As an input to improve and increase their way in teaching grammar especially adjective clause
2. For the English Department Students
 - The students are expected to have awareness of their ability in using adjective clause and then they can make self-evaluation. Hopefully, the students will have high motivation to improve their ability in studying English, especially in using adjective clause in a sentence. So, it will be easy for the students to practice the use of adjective clause in spoken and written form.

3. For Further Researchers

- This study can be used as a reference.

1.6 The Organization of the thesis

This thesis is divided into five chapters. Chapter one is an introduction that consists of the background of the study, the problem to discuss, the scope of the study, the goal of the study, the significance of the study and the organization of the thesis. The second chapter constitutes the theoretical review that explains in more detail the adjective clause in order to solve the problems of the topic and hypothesis. Chapter three presents the methodology that is used in the study including the research design, the research area, the population, the sample, the research instrument, and the data analysis method. The result of test and data analysis of this thesis are discussed in chapter four and then the last chapter of this thesis provides the conclusion of what has been discussed in the preceding chapters.



CHAPTER 2. THEORETICAL REVIEW

2.1 The Nature of Adjective Clause

“The term adjective clause comes from any clause which performs the functions of an adjective” (Harman, 1950:349). Frequently, this clause is also called relative clause. Meanwhile, Azar (1989:238) states that “adjective clause is a dependent clause that modifies noun”. It describes, identifies, or gives further information about a noun. Hewings (1999:140) also states that “a relative clause gives more information about someone or something referred to in a main clause”. So, it can be assumed that in building sentence, a relative clause may supply essential information about the noun or pronoun it modifies and restricts the meaning of the noun. As a dependent clause or a part of a complex sentence which cannot stand alone, it needs another clause to form a complete sentence. Practically, the use of adjective clause may be introduced by a relative pronoun or a relative adverb, either of which may be expressed or implied (Harman, 1950:349). Here, the relative pronouns are *who*, *which*, *whose* and *that*. While *when*, *where* and *why* are used as relative adverb (Hornby, 1975:156). Their function is to modify noun so that they are directly placed after the noun that they describe. So, they will make a clear sentence.

Furthermore, Harman (1950: 350) states that “adjective clause is introduced by relative pronoun which agrees with its antecedent in person, number and gender, but not in case”. Its case will be determined by its use in the adjective clause to which it belongs. It means that the relative pronouns are used in adjective clause in different ways. However, they have the same function, that is to modify or describe a noun or a pronoun in the main clause. The relative pronouns may be a relative pronoun denoting subject, object and possessive besides the relative adverb in an adjective clause.

Besides that, there are two kinds of adjective clause. It may be a non-defining or non-restrictive clause and a defining or restrictive clause (Hornby, 1975:155).

More deliberation about them will be presented in the next subchapters.

From the description above, some characteristics of adjective clause can be inferred as follows:

1. It is a part of a complex sentence that cannot stand alone
2. It is also called relative clause
3. It is introduced by relative pronouns or relative adverb
4. It can be defining and non-defining clause
5. It tells about which person or thing or what kind of person or thing the speaker means
6. It always modifies noun or pronoun in the main clause
7. It is positioned directly after the noun that it describes.

In order to get clear understanding about the use of adjective clause in a sentence, The following are the examples:

- 1) The man *who gave me the book* was the librarian (Hewings, 1999:140).
- 2) The book *that you lent me* was interesting (Radford, 1996:480).

In sentence (1), *who gave me the book* is an adjective clause. The relative pronoun *who* modifies antecedent *the man* (person) and it has function as a subject of adjective clause. Sentence (2) is different from sentence (1). *That you lent me* is an adjective clause. Here, *that* is used to modify a thing (*the book*) besides it can also be used to modify person. In this case, *that* substitutes *it* which is as the object of a verb.

2.2 The Kinds of Adjective Clause

As Harman (1950:349) states that "the use of adjective clause may be introduced by a relative pronoun or a relative adverb, either of which may be expressed or implied". It is clear that although relative pronoun and relative adverb have the same function, that is to modify noun or pronoun in the main clause, they are used differently in adjective clause, especially in written form. Sometimes it is expressed or implied. So, it can be concluded that when the adjective clause is analyzed as to the particular way in which it modifies noun

or pronouns, it may be classed as defining or restrictive clause and non-defining or non-restrictive clause (Hall, 1992:39). The detailed information of them will be elaborated as follows.

2.2.1 Defining or Restrictive clause

“A defining or restrictive clause is an essential part of the idea being expressed, in that it defines or limits its antecedent to one particular selected type” (Allen, 1987:211). Meanwhile, Hall (1992:39) adds that “a restrictive clause gives information that is necessary to identify the noun on which it depends”. In addition, it is not marked off by commas. So, it can be said that defining or restrictive clause provides information needed to make the antecedent definite. Therefore, it is essential to the meaning of the sentence. It means that the original meaning of the sentence will lose if it is omitted. Practically, the defining or restrictive clause is often used in spoken form. Moreover, at least 90 per cent of spoken English fall into this category (Allen, 1987:212). In other words, it occurs more frequently in speech than in writing. The following is an example of defining clause.

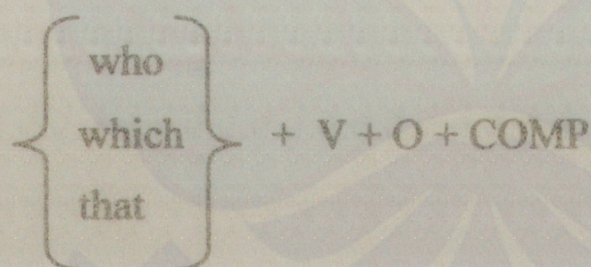
- 3) The couple *who live next to us* have sixteen grandchildren (Hewings, 1999:140).
- 4) Mother found the book *which you lost* (Harman, 1950:363).

In sentence (3), it shows that a relative pronoun *who* refers to *the certain couple* which is identified by the adjective clause *who live next to us*. It cannot be omitted because without it one cannot define *the couple*. So, the identifying element must be added when the principal clause “*the couple have sixteen grandchildren*” is not clear and make someone ask *who the couple* (the antecedent) are. Meanwhile, the adjective clause in sentence (4) is *which you lost* that refers to a particular book. If this sentence contains only the main clause *mother found the book*, the meaning of the sentence is still vague so that the identifying element must be added. Here, both sentence (3) and sentence (4) a comma is never used.

In order to get detailed explanation about how to use relative pronoun and relative adverb in defining clause, the following are the members of defining clause. It means that the kinds of relative pronoun and relative adverb that are usually used in defining clause.

a. Relative Pronoun Denoting Subject

A relative pronoun denoting subject is defined as the relative pronouns that have function as a subject of an adjective clause. It can be "*who, that* and *which*". They are directly placed after the noun that they describe. Although they have the same function and meaning in defining clause, but they are used differently. *Who* is used for people. Furthermore, Huddleston states that "*who* is normally used of humans" (1984:394). He adds that "its application to animals is much less usual (in restrictive relatives) than is that of the personal pronouns *he* and *she*, and it is not normally applied to ships, etc". Another relative pronoun denoting subject is *that* and *which*. *Which* is used for things. Here, *which* as a relative differs from *which* as interrogative because it is not partitive and is confined to non-humans (Huddleston, 1984:384). Meanwhile, *that* is used for both people and things (Azar, 1992:238). The pattern is below:



In defining clause, there are some rules about how to use *who, that* and *which* denoting subject. The rules will be elaborated below:

.(1) *Who* is used instead of *he/she/they*.

For example:

5) We know a lot of people *who live in London*.

6) An architect is someone *who designs buildings* (Murphy, 1987:182).

(2) *Which* is replaceable by *that* and *that* is more usual.

For example:

7) This is one of the few really good books *which/that* have been published on this subject.

8) The cinema *which/that* used to stand at this corner was destroyed by bombing in 1940 (Hornby, 1975:159).

(3) The relative *that* in some cases may replace *who*, especially in colloquial style in informal situations.

For example:

9) The boy *who is/that is playing the saxophone* is my brother.

10) The girl *who/that lives next door to me* is getting married next week (Hornby, 1975:157).

(4) *That* is used when it is preceded by certain expression such as *superlatives, all, any, only* and *it is*.

For example:

(11) She is the finest woman *that ever lived*.

(12) He is the only American *that has swum the Hellespont*.

