

## **ERROR ANALYSIS OF USING RELATIVE PRONOUNS IN ADJECTIVE CLAUSE**

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### **Abstract**

Relative Clause was a clause which used relative pronoun to explain or describe more about the noun. The purpose of this research was to find out what type of errors that students made in forming adjective clause and what kind of relative pronouns which the students often made error. This research conducted in qualitative method descriptively. The population for this research was the third semester students at English Education department academic year 2017/2018 at Indraprasta PGRI University. There were two classes which consist of 30 students for each, therefore the population of this research was 60 students. The technique of sample taking was random sampling. Therefore the researcher took 20 students which is 30 percent of the population as a sample from the two classes randomly. To collect the data, the researcher used three techniques: Observation, Test, and Library research. The study reveals that there were many students that do not understand how to use relative pronouns (who, whom, which, whose) correctly.

Keywords: Error, Relative Pronouns, Adjective Clause

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### **INTRODUCTION**

Learning language means mastering language skills and language components. Learning new language (English) seems not as simple as making a smiling face picture on a paper, especially for people whose first language is not English, it needs a lot of effort to learn a foreign language. Despite of the different sounds, there are many difficulties in the process of learning new language. Indonesian use bahasa Indonesia as their first and (or) second language, this is because most of people in Indonesia use their regional language as their mother tongue. When we come to this fact, it shows us another aspect which affecting the process of learning English. In English there are four skills to be mastered: listening, speaking, reading, and writing, and this also cannot be split from its components. Based on this information, it means that in order to achieve the goal of learning English, learners should be good in language skills. As a problem above, it gives us a description how hard to learn foreign language with many

differences from first language (L1) to the Target language (L2). Native speakers, on their own language, sometimes made mistakes. It can be found in the different ways of using English. Different from the native speakers, Foreign language learners do mistakes while learning English. This kind of mistakes can be called an error. This is the different between what we called 'mistake' and 'error' in language learning. I do agree when someone said that mistake is a part of learning.

As a foreign language learners, we sometimes make errors while learning new language. In bahasa Indonesia, a sentence consists of Subject + Predicate + Object, in English a sentence consists of S and V/P. From this case, we know that bahasa Indonesia and English are not only having differences in sounds, the language structure between the First and Target language is also different. When learning a language, we must learn the language structure too. I found it hard when I have to see so many formulas to form some sentences. But, because it is a part of learning, we must learn all parts. Therefore, we can't avoid of making errors. In bahasa Indonesia, we learn sentences, clauses, phrases; what they are, how they are formed. As foreign language learners, we do the same way when we learn English. We learn how to form sentences, write clauses, make paragraphs. When learning English structure, we cannot skip of learning clauses. A clause can be a sentence too, it consists of at least one Subject and one Verb. There are two kinds of clause: independent and dependent clause. When we form an independent clause we just have to write in down just like when we write a sentence. It is a bit different when we write depend clause. From its definition, it is clear that dependent clause cannot stands alone, it must be related to independent clause. So, It means that there must some kind of words that connect the dependent to the independent clause.

Referring to research done by Musonah (An Analysis of Students' Error in Using Relative Pronouns) she analyzed the errors that the students made in using relative pronouns. She found that students made many errors, it means that they found some difficulties while constructing adjective clause. We're not talking about how to form clauses. What I am focused on in here is the adjective clause. Since I have explained that sometimes as foreign language learners we made errors, this kind of errors can be found in many areas of language skills and components. Grammar is one of the hard parts of learning English. Clauses are really interested to be discussed, especially

dependent clause. Although there are many types of dependent clause, I am interested to analyze errors of using relative pronouns in adjective clause. The problem can be identified as what type of errors that students' usually make in forming adjective clause? And what kind of relative pronouns which the students often make error in forming adjective clause?

**a. Definition**

Brown (in Choiriyah, 2007: 20) said "in learning a foreign language, learners are involved in the process of approximations to the system used by the native speaker of the language. It shows that making errors is natural and is one of process in learning which cannot be avoided by every learner.

James (1998:6) claims that Error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language. This opinion can be interpreted that the error analysis is a process that determines the occurrence of errors that are either naturally or because of something else, and the consequences of failure in learning the language. Errors are natural characteristics which happen in process of language acquisition and learning. Especially in English learning, errors are difficult to avoid. There are many definitions of errors presented by experts. Basically, those contains the same meaning while the difference lies on how they formulate them.

