AN ANALYSIS STUDY: STUDENTS' ERROR IN USING NOUN CLAUSE

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Abstrak

Masalah pada penelitian ini di fokuskan pada analisis kesalahan mahasiswa dalam menggunakan *Noun Clause* (that, wh word, if/weather) pada mahasiswa semester dua program Studi Pendidikan Bahasa Inggris Universitas Baturaja. Tujuan penelitian ini adalah untuk mengetahui kesalahan mahasiswa dalam menggunakan Noun Clause pada Mahasiswa Semester Dua Program Studi Pendidikan Bahasa Inggris Universitas Baturaja. Pada investigasi ini, penulis menggunkan metode penelitian deskriptip, dan populasi yang digunakan adalah seluruh mahasiswa semester Dua Program Studi Pendidikan Bahasa Inggris Universitas Baturaja, serta jumlah populasi adalah 28 mahasiswa. Dalam hal ini, penulis menggunakan seluruh populasi sebagai sampel penelitian. Selanjutnya, penulis menggunakan esai test dalam mengumpulkan data. Sehingga, hasil yang diperoleh adalah sebagian besar kesalahan yang dilakukan mahasiswa terdapat dibagian *ommisin, 47 kesalahan (38.21%).* Yang kedua, kesalahan *misordering,* 30 kesalahan (24.39%). Yang ketiga, kesalahan *additin*, 26 kesalahan (21.13%). Dan yang terakhir, kesalahan *misformation,* 20 kesalahan (16.26%). Jadi, dari hasil ini dapat diambil kesimpulan bahwa sebagian besar mahaiswa di semerter dua program studi pendidilan bahasa inggris universits baturaja ini masih membuat kesalahan dalam menggunakan *noun clause*

Kata kunci: Kesalahan siswa, Noun CLause

1. Introduction

Language, the first thing that human need. Language has roles which makes the people in the world can produce a communication and interaction one another, Linse (2006, p.4). There are many languages in the world which are differ each other. Every body knows language is as a means to convey ideas, opinions, and feeling among the people by oral or written ways. One of those languages which are often used as means of communication is English. English is one of international languages, which is used throughout the world and also English is used in many fields of life such as: in politics, economics, social and education. Therefore, English as a language in international communication to deliver thought and interact in a variety of situation. Nordquist, (2012, p.3) said that grammar is the study of language as the system of words structure (morphology)

and arrangement into sentences (syntax). Effective grammar instruction begins with what students already know about grammar, and it helps them use this knowledge as they write. By connecting their knowledge of oral language to written language, teachers can demystify abstract grammatical terminology so that students can write and read with greater competence and confidence.

Graham (2003, p.4) said that a noun clause is a dependent clause that can occur in the same place as a noun or a noun phrase in a sentence. According to Oshima and Hogue (2003, p.183) there are three types of noun clauses they are that clause which are made from statements and are introduced by the subordinator that, wh-word clauses which are formed from wh-questions and are introduced by wh-words such as who, whoever, what, whatever. Where, wherever, when, which, how, how much, how many, etc, and If/whether-clauses which are formed from yes/no questions and are introduced by the subordinator whether or if.

The reason why the writer wants to conduct this study, because she want to know how far the second semester students of Baturaja University in using noun clause, and to find out the error that made by them. The noun clause is an essential construction in English represented in a dependent clause which work like a noun. This topic is

a problematic area for the students since the noun clauses are difficult to identify and produce because they are of different types and have various functions since they act as the that clause, wh-word clause, and if/whether, Kuningas & Jaakko (2004), p.14). In addition based on the writer preliminary through test, the writer found some second semester students of Baturaja University made error in the sentences given into that clause, wh-word clause, and if/whether clause.

2. Review on Theories
2.1. Concept of Grammar

Grammar is simply a reflection of a language at a particular time, because grammar is the system of a language. Harmer (2001, p. 12) said that the term grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language. Kuningas & Jaakko (2004, p. 46) said that a noun clause is a dependent clause that can occur in the same place as a noun or a noun phrase in a sentence.

Grammar is one of language components, in learning and teaching English, we need grammar because by mastering grammar we can also master four language skills. Especially for speaking, the students are able to speak if they have mastered grammar. Grammar has an important role in writing, because when the

student wants to make a composition, the students will write sentence. To make a good sentence the student must understand about grammar. Brown (2007, p. 2) state that Grammar is the study of science of, rules, for word into sentence (syntax), the form of words (morphology). Grammar is the study of how words and their component parts combine to form sentence.

