

AN UNDERGRADUATE THESIS

**AN ERROR ANALYSIS ON THE USE OF CLAUSE MARKERS
IN WRITING ARGUMENTATIVE PARAGRAPH
AT THE THIRD SEMESTER STUDENTS
OF STAIN JURAI SIWO METRO
IN ACADEMIC YEAR 2015/2016**

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English Education Study Program**



**STATE ISLAMIC COLLEGE
(STAIN) OF JURAI SIWO METRO
1438 H / 2016 M**

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IN ACADEMIC YEAR 2015/2016**

Presented as a Partial fulfillment of the Requirements
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in English Department

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ABSTRACT

By: Ira Wijayanti

Writing is one of the vital aspects in language learning. By writing, some information and ideas can be shared by the student in the written text. Writing performance can help the students to think more logically and critically and to illuminate their thoughts conspicuously. Indeed, one of the most favorite paragraphs which is made by students is argumentative paragraph. It is paragraph which is used in persuading and convincing which is functional in making the reader accept or reject argument from the author's view proportionally. This research is about students' argumentative writing especially the use of clause markers which is functional in connecting some related clauses. It plays an important role in developing the argumentative paragraph because it can make the writer's idea more clearly delivered in the paragraph. Thus, this research mainly analyzed the common error on the use of clause markers in students' argumentative paragraph writing.

A qualitative research design was used to describe the use of clause markers in students' argumentative paragraph. On the basis of an analysis, depth interview, observation, and documentation were accompanied to validate the data. Inductive logic furthermore used by the writer for collecting, reducing, displaying, and verifying the data. The population was the students of the third semester in English Department of STAIN Jurai Siwo Metro in the academic years of 2015/2016. In this research, the subject was ten students in writing 4 subjects handed over through random sample considering that they got those lectures in the previous semester.

The research result shows that students made 53% errors in applying adverb clause markers, whereas, both noun clause markers and adjective clause markers errors are 23%. It can be assumed that adverb clause markers errors take the biggest number of common error on the use of clause markers in writing argumentative paragraph.

Key Words: Clause Markers, Argumentative Paragraph

**ANALISIS KESALAHAN TERHADAP PENGGUNAAN CLAUSE
MARKERS PADA PENULISAN PARAGRAF ARGUMENTASI
OLEH MAHASISWA SEMESTER TIGA STAIN JURAI SIWO METRO
TAHUN AKADEMIK 2015/2016**

ABSTRAK

Oleh: Ira Wijayanti

Menulis merupakan aspek yang sangat vital dalam pembelajaran bahasa. Melalui menulis, beberapa informasi dapat dituangkan oleh siswa berupa teks tertulis. Kemampuan menulis dapat membantu siswa dalam berfikir dengan lebih logis dan lebih kritis untuk menjelaskan apa yang ada dalam pikiran mereka dengan lebih jelas. Tentu, salah satu jenis paragraph yang paling diminati oleh siswa adalah paragraph argumentasi. Yang mana jenis paragraph tersebut digunakan untuk membujuk serta meyakinkan pembaca sehingga mereka dapat menerima maupun menolak pendapat dari sudut pandang si penulis secara proporsional. Penelitian ini meneliti tentang hasil tulisan argumentasi siswa terutama dalam penggunaan clause markers yang berfungsi untuk menggabungkan beberapa klausa yang memiliki hubungan satu sama lain. Clause markers tersebut memegang peranan penting dalam penulisan paragraf argumentasi yang mana mereka mampu membuat ide-ide dari si penulis tersampaikan dengan jelas dalam sebuah paragraf. Penelitian ini mengkaji kesalahan yang paling lazim terjadi dalam penggunaan clause markers pada penulisan paragraph argumentasi yang ditulis oleh siswa.

Penelitian ini menggunakan metode kualitatif untuk menganalisa kesalahan pada penggunaan clause markers dalam penulisan paragraph argumentasi siswa. Didalam konteks analisis kesalahan, Interview secara mendalam, observasi, dan dokumentasi dikembangkan untuk mensyahkan data. Kemudian, pemikiran induktif digunakan untuk meninjau data tersebut dengan mengumpulkan, memilah, memperlihatkan, serta membuktikan data. Adapun populasi dalam penelitian ini adalah mahasiswa semester tiga Pendidikan Bahasa Inggris STAIN Jurai Siwo Metro tahun akademik 2015/2016. Kemudian, subjek penelitian ini ialah 10 mahasiswa dalam kelas Writing 4 diambil berdasarkan *random sample* dengan pertimbangan bahwa mereka telah memperoleh materi writing disemester sebelumnya.

Hasil Penelitian menunjukkan bahwa 53% kesalahan yang dilakukan oleh siswa adalah kesalahan dalam penggunaan adverb clause markers, sedangkan, baik kesalahan pada noun clause markers maupun adjective clause markers yang dibuat oleh siswa dalam tulisannya sebanyak 23.50%. Dalam hal tersebut dapat disimpulkan bahwa kesalahan yang paling lazim dilakukan oleh siswa adalah kesalahan dalam penggunaan adverb clause markers.

Kata kunci: Clause Marker, Paragraf Argumentasi



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It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the munaqosyah. Thank you very much.

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penenlitan saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا اكْتَسَبَتْ ﴿٢٨٦﴾

286. Allah does not charge a soul except (with that within) its capacity. It will have (the consequence of) what (good) it has gained, and it will bear (the consequence of) what (evil) it has earned. (QS: Al- Baqoroh: 286)

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

5. For indeed, with hardship (will be) ease.
6. Indeed, with hardship (will be) ease. (QS: Alam Nasyrah: 5-6)

"Raise your words, not your voice.

It is rain that grows flower, not the thunder."

(Maulana Jalaluddin Rumi)

DEDICATION PAGE

All praise be to Allah SWT, the writer proudly dedicate this research to my dearest parents, the big families of mine, and all of my friends in Gallery Class who never stop in bestowing her such glorious love and support.

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In the name of Allah, the Most Gracious and the Most Merciful, praise be to Allah, the Lord of the universe whose Mercies and Blessings have transformed every impossible things becomes possible to be caught. Such a masterly opportunity which He, the Most Tremendous, has given to the writer so that she is able to accomplish this undergraduate thesis entitled "An Error Analysis on The Use of Clause Markers in Writing Argumentative Paragraph at The Third Semester Students of Stain Jurai Siwo Metro in The Academic Year of 2015/2016".

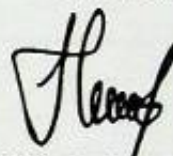
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It is impossible for the writer to accomplish the study on her owns without supporting and accompanying from her adorable families and all friends of hers. She recognizes imperfectness always comes to every opus; however critics and suggestion are highly needed. Nonetheless, she desiderates that this piece of opus can contribute something to the benefit of English teaching and general learning.

Metro, October 10th, 2016

The writer,



IRA WIJAYANTI

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CHAPTER I

INTRODUCTION

A. Background of The Study

Language takes a very important position in daily communication. People use language to communicate and share some information one another both in spoken and written form. Language can be used in some contexts or fields for example, education, social, health, culture, religion, economic, politic and so forth. In other word, language is an unavoidable part in life.

As an international language, English should be learned and mastered by everyone conceptually, theoretically and practically. Mastering English helps people interconnect all over the world more easily. People in a country can ensure a good communication and social contact with other people in another country. As the result, some beneficial cooperation especially in education can be interwoven tightly.

Nowadays, English has been declared as an obligatory lesson in Indonesia from primary school until university level, especially in English department program. Initially, people just consider that English should be learned because it is the obligatory lesson, but lately, they start to realize that English ability is the essential component of the requirement to enter global community and world of science. As a final point, many people race against to master English not only in formal, but also in informal education.

It is widely accepted that English has four basic skills that should be learned, those are; listening, speaking, reading and writing. Writing skill is highly needed specifically in education field. It takes a primary position where some learning activities are valued by written test. The general examples and instances are daily test, final test, try-out, TOEFL and so forth. Students are pretended mastering the lesson or material when their written tests get a great score. They should not only memorize and understand the lesson extraordinarily, but also sharpen their creativity by transferring their ideas and knowledge into written form.

Moreover, writing is one of the vital aspects in language learning. By writing, some information and ideas can be shared by the student in the written text. Writing performance can help the students to think more logically and critically and to illuminate their thoughts conspicuously. The students often decide or argue what they really consider and feel about people, thing, idea, issue, and event only in the development of writing process.

In addition, writing is widely assimilated has various genders of paragraph. Those are descriptive, expository, narrative, and argumentative paragraph. Among those kinds of paragraph, argumentative paragraph is the most indispensable one. Argumentative paragraph is formed by specific idea or argument about something that happened. It is used in persuading and convincing which is functional in making the reader or the listener accept, reject, approve, disapprove or consider the statement and argument from the author's view proportionally.

A good paragraph is composed by some sentences that are correlated each other. Those sentences deal with one subject. Sentence is a complete thought. Yet it is an inadequate definition. Its vagueness can be clearly explained that it is a set of words which expresses the statement or question. It usually consists of at least a subject and a predicate. The subject and the predicate can be a single words, phrases or clauses.

While, clause is a group of words that embraces a subject and a verb and form a sentence or part of the sentence. The sentence can be also composed by one or more clauses namely independent and dependent clause. Independent clause, or sometimes it is called main clause, is the clause which, whether or not it can stand on its own without the assistance of a subordinate clause, is not dependent grammatically on a higher node (a node is a position in a diagram of the syntactic structure) or superordinate clause. A main clause which is grammatically well-formed is naturally able to stand on its own as a simple sentence in its own right. Dependent clause is the strong oppositions of independent clause. It is a group of words that contains a subject and predicate but does not express complete thought. A dependent clause can not be a sentence. Often a dependent clause is marked by a dependent marker word or clause marker. It can not stand on its own and needs independent clause to be understood.

The sentence that is composed by two clauses should be connected by an appropriate clause marker. The clause marker is functional in connecting some clauses in order to make a complete thought. It plays an

important role in developing the argumentative paragraph. It can make the writer's idea more clearly delivered in the paragraph.

Furthermore, two clauses that are connected by an erroneous clause marker can change the meaning or sometimes it can not be understood. However, some students are difficult to indicate the appropriate clause marker to fix their clauses and build the sentence.

A pre-survey research was completed by the researcher at the third semester of STAIN Jurai Siwo Metro on January 25th, 2016 confirms that the student still have many problems in arranging clauses. Among the perceptible problems are; mostly students find it difficult to unite two independent clauses into a sentence by adding a clause marker in the beginning of one of the clause. There are numerous errors which have been identified in the pre-survey, those are: a) using clause marker, 2) omission, 3) punctuation and 4) identifying the type of clause. The result of the pre-survey will be described on the following table.

