



**INVESTIGATING GRAMMATICAL PATTERNS OF
ADJECTIVE CLAUSE OF ENGLISH TEXT ON STUDENTS'
WORKBOOK FOR HIGH SCHOOL EDUCATION**

A PAPER

**Submitted as partial fulfilment of the requirements for obtaining a
Bachelor Degree of Education**

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2021**

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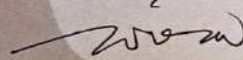
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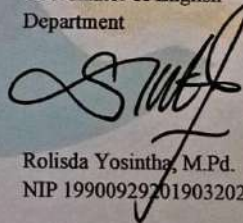
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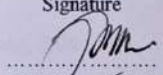
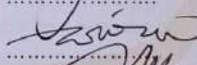
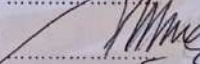
EXAMINATION AND LEGALIZATION

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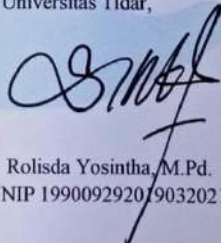
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STATEMENT OF AUTHENTICITY

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I hereby state that what have written in this paper are my own work, not plagiarism from someone else's written work or quotation using methods that are not in accordance with applicable scientific ethics, either partially or completely. The opinions or findings of others contained in this paper are quoted or referred to base on the scientific code of ethics. For this statement, I am ready to bear the risks/sanctions imposed if a violation of scientific ethics is found in this work.

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Yang membuat pernyataan,



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MOTTO AND DEDICATION

MOTTO

- “Serahkanlah hidupmu kepada TUHAN dan percayalah kepada-Nya, dan Ia akan bertidak.” (Mazmur 37:5)
- “I can accept failure, but I can’t accept not trying.” (Michael Jordan)
- “The only failure is not to try.” (George Clooney)

DEDICATION

This paper is dedicated to my beloved parents, my family, my friends, and whoever supported me to accomplish this paper.



ABSTRACT

Audry, Christian Lilo. (2021). *Investigating Grammatical Patterns of Adjective Clause of English Text for High School Education.* A paper. English Department. Faculty of Education and Teacher Training, Universitas Tidar.

Keywords: Adjective Clause, workbook, EFL learners, texts, grammatical patterns.

Nowadays, in this 21st century, students, especially EFL learners, should learn English as Indonesia has admitted that English is an important subject. In learning English, grammar has an important role. In larger language units, an adjective appears as a clause known as an adjective clause. For mastering the adjective clause, people need to understand the relative pronouns that define a noun or pronoun. Generally, the relative pronouns are *who*, *whom*, *whose*, *that*, and *which*. In the process of learning English, students felt hesitate to distinguish the different use of relative pronouns.

This study aims to identify the kinds and the dominant adjective clauses in the texts on students' workbooks in high school education. In this study, the writer conducted qualitative research by using discourse analysis. The subject of this research is the English texts from students' workbooks in high school education. The technique of collecting data that are used is documentation. Then, the data results were analyzed based on Oshima and Hogue's (2006) theory.

This study showed that there were sixty five adjective clause found in the texts on students' workbook. The kinds of adjective clauses found are thirty three relative pronouns as subject (50.8%), two relative pronouns as object (3.1%), one possessive adjective clause (1.5%), and twenty nine adjective clauses of time and place (44.6%). The writer suggests teachers to guide the students to understand the text, especially a text that might contain an adjective clause. Here, the teacher should realize each adjective clause and apply it in the teaching-learning process. The writer also suggests students becoming more aware of using correct grammatical patterns, especially adjective clauses, in spoken and written English. While for future researchers, it will be better to research more about the study of adjective clauses to use this research as a resource.

ACKNOWLEDGMENT

Thanks to the Almighty God who has given his blessing so that the writer has accomplished a paper entitled “Investigating Grammatical Patterns of Adjective Clause of English Text for High School Education.” This paper is submitted as a partial fulfilment of the requirements for obtaining a bachelor degree of Education in the Faculty of Education and Teachers Training at Tidar University.

This paper would not have been completed without support and guidance from individuals and institutions. Therefore, the writer would like to say thank you to everyone who has helped me to accomplish this paper. Firstly, the writer would like to say thank you to my first supervisor Moch. Malik Al Firdaus, M.Pd. and my second supervisor Winda Candra Hantari, M.A. who have guided the writer and corrected this paper.

The writer would also like to express gratitude to:

1. Prof. Dr. Sukarno, M.Si. as the Dean of Faculty of Education and Teachers Training of Tidar University who has given the opportunity and led upon writing this paper.
2. Rolisda Yosintha, M.Pd. as the Head of English Education Department of Faculty of Education and Teachers Training who has given the guidance upon writing this paper.
3. All the lecturers of English Department of the Faculty of Education and Teachers Training who have given their knowledge to the writer upon pursuing the education.
4. The writer’s beloved parents and whole family who always supported and gave the spirit to finish this paper.
5. Kinanti Dwi Muliastuti who always faithfully accompanies and gives endless support all this time. You are the apple of my eyes.
6. My best friend from junior and senior high school who never tired of me.

7. My friends from English Department who have given me an exciting time in college.
8. My friends from Untidar Basketball who have given me a fun time and experience of playing basketball.

The writer realizes that there are still weaknesses in completing this paper. Therefore, the valuable comments and suggestions are needed by the writer to make this paper better. Hopefully, this study would be useful and contribute to the development of science

Magelang, October 2021

(Christian Lilo Audry)



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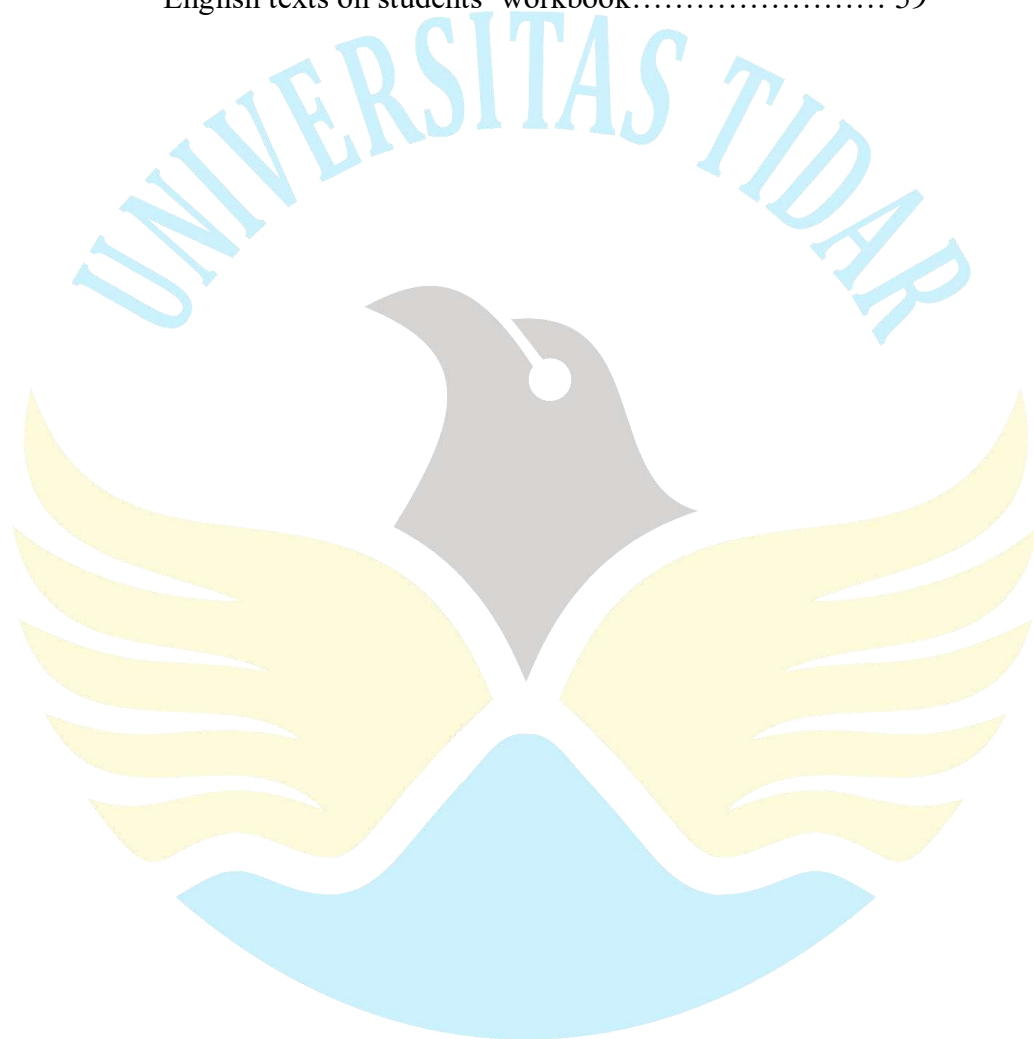
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CHAPTER I

INTRODUCTION

1.1. Background of the Study

Nowadays, in this 21st century, people, especially students, demand to have more than one language. Students, especially EFL learners, should learn English as Indonesia has admitted that English is an important subject. It started from elementary school, junior high school up to University level, family, and workplace. Using language that every person has since they were born will constantly develop through their thinking and environment. Each person will show different thoughts through the language they used. Students nowadays often use spoken English in their daily life, but they often get difficulties in writing. Many students understood how to say and read, but they are often confused about what they have to write, such as understanding how to pronounce a word but lack of how to write it correctly.

Learning English is complex because English has four basic abilities: listening, speaking, reading, and writing. The students will have good English mastery if the language skills are learned well. In learning English, however, the students are also taught language competence, one of which is grammar.

In learning English, grammar has an important role. It is the study about how to string words into good order and deliver the idea. The use of grammar helps every writer and speaker build a decent sentence because it consists of arranging patterns from words into words. It is essential to understand what the elements and sentences are in creating good sentences. Hornby (1975) stated that a sentence is the largest grammatical unit consisting of words and clauses that express a question, a statement, a command, and so on. There are three smaller units of a sentence. Those are clauses, phrases, and words (Leech, 1983).

A clause generally is a collection of words that includes both a subject and a verb. Clauses are divided into two categories. Independent clauses and dependent clauses are the two types of clauses. An independent clause contains the main subject and verb and may stand alone as a complete phrase. It is also called a main/principal clause. According to Husain (1993), the dependent clause does not have a complete idea yet because it still depends on the independent clause, and the dependent clause can't stand by itself.

A clause may take the place of numerous components of speech. In creating a clause, an interpretation of elements in its formation is needed, the clause's model and the appropriate words, one of which is an adjective. It is a fundamental matter from the adjective in establishing a clause and developing a sentence. Adjectives are a type of words that modifies nouns or pronouns, generally by clarifying or defining them.

In larger language units, an adjective appears in the form of a clause called an adjective clause. An adjective can take the place of an adjective clause. Just like another dependent clause, the adjective clause does not define a detailed thought. There is no comma required to divide it from the rest of the sentence if it contains essential information. If additional detail is given, then using commas are needed.

For mastering the adjective clause, people need to understand the relative pronouns that define a noun or pronoun. Generally, the relative pronouns are *who*, *whom*, *whose*, *that*, and *which*. However, it is not easy to distinguish the various types. If a person is in a situation that he or she has to determine the form of adjective clause is taken, the person should be careful to consider the option and consult a grammar guide.

In the process of learning English, some students are less motivated. It happens because they have different language proficiency. Students feel that learning English will be exhausting because they cannot catch what is being taught by the teacher. For example, when the students are learning texts, there are many problems that the students face. The students' problem is they are still confused about understanding the texts because there is grammar, especially adjective clause. Students often misuse adjective, both written and spoken. They felt hesitate to distinguish the different use of relative pronouns. The students only use the pronoun *that* all the time to avoid the mistake.

Here the writer tries to offer additional examples of adjective clause analysis in order to improve students' comprehension. The object of this research is students' English workbook in high school education. By analyzing the adjective clause in students' English workbook, hopefully, the writer can identify the type of each adjective clause found. The writer believes that there will be high number of adjective clauses found on these students' workbooks. Therefore, the writer formulated a research study with the title "Investigating Grammatical Patterns of Adjective Clause of English Text for High School Education."

1.2. Identification of the Problem

Based on the background of the problem, it can be identified several issues such as:

1. The students are less motivated to learn English.
2. The students have different language proficiency
3. The students still face difficulties understanding the text because there are grammar, tenses, and formulas.
4. The students still have difficulties using the correct adjective clause in both spoken and written English.

1.3. Limitation of the Problem

In this study, the writer only focuses on analyzing the English text's adjective clause on students' workbooks in high school education.

1.4. Formulation of the Problem

Based on the problem, the writer formulates the issues as follows:

1. What type of adjective clause found in the English text on students' workbooks in high school education?
2. What is the most dominant adjective clause in the English text on students' workbooks in high school education?

1.5. Objectives of the Research

The objectives of the study are described as follows:

1. To know the type of adjective clause found in the English text on students' workbook in high school education.
2. To know the most dominant adjective clause in the English text on students' workbooks in high school education.

1.6. Significance of the Research

Based on previous problems, the significances of this research can be described as follows:

1.6.1. Theoretical Significance

This research is expected to enrich all the readers' knowledge about an adjective clause, both for written and spoken aspects.

