

CHAPTER THREE

METHODS OF THE STUDY

This chapter consists of approach, source of data, research question, procedure of data collection data analysis.

1. Approach

The approach is qualitative approach. The writer chose the approach because it is the writer herself who collected and then classified the relative clauses the grammatical errors in students' writing assignments.

2. Source of data

The source of data that is used in this research is the writing assignments done by the fourth writing class students of Faculty of Letters of Petra Christian University.

3. Research questions

1. What relative clauses are produced by students of Faculty of Letters ?
2. What types of relative clauses are mostly produced by students of Faculty of Letters ?
3. What types of grammatical errors are mostly produced by students of Faculty of Letters in producing English relative clauses?

4. Instrument

The instrument of this study is the writer herself. It means that it is the writer herself who collected, classified and then analysed the data of relative clauses also the grammatical errors produced by the fourth writing

class students of English Department of Petra Christian University by applying her guideline theory.

5. Procedure of data collection

First of all, the writer collected the students' writing assignments from May to June 2000. There were 5 classes of writing IV. The writer picked 8 writing assignments of each class. So, there are forty writing assignments. The writer collected their assignments that discussed a certain topic for example, problem solving in the *Suharto's case*, *pedicab in Jakarta*, *the curriculum in the senior high school*, *the riots in Indonesia* and *Gus Dur's frequent visits abroad*. Next, she identified all of the relative clauses that were found in the writing assignments. If there is more than one relative clause in one sentence, the writer counted them as two relative clauses; which was not based on the number of sentences. After identifying the relative clauses, she identified the errors that were existed in the clauses. They were put in a table and presented in the appendix.

Table no. 1: Relative Clauses

No.	Relative Clauses	Errors	Suggested Correction

6. Procedure of data analysis

The first procedure of data analysis is analyzing the data. Then, the data were classified into the different types of relative clauses. There

are two types of relative clauses. They are restrictive relative clauses and nonrestrictive relative clauses and indicating the functions of the relative pronouns if any. After the data had been classified, they were presented in the appendix.

Table no. 2: Types of Relative Clauses and Relative Pronouns and Functions

No.	Relative Clauses	Types of Relative Clauses		Relative Pronouns		
		Restrictive	Nonrestrictive	+	-	Functions

Then, she counted the types of relative clauses to found out the frequent types of relative clauses also the function of relative pronouns that occurred in the students' writing assignments. After that, she put the result on a table which is presented in chapter four for the findings. The mark + indicated with the usage of relative pronouns and – indicated without the usage of them.

Types Relative Pronoun	Relative Pronoun and Function (%)				
	+	-	Subject	Object	Adverbial
Restrictive					
Nonrestrictive					

Next, she analysed the errors that occur in the relative clauses. After that, she classified the data based on errors classification. For the data classification, she uses the theory of errors classification proposed by Charas and Ubol (1981) as a guideline.

After classifying the errors, they were put in the table which can be seen in the appendix.

Table no. 3: Types of Errors of Relative Clauses

No.	Relative Clauses	Types of Errors

Then, she analysed the frequent of the errors to find out the most frequent type of grammatical errors produced by the students and presented in a table. Below, the writer gave an example in analysing students' relative clauses.

Sentence:

It is different from IKIP's system which gives sixty subjects to every student teacher.

There is one relative clause in that sentence *which gives sixty subjects to every student teacher*. The clause is introduced with the relative pronoun *which* which refers to IKIP's system. The type of relative clause is nonrestrictive relative clause because the head noun (IKIP's system) has been identified clearly. Also the function of relative pronoun is as subject. The type of error that occurs in the clause is omission of comma because non-restrictive needs the usage of comma to separate the clause so it should be...., *which gives sixty subjects to every student teacher*.

Then, the percentage and frequency of grammatical error types in students' writing assignments were put in table which were presented in the chapter four as the findings.

Table no. 4: The Frequency Types of Errors

No.	Type of errors	f	%

To count the percentage the writer used the following:

$$\frac{(\text{Number of one type of error})}{(\text{Total number of all types of errors})} \times 100 \% = N \%$$

Finally, she attempts to give some interpretation based on the result of her study on the students' writing assignments.