Table 1
The Students' Score

No.	Range	Frequency	Percentage	Category
1	81-100	1	10%	Very Good
2	71-80	2	20%	Good
3	61-70	2	20%	Enough
4	0-60	5	50%	Failed
TOTAL		10	100%	

Referring on the table above, it can be assumed that the students have low in arranging clauses. The highest score is 95 and the lowest is 48. 50% of the students are failed in understanding the clauses materials. It

can be seen from their score in which 50% of them get failed category. One of the most current errors which have been executed by the student is the indicating of appropriate clause marker. There are some students that still use adverb clause marker in adjective or noun clause and vice versa.

Based on above statements it is known that there are the existing difficulties faced by many students in making and applying precise English clauses, whereas clauses are greatly needed to create good writing, including argumentative paragraph. Therefore, in this case, the writer tries to research and analyze about how the use of clause marker in writing argumentative paragraph.

B. Focus of The Study

To make an idea more clearly delivered in the paragraph especially argumentative paragraph, author should compose some sentences in detail, including in indicating the appropriate clause marker which are able to unite their clauses in the sentences.

In line with the explanation above, the writer focuses to research: "The use of clause marker in writing argumentative paragraph at the third semester students of STAIN Jurai Siwo Metro in The Academic Year of 2015/2016"

C. Problem Formulation

Concerning the background of the study, the writer formulated the problem of the study: "How is the use of clause marker in writing

argumentative paragraph at the third semester students of STAIN Jurai Siwo Metro in The Academic Year of 2015/2016?"

D. Objectives and Benefits of the Study

1. Objectives of the Study

- a. To analyze the use of clause markers in writing argumentative paragraph at the third semester students of STAIN Jurai Siwo Metro in The Academic Year of 2015/2016.

2. Benefits of the Study

- a. For the students

This research is wished for giving familiarity more unequivocally to the students of English Department of STAIN Jurai Siwo Metro in perfecting their argumentative paragraphs.

- b. For the lecturers

This research may be inspiration to the lecturers of English Department of STAIN Jurai Siwo Metro to teach writing subject

- c. For other researchers

This research is hoped to assist and to inspire the further researchers to conduct their correlative researches.

CHAPTER II

THE LITERATURE REVIEW

A. The Concept of Argumentative Paragraph

1. Definitions of Argumentative Paragraph

Wishon George E & Julia M. Burks state that Argumentation is a logical argument that is used to support or refuse an idea, theory, action, or controversial topic. This method is exerted to make a general statement and support it or sometimes to lead logically to a general conclusion by a series of facts.¹ In argumentation lays strong claims and endorser evidence to advocate the claims. Through argumentation, the writer is expecting to weave the facts so that writer could indicate whether an opinion of the particular thing is true or not.

Argument is a strategy to provoke and persuade the reader or listener that the idea or theory is true or should be done. In other words, it can be supposed that argumentation writing efforts to convince and provoke the reader to accept the particular point of view or to take a specific action.

Susan Anker states that argument is writing that takes a position on an issue and gives supporting evidence to persuade someone else to

¹Wishon George E & Julia M. Burks, *Lets Write English*, (New York: Litton Educational Publishing Inc, 1980), p. 147

accept, or at least consider, the position. Argument is also used to convince someone to take (or not to take) an action.²

Formally, an argument is a series of statements arranged in a logical sequence, supported with sound evidence, and expressed powerfully so as to sway your reader or listener.³ Argument helps you to persuade people to see things your way, or at least to understand your position. In fabricating the argumentative writing, one accustomed form of demonstration is extending the fact. The fact is the occurring thing or situation which is known and happened. The author can also manipulate the fact, but the prejudices are based on the objective and changeable reliance.

In line with the statements above, it can be concluded that argumentative writing is one of writing genres which is designed from particular debatable statements. In argumentative paragraph, it is served some strong claims about particular issue and endorser evidence to advocate the claims. It is useful in provoking and persuading the reader or listener that the idea or theory is true or should be done. Argumentative paragraph is also used to make the reader take an issue by the author's view proportionally.

² Susan Anker, *Real Writing with Reading. Paragraph and Essays for College, Work, and Everyday Life*, (New York: Boston. Bedford/ St. Martin's, 2010), p. 258.

³ VenderMey, Meyer, Van Rys, Sebranek. *The College Writer Brief. A Guide to Thinking, Writing and Researching* (4th ed). (USA: Wadworth, Cengage Learning, 2012), p. 251.

2. Building an Argument

When the writer is presenting the argument in to the specific thesis statement, the writer is demanding the order strong claims and endorses evidence of the presented ideas to advocate the previous argument. The main steps of building an argumentative paragraph are organized as follows:⁴

a) Preparing The Argument

An argument is a reason or chain of reasons used to support a claim. To use argumentation well, you need to know how to draw logical conclusions from sound evidence. Preparing an effective argument involves a number of specific steps, starting with considering the situation and develops a line of reasoning.

b) Making and Qualifying Claims

An argument centers on a claim, a debatable statement. That claim is the thesis, or key point you wish to explain and defend so well that readers agree with it. A strong claim has the following traits:

- 1) It's clearly arguable—it can be vigorously debated.
- 2) It's defensible—it can be supported with sufficient arguments and evidence.
- 3) It's responsible—it takes an ethically sound position.
- 4) It's understandable—it uses clear terms and defines key words.
- 5) It's interesting—it is challenging and worth discussing, not bland and easily accepted.

⁴*Ibid.*, p. 252.

c) Supporting The Claims

A claim stands or falls on its support. It's not the popular strength of your claim that matters, but rather the strength of your reasoning and evidence. To develop strong support, consider how to select and use evidence.

d) Engaging The Opposition

Think of an argument as an intelligent, lively dialogue with readers. Anticipate their questions, concerns, objections, and counterarguments.

Regarding from the explanation above, it can be concluded that there are four steps that have to be endured by writer in building a good argument. The first step is preparing the argument. In this step the writer are expected to prepare an argument that is reasonable in supporting the claims. The second step is making and qualifying the claims. In this step, the writer should give a strong or qualifying argument which can be used as a key point in which the reader can agree with it. The next step is supporting the claim. A strong claim which has been emerged should be supported argument remembering that a strength of your reason that support your claim is very influential the reader. The last step is engaging the opposition to anticipate the questions of the reader.

3. Part of Argumentative Writing

a) Introductory Paragraph

The introductory paragraph is generally known as topic sentences of paragraph. It is used to represent the main ideas of the paragraph which will generate into longer several paragraphs after the introduction. The position of this paragraph is in the beginning of writing. In this paragraph the writer introduces the thesis statement which is correlated to the issue.

b) Body Paragraph

This part is produced some supporting sentences in which the writer attempts to support the topic sentence which has been written in the previous paragraph. The writer may bounce some specific opinions which are related to the introductory paragraph based on the writer's view. To compose argumentative writing which is rich of knowledge, the writer can also bestow some convincing supporting sentences in several paragraphs. It can be created into two until four paragraphs.

c) Concluding paragraph

Concluding paragraph contains of the conclusion of topic sentence and some arguments which have been presented in introductory and body paragraph. It tries to confer the conclusion of the statements as clear as possible. This section repeats the previous statement which is discussed before.⁵ It is just repeats

⁵Boardman, A Chintya and Jia Frydenberg, *Writing to Communicate*, (USA: Pearson Logman, 2008), p.10.

the writer's argument to strengthen the writer's view and provoke or persuade the reader or the listener.

From the explanation above it is well-known that an argumentative writing contains three cohesive paragraphs. Those are introductory paragraph, body paragraph, and concluding paragraph. Introductory paragraph consists of some topic sentences which present the main idea of the paragraph. Then, body paragraph consists of several supporting sentences which are functional in supporting introductory paragraph. The last paragraph is known as concluding paragraph. It has a function to conclude main idea and the argument which are have already presented in introductory and body paragraph.

4. Generic Structure of Argumentative Text

When the writer is presenting the argument in to the specific thesis statement, the writer is demanding the order strong claims and endorser evidence of the presented ideas to advocate the previous argument. The main patterns of organization are organized as follows:⁶

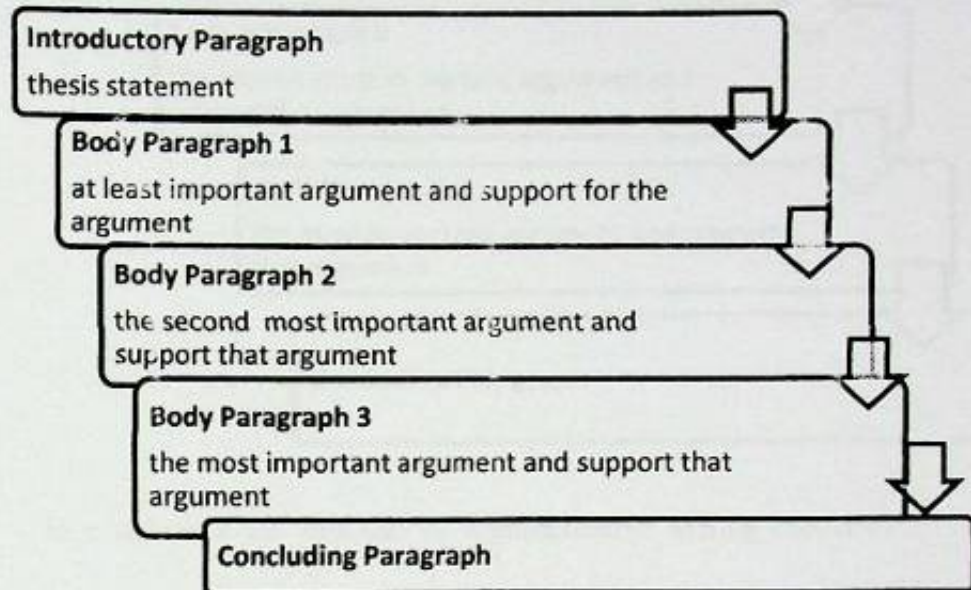
a) Ascending order

This segment is concentrated on the argumentative writing form which is started from the least important to the strongest argument in writing. Both the least important and the strongest one are well-matched with the nature of argumentative writing.

⁶*Ibid.*, p.145

Here is the graphic organizer that is applied in fabricating argumentative writing using ascending order.

