An Error Analysis of Using Relative Clause in Students' Writing Performance of the Second Grade Students of SMKN 3 Salatiga in the Academic Year of 2012/2013

A Graduating Paper

Submitted to the Board of Examiners in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Ilmu (S.Pd.I) in English Department of Educational Faculty

By:

Arang Suryani

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ENGLISH DEPARTMENT OF EDUCATIONAL FACULTY
STATE INSTITUTE OF ISLAMIC STUDIES (STAIN) SALATIGA
2013
DECLARATION

بسم الله الرحمن الرحيم

"In The Name of Allah, the Most Gracious and the Most Merciful"

Hereby the writer declares that this graduating paper is made by the writer himself and it is not containing materials written and has been published by other people and other people's ideas except the information from the references.

The writer is liable to be responsible for his graduating paper if in the future, it can be proved of containing others' idea or in fact, the writer imitate the other's graduating paper.

Thus, the declaration is made by the writer and he hopes that this declaration can be understood well.

Salatiga, August 19th, 2013

The Writer:

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Salatiga, August 19th, 2013

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ATTENTION CONSELER NOTE

Case: Anang Saparin’s Graduating Paper

Dear
The Rector of State Institute of Islamic Studies Salatiga

Assalamu'alaikum, W.b.

After reading and correcting Anang Saparin’s graduating paper entitled An Error Analysis of Using Relative Clause in Students’ Writing Performance of the Second Grade Students of SMK N 3 Salatiga in the Academic Year of 2012/2013, I have decided and would like to propose that it could be accepted by Educational Faculty. I hope this graduating paper can be examined as soon as possible.

Waassalamu’alaikum, W.b.

[Signature]
Ari Setiawan, M.M
AN ERROR ANALYSIS OF USING RELATIVE CLAUSE IN STUDENTS' WRITING PERFORMANCE OF THE SECOND GRADE STUDENTS OF SMKN 3 SALATIGA IN THE ACADEMIC YEAR OF 2012/2013

ANANG SAPARIN

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Has been brought to the board of examiners of English Department of Educational Faculty of State Institute of Islamic Studies (STAIN) Salatiga, in September 6th, 2013 and hereby considered to completely fulfill the requirement for the degree of Sarjana Pendidikan Islam in English and Education Department.

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Salatiga, September 6th, 2013
Head of STAIN Salatiga

Dr. Irwan Salam M.Ag
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And make not mischief in the earth after its reformation, and call on Him, fearing and hoping. Surely the mercy of Allah is nigh to the doers of good.

(QS. Al-A’raf: 56)
DEDICATION

I hereby dedicate this graduating paper for:

1. STAIN Salatiga

2. All of the lectures of STAIN Salatiga

3. My mother (Suhartini), my father (Darmawanto Sugadi), my sisters (Yafit, Saporini, Yunit, Yuli, and Winay), my brother (Sugmadi), and all of my beloved family.

4. All of my friends in English Education Study Program.


6. All of my closest friends
ACKNOWLEDGEMENT

Assalamu alaikum Wa Alaikum

In the name of Allah, The Most Gracious and The Most Merciful. The author of this paper has written this paper as one of the requirements for the Degree of Educational Islamic Studies (S.Si.) in the English Department of Educational Faculty of State Institute of Islamic Studies (STAIN) Sulaiga in 2013.

Secondly, peace and salutation always be given to our Prophet Muhammad SAW who has guided us from the darkness into the lightness.

However, this paper would not be finished without the support, advice, guidance, help, and encouragement from individuals and institutions, and the writer somehow realizes that an appropriate moment for the writer to offer the utmost gratitude to:

1. Dr. Imam Surojo M.Ag. as the Rector of State Institute of Islamic Studies of Sulaiga.
2. S. Wardi, M.Ag. as the Chairperson of Educational Faculty.
3. M. Abdillah Aunuri, M.A. as the Chairperson of English Education Department.
4. Sri Safawiri, M.M. as the writer's counselor who has always educated, supported, directed, and given the writer countless
advice, suggestions, and recommendations for this graduating paper from the beginning until the end.

5. All of the lecturers of English Education Department of STAIN Salatiga

6. All of the staffs that have helped the writer in processing of graduating paper administration.

7. Second grade students of Automotive Engineering of STAIN Salatiga, in the academic year of 2012/2013, as a part of the research.

8. My beloved parents (Sugih and Darmawani Sugihadi) who always give me everything sincerely for my future. And all of my beloved family who always inspires me for success in my life.

9. All of my beloved friends who always have dreams to challenge this ordinary world.

Wassalamualaikum Wr. Wb

Salatiga, August 19th, 2013

The Writer

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ABSTRACT

This study was intended to describe the kinds of grammatical errors on the use of relative clause in students' writing performance of the second grade students of SMKN 1 Salatiga. This study was also aimed to give some contributions concerning the dominant factors that influence the grammatical errors on the use of relative clause in students' writing performance. This study is qualitative research. The writer had chosen the second grade students of Automotive Engineering of SMKN 1 Salatiga in the academic year of 2012-2013 and the subjects were 24 students. The data were analyzed by using error analysis method. The error types were classified based on three types of errors, the factors that influenced the errors were found out. Based on the results of the interview, the result of this study showed that there were kinds of error based on three types of error, such as wrong article, insertion, and omission. According to the result of the study, many errors in students' writing performance were due to several factors. Meanwhile, the dominant factor was the students' motivation was low. From the result above, the writer concluded that the students were still making a lot of grammatical errors, that were mainly influenced by the students' motivation was low.

Key Words: Error Analysis, Relative Clause, Students' Writing Performance
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CHAPTER 1
INTRODUCTION

A. Background of the Research

As we know that English has a central role in the development of intellectual, emotional, social, and it also supports the success of the study in all fields of the study. In schools, English is one of the most important lessons because it is also examined in the national final examination.

Learning structures of English is very important part of learning language in schools. The more patterns of English structure the students know, the more they will be able to comprehend what they hear and read, and the better they will be able to say what they expect to while speaking and writing.

Here is one of English structure which is being taught in school, relative clause. It is one of the most important and difficult structure of English which is addressed in achieving the goal of learning English for second grade students of Secondary High School. According to Frank (1870, 276), to a relative clause, a full subject and predicate is changed by means of a special introductory word which has the same function as the preceding noun or pronoun. The form of this introductory word subordinates the relative clause to a main clause. The introductory word also performs one of base functions in the relative clause itself: nominal function, adjectival function, and adverbial function.
In detail, a relative clause has several aspects that could be learned by second-grade students of senior high school. They are function, type, position, punctuation, abridgment, and possible meaning of relative clauses. Furthermore, based on Thomson and Martin (1983: 81), there are three kinds of relative clauses: 1) Defining, it describes the preceding noun in such a way as to distinguish it from other nouns of the same class. 2) Non-defining, it is placed after nouns which are definite already. It does not change the noun, but merely add something to it by giving some more information about it. 3) Connective, it does not describe the noun but continues the story.

Moreover, writing is one of the productive skills that should be mastered by the second-grade students of senior high school. It requires some aspects such as critical thinking, knowledge, and needs good understanding in grammar. In this case, the essential part in grammar's understanding is one important aspect that has to be gained in order to make a well-structured writing. Without grammar, a written language would be disorganized and cause some problems like grammatical errors in writing.

In fact, these grammatical errors are commonly occurred in students' writing performance. For example, when they have to do some essay test, there must be many grammatical errors in their answer sheets. This problem should be solved seriously, because it is not good for them.

Furthermore, the writer tries to analyze an error of using relative clause in students' writing performance of the second-grade students of SMKN 3 Salatiga.
Based on the short explanation above, the writer has an interest in analyzing the use of relative clause in the second grade students of SMKN 3 Sakaiga, and carrying out the research entitled "An Error Analysis of Using Relative Clauses in Students' Writing Performance of the Second Grade Students of SMKN 3 Sakaiga in the Academic Year of 2012/2013."

B. Problems of the Research

Regarding to the research background, the proposed problem statements are as follows:

1. What kinds of grammatical errors on the using relative clause in students' writing performance?
2. What are the factors that influence grammatical errors on the using relative clause in students' writing performance?
3. What are the dominant factors that influence grammatical errors on the using relative clause in students' writing performance?

C. Purposes of the Research

This research has certain goals to be expected such as:

1. To find the kinds of grammatical error on the using relative clause in students' writing performance.
2. To find the factors that influence grammatical error on the using relative clause in students' writing performance.
3. To find the dominant factors that influence grammatical error on the using relative clause in students’ writing performance.

D. Benefits of the Research

The writer has a high expectation that the results of this research gives benefits for:

1. Teacher: This research could be a starting point for English teacher to know their students’ competence in understanding a relative clause material.

2. Students: The result of this research could stimulate and motivate the students in learning a relative clause.

3. The school: The result of this research could be used as an additional material to deepen a relative clause material in the school

4. Other researchers: The results of this research could be functioned as information and reference for further researchers related with this field.

5. Policy makers: The results of this research could be a concern of the developing English material for second-grade students of senior high school.

E. Limitation of the Research

The researcher analyzes errors of using relative clause in students’ writing performance. In this discussion, to limit the analysis, the researcher focuses on analyzing students’ understanding in relative clause towards
writing performance. The researcher used a limitation in order to give a clear
description of discussion in this study. One more thing to be considered is the
researcher expects the results of the research will be useful not only for the
several grade students of SMKN 3 Babelan, but also for the English teachers.

6. Clarification of the Key Terms

1. Error Analysis
   a. According to Bell (1981:182), error analysis is a technique which can
      provide the teacher with insights into the learning process.
   b. According to Brown (1983:160), the fact that learners do make errors,
      and that these errors can be observed, analyzed, and classified to
      reveal something of the system operating within the learner, led to a
      stage of the study of learners' errors, called error analysis.
   c. Based on two definitions of error analysis above, the writer
      concluded that error analysis is a technique which can provide the
      teachers to observe, analyze and classify the errors made by students
      in the learning process.

2. Relative Clause
   A full subject and predicate is changed by means of a special
   introductory word which has the same referent as the preceding noun or
   pronoun. The form of this introductory word subordinates the relative
   clause to a main clause (Finkel, 1972:176).
3. SMK

It stands for Sekolah Menengah Kejuruan or in English it is a vocational high school. It is one of educational institutions in Indonesia which has various materials related to the skill competencies are like engineering machinery, electricity, and agribusiness. It is also on an equal with SMA or senior high school which is focus on knowledge such as natural science and social science.

G. Research Methodology

In this research, the researcher chose an error analysis method to analyze the data. According to Bell (1981:182), error analysis is a technique which can provide the teacher with insight into the learning process.

1. Type of the research

The researcher used a qualitative research which is linked to Muijs (2004:5). Qualititative research is actually an umbrella term encompassing a wide range of methods, such as interviews, case studies, ethnographic research and discourse analysis, to name just a few examples.

2. Object of the research

In order to assess and analyze the students’ errors in writing the relative clause sentences, the writer tested 21 second grade students of Automotive Engineering of SMKN 2 Surabaya in the academic year of 2012-2013 to make simple sentences of relative clause and each student has to make 5 sentences.
3. Method of collecting data

The writer used these steps for collecting the data as follows:

a. Documentation

In this study, the writer used documentation as a method of collecting data. The writer applied an assignment of using a relative clause in writing short sentences to see the students' grammatical errors on the using relative clause in their writing performance.

b. Interview

Interview was used by the writer to decide the truth made by the students whether that is an error or just a mistake. It was used to find out the factors of grammatical errors in using relative clause in students' writing performance.

d. Technique of data analysis

The writer would concern on error analysis of the using relative clause in students' writing performance of the second grade students of SMKN 3 Salatiga. Therefore, in analyzing the data, the writer used the steps below:

a. Identification

Identifying the error made by the second grade students of automotive engineering of SMKN 3 Salatiga based on the understanding whether it is a mistake or an error according to Forder (1981: 12) and Brown (2002: 268).
b. Classification

Grouping the errors which have been made by the second grade students of SMKN 4 Salatiga related to the three types of errors based on Tomiyama (1979:9).

c. Explanation

Explaining the errors by establishing the source of the errors based on Brown (1980:76), and calculating how often the errors appear on the using relative clause in students' writing performance.

d. Evaluation

Evaluating the errors by tabulating the errors and drawing conclusions.

H. Review of Previous Study

In this study, the writer took one previous study. The study that had been done by Nita Yuni Radinawati (2012), entitled "Error Analysis on the Use of Simple Present Tense in Paper Assignment of Writing Subject Made by the Fourth Semester Students of English Department at STAIN Salatiga in the Academic Year of 2011/2012". In her study, she described the error analysis on the use of simple present tense in paper assignment of writing subject made by the fourth semester students of English Department.

