THE USE OF THAT AND WHICH RELATIVE PRONOUNS IN ADJECTIVE CLAUSES PRODUCED BY EFL STUDENTS IN DESCRIPTIVE TEXTS

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.)

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2019
DECLARATION

In the name of Allah,

Hereby, the researcher declares that this graduating paper is written by the researcher. This paper does not contain any materials published by other people and it does not cite any other people’s ideas except those quoted overtly.

This declaration is written with the full concern of the researcher.

Salatiga, August 25th, 2019

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The Attentive Counselor’s note

Joko Kriyanto

To the Dean of Teacher Training and
Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Joko Kriyanto’s graduating paper entitled THE USE OF THAT AND WHICH RELATIVE PRONOUNS IN ADJECTIVE CLAUSES PRODUCED BY EFL STUDENTS IN DESCRIPTIVE TEXTS, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor

[Signature]

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THE USE OF THAT AND WHICH RELATIVE PRONOUNS IN
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has been brought to the board of examiners of English Education Department of
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MOTTO

Begin with Bismillah

(Prophet Muhammad, PBUH)
DEDICATION

This graduating paper is dedicated to:

- My beloved parents Slamet T and Supeni, who always love and support me. You are my inspiration and my everything.

- My beloved brothers Ruhadi and Agus Nasution, my sister Murniati.

- My best friend, Nur Khafifudin
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Bismillahirrahmanirrahim,

Assalamu’alaikum Wr. Wb.

Alhamdulillahi robbil’alamin, all praise be to Allah SWT, the Most Gracious and the Most Merciful who always bless and help the researcher so the researcher can finish the graduating paper. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the writer to the truth.

However, this paper will not be finished without support, advices, help and encouragement from several people and institution. Hence, the writer would like to express special thanks to:

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6. All of lecturers and staffs of State Institute for Islamic Studies (IAIN) of Salatiga.
7. All my friends in TBI 2013.

Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers. The researcher is also pleased to accept more suggestion and contribution for the improvement for this graduating paper.

Wassalamu’alaikum Wr. Wb.

Salatiga, August 25th 2019

The researcher,

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ABSTRACT


The objectives of this research are to find out the features of that and which adjective clauses produced by EFL students in descriptive texts and to investigate the use of both relative pronouns that and which in the adjective clauses in the descriptive texts written by EFL students.

This research is a descriptive qualitative research. The data are collected through documentation technique and are chosen from 198 students using convenience and purposive sampling. The analyzed data are 48 descriptive texts written by 48 English Education Department students of IAIN Salatiga.

The researcher finds the features of that and which adjective clauses produced by EFL students in descriptive texts are 1) full form adjective clause is the accurate form to be used, and 2) restrictive adjective clause is more common than non-restrictive adjective clause. The relative pronoun that is used more frequent than relative pronoun which in the adjective clauses produced by EFL students in descriptive texts. The researcher also discusses the influencing factors which are animacy and restrictiveness constraints, the relativized position within the adjective clause, colloquialization and Americanization.

Key words: relative pronoun; adjective clause; descriptive text; EFL students
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CHAPTER I

INTRODUCTION

A. Research Background

Indonesia is a multilingual country. It has vast diversity of language, approximately 652 local languages (Agus, 2018). Indonesian language is the majority language spoken among Indonesia people because it has function to unite the language diversity (Laiya, 2015:157). In addition, English, as a foreign language, is used in specific purposes such as in science, technology, culture, and world nations relationship development (Sudrajat, 2015:13).

Most Indonesian people speak at least two languages, their local language and Indonesian language. Indonesian people can be said as a multilingual being. It is students that are the most noticeable multilingual being in Indonesia.

Indonesian students at least learn three different languages during their study from elementary school to high school. Then, they have to learn more Indonesian language and English in higher education, because both of the languages are compulsory subjects for Indonesia students. Since English is an international language, the students are expected to master English both passively and actively.

University students, especially English department students, have to develop their writing skill in English. It is beneficial for them, because during their study they encounter a plenty writing assignment. According to Harmer
(2007:265), writing is a productive skill. Thus, it has purpose to communicate. Through writing assignment, the university students communicate their ideas and thought to the lecturers, who rate the students’ learning achievement then. Thus, it is important for the university students to master writing.

Writing in English has several genres and types. These have been studied since they are in junior high school. These genres are descriptive text, narrative text, procedure text, exposition text, and etc. In English Education Department of IAIN Salatiga, there is a course that focuses on this subject. It is called Genre Based Writing. The students usually are assigned to write several genres of text. One of the assignments is to write descriptive text.

Descriptive text is a text which describes a place, thing or person. Descriptive text need to be written using clear description so the reader can imagine the thing. Clear description need to employ several specific adjectives. It can be a single word adjective to a long sequence of adjective clause.

In case of descriptive text assignment of Genre Based Writing class in English Education Department of IAIN Salatiga, some adjective clauses are produced by the students. Based on the researcher’s brief observation, the number of adjective clause is varying in each text. Adjective clauses in [1] and [2] below are taken from descriptive text written by English Education Department Students of IAIN Salatiga.

[1] There is also a family room there, which is usually used for study.
In the TV room there is a TV and the sound systems that I usually use to listen to the song in the morning.

The adjective clause in [1] is a non-restrictive adjective clause introduced by relative pronoun which, while adjective clause in [2] is restrictive adjective clause introduced by relative pronoun that.

Adjective clause is traditional name of relative clause, a clause that modify noun (Miller, 2002:64). It is introduced by relative pronoun which has same referent as the preceding noun. The modified noun is called antecedent (Frank, 1972:276). An example of adjective clause inside a sentence is given in [3].

Noah borrows the book that is placed on the bookshelf.

The bolded string in [3] is an adjective clause. It modifies a noun the book, the antecedent, and introduced by relative pronoun that.

A group of special words that act as an adjective clause marker is called relative pronoun; these pronoun are that, which, who, whom, and whose (Lester & Beason, 2019:55). Relative pronouns who and whom follow a personal antecedent, while which follows a non-personal antecedent. The relative pronouns that and whose follow either a personal noun phrase or a non-personal phrase (Eastwood, 2002; Lester & Beason, 2019; Greenbaum & Nelson, 2013).

The relative pronouns that and which are usually used interchangeably. However, when the antecedent is a person, who is used instead of which to
substitute that (Murphy, 2019). The non-personal antecedent can be followed by either relative pronoun that or which. Examples of relative pronoun that and which are given in [4] and [5].

[4] The airplane which took off from Surabaya has landed safely in Jakarta.

[5] The airplane that took off from Surabaya has landed safely in Jakarta.

Both sentences [4] and [5] have same meaning, and both are grammatically correct.

However, the actual use of both relative pronouns has a difference. Murphy (2019) asserts that the relative pronoun that cannot be used to introduce a non-restrictive adjective clause, while which can introduce both a restrictive and non-restrictive adjective clauses. A restrictive adjective clause defines its antecedent, and non-restrictive adjective clause only gives extra information to its antecedent.

The interchangeably of that and which generates a preference or variation when someone produces a restrictive adjective clause. Some researchers find that the relative pronoun that is more frequent to generate than which. Cho & Lee (2016) investigate some sciences and engineering journal to find out the use of adjective clause, and they confirms the fact that relative pronoun that is more used. Hinrichs, Szmrecsanyi, & Bohmann, (2015) also find the fact when analyzing the corpus of written-edited-published British and American English covering the period from 1961-1992. They assert that there is a shifting in use relative pronoun which to that.
The researcher then is curious to know whether the finding also exists in EFL students’ assignments. The researcher is also curious about the use of relative pronoun *that* and *which* in adjective clauses that produced by EFL students. Based on these conditions, the researcher conduct a research entitled “THE USE OF THAT AND WHICH RELATIVE PRONOUNS IN ADJECTIVE CLAUSES PRODUCED BY EFL STUDENTS IN DESCRIPTIVE TEXTS”.

B. Research Questions

Derived from the background above, the researcher proposes some problem questions below:

1. What are features of *that* and *which* adjective clauses in descriptive texts written by EFL students?

2. How is the use of relative pronouns *that* and *which* in adjective clauses produced by EFL students in their descriptive text assignments?