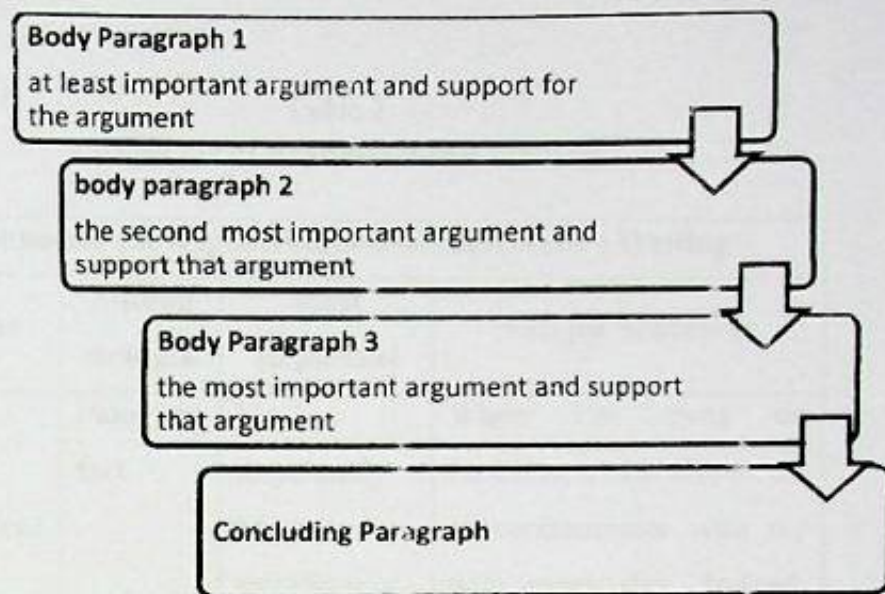
Ascending Order



b) Equal Order

It is related to the feeling in gaining the argument is extremely important. However, the placement orders of arguments are not a big deal. Such kind of the patterns organization is essential because the writer wants the reader to remember what the strongest argument is. The following graphic organizer is exerted in constructing argumentative writing using equal order.

Equal Order



In conclusion, the structure of argumentative writing classifies in to two types, those are ascending order and equal order. The deference between those order are, ascending order takes a concentration on form which is started from the least important to the strongest argument. While, equal order does not really take a big deal about the placement or form of the writing. The organization is essential because writer's desirability in making the reader remember what the strongest argument is.

5. Connector of Argumentative Writing

Boardman outlines some connectors which are commonly used in writing such as transition to show the connection among the ideas in argumentative writing. Those transitions make the argumentative

writing either ascending or equal. The others are use to strengthen the argument.⁷

Table 2
Connector of Argumentative Writing

Connector for Argumentation/Argumentative Writing			
Purpose	Adding strength	Most Important	Sample Sentences
Connect two independent clauses	Indeed in fact	Most importantly Most significantly Above all Most of all	When I'm away on business, e-mail allows me to communicate with my wife every day. Indeed , we seem to communicate best trough e-mail. There are many things to remember when you write a research paper on the computer. Above all , you must save your document frequently so that you do not lose any work.
Purpose	Equal	Final	Sample sentence
Connect two independent clauses	Equally important For one thing for another thing	Finally Lastly	There are many reasons to have several e-mail accounts; for one thing, you can keep your social life and your professional life separate.

⁷*Ibid.*, p.151.

B. The Importance of Grammar

Generally, English grammar teaching embraces of the arrangement of words and organizational sentences grammatically. Besides, H. Douglas Brown declares:

Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence...grammar refers to sentence-level rules only, and not the rules governing the relationship among sentence, which refer to as discourse rules.⁸

Hence, grammar competence is not only used as the rule system of the communicative competence to develop a grammatically correct sentence, but also it is the most significant rule which will be influential in several language skills, such as listening, reading, speaking, and writing.

Writing that was virtually an extension of grammar and often used simply to extend a general to understand language. The citation indicates that process of writing necessitates a good grammar performance to develop words into a phrase, a clause or even a sentence in virtuous written text so that the language can be simply understood.

Furthermore, Gabi Guidu declares that no matter how good your ideas or your outlining skills are, if you do not have sufficient control of correct English you cannot communicate your brilliance.⁹ It means that grammar take a very important position especially in writing performance as structure or the basic criterion for assessment, not the contents. Without

⁸H. Douglas Brown, *Teaching By Principle : An Interactive Approach To Language Pedagogy* (2nd ed), (Addison Wesley: Longman, 2001), p p.362.

⁹ Gabi Duigu. *Essay Writing for English Tests*, (Australia: Academic English Press,) p. 37.

grammar, your brilliant ideas will be difficult to be shared especially in written form.

In teaching of English grammar, there are several considerations, explanations, and reasons which explain that teaching grammar is one of the important elements of language. Hence, teaching grammar will be more progressive if it is advocated by the appropriate techniques. Moreover, Marianne Celce-Murcia bargains six identifiable variables in teaching English grammar process. Those are age, proficiency level, educational background, language skill, style, needs and goals.¹⁰ The explanation of each variable will be delivered as follows:

1. Age

This variable contains of the explanation of the differences influence between young and adult in the processes of teaching grammar. As what has been mentioned above, teaching grammar will be more effective for adult. Thus, teaching grammar can increase the adult's communicative competence. On the contrary, teaching grammar for young learner is less effective. It just can profit building children's focus on form which is given through incidental or structured contribution and indirect error treatment.

2. Proficiency level

Along with the previous variable, the beginning learner level can be bothered a risk in hampering their acquisition of fluency skills.

¹⁰H. Douglas Brown, *Teaching By Principle.*, p.363.

Nonetheless, the process of grammar teaching needs deliberation of the competence level of learners.

3. Educational background

In this variable, the learner who does not have formal educational background may find it more difficult in comprehending the complexity of grammatical form and its explanations than the learner who has formal educational background.

4. Language skills

The perfection of grammatical form is more useful and effective to be implicated and applied in improving writing skill than speaking, reading, and listening.

5. Style (register)

In informal circumstances and ordinary conversation, the presence of grammatical rules and the grammatical accurateness do not take a big deal. In the way, formal circumstances and conversations consider the accurateness of our grammatical uses.

6. Needs and goals

If learners are headed toward professional goals in language learning process, they may need to stress formal accuracy more than learners at the survival level. In either case, message intelligibility is a primary criterion.

Based on the six variables above, it means that teaching grammar is less significant for children, beginning level, and no formal education. On the contrary, in teaching grammar is more significant for adults, advanced,

and literate, well-educated. English grammar competence is needed for interlacing communication in both spoken and written form which initializes a formal circumstances or their educational background. It is also one of the essential components which are able to help in English learning process more successfully.

C. The Concept of Clause

1. Theories of Clauses

Philip Gucker argues that a clause is a group of related words containing a subject and a verb.¹¹ It indicates that a clause is a group of words which have interconnection grammatically and meaningfully. At least it consists of a subject and a verb to be a clause.

According to Jim Miller, the clause enables us to talk coherently about the relationship between verb and different types of phrase. An ideal clause contains a phrase referring to an action or state, a phrase or phrases referring to the people and things involved in the action or state, and possibly phrase referring to place and time.¹² For example a clause "my roommate bought a new dress". The phrase *my roommate* refers to the buyer, *bought* refers to the action or what he did, and *a new dress* refers to what was bought. We can also add a phrase *last week* or *in the store* to make the clause clearer. It can be concluded that a phrase in the clause has to be referred to other phrases so that the relationship of each phrases can coherently be comprehended.

¹¹Philip Gucker, *Essential English Grammar*, (New York:Dover Publications,1966),p.76.

¹²Jim Miller, *An Introduction to English Syntax*, (Edinburgh:Edinburgh University Press, 2002), p.6.

With respect to their formal grammatical composition, clauses consist of one or more phrases: In meaning terms what a clause does is to express a single idea or proposition. This may involve giving or seeking information, e.g. I have a flask of coffee back in the car; Have you finished with the dictionary; it may be concerned with requesting or offering services?, e.g. Could you lend me a screwdriver, please?; Would you like some of this cake?, or it may express an emotional reaction, e.g. What a fantastic goal!¹³

Based on the quotations above, it is clearly delivered that a clause is a unit which as a minimum consists of a subject and a verb. It is functional in expressing a single idea or proposition. The clause is a useful unit because it gives us a framework for discussing the relationship between a phrase and the other phrases.

2. The types of clause

Philip Gucker states that there are of two types of clause: main (or independent) *clauses* and *subordinate* (or dependent) *clauses*. A main clause expresses a complete thought and may constitute a sentence: A subordinate clause is not complete in itself; it must always be attached to some elements in a main clause: A subordinate clause may be a noun clause, an adjective clause, or an adverb clause.¹⁴

Furthermore, David Morley argues that in terms of their relationships of grammatical dependency, clauses are traditionally classed as main or subordinate. A main clause is one which, whether

¹³ G. David Morley, *Syntax in Functional Grammar-An Introduction to Lexico-grammar in Systemic Linguistics*, (London and New York: Continuum, 2000), p. 59.

¹⁴ Philip Gucker, *Essential English*, p. 76.

or not it can stand on its own without the assistance of a subordinate clause, is not dependent grammatically on a higher node (a node is a position in a diagram of the syntactic structure) or **superordinate** clause. The main clause is itself a top node clause. A main clause which is grammatically well-formed is typically able to stand on its own as a simple sentence in its own right. Although not dependent grammatically on a superordinate clause, a main clause may be dependent in terms of contextual sequence on another main clause in the same sentence.¹⁵

Additionally, subordinate clauses characteristically function as dependent within some larger construction. The next higher clause in the structure is called the matrix clause. Subordinate clauses often differ in their internal structure from main clauses.¹⁶

Functionally, the subordinate clause plays an integral or a supplementary role in relation to the main clause. Where the role is an integral one, the subordinate clause provides a constituent element within the meaning structure of the main clause and may readily be interpreted as operating within the structure of the main clause, in the same manner as a phrasal constituent¹⁷

Referring on the explanation above, it can be concluded that clause is classed into two types, those are main clause and subordinate clause. Main clause expresses a complete thought so it can be a

¹⁵G. David Morley, *Syntax in Functional*, p.68.

¹⁶ Rodney Huddleston and Geoffrey K. Pullum, *A Student's Introduction to English Grammar*, (Cambridge: Cambridge University Press, 2005), p. 174.

¹⁷G. David Morley, *Syntax in Functional*, p. 70.

sentence in itself. It, whether or not it can stand on its own without the assistance of a subordinate clause, is not dependent grammatically another clause. While subordinate clause is not complete in itself, it needs a main clause to be understood.

In terms of their role in structure, subordinate clauses are classed as nominal, adjectival/relative and adverbial.¹⁸ Here are some more detailed explanations about each clause.

(a) **Noun clause**

According to David Morley, nominal clauses (in traditional grammar known as noun clauses) are subordinate clauses which usually play an integral role in relation to the superordinate clause. They are called nominal clauses because they specify a concrete or abstract entity and typically could be interrogated by the word *What?* (Sometimes also *Who?*) or replaced in the sentence structure by the pronoun *it* or *that* (or *he/she*). In this way they are seen as performing a 'nominal' function.¹⁹

Moreover, Mark Lester explains that noun clauses are dependent clauses that function as noun phrases. (Dependent clauses have their own subjects and verbs, but they are not able to stand alone as complete sentences.) Noun clauses, like gerunds and infinitives used as nouns, are singular, and thus they can always be replaced by the third-person singular pronoun *it*.²⁰

¹⁸*Ibid.*, p. 72.