The present study deals with an error analysis of using relative clause in students' writing performance of the second grade students of SMKN 4 Salatiga in the academic year of 2012/2013. So, it can be said that the present
study has the similarities and the differences from the previous study above.

1. **Outline of the Graduating Paper**

   The graduating paper is divided into five chapters as follows:

   Chapter I contains introduction which covers the background of the research, problems of the research, purposes of the research, benefits of the research, limitation of the research, clarification of the key terms, research methodology, review of previous study and the outline of graduating paper.

   Chapter II presents the review of related literature of such as theoretical foundation which includes the study of error analysis, differences between mistakes and errors, sources of error, definition of relative cause, and student of writing performance.

   Chapter III provides data presentation of the research which was held for second grade students of SMKN 3 Salatiga.

   Chapter IV explains data analysis that discusses data description that includes number of errors and identification of errors, kind of errors, factor of errors, dominant factor of error, and discussion of finding.

   Chapter V is closure as the end of graduating paper which contains conclusion and suggestion.

   For the attachment, there are bibliography and appendices.
CHAPTER II

Review of Related Literature

In this chapter, the writer is going to make attempts to explain briefly the theoretical foundation which includes the study of error analysis, the differences between mistakes and errors, the sources of errors, the definition of relative clause, and student's writing performance.

A. Definition of Error Analysis

It is inevitable that the students make mistakes and commit errors in their writing performance. Moreover, six of those can be solved through concerns in giving good feedback and operating it according to the rules of the best learning process to reach an outstanding achievement for their writing performance. From this point of view, the writer realizes that mistakes and errors in students' writing performance is a constitution of new language system which is needed to be analyzed carefully in order for the process of writing is going to be understood well. Here is the short definition of error analysis:

According to Brown (2697:259), the fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a stage of error analysis. According to Carter (1981:45), error analysis has two functions: the first is a theoretical one and
the second is predictions. The theoretical aspect of error analysis is a part of the methodology of investigating the language learning processes. In order to find out the nature of these psychological processes, learners have to have a means of describing the learner knowledge of the target language at any particular moment in his learning career in order to relate this knowledge to the teaching he has been receiving. The practical aspect of error analysis is its function in guiding the remedial action we must take to correct an unsatisfactory state of affairs for learners or teachers.

In addition, from the researcher's perspective, error analysis is a part of methodology of investigating the language learning process because the fact that the learners do make errors and that these errors can be observed, analyzed, and classified in reveal something of the system operating within the learners.

B. Differences between Mistakes and Errors

In order to be able to get known and decide whether it is a mistake or an error, it is needed to understand the differences between mistakes and errors. Below are the explanations which talk all about what mistakes and errors are.

1. Mistakes according to Carter (1988:36); it will be seen; therefore, henceforth; to refer to errors of performance as mistakes. Mistakes can have significance to the process of language learning. Moreover, Brewer (2007:497) also explains, a mistake refers to a performance error in a
either a random guess or a "slip" in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Native speakers are normally capable of recognizing and correcting such "slips" or mistakes, which are not the result of a deficiency in competence but the result of some sort temporary breakdown or imperfection in the process of producing speech. These hesitations, slips of tongue, minor ungrammaticalities, and other performance lapses in native speaker production also occur in second language speech. Mistakes, when attention is called to them, can be self-corrected.

b. Errors according to Brown (1964:138) is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. Learners of English who ask "Does John can sing?" are in all likelihood reflecting a competence level in which all verbs require a preposed do auxiliary for question formation. As such, it is an error, most likely not a mistake, and an error that reveals a portion of the learner's competence in the target language. On the other hand, according to Schieffer as cited by Corder (1981:19), these errors were regarded as a by product of the attempt of the learner to express his meaning in spontaneous speech with an inadequate grasp of the target language system. It was also stated by Corder (1981:65), errors is that they are all the result of the influence of the mother tongue on the learning process, interference, as it was called, from the habits of the first language.
C. Sources of Errors

By trying to identify and determine sources of error, it is the next step in understanding more towards errors. The several sources of error are as follows.

1. Intergangular Transfer [I] According to Brown (2007: 263), it is a significant source of error for all errors. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference. In these early stages, before the system of the second language is familiar, the native language is the only previous linguistic system upon which the learner can draw.

2. Intra-lingual transfer based on Brown (2007:264). Intra-lingual transfer (within the same language itself) is a major factor in second language learning, as mentioned by Brown (2007:264), the early stages of language learning are characterized by a predominance of interference (interlingual transfer), but once learners have begun to acquire parts of the new system, more and more intra-lingual transfer-generalization within the target language - is manifested. This of course follows logically from the tenets of learning theory. As learners progress in the second language, their previous experience and their existing sub-systems begin to include structures within the target language itself.

learning. In a classroom context, the teacher or the textbook can lead the learners to make faulty hypotheses about the language. Students often make errors because of misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was poorly mastered in a small but improperly contextualized. In addition, a teacher may provide incorrect information, not an uncommon occurrence—by way of a misleading definition, word, or grammatical generalization. Another manifestation of language learned in classroom contexts is the occasional tendency on the part of learners to give reconstructed and inappropriately formal forms of language. Students have all experienced foreign speakers whose "bookish" language gave them away as classroom language learners.

c. Communication strategies based on Brown (2001:266) says learners obviously use production strategies in order to encourage getting their messages across, but at times these techniques can themselves become a source of error. Once an ESL learner said: "Let us work for the well done of our country." While it exhibited a nice little twist of humor, the sentence had an incorrect approximation of the word "well done." Likewise, word coinage, circumlocution, false cognates, from Torneke as cited by Brown (2001:266), and phelocked patterns are all be sources of error.
D. Definition of Relative Clause

Here, the writer would like to talk about the definition of relative clause. According to H. B. and H. V. (1980:188), the relative clause is a clause which modifies a noun or noun phrase and is typically introduced by a relative pronoun such as that, which, who, when or where.

It is a type of noun phrase modifying structure similar to an adjective in function but differing from it in that it opens up more space for detailed description. Relative clauses are often characterized in textbooks and grammar guides by their role in giving additional information about the head noun so that readers/listeners are able to identify them more easily or gather more information about them. According to Lawton and Martineau (1985:51), there are three kinds of relative clauses:

1) Defining relative clauses, these describe the preceding noun in such a way as to distinguish it from other nouns of the same class. A clause of this kind is essential to clear the understanding of the noun. In the sentence: The man who told me this refused to give me his name, who told me this is the relative clause. If we omit this, it is not clear what we are talking about.

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</table>
In addition, relative pronouns used in defining relative clauses based on Frake (1972, 1975), the forms are as follows:

<table>
<thead>
<tr>
<th>Noun Antecedent</th>
<th>Introductory word</th>
<th>Illustrative sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>A person</td>
<td>Who/whom/whose</td>
<td>Subject: He paid the</td>
</tr>
<tr>
<td></td>
<td>whose/whom/who's</td>
<td>money to the man who</td>
</tr>
<tr>
<td></td>
<td></td>
<td>had done the work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A thing</td>
<td>Which/or that</td>
<td>Subject: There is a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>book's wheel (or that)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>which describes rooms</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2.2 Relative Pronouns Used in Defining Relative Clause
According to Frank (1972:277), relative adverbs used in defining relative clauses can be as follows:

**Table 2.3 Relative Adverbs Used in Defining Relative Clause**

<table>
<thead>
<tr>
<th>Noun Antecedent Meaning</th>
<th>Introductory Word</th>
<th>Illustrative sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>This is the year when the Olympics games are held.</td>
</tr>
<tr>
<td>A place</td>
<td>Where</td>
<td>Here is the house where I live.</td>
</tr>
<tr>
<td>A reason</td>
<td>Why</td>
<td>Give me one good reason why you did that.</td>
</tr>
</tbody>
</table>

Additional information given by Tomaszewski and Machado (1980:33) about relative adverbs: when can replace in which (used of people), where can replace in which (used of places), why can replace for which.

b) Non-defining relative clauses: Based on Tomaszewski and Machado (1980:33), non-defining relative clauses are placed after nouns which are definite already. They do not therefore define the noun, but merely add something to it by giving some more information about it. Unlike defining relative clauses, they are not essential in the sentence and can be omitted without causing confusion. Also unlike defining relatives, they are separated from their noun by commas. The pronoun can never be omitted in a non-defining relative clause. The construction is fairly formal and more common in written than in spoken.
Non-defining relative clauses: personal

- **Subject: who**

  No other pronoun is possible. Note the commas.

  *Peter, who had been driving all day, suggested stopping at the next town.*

  It is fine, purely in written English, in spoken English we would be more likely to say:

  *Peter had been driving all day, so and he suggested.*

- **Object: whom, who**

  The pronoun cannot be omitted. *Whom* is the correct form, though who is sometimes used in conversation:

  *Peter, whom everyone suspected, turned out to be innocent.*

  As noted above, non-defining clause in this position is unusual in spoken English. We would be more likely to say:

  *Everyone suspected Peter, but he turned out to be innocent.*

- **Object of a preposition: whom**

  The pronoun can be omitted. The preposition is normally placed before whom:

  *Mr Jones, for whom I was working, was very generous about overtime payments.*

  It is however possible to move the preposition to the end of the clause. This is commonly done in conversation, and who then usually takes the place of whom:
Mr Jones, who I was working for...

- **Possessive: whose**
  
  Ann, whose children are at school all day, is trying to get a job.

  In conversation, we'd probably say:
  
  Ann's children are at school all day.

- **Nom – defining relative pronouns: things**

  - **Subject: which**
    
    "It is not used here;"
    
    The 9.15 train, which is usually very punctual, was late today.
    
    In speech, we would be more likely to say:
    
    The 9.15 train is usually punctual, but it was late today.

  - **Object: which**
    
    This is not used here, and the which can never be omitted:
    
    She gave me this jumper, which she had knitted herself.
    
    She gave me the jumper, she had knitted herself.

  - **Object of a preposition**
    
    The preposition comes before which, or (more informally) at the end of the clause:
    
    Ashdown Forest, through which we'll be driving, isn't a forest any longer. or
    
    Ashdown Forest, which we'll be driving through, isn't a forest any longer.

- **Phrasal verbs**

  Combination such as look after, look forward to, put up with should be treated as a unit, i.e. the preposition/verb should not be separated from the verb:

  *This machine, which I have looked after for twenty years, is still working perfectly.*

  *You have put up with too much; it's beginning to annoy me sometimes.*

- **Possessive relative clause**

  *Which is generally used both for animals and things is which is possible for things, but is unusual except in very formal English.

  *The house, whose windows were all broken, was a depressing sight.*

- **Connective relative clause**

  *Connective relative clauses: The pronouns are who, whom, whose, which.*

  Connective relative clauses are used as noun-defining clauses. Connective clauses do not describe their nouns but continue the story.

  *They are usually placed after the object of the main verb.*

  *I told Peter, who said it wasn't his business.*

  *Or after the preposition: I told Peter, to whom she gave.*

  *I threw the ball to Tom, who threw it to Jim.*

  *They can be replaced by and that, or who: He saw a man.*

  *He threw the ball to Tom and he threw it.*
Sometimes it may be difficult to say whether a clause in this position is non-defining or connective, but there is no need for students to make distinction, as the forms are the same.

More examples of connective clauses:

He drank beer, which made him fat.

He drank beer and it made him fat.

Which/which:

I bought a dozen eggs, one of which broke when I opened the box.

He introduced us to his boys, one of whom offered to go with me.

Which can also stand for a whole clause:

The clock struck thirteen, which made everyone laugh.

E. Students' Writing Performance

In students' writing performance, there are 4 types of sentences which are very important to be mastered by the students in constructing correct sentences for their writings. These are a simple sentence, a compound sentence, a complex sentence and a compound-complex sentence. Below are the definitions of these types of sentences:

- A simple sentence

According to Jackson as cited by Demircan (2012:130), a sentence composed of one clause is called a simple sentence and its structure is the same as that of a clause. It is linked to Finkel (1972:222), a
simple sentence has only one full predicate in the form of an independent clause.

Example of a simple sentence: The dog barked.

- A compound sentence

According to Frisch (1972:223), a compound sentence has two or more full predicates in the form of independent clauses.

Example of a compound sentence: The dog barked, the cat yowled, and the rabbit chittered.

- A complex sentence

According to Frisch (1972:223), a complex sentence has two or more full predicates. One of these is an independent clause and the other clause is a subordinating clause.

Example of a complex sentence: The man who stole the jewelry hid it in his barn.