C. Research Objectives

The problem questions direct research objectives as follows:

1. To identify the features of *that* and *which* adjective clauses in descriptive texts written by EFL students;

2. To investigate the use of the relative pronoun *that* and *which* in the adjective clauses produced by EFL students in their descriptive text assignments.
D. Research Benefits

The researcher expects this research could give some benefits. These are:

1. For teachers or lecturers

   The result of this research is expected being able to provide writing skill profile of Indonesian EFL students in IAIN Salatiga, especially in producing adjective clauses with relative pronouns *that* and *which*. Hence, it is used as a reference in developing their ways of teaching writing.

2. For English Education Department students

   The result of this research is expected being able to give benefit for English Education Department students in form of knowledge about English adjective clauses with relative pronouns *that* and *which* in descriptive texts and the use of relative pronouns *that* and *which*, so that they can examine their own writing skill and develop it more.

3. For other researchers

   The result of this research is expected being able to become a reference for those who put interest in English grammar. It is also expected triggering further research about EFL students writing.
4. For theoretical field

The result of this research is expected being able to give contribution in theoretical field of linguistics and to support the development of education field, for specific English as foreign language (EFL) teaching.

E. Definition of Key Terms

There are some key terms needed to be defined in this research. These are:

1. Relative Pronoun

Relative pronoun is a group of special word introducing an adjective clause. Lester & Beason (2019:55) mentions 5 words belonging to relative pronouns. These are *who, whom, whose, that, and which*. Each relative pronoun has distinct use.

2. Adjective Clause

Adjective clause is traditional name of relative clause, a clause that modify noun (Miller, 2002). It is introduced by relative pronoun which has same referent as the preceding noun. Murphy (2019:184) mentions a adjective clause tells us which person or things the speaker means.
3. EFL students

EFL students refer to all students whose first language is not English. They only learn English in school and rarely use it in their daily life. Broughton et al. (1980:6) assert that in the context of English as foreign language, English does not play important role in social life and students learn English only for instrumental purpose.

4. Descriptive Text

According to Hyland (2004), descriptive text is a text which has social purpose to give an account of imagined or factual event. Hyland explains more about descriptive that it tends to use present tense, and description makes use of be and have. Meanwhile, Anderson & Anderson (1998:26) stated that a descriptive or a description describes a particular thing or person.

F. Research Report Outline

The research report consists of five chapters. Each chapter has different elements as follows:

Chapter I tells about introduction. The researcher explains about general background of the research, research questions, its objectives and expected benefits, definition of the keywords, and research report outline.

Chapter II describes review of related literature and theoretical framework of this research. The researcher provides some explanation about
some theories that can be used in this researcher. Then, the researcher presents some reviews of previous research related to this research.

Chapter III discusses about the research method. It covers research location, research design, and its subjects, techniques of data collection, and techniques of data analysis.

Chapter IV presents findings of the research and discussion. The researcher displays the research findings in this chapter. Next, the researcher discusses the findings to draw some conclusion to answer the research questions.

Chapter V tells the conclusion and recommendation. The researcher presents the conclusions that are obtained from the discussion in chapter IV. After that, the researcher gives some recommendation to the readers.
CHAPTER II

THEORETICAL FRAMEWORK

A. Supporting Theories

1. English as A Foreign Language (EFL) in Indonesia

The researcher urges to define English as foreign language (EFL) and English as a second language (ESL) first. Ho (2004:3) in Marlina (2013:41) states that the terms EFL and ESL can be used interchangeably. However, the term English as foreign language (EFL) is different from its companion term, English as a second language (ESL) in some basic ways.

English as a second language means that English is spoken in a country which gives it an official second language status to be used in official communication and administration. English grant this status in, for example, Hong Kong, Singapore, Kenya, Nigeria, and India. In addition, Broughton et al (1980:6) state that English, in second language context, is the language of mass media, official institutions, and large commercial and industrial organizations, so mastering English is a key to advancement of social and economic life.

In contrast, English as a foreign language (EFL) is a term where English is learnt by nonnative speakers who live in a country which do not use English in their daily communication but English is taught in school. Further, Broughton et al. (1980:6) assert that in the context of English as foreign language, English does not play important role in social life.
English in EFL context and ESL context also differ in the learning purposes. Broughton et al. (1980:5-6) mention this difference. In EFL context, people learn English for instrumental purpose. It means that they learn English in order to be able to read books, and to be able to communicate with other English speaker. However, in ESL context people learn English for integrative purpose. They learn English because they try to blend in an English community in their country.

Indonesia has EFL setting. English in here is not used in daily conversation and not used as mass media, official institutions, and large commercial and industrial organizations language. English only is taught in Indonesian school as a compulsory subject for it is the first foreign language. The consequence is that Indonesian people learn English for instrumental purpose.

2. Descriptive Text

a. Definition of Descriptive Text

According to Hyland (2004:214), descriptive text is a text which has social purpose to give an account of imagined or factual event. Meanwhile, Anderson & Anderson (1998:26) stated that a descriptive or a description describes a particular thing or person. Its purpose is to tell about the subject by describing its features without including personal opinions.
However, Harwell & Dorril (1976) in Alawi (2011) argue that personal opinions may be included in descriptive text. Harwell & Dorril (1976) state the descriptive text has purpose to share sense impressions and to record thoughts and feelings stimulated by those impressions. In other words, descriptive text includes an objective relaying of sense data and a subjective interpretation of the data.

Based on these definitions above, the researcher infers that descriptive text is a genre of text that purposes to describe a particular place, thing or person based on its objective data and the writer’s personal impression about the place, thing or person.

b. Function of Descriptive Text

According to Hartono (2005:6), descriptive writing has a social function is to describe a particular person, place, or thing, for instance, description of a particular building, specific animal, particular place, and specific person.

c. Characteristics of Descriptive Text

Anderson & Anderson (1998:26) state these following characteristics of descriptive texts are:

1) Using of figures of speech (sees, hear, taste, smell, touch). In this way the description will appear live and interesting.

2) Using vivid picture is to make the description clear and realistic.
3) Using variety words. It means that use of variety of adjectives, nouns, adverbs, and phrases to suggest colors, movements, expressions and feeling.

4) Using any details. If anyone wants to describe an object. They should not describe just it is physical features but also its habit, it is characteristics and it is relationship.

5) Using the simple present tense.

6) Using adjective to describe the feature of the subject.

According to Dadi (2005:171), descriptive texts have a generic structure as shown in table 2.1.

<table>
<thead>
<tr>
<th>Table 2.1 Generic Structure of Descriptive Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text Elements</strong></td>
</tr>
<tr>
<td>Identification</td>
</tr>
<tr>
<td>Description</td>
</tr>
</tbody>
</table>
3. Adjective Clause

a. Definition of Adjective Clause

Adjective clause is a traditional term for relative clause (Miller, 2002:64). Frank (1972:276) states a full subject and predicate in adjective clause is changed by means of special introductory word which has the same referent as the preceding noun or pronoun. It means that adjective clauses appear after the modified noun.

Adjective clause serves function like an adjective. It modifies a noun or a noun phrase. The preceding head noun is called the antecedent. Murphy (2019:184) mentions a relative clause tells us which person or things the speaker means.

b. Restrictive and Non-restrictive Adjective Clauses

Adjective clause may be classified into 2 types based on its meaning to antecedent. These types are restrictive adjective clause and non-restrictive adjective clause.

Whether an adjective clause has a comma or not becomes a fast way to distinguish a restrictive and non-restrictive adjective clause. A restrictive adjective clause is written directly follows its antecedent. In contrast, a non-restrictive adjective clause is separated by a comma. The illustration of the difference between restrictive and non-restrictive adjective clause is given in [6] and [7].

[6] The car that I was driving got a flat tire.
My Uncle Harry, who is an absolute loony, always overstays his welcome.

According to Lester & Beason (2019:60), an adjective clause is a restrictive one when the adjective clause meaning restricts or limits the modified noun phrase. The adjective clause in [6] limits the noun phrase the car. Hence, the noun phrase has a specific meaning.

A non-restrictive adjective clause does not define the noun. In other words, it does not have defining function (Lester & Beason, 2019:60). If the adjective clause is removed, the meaning of the noun still clear and specific. When the adjective clause is removed, [7] still has a clear meaning.