¹⁹*Ibid.*

²⁰Mark Lester, *English Grammar Drills*, (The McGraw-Hill Companies, 2009), p. 91.

In line with the explanation above, it can be summarized that noun clause is a subordinate clause which performs the same functions like what noun does. It can fulfill the functions of subject, object or complement. Some more explanations about it will be explained in next chapter.

1) The Function of Noun Clause

Noun clauses are most common in the position after the verb, as predicate nominatives or direct objects. They may, however, be used in any normal noun function.²¹ The explanation of each function will be delivered as follows:

(a) As a Subject of a Verb

This noun clause usually takes a position like subject does. That is in front of the sentence, before the verb.

E.g.: Whether she can drive the car doesn't concern me.

(b) As an Object of Verb

This noun clause is generally considered like what object does. It is placed after the verb.

E.g.: I really wonder whether she can drive the car.

(c) As a Subject Complement

The function of this noun clause is normally taking a place as a complement, after verb be

E.g.: My question is whether she can drive the car.

(d) As an Object of a Preposition

²¹Philip Gucker, *Essential English*, p. 82.

This noun clause is usually placed after the verb which is followed by preposition, phrasal verb.

E.g.: We discussed about whether she can drive the car.

(e) As an Adjective Complement

This noun clause function continuously takes a position after the adjective complement.

E.g.: we are confused whether she can drive the car (or not).

2) How to Form A Noun Clause

Sometimes, we have two independent clauses which can be combined. To do so, we change one of two independent clauses to a noun clause. Such combination is allowed under certain conditions as follow:²²

- (a) Using a clause marker "That" to change a statement (positive or negative statement) to a noun clause.

E.g.: I know.

She is a famous artist.

I know that she is a famous artist.

- (b) Using a clause marker "if" or "whether" to change yes or no question to a noun clause.

E.g.: I wonder.

Does she feel the same?

I wonder if she feels the same.

²²Dedi irwansyah, *English Grammar*, (Bandar lampung: Aura publishing, 2013), p. 115.

I wonder whether she feels the same.

- (c) Using a clause marker "Wh-word" to change a Wh-question to a noun clause.

E.g.: She does not know.

Where are you?

She does not know where you are.

(b) Adjective clause

According to David Morley adjectival clauses are also known as relative clauses, though there is one type of relative clause which is better regarded as an adverbial. They are typically (but not necessarily) introduced by a relative word in the form of a pronoun or adverb. These clauses serve to qualify a foregoing (antecedent) noun headword, and in this way they fulfill a role which potentially might be performed by a simple word.²³ It means that adjective clause also can be called relative clause. It is generally introduced by relative pronoun or relative adverb.

A relative clause is a special kind of subordinate clause whose primary function is as modifier to a noun or nominal. We examine the case of relative clause modifiers in noun phrase first, and then extend the description to cover less prototypical relative constructions.²⁴ The term Adjective is different from adjective clause. An adjective refers to a word class or part of speech. On the other hand, an adjective clause refers to a clause whose function is

²³G. David Morley, *Syntax in Functional*, p. 73.

²⁴Rodney Huddleston, *A Student's Introduction*, p. 183.

to modify nouns. In addition, adjectives usually precede the nouns they modify while adjective clauses always follow the nouns they modify.²⁵

Relative clauses are called adjective clauses, reflecting the fact that adjectives also modify nouns. Of course, in English they do not occur in the same position as adjectives, since adjectives typically precede the noun in a noun phrase while relative clauses follow it. It indicates that relative clause is called adjective clause is to reflect that it has the same function as a noun, even though there are some differences between them.

Based on the statements above, it can be clarified that adjective clauses are also well-known as relative clauses. They are generally introduced by relative word (pronoun or adverb). Adjective clause has the same function as an adjective that is to modify noun. Nevertheless, there is also the difference between adjective and adjective clause especially in position. An adjective commonly precede the nouns which is modified while adjective clause always follows the nouns which is modified.

1) How to Form An Adjective Clause

To make an adjective clause, as an independent clause of a complex sentence, we should consider the following steps:

- (a) Firstly, we must have two clauses which contain a *repeated noun* or pronoun which refers to the same thing:

²⁵Dedi irwansyah, *English Grammar.*, p.120.

The book is in the library. She is looking for *the book*.

The girl is here. *The girl* wants to see you.

- (b) Secondly, we delete the repeated noun or pronoun and replace it with a suitable introductory word

- (c) Thirdly, move the relative pronoun to the beginning of its clause. The clause is now an adjective clause.

The book is in the library. + That She is looking for.

The girl is here. + Who wants to see you.

- (d) Finally, put the adjective clause immediately after the noun phrase it modifies (after the repeated noun):

The book that she is looking for is in the library.

The girl who wants to see you is here.²⁶

(c) Adverb Clause

Betty S. Azar argues that adverb clauses are used to show relationships between ideas. They show relationship of time, cause and effect, contrast and condition.²⁷ It means that adverb clause is a clause which is extended to confirm the relationship of two or more ideas.

Additionally, David Morley states that adverb clause is subordinate clauses which fulfill an integral adverbial function mark the circumstances surrounding the main or superordinate clause. They can specify time (when?), place (where?), reason

²⁶Dedi irwansyah, *English Grammar*, p. 123.

²⁷Betty azar and Stacy A. Hagen. *Understanding and using english grammar* (4th ed), (New York: Pearson Longman, 2009), p. 365.

(why?), purpose (why / what for / to what end?), result (what was the consequence/outcome?), condition (in what circumstances?), concession (in spite of what?), manner (how?), degree (to what extent?) or preference (instead of what?).²⁸ It indicates that, like another types of clauses, adverb clause takes the basic function of adverb that mark the situation around them such as time, place, reason, purpose, result, condition, manner, and degree.

The name 'adverbial' suggests that adverbial clauses modify verbs; but they modify whole clauses. Their other key property is that they are adjuncts, since they are typically optional constituents in sentences. They are traditionally classified according to their meaning, for example adverbial clauses of reason, time, concession, manner or condition.²⁹

In line with the explanation above, it can be concluded that adverb clause is subordinate clause which has functions as what adverb does. It can modify verb, adjective, adverb and whole sentence. It is extended to show the relationship of two or more ideas.

1) The function of adverb clause

Most types of adverbial clauses are considered as modifying the verb of the main clause, some more loosely than

²⁸G. David Morley, *Syntax in Functional.*, p. 73.

²⁹Jim miller, *An Introduction.*, p.65.

others. A few types, such as clause of place or clause of time, are sometimes interpreted as modifiers of the entire sentence.³⁰

It can be concluded that adverb clause commonly modify the main verb of the sentence, but a few of them sometimes modify adjective, another adverb even the entire sentence.

2) How to form adverb clause

Adverb clause shows relationships such as time, cause effect, contrast, condition and manner. To make an adverb clause, as an independent clause of a complex sentence, we should consider the following steps:

- (a) Firstly, we must have two clauses which have one of the relationships stated above (time, cause effect, contrast, condition and manner).

E.g.: He was sick.

He went to school. (Contrast)

- (b) Add a suitable subordinating conjunction, sometimes termed as connector, to the beginning of the clause we want to make dependent.

E.g.: Although he was sick

He went to school.

- (c) Finally, place the two clauses next to each other. Usually, the order of the clauses is not important, when the adverb

³⁰Marcella Frank. *Modern English: A Practical Reference Guide*, (New Jersey: Prentice-hall, inc., 1972), p. 235.

clause precedes the independent clause, the two clauses are usually separated by a comma:

E.g.: Although he was sick, he went to school.

He went to school although he was sick.³¹

D. The Concept of Clause Marker

1. Theories of Clause Marker

Substantively, clause marker is originated from two words, those are clause and marker. In making the explanation is more clearly explained, it will be conveyed word by word first. It has been stated before that clause is a unit which as a minimum consists of a subject and a verb and it is functional in expressing a single idea or proposition. Clause is classified into two types; those are independent, it is also well-known as main clause, and dependent clause, which is also known as subordinate clause. Both types of clauses have the same characteristic, they, absolutely, at least consists of a subject and a predicate. The difference between the two of them is an independent clause can stand on its own because it has already expressed a complete thought, while a dependent clause is not complete in itself; it needs the assistance of an independent clause to be understood.

Etymologically, marker is interpreted as an object on sign that shows the position of something. Marker helps people to identify something that they are looking for. Referring on the descriptions,

³¹Dedi irwansyah, *English Grammar*., p. 131.

clause marker can be assumed as a sign that shows the position of a clause.

Additionally, Dedi Irwansyah declares that clause marker is a technical term which is used to name a mark of clause.³² It is useful in connecting two independent clauses which have a relation each other.

Where a main clause is connected to another clause which is not a main clause, the other clause is a subordinate clause dependent upon the main clause, which is then the superordinate clause.³³ It means that when one of the two clauses is preceded by clause marker to unite those clauses, it can not be called independent clause anymore because it is, unquestionably, bound into the other independent clause and can not precise complete thought.

E.g.: They had to move.

Their building was to be torn down.



Independent
clauses

The two of independent clauses above can be connected by adding a clause marker;

They had to move
Independent Clause

because their building was to be torn down.
Dependent Clause

Each types of clause marker have the different epithet based on their function. In a noun and an adjective clause marker, the full subject and predicate are retained, but the structure is changed by the addition of a special introductory word.³⁴ A special introductory word in adjective clause has the same referent as the preceding noun or

³²Dedi irwansyah, *English Grammar*, p. 114.

³³G. David Morley, *Syntax in Functional*, p. 61.

³⁴Marcella Frank, *Modern English*, p. 276 & 283.

pronoun. It comes after a noun or pronoun which is modified. It can be decided that noun and adjective clause markers which are connected between adjective clause and its main clause is called "introductory word".

Furthermore, Betty Ezar declares that words that introduce adverb clauses are called "*subordinating conjunctions*"³⁵. Subordinate clauses are sentences which are contained inside a larger sentence or inside a phrase.³⁶

Based on the explanation above, it can be concluded that clause marker is technical term of words that shows a position of clause. It is used to connect two or more independent clauses which have a relation each other. Since the sentence that uses clause marker consists of at least two clauses, clause marker comes in the beginning of one of independent clause that fabricate it a dependent clause.

There is the deferent technical term which indicates a clause marker. Noun and adjective clause markers are well-known as introductory word, while adverb clause marker is so-called subordinate conjunction.

2. The Types of Clause Marker

Regarding that clause marker precedes dependent or subordinate clauses, the types of clause marker are in the line with the types of subordinate clauses that have been already mentioned in the previous

³⁵Betty S. Azar, *Understanding and Using English*, p. 365.