1.6.2. Practical Significance

1. For students, this research is expected to help students become more aware of using the correct grammatical pattern, especially adjective clauses, in spoken and written English. Hopefully, this

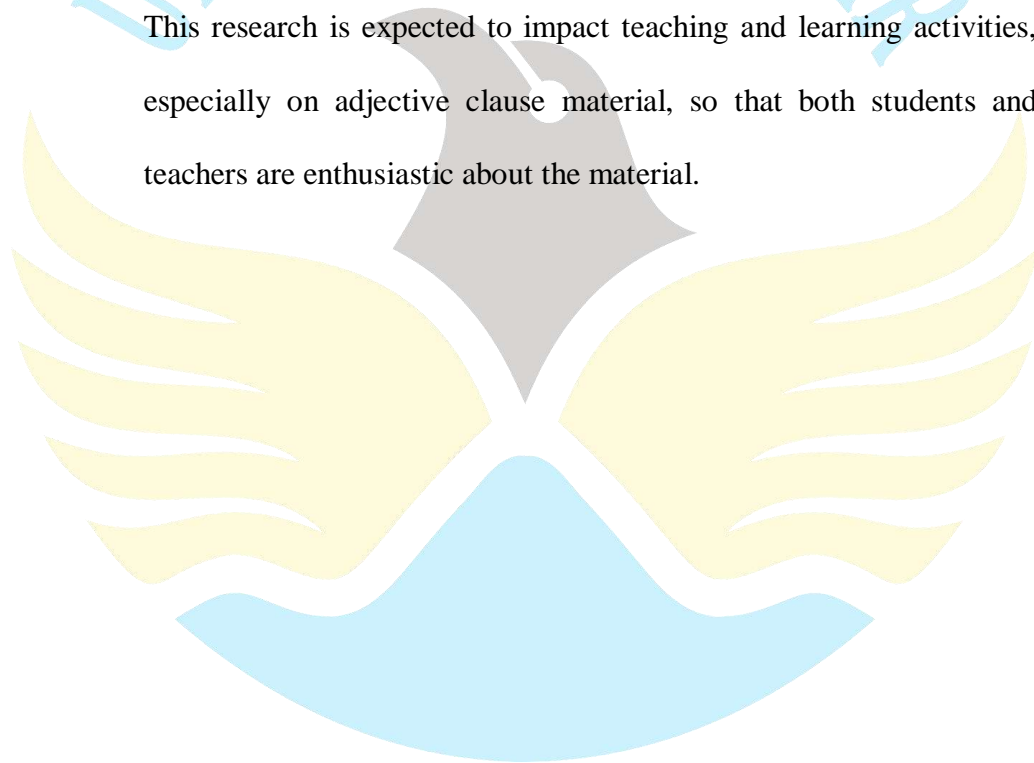
research can also make the students learn more about the kinds of adjective clauses.

2. For teachers, this research is expected to help them develop their knowledge and apply it generously to the teaching-learning process.

3. For researchers, this research can help other researchers find references for further research similar to this research.

1.6.3. Pedagogically Significance

This research is expected to impact teaching and learning activities, especially on adjective clause material, so that both students and teachers are enthusiastic about the material.



CHAPTER II

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Literature Review

2.1.1 Grammatical Patterns

Grammar is an essential element of language. The mastery of grammar will affect language skills. Davis (2015) states that grammar has a consistent meaning, and the purposes of grammatical forms are responsible for the patterns of those forms observed in usage. Based on Willis's idea (2003), grammar patterns contain a class grammar, which exists alongside orientation and structures as an aspect of English. We can conclude that grammar pattern is how a word is used. Proposing pattern awareness is part of an approach in teaching grammar. Developing this awareness can enhance language use accuracy and encourage flexibility and innovation in using grammar patterns. The students will use the known vocabularies in new and creative ways and recognize the alternative ways of expressing ideas.

2.1.2 Adjective Clause

a. Definition of Adjective Clause

According to Wren and Martin (1986), an adjective clause is a collection of words having its subject and predicate, and doing the

function of an adjective. Azar (1989) states that an adjective clause is a dependent clause that turns into a noun. It offers additional information about a word by describing, identifying, or describing it. Oshima and Hogue (2006) explain that an adjective clause is a dependent clause that functions as an adjective, and it modifies (provides additional information about) a noun or pronoun. A relative pronoun such as *who*, *whom*, *whose*, *that*, *which* or a relative adverb such as *when*, *where*, and *why* introduces an adjective phrase. A relative clause is another name for an adjective clause.

b. Kinds of Adjective Clause

There are different forms of adjective clauses. The relative pronoun has a different role for each different type. Its clause can be a subject or an object, and it may change a possessive word.

Based on Oshima and Hogue’s idea (2006), there are six kinds of an adjective clause, namely:

1) Relative Pronouns as Subject

The relative pronoun can be the subject of the clause itself. The relative pronoun used is *who*, *which*, and *that*. The subject relative pronouns patterns are as follows:

Table 2.1 The Pattern of Relative Pronouns as Subject

Who/which/that + Verb + Complement
- The book <i>which is</i> on the table is mine.
- The students <i>who sit</i> in the front row are from China.

In this pattern, *who*, *which*, and *that* can be singular or plural. The pronoun *who* is used for people, *which* is used for things, and *that* is used for both people and things.

2) Relative Pronouns as Object

The relative pronoun can be the object of clause itself. The relative pronoun used is *whom*, *which*, *that*, and \emptyset (no pronoun). The subject relative pronouns patterns are as follows:

Table 2.2 The Pattern of Relative Pronouns as Object

Whom/which/that/ \emptyset (no pronoun) + Subject + Verb + Complement
- The answer <i>that he gave</i> me was incorrect.
- The man <i>whom I saw</i> last night was Mr. John.
- The man \emptyset I saw last night was Mr. John

In the sentence with the symbol “ \emptyset ”, we can omit the pronoun only in the object pattern. The pronoun *whom* is used for people, *which* is used for things, and *that* is used for both people and things.

3) Possessive Adjective Clauses

In the possessive adjective clause, the relative pronoun *whose* replaces a possessive word such as *John's*, *her*, *his*, *our*, *their*, *the company's*, or *its*. It can follow the subject or the object pattern.

The pattern of possessive adjective clauses is as follows:

Table 2.3 The Pattern of Possessive Adjective Clause

Whose + Noun + Verb + Complement
- The student writes well. I read <i>her composition</i> . = The student <i>whose composition</i> I read writes well.
- I know the man. <i>His bicycle</i> was stolen. = I know the man <i>whose bicycle</i> was stolen.
- Mr. Catt has a painting. <i>Its value</i> is inestimable. = Mr. Catt has a painting <i>whose value</i> is inestimable

In the possessive adjective clause, the pronoun *whose* cannot be omitted. Pronoun *whose* generally modifies “people”, but it can also be used to modify “things” as in third example above.

4) Relative Pronouns as Object of Prepositions

The relative pronoun can be the object of a preposition itself.

The relative pronoun used is *whom*, *which*, *that*, and \emptyset (*no pronoun*). The pattern of relative pronoun as object of preposition is as follow:

Table 2.4 The Pattern of Relative Pronouns as Object of Preposition

Whom/which/that/\emptyset(no pronoun) + Verb + Complement
- She is the woman. I told you about her. = She is the woman <i>about whom</i> I told you.
- The music was good. We listened to it last night. = The music <i>to which</i> we listened last night was good.

These adjective clauses are formed in two ways: the formal and informal.

a) In formal English, the preposition and relative pronoun come at the beginning of the adjective clauses, as in the example above. Another example are as follow:

- **For whom** I did a favor
- **With whom** I shared the data
- **To which** I sent my letter
- **In which** the gift was wrapped

b) Informally, the pronoun comes at the beginning, and the preposition comes at the end of the adjective clause. The examples are as follow:

- **Whom** I did a favor **for**
- **Whom** I shared the data **with**
- **Which** I sent my letter **to**
- **That** the gift was wrapped **in**

5) **Relative Pronouns in Phrases of Quantity and Quality**

The relative pronoun can also occur in phrases of quantity and quality. An adjective clause may contain an expression of quantity such as *some of*, *most of*, *some of whom*, *all of whom*, *each of which*, *both of which*, *a few of*, etc. Meanwhile, the expression of quality are *the best of whom*, *the oldest of whom*,

the most important of which, the funniest of which, etc. Below are the examples for quantity and quality relative pronouns.

Table 2.5 The Examples of Quantity Relative Pronoun

<i>Quantity Relative Pronoun</i>	
some of, most of, some of whom, all of whom, each of which, both of which, a few of, etc.	<ul style="list-style-type: none"> - He gave two answers, <i>both of which</i> were correct. - The top of students, <i>all of whom</i> graduated with honors, received scholarships. - In my class there are 30 students, <i>some of whom</i> are from the west region.

Table 2.6 The Examples of Quality Relative Pronoun

<i>Quality Relative Pronoun</i>	
the best of whom, the oldest of whom, the most important of which, the funniest of which, etc.	<ul style="list-style-type: none"> - She has a daughter, <i>the oldest of whom</i> is studying abroad. - The comedian's joke, <i>the funniest of which</i> I had heard before, were about politics.

These adjective clauses can follow either the subject or the object pattern, and they are always nonrestrictive; that is, they are always used with commas.

6) Adjective Clauses of Time and Place

Relative adverbs also often occur at the beginning of the adjective clause in addition to the relative pronoun, commonly marked with the words *when* and *where*.

Table 2.7 The Patterns of Adjective Clause of Time

<i>When</i>
I'll never forget the day. I met you <i>then</i> (<i>on that day</i>). = I'll never forget the day <i>when</i> I met you.

When is used as adjective clauses to modify a noun of time (*year, day, time, month, century, etc.*).

Table 2.8 The Patterns of Adjective Clause of Time

<i>Where</i>
The building is very old. He lives <i>there</i> (<i>in that building</i>). = The building <i>where</i> he lives is very old.

Where is used in adjective clauses to modify a noun of place (*city, country, room, house, district, etc.*).

2.1.3 Texts

a. Definition of Text

Nowadays, we live in a world that full of a word. When we put words to communicate a meaning, a piece of text is made. Brown and Yule (1983) state that text is a verbal note of a communicative act. Based on Togoby's statement (2014), the text is a written language and 'an utterance' usually shows a spoken language unit.

Based on the idea above, it can be considered that text is a written or printed part that indicates an 'utterance' as the communicative act.

b. Types of Text

Based on the Curriculum in Indonesia, the latest is the Curriculum of 2013; there are five text types that the learners commonly learn. There are Descriptive, Narrative, Recount, News Item, and Procedure texts.

1) Descriptive Text

a) Definition

Siahaan (2013) states that descriptive text is a text which is intended to describe a specific person, place, or thing.

b) Social Function

The social function of descriptive text is to describe person, place, or thing specifically

c) Generic Structure

(1) Identification: Identifies phenomenon that will be described.

(2) Description: Describing the phenomenon in detail.

d) Language Features

(1) Using simple present tense

(2) Using action verb

(3) Using adverb

(4) Using adjective and classifiers in nominal group

2) Narrative Text

a) Definition

Purba (2018) states that narrative text is a text which tells a sequence of fictional or non-fictional events.

b) Social Function

The social function of narrative text is to amuse and entertain the reader with actual or fictional events.

c) Generic Structure

(1) Orientation: It is an introduction, contains who, when, and where the story is acquainted.

(2) Complication: the beginning of the problem that usually involves the main character.

(3) Resolution: the part where matters in the story can be resolved.

(4) Re-orientation: the moral lesson of the story.

d) Language Features

(1) Using past tense.

(2) Using action verb.

(3) Chronologically organized.

3) Recount Text

a) Definition

According to Gerot and Wignell (1994) recount text is a text which retelling past event intends to entertain or inform others what happened and when it happened.

b) Social Function

The social function of recount text is to entertain or inform the audience by retelling the events.

c) Generic Structure

(1) Orientation: it is the introduction, give the information required to know the text, such as participants and the settings.

(2) Events: events that happened sequentially.

(3) Re-orientation: an individual comment about a phenomenon or closure in the end.

d) Language Features

(1) Using past tense

(2) Using material process

(3) Using action verbs.

(4) Circumstances of time and place

(5) Using conjunctions

4) News Item Text

a) Definition

Gerot and Wignell (1994) explain that news item text has the social function of providing information to the audiences

about events of the day that are considered newsworthy or important.

b) Social Function

The social function of news item text is to tell the reader the important and newsworthy event of the day.

c) Generic Structure

(1) Main event/newsworthy event: tells the summary of important events.

(2) Background event: what happened, to whom, and in what situation.

(3) Source: can be in the form of sources' statements, experts, or statements from related parties of an event.

d) Language Features

(1) Using action verbs.

(2) Using saying verbs.

(3) Using adverb: manner, time, and place.

(4) Short, brief information about the story caught in the headline

5) Procedure Text

a) Definition

Procedure text is a text which tells how to do something/specific activity.

b) Social Function

The social function of procedure text is to tell the readers how to create/operate/perform something.

c) Generic Structure

(1) Goal.

(2) Materials and ingredients.

(3) Steps.

d) Language Features

(1) Using adverb.

(2) Using simple present tense.

(3) Using technical names.

(4) Using crucial sentences.

In this research, the writer would use any text containing an adjective clause on English workbooks in high school education.

2.1.4 Workbook

a. Definition of Workbook

The workbook is usually used as a learning medium in many schools. Based on Astuti & Sari's (2017) idea, the workbook contains steps that guide the students to find something. These steps are arranged so that students can work wisely and sequentially as expected by the teacher. Ristevska et al. (2015) added that workbooks are intended to guide the students in figure out the most straightforward cognitive task. According to Mostert (2019), a workbook is a different medium that allows the students to practice

their language and skills taught in the classroom. Based on the statement above, a workbook is various media that contains steps to guide the students to find something, figure out the most straightforward cognitive task, and practice their language and skills to solve the problems and questions inside the workbook as expected by the teacher.

b. Kinds of Workbook

Since the workbook is considered different media for students, there are many questions and problems to solve inside. KALIN (2017) says that the workbook contains multiple-choice, correct-incorrect, fill-in-the-blanks questions and feedback. It means that the students can do kinds of exercises, and the teacher can directly evaluate what the students have done in the workbook. Meanwhile, in this research, the type of workbook that the writer uses is texts because the writer believes that there many texts inside the English workbook.

2.1.5 Teaching Grammar for EFL Learners

Grammar is one of the vital language competence taught in schools, especially for EFL learners. It is a study about how to string words into good order and deliver the idea. The use of grammar helps every writer and speaker build a decent phrase because it consists of arranging patterns from words into words. According to Effendi et al. (2017), teaching grammar convincingly demonstrates

more successful outcomes than teaching relies only on the meaning. Hopper (1973) states that every teacher should know modern linguistics rules to use them as descriptive tools to analyze students' speech behavior. It means that teacher has an important role in teaching grammar to students by mastering the grammar itself. For students, they can learn it by themselves using an appropriate grammar workbook. According to Ward (2012), without such context, providing grammar instruction and practice will leave students wondering about the meaning and potential implementation of what they are learning, especially when the language samples are more related to folktales than to something else. Besides, the learners must pay attention to the learning process, and the teachers should also pay attention when they are teaching grammar to the learners. When the teachers teach grammar to students, especially to EFL learners, they have to make sure that they master the material to conduct a good learning process.