Lester & Beason (2019:60) point out a difference between restrictive and non-restrictive adjective clause is the choice of using that or which. They state that both relative pronouns are interchangeably used. However, nowadays, that is only used in restrictive adjective clause, while which is more common used in non-restrictive adjective clause.

c. Full and Reduced Adjective Clause

Full adjective clauses are introduced by a relative pronoun and have a finite verb (Wekker & Haegeman, 1985:127). In contrast, reduced adjective clauses have non-finite verb, i.e. to-infinitive verb, –ing, and –ed verb. In addition, Eastwood (2002:363) states that reduced
form, which he calls as participle relative clause, is used without its auxiliaries. Reduced adjective clauses are not introduced by any relative pronoun.

From the explanation above, it can be inferred that the first to look at when determining the adjective clause form is the presence of the relative pronoun. When the relative pronoun exists, the adjective clause is full form. However, when the relative pronoun does not exist, the adjective clause may be fall into either full or reduced. In this case, the verb comes to consideration. If the verb is finite, then the adjective clause is full. If the verb is non-finite, the adjective clause is reduced form.

The example of full adjective clause is given in [8], and examples of reduced form are given in [9], [10], and [11].

[8] *The man that we liked so much turned out to be a real crook.*

[9] *I want a tool to fix the sink with.*

[10] *The train arriving at platform 7 is the 7.03 from Reading.*

[11] *None of the guests invited by John turned up.*

d. **Relative Pronoun**

Relative pronoun is a group of words which introduce adjective clause. The words are not exact since there are some different opinions about it. The most common opinion mentions 5 words as relative pronoun: *who, whom, whose, that, and which* (Lester & Beason,
2019:55; Greenbaum & Nelson, 2013:49). The other opinion adds *when, where,* and *why* besides the five above (Huddestone & Pullum, 2005:189). Regarding these later three words, some called it as relative adverb (Eastwood, 2002:365). Apart from these words, Standard English allows deletion of relative pronoun (*zero*) in forming adjective clause (Hinrichs *et al.*, 2015).

Huddestone & Pullum (2005:183) explain in adjective clause relative pronoun interpretation is provided by a noun phrase which the adjective clause follows. The relation between relative pronoun and the noun phrase is called anaphora. In other word, the relative pronoun refers to the noun phrase.

According to Quirk (1957) (in Hinrichs *et al.*, 2015), there are two constraints regulate the use of relative pronoun. These are animacy constraint and restrictiveness constraint. Animacy constraint determines the choice of relative pronoun based on its antecedent animacy. When the antecedent is animate or personal, the relative pronoun *who, whom,* and *whose* are more favored over other relative pronouns, especially *which.* The second constraint, restrictiveness, excludes *that* in non-restrictive adjective clause.

The two constraints are supported by several grammarians (Lester & Beason, 2019; Murphy, 2019; Greenbaum & Nelson, 2013; Huddlestone & Pullum, 2005; Eastwood, 2002). Therefore, the
constraints can be considered as English grammar rules in forming adjective clause.

The application of animacy constraint is explained below. Murphy (2019:184) states that either who or that is used when the antecedent is a person; either that or which is used when the antecedent is a thing. The examples are given in [12] and [13].

[12] The woman who lives next door to me is a doctor.

[13] The machine which broke down is working again now.

The relative pronouns in both [12] and [13] may be replaced by that, but it cannot be exchange each other.

The relative pronoun whom is used if it is an object in the adjective clause (Murphy, 2019:188). When the antecedent is not personal, either which or that is used. The examples are given in [14] and [15].

[14] George is a person whom I admire very much.

[15] Did you find the keys that you lost?

The antecedent in both sentences [14] and [15] are the object inside the adjective clause.

The relative pronoun whose is used when it refers to a possessive pronoun modifying the noun that follows it in the adjective
clause (Lester & Beason, 2019:57). The relative pronoun mostly refers to a personal antecedent. The example is given in [16].

[16] *We helped some people whose car had broken down.*

Sometimes it also refers to non-personal antecedent, especially country or organization (Eastwood, 2002:363). The example is given in [17].

[17] *The others were playing a game whose rules I couldn't understand.*

The relative pronoun/adverb *when*, *where*, and *why* refer to inanimate antecedent. Eastwood (2002:365) state that *when* is used after nouns like *time, period, moment, day, summer,* *where* is used after nouns like *place, house, street, town, country; why* is used after *reason.* Furthermore, he states that *where* can be replaced by other relative pronouns (*that* or *which*) plus preposition, while *when* and *why* can be replaced by *that*.

The restrictiveness constraint excludes the use of relative pronoun that in non-restrictive adjective clause. It means the relative pronoun that only can be used in restrictive adjective clause. The example of the restrictiveness constraint application can be viewed in [18] and [19] below.

[18] *Grace works for a company which/that makes furniture.*

[19] *Anna told me about her new job, which she's enjoying a lot.*
In [18], the adjective clause, which is restrictive, can use both which and that. In contrast, the adjective clause in [19] is only permitted which. When that is used in [19], the sentence is ungrammatical.

So far the discussion only focuses on over relative pronouns. As mentioned, English facilitates zero relative pronoun. It means that adjective clause may be produced without any relative pronoun. However, the deletion depends on some conditions.

First, if the relative pronoun is a subject in adjective clause, it cannot be deleted (Eastwood, 2002:361; Wekker & Haegeman, 1985:120). The relative pronoun which occupies position except subject can be deleted. Second, if the relative pronoun is preceded by preposition, it cannot be deleted (Wekker & Haegeman, 1985:121). Third, relative pronoun in non-restrictive adjective clause cannot be deleted (Wekker & Haegeman, 1985:123).

This research deals with the adjective clauses introduced by relative pronouns *that* and *which*. Thus, the next discussion focuses only on both relative pronouns.

e. **That and Which**

As mentioned by Lester & Beason (2019), the relative pronoun *that* and *which* nowadays has different use. They state the relative pronoun *that* is used only in restrictive adjective clause, while the relative pronoun *which* is more common used in non-restrictive...
adjective clause. This is also mentioned by Murphy (2019:190). [20] and [21] show the use of both relative pronouns.

[20] *Grace works for a company which/that makes furniture.*

[21] *Anna told me about her new job, which she’s enjoying a lot.*

In [20], both *which* and *that* can be used, but in [21] only *which* that can be used. In addition, Eastwood (2002:363) also mentions the relative pronouns *that* and *which* are used interchangeably in restrictive adjective clauses.

The other difference between *that* and *which* is that *which* only refers to non-personal antecedent, while *that* is more universal. *That* can replace the other relative pronouns such as *who, whose*, and *whom*.

f. Adjective Clause Formation

According to Wekker & Haegeman (1985:117), adjective clause is consists of *wh*-phrase, the relative pronoun, followed by sentence with matching gap. The matching gap is a gap left by the *wh*-phrase after it is moved in front of the clause. Illustration below shows the matching gap inside an adjective clause.

[22a] *The girl whom John talk to*

[22b] [*John talk to whom*]

The adjective clause in [22a] is formed from sentence in [22b]. When sentence [22b] is embedded to the noun phrase *the girl*, its antecedent,
the sentence needs a complementiser, which is placed between the	noun phrase and the sentence, as shown in [22c] below.

[22c] \[ NP \text{The girl sbar[ comp ---]} [ S \text{John talk to whom}] \]

The construction in [22c] is ungrammatical, so that it triggers whom to
be moved to fill the complementiser slot. The construction then
becomes [22d] below.

[22d] \[ NP \text{The girl sbar[ comp whom]} [ S \text{John talk to ---}] \]

After whom is moved, there is a gap in the position after the
preposition to. This gap is called relativized position. The whole
process is called relativization.

g. **Noun Phrase Accessibility Hierarchy (NPAH)**

Noun Phrase Accessibility Hierarchy (NPAH) is a theory
proposed by Keenan & Comrie (1977). This theory is related to
adjective clause formation. The process of adjective clause is called
relativization. The theory implies that the head noun which serves as a
subject in adjective clause is the easiest to process. The easiness in
formation of adjective clause regarding the head noun position is
represented as follow:

SU > DO > IO > OBL > GEN > OCOMP

SU stand for subject position; DO and IO respectively for direct object
and indirect object position; OBL for oblique such as object of
preposition; GEN for noun phrase in genitive and OCOMP for object of comparison.