2.2. Concept of Error Analysis

The word of error analysis consists of two words, error and analysis. James (2008, p.32) says that error analysis is based on the assumption that the productis still sufficiently regular to enable teachers to make justified in practice. Kesmez(2015, p. 262) says in its history,error analysis has beendeveloped as a new wayof looking aterrors made by the second language learner. It appeared in the six ties as a branch of applied linguistic to find that errors made by learner were not only because of the learner's native language, but also the errors reflected some learning strategies, as a reaction to contrastive analysis theory. It can be said that error analysis is a systematic errors that appear in language learner. Language teachers who listen to the speech of their students probably notice the errors first. But the truth is that every one makes errors in speaking, even native speakers.

2.3. The Types of Errors

Richards (2004, p 150) analyzing errors froma surface strategy perspective holds much promise for researchers concerned with identifying cognitive processes that underlie the learner's reconstruction of the new language. On Surface StructureTaxonomy, errors are classified into four : omission, addition,misformation, and misordering.

a. Omission

Omission errors are characterized by the absence of an item that must appearin a well-formed utterance.The item could be functional or content words.

For example   : *Marlyn is go to thezoo*

It should be   : *Marlyn is going to the zoo.*

b. Addition

Addition is the opposite of omission. In addition, it is characterized by the presence of an item which must not appear in a well-formed utterance.

For example   : *She does not wants to study.*

It should be   : *She does not want to study.*

c. Misformation

Misformation errors are characterized by the use of wrong form of the morpheme or structure.

For example   : *We sang with the childs*

It should be   :*Wesang with the children.*

d. Misordering

It is said that misordering errors are signed with the false placement of a morpheme or group of morphemes in an utterance.

For example : *I want to know who are you.*

It should be : *I want to know who you are.*

2.4. Concept of Noun Clause

Oshima and Hogue (2007, p.178) said that a noun clause is a dependent clause that functions like a noun as a subject, a subject complement. or an object. A noun clause used as an object is the object of an introductory clause verb. Because a noun clause is dependent, it must be connected to an independent clause to form a complex sentence. A noun clause used as an object is preceded by an independent clause called an introductory clause. The noun clause is the object of the introductory clause verb. Which is often a verb of speaking *(say, tell, report)* or mental activity *(know, believe. wonder).* Kuningas & Jaakko (2004, p.12) said that a noun clause is a dependent clause that can occur in the same place as a noun or a noun phrase in a sentence.

2.4.1. As the subject

The first grammatical function that noun clauses can perform is the subject. Subjects are defined as words, phrases, and clauses that perform the action of or act upon the predicate. The subject is the person, thing or topic which the sentence deals with. To discover the subject, ask who or whatbefore the verb.

Example:- Whoever can sing well may try out for the part.

2.4.2. As the Direct Object

The second grammatical function that noun clauses can perform is the direct object. Direct objects are defined as words, phrases, and clauses that follow and receive the action of a transitive verb. The object is the person, thing or topic upon which the subject carries out the action of the verb. To discover the object, ask who or whatafter the verb.

Example:- The counselor has been wondering *if she chose the right career*.

2.4.3. As the Indirect Object

The third grammatical function that noun clauses can perform is the indirect object. Indirect objects are defined as words, phrases, and clauses that follow a intransitive verb and indicate to or for whom or what is action of the verb is performed. For example, the following italicized noun clauses function as indirect objects:

Example: - The judge will give *what you said* some deliberation during her decision.

2.4.4. As the preposition Complement

Prepositions are short words that usually stand in front of nouns (sometimes also in front of gerund verbs). The fourth function that noun clauses can perform is the prepositional complement. Prepositional complements are defined as words, phrases, and clauses that directly follow a preposition to complete the meaning of the prepositional phrase. For example, the following italicized noun clauses function as prepositional complements:

Example: - Some people believe in *whatever organized religion tells them.*

2.4.5. As the Predicate/ Complement Noun

The fifth function that noun clauses can perform is the complement noun/ predicate. Predicate is a word which shows the verb/action in a sentence. Noun clauses can be used in the same way of the Predicate Noun in a sentence.

Example :- Election day is *when the results are known*

In addition Eastwood (2002, p.234) said that a noun clause begins with *that,* a question word or if/whether. A noun clause is a clause used as a noun with in a sentence Tantra et al. (2012, p. 27) said that a noun clause consists of a subject and predicate that functions as a noun.

1. Subordinator 'That' in Noun Clause

The main clause usually comes first. The word *that*, used to introduce a statement. When *that* introduces a noun clause, has no meaning in itself. It just marks the beginning of the clause. In this case, *that* as the subordinator can be omitted. For example:

I know **that Rama is a smart boy**.