- A compound complex sentence

According to Frisch (1972:223), a compound complex sentence contains two or more independent clauses and one or more dependent clauses.

Example of a compound complex sentence: The man stole the jewelry and he hid it in his barn until he could safely get out of town.
CHAPTER III
DATA PRESENTATION

In this chapter, the researcher would have to present several data dealing with the research such as the profile of SMK 3 Salatiga, which describes history of SMKN 3 Salatiga, school programs, school facilities, and school administration system that present administration staff, teachers, and educational staff.

Meanwhile, the profile of second grade students of SMK 3 Salatiga depicts the second grade vocational program, student English competency, and English score. There are also simple descriptions about second grade students list of innovative engineers who were a part of the research and English teaching and learning activities as a relative cause.

A. Profile of SMK NEGERI 3 Salatiga

1. History of SMK NEGERI 3 Salatiga

As explained in Surat Kepemimpin Operasional Perpindahan
Program Kebijakan no:20.0/1216 Kepala Pimpin Pendidikan Kota
Tanggamus 23.Mei 1957. SMKN 3 Salatiga was established as vocational school which has four kind of vocational programs such as Teknik
Mesin (mechanical engineering), Teknik Pengolahan (welding engineering), Teknik Otomotif (automotive engineering), Angkutan
Tanaman, Pangan dan Hortikultura (agribusiness engineering). Based on
that letter, the educational jury activities of SMKN 3 Salatiga have been started in academic year of 2007/2008 until now.

The location of SMKN 3 Salatiga was chosen in Jl. Fat Shadiq Street, Karibeung village, Tinggit sub-district, in Salatiga. The choice of school's location was based on the consideration of the people who desired that there must be a vocational school in Karibeung village, and it was supported by the Salatiga's government that wants to develop the potential coconut for Salatiga people.

In addition, the existence of this vocational school was expected by the local people in Karibeung to bring something good for the community, not only in constructing the people's capacity building but also in good economical growing.

2. School Programs

a. Teknik Mekanika (mechanics engineering)

This vocational program has an aim to enable the students to maintain and repair the control system in the sector of machinery, automation and CNC engines. And the application of this vocational program is in the electronic control system of car and automation systems for industry.

b. Teknik Pemagatan (welding engineering)

This vocational program has an aim to enable the students to be capable in welding works. After graduating, the students are able
to work in welding construction, automotive industry, mining, and so on.

c. Teknik Otomotif (automotive engineering)

This vocational program has an aim to enable the students to maintain and repair the control equipments for automotive machine and machine control for the latest product of luxurious cars.

d. Agribisnis Tanaman Pangan dan Holokultur (agribusiness engineering)

This vocational program has an aim to enable the students to build their skills in cultivating of agricultural plants, seasonal crops, and crops. These skills are supported by modern technology of best planting which is based on quality, cost effectiveness, and delivery time.

3. School Facilities

In order to run the education process well and effectively, every institution especially in this case, a school needs good facilities to support the learning activities to achieve the goal of the educational activities. The table below is kind of facilities that SMKN 2 Solanga has.
### Table 3.1 Facilities of SMKN 3 Salatiga

<table>
<thead>
<tr>
<th>No</th>
<th>Name of Room</th>
<th>Room amount</th>
<th>Room requirement</th>
<th>Total of wide (m²)</th>
<th>Good</th>
<th>Medically damaged</th>
<th>Broken Total</th>
<th>Total of wide (m²)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Classroom</td>
<td>10</td>
<td></td>
<td>197</td>
<td>15</td>
<td>3</td>
<td>24</td>
<td>197</td>
</tr>
<tr>
<td>2</td>
<td>Office</td>
<td>1</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Hallway</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Laboratory</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Kitchen</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Multipurpose</td>
<td>1</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Prayer room</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Secretary</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Special room</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Lightning</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Multimedia</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Special room</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Lighting</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>Multimedia</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Special room</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- Condition: **Total of wide (m²)**, **Good**, **Medically damaged**, **Broken Total**
- Room Requirement: **Total of wide (m²)**
<table>
<thead>
<tr>
<th>No</th>
<th>Name of Room</th>
<th>Room Width (m²)</th>
<th>Total of wide (m²)</th>
<th>Condition</th>
<th>Room Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>SRP-2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>OSIS room</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Office room</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Room 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Room 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Room 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Room 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Room 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Room 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Room 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Room 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Room 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Room 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Room 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **Academic Administration System**

In order to manage and organize the educational activities appropriately, every school needs an academic administration system that consists of administration staff, teachers, and educational staffs. It is expected that every activity related to educational management is performed efficiently and well, so the aims of learning can be achieved. Administration staff, teachers, and educational staffs are as follows:
### Table 3.2 Administration Staff

<table>
<thead>
<tr>
<th>No.</th>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The headmaster of SMKN 5 Salatiga</td>
<td>D.S. Kurniandini, M.Pd.</td>
</tr>
<tr>
<td>2.</td>
<td>The chief of facilitation affair</td>
<td>Nurang E. E. Nagrebho, S.Pd.</td>
</tr>
<tr>
<td>3.</td>
<td>The chief of curricular affair</td>
<td>M. Dini. S.Pd.</td>
</tr>
<tr>
<td>4.</td>
<td>The chief of students affair</td>
<td>H. R. A. Reza Putra, S.Pd.</td>
</tr>
<tr>
<td>5.</td>
<td>The chief of human relationship affair</td>
<td>R. D. D. W. Sihombing</td>
</tr>
<tr>
<td>6.</td>
<td>The chief of education &amp; Affair</td>
<td>Deni S. I. Harahap</td>
</tr>
</tbody>
</table>

### Table A.3 Teachers

<table>
<thead>
<tr>
<th>No.</th>
<th>Subject</th>
<th>Grade</th>
<th>Education</th>
<th>No.</th>
<th>Grad.</th>
<th>Age</th>
<th>Gender</th>
<th>Handicap</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

... (more entries)
Table 3.4 Educational Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Grade</th>
<th>Position</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Johnson</td>
<td>50</td>
<td>4</td>
<td>Teacher</td>
<td>English</td>
</tr>
<tr>
<td>Ms. Smith</td>
<td>40</td>
<td>2</td>
<td>Librarian</td>
<td>Social Science</td>
</tr>
<tr>
<td>Mr. Davis</td>
<td>60</td>
<td>5</td>
<td>Principal</td>
<td>Maths</td>
</tr>
</tbody>
</table>

Note: This table represents a simplified format to illustrate the structure of educational staff members in an academic institution. Actual data may vary.
Table 3.5 Second Grade Vocational Programs

<table>
<thead>
<tr>
<th>No.</th>
<th>Second Grade Class</th>
<th>Students</th>
<th>Amount of Students</th>
<th>Numbers in Vocational Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Vehicle A</td>
<td>26 Male</td>
<td>6 Female</td>
<td>32 Male 14 Female 46</td>
</tr>
<tr>
<td>2.</td>
<td>Vehicle B</td>
<td>29 Male</td>
<td>6 Female</td>
<td>35 Male 14 Female 49</td>
</tr>
<tr>
<td>3.</td>
<td>Automatic A</td>
<td>28 Male</td>
<td>9 Female</td>
<td>37 Male 14 Female 51</td>
</tr>
<tr>
<td>4.</td>
<td>Automatic B</td>
<td>23 Male</td>
<td>0 Female</td>
<td>23 Male 14 Female 37</td>
</tr>
<tr>
<td>5.</td>
<td>Automatic C</td>
<td>29 Male</td>
<td>0 Female</td>
<td>29 Male 14 Female 43</td>
</tr>
<tr>
<td>6.</td>
<td>Automatic D</td>
<td>29 Male</td>
<td>0 Female</td>
<td>29 Male 14 Female 43</td>
</tr>
<tr>
<td>7.</td>
<td>Automotive E</td>
<td>24 Male</td>
<td>2 Female</td>
<td>26 Male 14 Female 40</td>
</tr>
<tr>
<td>8.</td>
<td>Welding A</td>
<td>30 Male</td>
<td>0 Female</td>
<td>30 Male 14 Female 44</td>
</tr>
<tr>
<td>9.</td>
<td>Welding B</td>
<td>23 Male</td>
<td>0 Female</td>
<td>28 Male 14 Female 42</td>
</tr>
<tr>
<td>10.</td>
<td>Appliance repair</td>
<td>15 Male</td>
<td>14 Female</td>
<td>29 Male 14 Female 43</td>
</tr>
<tr>
<td></td>
<td>Numbers</td>
<td>227 Male</td>
<td>21 Female</td>
<td>248 Male 14 Female 368</td>
</tr>
</tbody>
</table>

1. Students English Competency

In teaching learning process of English, English competency as a goal of learning efforts has important roles. The following table points out the English competency for second grade students of SMKN 5 Salatiga.

Table 3.6 English Competency

<table>
<thead>
<tr>
<th>No.</th>
<th>Standard Competency of English</th>
<th>Basic Competency of English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Communicating in English for elementary level</td>
<td>The students are able to have an understanding in daily simple conversation correctly and in appropriate ways.</td>
</tr>
<tr>
<td>2.</td>
<td>Communicating in English for elementary level</td>
<td>The students are able to write simple messages not only in direct interaction but also in indirect interaction through any kinds of communication media.</td>
</tr>
</tbody>
</table>
3. Communicating in English for elementary level. The students are able to elaborate their tasks and their background of studies in speaking and writing.

4. Communicating in English for elementary level. The students are able to tell their past experiences and future aspirations.

5. Communicating in English for elementary level. The students are able to express their feelings and opinions in many ways.

6. Communicating in English for elementary level. The students are able to comprehend the simple instructions.

7. Communicating in English for elementary level. The students are able to make short messages and directions in meaningful ways.

Source: Tjandra 2012 - 2015

2. English Topics

In teaching learning process of English, English topics are always needed by teachers in every moment while they are facing their students in teaching. They also give English topics based on the syllabus that they have. The table below is the example of English topics based on second-grade students' syllabus in SMKN 3 Salatiga.

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Talking about hobbies and interests</td>
</tr>
<tr>
<td>2.</td>
<td>Guest teaching</td>
</tr>
<tr>
<td>3.</td>
<td>Yes and no questions</td>
</tr>
<tr>
<td>4.</td>
<td>Question tags</td>
</tr>
<tr>
<td>5.</td>
<td>Questions with question words</td>
</tr>
<tr>
<td>6.</td>
<td>Gerund as subjects and object</td>
</tr>
<tr>
<td>7.</td>
<td>Expressions dealing with telephone</td>
</tr>
<tr>
<td>8.</td>
<td>Personal pronouns</td>
</tr>
<tr>
<td>9.</td>
<td>Reported speech</td>
</tr>
</tbody>
</table>
3. Second Grade Students list of Automotive Engineering

This is the list of second grade students of automotive engineering of SMCS Salariga in the academic year of 2012/2013. There are 24 students who consist of 22 boys and 2 girls and they were involved in the research.
<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ahmad Choal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Ahmad Haddi Al-Ain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Anang Naif</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Andi Daryanto</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Arif S. Alif</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Berta Kurnia</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Dennis Dian Santoso</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Irawan Feb Zura</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Eka Soprayadi</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Erlin Zulfah</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Fadhil Sah</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>12.</td>
<td>Fattah Najib Nar Lajadati</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Indah Mlik</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Istigamto Renato</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Ilyaka Nur Robiana</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Maelan Chandra</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>17.</td>
<td>Mifta Rasyi Vhelia</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Muhammad Ali Asagafrieju</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>19.</td>
<td>Muhammad Dian Santoso</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Syamsu Prad Herdianto</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Iqbal Baru Gphriar</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>22.</td>
<td>Tejas Prachi</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>23.</td>
<td>Yurria Sari</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>24.</td>
<td>Budi Ummi Ali</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

4. English Teaching and Learning Activities on Relative Clause

Based on English syllabus 2012–2013 for second-grade students of SMKN 5 Tangerang, relative clauses were taught and learnt at earlier period of first semester. In teaching and learning process, the teacher is the one who gives understanding to the students on the relative clause. The students are the people who actively learn all about the relative...
The sample of relative clause materials which were being taught by the teacher to the second grade students of automotive engineering are as follows:

- **The Definition of Relative Clause**

Relative clause or adjectival clause is a part of a sentence telling us what kind of person or thing the speaker means. Relative clauses are generally introduced or preceded by a relative pronoun (Table 3.9).