2.1.6 Previous Research

To assess the research's authenticity, the writer presents two previous studies relevant to this study.

1. The first research entitled "An Analysis on Adjective Clause in Daniel Defoe's *Robinson Crusoe*," was conducted by Ramadhan, Widisanti, and Rejeki in 2019. The writers formulated the problems as follows: (1) what are the type and functions of adjective clause

contained in Daniel Defoe's *Robinson Crusoe* novel? (2) Which adjective clause function is the most dominant found in Daniel Defoe's *Robinson Crusoe* novel? (3) Is there a fragment difference between Early Modern English and Modern (now) English? The purposes of this study were: (1) Showing that adjective clause based on the type and function in the novel *Robinson Crusoe* by Daniel Defoe, (2) showing which adjective clause function is the most dominant found in *Robinson Crusoe* novel by Daniel Defoe, (3) and showing the difference in fragments or between Early Modern English and Modern English (now). This research used descriptive analysis methods and library research. The writer used the adjective clause theory from Oshima and Hogue, which included six functions and two types of adjective clause. The writer found 94 clauses data with functions and types of adjective clauses and the dominant function of the adjective clause was relative pronoun as object with 35 data equivalent to 37.23%. The difference in fragment between Early Modern English and Modern English was occurred in the use of suffix -st, -est, and -t, the use of do auxiliaries, the use of pronoun thou, the use of the word will vs shall and the use of the demonstrative pronoun.

2. The second study was a thesis from Kriyanto entitled "The Use of *That* and *Which* Relative Pronouns in Adjective Clauses Produce by EFL Students in Descriptive Texts." The study was conducted in

2019. He analyzed the features of *that* and *which* and how EFL students produce it in their descriptive text assignments. This research found that relative pronoun *that* was more used than *which*. Kriyanto also explained that the relativized position influences the choice of the relative pronoun *that* and *which*.

The first study focused on the adjective clause revealed in Daniel Defoe's *Robinson Crusoe*. They also showed the difference in fragments between Early Modern English and Modern English (now). Meanwhile, the second study focused on the relative pronoun *that* and *which* produced by EFL students in their descriptive texts assignment. On the other hand, the writer decided to analyze the adjective clause of English text on students' workbooks in high school education. The writer analyzed it based on Oshima and Hogue's (2006) idea about the adjective clause and found out the most dominant adjective clause.

There was a difference with the first study because it analyzed a novel from Daniel Defoe's *Robinson Crusoe*. Meanwhile, the writer used the English texts from students' workbooks in high school education from *Viva Pakarindo* because these workbooks used mostly in the high school. This research was also different from the second study because he only analyzed the relative pronoun *that* and *which*. Meanwhile, the writer analyzed the adjective clause of English texts on students' workbooks in high school education based

on Oshima and Hogue's (2006) idea. The previous study contributes to the current research because the writer uses it as a reference to fill the gap by analyzing it with different subjects and methods.

2.2 Theoretical Framework

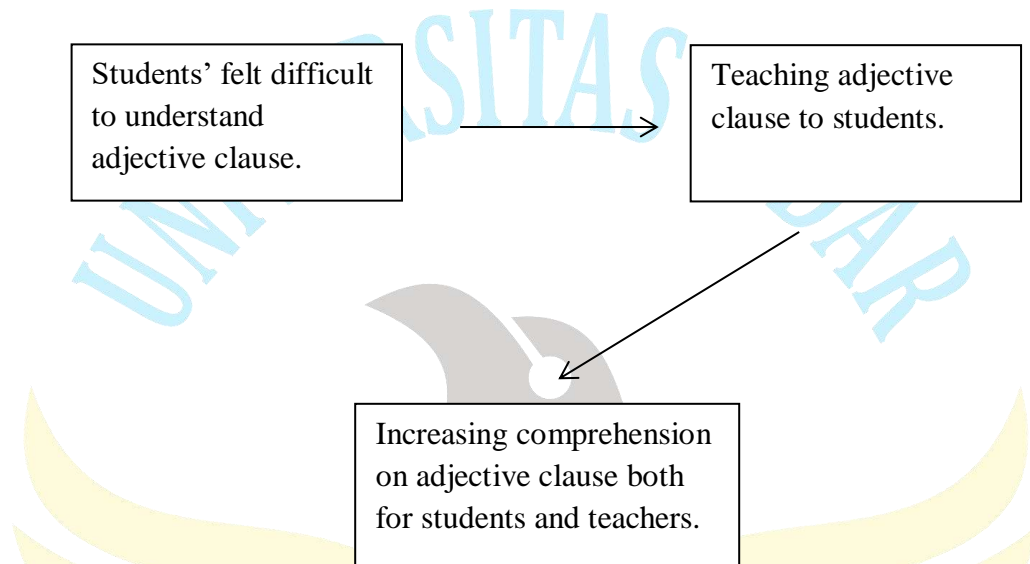


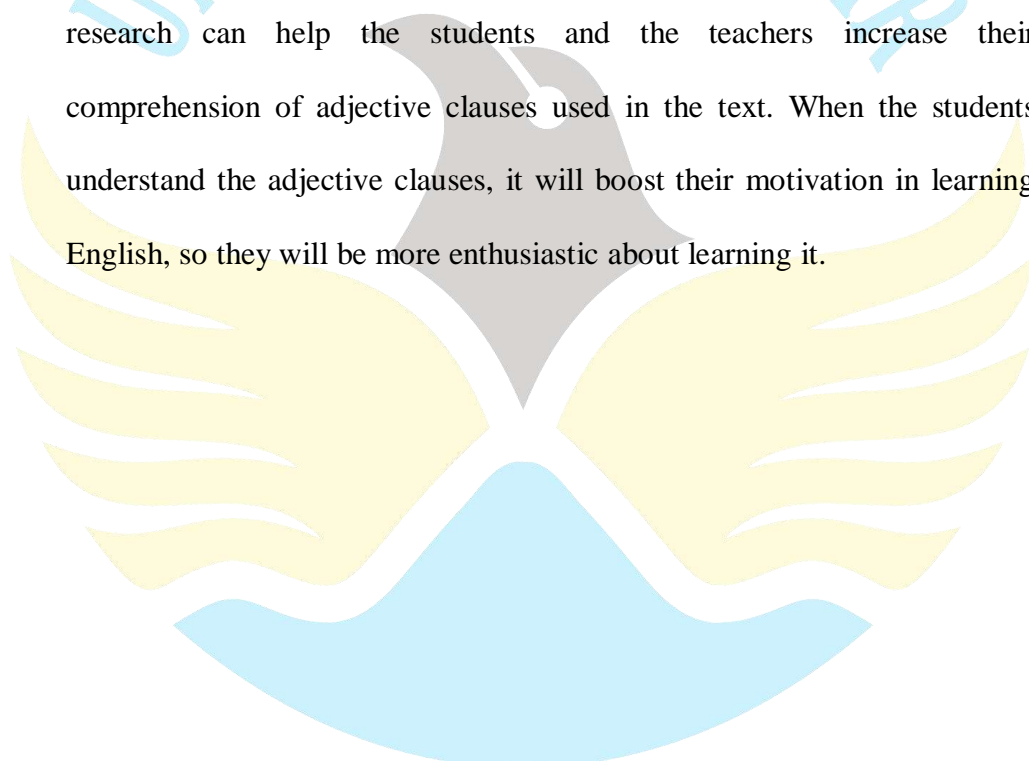
Figure 2.1 Scheme of conceptual framework of adjective clauses analysis of English text on students' workbook in high school education research

Students feel that learning English will be exhausting because they cannot catch what is being taught by the teacher. The students' problem is they are still confused about understanding the texts because there is grammar, especially adjective clause. They felt delicate to distinguish the different use of relative pronouns. To avoid the mistake, they only use the pronoun *that* all the time.

In this research, the writer conducts an adjective clause analysis of English text on students' workbooks in high school education based on the students' problem. The students need to understand the adjective clause's

kinds in the learning process because it is crucial. So, the students can understand the meaning of English text, which consists of an adjective clause. When the students understand the adjective clauses in the text, they can follow the learning process well and not hesitate to be more active.

It motivated the writer to do research entitled “Investigating Grammatical Patterns of Adjective Clause of English Text for High School Education.” The writer analyzed the adjective clauses revealed in English text on students’ workbooks in high school education. As a result, this research can help the students and the teachers increase their comprehension of adjective clauses used in the text. When the students understand the adjective clauses, it will boost their motivation in learning English, so they will be more enthusiastic about learning it.



CHAPTER III

RESEARCH METHOD

3.1 Type of the Research

The writer used discourse analysis to undertake a descriptive qualitative method in this study. The descriptive analysis defines and interprets current events, circumstances, or situations. Nassaji (2015) stated that descriptive research aims to describe the characteristics of a phenomenon, and it is more concerned with *what* has occurred rather than *how* or *why* it has happened. According to Brantlinger et al. (2005), qualitative research was a systematic method to comprehending characteristics, or the core nature of a phenomenon, within a particular context. Johnson and Christensen (2014) explained that qualitative research depends on the set of qualitative data. For example, it is non-numerical data such as words and pictures. Johnstone (2018) stated that discourse analysis is studying language in the ordinary sense in which most people use the term. Brown & Yule (1983) also explained that discourse analysis analyzes the language used by most people.

Based on the type of research, this research used the qualitative study to identify adjective clauses found in English text on students' workbooks from high school education. This research also determined the percentage of kinds of adjective clauses that are dominantly found.

3.2 Research Subject

The subject of the research was the English texts from students' workbooks in high school education. There were a lot of texts in the workbook. In this research, the writer took all kinds of text containing an adjective clause from the workbook.

The problem in analyzing adjective clauses is the students often have difficulties deciding the relative pronoun they want to use based on the types of adjective clauses. Therefore, this research intended to make the students more understand it to understand the material clearly.

3.3 Data and Data Resources

The writer determined the type of adjective clauses found in the text and which one is the most dominant the writer can see in this research. The data were the adjective clauses found in the English text and the data resources come from the English text in students' workbooks from publisher *Viva Pakarindo* entitled "Belajar Praktis Bahasa Inggris". The writer used the students' workbooks because the workbooks were mostly used in the high school.

3.4 Research Instrument

According to Sugiyono (2012), the writer was the only key instrument in a qualitative study. In this research, the writer stood as the primary instrument to investigate and gather the data. The writer collected the

adjective clauses from the students' workbook entitled "Belajar Praktis Bahasa Inggris."

3.5 Data Collection Technique

The writer uses documentation to collect the data regarding to the data are document. Arikunto (2010) states that documentation is searching for regarding variables in the form of notes, transcripts, books, newspapers, magazines, and other sources. Therefore, in this research, the writer uses documentation to collect the data because the writer collected the data from English Texts in High School Education Workbook.

3.6 Data Analysis Technique

This research aims to know the adjective clauses found in students' English workbooks and find the most dominant type of adjective clause. The data analysis adapted from Watling and James's idea (2012) are:

1. Defining and identifying data

The writer used students' English workbook in high school education to be analyzed. The writer will analyze a book from publisher *Viva Pakarindo* entitled "Belajar Praktis Bahasa Inggris".

2. Collecting and storing data

The writer used the text from an English workbook and the writer read the texts.

3. Data reduction and sampling

The writer found the data and sorted the clause that contains the adjective clause.

4. Structuring and coding data

After the data have been sorting, the writer structured and coded the data to understand this research. The codes are:

Coding to paragraph:

First paragraph	P1
Second paragraph	P2
Third paragraph	P3

Coding to sentence:

First sentence	S1
Second sentence	S2
Third sentence	S3

Coding to clause:

First clause	C1
Second clause	C2
Third clause	C3

Example: P2/S1/C3

5. Theory building and testing

The writer analyzed the sentence by using Oshima and Hogue's (2006) theory about kinds of adjective clauses.

a) Relative Pronoun as Subject

e.g.:

- The book which is on the table is mine

b) Relative Pronouns as Object

e.g.:

- The man whom I saw last night was Mr. John.

c) Possessive Adjective Clause

e.g.:

- The students whose composition I read writes well.

d) Relatives Pronouns as Object of Prepositions

e.g.:

- She is the woman about whom I told you.

e) Relative Pronouns in Phrase of Quantity and Quality

e.g.:

- He gave two answers, both of which were correct.

- She has a daughter, the oldest of whom is studying abroad.

f) Adjective Clause of Time and Place

e.g.:

- I'll never forget the day when I met you.

- The building where he lives is very old.

6. Reporting and writing up research

Before concluding, the writer calculates the percentage of the dominant adjective clause that is found in English text on students' English workbook by using this formula:

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

P= Percentage of particular kind of adjective clause

N= Number of particular kind of adjective clause

T= Total number of adjective clause found

The writer uses data triangulation to validate the research data. The purpose of data triangulation is to increase the validity and credibility of the findings. Based on Denzin (1978) and Patton's idea (1999), data triangulation is identified into four types:

1. Method triangulation is a triangulation that involved multiple data collection methods to examine the consistency of findings.
2. Source/investigator/expert triangulation is a triangulation that involved the participation of two or more researchers in collecting and analyzing the data.
3. Theory triangulation is a triangulation that used different theories to analyze the data.
4. Data source triangulation is a triangulation used to earn multiple perspectives and data validation by collecting the data from different people, including individuals, groups, families, and communities.

The writer used source/expert triangulation to check the data's consistency and validation based on the data findings. After that, the writer draws the conclusion.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The writer came at the following conclusion based on the findings and discussion:

The adjective clauses found in the English text on students' workbooks were relative pronouns as subject, relative pronouns as object, possessive adjective clause, and adjective clauses of time and place. The total use of the adjective clause in the English text of students' workbook was 65, with the following percentage: relative pronouns as subject 50.8%, relative pronouns as object 3.1%, possessive adjective clause 1.5%, and adjective clauses of time and place 44.6%.