(13) It is the teacher *that decides what to read* (Allen, 1987:215).

b. Relative Pronoun Denoting Object

A relative pronoun denoting object can be described as the relative pronoun that has function as an object of an adjective clause. Here, *that* is the object of a defining clause. Dixon states that *that* is used for both people and things. When it is used for people, it is usually the object of the verb in the clause or of a preposition (1981:77). From this definition, it can be concluded that the relative pronoun *that* is not only used as subject but also as object in defining clause. Here, when *that* is as object, it has two functions in relative clause. First, it can be used as the object of a verb. Secondly, it also can be used as

the object of preposition. However, the use of *that* that denotes object is often omitted from an adjective clause. The pattern is:

THAT + S + V + COMP

For example:

14) The book (*that*) I put on the table is mine (Allen, 1987:212).

15) She is the woman (*that*) I told you about (Azar, 1989:240).

c. Relative Pronoun Denoting Possession

Whose is a relative pronoun that denotes possession. Azar (1989:240) states that "*Whose* is used to show possession". It carries the same meaning as other possessive pronouns used as adjective: his, her, its and their. It is usually used for people, but it may also be used to modify things in order to indicate possession instead of *of which*. In defining clause, *whose* cannot be omitted. The pattern is the following:

$$\left\{ \begin{array}{l} \text{Whose} \\ \text{Of which} \end{array} \right\} + S + V + \text{COMP}$$

For example:

16) He is a novelist *whose reputation has grown fast*.

17) The house *whose windows are broken* is unoccupied (Hornby, 1975: 158-159).

In sentence (16), *whose* (for people) is used to modify and restrict the noun (*a novelist*) which is identical with *he*. Furthermore, in sentence (17) *whose* (for things) is used to restrict the noun (*the house*). Therefore, *of which* can be used in this sentence. So, it may be recomposed *the house of which the windows are broken is unoccupied*.

d. Adjective Clause Introduced by Relative Adverb

The most common relative adverbs which can be used to introduce adjective clauses are those which denote time, place, reasons and means (Harman, 1950:360). Here, the kinds of relative adverbs are *where*, *when* and *why* (Hornby, 1975:162). These are adverbs functioning as full adverb phrase in adjective clause. This means that relative adverbs always act as adverbs within adjective clause. They are used in both defining and non-defining clause. As in the other of relative clauses, the use of these connectors in a sentence is also different. In other words, there are some rules about how to use them in adjective clause.

(1) *Where* is used to modify a place (Azar, 1989:243). It means that when a clause wants to describe a place (city, country, room, house etc) *where* must be used to make understandable sentences.

(2) *Where* may replace a preposition + a relative pronoun.

For example:

18) The hotel was not very clean.

We stayed there (Murphy, 1987:186).

The combinations of these sentences are in two ways:

18a) The hotel *where we stayed* was not very clean.

18b) The hotel *in which we stayed* was not very clean.

From the examples above, it can be concluded that if *where* is used, a preposition is not included in the adjective clause. Otherwise, if *where* is not used, the preposition must be included. So, it can be represented by the following pattern

$$\left. \begin{array}{l} \text{where} \\ \text{(in, on, at + which)} \end{array} \right\} + S + V + \text{COMP}$$

(3) Sometimes, *where* is preceded by *from*.

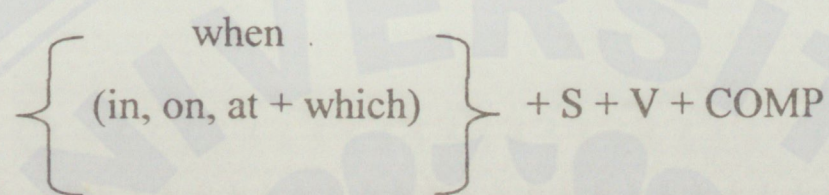
For example:

19) We went up to the roof, *from where* we had a good view of the possession
(Hornby, 1975:163).

(4) *When* is used to modify a noun of time such as year, day, time and century (Azar, 1992:243).

(5) *When* may also replace a preposition + a relative pronoun.

The pattern is below:



For example:

20) I will never forget the day.

I met you then.

The combinations of those sentences are:

20a) I will never forget the day *when I met you*.

20b) I will never forget the day *on which I met you*.

As *where*, if *when* is used, a preposition is not included. On the other hand, the preposition should be included when *when* is not used. However, the use of preposition in adjective clause that modifies a noun of time is somewhat different from that in other adjective clause. Here, a preposition is used preceding a relative pronoun. So, the preposition can be omitted.

(6) *When* is sometimes replaced by *that*, and is occasionally dropped.

For example:

21) The baby was taken ill the day *when/that* we were to have sailed for New York.

(Hornby, 1975:162).

(7) *Why* is used to introduce adjective clause which denotes reason (Harman, 1950:360).

The simple pattern of *why* can be drawn as the following:

WHY + S + V + COMP

(8) *Why* may be omitted.

(9) When the noun reason is omitted, *why* is an interrogative adverb and the *why-clause* is a dependent question.

For example:

23) Tell me the reason *why you did it* (rare)

23a) tell me *why you did it* (more usual) (Hornby, 1975:163).

(10) An infinitive may replace the *why-clause* after reason and is often preferable, because it is shorter.

For example:

24) There is good reason *why you should be displeased*

24a) There is good reason *to be displaced* (Hornby, 1975:163).

2.2.2 Non-Defining or Non-Restrictive Clause

Unlike a defining or restrictive clause, a non-defining clause is used to add extra information about a noun, but this information is not necessary to explain which person or thing we mean (Hewings, 1999:142). So far, Harman (1950:363) adds that "non-defining clause doesn't limit or identify the number of the nouns or pronouns that it modifies". Practically, it is always preceded by comma in writing. Moreover, another comma is also needed at the end of the clause if it is not the end of a sentence. In other words, it is usually placed between two commas. This is one of the differences from defining clause. In addition, it is more frequently used in writing than in speech. The reason is that speech prefers simple sentences, and the non defining clause is a deliberate inclusion of additional matter within the sentence. So, it can be concluded that non-defining clause is merely used to add information and is not essential to the meaning of the sentence.

For example:

25) R.D.Verbeck, *who* was an eyewitness, wrote about the explosion (Wishon and Burks, 1980:162).

26) Paul, whose tyres were new, wanted to take the mountain road (Thomson and Martinet, 1964:16)

In those sentences, the subject (*R. D.Verbeck*) and (*Paul*) are known because their name are given. So, the functions of relative clause *who was an eyewitness* and *whose tyres were new* just add the information and they don't change the meaning of the sentence. In other words, when they are omitted the meaning of the sentence is still clear.

In order to get more information about non-defining clause, the following are detailed characteristics of it. They are:

- 1) It gives additional but not necessary information about the noun on which it depends;
- 2) It is set off from the rest of the sentence by commas. In speech there is a brief pause before and after a non-restrictive clause;
- 3) It is essentially parenthetical ; that is, it is an extra piece of information which is added to the sentence;
- 4) Other kinds of extra information can be added to a sentence and set off it by parentheses. Here, the parenthetical information can be a complete sentence or a sentence fragment (Hall, 1992:40-41).

As in defining clause, the following subchapters will discuss the functions of relative pronoun in non-defining clause.

a. Relative Pronoun Denoting Subject

Who and *which* are relative pronouns denoting subject in non defining clause. *Who* is used for people while *which* is used for things. In writing, the use of *who* and *which* are always set off by commas.

The general patterns are:

_____, who/which _____, (Allen, 1987:211)

For example:

27) Mr Green, *who gives me piano lessons*, has been ill recently.

28) Brussels, *which is the head quarter of the common market*, is an attractive city
(Hornby, 1975:159).

b. Relative Pronoun Denoting Object

In non-defining clause, *whom* and *which* are relative pronoun that denote object.

Alter (1992:97) states that "*whom* is the objective form of *who*". It is usually used and placed before a noun or a pronoun. Furthermore, *whom* is used to modify a noun (for person) while *which* is used for things. Both *which* and *whom* are never omitted in non-defining clause. They function is as an object of an adjective clause. As in defining relative clause, the object of the adjective clause may be an object of verb and an object of preposition. The pattern is:

_____, whom/which _____, (Allen, 1987:211)

The following will discuss the rules of the use of *whom* and *which* in non-defining clause

(1) *Which*, as object of a verb is not replaceable by *that*.

For example:

29) He gave the girl a valuable diamond ring, *which she pawned the very next day*.

30) This fountain-pen, *which I bought only a week ago*, leaks badly (Hornby, 1975:160).

2) In formal style, the use of *whom* and *which* are often preceded by a preposition.

For example:

- 31) In the novel by Peters, *on which the film is based*, the main character is a teenager (Hewings, 146).
- 32) The men of the village, *some of whom are self-tred business-men*, have subscribed to a fund for new playing-fields (Hornby, 1975:158).

c. Relative Pronoun Denoting Possession

As in defining clause, relative pronoun denoting possession are *whose* and *of which*. *whose* is used for people but sometimes it also used for things while *of which* is used for things. The pattern is:

_____, whose/of which _____, (Allen, 1987:211)

For example:

- 33) Neil Adams, *whose parents are both teachers*, won first prize in the competition (Hewings, 1999:142).
- 34) This instrument, *the works of which/ whose works* are all rusty, was in the museum (Allen, 1987:230).