### Table 3.9 Relative Pronouns used in Relative Clause

<table>
<thead>
<tr>
<th>Kind of Antecedent</th>
<th>Function of Antecedent</th>
<th>Kind of Relative Clause</th>
<th>Restrictive (Antecedent is clear)</th>
<th>Non Restrictive (Antecedent is not clear)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun</td>
<td></td>
<td>Who(=that)</td>
<td>Who...</td>
<td>Who...</td>
</tr>
<tr>
<td></td>
<td>Subject:</td>
<td>(that)</td>
<td>Whom...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Object:</td>
<td>(that)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preposition:</td>
<td>(that)</td>
<td>Prep: who</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Possession:</td>
<td>Whose</td>
<td>Whose...</td>
<td></td>
</tr>
<tr>
<td>For</td>
<td>Subject:</td>
<td>the (=which)</td>
<td>Which...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Object:</td>
<td>(that)</td>
<td>Which...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preposition:</td>
<td>(that)... prep</td>
<td>This: which ...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Possession:</td>
<td>Of which (=whose)</td>
<td>[chose, ...]</td>
<td></td>
</tr>
</tbody>
</table>

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• Examples

The lady whom (that) talked to me just now is my teacher.

- Mr. Samaroa, whom I talked to me just now, is my teacher.

The gentleman (that) I am going to introduce to you is my manager.

Mr. Sugar, whom I introduce to my father, is my manager.

- Subi, whom I talked is my best friend.

• The Other Relative Pronouns

The other relative pronouns in English are who, whose, why, whom and how. These relative pronouns can appear in relative clause sentences. These words also refer to each function itself.

The table below is an example of the other relative pronouns.

Table 3.10 Relative Pronouns

<table>
<thead>
<tr>
<th>Relative Pronouns</th>
<th>Use</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>When (can sometimes be</td>
<td>Time</td>
<td>I'll never forget the day _______</td>
</tr>
<tr>
<td>whom)</td>
<td></td>
<td>(whom) I first met him</td>
</tr>
<tr>
<td>Where</td>
<td>Place</td>
<td>The village I grew up is very _______</td>
</tr>
<tr>
<td>Why (can sometimes be</td>
<td>Reason</td>
<td>The reason (why) he left was _______</td>
</tr>
<tr>
<td>whom)</td>
<td></td>
<td>that he felt disappointed.</td>
</tr>
</tbody>
</table>
Notes

Interchangeable with *which can be used in place of *what and *where. *Where can be omitted or substituted by *that if the verb is followed by a preposition.

Examples: We stayed at a cheap hotel.

- The hotel where we stayed was rather cheap.
- The hotel where we stayed was rather cheap.
CHAPTER IV
DATA ANALYSIS

After conducting the research, the result and its analysis are presented in this chapter.

A. Kinds of Grammatical Errors on the Use of Relative Clause in Students' Writing Performance.

1) Type of Errors

As previously stated in chapter I, this research held a goal in finding kinds of grammatical errors on the use of relative clause in students' writing performance of second grade students at SMEN 3 Saliran. After collecting the data, the researcher found that there were a lot of grammatical errors in second grade students' writing performance. It was motivated by conducting the interview to know those errors sentences made by students.

Fifty eight (58) grammatical error sentences on the use of relative clause were found. The researcher provided all of those sentences in the table below compared with the error types of each sentence. The errors were classified based on three types of error.
<table>
<thead>
<tr>
<th>No.</th>
<th>Error Sentences</th>
<th>Correct Sentences</th>
<th>Types of Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Do you know the lady whose runs to the corner shop?</td>
<td>Do you know the lady who runs to the corner shop?</td>
<td>Wrong option of using relative adverb</td>
</tr>
<tr>
<td>2.</td>
<td>Do you know the lady whose runs to the corner shop?</td>
<td>Do you know the lady who runs to the corner shop?</td>
<td>Wrong option of using relative pronoun as possessive</td>
</tr>
<tr>
<td>3.</td>
<td>Do you know the lady whose runs to the corner shop?</td>
<td>Do you know the lady who runs to the corner shop?</td>
<td>Wrong option of using relative pronoun for things</td>
</tr>
<tr>
<td>4.</td>
<td>The lady whose cottage we rented lives overseas.</td>
<td>The lady whose cottage we rented lives overseas.</td>
<td>Wrong option of using relative pronoun as object</td>
</tr>
<tr>
<td>5.</td>
<td>The lady whose cottage we rented lives overseas.</td>
<td>The lady whose cottage we rented lives overseas.</td>
<td>Wrong option of using relative pronoun as subject</td>
</tr>
<tr>
<td>6.</td>
<td>The lady whose cottage we rented lives overseas.</td>
<td>The lady whose cottage we rented lives overseas.</td>
<td>Wrong option of using relative pronoun as subject</td>
</tr>
<tr>
<td>7.</td>
<td>by o'clock there was only one cake which hadn't been sold</td>
<td>by o'clock there was only one cake which hadn't been sold.</td>
<td>Wrong option of using relative pronoun for things</td>
</tr>
<tr>
<td>8.</td>
<td>by 3 o'clock there was only one cake which hadn't been sold</td>
<td>by 3 o'clock there was only one cake which hadn't been sold.</td>
<td>Wrong option of using relative pronoun as possessive</td>
</tr>
<tr>
<td>9.</td>
<td>This is the place where I met my wife.</td>
<td>This is the place where I met my wife.</td>
<td>Wrong option of using relative pronoun for things</td>
</tr>
<tr>
<td>10.</td>
<td>This is the place which my wife.</td>
<td>This is the place which my wife.</td>
<td>Wrong option of using relative pronoun for things</td>
</tr>
<tr>
<td>11.</td>
<td>This is the place where I met my wife.</td>
<td>This is the place where I met my wife.</td>
<td>Wrong option of using relative pronoun for things</td>
</tr>
<tr>
<td>12.</td>
<td>Simon is the man whose Mary loves.</td>
<td>Simon is the man who Mary loves.</td>
<td>Wrong option of using relative pronoun as possessive</td>
</tr>
<tr>
<td>13.</td>
<td>The White House where the US president lives is in Washington.</td>
<td>The White House where the US president lives is in Washington.</td>
<td>Wrong option of using relative pronoun as possessive</td>
</tr>
<tr>
<td>14.</td>
<td>The White House where the US president lives is in Washington.</td>
<td>The White House where the US president lives is in Washington.</td>
<td>Insertion of coordinating conjunction</td>
</tr>
<tr>
<td>15.</td>
<td>The White House which the US president lives is in Washington.</td>
<td>The White House where the US president lives is in Washington.</td>
<td>Wrong option of using relative pronoun as possessive</td>
</tr>
<tr>
<td>No.</td>
<td>Error Sentences</td>
<td>Correct Sentences</td>
<td>Types of Error</td>
</tr>
<tr>
<td>-----</td>
<td>------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>16.</td>
<td>My sister who works in Damaxx earns a lot of money.</td>
<td>My sister who works in Damaxx earns a lot of money.</td>
<td>Wrong option of using relative adverb</td>
</tr>
<tr>
<td>17.</td>
<td>My sister with whose works in Damaxx earns a lot of money</td>
<td>My sister who works in Damaxx earns a lot of money</td>
<td>Wrong option of using relative pronoun as possessive and insertion of &quot;of&quot;</td>
</tr>
<tr>
<td>18.</td>
<td>My sister whose works in Damaxx earns a lot of money.</td>
<td>My sister who works in Damaxx earns a lot of money.</td>
<td>Wrong option of using relative pronoun as possessive</td>
</tr>
<tr>
<td>19.</td>
<td>Jose Lertor which was born in 1946, was a member of The Beatles.</td>
<td>Jose Lertor who was born in 1946, was a member of The Beatles.</td>
<td>Wrong option of using relative pronoun for things</td>
</tr>
<tr>
<td>20.</td>
<td>Jakarta where my father lives there, is the largest city in Indonesia.</td>
<td>Jakarta where my father lives there, is the largest city in Indonesia.</td>
<td>Incorrect order of coordinating conjunction</td>
</tr>
<tr>
<td>21.</td>
<td>Jakarta which is the largest city in Indonesia, my father lives there.</td>
<td>Jakarta where my father lives there, is the largest city in Indonesia.</td>
<td>Wrong option of using relative pronoun as possessive and insertion of &quot;of&quot;</td>
</tr>
<tr>
<td>22.</td>
<td>Jakarta whose is the largest city in Indonesia, my father lives there.</td>
<td>Jakarta where my father lives there, is the largest city in Indonesia.</td>
<td>Wrong option of using relative pronoun as possessive</td>
</tr>
<tr>
<td>23.</td>
<td>This is the house where the house has a big garden.</td>
<td>This is the house which has a big garden.</td>
<td>Wrong option of using relative adverb</td>
</tr>
<tr>
<td>24.</td>
<td>This is the house of which the house has a big garden.</td>
<td>This is the house which has a big garden.</td>
<td>Insertion of &quot;of&quot; and words &quot;the house&quot;</td>
</tr>
<tr>
<td>25.</td>
<td>This which the house has a big garden.</td>
<td>This is the house which has a big garden.</td>
<td>Occurrence of &quot;to be&quot; and insertion of relative pronoun as possessive</td>
</tr>
<tr>
<td>26.</td>
<td>This is the house which the house has a big garden.</td>
<td>This is the house which has a big garden.</td>
<td>Insertion of words &quot;the house&quot;</td>
</tr>
<tr>
<td>No.</td>
<td>Error Sentences</td>
<td>Correct Sentences</td>
<td>Types of Error</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>30</td>
<td>This is the house where the house has a big garden.</td>
<td>This is the house which has a big garden.</td>
<td>Wrong option of using relative adverb and insertion of words “the house”.</td>
</tr>
<tr>
<td>21</td>
<td>This which is the house, the house has a big garden.</td>
<td>This is the house which has a big garden.</td>
<td>Insertion of relative pronoun as subject</td>
</tr>
<tr>
<td>32</td>
<td>Eyang Subur is the man whose Mary loves.</td>
<td>Eyang Subur is the man who Mary loves.</td>
<td>Wrong option of using relative pronoun as possessive</td>
</tr>
<tr>
<td>33</td>
<td>This is the school, the school has a big garden.</td>
<td>This is the school which has a big garden.</td>
<td>Omission of relative pronoun as possessive</td>
</tr>
<tr>
<td>34</td>
<td>My sister whose works in cafe earns a lot of money.</td>
<td>My sister who works in cafe earns a lot of money.</td>
<td>Omission of relative pronoun as possessive</td>
</tr>
<tr>
<td>35</td>
<td>My brother whose work in school is a teacher.</td>
<td>My brother who works in school is a teacher.</td>
<td>Wrong option of using relative pronoun as possessive</td>
</tr>
<tr>
<td>36</td>
<td>The student who are in classroom are studying English.</td>
<td>The students who are in classroom are studying English.</td>
<td>Omission of “be”</td>
</tr>
<tr>
<td>37</td>
<td>The book which the new edition is expensive.</td>
<td>The book which is expensive is the new edition.</td>
<td>Omission of “be”</td>
</tr>
<tr>
<td>38</td>
<td>Mr. Surdges who is playing football international from England.</td>
<td>Mr. Surdges who is playing an international football, is from England.</td>
<td>Omission of “be”</td>
</tr>
<tr>
<td>39</td>
<td>Bali is the most beautiful city my grand mother lives there.</td>
<td>Bali where my grandmother lives there is the most beautiful city.</td>
<td>Omission of relative adverb</td>
</tr>
<tr>
<td>40</td>
<td>The book is expensive, it is the new edition.</td>
<td>The book which is expensive is the new edition.</td>
<td>Omission of relative pronoun for things</td>
</tr>
<tr>
<td>41</td>
<td>Do you know Rad’s house the do not stop?</td>
<td>Do you know Rad’s house which is in the corner?</td>
<td>Omission of relative pronoun for things</td>
</tr>
<tr>
<td>42</td>
<td>Simon is the man who Mary loves.</td>
<td>Simon is the man who Mary loves.</td>
<td>Omission of relative pronoun for possessive</td>
</tr>
<tr>
<td>43</td>
<td>My friend which I met two days ago are sick.</td>
<td>My friend whom I met two days ago was sick.</td>
<td>Wrong option of using relative pronoun for possessive</td>
</tr>
<tr>
<td>44</td>
<td>The dog which tail is long is very big.</td>
<td>The dog which has a long tail is very big.</td>
<td>Wrong option of using words “tail is long”</td>
</tr>
<tr>
<td>No.</td>
<td>Error Sentences</td>
<td>Correct Sentences</td>
<td>Types of Error</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------------------</td>
<td>-------------------------------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>45</td>
<td>My mother cooks the delicious food. Her hand is injured.</td>
<td>My mother [whom] hand is injured, cooks delicious food.</td>
<td>Omission of relative pronoun for things</td>
</tr>
<tr>
<td>46</td>
<td>The table which its leg is broken.</td>
<td>The table [which] its leg is broken, is all broken.</td>
<td>Omission of relative pronoun for things</td>
</tr>
<tr>
<td>47</td>
<td>The book which my friend borrowed it from library.</td>
<td>The book [which] my friend borrowed from library is interesting.</td>
<td>Omission of relative pronoun for things</td>
</tr>
<tr>
<td>48</td>
<td>Dika is the man which I love.</td>
<td>Dika is the man who I love.</td>
<td>Wrong option of relative pronoun for things</td>
</tr>
<tr>
<td>49</td>
<td>This is the house of which the house has a big garden.</td>
<td>This is the house which has a big garden.</td>
<td>Inversion of of</td>
</tr>
<tr>
<td>50</td>
<td>The headmaster's room where the Mr. Kamadhi lives.</td>
<td>The headmaster's room where Mr. Kamadhi lives is over there.</td>
<td>Wrong option of using relative adverb</td>
</tr>
<tr>
<td>51</td>
<td>The dog which is very tail is long.</td>
<td>The dog [which] is very tail is long.</td>
<td>Omission of relative pronoun for things</td>
</tr>
<tr>
<td>52</td>
<td>My friend was sick. I met him two days ago in the back.</td>
<td>My friend whom I met two days ago in the back.</td>
<td>Omission of relative pronoun for things</td>
</tr>
<tr>
<td>53</td>
<td>Do you like the food which tastes too hot?</td>
<td>Do you like the food [which] tastes too hot?</td>
<td>Omission of relative pronoun for things</td>
</tr>
</tbody>
</table>