³⁶Nigel Fabb, *Sentence Structure (2nd Ed)*, (Oxon: Routledge, 2005), p. 64.

description; those are noun clause, adjective clause and adverb clause. The details of each types of clause marker will be delivered as follows;

a) Noun Clause Marker

A dependent clause commonly begins with the so-called subordinators, like *that, which, who, because, whatever*, and so forth. The name is true with a noun clause functioning as dependent clause which needs a subordinator, or it is also well-known as noun clause marker. The following table shows some clause markers and the illustrative sentences.

Table 3
Noun Clause Markers and Illustrative Sentences

Clause marker	Illustrative sentences
That If Whether	She knew that you didn't come yesterday. I wonder if she <i>feels</i> the same. She wonders whether he knows how to cook.
Wh-words (how, what, when, where, which, who, whom, whose and why)	I do not know what she did last night. I wonder where she lives.
Wh-ever word (however, whatever, whenever, wherever, whichever, whoever, whomever)	I will go wherever she will go. I remember him whenever the sun goes down.

b) Adjective Clause Marker

The overt or covert element that is anaphorically linked to the head noun is called the relativized element. It can have a range of functions within the relative clause.³⁷ It means that the arisen or hidden elements which are connected adjective clause with to its main clause are called relativized element.

The form and position of this clause marker subordinates the adjective clause to a main clause. The introductory word also performs on of three functions in the adjective clause itself.

(a) Nominal function

E.g.: The boy who gives me a book; the boy from whom I received the book.

(b) Adjectival function

E.g.: The boy whose book I borrowed.

(c) Adverbial function

E.g.: The store where the boy bought the book.³⁸

Some adjective clause markers or introductory words will be shown as follow.

³⁷ Rodney Huddleston *A Student's Introduction*, p. 185.
³⁸ Marcella Frank, *Modern English*, p. 276.

Table 4
Adjective Clause Markers and Illustrative Sentences

Noun Antecedent Meaning	Introductory Word	Illustrative Sentences
	(2) Relative pronoun:	Introductory word functioning as:
A person	Who (whom or whose) or that	Subject- He paid the money to the man who (or that) had done the work. Object of verb- He paid the man whom (or that) he had hired. Object of preposition- he paid the man from whom he had borrowed the money. Possessive adjective- this is the girl whose picture you saw.
A thing	Which or that	Subject- here is a book which (or that) describes animals. Object of verb- the chair which (or that) he broke is being repaired. Object of preposition- she was wearing the coat for which she had paid Rp. 35. 000.000,-
	(3) Relative adverb:	
A time A place A reason	When Where Why	This is the year when the Olympic Game is held. Here is the house where I live. Give me one good reason why you did it.³⁹

³⁹Ibid., p. 277.

c) Adverb clause marker

Adverbial clauses are usually classified based on the meaning of conjunction which introduces them. Detailed description of each type of adverbial clause will be embraced as follow:

Table 5
Adverb Clause Markers and Illustrative Sentences

Type of adverb clause	Subordinate conjunctions	Illustrative sentences
Clauses of Time	When (ever), before, after, until, since, while, whilst (British) till, as, as soon as, as long as, now (that), once.	• You may begin whenever you are ready. • We will do nothing further in the matter till we hear from you • I will go to the post as soon as I wrap this package.
Clauses of Place	Where (ever).	• She lives where Chika used to live. • They sat down wherever they could find empty seat.
Clauses of Contrast (Concession)	1) Concessive Although, though, even though. 2) Adversative While, where, whereas, when.	• We could not meet the deadline, although worked day and night. • He claims to be member of the royal family when in fact his family was immigrants.

		Soccer is a popular spectator sport in England, whereas in the USA it is football which attracts large audiences.
Clauses of Cause	Because, since, as, now (that), whereas, inasmuch as, as (or so) long as, on the ground(s) that.	- As he was in a hurry, he hailed the nearest cab. - We have to move because our building is to be torn down.
Clauses of Result	So + (adjective or adverb) + that. Such + (countable or uncountable noun) + that. So (that).	- I am so emotional that every little thing upset me. - This is such an interesting painting that I am going to buy it. - They spend their vacation at the seashore, so (that) when they came home they were quite tan.
Clauses of Purpose	In order (that), so (that), in the hope that, to the end that.	Clear the doorway so that the others can enter
Clauses of Condition	If, even if, unless, in the event (that), in event that, in case, provided (that), on condition (that), as (or so) long as, if only,	- Unless it is rain, I will go to the beach tomorrow. - Whether she is at home or whether she

	suppose (that), whether . . . or (whether).	visits others, she always has her knitting with her.
Clauses of Exception	Except that, but that, save that, only (that), beyond that, other (the fact) that.	• But that his assailant's pistol failed to fire, he would surely be dead now.
Clauses of Manner	As if, as though, as.	• They all treat him as if he was a king.
Clauses of Degree (Comparison)	1) Equal comparison of two units As or so + adjective or adverb . . . + as 2) Unequal comparison of two units • Adjective or adverb + -er + than • More + adjective or adverb + than. • Less + adjective or adverb + than	• The new machine is just as efficient as the old one (was). • The new machine is more efficient than the old one (was).⁴⁰

E. The Concept of Error Analysis

Making errors is an inevitable part of learning. People cannot learn language without first systematically committing errors.⁴¹ It indicates that the errors are not able to be separated from language learning process; still it is essential to be considered. The learners need to be assisted to decrease and escape their constructing error. In the beginning, the educators need to

⁴⁰Marcella Frank, *Modern English*, p.235-271.

⁴¹HeidyDulay, *Language Two*, (New York: Oxford University Press, 1982), p.138.

know specifically about the students' error so that the lecturers should be more careful in making a study on it. Besides, the most common way which is used to study the error is called "error analysis".

The errors which are made by learners can be observed, analyzed and classified to expose something of the operating system within the learners called error analysis. In brief, an error analysis is a procedure which is exerted to study the observable errors that the learners produce by describing, classifying and evaluating the errors.

Fundamentally, errors which students frequently produce can be distinguished into two terms. Those are mistake and error. Brown declared that mistake denotes to performance error that is either a random guess or a slip in that is failure to apply a known system properly. Meanwhile, error is clear deviations from the adult grammar of native speaker, reflecting inter language competence of the learner.⁴²

Therefore, Dulay said "we use error to refer to any deviation from selected norms of language performance, no matter what the characteristics or causes of the deviation might be"⁴³ In brief, Douglas Brown differentiate error into two types, those are competence error and performance error or it is also well-known as mistake. While, Heidi Dulay declares that error indicate to all deviations without any compromise the cause and characteristic of it.

Considering the definitions above, it is difficult enough to differentiate between error (competence error) and mistake (performance

⁴²H. Douglas Brown, *Principles of Language Learning and Teaching* (5th ed), (San Francisco: Longman, 2007), p.258.

⁴³Heidi Dulay *Language Two*, p.139.

error) without a suspicious analysis. Hence, to the definite range, the term of error and mistake can be used substitutable. In this case, the researcher will practice criteria of error proposed by Heidi Dulay.

1. Classification of Errors

Dulay classifies errors into four descriptive taxonomies⁴⁴. The description of taxonomy will be distributed as follows:

a) Linguistic Category Taxonomy

The linguistic category taxonomy categorizes errors according to either the language component or the specific linguistic constituent that the error affects. Language components contain phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary) and discourse (style), whereas constituents consist of the elements that comprise each language components. For example, within syntax one may ask whether the error is in the main or subordinate clause; and within a clause, which constituent is affected: the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb the adjective and so forth.⁴⁵

b) Surface Strategy Taxonomy

Surface strategy taxonomy highlights the way surface structures are altered: learners may omit necessary items or add unnecessary on; they may misform items or misorder the systems surface structures are changed: learners may omit required items or add unnecessary one, they may inform items or disorder them.

⁴⁴*Ibid.*, p.146

⁴⁵*Ibid.*, p.147

1) Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although, there are morphemes or words in a sentence is a potential candidate for omission.

Example:

Mary a president of the new company

The sentence above omits the verb "is", the sentence should be:

Mary is a president of the new company.

2) Addition

Addition errors are the opposite of omissions. They are characterized by the presence of an item that must not appear in a well-formed utterance. They usually occur in the later stages of second language acquisition. There are three types of addition errors which will be presented below:

(a) Double Marking

Two items rather than one marked for the same feature are called double marking. Most English sentence, some semantic features, such as tense may be syntactically marked only one. The examples are given below.

(1) *She didn't went to my party.*

(2) *He doesn't cares who they are.*

(b) Regularization

Regularizing errors that fall under the addition category are those in which the marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. For example, adding *s* for all of plural such as *mans*, *foots*, *childs*, *mouses*, and so forth, or adding *ed* to the irregular verbs of past and past participle forms like *eated*, and *beated*.

(c) Simple addition

If the addition error is not double making or regulation, it is called a simple addition. No particular feature characterizes of simple addition other than those that characterize all addition errors.

(d) Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misforming errors the learner supplies something, although it is incorrect. Example: *me hungry* => *I'm hungry*

(e) Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

Example: *he is all the time late* => *all the time is misordered*.

c) Comparative Taxonomy

Comparative taxonomy classifies errors based on comparison between the structure of second language errors and certain other types of construction.

d) Communicative Effect Taxonomy

The communicative effect classification deals with errors from the perspective of their affect on the listener or reader. It focuses on distinguishing between errors that seems to cause miscommunication and those that do not.

Based on four descriptive taxonomies that have been mentioned above, the researcher will apply Linguistic Category Taxonomy in this research. Specifically, the data will be analyzed based of one of language component, that is syntax and morphology (grammar) component.

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of The Research

The research was conducted using the appropriate method intended. The characteristic of the research would be selected based on its purpose. To analyze the use of clause marker in students' argumentative paragraph writing, the researcher would exert a qualitative research method.

Accordingly, John W Creswell declares that qualitative research method is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.⁴⁶ The process of research included developing some questions and procedures what would be used, data characteristically composed in the participants' setting, data analysis inductively building from particulars to general themes, and the researcher making interpretation of the meaning of the data.

Furthermore, Miles and Huberman state "qualitative data, usually in the form of word rather than a numbers, have always been a staple of some fields in the social sciences, notably anthropology, history and political science."⁴⁷ It dedicated that qualitative research enveloped studies which the result was not provided statistical summary or analysis.

⁴⁶ John W. Creswell, *Research design :Qualitative, Quantitative, and mixed methods approaches* (3rd Ed). (New Delhi: Sage Publications, 2008), p. 4.

⁴⁷ Matthew B Miles and A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook* (2nd ed), (USA: Sage Publications, 1994), p. 1.

It, instead, discovered phenomena in their natural sceneries and uses multi-methods to interpret, comprehend, clarify and convey the meaning to them.

This research explained about the use of clause marker in the students' argumentative paragraph writing, the students' error which was made in assuming the appropriate clause marker in amalgamating clauses, and the common error in making clauses. In this case, the researcher had a desire to look intensely the use of clause marker on students' argumentative paragraph writing.