The dominant type of adjective clause in the English text of students' workbook was relative pronouns as subject. The writer found 33 relative pronouns as subject or about 50.8% of the total data.

5.2 Implication

Based on the results and discussions of the study, it can be the consideration for the teacher to enrich their knowledge about adjective clauses and apply it generously to the teaching-learning process. This research can also help the students become more aware of using the correct adjective clauses and motivate them to learn more about adjective clauses.

Further, the future researchers can gain the resources that the future researchers can develop in their future studies.

Nonetheless, there are certain issues to be addressed, such as the excessive use of relative pronoun *that* and the difficulty in understanding the material about the adjective clause which might affect the learning process, especially on learning English text. In short, this research contributes to the consideration related to the adjective clause analysis of English text on students' workbooks in high school education for the readers, including the teachers, students, and future researchers.

5.3 Suggestion

The writer suggests:

1. The teachers

The teachers are expected to guide the students to understand the text, especially a text that might contain an adjective clause. Here, the teacher should realize each adjective clause and apply it in the teaching-learning process.

2. The students

The students are expected to use the correct grammatical pattern, especially adjective clauses, in spoken and written English.

3. The future researchers

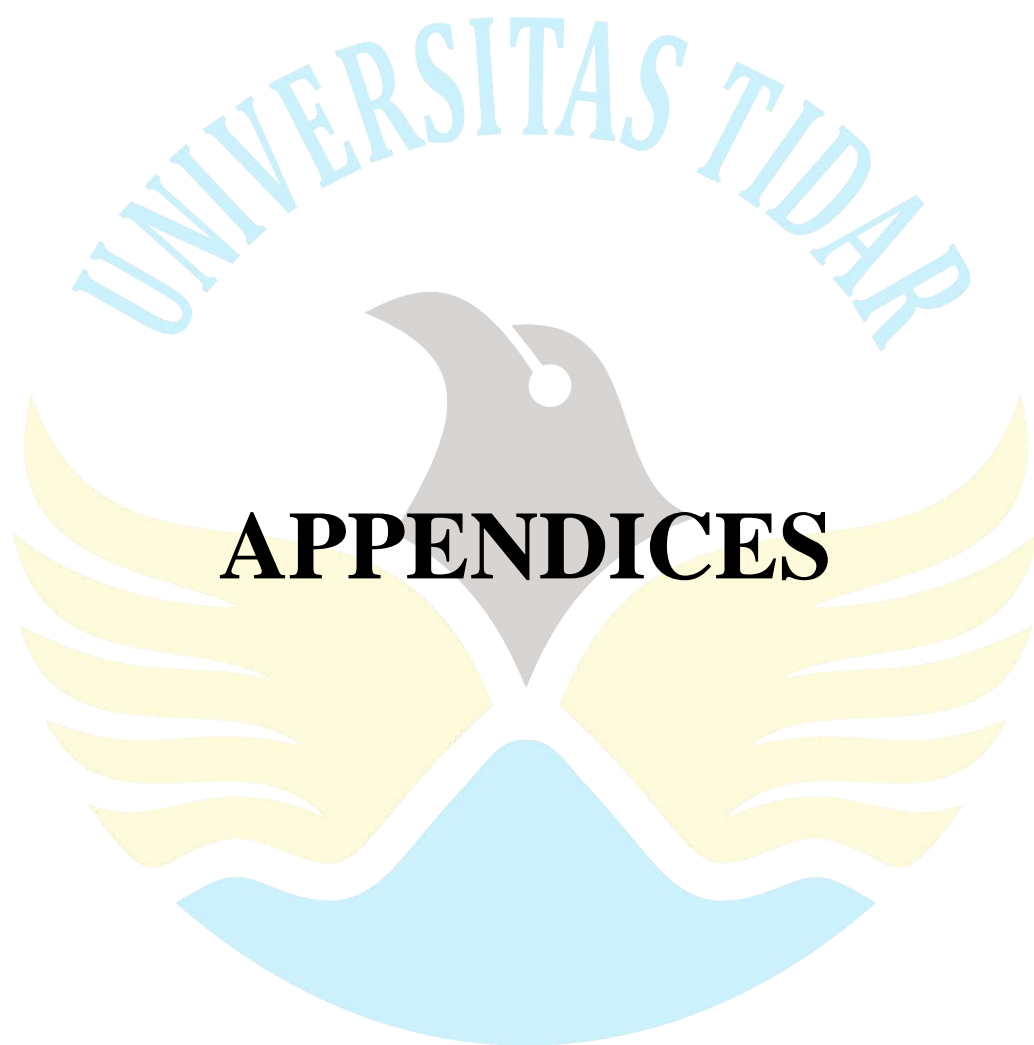
The future researchers are expected to research more about the study of the adjective clause so they can use this research as a resource.

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Appendix 1 Surat Keterangan Pembimbing Skripsi



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
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tentang
DOSEN PEMBIMBING PENYUSUN SKRIPSI
MAHASISWA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS TIDAR
SEMESTER GASAL TAHUN AKADEMIK 2020/2021

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

- Membaca : Usulan Koordinator Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Tidar tentang Dosen Pembimbing Skripsi
- Menimbang : 1. Bahwa para mahasiswa dalam penyusunan skripsi agar terarah dan sesuai dengan ketentuan yang berlaku diperlukan dosen pembimbing.
2. Bahwa dosen pembimbing perlu ditunjuk dan ditentukan yang tertuang dalam Surat Keputusan Dekan
- Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Pendidikan Nasional;
2. Undang-Undang Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan Tinggi;
3. Statuta Universitas Tidar

MEMUTUSKAN

- Menetapkan : 1. Menunjuk dan mengangkat dosen yang namanya tersebut dalam lampiran surat keputusan ini untuk bertindak sebagai dosen pembimbing satu dan atau pembimbing dua dalam penyusunan skripsi mahasiswa yang namanya tersebut dalam lampiran surat keputusan ini.
2. Keputusan ini berlaku mulai 1 Oktober 2020 sampai dengan 1 Oktober 2021



Ditetapkan di : Magelang
Tanggal : 1 Oktober 2020

Prof. Dr. Sukarno, M.Si.
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26	1710302026	Ikrar Genidal Riadil	1. Moch. Malik Al Firdaus, S.Pd, M.Pd. 2. Candradewi Wahyu Anggraeni, S.Pd., M.Pd.
27	1710302027	Wikhuna Kultsum Nabilah	1. Dr. Sri Sarwanti, S.Pd., M.Hum 2. Retma Sari, S.Pd., M.Pd.

28	1710302028	Salma Nabilah	1. Dr. Farikah, M.Pd. 2. Atsani Wulansari, S.S., M.Hum.
29	1710302029	Khairunnisa Aisya	1. Moch. Malik Al Firdaus, S.Pd, M.Pd. 2. Gilang Fadhilia Arvianti, S.S., M.Hum.
30	1710302030	Ninda Nur Aryani	1. Dr. Sri Sarwanti, S.Pd., M.Hum 2. Atsani Wulansari, S.S., M.Hum.
31	1710302031	Ika Nurul Ikhsanti	1. C. Prima Ferri Karma, S.Pd., M.Pd. 2. Gilang Fadhilia Arvianti, S.S., M.Hum.
32	1710302032	Titin Budiarti	1. Dr. Farikah, M.Pd. 2. Winda Candra Hantari, S.S., M.A.
33	1710302033	Rahayu Nurohman	1. Lilia Indriani, S.Pd., M.Pd. 2. Atsani Wulansari, S.S., M.Hum.
34	1710302035	Nasya Lassara	1. Dr. Sri Sarwanti, S.Pd., M.Hum 2. Gilang Fadhilia Arvianti, S.S., M.Hum.
35	1710302036	Enggri Novialita Kelana Sari	1. Moch. Malik Al Firdaus, S.Pd, M.Pd. 2. Arum Nisma Wulanjani, S.Pd., M.Pd.
36	1710302037	Listania Felia Kartika Candra	1. Dr. Dwi Winarsih, M.Pd. 2. Retma Sari, S.Pd., M.Pd.
37	1710302038	Nidaul Husna	1. Moch. Malik Al Firdaus, S.Pd, M.Pd. 2. Agnira Rekha, S.Pd, M.Pd.
38	1710302039	Fina Septiana	1. Dr. Farikah, M.Pd. 2. Retma Sari, S.Pd., M.Pd.
39	1710302040	Hanifati Husna Salsabila	1. Dr. Dwi Winarsih, M.Pd. 2. Winda Candra Hantari, S.S., M.A.
40	1710302041	Ahmad Khoirudin Nur F.	1. Dr. Farikah, M.Pd. 2. Candradewi Wahyu Anggraeni, S.Pd., M.Pd.
41	1710302043	Shilfie Anjani	1. Dr. Sri Sarwanti, S.Pd., M.Hum 2. Retma Sari, S.Pd., M.Pd.
42	1710302045	Chairunnisa Rahmawati	1. Moch. Malik Al Firdaus, S.Pd, M.Pd. 2. Agnira Rekha, S.Pd, M.Pd.
43	1710302048	Susi Nurhidayati	1. Rini Estiyowati Ikaningrum, S.S, M.Pd. 2. Gilang Fadhilia Arvianti, S.S., M.Hum.
44	1710302049	Ginda Rakha Kusworo W.	1. Dr. Sri Sarwanti, S.Pd., M.Hum 2. Retma Sari, S.Pd., M.Pd.
45	1710302050	Ekky Rizky Priyohutomo	1. Dr. Dwi Winarsih, M.Pd. 2. Widya Ratna Kusumaningrum, M.Ed., M.Pd.
46	1710302051	Muhammad Arifuddin	1. Dr. Farikah, M.Pd. 2. Retma Sari, S.Pd., M.Pd.
47	1710302052	Fatia Nuriah Istiasih	1. Dr. Sri Sarwanti, S.Pd., M.Hum 2. Ali Imron, S.S., M.Hum.
48	1710302053	Ririt Rachma Miranti	1. Dr. Farikah, M.Pd. 2. Candradewi Wahyu Anggraeni, S.Pd., M.Pd.
49	1710302054	Ananda Iranda Matin	1. Dr. Farikah, M.Pd. 2. Candradewi Wahyu Anggraeni, S.Pd., M.Pd.
50	1710302055	Miranti Nuraeni	1. Rini Estiyowati Ikaningrum, S.S, M.Pd. 2. Arum Nisma Wulanjani, S.Pd., M.Pd.
51	1710302056	Risda Sanika	1. Dr. Dwi Winarsih, M.Pd. 2. Gilang Fadhilia Arvianti, S.S., M.Hum.
52	1710302057	Deni Irawan	1. Rini Estiyowati Ikaningrum, S.S, M.Pd. 2. Arum Nisma Wulanjani, S.Pd., M.Pd.
53	1710302058	Yohanes Meindra Prakoso	1. C. Prima Ferri Karma, S.Pd., M.Pd. 2. Atsani Wulansari, S.S., M.Hum.
54	1710302059	Putri Aulia Swastika	1. Dr. Sri Sarwanti, S.Pd., M.Hum 2. Widya Ratna Kusumaningrum, M.Ed., M.Pd.
55	1710302061	Riski Sholekah	1. Rini Estiyowati Ikaningrum, S.S, M.Pd. 2. Ali Imron, S.S., M.Hum.
56	1710302062	Maufina Sobri Firdausia	1. Dr. Dwi Winarsih, M.Pd. 2. Atsani Wulansari, S.S., M.Hum.
57	1710302063	Dani Eka Sulistiyowati	1. Moch. Malik Al Firdaus, S.Pd, M.Pd. 2. Winda Candra Hantari, S.S., M.A.
58	1710302064	Muhammad Rauuf O.N.	1. Prof. Dr. Sukarno, M.Si. 2. Moch. Malik Al Firdaus, S.Pd, M.Pd.
59	1710302066	Dian Erlina	1. Dr. Dwi Winarsih, M.Pd. 2. Agnira Rekha, S.Pd, M.Pd.
60	1710302067	Muhamad Irfana Sidiq	1. Moch. Malik Al Firdaus, S.Pd, M.Pd. 2. Retma Sari, S.Pd., M.Pd.