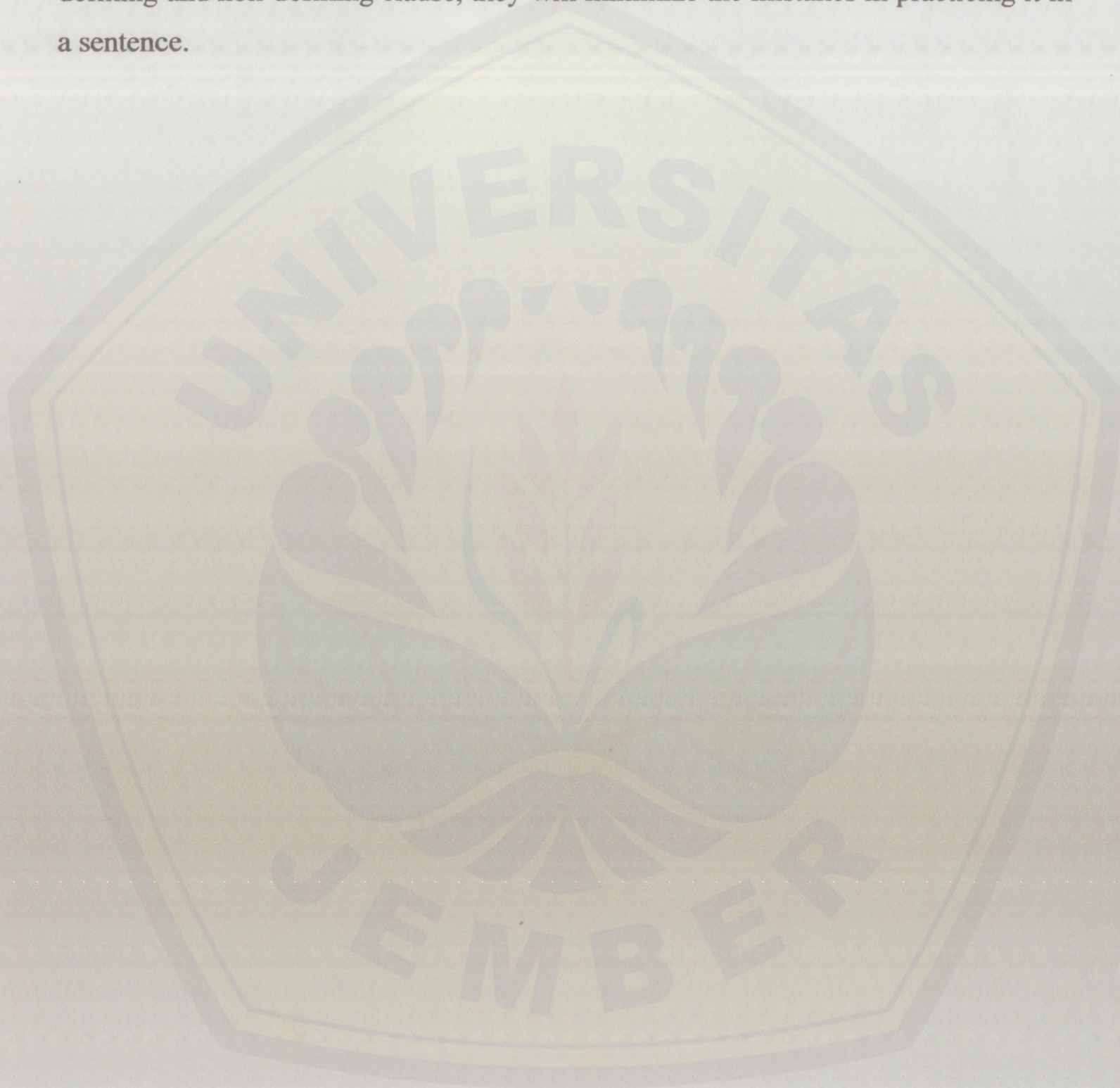
2.3 Hypothesis

According to Mc Millan (1992:35) hypothesis are educated “guesses” or tentative explanation about a correct solution to a problem, description, possible relationship, or differences. Further, a research hypothesis is a conjectural, declarative statement of the results the investigator expects to find. So, it is a prediction about the answer of the problem whether or not it is true. In other words, the researcher doesn’t know yet about the truth of the answer.

This thesis has the following hypothesis:

- 1) The sixth semesters students’ ability in using defining and non-defining in an adjective clause is good.

- 2) The sixth semester students' ability in using relative pronoun and relative adverb in an adjective clause is good.
- 3) If the sixth semester students have a good ability in using adjective clause both in defining and non-defining clause, they will minimize the mistakes in practicing it in a sentence.





CHAPTER 3. RESEARCH METHOD

3.1 The Research Design

“A research design addresses the planning of scientific inquiry—designing a strategy for finding out something (Babbie, 1998:89)”. It means that it is the way of how to get the information of a research. In this study, the research design is used to get the best way for obtaining the information about the students’ ability in using adjective clause in a sentence. It is in line with the aim of this study, that is to find out and describes the sixth semester students’ ability in using adjective clause in a sentence. Based on this purpose, therefore, a descriptive research design is applied. Mc Millan (1992:144) states that “descriptive study simply describes a phenomenon”. It is usually in the form of statistic such as frequencies or percentages, averages, and sometimes variability. Meanwhile, Arikunto (1993:9) adds that “a research which is done to explain and describe the variables in the past and now is called descriptive research”. Here, the variables are the things that become an object of research.

Further, this study intends to identify students’ ability in using adjective clause in a sentence and not in paragraph. Besides, this study intends to find out and describe the degree of students’ ability in using adjective clause. Therefore, to get this purpose, a quantitative research design is considered appropriate. “A quantitative research is characterized by three basic phases: finding variables for concepts, operationalising them in the study, and measuring them” (Grix, 2004:117). Moreover, this technique applies more to numerical data. So, in relation to this study, a quantitative study gives the degree of students’ ability that is presented in the form of table scoring and percentage.

3.2 The Research Area

Determining a research area is important in this research because it is a place which is used to get the primary data. This research will be conducted at English Department in Faculty of Letters, Jember University. The writer chooses this faculty because it is a place

where the writer studies English. Hopefully, this consideration will support the writer to do the research. It means that personally, the writer has known this faculty well. So, the writer will be easy to conduct this research.

3.3 Population and Sample

“A population is the group to which the results of the study are intended to apply” (Fraenkel and Wallen, 2000:103). Meanwhile, Mc Millan (1992:68) also states that “a population is a group of elements or areas, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the result of the research”. The definitions above show that a population is the total number of the research object which is used to get the primary data. In this study, the individual people are chosen as the unit of analysis or observation. Hence, they may have different characteristics such as gender, region of birth, attitudes and so on but they are homogenous. It means that they are the sixth semester students. So, the population of the research object in this study is the total number of the sixth semester students who have passed grammar class in Faculty of Letters, Jember University. Certainly, they have got some theories to deal with the subject. The populations taken are 61 students.

From this population, the writer tries to take a sample which is needed to obtain information about the research object. Here, “a sample is a group in a research study on which information is obtained” (Fraenkel and Wallen, 2000:103). Mostly, in research investigation sample is smaller than population. However, it can be used as representation of population. According to Kartono (1996:135), “if the population is less than 100, it will be better to take the sample 100%”. He adds that “oversampling is always better than undersampling”. So, the sample should be taken as much as possible from the population.

As pointed out previously that the number of population in this research is 61 students. It means that the writer will take all of them as the sample. In addition, the technique used in choosing sample is simple random sampling. In this technique, every

member of the population has an equal and independent chance of being selected for the sample (Mc Millan, 1992:71). Moreover, it is often used in a small number of populations. So, it is in line with the total number of population in this research. Further, the writer takes samples randomly from the total numbers of the sixth semester students. In Faculty of Letters, English Department, there are two classes of Introduction to Discourse that consist of 25 and 31 students of each class.

3.4 Research Instrument

The collection of data is an extremely important part of all research. Fraenkel and Wallen (2000:127) say that “the term data refers to the kinds of information researchers obtain on the subject of their research”. Therefore, a researcher should use devices to get the data. Here, a device used to gather data is called instrument. In this study, the writer chooses test method in getting the primary data that will be analyzed by statistical method.