According to Norrish (in Choiriyah, 2007: 19), error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong. In line with the definition above, Cunningsworth (in Choiriyah, 2007: 20), states that errors are systematic deviations from the norms of the language being learned. Errors are flawed side caused by lack of knowledge of the rules of the language. Chomsky calls such errors as competence errors. In line with Chomsky, Brown states that errors reflect the competence of the learner. In the process of learning a foreign language, making errors is inseparable. Furthermore, Dulay, et.al, (Choiriyah, 2007), errors are defined as the flawed side of learners' speech or writing, which deviates from some selected norm of mature language performance.

From the definitions above clarify that error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by

someone in speaking or in writing English sentences. Another thing which should be noticed is the procedure of error analysis.

**b. The Causes of Error**

Norrish classified the causes of error into three types that is carelessness, first language interference, and translation. Those are discussed below.

1) Carelessness

Carelessness is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interests; perhaps the materials and/or style of presentation do not suit them.

2) First language

Norrish states that learning a language (a mother tongue or a foreign language) is matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called the first language interference.

3) Translation

Translation is one of the causes of errors. This happens because a student translates his first language sentence or idiomatic expression into the target language word by word. This probably the most common cause of error.

Another expert who also discusses causes of errors is Richards (in Choiriyah, 2007:21) in his article entitled "A Non-Contrastive Approach to Error Analysis", classifying causes of error into 1) overgeneralization, 2) incomplete application of rules, 3) false concepts hypothesized, and 4) ignorance of rule restriction. They are explained briefly below.

1) Overgeneralization

Overgeneralization generally involves the creation of one deviant structure in place of two regular structure, for examples, "he can sings", "we are hope", "it is occurs".

2) Incomplete application of rules

An example of incomplete application of rules can be seen in the question forms. For example, the use of question may also be unrelated to the skills meant to establish:

Teacher's questions	Student's responses
Ask her how long it takes	How long it takes?
How much does it cost?	It cost five dollar
What does he have to do?	He have to do write the address

3) False concepts hypothesized

False concepts hypothesized are something due to poor gradation of teaching items. The form 'was' for example, may be interpreted as the marker of the past tense, as in "*one day it was happened*".

4) Ignorance of rule restriction

Closely related to the generalization of deviant structures is failure to observe the restriction of existing structures, that is, the application of rules to context where they do not apply. *They man who I saw him* violates the limitation on subjects in structure with who. This again a type of generalization of transfer, since the learners is making use of previously acquired in a new situation.

**c. Types of Errors**

According to Corder, errors divided into four categories: omission of some required element, addition of some necessary or incorrect element, selection of an incorrect element, and miss-ordering of element. And here are the explanations:

1) Omission

Certain linguistic forms may be omitted by the learners because of their complexity in production. Omission also occurs in morphology. Learners often leave out the third person singular morpheme -s, the plural marker -s and the past tense inflection -ed.

2) Addition

Learners not only omit elements which they regard as redundant but they also add redundant element.

3) Selection

Learners commit errors in pronunciation, morphology, syntax and vocabulary due to the selection of the wrong, phoneme, morpheme, structure or vocabulary item.

4) Ordering

Miss-ordering can occur in morphological level. Miss-ordering of bound morpheme in English is perhaps less frequent, given their limited number.

**d. How to Correct Errors**

Gass and Selinker (2001:79) state that “A great deal of the work on error analysis was carried out within the context of the classroom. The goal was clearly one of pedagogical remediation. According to Selinker and Gass (2001:79) there are number of steps taken in conducting an error analysis:

- 1) Identify errors, what is the error (e.g. incorrect sequence of tenses, wrong verb form, etc)
- 2) Classify errors. Is it an error of Tense? Is it an error in sentence pattern?
- 3) Quantify errors. How many errors of Tense occur?
- 4) Analysis of source/causes.
- 5) Remediation. Based on the kind and frequency of an error type, pedagogical intervention is carried out.

**1. Definition of Adjective Clause**

Adjective clauses function as an adjective and modify nouns and pronouns. They are also called relative clauses. Just as the other dependent clauses, the adjective clause does not express a complete thought. It does not need commas separating it from the rest of the sentence if it has essential information in it; that is if you need the information it provides. If it gives additional information, then you use commas. A good way to test for this is to leave out the clause, read the sentence, and see if the meaning of the two sentences is different. (<http://grammar.yourdictionary.com/parts-of-speech/adjectives/adjective-clause.html>).