61	1710302068	Ayu Desania	1. Rini Estiyowati Ikaningrum, S.S, M.Pd. 2. Gilang Fadhilia Arvianti, S.S., M.Hum.
62	1710302069	Khotiyah	1. Dr. Farikah, M.Pd. 2. Ali Imron, S.S., M.Hum.
63	1710302070	Hana Puspa Kurnia	1. Dr. Sri Sarwanti, S.Pd., M.Hum. 2. Widya Ratna Kusumaningrum, M.Ed., M.Pd.
64	1710302071	Muhammad Rifqi H.	1. Dr. Farikah, M.Pd. 2. Ali Imron, S.S., M.Hum.
65	1710302072	Siti Azizah	1. Rini Estiyowati Ikaningrum, S.S, M.Pd. 2. Retma Sari, S.Pd., M.Pd.
66	1710302073	Rizki Dinda Devita	1. Dr. Sri Sarwanti, S.Pd., M.Hum. 2. Agnira Rekha, S.Pd, M.Pd.
67	1710302075	Nadya Tri Puji Prasetya	1. Moch. Malik Al Firdaus. S.Pd, M.Pd. 2. Endah Ratnaningsih, S.Pd., M.Pd.
68	1710302077	Waqid Agus Salim	1. Lilia Indriani, S.Pd., M.Pd. 2. Widya Ratna Kusumaningrum, M.Ed., M.Pd.
69	1710302078	Anysa Maisara Tiarasita	1. C. Prima Ferri Karma, S.Pd., M.Pd. 2. Winda Candra Hantari, S.S., M.A.
70	1710302080	Salsabila Sofia Aulanikma	1. Dr. Sri Sarwanti, S.Pd., M.Hum 2. Ali Imron, S.S., M.Hum.
71	1710302081	Yahya Ibnu Syifa	1. Rini Estiyowati Ikaningrum, S.S, M.Pd. 2. Winda Candra Hantari, S.S., M.A.
72	1710302082	Maulida Arum Fauzi	1. Dr. Farikah, M.Pd. 2. Ali Imron, S.S., M.Hum.
73	1710302083	Gracea Ayu Cindiyanti	1. C. Prima Ferri Karma, S.Pd., M.Pd. 2. Ali Imron, S.S., M.Hum.
74	1710302084	Lailia Dwi Khasanatin	1. Moch. Malik Al Firdaus. S.Pd, M.Pd. 2. Atsani Wulansari, S.S., M.Hum.
75	1710302086	Heru Prasetyo	1. Dr. Farikah, M.Pd. 2. Endah Ratnaningsih, S.Pd., M.Pd.
76	1710302087	Heralda Dinda Paramitha	1. Moch. Malik Al Firdaus. S.Pd, M.Pd. 2. Gilang Fadhilia Arvianti, S.S., M.Hum.
77	1710302088	Fido Noviandi Triantama	1. C. Prima Ferri Karma, S.Pd., M.Pd. 2. Widya Ratna Kusumaningrum, M.Ed., M.Pd.
78	1710302090	Anisha Fitriyani	1. Lilia Indriani, S.Pd., M.Pd. 2. Gilang Fadhilia Arvianti, S.S., M.Hum.
79	1710302091	Ilham Rizaldi	1. Dr. Farikah, M.Pd. 2. Candradewi Wahyu Anggraeni, S.Pd., M.Pd.
80	1710302092	Dewi Anggraini	1. Dr. Dwi Winarsih, M.Pd. 2. Ali Imron, S.S., M.Hum.
81	1710302093	Bachtiar Galih Pamungkas	1. C. Prima Ferri Karma, S.Pd., M.Pd. 2. Retma Sari, S.Pd., M.Pd.
82	1710302094	Zain Muhammad Jauhar Hilmi	1. Moch. Malik Al Firdaus. S.Pd, M.Pd. 2. Endah Ratnaningsih, S.Pd., M.Pd.
83	1710302095	Ari Kurniawati	1. Dr. Dwi Winarsih, M.Pd. 2. Widya Ratna Kusumaningrum, M.Ed., M.Pd.
84	1710302096	Hafilda Aprillia Dheasari	1. Prof. Dr. Sukarno, M.Si. 2. Atsani Wulansari, S.S., M.Hum.
85	1710302097	Deninta Raefanty Nadya	1. Dr. Sri Sarwanti, S.Pd., M.Hum 2. Widya Ratna Kusumaningrum, M.Ed., M.Pd.
86	1710302098	Mustika Kurnia Wardani	1. Dr. Dwi Winarsih, M.Pd. 2. Endah Ratnaningsih, S.Pd., M.Pd.
87	1710302099	Valda Shabrina Rahma	1. Dr. Farikah, M.Pd. 2. Winda Candra Hantari, S.S., M.A.
88	1710302100	Tri Handayani	1. Dr. Dwi Winarsih, M.Pd. 2. Arum Nisma Wulanjani, S.Pd., M.Pd.
89	1710302101	Ryandikha Oktaviandi	1. C. Prima Ferri Karma, S.Pd., M.Pd. 2. Winda Candra Hantari, S.S., M.A.
90	1710302102	Dian Ayu Wardani	1. Lilia Indriani, S.Pd., M.Pd. 2. Agnira Rekha, S.Pd, M.Pd.
91	1710302103	Irmadela Sariputri	1. C. Prima Ferri Karma, S.Pd., M.Pd. 2. Endah Ratnaningsih, S.Pd., M.Pd.
92	1710302104	Ana Rahayu	1. Dr. Dwi Winarsih, M.Pd. 2. Arum Nisma Wulanjani, S.Pd., M.Pd.
93	1710302105	Busthomi Senko Aji	1. Dr. Sri Sarwanti, S.Pd., M.Hum. 2. Winda Candra Hantari, S.S., M.A.

94	1710302106	Sani Dewi Rakhmawati	1. Lilia Indriani, S.Pd., M.Pd. 2. Widya Ratna Kusumaningrum, M.Ed., M.Pd.
95	1710302107	Annisa Kurnia Fajrin	1. Lilia Indriani, S.Pd., M.Pd. 2. Arum Nisma Wulanjani, S.Pd., M.Pd.
96	1710302108	Difa Putri Herditya	1. C. Prima Ferri Karma, S.Pd., M.Pd. 2. Endah Ratnaningsih, S.Pd., M.Pd.
97	1710302109	Buyung Zulfanio	1. Moch. Malik Al Firdaus, S.Pd, M.Pd. 2. Endah Ratnaningsih, S.Pd., M.Pd.
98	1710302110	Anggita Fatma Pudyaningrum	1. Dr. Farikah, M.Pd. 2. Widya Ratna Kusumaningrum, M.Ed., M.Pd.
99	1710302111	Yusiana Ardita	1. Dr. Farikah, M.Pd. 2. Candradewi Wahyu Anggraeni, S.Pd., M.Pd.
100	1710302112	Fina Oktaviana	1. Lilia Indriani, S.Pd., M.Pd. 2. Ali Imron, S.S., M.Hum.
101	1710302113	Heni Siswari	1. Dr. Farikah, M.Pd. 2. Candradewi Wahyu Anggraeni, S.Pd., M.Pd.
102	1710302114	Bramasta Sakti	1. Dr. Farikah, M.Pd. 2. Agnira Rekha, S.Pd, M.Pd.
103	1710302115	Ari Safina	1. Dr. Dwi Winarsih, M.Pd. 2. Agnira Rekha, S.Pd, M.Pd.
104	1710302116	Muthia Rahmana Putri	1. Lilia Indriani, S.Pd., M.Pd. 2. Winda Candra Hantari, S.S., M.A.
105	1710302117	Christian Lilo Audry	1. Moch. Malik Al Firdaus, S.Pd, M.Pd. 2. Winda Candra Hantari, S.S., M.A.
106	1710302118	Ardiana Dewi Utami	1. Dr. Dwi Winarsih, M.Pd. 2. Agnira Rekha, S.Pd, M.Pd.
107	1710302119	Febiana Rahardiyaning Putri	1. Dr. Farikah, M.Pd. 2. Candradewi Wahyu Anggraeni, S.Pd., M.Pd.
108	1710302120	Rosyidin Ma'ruf	1. Lilia Indriani, S.Pd., M.Pd. 2. Agnira Rekha, S.Pd, M.Pd.
109	1710302121	Renita Rizky Anggraini	1. Dr. Dwi Winarsih, M.Pd. 2. Widya Ratna Kusumaningrum, M.Ed., M.Pd.
110	1710302122	Adinda Mawar Asri Nur H.	1. Dr. Sri Sarwanti, S.Pd., M.Hum. 2. Arum Nisma Wulanjani, S.Pd., M.Pd.
111	1710302123	Fatma Zunita	1. Dr. Farikah, M.Pd. 2. Agnira Rekha, S.Pd, M.Pd.
112	1710302124	Brilliant Oliviera	1. Moch. Malik Al Firdaus, S.Pd, M.Pd. 2. Agnira Rekha, S.Pd, M.Pd.
113	1710302125	Maulana Akbar Setianto	1. C. Prima Ferri Karma, S.Pd., M.Pd. 2. Arum Nisma Wulanjani, S.Pd., M.Pd.



Magelang, 1 Oktober 2020

PKIP Prof. Dr. Sukarno, M.Si.
NIP. 195907041986031002

Appendix 2 Surat Tugas Seminar Proposal Online



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS TIDAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Alamat : Jalan Kapten Suparman 39 Magelang 56116
Telepon (0293) 364113 Faksimile (0293) 362438
Laman : www.untidar.ac.id Surat elektronik : fkip@untidar.ac.id

Surat Tugas

Nomor: 869/UN57.F3/PT/2021

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Tidar mengugaskan:

No	Nama, NIP/NIK	Nama Mahasiswa, NPM	Jabatan dalam Tugas
1.	Dr. Dwi Winarsih, M.Pd. NIK 196711091994103C080	An'nisa Noviasari NPM 1410302026	Pembimbing I
2.	Rini Estiyowati Ikaningrum, M.Pd. NIK 197507062002103C114		Pembimbing II
3.	Moch. Malik Al Firdaus, M.Pd. NIK 198512202012043C155	Christian Lilo Audry NPM 1710302117	Pembimbing I
4.	Winda Candra Hantari, M.A. NIP 198609162015042003		Pembimbing II

untuk menghadiri seminar proposal skripsi mahasiswa secara online yang dilaksanakan pada:

hari, tanggal : Rabu, 5 Mei 2021
waktu : 09:00 s.d 10:00 WIB
media : *Video conference via Zoom*
Meeting ID: 999 9367 2090
Passcode: 887741

Surat tugas ini dibuat untuk dilaksanakan dengan sebaik-baiknya.



Magelang, 1 Mei 2021

Dekan,

Prof. Dr. Sukarno, M.Si.
NIP 195907041986031002

Appendix 3 Berita Acara Seminar Proposal Online



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS TIDAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN BAHASA DAN SENI

Alamat : Jalan Kapten Suparman 39 Magelang 56116 Telp. (0293) 364113 Fax. (0293) 362438 Laman : www.fkip.untidar.ac.id Surel : fkip@untidar.ac.id

BERITA ACARA SEMENTARA UJIAN SEMINAR PROPOSAL ONLINE

Nama Mahasiswa : Christian Lilo Audry
NPM : 1710302117
Judul Proposal : Investigating Grammatical Patterns of Adjective Clause of English Text for High School Education
Nama Dosen Pembimbing I : Moch Malik Al Firdaus, M.Pd.
Nama Dosen Pembimbing II : Winda Candra Hantari, S.S., M.A.
Nama Penguji I : Rini Estiyowati Ikaningrum, M.Pd.
Nama Penguji II : Dr. Dwi Winarsih, M.Pd.
Nama Peserta Ujian (Tidak Wajib) : An'nisa Noviasari
Tanggal Ujian Seminar Proposal : 5 Mei 2021
Ujian Melalui Media : Zoom
Foto Bukti Ujian



Appendix 4 Surat Tugas Ujian Skripsi Online



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
UNIVERSITAS TIDAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Alamat : Jalan Kapten Suparman 39 Magelang 56116
Telepon (0293) 364113 Faksimile (0293) 362438
Laman : www.fkip.untidar.ac.id Surat elektronik : fkip@untidar.ac.id

Surat Tugas
Nomor : B/2820/UN57.F3/TD.06/2021

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Tidar menugaskan :

No.	Nama, NIP/NIK	Jabatan dalam Tugas
1.	Moch. Malik Al Firdaus, M.Pd. NIP 198512202021211003	Ketua Penguji
2.	Winda Candra Hantari, M.A. NIP 198609162015042003	Sekretaris Penguji
3.	Dr. Sri Sarwanti, M.Hum. NIP 197301062021212003	Anggota Penguji

sebagai penilai ujian skripsi mahasiswa Program Studi S1 Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Tidar atas nama **Christian Lilo Audry (NPM 1710302117)** yang dilaksanakan pada :

hari, tanggal : Kamis, 21 Oktober 2021
waktu : 13:00 s.d 14:00 WIB
media : *Video conference via Zoom*
Meeting ID: 923 4459 9527
Passcode: PBI02

Surat tugas ini dibuat untuk dapat dilaksanakan dengan sebaik-baiknya.

Magelang, 19 Oktober 2021

Dekan,



Prof. Dr. Sukarno, M.Si.
NIP 195907041986031002



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
UNIVERSITAS TIDAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Alamat : Jalan Kapten Suparman 39 Magelang 56116
Telepon (0293) 364113 Faksimile (0293) 362438
Laman : www.fkip.untidar.ac.id Surat elektronik : fkip@untidar.ac.id

Lampiran Surat Tugas

Yth. Bapak/ Ibu
Dosen Pembimbing II (Sekretaris Penguji)

Berkaitan dengan ujian skripsi online, mohon bantuan Bapak/Ibu untuk dapat mengisi dan mengirim berita acara ujian skripsi online di alamat berikut ini :

<https://forms.gle/5pngTQjo8gcBYEQH9>

Atas perhatiannya diucapkan terima kasih.

Appendix 5 Berita Acara Ujian Skripsi Online



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS TIDAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN BAHASA DAN SENI

Alamat : Jalan Kapten Suparman 39 Magelang 56116 Telp. (0293) 364113 Fax. (0293) 362438 Laman : www.fkip.untidar.ac.id Surel : fkip@untidar.ac.id

BERITA ACARA SEMENTARA UJIAN SKRIPSI ONLINE

Nama Mahasiswa	: Christian Lilo Audry
NPM	: 1710302117
Judul Proposal	: Investigating Grammatical Patterns of Adjective Clause of English Text For High School Education
Nama Dosen Pembimbing I	: Moch Malik Al Firdaus, M.Pd.
Nama Dosen Pembimbing II	: Winda Candra Hantari, S.S., M.A.
Nama Dosen Penguji I	: Dr. Sri Sarwanti, M.Hum.
Tanggal Ujian Skripsi	: 21 Oktober 2021
Ujian Melalui Media	: Zoom

Foto Bukti Ujian



Appendix 6 Journal of Paper Revision

JOURNAL OF PAPER REVISION

Title : Investigating Grammatical Patterns of Adjective Clause of English Text for High School Education

Name : Christian Lilo Audry

NPM : 1710302117

Chief Examiner : Moch. Malik Al Firdaus, S.Pd., M.Pd.

Secretary Examiner : Winda Candra Hantari, S.S., M.A.

Examiner Member : Dr. Sri Sarwanti, M.Hum.

No.	Name	Comment	Signature
1.	Moch. Malik Al Firdaus, S.Pd., M.Pd. NIP 108512202021211003	Revise the paper based on the suggestions from the examiner	
2.	Winda Candra Hantari, S.S., M.A. NIP 198609162015042003	Revise the paper based on the suggestions from the examiner	
3.	Dr. Sri Sarwanti, M.Hum. NIP 197301062021212003	<ul style="list-style-type: none">- Avoid the use of “I”, “we”, and “you” in the background of the study.- Be consistent on using either the researcher or the writer.- Revise the word “delicate” and “implicated” in the abstract.- Revise “was” in the third paragraph of abstract.- Revise the suggestion in the abstract considering S+V.- Use past tense in the previous research.	