3.4.1 Test Method

In this research, the writer uses test as an instrument of collecting the main data. According to Arikunto (1997:127), “the term test refers to a group of question or examination and another device which is used to measure a skill, intelligence, ability or aptitude in which the individuals have”. So, the use of the test is based on the assumption that each person has different abilities, personalities and behaviors. It means that these differences can be measured in certain ways. Meanwhile, a way of obtaining or collecting data by giving a number of items to be done by the individuals is called test method. Certainly, in this study test method is used to get the primary data about the students’ ability in using adjective clause in a sentence. In addition, written –response instruments are used. In short, writing test is a kind of instrument which is developed in this study. Moreover, the writer used *Living English Structure and A Practical English Grammar (exercises 2)* in constructing the questions.

Furthermore, Fraenkel and Wallen (2000:145-146) state that there are three types of test: achievement test, aptitude test, and performance test. They will be discussed below:

1. Achievement tests

It measures an individual's knowledge or skill in a given area or subject. It can be classified in several ways. First, general achievement tests are usually batteries of tests that measure such things as vocabulary, reading ability, language usage, math, and social studies. Secondly, specific achievement tests are tests that measure an individual's ability in specific subject, such as English, world history or biology.

2. Aptitude tests

It is also called intelligence test which assesses intellectual abilities. It is intended to measure an individual's potential to achieve; in actuality, it measures present skill or abilities.

3. Performance tests

It measures an individual's performance on a particular task.

From those kinds of test above, it can be said that in this study, the writer uses achievement test which is considered as a correct method of test because it is in line with the purpose of the research. Certainly, this study uses specific achievement test to measure the students' ability in using adjective clause in a sentence. So far, the form of achievement test is a teacher made test. It is a kind of achievement test which is made by the teacher. In this case, the writer itself acts as a teacher. In other words, the writer arranges the questions to be tested and consults them to the lecturer of grammar before doing the test.

In this research, the writer constructs the teacher made test in 30 items. Exactly, the kind of questions in this test is divided into three categories. Each category has 10 items. First, it contains multiple choice questions. Secondly, it contains combining the sentences into one sentence and the last category is to make sentences by using the student's own words. All of those categories above cover defining and non-defining clause. Besides, they

also cover the use of relative pronoun and relative adverb in adjective clause. The time given for doing the test is 60 minutes.

Further, a validity and reliability of the test also should be considered in the test construction. Hughes (2003:26) states that “a test is said to be valid if it measures accurately what it is intended to measure”. Hence, empirical evidence is needed. The forms of evidence for construct validity can be classified into content validity and criterion-related validity. In this study, the writer uses content validity. Hughes (2003:26) adds that “a test is said to have content validity if its content constitutes a representative sample of the language skills, structure, etc”. in relating to this study, the items of test are related to the subject that have been taught. Besides the validity, a test also should be reliable. It means that it can provide consistently accurate measurement. In short, both validity and reliability are important in constructing test.

3.4.2 Cloze test

“A cloze procedure involves deleting a number of words in a passage, leaving blanks, and requiring the person taking the test to attempt to replace the original words” (Hughes, 2003:187). It is usually used to measure the underlying ability. The writer uses cloze test in order to be easy to construct, administer, and score.

3.5 Data analysis methods

In this study, the writer tries to find out the students’ ability in using adjective clause in a sentence made by the sixth semester students of English Department, Faculty of Letters. In order to get this aim, the writer uses some steps to analyze the data.

3.5.1 Identification of correct answer

The first step is to identify the students' correct answer in using relative pronoun and relative adverb in both defining and non-defining adjective clause. Here, the correct answers of adjective clause are based on the English Rule Systems.

3.5.2 Determining the students' score in the form of percentage

It has been stated in the previous chapter that in this study, the data will be analyzed through the statistical methods. So, the computation is needed. The following is the computation way in determining the students' score.

$$E = \frac{n}{N} \times 100 \quad (\text{Ali, 1987:184})$$

Explanation:

E = the students' score

n = the score obtained

N = the total score

The following table is the standard to know the grade of students' ability

Score	Interpretation
86-100	Excellent
71-85	Good
56-70	Fair
41-55	Poor
0-40	Very poor

(Lado, 1987: 79)



CHAPTER 4. THE RESULT AND DISCUSSION

The writer did the research at English Department, Faculty of Letters Jember University on 30 March and 20 April 2007. So, in this chapter the writer would like to report the result of the research. The following is the detailed information of the research result.

4.1 The result of the test

It has been pointed out previously that the writer used test to get the primary data. Furthermore, the form of the test is achievement test. In this study, achievement test is used to measure the students' ability in using adjective clause in a sentence. In this case, the test is divided into three categories. The first category is multiple choice questions. In this category, the writer concerns on the use of relative pronoun and relative adverb in an adjective clause. While for the second, the question is in the form of combining sentences and the last category is making sentences using the students' own words. For these two categories, the writer concerns on the use of defining and non-defining clause. The total number of the test is 30 items. So, each category has 10 items. Meanwhile, the time given for doing the test is 60 minutes.

To facilitate doing this research, the writer chose the Discourse class to get the data. It means that the students did the test activity in the Discourse class. In English Department, there are two classes of Introduction to Discourse. The writer conducted the research in two classes in different time.

The following tables are the rules of how to determine the students score which consists of two main points. The first is the students' score in using relative pronoun and relative adverb in adjective clause, and the second is the students' score in using defining and non-defining clause.

Table 1: The scoring system of the test

NO	The Forms of Question	Number of item	Score of Each item	Total Score
1.	Multiple choice	10	10	100
2.	Combining Sentences	10	10	100
3.	Making Sentences	10	10	100

Table 2: The scoring system of relative pronoun and relative adverb

NO	The Forms of question	Relative Pronoun		Relative Adverb		Total score
		Number of items	Maximum score	Number of items	Maximum score	
1.	Multiple choice	7	70	3	30	100

Table 3: The scoring system of defining and non-defining clause

NO	The Forms of question	Defining clause		Non-defining clause		Total score
		Number of items	Maximum score	Number of items	Maximum score	
1.	Combining Sentences	5	50	5	50	100
2.	Making Sentences	5	50	5	50	100

4.2 Data Presentation from the Test

In this case, this study will discuss the students' scores and their interpretation. It is done after all of the students' scores are obtained and then it is presented into some categorizations.

4.2.1 The Students' Scores

To get the students' scores, the writer analyzed the students' answer. Then, the answers of the students are divided into two groups. The first is the students' scores in using relative pronoun and relative adverb in an adjective clause. In this point, which is multiple choice questions, the number of questions is 10 items. Each item has a score of 10. The second is the students' scores in using defining and non-defining clause. Here, the questions are in the form of combining and making sentences. For combining and making sentences, each consists of 10 questions and has a score of 10. Moreover, if the students do not answer the questions correctly, the writer will give zero score. Below are the students' scores and their interpretation.

Table 4: The students' score of relative pronoun and relative adverb.

NO	Students' Number	Score	Interpretation
1.	04110101003	70	Fair
2.	04110101017	70	Fair
3.	04110101077	100	Excellent
4.	04110101089	90	Excellent
5.	04110101041	90	Excellent
6.	04110101045	90	Excellent
7.	04110101075	70	Fair
8.	04110101009	100	Excellent
9.	04110101103	90	Excellent
10.	04110101006	90	Excellent
11.	04110101019	90	Excellent
12.	04110101004	90	Excellent
13.	04110101069	40	Very poor
14.	04110101124	90	Excellent

15.	04110101100	80	Good
16.	04110101001	80	Good
17.	04110101064	40	Very poor
18.	04110101091	80	Good
19.	04110101071	90	Excellent
20.	04110101058	60	Fair
21.	04110101014	90	Excellent
22.	04110101026	90	Excellent
23.	04110101092	80	Good
24.	04110101002	90	Excellent
25.	04110101016	90	Excellent
26.	04110101090	50	Poor
27.	04110101032	100	Excellent
28.	04110101084	70	Fair
29.	04110101018	60	Fair
30.	04110101008	70	Fair
31.	04110101066	100	Excellent
32.	04110101024	90	Excellent
33.	04110101062	80	Good
34.	04110101007	80	Good
35.	04110101070	80	Good
36.	04110101048	80	Good
37.	04110101040	90	Excellent
38.	04110101115	80	Good
39.	04110101122	70	Fair
40.	04110101104	40	Very poor

41.	04110101012	60	Fair
42.	04110101028	80	Good
43.	04110101063	90	Excellent
44.	04110101072	70	Fair
45.	04110101034	100	Excellent
46.	04110101112	80	Good
47.	04110101020	70	Fair
48.	04110101054	100	Excellent
49.	04110101011	40	Very poor
50.	04110101110	60	Fair
51.	04110101107	70	Fair
52.	04110101113	60	Fair
53.	04110101010	70	Fair
54.	04110101025	80	Good
55.	04110101059	80	Good
56.	04110101065	50	Poor
57.	04110101118	80	Good
58.	04110101074	80	Good
59.	04110101076	80	Good
60.	04110101191	60	Fair
61.	04110101047	70	Fair
	Total	4710	

Based on the table above, it can be described that there are some categories to interpret the students' scores. The students who get scores in the range between 86-100 are categorized "Excellent" interpretation. It means that the students can master the theory of adjective clause very well, especially in using relative pronoun and relative adverb.