The explanation of classifying the grammatical errors sentences above is provided in the following table completed with explanation of how the researcher decided fifty eight (58) grammatical errors in relative clause sentences. The table below lets us to know the types of errors that have been classified by the researcher. (Type I: form of the wrong answer, type II: form of the omission, and type III: form of the inversion)
### Table 4.2 Type I

<table>
<thead>
<tr>
<th>Error Categories</th>
<th>Error Sentences</th>
<th>The Similar Error Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrong option of using relative pronoun as possessive</td>
<td>Do you know the lady whose runs to the corner stop? (2)</td>
<td>The error is almost similar with the items number (12), (15), (17), (18), (25), (33), (34) and (35).</td>
</tr>
<tr>
<td>Wrong option of using relative pronoun for things</td>
<td>The lady whose cottage we rented lives overseas. (5)</td>
<td>The error is almost similar with the items number (19), (20), (29), (43), (44).</td>
</tr>
<tr>
<td>Wrong option of using relative pronoun as subject</td>
<td>The lady that cottage we rented lives overseas. (6)</td>
<td>The error is almost similar with the items number (11) and (13).</td>
</tr>
<tr>
<td>Wrong option of using relative pronoun for things</td>
<td>By 5 o'clock there was the dog which tail is long as very big. (24)</td>
<td>The error is almost similar with the items number (51).</td>
</tr>
</tbody>
</table>

### Table 4.3 Type II

<table>
<thead>
<tr>
<th>Error Categories</th>
<th>Error Sentences</th>
<th>The Similar Error Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omission of to be ill</td>
<td>This which the house has a big garden is the house. (28)</td>
<td>The error is almost similar with the items number (37).</td>
</tr>
<tr>
<td>Omission of relative pronoun for things</td>
<td>This is the school, the school has a big garden. (32)</td>
<td>The error is almost similar with the items number (45), (46), (47) and (55).</td>
</tr>
<tr>
<td>Omission of &quot;is&quot; in the present tense</td>
<td>The student who are in America are studying English now. (36)</td>
<td></td>
</tr>
<tr>
<td>Omission of &quot;ing&quot; form in the present tense</td>
<td>We Studies who is playing the drums. (38)</td>
<td></td>
</tr>
</tbody>
</table>

14
<table>
<thead>
<tr>
<th>Error Categories</th>
<th>Error Sentences</th>
<th>The Similar Error Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omission of relative adverb</td>
<td>Ball is the most beautiful city my grandmother lives there (19)</td>
<td></td>
</tr>
<tr>
<td>Omission of relative pronoun as object</td>
<td>My friend was sick. I met him two days ago in the park. (32)</td>
<td></td>
</tr>
<tr>
<td>Omission of relative pronoun for persons</td>
<td>Simon is the man Mark loves (42)</td>
<td></td>
</tr>
<tr>
<td>Omission of relative pronoun as possessive</td>
<td>My mother cooks the delicious food. Her hand is injured. (43)</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.4 Type III

<table>
<thead>
<tr>
<th>Error Categories</th>
<th>Error Sentences</th>
<th>The Similar Error Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insertion of “but”</td>
<td>The White House or where the US president lives is in Washington. (44)</td>
<td></td>
</tr>
<tr>
<td>Insertion of “who” works in Damascus, earns a lot of money. (17)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insertion of “where” Jakarta where is the largest city in Indonesia my father lives there (37)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insertion of “who” the house has a big garden (26)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insertion of “which” the house has a big garden (27)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insertion of relative pronoun as possessive</td>
<td>This is the house which the house has a big garden is the house. (28)</td>
<td></td>
</tr>
<tr>
<td>Insertion of relative pronoun as subject</td>
<td>This is the house of which the house has a big garden (49)</td>
<td></td>
</tr>
</tbody>
</table>
The tables above indicate the errors on the use of relative clause in students' writing performance. Here the researcher need to explain why a sentence called errors.

b. Wrong Option

Wrong option was considered to be inaccurate option of choosing the appropriate relative pronoun in relative clause sentences, like the sentences below that had been founded by the writer in his research.

- *Do you know the lady whose name is the corner shop?*

  From the sentence above, it could be known that the students were wrong in choosing the relative pronoun. It should be relative pronoun for person "who" and not relative adverb "whose".

- *Do you know the lady whose name is the corner shop?*

  This sentence has the wrong option of relative pronoun as possessive "whose". It should be changed become *Do you know the lady who runs in the corner shop?*

- *Do you know the lady which runs in the corner shop?*

  The wrong option was presented in the sentence above. This was the evidence that the students committed error in their writing performance, the sentence should use who as relative pronoun for persons, not which as relative pronoun for things.
• The lady whom altitude we went lives overseas.

The sentence above used relative pronoun as object "whom", and that was why the sentence was wrong, because it should be using relative pronoun as possessive "whose".

• By 5 o'clock there was only one cake who had been sold.

"who" is a part of relative pronoun for persons and it was impossible being placed in the sentence that it indicated things as its subject, so the sentence above was incorrect in selecting the appropriate word for its subject.

b. Omission

Omission was the absence of an item that should appear in a well-formed sentence. The following sentences are examples that indicate this type of error.

• This is the school, the school has a big garden.

From the sentence above, it demonstrates that the students have committed error in omission type since they omitted relative pronoun for things "which" in their sentence. The sentence should be: This is the school which has a big garden.

• The students who are in classroom are studying English now.

Without grammar, our English is not perfect. From the sentence above, it indicated that the students were not careful in English grammar so that they could commit error in their writing.
performance. The word student in the sentence above should be changed into plural form "students" in order to become the correct sentence like: The students who are in classroom are studying English now.

- Mr. Seward who is play football internationally from England

The sentence above points out that the students do commit error by omitting "ing" form in the word of play. It should be: Mr. Seward who is playing international football is from England. According to the sentence above, it depicted that the students not only commit error in omission of "ing" form but also they commit error in tenses grammar.

- Both is the west boundary are my grandmother lives there

Omission of relative adverb "where" appeared in the sentence above. Therefore the sentence committed error in omission type in that sentence.

- My friend not sick, I saw him two days ago in the bank.

The sentence above omitted "whom" whereas it should be my friend whom I saw two days ago in the bank was sick. Anyway, from that sentence we could conclude that the students committed error in omission type.
- Simon is the man Marti loves.

Dealing with the sentence above, the writer pointed it out as an error in omission type because the sentence should be added by who” in order to become: Simon is the man who Marti loves.

- My mother cooks the delicious food. Her hand is injured.

This sentence pointed out the omission of relative pronoun as possessive. The students omitted “whose”. The right sentence was: my mother whose hand is injured, cooks the delicious food.

c. Insertion:

Insertion was the presence of an item that should not appear in a well formed utterance. Dealing with this type of error, the researcher provided two example of sentences which are called insertion. They are:

- The White House or where the US president lives is in Washington

The sentence above demonstrated the insertion of error type since the students added “or”, whereas it should be: The White House where the US president lives is in Washington.

- My sister with whose works in Houston, earns a lot of money

The sentence above actually not only indicated that it committed insertion error by adding the word “with”, but also it committed wrong option in selecting the relative pronoun as possessive.
And it's obviously a sentence which committed the error of insertion and wrong option.

- **Jakarta where is the largest city in Indonesia my father lives there.**

  The sentence above indicates the insertion of error, it is caused by adding the subordinating conjunction "where" and it must be changed by **Jakarta where my father lives there is the largest city.**

- **Jakarta where is the largest city in Indonesia my father lives there.**

  In a good writing, we should always remember that we have to place it in the right place in a sentence. From the sentence above, to be "where" is not in the proper place, so that sentence could be called an insertion error. It should be **Jakarta where my father lives there is the largest city.**

- **This is the house where the house has a big garden.**

  The sentence above was clearly a sentence which committed an error, especially in error type of insertion. It should be **This is the house which has a big garden.**

- **This is the house of which the house has a big garden.**

  The sentence above indicated the insertion error since the student used the word "of" whereas it should be **This is the house which has a big garden.**
The following table will inform us the evidences that those error sentences in the three types of error above were grammatical errors which had been accepted from deep interview to the 21 students. The table below will also explain the students' understanding toward the use of relative clause in writing.

Table 4.5 Result of the Interview in General

<table>
<thead>
<tr>
<th>The Interview Questions</th>
<th>The Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have a good understanding about grammar especially about the definition of relative clause?</td>
<td>There were 30 students who answered that they didn't know and had a good understanding about relative clauses although they were already taught by their English teacher.</td>
</tr>
<tr>
<td>What do you know about kinds of relative clause?</td>
<td>From 21 students, there was only one student who was able to answer correctly about kinds of relative clause, all the others students were wrong.</td>
</tr>
<tr>
<td>Could you recognize the sentences in relative clause exercises? Are you able to make the correct sentences?</td>
<td>There was only one student who was able to recognize the mistakes in the exercise and able to make the correct sentences, and the others students were not able to do so. Most of them had the reasons that they didn't understand the relative clause material well and they were poor in writing relative clause sentences.</td>
</tr>
<tr>
<td>Can you explain clearly, how can you make the example sentences?</td>
<td>There were 9 students who answered that their motivation was low, so he did not finish the assignment well, and normally. These answers are because the most frequent answers among the students.</td>
</tr>
<tr>
<td>In your opinion, what factors have made you commit the error sentences?</td>
<td></td>
</tr>
</tbody>
</table>

51
2) Number of Error

After classifying the errors, the researcher provided number of error by counting them. The results are as follows:

i. Wrong option (type 1) 31
ii. Omission (type 2) 14
iii. Correction (type 3) -1

Therefore, the total number of error is 58. In calculating the frequency of each error, the researcher used the following formula:

\[
\text{Frequency of error} = \frac{\text{Number of error}}{\text{Total number of error}} \times 100\%
\]

The frequency calculation of three types of errors can be described as follows:

a) Wrong option:

The errors in this type is 31, the total errors is 58. So, the frequency of this error is:

\[
\text{Frequency of error} = \frac{31}{58} \times 100\% = 53.45\%
\]

b) Omission:

The errors in this type is 14, the total errors is 58. So, the frequency of this error is:

\[
\text{Frequency of error} = \frac{14}{58} \times 100\% = 24.14\%
\]
\[ \frac{13}{54} \times 100\% \]
\[ = 24.1\% \]

2) Inclusion

The errors of this type is 12, the total errors is 58. So, the frequency of this error is:

\[ \frac{\text{The number of error}}{\text{The total number of error}} \times 100\% \]
\[ = \frac{12}{58} \times 100\% \]
\[ = 20.7\% \]

The result and calculation can be tabulated as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Type of Error</th>
<th>Number of Error (N)</th>
<th>Total Number of Error (Y)</th>
<th>Error Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Wrong Option</td>
<td>6</td>
<td></td>
<td>55.5%</td>
</tr>
<tr>
<td>2.</td>
<td>Omission</td>
<td>12</td>
<td></td>
<td>20.7%</td>
</tr>
<tr>
<td>3.</td>
<td>Inclusion</td>
<td>13</td>
<td></td>
<td>22.4%</td>
</tr>
</tbody>
</table>

In conclusion, the type of error of the wrong option had become the most frequent error and the inclusion was the least frequent error that made by second grade of Automotive Engineering students of SMKN 3 Siantara.
B. Factors that Influence Grammatical Errors on the Use of Relative Clause in Students' Writing Performance.