The type of the research was case study. According to Creswell, case studies are a strategy of inquiry in which the researcher explores in depth a program, event, activity, process, or one or more individual. Cases are bounded by time and activity and researcher collect detailed information using variety of data collection procedures over a sustained period of time (Stake, 1995).⁴⁸ It indicated that case study was a strategy where some various data collection procedures are gathered to gain detail information in bounded of time and activity. Therefore, the researcher concluded that case study helped us to understand a complex issue or object that could extend research. In this research, the object study was the students that practice using appropriate clause marker in argumentative paragraph.

Based on all the explanation above, in which the students' argumentative paragraph writing took a place as the instrument of the

⁴⁸ John W. Creswell, *Research design*, p. 13.

research, the researcher would focus on analyzing the use of clause marker which performed in the students' argumentative paragraph writing. This research was concentrated to analyze the erroneous clause markers that commonly found in the students' writing argumentative paragraph in State Islamic College Metro.

B. Data Source

Data collection was conducted in the third semester of English education program in STAIN Jurai Siwo Metro in the academic year of 2015/2016. The researcher selected ten students as the participants of the research. The selection was taken randomly.

In this research, the researcher divided the sources into two items, primary and secondary sources. In this research, the primary source was the students' writing product. Furthermore, the secondary sources were handbooks, encyclopedias, and selected journals that summarize research and then the history of STAIN Jurai Siwo Metro.

C. Data Collection Technique

Creswell supposed that "in many qualitative studies, inquires collect multiple forms of data and spend a considerable time in the natural setting gathering information".⁴⁹ Therefore, the data would be gained through several techniques as follows:

⁴⁹*Ibid.*, p. 178.

a. Observation

In this step, the research would be observing the activity and situation by using format observation. The researcher would observe the participants directly in using appropriate clause markers in writing argumentative paragraph at STAIN Jurai Siwo Metro, and then noted what they do, say and so forth.

b. Interview

Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.

From the quotations, it could be renowned that the data must be learned and controlled over the line of questioning. The writer would practice the depth interview, by the reason that the participants were not equally as the interviewee. Hence, they would appreciate to answer the questions. The writer would use open-ended questions. In the open ended-questions, the writer would vary some questions in the form of 5WH/1H questions which tolerated the participants answer in free thought, suggestions, and detailed answer. As it was explained by Creswell "These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants".⁵⁰

⁵⁰*Ibid.* p. 181.

c. Documentation

There were several advantages of using documentation to collect the data. It allowed the researcher to obtain the language and words of participants. Also, it represented data which were thoughtful in those participants had given attention to compiling them. It could be understood that documentation was terrifically functional in accumulating the data which was required of the research.

The researcher would use documentation as data collection method. The documentation was the technique to collect some information in the form of written source or documenter such as book, encyclopedia, daily note and so forth. Documentation was purposed to get the achievement of the institution. The data which was needed would be written. The researcher would gather the written data from archive of the institution. The researcher would record the students' name of STAIN Jurai Siwo Metro and revenue the data about description of research area includes the history of school, the building condition, the vision and mission of stain Jurai Siwo Metro.

D. Data Analysis Technique

The analysis and interpretation of data represented the application of deductive and inductive logic to the research process. The researcher would use inductive logic in research process. The process of data analysis

complicated sense out of text and image data. Miles and Huberman clarified the data analysis technique in the following steps:⁵¹

1. Data Collection

The first point of the steps was data collection. In this step, the researcher would collect every single datum which is required in completing the research: for example, students' argumentative paragraph writing.

2. Data Reduction

Data reduction referred to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appeared in written-up field notes or transcription. As it is seen, data reduction occurs continuously throughout the life of any qualitatively oriented project. Even before the data were actually collected, anticipatory of data reduction was occurring as the researcher decides which conceptual framework, which cases, which data questions, and which data collection approaches to choose. In this step, the researcher would do a reduction by selecting some appropriate data and reduce the inappropriate one.

3. Data Display

The second major flow of analysis activity was data display. Generically, a display was an organized, compressed assembly of information that permits conclusion drawing and action. Better displays were a major avenue to valid qualitative analysis. The

⁵¹Matthew B Miles and A. Michael Huberman, *Qualitative Data*., p. 10.

displays include many types of matrices, graphs, charts, and networks. In this research, the data which would be displayed would be analyzed by relative number or percentage. The role would be shown as follow

$$f_{\text{relatif kelas } i} = \frac{f_{\text{(mutlak) kelas } i}}{n} \times 100\%$$

The creation and use of display was not separate from analysis, it is part of data analysis. Designing the display, deciding on the rows and columns of a matrix for qualitative data and deciding which data, in which form, should be entered in a cells, are analytic activities. In this step, the researcher would exert graphics, figures, or charts to display the data. The display should be able to describe the whole content of the data.

4. Conclusion Drawing / Verifying

The last stream of analysis activity was conclusion drawing and verification. A conclusion drawing, in our view, was only half of Gemini configuration. Conclusions were also verified as analyst proceeds. Verification may be as brief as fleeting second thought crossing the analyst's mind during writing, with a sort excursion back to the field notes, or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop inter subjective consensus, or with extensive efforts to replicate a finding in another data set. It was the step where the researcher interpreted or verified the conclusion of the research from the whole process that had been done.

E. Approach

Approach was one in which the inquirer often make knowledge claims based primarily on constructivist perspective. In this research, the researcher would use qualitative research method which depended on what was the aim of the research. There are some types of qualitative research method. In this case, to study the use of clause marker of students' argumentative paragraph writing, the researcher would embraces the study case as the type, in which some various data were collected to gain detail information in bounded of time and activity.

In collecting the data, the researcher would endure three techniques so that the data would be perfectly assembled; those were observation, interview and documentation. The participants would be observed directly to study the use of clause marker of their argumentative paragraph writing. After observation, the interview would be carried out face to face. Open-ended questions would be assumed to the participants orally; the question was about students' difficulties and perception in using clause marker of their argumentative paragraph writing. The last technique was documentation. This technique would be completed to accumulate the data which is required of the research.

In this case, there were four steps which would be exerted by the researcher to analyze the data. The first, all of the data that was required the research would be collected, especially students' argumentative paragraph writing. After every single datum had been collected, the researcher would reduce the data by distinguishing the appropriate and

inappropriate one. Then, the researcher would be displayed by using graphics or charts to describe the whole content of the data. In the last steps, the researcher would interpret the conclusion of all of the processes that have been done by verifying and summarizing.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Research Setting

The research was taking place in STAIN Jurai Siwo Metro, especially English Education Program (TBI). Detailed description of both STAIN Jurai Siwo Metro's profile and English Education Program's profile will be described as follows:

1. Profile of STAIN Jurai Siwo Metro

a. Historical Background of STAIN Jurai Siwo Metro

STAIN Jurai Siwo Metro is one of the most desired State Colleges for Islamic Studies (PTAIN) in Indonesia in which it is placed in Lampung Province. As the Islamic high educations, STAIN Jurai Siwo was established to graduate students who have an outstanding quality in emerging Islamic religious science and general science. It is clearly pronounced in its motto "always preaching the truth".

As one of the favorite collages, Stain Jurai Siwo Metro has a vision which is advocated by some mission. The vision is to create a qualified and competitive Islamic institution. Whereas, to make the vision can be achieved well, it is combined by some related mission, namely developing three pillars of university, creating an academic person which is smart, skillful, and has a good moral, and developing and spreading technology and Islamic culture.

Formerly, STAIN Jurai Siwo Metro was established on April 23th, 25th, 1997 based on the elucidation decision of President RI No. 11 in the year of 1997. The establishment of STAIN Jurai Siwo Metro can not be divided with historical development of IAIN Raden Intan Bandar Lampung. IAIN Raden Intan Bandar Lampung presented from the exertion of elite and religion figures which were amalgamated along with Yayasan Kesejahteraan Islam Lampung (YKIL). YKIL discussion distributed to discovery two types of faculties; those are Tarbiyah and Syari'ah faculty, which were located in Tanjung Karang. As the result of YKIL's tireless struggle of YKIL, the status of Tarbiyah Faculty was improved from private to state on October 13th, 1964.

Mentioning from Indonesian president's decision No. 27, 1963, it is elucidated that in founding Al Jami'ah, it should have three faculties as minimum. Consequently, YKIL founded Ushuludin Faculty on 1965. As an effort to recognize the establishment of IAIN Al-Jami'ah in Lampung, the first measure to do was fabricating state-owned all Faculties which were still in private status. Furthermore, Lampung society's dream to found IAIN Al'jami'ah was achieved based on the Decree of Minister of Religious Affair of RI No. 187/68 which was named "Institute Agama Islam Negeri Raden Intan Tanjung Karang". In 1993, in lline with the alteration name of capital province in Lampung from Tanjung Karang to Bandar Lampung, IAIN Raden Intan Tanjung

Karang also went into the alteration name. It is changed to IAIN Raden Intan Bandar Lampung.

In 1967, to accede the request of Metro society, Tarbiyah and Syari'ah department were established in Metro at Jl. Ki Hajar Dewantara 15 A, Iring Mulyo, East Metro. It was tone of the impact of changed name of IAIN Raden Intan Tanjung Karang to IAIN Raden Intan Bandar Lampung; it took out a handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996 on August 21, 1996 about Settlement of Institutional Faculties IAIN outside central institute to be Sekolah Tinggi Agama Islam Negeri (STAIN).