An adjective clause usually comes after the noun it modifies and is made up of several words which, like all clauses, will include a subject and a verb. Examples of Adjective Clauses according to Rowland, Helen in [http://www.grammar-monster.com/glossary/adjective\\_clauses.htm](http://www.grammar-monster.com/glossary/adjective_clauses.htm)

Here are some examples of adjective clauses:

- The carpets which you bought last year have gone moldy.
- The film which you recommended scared the kids half to death.

- The follies which a man regrets most in his life are those which he didn't commit when he had the opportunity.
- Bore: a person who talks when you wish him to listen.

#### The Components of an Adjective Clause

An adjective clause (which can also be called an adjectival clause or a relative clause) will have the following three traits:

- It will start with a relative pronoun (*who, whom, whose, that, or which*) or a relative adverb (*when, where, or why*).
- It will have a subject and a verb.
- It will tell us something about the noun.

#### The Relative Pronoun Can Be Omitted

It is common for the relative pronoun to be omitted. Look at these examples:

- The carpets which you bought last year have gone moldy. ✓
- The film which you recommended scared the kids half to death. ✓
- The follies which a man regrets most in his life are those which he didn't commit when he had the opportunity. ✓ (Helen Rowland, 1876-1950)

This is not always possible though:

- Bore: a person who talks when you wish him to listen. ✗

#### Commas or No Commas around an Adjective Clause?

The big question with an adjective clause is whether to offset it with commas or not. The rule is this:

- Don't use commas if your clause is essential; i.e., it is required to identify its noun. (This is called a restrictive clause.)
- Do use commas if your clause is just additional information. (This is called a non-restrictive clause.)
- My brother, who claimed to have a limp sprinted after the bus. ✓  
(This clause is not required to identify *My brother*. It is just additional information.)
- My brother (who claimed to have a limp) sprinted after the bus. ✓  
(As it's just additional information, you can put it in brackets.)
- My brother sprinted after the bus. ✓  
(As it's just additional information, you can even delete it.)

- The tramp who claimed to have a limp sprinted after the bus. ✓  
(This clause is required to identify *The tramp*. Without it, we don't know which tramp we're talking about.)
- The tramp (who claimed to have a limp) sprinted after the bus. ✗  
(This sentence is only appropriate if we know which tramp we're talking about.)
- The tramp sprinted after the bus. ✗  
(This sentence is only appropriate if we know which tramp we're talking about.)

## RESEARCH METHOD

This research will be conducted qualitative method descriptively. Descriptive research, according to Gay (2000: 275) is a study to determine and describe the way things are. The population for this paper was the third semester students at English Education department academic year 2017/2018 at Indraprasta PGRI University. There are two classes which consist of 30 students for each, therefore the population of this research is 60 students. The technique of sample taking is random sampling. Therefore the researchers take 20 students which is 30 percent of the population as a sample from the two classes randomly. To collect the data, the researcher used three techniques: Observation, Test, and Library research.

- 1) **Observation:** The researcher observed students' activity in teaching learning processes.
- 2) **Test:** The researcher gives a simple grammar test of adjective clause to the third semester students of the two classes to know how far the students are able to do the adjective clause test.
- 3) **Library research:** The researcher uses many books, papers, and took the data from the internet related to the research to support the theoretical framework.

### The Instrument of the Research

The researcher gives the test for the students' the two classes in different time. The students do the test in the classroom. The students are given 20 minutes for completing the test. The researcher classified the grammar errors into four parts: Adjective Clause with Who as a Subject, Adjective Clause Whom as an Object, Object of Preposition in Adjective Clause, Using Whose in Adjective Clause.

**Table 1. Kinds of Relative Pronouns and the Number of each item**

No	Relative Pronoun	Number of Items
1	Who	3 numbers (1, 4, 6)
2	Whom	1 number (2)
3	Which/That	2 numbers (5, 9)
4	Whose	2 numbers (3, 10)
5	Object of Preposition (to whom, etc)	2 numbers (7, 8)
<b>Total</b>		10 numbers



The researcher calculates the errors using simple statistic formula. And the data will be explained in description analysis. Then, the researcher uses books and other materials such as the data from internet which have topic related to this study that support the discussion.