As mentioned in the previous chapter, factors that influence the grammatical errors on the use of relative clause in students' writing performance could be observed not only by doing the relative clause sentences assignments for students, but also could be inferred by the interview. Therefore, all of those factors or error which were derived from the interview of 2- students are described and presented by the following table.

Table 4.7 Factors of Errors

<table>
<thead>
<tr>
<th>Name of the Students</th>
<th>Type of Errors</th>
<th>Factors that Influence the Errors (The Result of Interview)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ahmad Jufi</td>
<td>Wrong option</td>
<td>The student's motivation was low, so he did not finish the assignment well and seriously.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The lack of students in understanding the vocabulary.</td>
</tr>
<tr>
<td>Ahmad Jufin</td>
<td>Wrong option, insertion and omission</td>
<td>The student's interest is he was not interested in comprehending the relative clause material.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student's motivation was low, so he did not finish the assignment well and seriously.</td>
</tr>
<tr>
<td>Andi Darmanto</td>
<td>Wrong option, insertion and omission</td>
<td>The student's motivation was low, so he did not finish the assignment well and seriously.</td>
</tr>
<tr>
<td>Andi Saktawar</td>
<td>Wrong option, insertion and omission</td>
<td>The student's motivation was low, so he did not finish the assignment well and seriously.</td>
</tr>
<tr>
<td>Binta Kastri</td>
<td>Wrong option, insertion and omission</td>
<td>The student's motivation was low, so he did not finish the assignment well and seriously.</td>
</tr>
<tr>
<td>Dwi Eka Dian</td>
<td>Wrong option, insertion and omission</td>
<td>Word to word translation</td>
</tr>
<tr>
<td>Dino Esti Putra</td>
<td>Wrong option, insertion and omission</td>
<td>The students' opinion that he did not have interest in English.</td>
</tr>
<tr>
<td>Eko Suryaksa</td>
<td>Wrong option</td>
<td>The student's opinion is he did not pay attention when his teacher was teaching about the relative clause material.</td>
</tr>
</tbody>
</table>

54
<table>
<thead>
<tr>
<th>Name of the Students</th>
<th>Type of Errors</th>
<th>Factors that Influence the Errors (The Result of Interview)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erwin Pudjianto</td>
<td>Wrong option, insertion and omission</td>
<td>The student's motivation was low, so he did not finish the assignment well and seriously.</td>
</tr>
<tr>
<td>Taufikul Bari</td>
<td>Wrong option</td>
<td>The student's motivation was low, so he did not finish the assignment well and seriously.</td>
</tr>
<tr>
<td>Fatimah Najib</td>
<td>Wrong option and insertion</td>
<td>The student's motivation was low, so he did not finish the assignment well and seriously.</td>
</tr>
<tr>
<td>Iaran Madiya</td>
<td>Wrong option</td>
<td>The student's motivation was low, so he did not finish the assignment well and seriously.</td>
</tr>
<tr>
<td>Lasihanta</td>
<td>Wrong option and omission</td>
<td>The student's motivation was low, so he did not finish the assignment well and seriously.</td>
</tr>
<tr>
<td>Lestari Nia</td>
<td>Wrong option and omission</td>
<td>The student's motivation was low, so he did not finish the assignment well and seriously.</td>
</tr>
<tr>
<td>Madi Ulin</td>
<td>Wrong option</td>
<td>The student's motivation was low, so he did not finish the assignment well and seriously.</td>
</tr>
<tr>
<td>Mien Resky</td>
<td>Wrong option</td>
<td>The lack of the student on understanding English grammar.</td>
</tr>
<tr>
<td>Muhammad Arwai</td>
<td>Wrong option</td>
<td>The lack of students on understanding the vocabulary.</td>
</tr>
<tr>
<td>Muhammad Dian</td>
<td>Wrong option and omission</td>
<td>The student's motivation was low, so he did not finish the assignment well and seriously.</td>
</tr>
<tr>
<td>Seyawan Lestal</td>
<td>Wrong option and omission</td>
<td>The student's motivation was low, so he did not finish the assignment well and seriously.</td>
</tr>
<tr>
<td>Tasia Bayu</td>
<td>Wrong option and omission</td>
<td>The lack of the student on understanding English grammar.</td>
</tr>
<tr>
<td>Tegus Puspa</td>
<td>Wrong option</td>
<td>The lack of the student on understanding English grammar.</td>
</tr>
<tr>
<td>Yuni Sari</td>
<td>Wrong option</td>
<td>The lack of the student on understanding English grammar.</td>
</tr>
<tr>
<td>Dinda Usmi</td>
<td>Wrong option and omission</td>
<td>The lack of the student on understanding English grammar.</td>
</tr>
</tbody>
</table>
Dealing with results of the factors that influence the students to commit errors which was gained from the interview above, it could be inferred that there were various factors effecting the students in committing the grammatical errors. In this case, the researcher tried to identify and calculate the percentage of each factor based on the table above. The following formula was applied by the researcher to calculate the percentage of each factor:

\[
\text{Factor percentage (F) = } \frac{\text{The number of factor (X)}}{\text{The total number of factor (Y)}} \times 100\%
\]

Result of the identification the factors that influence the students can be described as the following table:

Table 1.8 Number of Factors that Influence the Errors

<table>
<thead>
<tr>
<th>No.</th>
<th>Factors</th>
<th>The Number of Factors (X)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The student's motivation was low, so he could not finish the assignment well and seriously.</td>
<td>6</td>
<td>27.3%</td>
</tr>
<tr>
<td>2.</td>
<td>The lack of students on understanding the vocabulary.</td>
<td>2</td>
<td>8.7%</td>
</tr>
<tr>
<td>3.</td>
<td>The student's opinion is he was not interested in comprehending the relative clause material.</td>
<td>1</td>
<td>4.2%</td>
</tr>
<tr>
<td>4.</td>
<td>The lack of the student on understanding English grammar.</td>
<td>1</td>
<td>4.2%</td>
</tr>
<tr>
<td>5.</td>
<td>Wrong word translation.</td>
<td>3</td>
<td>20.8%</td>
</tr>
<tr>
<td>6.</td>
<td>The students' opinion that he did not have interest in English.</td>
<td>1</td>
<td>4.2%</td>
</tr>
<tr>
<td>7.</td>
<td>The student's opinion is he did not pay attention when his teacher was teaching about the relative clause material.</td>
<td>1</td>
<td>4.2%</td>
</tr>
<tr>
<td>8.</td>
<td>The student's awareness of learning English grammar was less, so he did not finish the assignment seriously.</td>
<td>1</td>
<td>4.2%</td>
</tr>
<tr>
<td>9.</td>
<td>The student's opinion is he was doubt in answering the relative clause assignment.</td>
<td>1</td>
<td>4.2%</td>
</tr>
</tbody>
</table>

The Total number of Errors (Y) 34 100%
C. Dominant Factor that Influence the Grammatical Errors on the Use of Relative Clause in Students’ Writing Performance.

The researchers found the dominant factors that influence the grammatical errors on the use of relative clause in students’ writing performance of second grade students of SMKN 3 Salatiga in the academic year of 2013/2014 were the students’ motivation was low, so they did not finish the writing assignment well and seriously. It could be seen from the table 4.8 that the failure to use the relative clause correctly made by nine students of automotive engineering which was influenced by the low motivation in finishing the writing assignment well and seriously with the percentage is 39.56%.

D. Discussion of the Finding

Result of the research described above has inferred some important information from students writing performance of second grade students in Automotive Engineering of SMKN 3 Salatiga. The researcher revealed that the students commit errors which belong to three types of error: wrong option, omission and insertion. Furthermore, it can be revealed about the factors that influenced the grammatical errors made by students in their writing performance.

According to the findings, there were 24 students who joined as subject of the research, and it had them committed errors in their writing performance with the total number of errors were 58. Meanwhile, the type
of error of the wrong option has become the most frequent error and the insertion is the least frequent error that made by the students.

Furthermore, it is also important to know all about the students’ factors now they commit common errors in their writing performance by using relative clause sentences. For instance, the student’s motivation was low so he did not finish the assignment well and seriously. All of these factors could be seen in the table 4.5 and 4.7. Based on those factors, the researcher tried to conclude that the students basically did not understand or the use of relative clause in their writing performance. Although they have been taught about it by their teachers, what relative clause is.

Well actually there were several facts why the students committed many that errors of relative clause in their writing performance. In fact, the dominant factor was the student’s motivation was low, so he did not finish the assignment well and seriously. It means, the dominant factor and became the factor that influences many students in committing the grammatical errors. Moreover, it is expected to the English teacher to give more attention and motivation in matter of the dominant factor that influences the students in committing errors. The problem could be solved and it is possible to achieve learning’s goal in the learning process.
CHAPTER V

CLOSURE

After conducting the research, doing the analysis and presenting the results, conclusions and suggestions of this research are presented as follows.

A. Conclusion

The analysis of the data presented in the previous chapters demonstrated some conclusions dealing with the grammatical errors on the use of relative clause in second grade students' writing performance of SMKN 3 Sabang. There were some types of errors and factors that influence the grammatical errors on the use of relative clause in students' writing performance. Moreover, it could be concluded that types of error and factors that influence the grammatical errors on the use of relative clause made by the second grade students are as follows:

1. Kinds of grammatical errors on the use of relative clause which were classified with the percentage are as follows:
   a. Wrong option (53.5%)
   b. Omission (24.1%)
   c. Insertion (22.4%)

According to the type and percentage of errors, the researcher inferred that wrong option had become the error that often made by students in writing performance.
2. The factors that influence the grammatical errors on the use of relative clause made by second grade students of Automotive engineering were as follows:

1. The student’s motivation was low, so he did not finish the assignment well and seriously (37.5%).

2. The lack of students understanding the vocabulary (33.3%).

3. The student’s opinion was he was not interested in comprehending the relative clause material (41%).

4. The lack of the student on understanding English grammar (12.6%).

5. Word-to-word translation (33.3%).

6. The student’s opinion that he did not have interest in English (11%).

7. The student’s opinion was he did not pay attention when his teacher was teaching about the relative clause material (4.2%).

8. The student’s awareness of learning English grammar was less, so he did not finish the assignment seriously (4.2%).

9. The student’s opinion was he was doubt in answering the relative clause assignment (6.2%).

3. The dominant factors that influence the grammatical errors on the use of relative clause of students writing performance was the students’ motivation so they are not finish the writing assignment well and seriously.
B. Suggestion

Regarding the problems of the research, some suggestions are offered for the students and English teachers as follows:

1. For the students:
   
a. The students should be able to motivate themselves in learning English.
   
b. The students should improve their awareness of the importance of English grammar and vocabulary so they are able to master English grammar and vocabularies.
   
c. The students need to improve their capability in writing skill by practicing writing regularly.
   
d. The students are expected to be active in learning to translate English words by looking up their dictionary.
   
e. The students should have an awareness of the importance of learning English in order to have interest in learning any English materials.

2. For the English teachers:
   
a. The English teachers should be able to motivate their students in learning English well and seriously.
   
b. The English teachers should convince their students that English subject is very important in their life so that they are interested in learning English appropriately.
a. The English teacher should pay much attention to their students in order to reduce the ignorance condition which is made by the students.

c. In teaching English related to grammar, vocabulary and translation, the teacher should give easier explanation in order to make the students understand about them correctly.

d. The English teacher should be able to not only detect and describe the errors but also understand the factors of their errors.
BIBLIOGRAPHY


CURRICULUM VITAE

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Email/Phone Number : amang saparin@gmail.com/085641209517

Educational Background
1. TK Pertiwi Salatiga, graduated in 1995
2. SL Tor Sidorejo Lor 05 Salatiga, graduated in 2003
3. SMP Pangudi Lubur Salatiga, graduated in 2006
4. SMK Muhammadiyah Salatiga, graduated in 2009
APPENDICES

➤ Interview Guidance and A Sample of Interview Draft

➤ The Result of the Interview

➤ The Sample of Students' Writing Performance

➤ Research Documentation

➤ Surat Keterangan Telah Melakukan Penelitian di SMKN 3 Salatiga

➤ Surat Izin Penelitian

➤ Surat Tugas Pembimbing dan Asisten Pembimbing Skripsi

➤ Lembar Konsultasi Skripsi

➤ Daftar SKK (Satuan Kredit Kegiatan)
Interview guidance

<table>
<thead>
<tr>
<th>No</th>
<th>Interview Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students' understanding about grammar especially in relative clause.</td>
</tr>
<tr>
<td>2.</td>
<td>The students' recognition in comprehending the relative clause assignment.</td>
</tr>
<tr>
<td>3.</td>
<td>Students' explanation about their relative clause assignments.</td>
</tr>
<tr>
<td>4.</td>
<td>The students' factors that influence them for producing the errors.</td>
</tr>
</tbody>
</table>

A sample of interview draft

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Do you have a good understanding about grammar especially about the definition of Relative Clause?</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>What do you know about kinds of Relative Clause?</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Could you recognize the mistakes in your relative clause exercises? Are you able to make the correct sentences?</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Could you explain clearly how can you make the errors sentences?</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>In your opinion, what factors have made you commit the error sentences?</td>
<td></td>
</tr>
</tbody>
</table>
THE RESULT OF THE INTERVIEW

1. Ahmad Ghazali
   
   - I: Ghazali, paham cengak tentang grammar khususnya tentang itu relative clause? (Do you understand about grammar especially relative clause topic?)
   