		<ul style="list-style-type: none">- Use simple past in chapter 3.- Give reasons about the data resources.- Adding a theory for research instrument.	
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Appendix 7 Workbook Texts

Text 1

My name is Anita Pramesti. I come from Surabaya, but now I live in Jakarta. I've been teaching Indonesian since 2007. Now, I'm a middle level teacher and assistant trainer at Language Program. I'm interested in Indonesian teaching. I'm always looking for teaching methods which are appropriate for my students. I have gradually accumulated effective experience to help students master practical Indonesian. I have taught students from different countries, such as Australia, Japan, India, and Singapore. I have been exposed to different Indonesian courses at different levels and in different styles, including class courses for beginners and for elementary and intermediate students, private courses, etc. I like reading and travelling. That's about me.

I have one older sister and one older brother. My sister has married, and my brother is a high school students.

Text 2

Gunung Leuser National Park

The Gunung Leuser National Park (GLNP) is one of the richest tropical rainforest in Southeast Asia. Covering up to 7,927 km² and straddling the border of North Sumatra and Aceh Provinces. It is one of the last places on earth, where you can see the critically endangered orangutans in the wild.

This region is also a host of other wildlife. Elephants, rhinos, tigers, leopard cats, siamangs, Thomas leaf monkey, macaques, gibbons are just a handful of the thousands of species found in this unique ecosystem. Together with Bukit Barisan Selatan and Kerinci Seblat National Park, it is a UNESCO World Heritage Site (since 2004), a Tropical Rainforest Heritage of Sumatra.

The park area reaches up to 3,404 m to the peak of Gunung Leuser which gave the area its name and protects a wide range of ecosystems. There are river systems, volcanoes, and lakes. This rainforest is immensely

biodiverse, hosting approximately 700 different species of animals – more than 175 mammals, 320 birds, 190 reptiles, and amphibians. Because of the great differences in altitude and the diversity in soil, the Gunung Leuser National Park has also an enormous wealth of plant species. So, 45% of all recorded plant species in the West Indo-Malayan region are found in this area. The flora contains approximately 10,000 plant species, including the spectacular *Rafflesia arnoldii* and *Amorphophallus titanum*, the biggest and the highest flower in the world.

Bukit Lawang, the usual point of start of all our tours, is considered one of the best, gateways unto experiencing the many marvels of the Gunung Leuser National Park. Although no longer a centre for active rehabilitation and release, the forest surrounding Bukit Lawang still offers big opportunities to observe orangutans and a variety of other habitats of the jungle. Usually orangutans are seen near the rehabilitation centre and at the feeding platform during the morning and afternoon feeding sessions. But the best experience is an encounter in the jungle where many semi-wild and wild animals are in the trees.

It is not guaranteed that any animal will be seen during the booked trek. However, many visitors can see the animals on their tour. Usually orangutans, white and black gibbons, Thomas leaf monkeys, macaques, and a lot of birds, reptiles or insects are very frequent along the tours. If you are lucky, but since there are very few still alive it is very improbable, you will encounter the Sumatran tiger or the Sumatran rhinoceros during long expedition.

Text 3

Bukit Baka-Bukit Raya National Park

Bukit Baka-Bukit Raya National Park is a conservation area located in the heart of Borneo Island. The area has an important role in the hydrological function as a catchment area for Melawi Watershed in West Kalimantan and Regional Aliaran Katingan River in Central Kalimantan.

Forest area of Bukit Baka-Bukit Raya is representative of tropical rainforest ecosystem that dominates mountain peaks Schwaner mountains.

In this park there are 817 recorded species of plants belonging to 139 families including Dipterocarpaceae, Myrtaceae, Sapotaceae, Euphorbiaceae, Lauraceae, and Ericaceae. There are also medical plants, orchid forest, *Rafflesia* (*Rafflesia* sp.) which is the largest parasitic plants and also grow in Mount Kinabalu, Malaysia.

Text 4

Victoria Falls

Victoria Falls constitutes one of the most spectacular natural wonders of the worlds. The local people call it “Mosi-oa-Tunya” which means the smoke that thunders. It is located in southern Africa on the Zambezi River at the border between Zambia and Zimbabwe.

The Victoria Falls is 1,708 m wide, making it the largest curtain of water in the world. It drops between 90 and 107 m into the Zambezi George and an average of 550,000 cubic meters of water plummet over the edge every minute.

David Livingston who was the first European to cross Africa from south to north discovered this awe-inspiring waterfall in 1855. He was fascinated by the beauty of the falls. In 1857 Livingstone wrote that no one in England can even imagine the beauty of this scene. The statue of David Livingstone was erected at the Victoria Falls in Livingstone in November 2005. It features a full body replica of Dr. Livingstone standing with his right holding his journals and his left hand raised to his forehead as he look up upon the water falls. The falls and the surrounding area have been declared national parks and a World Heritage Site, thus preserving the are from excessive commercialization.

One special vantage point is across the Knife-edge Bridge, where visitors can have the finest view of the Eastern Cataract and the Main Falls as well as the Boiling Pot, where the river turns and head down the Batoka Gorge.

Other vantage points include the Falls Bridge, Devil Pool and the Lookout Tree, both of which command panoramic views across the Main Falls.

Today one of the Victoria Falls Bridge's main attractions are historical guided tours focusing on the construction of the bridge, and which include a walking tour under the main deck. On the Zambian side, there is a small museum about the Bridge which is free to enter and has a café selling refreshments.

Livingstone Island was opened in 1992 to provide exclusive and unique picnics on the edge of Victoria Falls. It is a protected area that is only allowed of 16 people on at any one time. The outmost care is taken to protect and preserve the natural habitat of the area. There is also a railway museum in Livingstone, with several old steam trains, and is a good source of information for railway enthusiasts. The Livingstone Island tour is seasonal and can only be done when the water level of the Zambezi River is low enough to allow safe access to Livingstone Island. This is from approximately late June to early March.

Devil's Pool Victoria Falls is the world's ultimate infinity pool. The Devils Swimming Pool is available for an even shorter period as the water level has to be really low to allow for safe swimming. Although variable every year this is normally from late August to early January.

Victoria Falls is a UNESCO World Heritage Site, and the citizens of both Zambia and Zimbabwe no longer have fear of the "the smoke that thunders", and are successfully developing the tourism on both sides of the river.

Text 5

There are several things to do when visiting Tower Bridge. First and foremost, it's a beautiful bridge that is just begging for your camera to capture it day and night. It's instantly obvious why it's a great seller for postcards. Second, it is a bridge and you can use it to get across the Thames. Lastly, it's a

destination itself. The Tower Bridge Experience offers the visitor wonderful views of London 42 m (130 feet) above the river as well as the opportunity to learn all about the bridge itself and how it works. The exhibition also includes photos of over 20 great bridges of the world.

Text 6

Located in Yucatan, appointed by the UNESCO as World Heritage and considered one of the “New Seven Wonders of the World”. The archaeological site covers an area of 6.5 square kilometers. Composed by the south area that dates back to the VII century and shows the Maya Puuc construction style and the central area, built after the arrival of the Toltecs around the 10th century, it shows the fusion of the Puuc architectural styles and the central highlands of Mexico.

The most impressive structures of Chichen Itza are located in the central area. There you will find the ball game, temples, the spectacular Castle (Pyramid of Kukulkan), and Mayan calendar stone that measures 25 meters. The Toltec warriors are represented in the engravings found around the entrance, at the top of the Castle. The local guides will provide detailed information about Chichen Itza and even take you to a Sacred Cenote.

During the spring and autumn equinoxes, the sun creates the illusion of a snake ascending or descending the stairs of the Pyramid of Kukulkan, a fantastic phenomenon that attracts many people. The illusion is reproduced in the sound and light show that take place every evening in the archeological site. You can explore the archeological sites of Chichen Itza in a day, or spend the night at the Hacienda Chichen, a place of the sixteenth century beautifully restored and transformed into a luxury hotel and spa.

Text 7

UT Dell Medical School Health Sciences Summer Camps

Eanes ISD is excited to announce its current partnership with Dell Medical School to offer summer camps where middle and high school students

can learn about the various professions and take part in hands-on health science experiments.

2017 Camp Dates

High School : July 17-21, 9 a.m.-5 p.m.

Middle School : August 7-11, 9 a.m.-4 p.m.

Students in grade 6-12 who are interested in applying to participate in either the Middle School or High School Health Sciences Summer Camps should click on the application link to complete the Eanes ISD application. Students will then be selected and nominated by their school counselors. We have been allocated a very limited number of spaces for each of the two camps, so please note that we cannot guarantee admission of every student who complete the application. The deadline to submit an application is March 25.

[Dell Medical School Health Sciences Summer Camp Eanes ISD Application](#)

For more information about these camps, please click on the link below:

[Dell Medical School Health Sciences Summer Camp](#)

Text 8

ANNOUNCEMENT

We are sorry to inform that the bazaar event (February 23, 2017) has been cancelled. After a day of discussion between the teacher and the committees, the event had to be cancelled due to the bad weather in our region. We are extremely upset about this decision, but this cancellation is good for us all. We are terribly sorry to all the students who helped us, and who had stalls at the event.

Thank you for your support. We hope we can work together again in different event.

Bazaar Committee

Text 9

After graduating from high school, I plan to attend a four year university followed by a four year graduate school and major, in Adolescent Psychology. With this major, I hope to eventually obtain a Ph.D. in the field. I intend on opening my own psychological practice after all of my schooling is completed. My secondary career choice is a registered in which I would major in dietetics.

I want to be an Adolescent Psychological for several reasons. I love helping people and trying to find solutions for problems. I'm also intrigued in how people think and why the brain works the way it does. By becoming a psychologist, I feel it will be fulfilling to know I am changing people's lives for the better.

However, if that plan doesn't fall into place my backup career will be a registered dietician. I will major either dietician or nutrition. By becoming a dietician, I would help people overcome health issues as well as institute proper nutrition that they can carry with them for the rest of their lives.

I will not give up. Challenges along the way are expected, and looked at as a way to only grow stronger.

Text 10

The most popular tourist attraction in Rome and certainly one of the most recognizable symbols of the Roman Empire is Colosseum. This incredible structure, also known as the Flavian Amphitheater, is one of the most popular attractions in the city and it attracts over 5 million people every single year.

The Colosseum is an oval shaped amphitheater in the center of Rome and it is the largest amphitheater ever built, making it one of the greatest wonders of the world. Still very much intact, the Colosseum is one of the best kept ruins of the Roman Empire and this site dates all the way back as far as AD 72 under the rule of the emperor Vespasian. The visitors can sit in the stands and see evidence of the amphitheater's intricate underground passageways and trap doors – the staging areas for erstwhile entertainment.

There are 80 entrances to the Colosseum – this Roman amphitheater really is huge. But even when you're in there, among all the tourist crowds, it's hard to understand the vast size of it all. There are 80 entrances to get into the building, which really bring home the sheer vastness of this space.

It's the largest amphitheater ever built – it's the largest amphitheater in the world. It stands 48 meter high and it covers a total area of 6 acres.

Text 11

Located some 4 hours drive from Surabaya, the capital of East Java, Mount Bromo is a part of the Bromo Tengger Semeru National Park that covers a massive area of 800 square kilometers.

At 2,392 meters tall, Mount Bromo is not among the tallest of Indonesia's mountains, but it has incredible and stunning beauty.

The temperature at Mount Bromo ranges from 3 to 20 degrees Celsius, but the temperature may be several degrees below zero during the dry season.

There are a number of guest houses and basic hotels located around Mount Bromo. The Bromo guest house is located at Ngadisari that lies 3 kilometers from the crater rim.

You can stay overnight at one of the hotels at Prigen, Tretes, to make sure that you are on the crater rim before sunrise.

Ponies can take you across the sand sea to the bottom of the steep stairs that leads to the crater.

Text 12

My Chorus Experience

In the middle school, I participated in the chorus for two years, and in high school, I performed in two school productions. In addition, I studied creative writing for three years.

I went to Jackie Robinson Middle School, previously attended by actor Gine Wilder from the original film, *Willie Wonka and the Chocolate Factory*. I

was not excited to study chorus because I wasn't a good singer, and I didn't know anyone. However, I do recall how desperately wanted to sing with the popular girls' group who were sopranos, but I was placed as an alto. During the few weeks of class, I learned about my vocal range. I was so nervous singing the scales in front of class – for fear of being teased. When it was my turn to perform, I inhaled and pitched my voice to the sounds of the piano keys played by the teacher. The teacher gave me feedback by suggesting I sing from my diaphragm; as a result, my performance improved. I learned music terminology and the benefit of practice. In the beginning, I dreaded performing in front of others and doing warm-ups, but by doing being forced to perform these tasks, I became confident. The teacher would instruct the class do a series of vocal exercises such as tongue twisters.

Next, we had to study music sheets. Some songs challenged my vocal range for longer and shorter periods, but learning old and strange music I never heard before was even more difficult. Of all the many songs we performed, my favorite was a piece MPS finale concert called, La Amstad. My school along with twenty others gathered for the grand production at the US Cellular Arena. I was astounded how harmoniously, and beautifully we sing.

From that experience, I developed an interest in performing that followed me into high school

Text 13

It was a chilly late of July afternoon. I participated in a camping activity with my friends. It was my first camping. I arrived at camp, my heart was racing. With sore and stiff legs we clumsily got out of our car after being crammed in there for our three and a half hour journey from our hometown to the camping area. I looked around and examined this new place that I was in and it was full of nature. The first thing my friends and I did when we arrived at the location was to set up our camp. Thankfully I had my friends with me who had gone camping a couple times before. My friends also taught me to start a

campfire. The first night ran well. In the next morning we woke up early and started making breakfast. We tossed some eggs. After that, we decided to hike. During the hike, my friends and I were very lucky as we reached an area with a waterfall squeezed between the rocks of the mountain. Even though the water was a bit chilly, we decided to take a dip in it and were definitely not left disappointed. We slept soundly because of tiredness. The third day was our last camping. We cleaned the area around our camp. We also took some pictures before we went home. Overall, it was fun and exhilarating. I really hope I can go camping again next time.