**Table 2. Analysis Relative Pronouns in Adjective Clause**

No	Adjective Clause's Question	Students' answer	Type of Errors	Number of Errors

**The Technique of the Data Analysis**

The researcher uses descriptive analysis technique (percentage) with the percentage from the frequency of information and divided with number of cases. The formula is:

$$P = \frac{F \times 100\%}{N}$$

Notes:

P: Percentage

F: Frequency of wrong answer

N: Number of sample

**The Procedure of the Research**

Here are the procedures of the research:

- 1) First, the researcher arrange the time for doing the writing task.
- 2) The researcher gives the task for the students from the two classes in different time.
- 3) The students do the task in the classroom. The students are given 60 minutes for doing the task. Then the researcher chose only 15 students' writing to be analyzed.
- 4) The researcher classifies the students' errors into four parts: Adjective Clause with Who as a Subject, Adjective Clause Whom as an Object, Object of Preposition in Adjective Clause, Using Whose in Adjective Clause.
- 5) Finally the researcher calculates the students' errors and explains it using descriptive analysis.

**RESULT**

**A. Findings**

The researcher classified the grammar errors into four parts: Adjective Clause with Who as a Subject, Adjective Clause Whom as an Object, Object of Preposition in Adjective Clause, Using Whose in Adjective Clause. Below, the adjective questions that the students need to combine using relative pronoun:

1. He is the man. He works hard to support his family.

2. The woman is my sister. You saw her last night.
3. The man works as a lecturer. His car is antique.
4. Vina's brother named his new baby born Tommy. He is extremely diligent.
5. The car has broken so many times. It was bought by Adam two years ago.
6. The man lives near my house. He is eating noodle in the convenience store.
7. The worker won't be back to the office today. You are looking for them.
8. The person has moved to unknown location. I want to send this package to him.
9. They watched a movie. It was very interesting.
10. The student loves to learn foreign languages. His IQ is higher than Albert Einstein.

From the test, it obtained the data of errors which are described as follows.

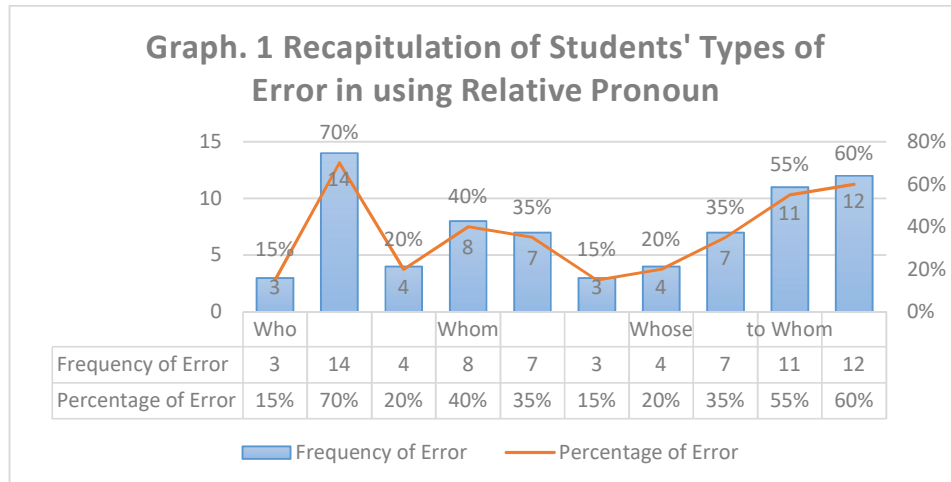
**Table 3. Table analysis of Adjective Clause**