I know Rama is a smartboy.

Both sentences have the same meaning. It is different when *that* is used as the subject of the sentence, *that* isnot omitted. For example:

That plants need water in order to grow is true.

That-clauses are made from statements and are introduced by the subordinator *that.* The word *that* is often omitted if the meaning is clear without it. A that-clause is composed of :**That + subject + verb + complement**

. . . that the language center of the brain differs in each person.

. . .that different aspects of language, such as nouns and verbs, are processed in different areas of the brain.

Example:

Introductory Clause		That-Clause
I think	That	The study of the brain is fascinating
The professor explained	That	The brain is the master control for both mind and body

2. Subordinator QuestionWords inNounClause

A noun clause may be introduced with question words, they are; ***when, where, why, how, who, whom, what, which, whose***. Although this kind of clause begins with a question word, but it does not mean that it is an interrogative sentence.

For example:

Direct question: *How old is she?*

Noun clause in a statement:*I need to know **how old she is.***

This type of noun clause is usually called as indirect question.

Example:

*Do you know **when they are coming?***

Wh-word clauses are formed from wh-questions and are introduced by wh-words such as *who, whoever, what, whatever. where, wherever, when, which, how, how much, how many,* etc. A wh-word clause is a dependent noun clause in which the subordinator is a *wh-word* such as *who. what. where, when, why, how much, how long. which.* etc. A *wh-word* clause is composed of either.

Example

I don't know	where	the student cafeteria is.
The professor explained	how	shock waves are formed.
Do you know	which answer	is correct?

Example:

Wh-word + subject + verb + complement
. . . who the president of south Africa is.
. . . how many citizens voted in the last election.

To change a wh-question into a wh-word clause it need to change the word order to SV statement word order if necessary, and delete *do, does,* or *did.*

Here are examples of complex sentences containing wh-word clauses:

Introductory Clause	Wh + Word Clause		
	Subordinator-Subject		**Verbs + Complement**
I don't know	Who		Started the band.
Can you tell us	Which vocalists		Have sung with the group?
	Subordinator	**Subject**	**Verbs + Complement**
I can't remember	How often	The group	Performs during the year.
We asked	who	The lead singer	Was.

3. Subordinator 'if / weathert' in Noun Clause

If or whether is used to change a yes/no question in to a noun clause. It does not follow question word order, but it follows statement word order. Informal English, **whether** is more acceptable, but **if** is quite commonly used, especially in speaking.

Example:

(If orwhether placed as a subject)

Whether he saw me is not important.

(If or whether placed as a subjective complement)

The question is whether he will call.

(If or whether placed as an object of verb)

I want to know if Syella want to accompany me or not.

If/whether-clausesare dependent noun clauses that are formed from yes/no questions and are introduced by the subordinator *whether* or *if.* An *if/whether-clause* is composed of:

Whether (If) + Subject + Verb + Complement
. . . whether the president will win reflection.
. . . if the airplane landed safety.

The following examples show how yes */* no questions can become *if/whether* clauses.

Yes / No Question	If / Whether-Clause
V S Does Dr. Chen practice acupuncture?	S V . . . if Dr. Chen practice acupuncture
V S is acupuncture an effective treatment for arthritis?	S V . . . whether acupuncture is an effective treatment for arthritis.

V S	S V
Has it been used as an anesthetic during surgery?	. . . whether it has been used as an anesthetic during surgery or not.

To change a yes/no question into an *if/whether-clause it needed to c*hange the word order to SV statement word order if necessary, delete *do, does,* or *did, a*dd the subordinator *if* or *whether. Whether* is more formal than *it* (Optional), and add or *not* at the end of the clause or immediately after the subordinator *whether.* Add or *not* at the end of a clause beginning with *if.*

Example:

INTRODUCTORY CLAUSE	If / Whether-Clause		
	Subordinator	**Subject**	**Verbs (+ complement)**
We want to know	If	Dr. Chen	Practices acupuncture.
	If	Dr. Chen	Practices acupuncture or not.
Doctors wonder	Whether	Acupuncture	Is an effective treatment for arthritis
	Whether	Acupuncture	Is an effective treatment for arthritis or not.
	Whether or not	Acupuncture	Is an effective treatment for arthritis

3.   Method and Research Design

This research is conducted by using the descriptive method. This method was selected by the writer because it is the most appropriate method in describing the facts and data obtained from the research as what Cohenand Morrison (2005, p.9) states descriptive research is a research that based on the collection and analysis of numerical data such observation, interveiws and other more discursive source of information.