Keenan & Comrie (1977) mention that if a given language can relativized a position, it means that the language also can relativize a higher position than the position. For example, English can relativize genitive noun, so English also can relativize subject, direct object, and indirect object.

This theory also gives an implication in second language acquisition. The implication is that a second language learner more easily masters the adjective clause with relativized subject position than the lower position. In other word, the lower position in this hierarchy is more difficult to learn.

B. Review of Previous Researches

Some previous research about adjective clause in EFL/ESL setting has a design of error analysis, such as Zulkarnein (2016), Erdogan (2005), and Chang (2004). They investigate the adjective clauses produced by non-English speaking students. Conducting some tests about adjective clause, they analyze the errors or mistakes in the adjective clauses productions by EFL students. And then, they investigate the reason why such errors occur. Zulkarnein (2016), who investigates Indonesian students, find that most errors occur when they producing adjective clauses whose relative pronoun is whose and whom. The average error in producing adjective clauses is 44.5%. He finds that the
errors exist because of students’ confusion on using adjective clauses, overemphasis on language form, lack of vocabulary mastery and language transfer problems.

Erdogan (2005), who investigates Turkish students, finds that the main reasons for the errors in using English adjective clause are the relative clause system difference between Turkish and English. The difference make English relative clause difficult. In other words, the errors exist because of first language influence. This first language transfer leads to errors in use of comma, errors in omission of that, errors in choice of relative pronoun, errors in determining whether that is interchangeable with another relative pronoun, errors in omitting the object pronoun (him, it...etc), errors in the function of non-defining relative clause as an additional comment or knowledge in a sentence.

Chang (2004), who investigates Chinese students, specify the research in the influence of first language on the production of adjective clause. The different adjective clause systems of Chinese, which adjective clauses are pre-modifiers, and English, which adjective clauses are post-modifier, becomes the major factor of the errors. This research also finds that most students avoid using adjective clause in their writing.

The research that is conducted by the researcher is different from those three previous researches. The difference is mainly laid on the technique of collecting data. While these researches conduct some test to collect data, this research only uses documentation in collecting data. The researcher looks for
EFL students’ writing assignment from Genre Based Writing course, and then analyzes these writing assignments. Through this technique, the researcher expects to obtain more natural language use data.

Other research dealing with adjective clauses is conducted by Hinrichs et al., (2015). They investigate the shifting in use of relative pronoun *that* and *which* in written Standard English. They examine corpora of written-edited-published British and American English covering the period from 1961–1992. They focus their study on restrictive adjective clauses with inanimate antecedent where the relative pronoun *that* and *which* is commonly used interchangeably. They finds that the use of *that* increasing during the time comparing to *which*. They also find that the shifting is influenced by colloquialization and Americanization.

This research share a similarity to Hinrichs et al., (2015) research, that is comparing relative pronoun *that* and *which*. However, this research does not put more concern in influencing factors. Also, this research examines descriptive text written by EFL students.


Deveci & Nunn (2018) choose 5 articles from humanities and social science journal, and investigate the frequency of use of adjective clauses in
these journals. They compare the use of full and reduced adjective clauses and the use of active and passive voice adjective clauses. The result finds that adjective clauses account 40% of the total sentences. The reduced form is more common than full form. Also, the active voice is more dominant than passive voice.

Cho & Lee (2016) examine 50 articles from 4 science and engineering journals. Their research aims to compare the frequency of use of adjective clauses across these journals, and to find out adjective clauses features in science and engineering journals. They conclude that there are a high frequency of non-restrictive relative clauses, a high proportion of ‘prepositions + which’ in the restrictive object-object structure, and an extremely high use of ‘that’ over ‘which’ for restrictive relative clauses in science and engineering journals.

This research is different from these both previous researches in some aspects. First, this research deals with adjective clauses found in EFL students’ descriptive text writing assignments, which are not well edited. Second, this research only focuses on the use of relative pronoun that and which.

Other research comes from Moon (2012). She investigates factors which influence the use preference of relative pronoun that and which. She analyzes Corpus of Contemporary American English and set some parameters to identify the factors and analysis it with statistic test. First parameter is form of communication. She finds that relative pronoun which is more frequent in written communication, while relative pronoun that is more frequent in spoken
communication. When *that* and *which* are compared in written communication, relative pronoun *that* is more frequent than *which*. Second parameter is syntactic position. She indicates that syntactic position can be addressed to discourse-functional perspective. She creates a hypothesis that relativized subject position is linked to adjective clause which serves to describe or characterize the head noun, while relativized object position is linked to adjective clause which serves to identify the head noun. The result is that adjective clause which serves to describe or characterize the head noun does not influence the preference of *that* and *which*, while the adjective clause which serves to identify the head noun influence the preference.

This research is different from Moon (2012) research in the analysis. This research only use descriptive statistic to analyze the data. The distribution of the data is compared to the previous researches and theory to give more meaning to the result. The second difference is this research does not use form of communication parameter since all data are obtained from written texts. This research only adopts syntactic position parameter.
CHAPTER III

RESEARCH METHODOLOGY

A. Type of Research

This research is a qualitative research. Rasinger (2010:52) contrasts qualitative and quantitative research based on 2 characteristics. First, qualitative research concerned with structures and patterns, and how something is, while quantitative focuses on how much or how many there is/are of a particular characteristic or item. Second, qualitative research is inductive, while quantitative research is deductive. Inductive means that a theory is derived from data. In contrast, deductive means proving an existing-theory-derived hypothesis by means of empirical investigation.

Creswell (2014:4) states that qualitative data deals with qualitative data (word) that collected using open ended questions; quantitative research deals with quantitative data (number) that collected using close ended questions and using instruments such as tests and questionnaires. He also states that qualitative research analysis inductively builds from particulars to general theme, while quantitative research analysis employs statistic procedures.

Stake (2010:89) states qualitative researchers use all kind of data such as numerical measurement, photograph, indirect observation, texting, and documents to clarify the picture what is going on. Arikunto (2010) states that the qualitative data were turned into quantitative data using number to help the
research easier to be understood and presented, then described and turned into qualitative again to be drawn the conclusion

This research is a qualitative research because of some aspects. First, the researcher does not use quantitative technique of data collection. This research takes data from students’ writing assignments in Genre Based Writing class. The obtained data are in form of qualitative data. This research does not employ any statistical test to proof any hypothesis. The researcher focuses on counting frequency of use of relative pronouns that and which, and on searching features of adjective clause in the students’ writing assignments. The analysis only uses simple numbering. In brief, this research is a descriptive qualitative research.

B. Location and Time of Research

This research was conducted in state Islamic institution, IAIN Salatiga. This institution was located on Jalan Lingkar Selatan km 2, Pulutan, Salatiga. This research lasted for 3 months, starting from June to August 2019. During this time, the researcher planned the research, collected and analyzed data, and wrote a final report.

The researcher conducted the research in IAIN Salatiga for some reasons. First, this university is one of prominent universities in Salatiga. The students of English Education Department of IAIN Salatiga are all non-native English speakers. Most have Javanese language as first language. So, they are considered as EFL students. Third, there is a specific course taught in English Education Department of IAIN Salatiga that focuses on genres writing; it is
Genre Based Writing course. This course is taught to fourth semester students, and it is being held when this research begins. Thus, the data is easier to collect.

C. Data Sources

The object of this research is adjective clauses produced by EFL students in descriptive text. Then, it focuses on 2 aspects, the use of relative pronouns that and which, and the features of adjective clauses in descriptive texts. In order to obtain data, the researcher collects several descriptive texts assignments written by EFL students.

The subjects of the research are English Education students of IAIN Salatiga who enroll Genre Based Writing class in the academic year of 2018/2019. The total population is 198 students. The researcher combines two sampling techniques, convenience sampling and purposive sampling.

Convenience sampling is a sampling technique that takes samples based on their convenience and availability (Creswell, 2014:158). Meanwhile, purposive sampling is a process of selecting sample by taking the subject based on some specific purposes (Arikunto, 2010:183). Since this research data are taken from students’ writing assignments, an availability issue—an issue whether the documents are reachable by the researcher—exists. The convenience sampling then can overcomes this issue. Then, purposive sampling is used to focus the data on the criterion that the assignments must
be descriptive texts which are written by students who enroll Genre Based Writing class.