Moreover, they comprehend very well how to use *whose*, *whom*, *who*, *that*, *where*, *when* and *why*. They can decide when they should use them in appropriate way. In other words, they can differentiate the relative pronoun that denotes subject, object and possession besides the use of relative adverb in a sentence. However, they sometimes cannot use relative pronoun denoting object in the form of non-defining clause. Most of them use double preposition before *which*. According to the theory of the use of *which*, it is often preceded by a preposition but not double prepositions.

Meanwhile, the students who get scores in the range between 71-85 are categorized “good” interpretation. It shows that they can master the theory well but sometimes they are rather difficult to differentiate the use of *whom* and *whose*.

The students who get the scores in the range between 56-70 are categorized “fair” interpretation. This interpretation indicates that the students are fair to understand the theory. Mostly, they are still difficult to differentiate the use of *who*, *whom*, *whose* and sometimes they cannot use *which* correctly.

A poor interpretation is given to the students who get the scores in the range between 41-55. In this case, they have problems like the previous category but sometimes they are wrong to use one of the members of relative adverb (*where*, *when* and *why*).

The last category, a very poor interpretation is given to the students who get the scores in the range between 0-40. This interpretation, besides the students have difficulties in using relative pronoun they also cannot use relative adverb correctly. In short, they do not yet comprehend the theory of adjective clause.

Table 5: The students’ score of defining and non-defining clause in the form of combining sentences

NO	Students’ Number	Score	Interpretation
1.	04110101003	20	Very poor
2.	04110101017	50	Poor
3.	04110101077	80	Good

4.	04110101089	40	Very poor
5.	04110101041	50	Poor
6.	04110101045	70	Fair
7.	04110101075	50	Poor
8.	04110101009	40	Very poor
9.	04110101103	60	Fair
10.	04110101006	80	Good
11.	04110101019	20	Very poor
12.	04110101004	30	Very poor
13.	04110101069	10	Very poor
14.	04110101124	80	Good
15.	04110101100	30	Very poor
16.	04110101001	30	Very poor
17.	04110101064	70	Fair
18.	04110101091	70	Fair
19.	04110101071	20	Very poor
20.	04110101058	30	Very poor
21.	04110101014	60	Fair
22.	04110101026	70	Fair
23.	04110101092	70	Fair
24.	04110101002	60	Fair
25.	04110101016	30	Very poor
26.	04110101090	40	Very poor
27.	04110101032	80	Good
28.	04110101084	40	Very poor
29.	04110101018	40	Very poor

30	04110101008	50	Poor
31	04110101066	60	Fair
32.	04110101024	50	Poor
33.	04110101062	40	Very poor
34.	04110101007	60	Fair
35.	04110101070	70	Fair
36.	04110101048	30	Very poor
37.	04110101040	70	Fair
38.	04110101115	50	Poor
39.	04110101122	40	Very poor
40.	04110101104	30	Very poor
41.	04110101012	40	Very poor
42.	04110101028	50	Poor
43.	04110101063	50	Poor
44.	04110101072	70	Fair
45.	04110101034	80	Good
46.	04110101112	50	Poor
47.	04110101020	70	Fair
48.	04110101054	50	Poor
49.	04110101011	40	Very poor
50.	04110101110	20	Very poor
51	04110101107	60	Fair
52.	04110101113	30	Very poor
53.	04110101010	20	Very poor
54.	04110101025	10	Very poor
55.	04110101059	70	Fair

56.	04110101065	20	Very poor
57.	04110101118	70	Fair
58.	04110101074	70	Fair
59.	04110101076	60	Fair
60.	04110101191	50	Poor
61.	04110101047	50	Poor
	Total	3000	

The table above shows that there are four interpretations of the students' scores in using defining and non-defining clause in the form of combining sentences. The students who get the scores in the range between 71-85 are categorized "good" interpretation. In this case, the students are able to differentiate between defining and non-defining clause in an adjective clause. So they can combine the sentences that are based on those two forms correctly. But sometimes they have difficulties in determining the correct relative pronoun and relative adverb in adjective clause.

A fair interpretation is given to the students who obtain the scores in the range between 56-70. Here, the students are able to combine sentences in defining clause, but they make mistake in non-defining clause. It means that sometimes they do not use commas in non-defining clause.

Meanwhile, the scores in the range between 41-55 are categorized "poor" interpretation. Usually, the students do not yet comprehend well the form of defining and non-defining clause. As a result, they write these two forms in the same way.

The last category is a very poor interpretation which is given to the students who get the scores in the range between 0-40. This interpretation shows that the students have some difficulties to combine the sentences in defining and non-defining sentences. First, they don't know the difference between defining and non-defining clause. Secondly, they are also difficult to determine the correct relative pronoun and relative adverb in combining

sentences in adjective clause. In fact, sometimes they use other connectors out of relative pronoun and relative adverb. They are *because, while, and, then* and etc.

Table 6 : The students' score of defining and non-defining clause in the form of making sentences

NO	Students' Number	Score	Interpretation
1.	04110101003	40	Very poor
2.	04110101017	0	Very poor
3.	04110101077	90	Excellent
4.	04110101089	60	Fair
5.	04110101041	50	Poor
6.	04110101045	40	Very poor
7.	04110101075	80	Good
8.	04110101009	70	Fair
9.	04110101103	80	Good
10.	04110101006	60	Fair
11.	04110101019	10	Very poor
12.	04110101004	80	Good
13.	04110101069	10	Very poor
14.	04110101124	50	Fair
15.	04110101100	40	Very poor
16.	04110101001	30	Very poor
17.	04110101064	100	Excellent
18.	04110101091	100	Excellent
19.	04110101071	20	Very poor
20.	04110101058	30	Very poor
21.	04110101014	90	Excellent

22.	04110101026	100	Excellent
23.	04110101092	80	Good
24.	04110101002	70	Fair
25.	04110101016	100	Excellent
26.	04110101090	60	Fair
27.	04110101032	90	Excellent
28.	04110101084	60	Fair
29.	04110101018	40	Very poor
30.	04110101008	80	Good
31.	04110101066	100	Excellent
32.	04110101024	90	Excellent
33.	04110101062	90	Excellent
34.	04110101007	80	Good
35.	04110101070	80	Good
36.	04110101048	90	Excellent
37.	04110101040	90	Excellent
38.	04110101115	0	Very poor
39.	04110101122	90	Excellent
40.	04110101104	50	Poor
41.	04110101012	90	Excellent
42.	04110101028	50	Poor
43.	04110101063	50	Poor
44.	04110101072	90	Excellent
45.	04110101034	100	Excellent
46.	04110101112	80	Good
47.	04110101020	70	Fair

47.	04110101020	70	Fair
48.	04110101054	80	Good
49.	04110101011	70	Fair
50.	04110101110	0	Very poor
51.	04110101107	80	Good
52.	04110101113	20	Very poor
53.	04110101010	90	Excellent
54.	04110101025	40	Very poor
55.	04110101059	100	Excellent
56.	04110101065	50	Poor
57.	04110101118	50	Poor
58.	04110101074	70	Fair
59.	04110101076	80	Good
60.	04110101191	60	Fair
61.	04110101047	70	Fair
	Total	3960	

From table 6, there are five interpretations of the students' score in using defining and non-defining clause in the form of making sentences. An "excellent" interpretation is given to the students who get scores in the range between 86-100. Here, the students comprehend very well the form of defining and non-defining clause in an adjective clause. In fact, they can make sentences using their own words correctly.

The students who get the scores in the range between 71-85 are categorized "good" interpretation. In this case, the students are able to make correct sentences in defining and non-defining clause but sometimes they forget to use commas in non-defining clause.

The scores in the range between 56-70 are categorized "fair" interpretation. It means that the students are enough to comprehend and practice the use of defining and non-

defining clause. Moreover, sometimes they can write it correctly but they do not use relative pronoun and relative adverb in appropriate way.

Meanwhile, for the students who get the scores in the range between 41-55 are categorized "poor" interpretations. This category describes the students who have poor ability to make sentences in defining and non-defining clause. They lack of the knowledge of adjective clause. So, they cannot differentiate between defining and non-defining clause.

The next interpretation is very poor interpretation which is given to the students who get the scores in the range between 0-40. Their understanding about defining and non-defining clause is very poor. In fact, they consider that both forms in adjective clause are the same.