No	Adjective Clause	Students' Answer	Type of Errors
1	He is the man <b>Who works hard to support his family.</b>	Three out of twenty students using incorrect relative pronoun whom instead of Who. Therefore 15% of students did error in constructing adjective clause.	<b>Mis-ordering Omission</b>
2	The woman <b>Whom you saw last night</b> is my sister.	Eight out of twenty students using incorrect relative pronoun whom instead of Who. Therefore 40% of students did error in constructing adjective clause.	<b>Addition Mis-ordering Mis-selection</b>
3	The man <b>Whose car is antique</b> works as a lecturer.	Four out of twenty students using incorrect relative pronoun whom instead of Who. Therefore 20% of students did error in constructing adjective clause.	<b>Mis-ordering Mis-selection Omission</b>
4	Vina's brother <b>Who is extremely diligent</b> named his new baby born Tommy.	Fourteen out of twenty students using incorrect relative pronoun whom instead of Who. Therefore 70% of students did error in constructing adjective clause.	<b>Mis-ordering</b>
5	The car <b>Which was bought by Adam two years ago</b> has broken so many times.	Seven out of twenty students using incorrect relative pronoun whom instead of Who. Therefore 35% of students did error in constructing adjective clause.	<b>Mis-ordering Mis-selection</b>
6	The man <b>Who is eating noodle in the convenience store</b> lives near my house.	Four out of twenty students using incorrect relative pronoun whom instead of Who. Therefore 20% of students did error in constructing adjective clause.	<b>Mis-ordering Mis-selection</b>

7	The worker <b>Whom you are looking for</b> won't be back to the office today.	Eleven out of twenty students using incorrect relative pronoun whom instead of Who. Therefore 55% of students did error in constructing adjective clause.	<b>Mis-ordering Mis-selection Omission</b>
8	The person to Whom I want to send this package has moved to unknown location.	Twelve out of twenty students using incorrect relative pronoun whom instead of Who. Therefore 60% of students did error in constructing adjective clause.	<b>Mis-ordering Mis-selection Omission</b>
9	They watched a movie <b>Which was very interesting.</b>	Three out of twenty students using incorrect relative pronoun whom instead of Who. Therefore 15% of students did error in constructing adjective clause.	<b>Mis-ordering Mis-selection</b>
10	The student <b>Whose IQ is higher than Albert Einstein</b> loves to learn foreign languages.	Seven out of twenty students using incorrect relative pronoun whom instead of Who. Therefore 35% of students did error in constructing adjective clause.	<b>Mis-ordering Mis-selection Omission</b>

**Table 4. Recapitulation of Students Types of Error in using Relative Pronoun**

No	Kinds of Relative Pronouns	Item Numbers	Frequency of Error	Percentage of Error
1	Who	1	3	15%
		4	14	70%
		6	4	20%
2	Whom	2	8	40%
3	Which	5	7	35%
		9	3	15%
4	Whose	3	4	20%
		10	7	35%
5	to whom, etc	7	11	55%
		8	12	60%



## B. Discussions

In this part, the researcher wants to describe the findings of the data that have been shown in the table in the previous part.

1. He is the man. He works hard to support his family.

Answer: He is the man **who works hard to support his family**.

In question number 1, three students made error while combining the sentences using relative pronoun. Two students made mis-selection error while combining the sentence, they used relative pronoun “**whom**” instead of “**who**”. One student made mis-ordering error while combining the sentence, here the student is incorrectly using adjective clause to explain “**He**” instead of “**the man**”.

2. The woman is my sister. You saw her last night.

Answer: The woman **whom you saw last night** is my sister.

In question number 2, eight students made error while combining the sentences using relative pronoun. Three students made mis-selection error while combining the sentence, they used relative pronoun “**whose**” instead of “**whom**”. Three students made addition error, they put the object pronoun “her” after relative pronoun “whom”. Two students made mis-ordering error while combining the sentence, here the students are incorrectly using adjective clause to explain “**the woman**” instead of “**my sister**”.

3. The man works as a lecturer. His car is antique.

Answer: The man **whose car is antique** works as a lecturer.

In question number 3, four students made error while combining the sentences using relative pronoun. One student made mis-selection error while combining the sentence, they used relative pronoun “**which**” instead of “**whose+noun**”. One student made omission error, he/she omitted Noun “**car**” after relative pronoun “**whose**”. Two students made mis-ordering error while combining the sentence, here the students are incorrectly using adjective clause to explain “**lecturer**” instead of “**the man**”.

4. Vina’s brother named his new baby born Tommy. He is extremely diligent.

Answer: Vina’s brother **who is extremely diligent** named his new baby born Tommy.

In question number 4, fourteen students made error while combining the sentences using relative pronoun. The students made mis-ordering error while combining the sentence, they are incorrectly using adjective clause to explain “**Tommy**” instead of “**Vina’s brother**”.

5. The car has broken so many times. It was bought by Adam two years ago.

Answer: The car **which was bought by Adam two years ago** has broken so many times.