The sampling results 62 descriptive texts written by 62 English Education Department students who enroll Genre Based Writing course in the academic year of 2018/2019.

D. Technique of Data Collection

Regarding the data are documents, the researcher uses documentation to collect the data. According to Arikunto (2010), documentation is searching for data about the variables in the forms of notes, transcript, books, newspapers, magazines, agendas, etc. The documents are obtained from the lecturers who teach Genre Based Writing class.

The researcher started from searching information about Genre Based Writing classes in the academic year of 2018/2019. There were 6 classes in this course with 4 lecturers. Then, the researcher confirmed the lecturers whether they had instructed the students to write descriptive text as assignments. It was only 3 lecturers who responded the researchers. Further, the researcher asked whether the descriptive writing assignments could be used as data for this research. It was only 1 lecturer confirmed that the assignments could be used as the data. The researcher gained 62 descriptive texts from the lecturer.
E. Technique of Data Analysis

In data analysis, the researcher employs three steps of data analysis proposed by Miles & Huberman (1994). First step is data reduction. This step refers to the process of selection, focusing data, simplification, abstraction, and transforming raw data. This step happens continuously during research. Second step is data displays. This step displays the analyzed data in some forms that enable the researcher to draw some conclusions. The last step is conclusion drawing. This final step aims for answering the research questions by interpreting the data that have been analyzed and displayed in the previous steps.

In data reduction, the researcher grouped the texts based on its topic. From 62 descriptive texts, there were 55 texts describing the students’ houses, 2 texts describing the students’ rooms, 1 text describing a beach, and 4 texts describing people. The researcher selected the 55 texts to be analyzed. However, it was only 48 texts that were analyzed because 7 texts missed their parts.

Next, the researcher looked for adjective clauses in the 48 descriptive texts. All the texts had adjective clauses. There were 186 adjective clauses over all. It was only 38 texts that had adjective clauses with relative pronoun *that* and *which*. The total of adjective clauses with relative pronoun *that* and *which* were 95 clauses.

The researcher coded 95 adjective clauses using the following code.
a = female (F) or male (M), the descriptive text writer gender
b = number of the descriptive text
c = number of the adjective clause in a descriptive text
d = number of total adjective clauses in this research

The researcher analyzed the data to find out the features of adjective clauses in the data. The researcher grouped the clauses based on its form, its restrictiveness, and its relative pronoun. The frequency of each group was counted. Then, the clauses with relative pronoun that and which were analyzed to find out the different use of relative pronoun that and which.

After the data were reduced, the researcher displayed the data in form of tables. The researcher also gave description about the data narratively. The last, the researcher drew some conclusions which answered the research questions and wrote it in the chapter V.
CHAPTER IV

FINDING AND DISCUSSION

A. Features of That and Which Adjective Clauses in EFL Students’ Descriptive Texts

This research gains the descriptive texts in total 62 texts. These texts written by English Education Department students are written as Genre Based Writing class assignments. Based on the descriptive text topic, these texts consist of 55 texts describing students’ house, 2 texts describing the students’ rooms, 1 text describing a beach, and 4 texts describing people. The researcher focuses the analysis on the 55 texts which has ‘my house’ topic. However, it is only 48 texts being analysis further because 7 texts are incomplete.

There are 186 adjective clauses founds in the 48 analyzed descriptive texts. These adjective clauses are classified based on its relative pronoun. The result is shown in Table 4.1. The most used relative pronoun is that (39%), and followed by zero relative pronoun (33%), which (12%), where (10%), who (5%), and when (1%). The relative pronouns whom and whose are not found in the data. The researcher assumes the descriptive text topic, my house, influence the relative pronoun use. This assumption answers why the relative pronouns which refer to animate or personal antecedent are rarely found in the data.

The adjective clauses with relative pronouns that and which are taken to further analysis. These clauses are analyzed based on two features of
adjunctive clause: the adjunctive clause form, and the adjunctive clause restrictiveness.

Table 4.1 Distributions of Relative Pronouns

<table>
<thead>
<tr>
<th>Relative Pronoun</th>
<th>Number of Adjective Clause</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>that</td>
<td>72</td>
<td>39%</td>
</tr>
<tr>
<td>zero</td>
<td>62</td>
<td>33%</td>
</tr>
<tr>
<td>which</td>
<td>23</td>
<td>12%</td>
</tr>
<tr>
<td>where</td>
<td>18</td>
<td>10%</td>
</tr>
<tr>
<td>who</td>
<td>10</td>
<td>5%</td>
</tr>
<tr>
<td>when</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>186</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

1. *That and Which* Adjective Clauses Form

In chapter II, it is mentioned by Wekker & Haegeman (1985) whether adjunctive clause is full or reduce can be determined by two aspects. The first aspect is its relative pronoun. Full adjunctive clause can either be introduced by a relative pronoun or not be introduced by any relative pronoun (use zero relative pronoun). Meanwhile, reduced form cannot be introduced by any relative pronoun.

The second aspect is its verb. Full adjunctive clause always uses finite verb. In contrast, reduced form uses non-finite verb, such as to-infinitive, -ing form, and -ed form. As mentioned by Eastwood (2002:363), the reduced form is used without its auxiliaries.
This research uses the aspects to analyze the form of adjective clauses with relative pronouns *that* and *which*. Based on the two aspects, it can be predicted that all adjective clause with relative pronoun *that* and *which* have to be full form. However, the researcher finds few errors in the data.

The researcher finds a few non-finite verb adjective clauses which are introduced by a relative pronoun. This is considered as errors because the non-finite verb is generated in a reduced form, which is not introduced by any relative pronoun. There are 5 non-finite adjective clauses introduced by *that* (F5.1.14; F5.3.16; F30.2.63; F34.6.77; F33.2.70) and there is no non-finite adjective clauses introduced by *which*. From the 5 ungrammatical adjective clauses, four of them are using –ed form; an example of the error clause can be seen in (1a) below.

[1a] Error: F30.2.63

*In front of my house, there is a mini park with a lot of plants that planted by my parents.*

The adjective clause in [1a] misses verb *be* after the relative pronoun *that*. If the clause is intended to be written in reduced form, the relative pronoun *that* should be deleted. Thus, the clause can be manipulated by adding *are* [1b] or deleting the relative pronoun [1c]. The verb *be* in [1b] is *are* because the head noun of the adjective clause is plural.

[1b] Manipulated

*In front of my house, there is a mini park with a lot of plants that are planted by my parents.*
In front of my house, there is a mini park with a lot of plants planted by my parents.

Besides, there is a non-finite verb adjective clause using –ing verb. The clauses can be seen in [2a] below. It can be seen that the verb matching is preceded by the relative pronoun that. The verb matching have to be manipulated into finite verb matches to make the adjective clause correct. The manipulated form is shown in [2b].

[2a] Error: F5.1.14

In my living room there is some furniture including green sofa that matching with colour of the wall, cabinet which there are several photo and ceramics, and painting on the wall.

[2b] Manipulated clause

In my living room there is some furniture including green sofa that matches with colour of the wall, cabinet which there are several photo and ceramics, and painting on the wall.

The researcher also finds few adjective clauses which do not have any verb. In this case, the missing verb is a linking verb be. There are 6 clauses in that adjective clause and 2 clauses in which adjective clauses. An example of this error is seen in [3a].

[3a] Error: F40.1.82

The hot wheater make me uncomfortable especially in the evening, but luck we have a well that never dry.

The adjective clause in [3a] misses its linking verb is after the relative pronoun that. The head noun of the adjective clause is a well, which is
single noun. Correcting the clause can be done by adding *is* between the words *that* and *never*. The manipulated adjective clause can be seen in [3b].

[3b] Manipulated clause

*The hot wheater make me uncomfortable especially in the evening, but luck we have a well that is never dry.*

The researcher assumes these errors are influenced by students’ first language, as claimed by most previous research (see Chapter II). The errors in the data are mostly omission of element be. The data in [1a] show us the missing auxiliary *be* as an element of passive construction in English. Indonesian language in forming passive construction requires only prefix *di-* attached to the verb, while English has two markers, auxiliary *be* and suffix *-ed*. The researcher’s assumption is the students only write the suffix and do not write the auxiliary, because they probably think it is enough for forming a passive voice like in their first language. Then, they add the relative pronoun *that* in the error construction to form an adjective clause.