4.2.2 The description and interpretation of students' score

After obtaining the scores for each student, the ability of each student can be known. In order to know the general ability, we have to find out the mean score by dividing the sum of all the scores by the total number of the students. In this case, the writer tries to find out the mean score of relative pronoun and relative adverb, and the mean score of defining and non-defining clause as stated in the following table:

Table 7: The score of students' achievement in using relative pronoun and relative adverb

NR	RP			RA			Total score
	MC	Score	%	MC	Score	%	
1.	5	50	71,43%	2	20	66,67%	70
2.	5	50	71,43%	2	20	66,67%	70
3.	7	70	100%	3	30	100%	100
4.	6	60	85,71%	3	30	100%	90
5.	6	60	85,71%	3	30	100%	90
6.	6	60	85,71%	3	30	100%	90
7.	4	40	57,14%	3	30	100%	70

8.	7	70	100%	3	30	100%	100
9.	6	60	85,71%	3	30	100%	90
10.	6	60	85,71%	3	30	100%	90
11.	6	60	85,71%	3	30	100%	90
12.	6	60	85,71%	3	30	100%	90
13.	2	20	28,57%	2	20	66,67%	40
14.	6	60	85,71%	3	30	100%	90
15.	6	60	85,71%	2	20	66,67%	80
16.	6	60	85,71%	2	20	66,67%	80
17.	3	30	42,86%	1	10	33,33%	40
18.	6	60	85,71%	2	20	66,67%	80
19.	7	70	100%	2	20	66,67%	90
20.	3	30	42,86%	3	30	100%	60
21.	6	60	85,71%	3	30	100%	90
22.	6	60	85,71%	3	30	100%	90
23.	5	50	71,43%	3	30	100%	80
24.	6	60	85,71%	3	30	100%	90
25.	7	70	100%	2	20	66,67%	90
26.	2	20	28,57%	3	30	100%	50
27.	7	70	100%	3	30	100%	100
28.	5	50	71,43%	2	20	66,67%	70
29.	4	40	57,14%	2	20	66,67%	60
30.	5	50	71,43%	2	20	66,67%	70
31.	7	70	100%	3	30	100%	100
32.	6	60	85,71%	3	30	100%	90
33.	5	50	71,43%	3	30	100%	80

34.	5	50	71,43%	3	30	100%	80
35.	6	60	85,71%	2	20	66,67%	80
36.	6	60	85,71%	2	20	66,67%	80
37.	7	70	100%	2	20	66,67%	90
38.	6	60	85,71%	2	20	66,67%	80
39.	4	40	57,14%	3	30	100%	70
40.	4	40	57,14%	-	-	-	40
41.	5	50	71,43%	1	10	33,33%	60
42.	5	50	71,43%	3	30	100%	80
43.	6	60	85,71%	3	30	100%	90
44.	4	40	57,14%	3	30	100%	70
45.	7	70	100%	3	30	100%	100
46.	5	50	71,43%	3	30	100%	80
47.	5	50	71,43%	2	20	66,67%	70
48.	7	70	100%	3	30	100%	100
49.	2	20	28,57%	2	20	66,67%	40
50.	4	40	57,14%	2	20	66,67%	60
51.	5	50	71,43%	2	20	66,67%	70
52.	3	30	42,86%	3	30	100%	60
53.	4	40	57,14%	3	30	100%	70
54.	6	60	85,71%	2	20	66,67%	80
55.	6	60	85,71%	2	20	66,67%	80
56.	3	30	42,86%	2	20	66,67%	50
57.	6	60	85,71%	2	20	66,67%	80
58.	5	50	71,43%	3	30	100%	80
59.	5	50	71,43%	3	30	100%	80

60.	4	40	57,14%	2	20	66,67%	60
61.	5	50	71,43%	2	20	66,67%	70
Total	320	3200		151	1510		4710
$\text{Mean score} = \frac{4710}{61} = 77,2$							

Notes:

NR : the number of the respondents

RP : Relative pronoun

RA : Relative adverb

MC : Multiple choices

Table 8: The score of students' achievement in using defining and non-defining clause in the form of combining sentences

NR	DF			NDF			Total score
	CS	Score	%	CS	Score	%	
1.	2	20	40%	0	0	0%	20
2.	2	20	40%	3	30	60%	50
3.	4	40	80%	4	40	80%	80
4.	2	20	40%	2	20	40%	40
5.	3	30	60%	2	20	40%	50
6.	4	40	80%	3	30	60%	70
7.	3	30	60%	2	20	40%	50
8.	2	20	40%	2	20	40%	40
9.	3	30	60%	3	30	60%	60

10.	4	40	80%	4	40	80%	80
11.	2	20	40%	0	0	0%	20
12.	1	10	20%	2	20	40%	30
13.	1	10	20%	0	0	0%	10
14.	3	30	60%	5	50	100%	80
15.	2	20	40%	1	10	20%	30
16.	1	10	20%	2	20	40%	30
17.	3	30	60%	4	40	80%	70
18.	2	20	40%	5	50	100%	70
19.	2	20	40%	0	0	0%	20
20.	3	30	60%	0	0	0%	30
21.	4	40	80%	2	20	40%	60
22.	5	50	100%	2	20	40%	70
23.	3	30	60%	4	40	80%	70
24.	4	40	80%	2	20	40%	60
25.	2	20	40%	1	10	20%	30
26.	3	30	60%	1	10	20%	40
27.	4	40	80%	4	40	80%	80
28.	2	20	40%	2	20	40%	40
29.	3	30	60%	1	10	20%	40
30.	2	20	40%	3	30	60%	50
31.	3	30	60%	3	30	60%	60
32.	3	30	60%	2	20	40%	50
33.	2	20	40%	2	20	40%	40
34.	3	30	60%	3	30	60%	60
35.	4	40	80%	3	30	60%	70

36.	2	20	40%	1	10	20%	30
37.	4	40	80%	3	30	60%	70
38.	4	40	80%	1	10	20%	50
39.	2	20	40%	2	20	40%	40
40.	2	20	40%	1	10	20%	30
41.	2	20	40%	2	20	40%	40
42.	2	20	40%	3	30	60%	50
43.	3	30	60%	2	20	40%	50
44.	4	40	80%	3	30	60%	70
45.	4	40	80%	4	40	80%	80
46.	3	30	60%	2	20	40%	50
47.	4	40	80%	3	30	60%	70
48.	3	30	60%	2	20	40%	50
49.	2	20	40%	2	20	40%	40
50.	2	20	40%	0	0	0%	20
51.	3	30	60%	3	30	60%	60
52.	2	20	40%	1	10	20%	30
53.	0	0	0%	2	20	40%	20
54.	1	10	20%	0	0	0%	10
55.	5	50	100%	2	20	40%	70
56.	1	10	20%	1	10	20%	20
57.	3	30	60%	4	40	80%	70
58.	4	40	80%	3	30	60%	70
59.	4	40	80%	2	20	40%	60
60.	3	30	60%	2	20	40%	50
61.	3	30	60%	2	20	40%	50

Total	168	1680		132	1320		3000
	$\text{Mean score} = \frac{3000}{61} = 49,2$						

Table 9: The score of students' achievement in using defining and non-defining clause in the form of making sentences

NR	DF			NDF			Total score
	MS	Score	%	MS	Score	%	
1.	4	40	80%	0	0	0%	40
2.	0	0	0%	0	0	0%	0
3.	5	50	100%	4	40	80%	90
4.	3	30	60%	3	30	60%	60
5.	4	40	80%	1	10	20%	50
6.	1	10	20%	3	30	60%	40
7.	4	40	80%	4	40	80%	80
8.	4	40	80%	3	30	60%	70
9.	4	40	80%	4	40	80%	80
10.	3	30	60%	3	30	60%	60
11.	1	10	20%	0	0	0%	10
12.	4	40	80%	4	40	80%	80
13.	1	10	20%	0	0	0%	10
14.	3	30	60%	2	20	40%	50
15.	2	20	40%	2	20	40%	40
16.	3	30	60%	0	0	0%	30
17.	5	50	100%	5	50	100%	100

18.	5	50	100%	5	50	100%	100
19.	2	20	40%	0	0	0%	20
20.	3	30	60%	0	0	0%	30
21.	5	50	100%	4	40	80%	90
22.	5	50	100%	5	50	100%	100
23.	3	30	60%	5	50	100%	80
24.	2	20	40%	5	50	100%	70
25.	5	50	100%	5	50	100%	100
26.	1	10	20%	5	50	100%	60
27.	4	40	80%	5	50	100%	90
28.	2	20	40%	4	40	80%	60
29.	4	40	80%	0	0	0%	40
30.	3	30	60%	5	50	100%	80
31.	5	50	100%	5	50	100%	100
32.	4	40	80%	5	50	100%	90
33.	5	50	100%	4	40	80%	90
34.	5	50	100%	3	30	60%	80
35.	4	40	80%	4	40	80%	80
36.	5	50	100%	4	40	80%	90
37.	5	50	100%	4	40	80%	90
38.	0	0	0%	0	0	0%	0
39.	5	50	100%	4	40	80%	90
40.	5	50	100%	0	0	0%	50
41.	4	40	80%	5	50	100%	90
42.	5	50	100%	0	0	0%	50
43.	2	20	40%	3	30	60%	50