By using this method, it means collecting the data, arranging and classifying of the data, analyzing, and interpreting about the an analysis on students' errors in using noun clause to the second semester students of English and education study program at Baturaja University.

4.   Research Sites and Participants

The population of this study was the second semester students of English Education and Study Program at Baturaja University. Then, Arikunto (2006, p.135) states that if the subject is less than 100 , it took all the population as the sample. Then, the sample of this study was 28 students as followed.

Table 1
Sample of the Research

No	Class	Students
1	A II	28

Source. Administration at Baturaja University (database 2018-2019)

5. Data collection and Analysis
5.1.Validity

The validity of the test material is checked through the content of validity. The writer set the test materials that reflect the syllabus of Baturaja University. So, to make a good test and have high degree of content validity, the writer constructed the test specification. The test specification was as followed:

Table 2
Test Specification

Objective	Indicator	Material	Number of Item	Form of the test
To find out students errors in using noun clause	The students were able to make sentence by using that clause, wh-word clause, and if/whether clause in a sentence	1. That clause 2. Wh-word clause 3. If/whether clause	8 7 8	Essay test
Total			**23**	

5.2. Reliability of the Tests

Based on the result of the try out test, the writer found that the students' average score in try out was 58.11. The writer had gotten some data which was needed to calculate the validity of the instruments. To estimate the instrument is reliable or not, the writer used the Cronbach Alpha Test. The result analyses of SPSS 22 of reliability of the instrument was:

Table 3
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.811	.823	30

The table showed that the Cronbach's Alpha Point was 0.811, it was more than 0.70. So, it meant that the items of the instruments were reliable and can be used as the instrument to get the data of the research.

5.3. Index of difficulty

Index of difficulty is the percentage of students answering correctly each item in the test. The formula was:

$$P = \frac{B}{J}$$

Based on table result, it was found that item 1, item 2 , item 6 and item 10 were Easy, and item 13, 18, and 25 were difficult, and the rest items were middle. So, writer used 23 items which was also valid as the research instrument.

6. Technique For Analyzing Data

The data obtained from the test was analyzed by using the formula below.

According to Sudijono (2008:43), they were:

1. Getting the individual students' score by using the formula as follow :

$$X = \frac{t\ \ a\ a}{t\ \ a\ t\ \ it} \times \% 100$$

To classify individual score that the students obtained the writer used the following category:

Table 4
Score range and qualification

No	Score Range	Scale	Score Category
1	80-100	A	Very Good
2	66-79	B	Good
3	56-65	C	Fair
4	46-55	D	Poor
5	<45	E	Fail

(source;Nurgiyanto,2010;235)

2. To get the students average score , the writer used the following formula:

here:
$$X = \frac{R}{t \times n} X\ 100\ \%$$

3. Percentage analysis was used in analyzing the data of the test. The formula as follow:

$$X = \frac{F}{N} \text{ x } 100 \%$$

4. Determining the cause of errors.
5. Tabulated the students' errors to make the percentage description of students'

errors in using that, wh-word, and if/whether clause.

7. Finding and Discussion

7.1. Findings

7.1.1. The Students' Score in Using Noun Clause

To get accurate data, the writer gave twenty three items to students. The test was given to know the students' errors in using noun clause of subordinator that, wh-word, and if/weather . Table 10 below delivered the results of the test that were done by the students.

Table 5
The Students' Score Distribution of Test

No.	Score Range	Score Criteria	F	Percentage
1	80-100	Very Good	12	42.85
2	66-79	Good	15	53.57
3	55-65	Fair	1	3.57
	46-54	Poor	0	0
5	< 45	Fail	0	0
Total			28	100

Based on the table 11, the result of test indicated that there most of students into category very good level (42.85) and good level (53.57), then only one students into category fair level (3.57). In this result, there was no students got poor level, and no student got fail level. The distribution of the students score was presented in the chart 1 below:

Chart 1
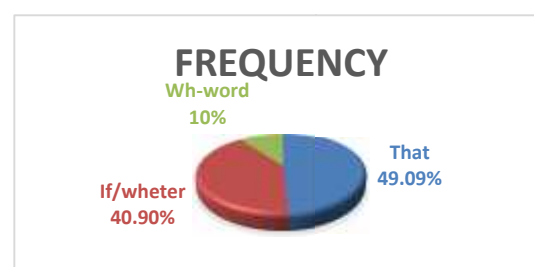**Students' Score Distribution of the Test**
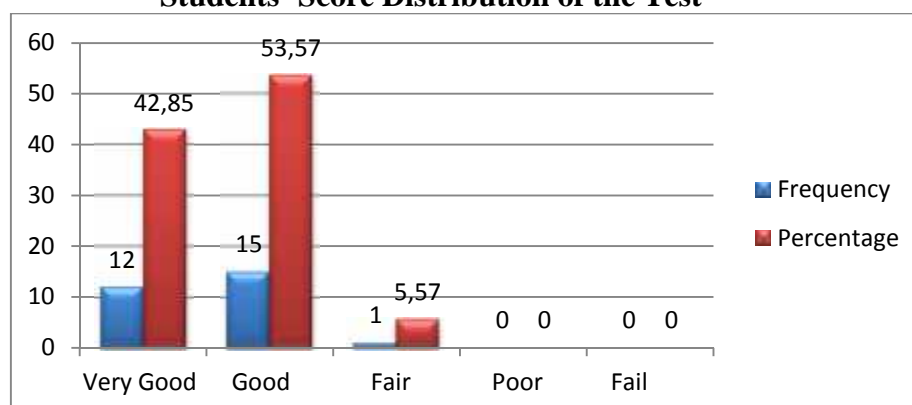
7.1.2. Analysis for Students' Errorin Using Noun Clause

Based on the data analysis the writer found there were 49.09% students made errors in using subordinator that, there were 40.90% students made errors in using subordinator if/wehther, and there were 10% students made errors in using subordinator wh-word. The students' errors in using noun clause was presented on the following chart 2:

Chart 2

Students' Errors in Using Noun Clause

7.1.3. The Description of types of Errors

Then, the writer analyzed the students' errors in using noun clause based on Surface Structure Taxonomy, the students'errors were classified into four : omission, addition,misformation, and misordering.

The students' error had been classified and calculated for the number of each error. Then the result of calculation was drawn up to table and converted into percentages. The following is the recapitulation table of students' errors according to the types of errors in using noun clause.

Based on the data analysis the writer found there was 38. 21% students made errors in omission, there was 21.13% students made errors in addition, there was 16.26 % students made errors in misformation, and there was 24.39 % students made errors in misordering. The students' classification errors in using noun clause was presented on the following chart:

Chart 2

Students' Errors in Using Noun Clause
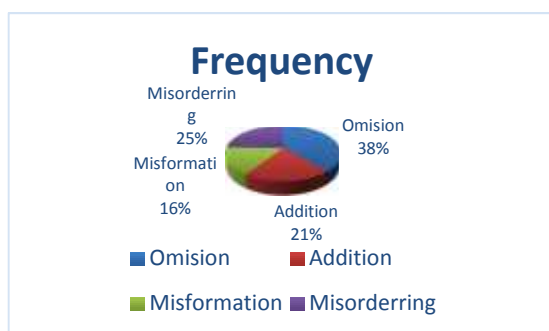
7.2. Discussion

In this part, the data based on the description above was interpreted. Based on the data analysis the writer found that the students mostly made errors in omission and misordering. Then, the students also made errors in misformation and addition. Based on the result, it could be said that the research of this noun clause material should be reviewed again. In order to make the better result. Meanwhile, the students might pay attention to the material given by the lecturer. So, the errors of this material are made by the students less than before.

The highest error frequecy, omission might be caused by interlingual transfer and communication strategies. Most of the students omitted *the subordinator words and to be* in their sentences. It was afffected by the students' first language which in Indonesian language *to be* is not available. The second was misordering, this error was caused by interlingual transfer English has some different rules from Indonesian language. Then, the students transfferred Indonesian language rules into the target language. Another cause of error is intralingual transfer which the students had not mastered the rules yet but applying it to other rules.The third was addition, the cause of this error was communication strategy. The students made a strategy to enhance their sentence by adding the words or letters based on their version, but the

strategy led them to error.The lowest was misformation, which the major cause of this error was intralingual transfer because the students generalized in applying subordinators they had learnt to other sentences incorrectly and having incorrect words choice of verb tense and pronoun in their sentences.

8. Conclusion

As written in previous chapter, errors are part of learning in adapting a new rule of target language, that is why error analysis is important in helping teachers to know the condition of the students' ability. Theoritically, errors were considered to be evidence of the learner's developing competence in the foreign language. Based on the data gotten from the research, it can be concluded that the fifth semester students of English and education study program at Baturaja University still made errors in their writing when they asked to use noun clause in sentences. It is found that the most common type of error which the students made was omission, its frequency was 47 errors or 38.21% Then the second was misorderring with 30 total of error frequency or 24.39%. The third was addition which having 26 total errors or 21.13%. While the lowest frequency of error was misformation with 20 error frequency or 16.26%.

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