The other omission verb *be* is shown in [3a]. This error is influenced by Indonesian pattern of nominal sentence construction. Indonesian language does not require any verb in forming such sentence. The adjective clause in [3a] can be translated to Indonesian language in [3c] below.

[3c] Translated clause

*Cuaca panas membuatku tidak nyaman khususnya di sore hari, tapi beruntung kami memiliki sebuah sumur yang tidak pernah kering.*
The word yang is the relative pronoun, and tidak pernah kering is the translation of never dry. The translation in [3c] is acceptable construction in Indonesia language. It shows that the adjective clause does not require any verb. Considering this, the researcher assumes the students think their adjective clause in [3a] is grammatical like in Indonesian language.

Quantitatively the adjective clause form error covers 15% in adjective clause with relative pronoun that and 9% in adjective clause with relative pronoun which (see Table 4.2).

<table>
<thead>
<tr>
<th>Adjective Clauses</th>
<th>Full Form</th>
<th>Error</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>that</td>
<td>61 (85%)</td>
<td>11 (15%)</td>
<td>72</td>
</tr>
<tr>
<td>which</td>
<td>21 (91%)</td>
<td>2 (9%)</td>
<td>23</td>
</tr>
</tbody>
</table>

2. That and Which Adjective Clauses Restrictiveness

English does not permit the relative pronoun that to be used in non-restrictive adjective clause, while which is permitted to be used in both restrictive and non-restrictive adjective clause (see Chapter II). The consequence is the restrictiveness feature of that adjective pronoun is limited only in restrictive adjective clause, while which adjective pronoun is not.
Non-restrictive adjective clause is written using comma, so it is easy to spot the clause. In contrast, restrictive adjective clause is written without any comma. The researcher uses this characteristic of non-restrictive adjective clause when he identifies and analyzes the adjective clauses. This research analysis result of restrictiveness of *that* and *which* adjective clause is presented in Table 4.3.

| Table 4.3 Restrictive and Non-restrictive Adjective Clauses Distribution |
|-----------------------------|------------------|------------------|-----------------|
| Adjective Clauses          | Restrictive     | Non-restrictive  | Total           |
| that                       | 70 (97%)        | 2 (3%) (error)   | 72              |
| which                      | 15 (65%)        | 8 (35%)          | 23              |

The result shows there are 2 data of *that* adjective clauses which are non-restrictive clause. As mentioned before, *that* cannot be used in non-restrictive adjective clause. Hence, the two data are considered as error. The researcher assumes the error occurs because students overgeneralize the use of relative pronoun *that*. In Chapter II, it is mentioned the relative pronoun *that* can replace the other relative pronouns. Thus, the students might think the relative pronoun *that* can be used in non-restrictive relative clause too. The example of unacceptable form of non-restrictive adjective clause and its manipulated clause can be seen in [4a] and [4b] below.

[4a] Error: F12.1.22

*The next part of my house is family room, that include television and dining room.*
The adjective clause in [4a], *that includes television and dining room*, is written after comma, so it is considered as non-restrictive adjective clause. However, the relative pronoun used is that. Therefore, the adjective clause is error. The adjective clause can be manipulated by deleting the comma, as shown in [4b].

When the focus is shifting to its percentage, the percentage of error is quite low (3%). The correct restrictive adjective clause covers 97% of the total *that* adjective clauses. Therefore, it can be said that most students understand this rule.

The relative pronoun *which* has more options in restrictiveness. It can be used in either restrictive or non-restrictive adjective clause. The percentage of restrictive *which* adjective clause (65%) is higher than the percentage of non-restrictive adjective clause (35%). The researcher assumes this trend is related to the function of adjective clause to its antecedent.

As mentioned by Lester & Beason (2019), restrictive adjective clause is used to limit the antecedent’s meaning. On the other hand, non-restrictive adjective clause only gives additional information about the antecedent; it is not defining the antecedent. Restrictive adjective clause is essential, so it cannot be omitted. It is different from non-restrictive...
adjective clause which may be deleted and the antecedent still can be understood by the reader. In brief, restrictive adjective clause defines the antecedent, and non-restrictive adjective clause only gives additional information.

The descriptive texts function to describe a particular thing, place, or person. When the students describe a topic in descriptive text, they introduce new information about the topic. Consequently, they need a construction which facilitates defining strategy. Restrictive adjective clause is suitable to be used in this case. Therefore, it makes sense that restrictive adjective clause is more frequent than non-restrictive adjective clause.

B. The Use of Relative Pronoun *that* and *which* in Adjective Clause Produced by EFL Students

Recently, the use of relative pronoun *that* increases compared to the relative pronoun *which*. This trend has been investigated by some researchers. Hinrichs *et al.* (2015) conduct a research dealing with this topic. They claim that there is a shifting in use of relative pronoun *which* to *that* in inanimate restrictive adjective clause during this century. Similar, Moon (2012) finds the use of *that* is more common in American corpus she investigates than relative pronoun *which*. Cho & Lee (2016) also find similar findings when they investigate science and engineering journals.
In addition, this research, which is conducted in EFL setting, also finds similar finding. The use of relative pronoun *that* (39%) in adjective clauses produced by EFL students is more frequent than the relative pronoun *which* (12%). The difference is quite large. The frequency of relative pronoun *that* is 3 times higher than the relative pronoun *which*.

In order to make sense this finding, the researcher reviews it from some aspects. First, the constraints which regulate English adjective clause proposed by Quirk (1957) in Hinrichs *et al.* (2015) are discussed. Next, the relativized position inside the adjective clauses is discussed too. Last, the factors which are mentioned by Hinrichs *et al.* (2015) are reviewed.

1. **Animacy and Restrictiveness Constraints**

Quirk (1957) (in Hinrichs *et al.* 2015) mentions the choice of relative pronoun is influenced by two constraints, namely animacy constraint and restrictiveness constraint. Both constraints nowadays become rules in English grammar.

Animacy constraints related to the antecedent animacy. Whether the antecedent is animate (personal) or inanimate (non-personal) determines the relative pronoun being used. If the antecedent is personal, relative pronoun *who, whom,* and *whose* is favored over the other relative pronouns. Contrary, if the antecedent is non-personal, relative pronoun *which* is more favored.
Relative pronoun *that* can be used in both personal and non-personal antecedent (see Chapter II). Thus, the relative pronoun *that* can be used interchangeably with the other relative pronouns. It also means the relative pronoun *that* and *which* are interchangeable, as stated by Eastwood (2002).

The researcher lists the antecedents of *that* and *which* adjective clause in the data. The list can be seen in Table 4.4 below.

<table>
<thead>
<tr>
<th>Head Noun</th>
<th>Personal/Non-personal</th>
<th>Frequency of Relative Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>family</td>
<td>Personal</td>
<td>1</td>
</tr>
<tr>
<td>member</td>
<td>Personal</td>
<td>1</td>
</tr>
<tr>
<td>area</td>
<td>Non-personal</td>
<td>1</td>
</tr>
<tr>
<td>bedroom</td>
<td>Non-personal</td>
<td>1</td>
</tr>
<tr>
<td>family room</td>
<td>Non-personal</td>
<td>1</td>
</tr>
<tr>
<td>part</td>
<td>Non-personal</td>
<td>1</td>
</tr>
<tr>
<td>bathroom</td>
<td>Non-personal</td>
<td>2</td>
</tr>
<tr>
<td>house</td>
<td>Non-personal</td>
<td>4</td>
</tr>
<tr>
<td>table</td>
<td>Non-personal</td>
<td>4</td>
</tr>
<tr>
<td>atmosphere</td>
<td>Non-personal</td>
<td>1</td>
</tr>
<tr>
<td>carpet</td>
<td>Non-personal</td>
<td>1</td>
</tr>
<tr>
<td>dining room</td>
<td>Non-personal</td>
<td>1</td>
</tr>
<tr>
<td>flowers</td>
<td>Non-personal</td>
<td>1</td>
</tr>
<tr>
<td>forest</td>
<td>Non-personal</td>
<td>1</td>
</tr>
<tr>
<td>furniture</td>
<td>Non-personal</td>
<td>1</td>
</tr>
<tr>
<td>hall</td>
<td>Non-personal</td>
<td>1</td>
</tr>
<tr>
<td>laugh</td>
<td>Non-personal</td>
<td>1</td>
</tr>
<tr>
<td>mic</td>
<td>Non-personal</td>
<td>1</td>
</tr>
<tr>
<td>moment</td>
<td>Non-personal</td>
<td>1</td>
</tr>
<tr>
<td>object</td>
<td>Non-personal</td>
<td>1</td>
</tr>
<tr>
<td>photo</td>
<td>Non-personal</td>
<td>1</td>
</tr>
<tr>
<td>pool</td>
<td>Non-personal</td>
<td>1</td>
</tr>
<tr>
<td>reason</td>
<td>Non-personal</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 4.4 List of Head Nouns in Adjective Clauses
Table 4.4 shows that almost both relative pronouns are referring to non-personal antecedent. It is only 2 cases relative pronoun *that* referring to personal antecedent; these antecedents are *family* and *member*. There are 7 head nouns that both relative pronouns refer to. The most used head noun in *that* adjective clauses is *place*, while in *which* adjective clauses is
family room. This fact shows that both relative pronouns can be used interchangeably.