44.	4	40	80%	5	50	100%	90
45.	5	50	100%	5	50	100%	100
46.	4	40	80%	4	40	80%	80
47.	2	20	40%	5	50	100%	70
48.	4	40	80%	4	40	80%	80
49.	5	50	100%	2	20	40%	70
50.	0	0	0%	0	0	0%	0
51.	4	40	80%	4	40	80%	80
52.	2	20	40%	0	0	0%	20
53.	5	50	100%	4	40	80%	90
54.	4	40	80%	0	0	0%	40
55.	5	50	100%	5	50	100%	100
56.	4	40	80%	1	10	20%	50
57.	4	40	80%	1	10	20%	50
58.	4	40	80%	3	30	60%	70
59.	4	40	80%	4	40	80%	80
60.	4	40	80%	2	20	40%	60
61.	5	50	100%	2	20	40%	70
Total	218	2180		178	1780		3960
$\text{Mean score} = \frac{3960}{61}$ $= 65$							

Notes:

NR : The number of the respondents

DFC : Defining clause

NDFC : Non-defining clause

CS : Combining sentences

MS : Making sentences

Based on table 7 and 8, it can be described that the mean score of relative pronoun and relative adverb is 77, 2. It is between 76-85. So, this score can be categorized “good” interpretation. It means that the general ability of the sixth semester students in using relative pronoun and relative adverb in an adjective clause is good. Meanwhile, the mean score of defining and non-defining clause in the form of combining sentences is 49, 2. It is between 41-55. So, it can be categorized “poor” interpretation. While the general ability of the students in making sentences in defining and non-defining clause is fair. It is proved by the mean score that they obtained is 65. It is between 56-70. In other words, it can be categorized “fair” interpretation.

4.3 Discussion

As stated previously that this study intends to find out and describe the students’ ability in using adjective clause in a sentence. More precisely, this study wants to know how good is the sixth semester students’ ability in using relative pronoun and relative adverb in an adjective clause besides the use of defining and non-defining clause in a sentence. Based on the previous explanation, it can be said that the mean score of students’ achievement in using relative pronoun and relative adverb is 77, 2. It can be interpreted that it is good. It means that they do not have much problem to use *who*, *which*, *that*, *whom*, *whose* (relative pronoun) and *where*, *when*, *why* (relative adverb) but sometimes, it is still difficult for them to use relative pronoun denoting object non-defining clause. Most of them use double preposition before *which*. According to the theory of the use of *which*, it is often preceded by a preposition but not double prepositions. While the mean score of students’ achievement in using defining and non-defining clause especially in combining sentences is 49,2. It can be categorized “poor” interpretation. It means that they do not yet comprehend

the difference between defining and non-defining clause. In fact, they cannot distinguish between defining and non-defining relatives. Most of them don't know yet how to use them in appropriate way. One of the mistakes that often happens is the combination of the sentences by using *whose* in defining clause. Most of them still include possessive pronoun in the previous sentence. If we relate to the theory of *whose* in adjective clause, it is stated that *whose* is used to show possession. Further, it carries the same meaning as other possessive pronoun used as adjective: his, her, its and their. So, they should omit the possessive pronoun because *whose* is used. Moreover, they sometimes use commas in defining clause. Another mistake is found in the use of non-defining clause. They often do not use commas in non-defining clause. In other words, they do not quite understand when they should use defining clause and when they must use non-defining clause. The errors that commonly happen are elaborated below:

Errors examples:

1. Romeo and Juliet *whose* their parents hated each other were lovers (defining clause).

It should be *Romeo and Juliet were lovers whose parents hated each other.*

2. Mr. Smith said he was too busy to speak to me *whose* had come especially to see him (non-defining clause).

It should be *Mr. Smith, whom I had come especially to see, was too busy to speak to me.*

3. Geometry, about of which so many books have been written, is not really a dull subject (non-defining clause).

It should be *Geometry, about which so many books have been written, is not really a dull subject.*

Besides the mean score in combining sentences in defining and non-defining clause, the writer also notes the general ability of the students in making sentences which is based on those two forms. Their general ability is fair because their mean score is 65. It means that they are more able to practice defining and non-defining clause in adjective clause by

using their own words rather than if they are asked to combine the sentences. In fact, they do not have much difficulty in making sentences both in defining and non-defining clause, and the use of relative pronoun and relative adverb in their sentences.





CHAPTER 5. CONCLUSION

From the result of the discussion, it can be stated that the ability of the sixth semester students in using adjective clause in a sentence can be measured and known after getting their mean score from the test. More deeply, their scores cover three categories. They are multiple choice questions. Through this category, we can know their ability in using relative pronoun and relative adverb in adjective clause. The mean score that they obtained is 77, 2. It indicates that they have good ability to determine the correct relative pronoun and relative adverb in a sentence. In fact, most of them can use *who*, *which*, *that*, *whom*, *whose*, *where*, *when* and *why* in appropriate way. They are not too difficult to differentiate the relative pronoun that denotes subject, object and possession besides the relative adverb that shows place, time and reason.

The second category in which the students are asked to combine the sentences in defining and non-defining clause describes that they have difficulties to practice it. It is proved by their mean score that is categorized "poor" interpretation because the score 49, 2 is between 41-55. So, it can be said that they have poor ability in combining the sentences in defining and non-defining clause. Besides they are difficult to do this category, sometimes they are still difficult to determine the right relative pronoun and relative adverb that they should use. In other words, they should study more the theory of adjective clause, especially the study of defining and non-defining clause.

Meanwhile, they have fair ability in making sentences. Their mean score is 65. It indicates that they have enough ability to make sentences in defining and non-defining clause by using their own words. Most of them are not too difficult to make sentences in defining clause but sometimes they have difficulties in non-defining clause. In short, they should comprehend well those two forms. So, they will be able to differentiate between defining and non-defining clause.

Based on the description above, it can be concluded that the sixth semester students should be more understanding and practicing the use of defining and non-defining clause in a sentence. In fact, the mean score that they obtained through these three categories describes that there is not yet consistency about their ability in using adjective clause in a sentence. It means that they are able to use relative pronoun and relative adverb well but they still have difficulties in using defining and non-defining clause. Whereas, they need well consistency to be said that they are able to use adjective clause in a sentence. So, besides they should be good in using relative pronoun and relative adverb, they also should be good in using defining and non-defining clause. In other words, it should be a balance between two categories. If they can reach this balance, they will be said that they have good ability in using adjective clause in a sentence. So that everywhere, every time and whenever they are faced with different forms of question, they can pass it.

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APPENDICES

Name :

NIM :

Please, don't open your book

I. Choose the most appropriate word in the blank spaces in the following sentences and put a circle round the letter (A, B, C or D) at the side of the correct option.

1. The policeman...helmet you knocked off is at the door.
A. who
B. whom
C. whose
D. that
2. I know a man ... eats paper.
A. who
B. which
C. whom
D. whose
3. The girl ... mother I was talking to has left the room.
A. who
B. whose
C. whom
D. of which
4. Geometry, about ... so many books have been written, is not really a dull subject.
A. which
B. that
C. what
D. of which
5. We don't know ... she has gone.
A. where
B. when
C. why
D. that
6. Louis XIV, ... we mentioned last week, become a king in 1643.
A. who
B. which
C. whom
D. whose
7. The chief of police, ... work is very important, takes care of the public safety.
A. who
C. whom

B. whose

D. of which

8. Please explain ... this is impossible.

A. where

C. why

B. when

D. that

9. The street ... leads to the school is very wide.

A. which

C. of which

B. that

D. in that

10. I am not sure ... their train arrive.

A. where

C. why

B. when

D. that

II. Combine the following pairs or groups of sentences by means of relative pronouns or relative adverbs. Numbers (1-5) are in defining clause while numbers (6-10) are in non-defining clause.

For examples:

a. She was dancing with a student.

He had a slight limp.

She was dancing with a student who had a slight limp (defining clause).

b. Ann said that there were far too many notices.

Ann's children could swim very well.

Ann, whose children could swim very well, said that there were far too many notices (non-defining clause).

1. Romeo and Juliet were lovers.

Their parents hated each other.

.....

2. I was sitting in a chair.
It suddenly collapsed.

.....