   - A: Sedikit, alasan Karena ada yang dimengerti dan tidak ada yang dimengerti (Just a little)

   - I: Kalau jenis relative clause apa saja tahu? (Would you like to tell me kinds of relative clause?)

   - A: Tidak. (No, I wouldn’t)

   - I: Bisa cengak Ghazali mengkoraksi kesalahan pada tulisan relative clause? (could you make the correct one in your relative clause sentences?)

   - A: Tidak. (No, I couldn’t)

   - I: Bisa dijelaskan kenapa membuat kesalahan dalam menulis bentuk kalimat relative clause? (Could you explain how can you make the error sentences?)

   - A: Karena tidak bisa dan menulisnya mengarang. (Because I could not understand about relative clause)

   - I: Pendapatmu, factor apa yang menyebabkan kamu membuat kesalahan dalam menulis? (In your opinion, what factors have made you commit the errors?)
2. Ahmad Jaza

- I: Apa yang kamu tahu tentang grammar, terutama tentang relative clause? (What do you know about grammar, especially about relative clause?)
- A: Tidak tahu, artinya gak bisa. (I don't know, and I don't know about its meaning)
- I: Tahu apa itu relative clause? (Don't you know about relative clause?)
- A: .... (no answers)
- I: Bisa menjelaskan kenapa membuat kesalahan dalam menulis kalimat relative clause? (Could you please tell me how can you make the error sentences?)
- A: Tidak bisa. (I couldn't)
- I: Kamu berpendapat, factor apa yang menyebabkan kamu salah dalam menulis kalimat relative clause? (What factor have made you commit the error sentences?)
- A: Karena dari awal tidak tahu artinya bahasa inggris dulu. (Because from the beginning of learning English, I don't know about English translation)
3. Anang Ma'rif

- I: Kamu agerti tentang apa itu relative clause? (Do you understand about relative clause?)
- A: Tidak, saya tidak paham. Terlalu sulit dengan pola kalimatnya. (No, I don't understand. It's hard to know the sentence's pattern)
- I: Bisa membemarankan kalimat relative clause yang salah? (Could you make the correct sentences from your own relative clause sentences?)
- A: Tidak bisa, karena salah benar sudah takdir. (I couldn't, because the correct one and the wrong one, is destiny)
- I: Bisakah kamu menjelaskan kenapa kamu bisa membuat kesalahan dalam memulis? (Could you explain how can you make the error sentences?)
- A: Karena nggurur dan enggak tahu apa yang dimaksud. (Because I don't know what I have to do)
- I: Pendapatmu apa factor yang mempengaruhi kamu untuk menunjupai kesalahan? (In your opinion, what factor have made you commit it?)
- A: Karena saya tidak pintar mungkin. (I'm not smart maybe)

4. Andi Daryanto

- I: Tahu tentang pengertian relative clause? (Do you know about relative clause?)
• A. Tidak, karena bahasa inggris sulit. (No, because English is difficult subject)

• I: Apa saja yang kamu tahu tentang macam-macam relative clause? (What do you know about kinds of relative clause?)

• A: Relative clause ada kata who, where, when, which, whom. (There are such words in relative clause who, where, which, whom)

5. Ardi Setiawan

• I: Apakah kamu tahu tentang grammar? (Do you know about grammar)

• A: Tidak, karena saya tidak memahami bahasa inggris. (No, I don’t, because I don’t understand about English)

• I: Tahu jenis-jenis relative clause? (Would you love to tell me about kinds of relative clause?)

• A: Who, where, how, when, itu bukan? (who, where, how, when, is it right?)

• I: Bisa mencemarkan kesalahan dalam tulisan yang kamu buat? (Could you make the correct sentences from your relative clause sentences?)

• A: Tidak. (No, I couldn’t)

• I: Bisa menjelaskan kenapa membuat kesalahan? (Could you explain why you made a mistake in your writing?)
• A: Karona mengjakannya mengarang. (Because I didn’t do it well)

• L: Faktor apa yang membuatmu melakukan kesalahan dalam memulis? (What factor have made you do this thing?)

• A: Faktor mengarang. (unsure)

6. Rima Kamseno

(This student didn’t want to be interviewed)

7. Dennis Diau

• L: Bisa membenarkannya penulisan relative clausemu yang salah?
  (Could you make your relative clause sentences correct?)

• D: Tidak, (No, I couldn’t)

• L: Faktor apa yang mempengaruhi kamu untuk membuat kesalahan dalam penulisan tersebut? (What factor have made you commit the error in your writing?)

• D: Dalam menulis bahasa Inggris tidak bisa dan tidak bahasa artinya. (I’m lack of vocabularies in English)

8. Dian Kais Putra

(This student didn’t want to be interviewed)

9. Eko Supriyadi

• L: Faktor apa yang membuatmu mempunai kesalahan dalam memulis relative clause? (What factor have made you commit the errors in writing?)
• E: Tidak memperhatikan dan mendengarkan apa yang dijelaskan guru saat mengajar. (I didn’t pay attention while the teacher was teaching)

10. Erwin Pujianto

• I: Apa kamu paham tentang relative clause? (Do you understand about relative clause topic?)

• E: ya saya paham, tapi sedikit saja. Karena dulu pernah diajarkan tapi saya sudah tidak belajar tentang materi itu. (Yes, I do. But just a little. Because I was taught about that topic, and now I don’t study about it.)

• I: Tahu tentang macam-macam relative clause? (Don’t you know about kinds of relative clause?)

• E: Macam-macam relative clause yaitu who, whose, whom, where, of which. Who mengantikan orang sebagai subjek, whose milik orang, whom mengantikan orang sebagai object, which mengantikan benda sebagai subject dan object. (Kinds of relative clause such as who, whose, whom, where, of which. Who is used to replace person as the subject, whose for possession, whom replaces person as the object, which replaces person as the object, which replaces things as the subject and object)

• I: Bisa menyadari kalau kamu membuat kesalahan dalam menulis kalimat relative clause? (Could you recognize the mistake in your writing?)
E: Tidak. (No, I couldn’t)

I: Bisa menjelaskan kenapa kamu membuat kesalahan dalam menulis kalimat relative clause? (Please tell me how can you make the error in your writing?)

E: Karena saya sudah lupa dan sudah lama tidak belajar materi relative clause. (Because I forgot and didn’t study about relative clause topic.)

I: Factor apa yang kira-kira mempengaruhimu dalam melakukan kesalahan tersebut? (What factors have made you commit the errors?)

E: Banyak tugasku dan materi pelajaran lain. Habis PPL dan lama tidak belajar. (I have many assignments from other subject and I don’t study English)

11. Fathkul Bahri

I: Kamu paham tentang relative clause? (Did you know about relative clause?)

F: Tidak paham. (No, I didn’t)

I: Bisa jelaskan sedikit kenapa membuat kesalahan dalam penulisan kalimat relative clause? (Could you tell me how can you make errors?)

F: Salah dalam mengartikan. (I was wrong in translating my sentences)
12. Fatkun Najib

- I: Kamu paham tentang grammar? (Do you know about grammar?)
- F: Tidak. (No, I don't)
- I: Relative clause paham? (Relative clause. don't you know about that?)
- F: Tidak. (No, I don't)
- I: Bisa tidak menjelaskan kenapa kamu salah dalam menulis kalimat relative clause? (Could you explain me how can you commit the errors in your writing)
- F: Tidak. (No, I couldn't)
- I: Menurutmu, factor apa yang mempengaruhi kamu tidak paham relative clause sehingga membuat kesalahan dalam menulis kalimat relative clause? (Based on your opinion, what factors have made you commit the errors?)
- F: Karena saya tidak punya motivasi untuk bisa memahami relative clause dan tidak serius. (Because I didn't have motivation to understand about relative clause and I wasn't serious in writing?)

13. Imam Maliki
1. Apakah kamu mengerti tentang grammar terutama tentang relative clause? (Do you understand about grammar especially about relative clause?)
2. M: Tidak, karena saya tidak belajar bahasa Inggris. (No, I don’t. Because I don’t study English)
3. L: Bisa jelaskan kenapa kamu membuat kesalahan dalam menulis kalimat relative clause? (Would you like to tell me how can you make mistakes in your relative clause sentences?)
4. M: Karena bimbang dalam menjawab atau lupa. (I was doubt in writing the relative clause sentences)
5. L: Menurut pendapatmu, factor apakah yang mempengaruhi kesalahan tersebut? (In your opinion, what factor have influenced you in making the errors?)
6. M: Karena ragu-ragu dalam menjawab. (I was doubt in answering the relative clause task)

I. Lastiyanto

1. L: Bisa tidak kamu menjelaskan kenapa kamu membuat kesalahan dalam menulis kalimat relative clause? (Could you explain how can you make mistakes in relative clause sentences?)
2. L: Karena kurang belajar. (Because, I didn’t study)
3. L: Menurutmu, factor apakah yang mempengaruhi kesalahan tersebut? (In your point of view, what factor have influenced you in making the errors sentences?)
• L.: Karena malas belajar dan kurang bekerja (I'm lazy to study English)

15. Luki Nur

• I.: Bisakah kamu menjelaskan tentang macam-macam relative clause? (Could you tell me about kinds of relative clause?)

• I.: Who, when, where, dan which. (Who, when, where, and which)

• I.: Bisakah kamu membuat kalimat relative clause yang secara benar? (Can you give me a sample of relative clause correctly?)

• I.: Tidak, karena saya tidak tahu artinya. (No, I can't. Because I don't understand about relative clause.)

• I.: Bisakah kamu jelaskan kenapa kamu bisa membuat kesalahan dalam menulis kalimat relative clause? (Would you love to give me a reason how can you make the errors?)

• L.: Karena dalam menulis kalimat saya menganggap. (Because in writing the relative clause sentences, I did it without thinking weather it's true or not)

• I.: Menurut pendapatmu, faktor apa yang paling berpengaruh terhadap kesalahanmu dalam menulis kalimat tersebut? (Based on your consideration, what is the dominant factor that influences you in committing the errors?)

• I.: Tidak mempunyai semangat untuk menulis kalimat relative clause. (I don't have strong motivation in writing relative clause sentences)
16. Mas Llin

- I: Apakah kamu paham mengenai relative clause? (Do you have an understanding about the relative clause?)

- M: Sedikit, sedikit, alasannya karena biia diterangkan tidak memperhatikan dan kadang-kadang memperhatikan. (Just a little, because while the teacher was teaching about it I didn’t pay attention)

- I: Bisakah kamu menjelaskan kenapa kamu membuat kalimat yang salah dalam relative clause? (Can you tell me why do you make the error sentences?)

- M: Tidak, karena ketika sedang mengajar aku lupa. (No, I can’t. because while I was writing those sentences, I forgot about the relative clause topic)

- I: Faktor apa yang mempengaruhimu untuk menemui kesalahan dalam menulis kalimat relative clause? (What factor have influenced you in committing the errors?)

- M: Faktor menerjemahkannya tidak bisa. (The most dominan factor is in translation English words)

17. Mitu Resky

- I: Apakah kamu memahami materi relative clause dengan baik? (Do you understand relative clause topic well?)

- M: Sedikit-sedikit belum begitu paham. (Just a little)
1. Apakah kamu bisa menyadari kesalahan dalam menulis kalimat relative clause? (Could you recognize the errors in your relative clause sentences?)

M: Alhamdulillah sedikit mengerti dan sedikit memahami kesalahannya. (Thanks to God, I could recognize it)

I: Bisakah kamu menjelaskan bagaimana kamu bisa membuat kesalahan dalam menulis kalimat relative clause? (Can you give me an explanation how could you make errors?)