Text 14

Jason Mraz was born on 23 June 1977. When he was kid, he had a comfortable childhood growing up in a safe and friendly neighborhood.

Jason attended Lee Davis High School where he was a cheerleader. After graduation, he went to the American Music and Dramatic Academy, New York, where he studied for a few months. He later enrolled at the Longwood University in Virginia but dropped out to pursue a career in music.

In 1999 he moved to San Diego. In 2002 he signed a contract with Elektra Record released his major label debut album. In 2004 he went on a tour and while on the tour, he released a live album. In 2005, his second studio album was out. It was a moderate success and peaked at No. 5 on Billboards Top 200. In 2008, he released his album “We Sing, We Dance, We Seal Things” which went on to become a super hit not only in the US, but also in several other countries.

Text 15

Sutomo or Bung Tomo was born on October 3, 1920, in Kampung Blauran, in the center of Surabaya. At the age of 12, Sutomo left his school at MULO to find a job due to economy problem. At age 17, he became famous when he managed to become the second person in the Dutch East Indies to reach Garuda Scout rank. During the Japanese occupation, Sutomo was chosen in 1994 as a

member of the Japanese-sponsored *Gerakan Rakyat Baru* (New People's Movement). While in October and November 1945, he became one of the leaders of the people moving and uplifting Surabaya which was under attack by NICA. Sutomo particularly remembered for opening calls on the radio broadcasts were filled with emotion.

Text 16

Once, there lived a peasant with his daughter. One day, he sent his daughter out with a basket of jujube fruit and asked her to take them to his mother-in-law, who lived six miles away. She came with her little daughter. Just as the sun was setting, the girl and her brother realized that they had lost their way. They met an old woman and she asked them where they were going. The woman, who was actually a tiger, said, "That's me." The two children said, "But our mother told us that her mother has seven moles on her face. You don't look at all like her."

Text 17

A long time ago, there were many gods who lived on the island of Guam. The native people decided to get rid of, or to destroy, all of the gods. Legend has it they misbehaved, and didn't want the gods watching over them. There was one girl named Victoria, however, who did not want the gods banned from the island because she strongly believed in their magical powers and wanted them to favor her. When the gods heard of the plan of the people, they decided to destroy all of the people of the island, except Veronica. They decided that they would build a bridge of beautiful colors for Veronica to climb upon while they destroyed the others. Veronica climbed on the bridge to escape, and today you can see the bridge of beautiful colors made especially for Veronica. The bridge is called the rainbow.

Text 18

A long time ago, rabbits had short ears and a long fluffy tail. He was proud of that long tail. He was always showing it off to the Fox. The Fox got very tired of all this bragging.

One cold winter day, the Fox came by the Rabbit's house with a big string of fish he had just caught. The rabbit wanted to catch some fish, so he asked the Fox. The Fox had caught the fish in the ordinary way, but he said to the Rabbit, "I just sat on the edge of the pond and let my tail dangle in the water. When enough fish had grabbed on to my tail, I pulled them out."

Then the Rabbit went to the pond. He did what the Fox said, but he didn't feel even one fish on his tail. It was very cold, so he wanted to go home. When the Rabbit tried to pull his tail out of the pond, he couldn't do it. The pond had frozen solid, and his tail was stuck in the ice. He began to cry and wail for a help.

An owl saw him. He approached the Rabbit and helped him. The Owl grabbed the Rabbit's left ear and began to pull. The left ear began longer and longer, but the Rabbit was still stuck in the ice. Then the Owl pulled the right ear. It got longer, too. Finally, with a strong pull, the Rabbit's tail was snapped off and he was set of the ice. From that time, rabbit has long ears and a short tail.

Text 19

Venice a tourist destination most well-known for its canals and gondolas used to transport people around the city. Venice is made up of 118 islands. The city itself is believed to be sinking at a rate of 1 to 2 millimeters each year. There are estimated to be 350 gondolas on Venice's waterways, which include 177 canals. Venetian folklore says that if a couple in a gondola kisses as they pass underneath each bridge, they will remain in love forever.

Text 20

In the second Dutch military aggression 1948, Yogyakarta which became the capital of the Indonesian state was occupied by Dutch. Soedirman who was

weak and ill forced himself to participate in the war against the Allied forces. Stretched from one to other mountains and forests for approximately seven months, he led the attacks and supported Indonesian army to fight. Although President Soekarno asked him to go back home and have rest, he refused and kept struggling till the last breath.

Text 21

A rabbit called Onkie lived in the deep African jungles. He was very intelligent rabbit, but Onkie wanted to become wiser.

So, one day, he went to meet the good witch who lived in the woods. The witch heard Onkie's wish and said, "We shall see. But, first bring me a live python!" the Onkie cut the largest branch of a nearby tree and went to the Python. He called out, "Pithy, pithy, python, so small like a twig!" The python became very angry and said, "I'm not as tiny as you think." Onkie challenged the Python and said, "Then stretch along this branch! Let me measure how big you are!" The python wanted to prove Onkie wrong and did as he was told. As soon as the Python stretched himself, the clever Rabbit at once tied him to the branch. He went to the witch who was very happy to see it. But she decided to give him another test.

"Bring me a swarm of bees!" she said. Onkie thought of a clever plan. He emptied a pumpkin, put some honey in it, and hung it on a branch. Within a few minutes, it was filled with bees. Onkie quickly closed the opening of the pumpkin and took it to the witch. The good witch was very impressed with Onkie.

The clever Rabbit had passed all the tests. The witch then put a dark mark between Onkie's ears for people to know that he was intelligent and clever. Ever since then, all African rabbits have this dark mark between their ears.

Text 22

I suppose the students do not like the new rule. At the age of 16 to 18, students might not have driving license. Only students whose ages are 17 above can get the license, but in fact, they don't have time to get the license. Most parents allow them to ride motorcycles to school because they can't take and pick them up. Moreover the condition of public transportation is poor. Students might find difficulties how they go to school. I think the school should rethink the new rule about the ban of motorcycle.

Text 23

Jln. Menjangan No. 48

Jakarta

September 1, 2019

Dear Bobby,

How's life with you? I hope everything is fine. Please, give my regards to the rest of your family. As I told you that I have been chosen as a captain of my school football team. At first, I was worried if I couldn't do my job well. But, now I'm happy about that position. Our team had a match last week. It was my first match as a captain.

We had been busy for practice for a month. We had football practice twice a week at 4 p.m. Before we played football, I asked my team to get warming up. We ran around our school. You know that my school is located near ricefield, right? When we were running, we enjoyed the fresh air. It tried to guide my team well. I learnt how to guide a football team from my big brother. He is also a captain of a college football team. I was relieved that my team likes my leadership.

When the match day came, I was nervous. I encouraged my team to do the best as they could. Fortunately, we won. I was very happy. Our football coach was proud of us. He also thanked me. From that time, I feel confident about my position.

Well, we will have a match next month. Therefore, we are busy for practice now. You were the best football player when we were middle school. Please, give me some tips about how to play football well! Well, please reply my letter when you have time.

Best regards,

Rio

P.S. I send you a DVD of my match. Please, give me your opinion about it.

Text 24

July 8, 2019

Dear Uncle Andri,

It's been so long since your last visit. How are you, Uncle? Hope you started your new job last week. It must be exciting. We want to know about your new job.

Teddy is getting ready for the new school year. He mentioned you the other day while talking about a car. He remembered when you asked him to go around the town with your old car. He wants to know when you are going to visit us again. We are all looking forward to seeing you. I hope you are getting a small holiday in December. Do try to visit us if you have time.

We are all miss you very much. Hoping to hear from you soon.

Warmly,

Ferdy

Text 25

Dear Anita,

I'm sorry that it has been a long time since we last talked or seen each other. I don't care who made a mistake. I also don't know whether you still want to be my friend or not.

I feel bad since a month ago. We used to go shopping together, but now I don't have friends to go shopping, except my mother. No one helps me do my math assignment.

I remember when we studied together before the test. Even though we study at different schools, I think that only you are my close friend. Now, I do everything alone. I spend most of my time at home. That's why I write this letter. From the depth of my heart, I'm really sorry for my mistake. I want to be your friend again.

Well, I hope you want to read this letter. I'm looking forward to your reply.

Sincerely,

Firda

Text 26

Yogyakarta, August 24, 2019

Dear Alya,

How's life? I'm sorry for replying your letter late. I got an accident last two months, so I spent my days on the bed.

Do you want to know how it happened? When I was walking home, somebody hit me by a bike. I fell into the stream. There were many rocks in the stream, so they hurt my leg and hand. I was in the hospital for two weeks, and took a rest for the next two weeks. I couldn't walk without crutches. My right hand was swollen. I couldn't write and hold anything.

Now, I'm better. I can walk slowly. I also can use my hand. Therefore, I can write a letter for you. Anyway, I'd like to meet you when you get back. Hope you are enjoying your time there.

Sincerely

Tania

Text 27

Volcano Eruptions

We live on the crust of the earth. Beneath the crust is a layer of rock called the mantle. Inside the mantle is the earth's core. Magma, or melted rock, and gas are trapped in the core. A volcanic eruption occurs when magma from deep inside the earth pushes up through the mantle and the crust. Volcanic eruptions can cause fires, mudslides, floods, avalanches, and earthquakes. Even a sudden volcano eruption can kill many people.

A volcanic eruption begins with the formation of magma in the lower sections of the Earth's crust and the upper region of the mantle. With pressure driving the magma, it travels upward with tremendous force. If it is halted in a magma chamber, the pressure will begin to increase. Eventually, the solid rock and other material surrounding the chamber will crack, creating a new passage to the earth's surface. The magma will then flow through this conduit until it reaches the surface, where it will spew out in a volcanic eruption. When magma reaches the surface, it erupts as lava, ash, and volcanic rocks. Magma that reaches the earth's surface is called lava. Steam and gases, such as carbon dioxide, are also released into the atmosphere during a volcanic eruption. Lava flows can reach speed of 90 to 100 miles per hour as they slide down the side of a volcano. These kinds of eruptions can push down entire forests. They can change the course of rivers. They affect the air we breathe, the food we eat, and the water we drink

Text 28

A wide variety of emergencies may cause evacuation. Emergency evacuation is the urgent immediate egress or escape of people away from an area that contains an imminent threat, and ongoing threat, or a hazard to lives or property. Most evacuations are caused by natural threats, such as earthquakes, hurricanes, and fires, and where the force of the threat is much greater than any possible human defense.

Many people stay behind because they think that their homes are safe enough to withstand a natural disaster, but there are other factors to consider that whether or not there is strong enough. Homes may be resistant of the natural disaster, but they can be vulnerable to more than just winds. If the damage around them is severe enough, they could be left without adequate supplies to get them through the devastation that follows. Even if their home remains intact, the loss of power and clean water can create a whole new set of problems. This situation makes them more severe. That's why government suggests that evacuation is the solution.

Evacuation of the danger zone can vary in scale from individual movement to hundreds of thousands of people evacuating urban cities. Urban evacuation can be viewed as the process in which evacuees are moved from danger areas to safe zones utilizing transportation resources. This massive movement of population typically exceeds normal demands on transportation of a poor evacuation plan is that people may lose their lives if they are not given the chance to evacuate on time. Another less severe sequence is a massive number of people trapped for hours on the road.

A common concern people give for staying behind is the fear of loss or damage to their property through looting if no one is around. For those who are unable to leave, it is important to follow all the necessary safety procedures for staying behind.

Text 29

The word "aurora" comes from the Roman goddess of the dawn, Aurora. The name was given to spectacle of light that appears in the skies near our polar regions. In the Northern Hemisphere, the lights are called aurora borealis, or northern lights. In the Southern Hemisphere, they are called aurora australis, or southern lights.

Auroras are caused by the sun. Sometimes the sun has violent storms, during which a stream of charged particles (plasma) is spewed out in an event

called a coronal mass ejection. The results of the storms are solar winds filled with highly charged, tiny particles travelling at speeds of 1-2 million miles per day. It takes 2-3 days for the solar winds to reach our planet.

When the particles arrive, they are drawn toward the North and South Poles by the Earth's magnetic field. The particles hit and interact with our atmosphere, and the sky begins to glow. The delicate colors of the auroras depend on the height at which the energy particles collide with atmosphere.

Auroras happen at any time, but the peak occurs at 27-day intervals (auroral activity is based on our sun's rotation and solar activity) and usually lasts for several nights in a row. Northern lights glowing just after dark are not very showy. The best displays are around midnight or shortly after.

Text 30

How is Lightning Formed?

Lightning is a bolt of electricity between the sky and the ground. A single bolt has enough power to light hundred lamps for a day. Lightning can strike people and even kill them. Lightning also starts hundreds of forest fires every year.

Inside the big dark thunderclouds on a stormy day are millions of tiny droplets of ice. These collide with each other all the time, creating electric charge (a small amount of electricity). In no time, the cloud gets filled up with charges.

Electric charges are either positive or negative. When negative charges from the bottom of the cloud and positive charges of the ground meet, a flash is seen. This flash is actually the path of the electrical charges. All this happens in a fraction of a second.

Lightning heats up the air around it to temperatures up to 30,000 degrees Celsius. This is more than five times hotter than the surface of the Sun. When air is heated so quickly, it expands and contracts violently, much like a balloon bursting. The explosion is heard as thunder. Lightning and thunder

happen at the same time, but why do we always see lightning first and hear thunder later? This is because light travels almost a million times faster than sound.