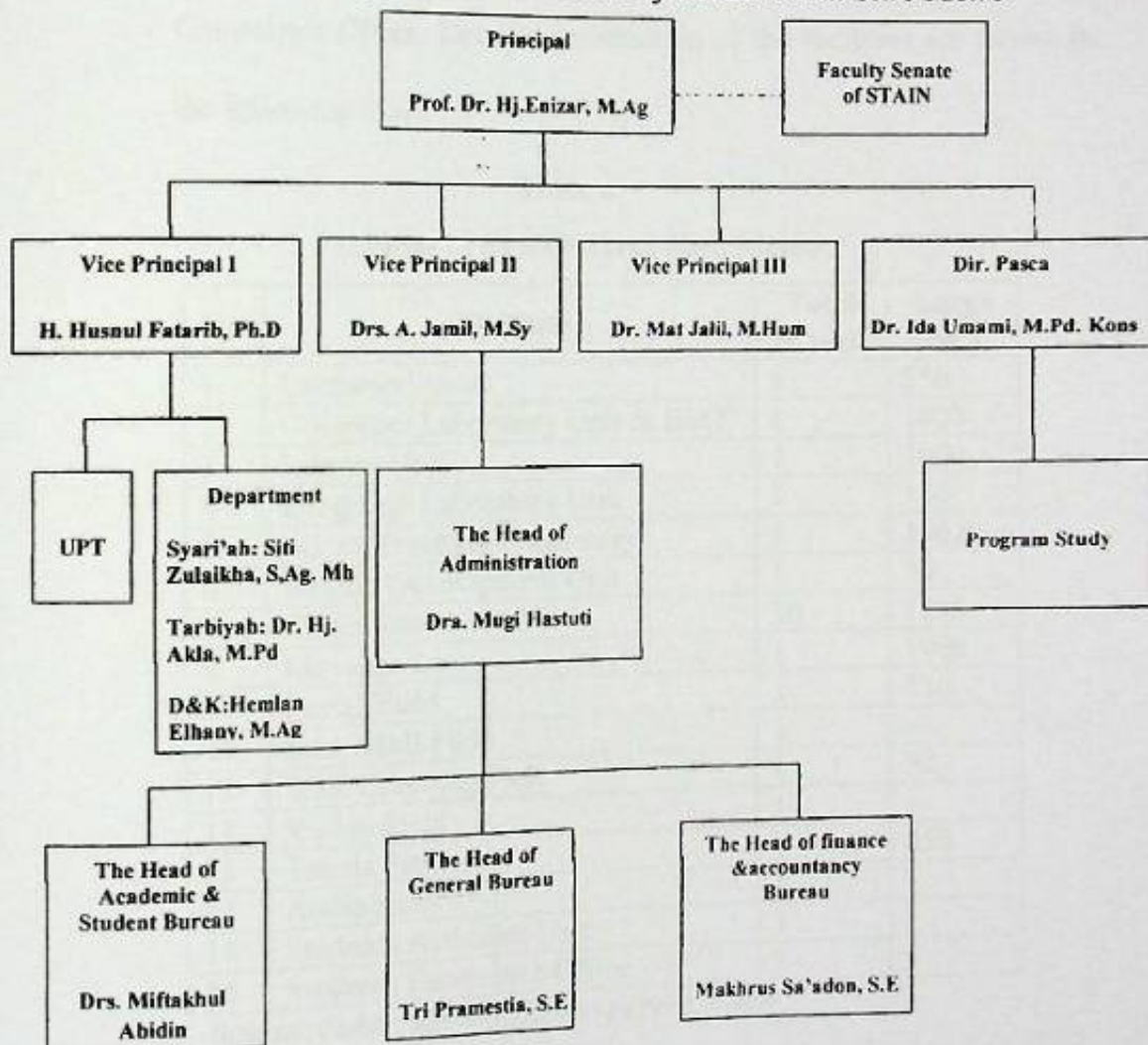
STAIN Jurai Siwo Metro has three departments; those are (1) Tarbiyah, (2) Syariah (3) Islamic Announcement and Communication. Tarbiyah Department contains of four study programs, those are; Islamic Education Study Program (PAI), Arabic Education Study Program (PBA), English Education Study Program (TBI), Islamic Elementary School Education Study Program (PGMI). Moreover, Syari'ah Department has five study programs, those are; Syari'ah Economic (ESy), Ahwalusy Syakhsiyyah (AHS), Syari'ah Economic Law (HESy), Islamic Banking (D3 PBS), Islamic Banking (S1 PBS). Furthermore, Islamic Announcement and Communication Department consists of two study programs, namely Islamic Announcement Communication (KPI) and Language and Arabic Literature (BSA).

b. Organization Structure of STAIN Jurai Siwo Metro

The organization structure of STAIN Jurai Siwo Metro in academic year 2015/2016 is designed as follows:

Figure 3

The Organization Structure of STAIN Jurai Siwo Metro



c. Facilities at STAIN Jurai Siwo Metro

to support students and lecturers' activity in conducting the learning process, STAIN Jurai Siwo Metro equip it with several

facilities such as lecturer's room, Computer Laboratory Unit & Baitul Mal wa Tamwil, Library Unit, Language Laboratory Unit, Micro-Teaching Laboratory, Islamic Development Unit, classroom, mosque, futsal field, basketball field, wall climbing field, volley field, tennis field, auditorium, Students Activities Unit (UKM) room, Students Committee Office. Detailed information of the facilities are shown in the following table.

Table 6
Facilities at STAIN Jurai Siwo Metro

No	Facilities	Total of unit	Large (m ²)
1	Lecturers' room	1	556
2	Computer Laboratory Unit & BMT	1	1000
3	Library Unit	1	1000
4	Language Laboratory Unit	1	180
5	Micro-Teaching Laboratory	1	106,8
6	Islamic Development Unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal Field	1	510
10	Basketball Field	1	-
11	Wall Climbing Field	1	92
12	Volley Field	1	-
13	Tennis Field	1	650
14	Auditorium	1	-
15	Students Activities Unit	1	-
16	Students Committee Office	1	-

Source: *Subag Ketahanan dan perencanaan*

d. The Condition of Lecturer and Official Employees in STAIN Jurai Siwo Metro

The total quantity of lecturers and official employees at STAIN Jurai Siwo Metro in the academic year 2015/2016 are 152. There are .

there are 32 lecturers non PNS and 19 honorary workers. Therefore, the whole staff of STAIN Jurai Siwo Metro in academic year 2015/2016 is 203.

e. Students at STAIN Jurai Siwo Metro

The total student at STAIN Jurai Siwo Metro in 2015 are displayed on the following table:

Table 7
Total students at STAIN Jurai Siwo Metro

No	Academic year	Students
1	2011	1205
2	2012	1509
3	2013	1146
4	2014	1143
5	2015	999
Total of students		6002

Source: Observation of STAIN Jurai Siwo Metro in academic year 2014/2015

2. Profile of English Education Study Program

English Education study program (TBI) of STAIN Jurai Siwo Metro is a strata 1 (S1) program which was established in 2007. It is subdivision of Tarbiyah department which historically was emerged by Diploma 3 (D3) which as established earlier in 2002 based on the Decree No:DJ.1/220.C/2007 on May 28, 2007.

In instigating educational field, English Education Study Program stands on its vision, namely: creating professional students in English education who can integrate the Islamic values and academic dimensions. It is expected to have the students with a high quality not only in

educational dimension, but also in students' islamic values and sociality. Additionally, the vision than is engorged in some missions, as follows:

- 1) Developing the students' privacy through knowledge, reinforcement, and actualization toward religious, national and civil life in the Islamic culture values.
- 2) Building and developing an atmosphere of the academic which is humanist, democratic and modern.
- 3) Growing the professionalism ethic through theoretical knowledge basic.
- 4) Providing qualified education service to produce the candidate of educator which is smart and skillful who have good attitude;
- 5) Applying integrated educational system which is able to give a significant input to development of education.

In line with the vision and mission above, English study program always attempts to develop the good quality in the teaching and learning process not only educational academic, but also morality. Certainly, it will be a dynamic, open, and polite relationship among the participants of TBI STAIN Jurai Siwo Metro.

Total students of English Education Program in 2015 are detailed in a following table.

Table 8
Total students of TBI 2015

Semester	Jumlah
I	226
III	171
V	250
VII	276
IX	136
Total	1059

Source: subag akademik and kemahasiswaan

B. Analysis of Research Variables

In this research, the data were analyzed based on the Miles and Huberman models. There are some steps of this model namely:

1. Data collection

The writer got the data from the students' argumentative paragraph writing paper writing as the object of the research. The data collection had been conducted on Wednesday, June 8th, 2016. Therefore, the writer decided to observe 10 students' argumentative paragraph writing of the third semester of English educational study program in the academic years of 2015/2016.

2. Data Reduction

The researcher did a reduction by selecting some appropriate data and reducing the inappropriate one. This step shows the selection of the data that is analyzed by selecting, focusing, simplifying, and transforming the data that appear in written-up field notes or students' argumentative paragraph itself. The concentrated data were the use of clause markers in students' argumentative paragraph writing, students' clause performance,

and students' argumentative performance itself. In this step, the writer also transcribed the interview's result as the documentation.

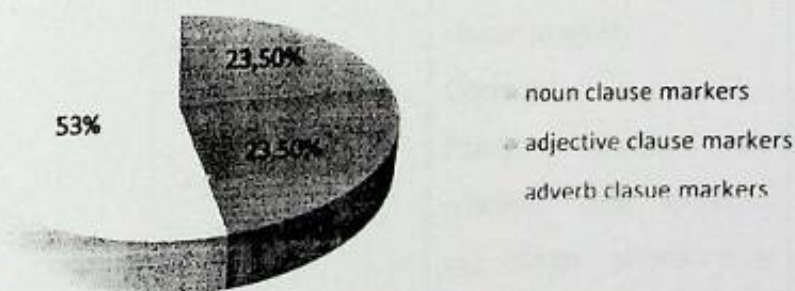
3. Data Display

a. Documentation

from: 10 students' writing argumentative paragraph writing, the writer found the frequency of the error of noun clause markers are 4 items, adjective clause marker are 4 items, and adverb clause marker are 9 items. The analysis data result is described as follows.

Figure 4

Frequency of Common Errors on The Use of Clause Markers of Students' Argumentative Paragraph Writing



The following charts describe some examples of the common error of using clause markers in students' argumentative paragraph writing.

Table 9
The Examples of Errors in Noun Clause Markers

No.	The students' code	The errors in noun clause marker	Analyzing of the errors
1	Student 1	They never think <i>what the negative and positive impacts.</i>	The dependent clause in the sentence does not have a predicate. Correct: They never think what the negative and positive impacts are.
2	Student 8	Parents see <i>they children use smart phone is with purpose good or not good.</i>	Dependent clause in the sentence is an affirmative sentence so it has to use "if" or "whether" as a clause marker. Correct: Parent should see whether their children use smart phone with good purpose or not
3	Student 10	That is about <i>what is gadget important for children?</i>	Dependent clause in the sentence is an affirmative sentence so it has to use "if" or "whether" as a clause marker. Correct: That is about whether

			gadget is important for children.
4	Student 10	That is about <i>what is the children must know about gadget?</i>	Dependent clause in the sentence is an affirmative sentence so it has to use "if" or "whether" as a clause marker. Correct: That is about if the children must know about gadget or not.

Based the data above, it is known that the students still made some errors in creating noun clauses. The errors are founded is some categories, including using the appropriate clause markers to collaborate their clauses into a sentence. 3 from 4 error items are the errors of selecting the appropriate clause marker, especially in collaborating a clause and an affirmative or yes/no question into a sentence, whereas the other one is the error in completing the predicate of dependent clause.