In question number 5, seven students made error while combining the sentences using relative pronoun. Three students made mis-selection error while combining the sentence, they used relative pronoun “**whose**” instead of “**which**”. Four students made mis-ordering error while combining the sentence, here the students are incorrectly using adjective clause to explain “**many times**” instead of “**the car**”.

6. The man lives near my house. He is eating noodle in the convenience store.

Answer: The man **who is eating noodle in the convenience store** lives near my house.

In question number 6, four students made error while combining the sentences using relative pronoun. Two students made mis-selection error while combining the sentence, they used relative pronoun “**whom**” instead of “**who**”. Two students made mis-ordering error while combining the sentence, here the students are incorrectly using adjective clause to explain “**my house**” instead of “**the man**”.

7. The worker won't be back to the office today. You are looking for them.

Answer:

- The worker **whom you are looking for** won't be back to the office today.
- The worker **for whom you are looking** won't be back to the office today.

In question number 7, eleven students made error while combining the sentences using relative pronoun. Six students made omission error while combining the sentence, they omitted the preposition “**for**”. Three students made mis-selection error while combining the sentence, they used relative pronoun “**who**” instead of “**whom**”. Two students made mis-ordering error while combining the sentence, the adjective clause are mistaken to explain “**the office**” instead of “**the worker**”.

8. The person has moved to unknown location. I want to send this package to him.

Answer:

- The person **whom I want to send this package to** has moved to unknown location.
- The person **to whom I want to send this package** has moved to unknown location.

In question number 8, twelve students made error while combining the sentences using relative pronoun. Five students made omission error while combining the sentence, they omitted the preposition “**to**”. Four students made mis-selection error while combining the sentence, they used relative pronoun “**who**” instead of “**whom**”. Three students made mis-ordering error while combining the sentence, the adjective clause are mistaken to explain “**location**” instead of “**the person**”.

9. They watched a movie. It was very interesting.

Answer: they watch a movie **which was very interesting**.

In question number 9, three students made error while combining the sentences using relative pronoun. Two students made mis-selection error while combining the sentence, they used relative pronoun **whose** and **whom**

instead of **“which”**. One student made mis-ordering error while combining the sentence, the adjective clause are mistaken to explain **“a movie”** instead of **“they”**.

10. The student loves to learn foreign languages. His IQ is higher than Albert Einstein.

Answer: the student **whose IQ is higher than Albert Einstein** loves to learn foreign languages.

In question number 10, seven students made error while combining the sentences using relative pronoun. Two students made omission error while combining the sentence, they omitted the used of relative pronoun **“whose+noun(IQ)”**. Three students made mis-selection error while combining the sentence, they used relative pronoun **“who”** instead of **“whose”**. Three students made mis-ordering error while combining the sentence, the adjective clause are mistaken to explain **“foreign languages”** instead of **“the student”**.

## CONCLUSIONS

Based on the data on the finding research, it can be concluded that students make error in combining sentences using relative pronoun (who, whom, which, whose, object preposition) in adjective clause.

From the result it can be concluded as follows.

### 1. Relative pronoun “who”

The number of students who make error of the used of relative pronoun “who” for number 1 is 15%, number 4 is 70%, number 6 is 20%. The most error that students made is mis-ordering error.

### 2. Relative pronoun “whom”

The number of students who make error of the used of relative pronoun “whom” for number 2 is 40%. The most error that students made is mis-selection error.

### 3. Relative pronoun “which”

The number of students who make error of the used of relative pronoun “which” for number 5 is 35%, number 9 is 15%. The most error that students made is mis-selection error.

#### 4. Relative pronoun “whose”

The number of students who make error of the used of relative pronoun “whose” for number 3 is 20%, number 10 is 35%. The most error that students made is mis-selection error.

#### 5. Object of preposition (to whom, etc)

The number of students who make error of the used of relative pronoun “whose” for number 7 is 55%, number 8 is 60%. The most error that students made are omission and mis-ordering error.

The study reveals that there are many students that do not understand how to use relative pronouns (who, whom, which, whose) correctly. They still confused and find difficulties differencing the usage of relative pronouns (who, whom, which, whose) whether they are functioning as persons or things. They also cannot determine the function whether they are Subject, Object, Possessive, and Object of Preposition.

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