The researcher also finds interchangeably use within a text in F21 and F23. The example of this interchangeably use is shown in [5a] and [6a].

[5a] That adjective clause: F21.5.78

*The house that I live in with my parents and my younger brother.*


*The house which stands on above ground given by my grandmother and grandfather is very simple.*

The noun phrase *the house* in [5a] and [6a] refer to same house in the text, but the relative pronoun used is different. Both data in [5a] and [6a] may become evidences of the interchangeably use of *that* and *which*.

The uses of *that* and *which* are influenced by its antecedents’ animacy to some extent. The data reveals that both relative pronouns refer to non-personal antecedent. It is only *that* which refers to personal antecedent. This finding still obeys the animacy constraint although it is said that *who* is more favored when the antecedent is personal. In this case, *who* can be replaced by *that* as stated by Murphy (2019:184).

However, when the researcher considers only non-personal antecedents, the researcher does not find any pattern whether a particular head noun, for example *place*, is referred by a specific relative pronoun, for example *that*. This claim is inferred from the data in Table 4.4; there are 7 head nouns which are referred by both relative pronouns *that* and
which. In addition, it is found in text F21 and F23 that both relative pronouns are used interchangeably within a text. Therefore, animacy constraint only can explain the choice of relative pronoun to extent of animate-inanimate antecedent, but cannot explain the choice between *that* and *which* in inanimate antecedent.

The second constraint is restrictiveness. Quirk (1957) in Hinrichs et al. (2015) states restrictiveness constraint excludes *that* in non-restrictive adjective clause. In other word, the relative pronoun *that* is permitted to appear only in restrictive adjective clause. From this constraint it can be claimed that when a set of adjective clauses data consist a lot of non-restrictive adjective clause, the relative pronoun *that* has low frequency in the data.

Table 4.3 above shows the non-restrictive adjective clause has lower frequency than restrictive adjective clause. So that, the relative pronoun *that* has higher frequency than *which*. To this extent, the restrictiveness constraint is able to explain the trend that the relative pronoun *that* is used more than *which*.

However, when the focus is shifted to only restrictive adjective clause, as shown in Table 4.3 the restrictive adjective clause has high frequency, the restrictiveness constraint are doubted being able to explain the use of *that* and *which*. It is caused by the fact that restrictiveness constraint only deals with the use of *that* in non-restrictive adjective clause.
In order to make further analysis of use of *that* and *which* in restrictive adjective clause, the researcher reviews it regarding its relativized position in the next section.

### 2. Relativized Position in Adjective Clause

Relativized position is a syntactic position where the gap inside the adjective clause is.

The relation between the relativized position in restrictive adjective clause and the preference of its relative pronoun has been investigated by Moon (2012). She finds the relativized object position shows significant influence on preference of *that* over *which* and the relativized subject position shows insignificant influence on preference of both relative pronouns. In other words, the relativized position can predict which relative pronoun is used.

This research investigates the relativized position of the restrictive adjective clauses data. The error clauses are excluded. The researcher finds 3 relativized positions as shown in Table 4.5 below.

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<th>Relativized Position</th>
<th>Frequency in adjective clause</th>
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<tr>
<td></td>
<td><em>that</em></td>
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<tr>
<td>Subject</td>
<td>40 (67%)</td>
</tr>
<tr>
<td>Direct Object</td>
<td>18 (30%)</td>
</tr>
<tr>
<td>Object of Preposition</td>
<td>2 (3%)</td>
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<tr>
<td><strong>Total</strong></td>
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</table>
In order to compare the use of *that* and *which* regarding its relativized position, the researcher compare a proportion of a relativized position in both relative pronouns. From the data, there are 3 positions identified. These are subject position, direct object, and object of preposition. Subject position covers 67% in relative pronoun *that* and 69% in relative pronoun *which*. The proportion difference is only 2%, thus it can be inferred that subject position may be not have any influence.

In contrast, direct object and object of preposition proportions in each relative pronoun has high difference. Direct object proportion in *that* is almost 4 times higher than in *which*, while object of preposition proportion in *which* is almost 6 times higher than in *that*. This finding may show that direct object and object of preposition positions has influence in choice of relative pronoun *that* and *which*.

This finding supports Moon (2012) finding in her research. She claims that direct object position has influence the preference *that* and *which* while subject position does not have. The relative pronoun *that* is more favored than *which* in object position. However, in her research the object of preposition position does not show significant difference. Therefore, it can be assumed that the relativized object position in adjective clause probably influence the choice between *that* and *which*.

She then addresses the finding to discourse-functional perspective to be analyzed further, and claims that subject position, which indicate the adjective clauses that serve to describe or “characterize” the head noun,
does not influence the choice of relative pronoun *that* and *which*, while direct object position, which indicate the adjective clauses that serve to identify the head noun, is favor relative pronoun *that* over *which*.

The data in Table 4.4 also can be analyzed based on Noun Phrase Accessibility Hierarchy (NPAH) proposed by Keenan & Comrie (1977). The data show that subject position has the highest frequency in both relative pronouns. It means that the EFL students do not have any difficulty in producing adjective clauses with relativized subject position. The frequency decreases in direct object and object of preposition. It can be said that the EFL students may have difficulty in producing adjective clause with relativized direct object and object proposition position compared to subject position.

3. **Colloquialization and Americanization**

Hinrichs et al. (2015) claims the shifting of that to which is influenced by colloquialization and Americanization. Colloquialization refers to the use of spoken language features in the written language. The relative pronoun *that* is commonly used in spoken language. Moon (2012) finds this fact in her research.

Americanization refers to the use of language use trends that set up by American English. Hinrichs et al. (2015) claim colloquialization is one example of American English trend. In brief, Americanization is an strong influence of American English on students’ writing.
Considering the data in this research, the researcher cannot make a sure claim whether colloquialization influences the EFL students’ writing, because this topic is not in this research scope. However, both factors might be interesting topics to be investigated in EFL setting.
CHAPTER V
CLOSURE

A. Conclusions

After analyzing the data in Chapter IV, the researcher can make some conclusions answering the research questions. Dealing with the first research question, the features of that and which adjective clauses in descriptive texts written by EFL students are 1) full form adjective clause is the accurate form to be used, and 2) restrictive clause is more common than non-restrictive adjective clause.

Dealing with the second research question, the uses of that and which found in this research is similar to the recent existed trend. The relative pronoun that is more used than which. The factors that influence this trend are discussed. First, the animacy and restrictiveness constraints proposed by Quirk (1957) influence the use that and which in some extents. The animacy constraint’s influence is limited to only animate antecedent; it cannot predict the choice of that and which in inanimate antecedent. The restrictiveness constraint’s influence is limited to only the use of both relative pronouns in non-restrictive adjective clause, but it cannot explain further in restrictive adjective clause.

The relativized position influences the choice of the relative pronoun that and which. The object position can predict the choice of that over which,
in contrast object of preposition predicts which over that. Subject position does not show any difference preference of that and which.

Colloquialization and Americanization has influence on the choice of that and which in Standard English. However, both factors is not known yet influencing the choice of that and which in EFL setting.