Table 10
The Examples of Errors in Adjective Clause Markers

No.	The Students' Code	The Errors in Adjective Clause Marker	Analyzing of The Errors
1	Student 1	We can filter the things <i>that good or not</i> .	There is not a predicate in the clause. Correct: We can filter the things that are good or not.
2	Student 3	There are <i>many facilities on the internet helps us to communicate each other</i> .	Clause marker which or that can be omitted when they are object of verb or object of preposition. In this case, clause marker should not be omitted Correct: There are many facilities on the internet which helps us to communicate each other.
3	Student 9	<i>Many people whom search the information by using internet quickly and easily</i>	There is not an independent clause in the sentence
4	Student 9	<i>Many people whom search the</i>	Clause marker in the clause has a function to

		<i>information by using internet quickly and easily</i>	describe a subject of verb, so it has to use clause marker "who".
--	--	---	---

Regarding from the data above, it is identified that there are 4 error items of adverb clause markers that are made by the students. 4 types of errors which are made such as the absence of predicate in the clause, the omission of clause marker, the absence of independent clause and the use of unsuitable clause marker.

Table 11
The Examples of Errors in Adverb Clause Marker

No.	The Students' Code	The Errors in Adverb Clause Marker	Analyzing of The Errors
1	Student 2	<i>as more and more people think and feel about each other and the world around us.</i>	It is needed an independent clause.
2	Student 3	<i>of course when we are focus on our gadget that are connected with internet.</i>	It is needed an independent clause.
3	Student 4	<i>Even the children are able to be accessed by using</i>	It is needed an independent clause.

		<i>their phone.</i>	
4	Student 5	<i>As the electrical engine was the vector of technological transformation of the industrial age.</i>	It is needed an independent clause.
5	Student 6	Why gadget should be introduced to the children? <i>Because gadget can give negative effects if the parents not give the knowledge about gadget in order to useful for the children.</i>	The statements have a contrast correlation. It can be combined by using an appropriate clause marker. E.g.: Why should gadget be introduced to the children whereas gadget can give negative effects if the parents not give the knowledge about gadget in order to useful for the children?
6	Student 7	<i>As the single most critical determining factor in children's post-divorce adjustment.</i>	It is needed an independent clause.
7	Student 8	<i>Children will be more focused on the smart phone and it will lessen their interaction</i>	Clauses in the sentence are clauses of result. It should use clause marker to show that something happened as the

		<i>with each other.</i>	consequence of another thing. Correct: Children will be more focused on the smart phone so that it will lessen their interaction with each other.
8	Student 8	The second effect, they will bring smart phone with them. <i>Moreover, the children will feel empty if they do not bring their smart phone with them</i>	The sentences have a correlation each other so it should be combined by an appropriate clause marker. E.g.: The second effect, they will bring smart phone with them so that the children will feel empty if they do not bring their smart phone with them.
9	Student 8	Even smart phone is very useful for educational purpose <i>and parent see they children use smart phone is with purpose good or not good.</i>	When clause markers is placed in front of the sentence, it is needed a comma before other clause and do not need a connector anymore. E.g.: Even though smart phone is very useful for educational purpose, parent should control

			their children use smart phone is with purpose good or not.
--	--	--	---

Referred to the data above, it can be identified that there are 9 items of error on the use of adverb clause markers that are fabricate by student in their argumentative paragraph writing. 5 items of errors are emerged from the absence of independent dependent clause whereas it is well-known that dependent clause can not stand on its own and need the assistant of independent clause to be understood. The form should be "Adverb clause marker + subject + verb, subject + verb." or "Subject + verb + adverb clause marker + subject + verb". 3 items of error are raised from the use of inappropriate clause markers and 1 item of error is founded in student's typing in writing a clause and the use of coordinate conjunction.

The data which were shown in table 9, 10 and 11 described some noun, adjective and adverb clauses errors which were found in argumentative paragraph writing of the third semester students of STAIN Jurai Siwo Metro in the academic years of 2015/2016. The percentage of those errors will be presented as follows:

Table 12
Classification of Error Analysis on The Use of Clause Markers of
Students' Argumentative Paragraph Writing

No	Students' Code	Noun Clause Marker	Adjective Clause Marker	Adverb Clause Marker
1	Student 1	1	1	-
2	Student 2			1
3	Student 3	-	1	1
4	Student 4	-	-	1
5	Student 5	-	-	1
6	Student 6	-	-	1
7	Student 7	-	-	1
8	Student 8	1	-	3
9	Student 9	-	2	-
10	Student 10	2	-	-
	Total	4	4	9
		17		

The data above show the total errors which were made by the students in writing argumentative paragraphs. Concerning from the data, it can be found that the students make 17 errors with the detail classification; noun clause markers are 4 errors, adjective clause markers are 4 errors, and adverb clause markers are 9 errors. In making the data more clearly understandable, the researcher will present it into percentage form. The percentage will be presented as the following table:

Table 13
Percentage of the errors

no	Classification of errors	percenatge
1.	Noun Clause Markers	23,50%
2.	Adjective Clause Markers	23,50%
3.	Adverb Clause Markers	53%
Total		100%

Regarding with the data above, the researcher got the result of the analysis as fallows:

Total errors which were founded in students' argumentative paragraph writing are 17 items. Noun clause markers have 4 error items (23,5%), adjective clause markers have 4 error items (23,5%), and adverb clause markers have 9 error items (53%). In conclusion, the most common error of using clause markers in writing argumentative paragraph at the third semester students of STAIN Jurai Siwo Metro in The Academic Year of 2015/2016 come from the use of adverb clause markers.

b. Interview

The researcher conducted the interview on Wednesday, June 8th 2016. The interviewee is 10 students. The researcher used unstructured interview to advocate the result of research. 10 prepared questions about students' performance and perception of the use of

clause marker especially in argumentative paragraph writing are applied. The analyses of interview results are defined as follows:

- 1) Related to question number one. Generally, ten students cohesively answer the same rejoinders. The answer is "clause is a unit, like a sentence, which at least consists of a subject and verb. In line with that statement, it can be concluded that the students have the same comprehension of clause which as minimum consist of a subject and predicate. In contrary, there are still some clauses which are created by students without predicate.
- 2) The question number two is about the type of clause. 6 students answer "dependent and independent clause" and 4 students answer "noun, adjective, and adverb clause". Theoretically, noun adjective and adverb clause are the types of dependent clause. The result of question number two advocate why student still make some error by writing dependent clause only and without the assistance of independent clause.
- 3) The question number three is about students' comprehension of clause markers. Most of the students answer that clause markers is a word which is functional in connecting dependent and independent clause. Even though theoretically they have already mastered that clause markers have a function to connect dependent and independent clause, still 6 error items are arisen from the

appearance of clause markers in front of clause and it is not followed by independent clause.

4) Related to question number four, Which clause marker is more difficult?, 6 students answer that adverb clause markers are more difficult and 4 students said adjective clause markers. The students' responses are agreed with the research in which the most common errors of the use of clause markers of students' argumentative paragraph writing are adverb clause marker (53%).

5) The question number five is about clause markers which are used by students the most. Here are some clause markers which are frequently used by students relating to the interview result: that, whatever, whenever, what, before, after, because, and even though. 5 students answer "that" is clause marker which they use the most. The reason is rational enough. It is because "that", especially in adjective clause, can be used in whether it is human and things and also without worry about that position as a subject or object.

6) Related to question number four, "Do you like writing?", 4 students answer "no", 2 students answer "yes", and 4 students said "not really do". The next question will show the reason why most students do not like or hesitate whether they like writing or not.

7) Question number seven is about student' perception of writing difficulties. 6 students said that writing is difficult activity and 4 students said that it is difficult enough. The difficulties are

- grammar, structure, generic structure of the text, vocabulary and also it is difficult to looking for the topic and idea to be written.
- 8) Question number eight is about paragraph which they usually make. 5 students answer that argumentative paragraph is one of paragraph which they frequently make whereas 5 other students said descriptive, procedure, narrative and recount paragraphs.
- 9) The question number three is about students' comprehension of argumentative paragraph. All of interviewees comprehended that argumentative paragraph is formed by specific argument about something that happened and it is functional in persuading and convincing the reader to accept arguments from the author's view.
- 10) Related to question number ten, whether argumentative paragraph is an interesting paragraph to be written, 8 students answer "yes" and 2 others answer "no".

Referring to interview result, the researcher found some conclusion, those are: (1) Most of students theoretically have already mastered clause and clause markers. The errors are not caused by lack in comprehension of clauses but the frequency of writing and Implicating clauses themselves. (2) The difficulties which are founded in writing activity are about language components such as vocabularies, grammars, generic structures of the text and also students' inspiration in getting the ideas to be poured on the writing form. (3) Argumentative paragraph is an interesting paragraph to be

written and some students frequently take it as the most favorite paragraph to be written.

4. Conclusion Drawing / Verifying

The result of analysis is shown that there are some errors founded on the use of clause markers of students' argumentative paragraph writing. The errors are classified into three categories: those are noun clause markers errors, adjective clause markers error, and adverb clause markers errors.

After every single steps of analyzing the data, The researcher found 4 items of noun clause markers errors (23,50%), 4 items of adverb clause markers errors (23,50%), and 9 items of adverb clause markers errors (53%). It can be seen that adverb clause is take the highest number of error which is found in students' argumentative paragraph writing. The statements above are equivalent with the data which is got from interview result in which 6 of 10 students stated that adverb clause markers are the most difficult one to be applied in writing.

CHAPTER V

CONCLUTION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the researcher would like to conclude the research as follows:

Several errors of the use of clause markers are still founded in writing argumentative paragraph at the third semester students of STAIN Jurai Siwo Metro in The Academic Year of 2015/2016. The errors of the use of clause marker are classified into three classifications. Those are noun clause marker errors, adjective clause markers error, and adverb clause markers errors. The frequency of noun clause marker errors are 4 items (23.5%), adjective clause markers error are 4 items (23.5%), and adverb clause marker errors are 9 items (53%). As the result, adverb clause markers errors have the biggest number of common error.

Regarding to the result of data analysis, the researcher conducted the interview result to get the deeper information. Interestingly, Most of them actually have already understood the variables but they still have difficulties in choosing a topic and pouring it into a written form. The complicated of structure, grammar and also the differences of generic structure of each types of text take the most conspicuous factors in establishing a good writing.

The students' perception also influences the writing quality, especially in advocating topic. Many students only do writing when they get the

assignments from the lecturer. The frequency of writing really influences the writing performance.

B. Suggestion

1. For the students

This research is pointed out to give the suggestion for the participants or students who want to gather some specific ideas which have correlation each other. They are hoped to enhance their comprehension of the use of clause marker in their writing performance. Improving the comprehension can be fabricated not only by memorizing the definition of some particular variables, but also by increasing the frequency of their writing activity.

2. For the teacher

Regarding from the research, teacher is hoped to give more intensive explanation of the use of clause markers especially adverb clause marker. In giving more comprehension, the capacity of students' activity especially writing argumentative paragraph is highly needed, so it is expected to give the students some assignment about practicing the clauses in the paragraph rather than explanation.

3. For other researcher

The suggestion is also directed to the other researchers who try to conduct the related research. They are also expected to develop her knowledge more intensively to support her research. They also wished to explore in the depth research.

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CURRICULUM VITAE

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