3. A man answered the phone.
He said Tom was out.

.....

4. We asked him.
He got married.

.....

5. Nobody knows.
You put your shoes.

.....

6. Mr Smith said he was too busy to speak to me.
I had come specially to see him.

.....

7. Mary didn't know anything about mountains.
She thought it would be quite safe to climb alone.

.....

8. We slept in the same room as a handcuffed prisoner.
His handcuffs rattled every time he moved.

.....

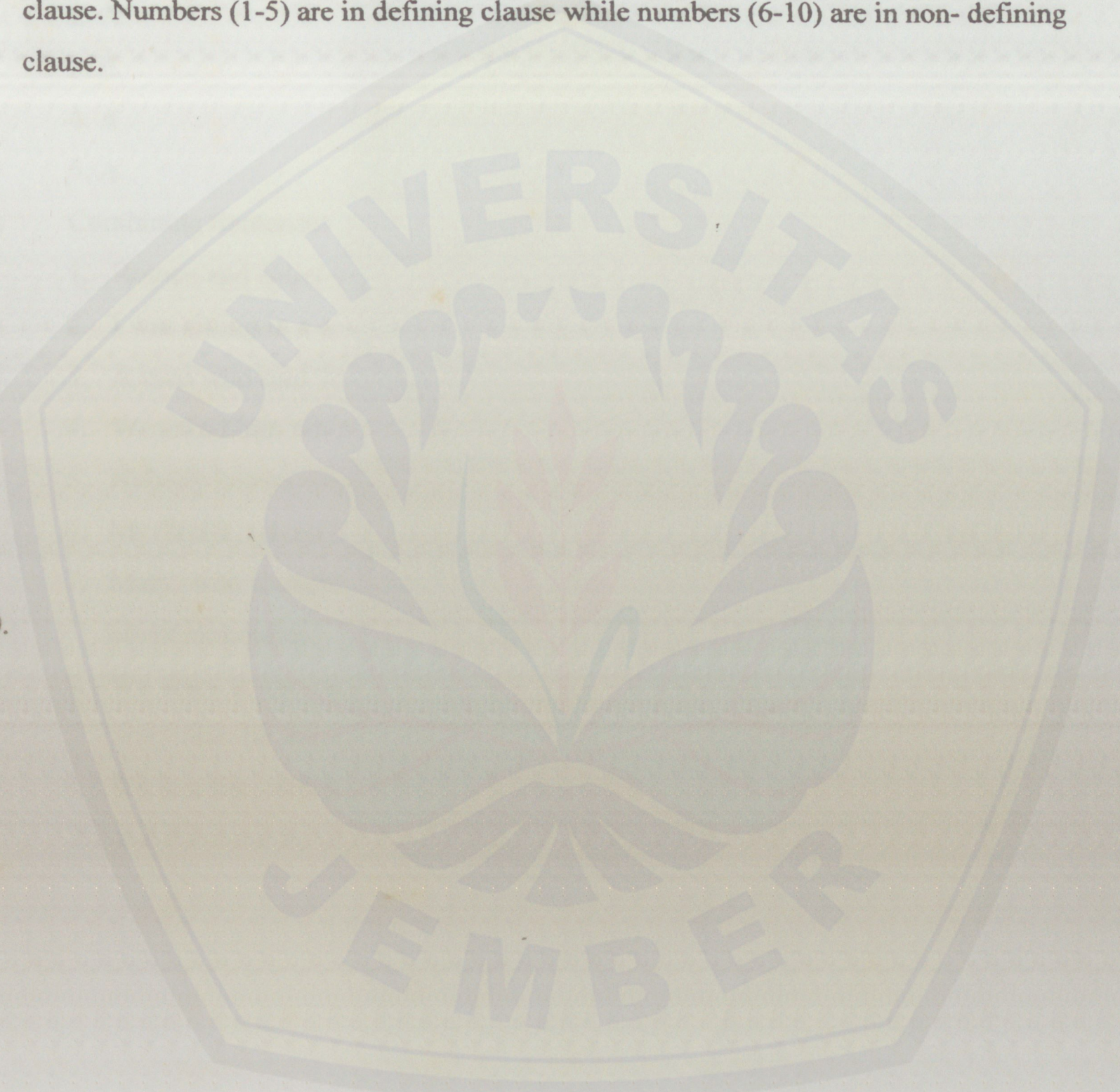
9. We lit a fire.
It soon dried out our clothes.

10. And this time he was with Lucy.
He was particularly anxious to impress Lucy.

.....

III. Please, make 10 sentences by using relative pronouns or relative adverbs in adjective clause. Numbers (1-5) are in defining clause while numbers (6-10) are in non- defining clause.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



The answer of the test**I. Multiple choice questions**

- | | |
|------|-------|
| 1. C | 6. C |
| 2. A | 7. B |
| 3. B | 8. C |
| 4. A | 9. B |
| 5. A | 10. B |

II. Combining Sentences

1. Romeo and Juliet were lovers whose parents hated each other.
2. I was sitting in a chair which/that suddenly collapsed.
3. A man who said Tom was out answered the phone.
4. We asked him when he got married.
5. Nobody knows where you put your shoes.
6. Mr. Smith, whom I had come especially to see, was too busy to speak to me.
7. Mary, who thought it would be quite safe to climb alone, didn't know anything about mountains.
8. We slept in the same room as a handcuffed prisoner, whose handcuffs rattled every time he moved.
9. We lit a fire, which soon dried.
10. And this time he was with Lucy, whom he was particularly anxious to impress.

The names of the respondents

NO	NAME	L/P	The students number
1.	Elly Suriana	P	04110101003
2.	Indriati Patria Yustita	P	04110101017
3.	Nur Laily Novy Y. A.	P	04110101077
4.	Elby Listyo Cahyono	L	04110101089
5.	Destriana Widiarti	P	04110101041
6.	Daning Festarisa	P	04110101045
7.	Agusti Sheni Widodo	P	04110101075
8.	Fawaida	P	04110101009
9.	Ryni putri Fatmawati	P	04110101103
10.	Reni Hapsari	P	04110101006
11.	Imroatul Khusna	P	04110101019
12.	Hartini	P	04110101004
13.	Galih Nofiyah Sazali	L	04110101069
14.	Ria Wahyuni Setiawan	P	04110101124
15.	Pandu Wicaksono	L	04110101100
16.	Tika Afrida	P	04110101001
17.	Attarstri Auraning R.	P	04110101064
18.	Puji Rahayu	P	04110101091
19.	Maslihah	P	04110101071
20.	Nimas Tikha Palupi	P	04110101058
21.	Al Badriyatus Sholiha	P	04110101014
22.	Siti Shobibatur Rohmah	P	04110101026
23.	Aidatur Rohmah	P	04110101092
24.	Waode Dinda Ayu Putriana U.	P	04110101002

25.	Suka Prayadi Manggala	L	04110101016
26.	Dewi Tutik Alawiyah	P	04110101090
27.	Aprilia Kusuma Dewi	P	04110101032
28.	Rif'atul Khasanah	P	04110101084
29.	Muspita Sari Dewi	P	04110101018
30.	Annisa Ulfah	P	04110101008
31.	Yuniarty F. A	P	04110101066
32.	Indarisa Fil Haq	P	04110101024
33.	Yudha Rizki Irian D.	L	04110101062
34.	Angginita Saputri Aswan	P	04110101007
35.	Cicik Rosyida	P	04110101070
36.	Rachma Dewi Wulan S.	P	04110101048
37.	Dedi Andrianto K.	L	04110101040
38.	Lusiana	P	04110101115
39.	Barliana Sadah	P	04110101122
40.	Moh. Mujib Ridwan	L	04110101104
41.	Eka Puryani	P	04110101012
42.	Agus M. Zakiyuddin	L	04110101028
43.	Anggraini Puspita	P	04110101063
44.	Dika Purwarini	P	04110101072
45.	Ide Hayu Kharisma W.	P	04110101034
46.	Kurnia Indrastuti	P	04110101112
47.	Khairunnisa	P	04110101020
48.	Noery Vina Mawadah	P	04110101054
49.	Ina Yuniawati	P	04110101011
50.	Zebrina Pradjina P.	P	04110101110

51	Kori Margita	P	04110101107
52.	Ermandias Wibisono	L	04110101113
53.	Lista Septayana Dewi	P	04110101010
54.	M. Afifurrahman	L	04110101025
55.	Sahlan Nurshidiq	L	04110101059
56.	Dian Sefrin H.	P	04110101065
57.	Elisa Nugraheni P.	P	04110101118
58.	Ayu Putri Megawati	P	04110101074
59.	Yani Hidayat	L	04110101076
60.	Arfian David A.	L	04110101119
61.	Karina N. Aprilia S.	P	04110101047