B. Suggestions

After analyzing and discussing this research’s findings, the researcher has some suggestions to students, English teachers, and related researchers.

1. Students

The researcher suggests learning more about the feature of adjective clause in descriptive text and other genres, to improve their writing skill. Using accurate adjective clause may indicate higher capability of writing in English.

2. English Teachers

Beside the main findings, this research finds some errors in production of that and which adjective clauses. The researcher suggests paying more attention to teaching the different application of the relative pronouns. The teachers also can teach more the differences between full form and reduced form of adjective clause.

3. Related Researchers
There are some further investigations that the researcher thinks might be put interest on. Some factors, which are proposed by Hinrichs et al., (2015), influencing the different frequency of that and which relative pronoun are needed to be investigated more in EFL setting. The investigation may focus on if colloqualization and Americaniazation influence EFL students’ adjective clause production. The researcher also suggests investigating more about features of adjective clause in descriptive text by comparing to others genre and across topic within a genre.

The researcher also suggests conducting a research to proof whether the syntactic position influences the preference of that and which significantly in EFL setting. The research dealing with this topic with other parameter such as means communication may be put in consideration.
REFERENCES


APPENDICES
Khoirrotul Latifah
23030170092
Writing/F

MY HOUSE

My name is Latifah. I live in Kadipurwo, Bener, Tengaran, Semarang Regency. I live with my beloved family. My house isn’t terraced, not as beautiful and grand as a palace, but I’m very grateful to have it. My house is the most comfortable place. Because there is a family that I love there.

Our house has 3 rooms, 1 for my father and mother, 1 for my sister, and 1 for me. Our room is quite large, measuring 3.5x3.5 meters. We have 2 bathrooms, one is in front of my room, and one is in my parents’ room. However, only one can be used, it is located in front of my room. Because the one in the room hasn’t been made, and it’s still an empty space.

There is one kitchen located at the back of the house. Comfortable kitchen, because the first part of my house that my father repaired was a kitchen and bathroom. Then after that we had our room, even though not all had been repaired.

My father rebuild our house for a long time, but until now it still has brick walls. Because my father did it alone, while working as a builder. Collect money step by step, and build our house slowly. I have been very grateful for my house now, although it is not perfect, but the house is our own. At least we can take shelter from the rain and the hot sun is enough for us. For me, my house is like a palace.
It is a TV room at my house. My house is small there is a living room, 2 bedrooms, 1 bathroom, 1 kitchen and the largest room in my house is a TV room. My house is about 20 meters long and 10 meters width. At my house when entering the living room can immediately see the TV room because there is no wall barrier. The living room walls and TV are equipped with photos when my sister graduated from a bachelor, when I graduated high school and painting calligraphy.

In the TV room there is a TV and the sound system that I usually use to listen to the song in the morning. Next to the TV room there is a table that usually my mother used to put the food. In addition to the table where my mother usually puts the food as well as my room and the adjacent kitchen, in the kitchen there are many items that usually do to cook. In front of my room there is an adjacent refrigerator with my parents room.

Actually my home design is the ordinary house seen from the front has 1 door and 2 windows has ventilated air like in mushola so my parents give green wall paint. In front of my house directly to the neighbor’s house because my house does not have a broad yard.
I live in Ambarawa. So my house is in Ambarawa, Panjang Kidul RT 04 Rw 01. Its about 30 minute from Salatiga, not too far so thats why i prefer to be a commuter than live in boarding house. My house is not a big house but its place that I want to come back, its a comfortable place for me. There is have two bed room cause just three people in my house, then a living room with some photos of our family members and a big book shelf, a small kitchen beside a small tv room too, then there is one bathroom.

I have a not too big terrace that can load one set of sofa, so sometimes I approve visitors there, and for now my house is under construction and it look so messy, a lot of unnecessary things there so I can't describe the details of what's in each room.

My house is so strategic. I just need 5 minute to bus station, 5 minute to the big mosque, 6 minute to the library and art center, 5 minute to the hospital too and a lot of necessary public space can I reach by walking. That's so important when you can't ride motorcycle like me and not take time if you riding motorcycle. I love to life my live in my house now.
My House is My Palace

My house is the most comfortable place I've ever met. My house is in one of the housing in Ungaran. I like to live there, with my family and my kind neighbor. From my house, I can see a variety of beautiful landscapes and certainly make my heart comfortable.

My house is not too big and not too small, I think it's a medium sized house. The design of my house is minimal. My house has two floors. On the first floor there are many rooms. There is a living room with orange paint and decorated with Arabic inscription. The living room has a big sofa and two small sofas, also there is a table with translucent glass in the middle, where inside is a garnish of sand and shells. On another table that is smaller there is a miniature of "Tugu Muda". In the middle of my house, there is a family room! There, we can see television, next to it is a large glass and dressing table! In front of the television there is a large
wooden chair, usually my father sits there while watching television. Behind the chair there is a small mattress, beside it is a large wooden cupboard. My parents' room is on the first floor. Next to the room is a staircase leading to the second floor. The kitchen is next to the living room separated by a wall. There is a kitchen set and lounger, where I usually eat. The bathroom on the first floor is near the sink. The dining room is next to the kitchen, without any restrictions. There is a refrigerator, dispenser, and a set of dining table and chairs. Don't forget there is a garage beside the house.

My room and my sister's room are on the second floor. There is also a bathroom there. On the top floor there are two rooms, in my sister's room there is a large closet and a small closet. While in my room, there is a television and a fan. There is also a warehouse that is also used as an ironing room at the rear. Because my mother washed the clothes above, so the washing machine is on the second floor, in front of the bathroom. There is also a family room there, which is usually used for study. In the corner of the room, there is a large closet, in front of it, there is a table and a printer on it. On the front of the house on the second floor, there is a table and two chairs beside the right and left to relax and enjoy the view. There is also a place to hang clothes. Along the guardrail are placed several plants to enhance the appearance. This is my favorite place at home because from there I can see the view of Ungaran mountain which is clearly and beautifully seen, and also the view of other houses. On the back of the second floor of the house there is an open space, where there is still a fence. There I can see a small forest that is not too far away.

I love the warm atmosphere that always feels in the midst of my family. My house is my favorite place, a place where I can freely do anything without shame and awkwardness.
My House

My house is in village, located in Duvet Rt.17/Rw. 07, Number 051, Andong, Andong, Boyolali. My house is not big, it has a small houseyard and backyard. My house has 4 bedrooms, 1 living room, 1 family room and dining room, 2 bathrooms, and 1 small kitchen. The colour of my house are white and green.

My houseyard is not big, it can park 1 car and 2 motorcycle. In my houseyard, there are many plants such as mango, rambutan, avocado, and various types of flowers. In backyard there is a place to hang clothes and there is one bathroom.

In my living room there is some furniture including green sofa that matching with colour of the wall, cabinet which there are several photo and ceramics, and painting on the wall. After living room is family room with white colour, there is a dining table that used for dinning room. We don’t have many electronic such as television and washing machine, because a few years ago my family lived in Palu. And 3 of 4 bedrooms in my house not used. Next is my bedroom 4x5 M square with white colour. There is 1 bed has a bed cover with white colour floral pattern, 1 table full of my stuff, and some pictures on the wall.

That’s all about my small house.
Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:
Nama: Joko Kriyanto
NIM: 113-13-126
Program Studi: Tadris Bahasa Inggris
Fakultas: Tarbiyah dan Ilmu Keguruan

Dalam rangka penyelesaian studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripsinya adalah:
"ADJECTIVE CLAUSES IN EFL STUDENTS’ DESCRIPTIVE TEXT WRITING"

Dosen Pembimbing: Noor Maliah, Ph.D.


Wassalamualaikum Wr. Wb.

A.n. Dekan,
Wakil Dekan Bidang Akademik

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JUMLAH 107

Salatiga, 24 Januari 2018
Mengetahui,
Wakil Dekan Bidang Kemahasiswaan dan
Bisnis

[Signature]

Adnan Maimun, M.Ag.
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8. Educational Background :

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DECLARATION AND PERMISSION FOR PUBLICATION

I have been marked below:

Name : Joko Kriyanto

NIM : 113-13-126

Faculty : Teacher Training and Education Faculty

Department : English Education Department

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Salatiga, September 16th 2019
The researcher

Joko Kriyanto
NIM 11313126