M: Karena kurang memahami materinya. (I don't understand the topic well)

I: Faktor apa yang mempengaruhimu melakukan kesalahan tersebut? (What factors have influenced you in committing the errors?)

M: Faktor kurang paham materinya atau lupa. (The factor is I don't understand the topic well)

18. Muhammad Aliwi

I: Kamu paham tentang grammar atau mungkin materi relative clause? (Do you know about grammar or maybe relative clause topic?)

M: Tidak, karena sulit dipahami dan rumit. (No, I don't. Because it's difficult to be understood and complicated)
1: Bisakah kamu jelaskan kenapa kamu membuat kesalahan dalam membuat kalimat relative clause? (Can you give me a clear explanation about the errors in your writing?)

M: Karena disebabkan oleh filling yang salah. (It's caused by the wrong filling of mine)

1: Menurutmu, factor apa yang mempengaruhimu untuk melakukan kesalahan tersebut? (Based on your opinion, what factors have made you commit the errors?)

M: Faktor tidak tahu artinya dari masing-masing kata. (I was lack of English vocabularies)

19. Muhammad Dina

1: Bisakah kamu jelaskan kenapa kamu membuat kesalahan dalam membuat kalimat dalam bentuk relative clause? (Could you explain how can you commit the errors in your writing?)

M: Karena saya tidak bisa. (No, I couldn’t)

1: Menurutmu, factor apakah yang mempengaruhimu untuk tidak bisa? (In your perspective, what factor have influenced you make the errors)

M: Karena saya tidak tahu artinya. (Because I didn’t even know about English translation)

20. Setyanaw Irza

1: Apakah kamu memahami tentang relative clause? (Do you understand about relative clause?)
• S: Tidak, karena belum begitu paham. (No, I don't really understand)

• I: Bisakah kamu jelaskan kenapa kamu salah dalam menulis kalimat? (Can you give me a detail why did you make the errors?)

• S: Karena ragu-ragu dalam menjawab. (I was doubt in doing the writing task)

• I: Faktor apa yang membuatmu ragu-ragu untuk menjawab? (What factors have made you been doubt in doing the task?)

• S: Tidak bisa menganalisa mungkin (I'm not able in translating maybe)

21. Tutas Bayu

• I: Menurut pendapatmu, factor apa yang berpengaruh terhadap kesalahanmu dalam menulis kalimat relative clause? (In your opinion, what factor have influenced you in committing the errors?)

• I: Karena saya tidak tahu artinya. (Because I'm lack of word to word translation)

22. Tuceng Perdua

• I: Bisakah kamu jelaskan kenapa kamu membuat kalimat yang keliru? (Could you tell me why did you make the error sentences?)

• I: Tidak bisa, karena saya belum mengerti tentang materi ini. (No, I couldn't. Because I don't understand about this topic yet)
23. Yunita Sari

- I: Bisakah kamu menjelaskan kenapa kamu membuat kesalahan dalam membuat kalimat relative clause? (Could you explain how can you make mistakes in your writing?)

- Y: Karena saya tidak bisa dan saya nggak belajar. (I couldn't, and didn't study)

- I: Memurut pendapatmu, faktor apa yang kamu temui sebagai masalah yang menghambatmu untuk membuat kalimat relative clause yang benar? (In your opinion, what factors have you found as your problem in writing relative clause sentences?)

- Y: Karena kurang paham dan kurang belajarmya. (I don't really understand and I have a poor effort in studying English)

24. Linda Ulihna

- I: Faktor apa yang mempengaruhimu membuat kesalahan dalam menuliskan kalimat relative clause? (What factors have influenced you in writing relative clause sentences?)
11. Faktor tidak tebati dan tidak bisa mengartikan soal-soal bahasa inggris. (I didn't do it appropriately and I was lack of word to word translation)
Please make your own relative clause sentences correctly!

1. If you know the boy whose runs, the coach stop.
2. The boy whose colours are placed near everyone.
3. The is the place which I want to visit.
4. Going home is the town whose many lovers.
5. Where are you going.

Za

Please make your own relative clause sentences correctly!

1. This is the school, the school has a big garden.
2. This is every man whose bring long.
3. My nurse whose work in each part of morning.
4. Someone jewellery who always born in what was member island postcard.
5. The brother who is want in school.

Ang

Please make your own relative clause sentences correctly!

1. The student who are in room are studying English now.
2. To see which the father told, what named the soon the girl.
3. Mr. Ang, who is university student in University graduate.
4. The book which the new edition is expensive.
5. Mr. Seward who is play football in England, see from English.

And

Please make your own relative clause sentences correctly!

1. The white house where the US president lives is in Washington.
2. Ball is the most beautiful, my grand mother give this for my sister who works in Commerx, earns a lot of money.
3. Mr. Johnson who is repairing the car in the garage is a mechanic.
4. The book is expensive, it is the new edition.
Please make your own relative clause sentences correctly!

11. ..............................................................
12. ..............................................................
13. ..............................................................
14. ..............................................................
15. ..............................................................

Diana Fitz

Please make your own relative clause sentences correctly!

11. ..............................................................
12. ..............................................................
13. ..............................................................
14. ..............................................................
15. ..............................................................

Dante

Please make your own relative clause sentences correctly!

11. ..............................................................
12. ..............................................................
13. ..............................................................
14. ..............................................................
15. ..............................................................

Dan

Please make your own relative clause sentences correctly!

11. ..............................................................
12. ..............................................................
13. ..............................................................
14. ..............................................................
15. ..............................................................

Billy

Please make your own relative clause sentences correctly!

11. ..............................................................
12. ..............................................................
13. ..............................................................
14. ..............................................................
15. ..............................................................

Bill A
Eko Supriyadi

Please make your own relative clause sentences correctly!

11. My father, whose name is John, is a doctor. He is very kind.
12. The book, which is very interesting, is on the shelf.
13. She is the person, who is going to be the president.
14. My uncle, who is a businessman, is very rich.
15. The girl, who is my friend, is beautiful.

From

Please make your own relative clause sentences correctly!

11. Her mother, who is a doctor, is very kind.
12. The house, which is very big, is on the corner.
13. The book, which is interesting, is on the shelf.
14. My uncle, who is a businessman, is very rich.
15. The girl, who is my friend, is beautiful.

Fatkhul Bachti

Please make your own relative clause sentences correctly!

11. Do you know the lady, who is a teacher?
12. The book, which is very interesting, is on the shelf.
13. She is the person, who is going to be the president.
14. My uncle, who is a businessman, is very rich.
15. The girl, who is my friend, is beautiful.

Fetkun Nijib

Please make your own relative clause sentences correctly!

11. Do you know the lady, who is a teacher?
12. The book, which is very interesting, is on the shelf.
13. She is the person, who is going to be the president.
14. My uncle, who is a businessman, is very rich.
15. The girl, who is my friend, is beautiful.
Please make your own relative clause sentences correctly!

1. Mr. Know, who is a friendly gentleman, came from England.
2. Do you know the lady who runs the corner shop?
3. The lady whom we visited lives overseas.
4. This is the place where I met my wife.
5. Simon is the man whose family lived.

Kuki Nuri

Please make your own relative clause sentences correctly!

1. Mr. Know, who is a friendly gentleman, came from England.
2. Do you know the lady who runs the corner shop?
3. The lady whom we visited lives overseas.
4. This is the place where I met my wife.
5. Simon is the man whose family lived.

Naj Ulim

Please make your own relative clause sentences correctly!

1. Do you know the lady whose name is the corner shop?
2. The lady whom we visited lives overseas.
3. This is the place where I met my wife.
4. Eirin, Subas, is the man whose Mary lives.
5. Where are you going.
M. Alwi

Please make your own relative clause sentences correctly!

1. My brother, who works in France, earns a lot of money.
2. Gordon Johnson, who was born in 1985, was a member of The Beatles.
3. Do you know the man where runs the corner shop?
4. The man where they used to visit lives everywhere.
5. Data is the man which MLA loves.

M. Pian S

Please make your own relative clause sentences correctly!

1. Do you know the lady where runs the corner shop?
2. The lady, which cottage was rented lives overseas.
3. By 3 p.m., there was only one cake which hadn’t been sold.
4. This is the place where I met my wife.
5. Simon is the man whose margaritas

Seygwar

Please make your own relative clause sentences correctly!

1. Do you know the lady where runs the corner shop?
2. The lady, that cottage were rented lives overseas.
3. By 3 p.m., there was only one cake which hadn’t been sold.
4. This is the place where I met my wife.
5. Simon is the man whose margaritas
Tatoes Bajo

Please make your own relative clause sentences correctly:

11. This is the school. The school is big and

12.hall boring is the largest village in Solaitga.

13. My uncle, whose works in Timbrela, earns a lot of money.

14. The headmaster room where the Mr. Kamowda lives.

15. Normah who was born in 1995.

Tovies

Please make your own relative clause sentences correctly:

16. Do you have a good understanding about grammar especially.

17. What do you know about kinds of plane clouds?

18. Gexa-Tya. I'm contact, whose write in Timbrela, earns a lot of money.

19. Tell is the place where I met my wife?

20. Do you know the lady, where can I contact, stop?

Write

Please make your own relative clause sentences correctly:

21. My mother, whose works in Bamako, earns a lot of money.

22. Baay, gardener, who was born in 1980, was a member of the Beatles.

23. This is the place where I met my wife.

24. The lady whose cottage we rented lives overseas.

25. Do you know the lady, where can I contact stop?

Huda

Please make your own relative clause sentences correctly:

26. the student, who are in a car are studying English now.

27. The dog is, very big, it's black.

28. My friend, was sick. I met him yesterday in the bank.

29. Do you know the girl, her appearance is white and blue.

PEMERINTAH KOTA SALATIGA
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMK NEGERI 3 SALATIGA
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Jln. Jatir Sudiro, Kaliurang, Telk. (0298) 7103119, Fax(0298) 3418350
SALATIGA - JAWA TENGAH

SURAT KETERANGAN PENELITIAN
No. : 0468/08/2013

Yang bertanda tangan di bawah ini, Kepala SMK Negeri 3 Salatiga,
menerangkan bahwa :

Nama : Angg Saparin
NIM : 11309117
Program Studi : Tarbiyah Bahasa Inggris
Jurusan : Tadris Bahasa Inggris

Tersbut di atas telah melaksanakan penelitian untuk penyusunan skripsi di
SMK Negeri 3 Salatiga mulai tanggal 28 Mei 2013 – 19 Agustus 2013 dengan
judul skripsi “An error analysis of using relative clause in students
writing performance of the second grade students of SMK Negeri 3
Salatiga in the academic year of 2012/2013”.

Domikian surat keterangan ini dibuat dan kapada yang berkepentingan untuk
menjadiakan periksa.

Salatiga, 19 Agustus 2013
Kepala Sekolah,

Drs. Kamaruddin, M.Pd.

Cert Number : QEC28243
Kepada

Wakil Kepala SMK No 9

Di Salatiga

Assalamualaikum w.a.

Yang agung dan berbahagia, nadii dan merahmatullah,

Kami, Anang Sugiharto

SMK

Mendirikan

Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga

Nama

Program Studi

Saat ini kami, Anang Sugiharto, tergabung dalam STAIN Salatiga, menulis surat ini untuk meminta izin penelitian yang akan dilaksanakan dalam penelitian bertautan dengan skripsi yang bertajuk: "An Error Analysis of Passive Voice Clause in Students Writing Performance at Grade II of SMK Negeri Salatiga in the Academic Year of 2012/2013".


Assalamualaikum

Anang Sugiharto

Pemuda SMK Negeri Salatiga
Assalamu'alaika wa Alaikum wr.wb.

Dengan ini saya menyampaikan penulisan Skripsi Mahasiswa Program Sarjana S1, dengan judul "AN ERROR ANALYSIS OF USING RELATIVE CLAUSE IN STUDENTS WRITING PERFORMANCE OF THE SECOND GRADE STUDENTS OF SMK N 3 SALATIGA IN THE ACADEMIC YEAR OF 2012-2013"

Saya meminta maaf bila ada kesalahan dalam penulisan, demikian karena saya masih belajar secara langsung.

Waalaikumussalam wa Alaikum wr.wb.

Dr. Rahmat Hariruddin, M.Pd.

Tembusan: Yth. Keta, Pembantu Ketua Sidang Akademik

[signature]
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**CATATAN:**

SETIAP KONSULTASI LEMBAR INI HARUS TANDA Tangan
### DAFTAR NILAI SKK

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Jumlah Nilai: 73

Salatiga, 19 Agustus 2013

Wakil Ketua III Bidang Kemahasiswaan

NIP: 1975011120000031 00