Appendix 8 Table of Adjective Clause

- 1: Relative Pronouns as Subject
- 2: Relative Pronouns as Object
- 3: Possessive Adjective Clauses
- 4: Relative Pronouns as Object of Prepositions
- 5: Relative Pronouns in Phrases of Quantity and Quality
- 6: Adjective Clauses of Time and Place

No	Code	Clause	Types of adjective clause						
			1	2	3	4	5	6	
1	T1/P1/S6/C1	<i>I'm always looking for teaching methods <u>which</u> are appropriate for my students.</i>	✓						
2	T2/P1/S3/C1	<i>It is one of the last places on earth, <u>where</u> you can see the critically endangered orangutans in the wild.</i>							✓
3	T2/P3/S1/C1	<i>The park area reaches up to 3,404 m to the peak of Gunung Leuser <u>which</u> gave the area its name and protects a wide range of ecosystems.</i>	✓						
4	T2/P2/S1/C1	<i>Forest area of Bukit Baka-Bukit Raya is representative of tropical rainforest ecosystem <u>that</u> dominates mountain peaks Schwaner mountains.</i>	✓						
5	T4/P1/S2/C1	<i>The local people call it "Mosi-oa-Tunya" <u>which</u> means the smoke that thunders.</i>	✓						
6	T4/P3/S1/C1	<i>David Livingston <u>who</u> was the first European to cross Africa from south to north discovered this awe-inspiring waterfall in 1855.</i>	✓						
7	T4/P4/S1/C1	<i>One special vantage point is across the Knife-edge Bridge, <u>where</u> visitors can have the finest view of the Eastern Cataract and the Main Falls as well as the Boiling Pot, <u>where</u> the river turns and head down the Batoka Gorge.</i>							✓

8	T4/P5/S1/C1	Today one of the Victoria Falls Bridge's main attractions are historical guided tours focusing on the construction of the bridge, and <u>which</u> include a walking tour under the main deck.	✓					
9	T4/P5/S2/C1	On the Zambian side, there is a small museum about the Bridge <u>which</u> is free to enter and has a café selling refreshments.	✓					
10	T4/P6/S5/C1	The Livingstone Island tour is seasonal and can only be done <u>when</u> the water level of the Zambezi River is low enough to allow safe access to Livingstone Island.						✓
11	T5/P1/S1/C1	There are several things to do <u>when</u> visiting Tower Bridge.						✓
12	T5/P1/S2/C1	First and foremost, it's beautiful bridge <u>that</u> is just begging for your camera to capture it day and night.	✓					
13	T6/P3/S1/C1	A fantastic phenomenon <u>that</u> attracts many people.	✓					
14	T6/P3/S2/C1	The illusion is reproduced in the sound and light show <u>that</u> take place every evening in archaeological site.	✓					
15	T7/P1/S1/C1	Eanes ISD is excited to announce its current partnership with Dell Medical School to offer summer camps <u>where</u> middle and high school students can learn about the various professions and take part in hands-on health sciences experiments.						✓
16	T7/P2/S1/C1	Students in grade 6-12 <u>who</u> are interested in applying to participate in either the Middle School or High School Health Sciences Summer Camps should click on the application to complete the Eanes ISD application.	✓					

17	T7/P2/S3/C2	We cannot guarantee admission of every student who completes the application.	✓					
18	T8/P1/S4/C1	We are terribly sorry to all students <u>who</u> helped us, and <u>who</u> had stalls at the event.	✓					
19	T9/P1/S4/C1	My secondary career choice is a registered dietician in <u>which</u> I would major in dietetics.		✓				
20	T10/P3/S2/C1	But even <u>when</u> you're in there, among all the tourist crowds, it's hard to understand the vast size of it all.						✓
21	T10/P3/S3/C1	There are 80 entrances to get into the building, <u>which</u> really brings home the sheer vastness of this space.	✓					
22	T11/P1/S1/C1	Located some 4 hours drive from Surabaya, the capital of East Java, Mount Bromo is a part of the Bromo Tengger Semeru National Park <u>that</u> covers a massive area of 800 squares kilometers.	✓					
23	T12/P2/S3/C1	However, I do recall how desperately wanted to sing with the popular girls' group <u>who</u> were sopranos.	✓					
24	T12/P2/S6/C1	<u>When</u> it was my turn to perform, I inhaled and pitched my voice to the sounds of the piano keys played by the teacher.						✓
25	T13/P1/S5/C1	I looked around and examined this new place <u>that</u> I was in.		✓				
26	T13/P1/S6/C1	The first thing my friends and I did <u>when</u> we arrived at the location was to set up our camp.						✓
27	T13/P1/S7/C1	Thankfully I had my friends with me <u>who</u> had gone camping a couple times before.	✓					
28	T14/P2/S1/C1	Jason attended Lee Davis High School <u>where</u> he was a cheerleader.						✓
29	T14/P2/S2/C1	After graduation, he went to						✓

		American Music and Dramatic Academy, New York, <u>where</u> he studied for few months.						
30	T14/P3/S6/C1	In 2008, he released his album "We Sing, We Dance, We Seal Things" <u>which</u> went on to become a super hit not only in the US, but also in several other countries.	✓					
31	T15/P1/S3/C1	At age 17, he became famous <u>when</u> he managed to become the second person in the Dutch East Indies to reach Garuda Scout rank.						✓
32	T15/P1/S5/C1	While in October and November 1945, he became one of the leaders of the people moving and uplifting Surabaya <u>which</u> was under attack by NICA.	✓					
33	T16/P1/S2/C1	One day, he sent his daughter out with a basket of jujube fruit and asked her to take them to his mother-in-law, <u>who</u> lived six miles away.	✓					
34	T16/P1/S6/C1	The woman, <u>who</u> was actually a tiger, said, "That's me."	✓					
35	T17/P1/S1/C1	A long time ago, there were many gods <u>who</u> lived on the island of Guam.	✓					
36	T17/P1/S4/C1	There was one girl named Veronica, however, <u>who</u> did not want the gods banned from the island.	✓					
37	T17/P1/S5/C1	<u>When</u> the gods heard of the plan of the people, they decided to destroy all of the people of the island, except Veronica.						✓
38	T18/P2/S4/C1	" <u>When</u> enough fish had grabbed on to my tail, I pulled them out."						✓
39	T18/P3/S4/C1	<u>When</u> the Rabbit tried to pull his tail out of the pond, he couldn't do it.						✓
40	T19/P1/S4/C1	There are estimated to be 350 gondolas on Venice's waterways,	✓					

		<i>which include 177 canals.</i>						
41	T20/P1/S1/C1	<i>In the second Dutch military aggression 1984, Yogyakarta <u>which</u> became the capital of the Indonesian state was occupied by Dutch.</i>	✓					
42	T20/P1/S2/C1	<i>Soedirman <u>who</u> was weak and ill forced himself to participate in the war against the Allied forces.</i>	✓					
43	T21/P2/S1/C1	<i>So, one day, he went to meet the good witch, <u>who</u> lived in the woods.</i>	✓					
44	T21/P2/S8/C1	<i>He went to the witch <u>who</u> was very happy to see it.</i>	✓					
45	T22/P1/S3/C1	<i>Only students <u>whose</u> ages are 17 above can get the license.</i>			✓			
46	T23/P2/S6/C1	<i><u>When</u> we were running, we enjoyed the fresh air.</i>						✓
47	T23/P3/S1/C1	<i><u>When</u> the match day came, I was nervous.</i>						✓
48	T23/P4/S3/C1	<i>You were the best football player when we were middle school.</i>						✓
49	T24/P2/S3/C1	<i>He remembered <u>when</u> you asked him to go around the town with your old car.</i>						✓
50	T24/P2/S4/C1	<i>He wants to know <u>when</u> you are going to visit us again.</i>						✓
51	T25/P1/S2/C1	<i>I don't care <u>who</u> made a mistake.</i>	✓					
52	T25/P3/S1/C1	<i>I remember <u>when</u> we studied together before the test.</i>						✓
53	T26/P2/S2/C1	<i><u>When</u> I was walking home, somebody hit me by a bike.</i>						✓
54	T26/P3/S5/C1	<i>Anyway, I'd like to meet you <u>when</u> you get back.</i>						✓
55	T27/P1/S5/C1	<i>A volcanic eruption occurs <u>when</u> magma from deep inside the earth pushes up through the mantle and the crust.</i>						✓
56	T27/P2/S5/C1	<i>The magma will then flow through this conduit until it reaches the surface, <u>where</u> it will spew out in a volcanic eruption.</i>						✓
57	T27/P2/S6/C1	<i><u>When</u> magma reaches the</i>						✓

		<i>surface, it erupts as lava, ash, and volcanic rocks.</i>						
58	T27/P2/S7/C1	<i>Magma <u>that</u> reaches the earth's surface is called lava.</i>	✓					
59	T28/P1/S3/C1	<i>Most evacuations are caused by natural threats, such as earthquakes, hurricanes, and fires, <u>where</u> in the force of the threat is much greater than any possible human defense.</i>						✓
60	T28/P4/S2/C1	<i>For those <u>who</u> are unable to leave, it is important to follow all the necessary safety procedures for staying behind.</i>	✓					
61	T29/P2/S2/C1	<i>Sometimes the sun has violent storms, during <u>which</u> a stream of charged particles (plasma) is spewed out in an event called a coronal mass ejection.</i>	✓					
62	T29/P3/S1/C1	<i><u>When</u> the particles arrive, they are drawn toward the North and South Poles by Earth's magnetic field.</i>						✓
63	T29/P3/S1/C1	<i>The delicate colors of the auroras depend on the height at <u>which</u> the energy particles collide with atmosphere.</i>	✓					
64	T30/P3/S2/C1	<i><u>When</u> negative charges from the bottom of the cloud and positive charges of the ground meet, a flash is seen.</i>						✓
65	T30/P4/S3/C1	<i><u>When</u> air is heated so quickly, it expands and contracts violently, much like a balloon bursting.</i>						✓

Appendix 9 Surat Keterangan Expert Validation 1

KETERANGAN

- 1: Relative Pronouns as Subject
- 2: Relative Pronouns as Object
- 3: Possessive Adjective Clauses
- 4: Relative Pronouns as Object of Prepositions
- 5: Relative Pronouns in Phrases of Quantity and Quality
- 6: Adjective Clauses of Time and Place

No	Types of adjective clause						Clause	Valid	Invalid
	1	2	3	4	5	6			
1	✓						<i>I'm always looking for teaching methods <u>which</u> are appropriate for my students.</i>	✓	
2						✓	<i>It is one of the last places on earth, <u>where</u> you can see the critically endangered orangutans in the wild.</i>	✓	
3	✓						<i>The park area reaches up to 3,404 m to the peak of Gunung Leuser <u>which</u> gave the area its name and protects a wide range of ecosystems.</i>	✓	
4	✓						<i>Forest area of Bukit Baka-Bukit Raya is representative of tropical rainforest ecosystem <u>that</u> dominates mountain peaks Schwaner mountains.</i>	✓	
5	✓						<i>The local people call it "Mosi-oa-Tunya" <u>which</u> means the smoke that thunders.</i>	✓	
6	✓						<i>David Livingston <u>who</u> was the first European to cross Africa from south to north discovered this awe-inspiring waterfall in 1855.</i>	✓	

7						✓	One special vantage point is across the Knife-edge Bridge, <u>where</u> visitors can have the finest view of the Eastern Cataract and the Main Falls as well as the Boiling Pot, <u>where</u> the river turns and head down the Batoka Gorge.	✓	
8	✓						Today one of the Victoria Falls Bridge's main attractions are historical guided tours focusing on the construction of the bridge, and <u>which</u> include a walking tour under the main deck.	✓	
9	✓						On the Zambian side, there is a small museum about the Bridge <u>which</u> is free to enter and has a café selling refreshments.	✓	
10						✓	The Livingstone Island tour is seasonal and can only be done <u>when</u> the water level of the Zambezi River is low enough to allow safe access to Livingstone Island.	✓	
11						✓	There are several things to do <u>when</u> visiting Tower Bridge.	✓	
12	✓						First and foremost, it's beautiful bridge <u>that</u> is just begging for your camera to capture it day and night.	✓	
13	✓						A fantastic phenomenon <u>that</u> attracts many people.	✓	
14	✓						The illusion is reproduced in the sound and light show <u>that</u> take place every evening in archaeological site.	✓	

15						✓	<i>Eanes ISD is excited to announce its current partnership with Dell Medical School to offer summer camps <u>where</u> middle and high school students can learn about the various professions and take part in hands-on health sciences experiments.</i>	✓	
16	✓						<i>Students in grade 6-12 <u>who</u> are interested in applying to participate in either the Middle School or High School Health Sciences Summer Camps should click on the application to complete the Eanes ISD application.</i>	✓	
17	✓						<i>We cannot guarantee admission of every student <u>who</u> completes the application.</i>	✓	
18	✓						<i>We are terribly sorry to all students <u>who</u> helped us, and <u>who</u> had stalls at the event.</i>	✓	
19		✓					<i>My secondary career choice is a registered dietician in <u>which</u> I would major in dietetics.</i>	✓	
20						✓	<i>But even <u>when</u> you're in there, among all the tourist crowds, it's hard to understand the vast size of it all.</i>	✓	
21	✓						<i>There are 80 entrances to get into the building, <u>which</u> really brings home the sheer vastness of this space.</i>	✓	
22	✓						<i>Located some 4 hours</i>	✓	

							drive from Surabaya, the capital of East Java, Mount Bromo is a part of the Bromo Tengger Semeru National Park <u>that</u> covers a massive area of 800 squares kilometers.		
23	✓						However, I do recall how desperately wanted to sing with the popular girls' group <u>who</u> were sopranos.	✓	
24					✓		<u>When</u> it was my turn to perform, I inhaled and pitched my voice to the sounds of the piano keys played by the teacher.	✓	
25		✓					I looked around and examined this new place <u>that</u> I was in.	✓	
26					✓		The first thing my friends and I did <u>when</u> we arrived at the location was to set up our camp.	✓	
27	✓						Thankfully I had my friends with me <u>who</u> had gone camping a couple times before.		
28					✓		Jason attended Lee Davis High School <u>where</u> he was a cheerleader.	✓	
29					✓		After graduation, he went to American Music and Dramatic Academy, New York, <u>where</u> he studied for few months.	✓	
30	✓						In 2008, he released his album "We Sing, We Dance, We Seal Things" <u>which</u> went on to become a super hit not only in the US, but also in several other countries.	✓	

SURAT KETERANGAN

Yang bertanda tangan di bawah ini:

Nama : Dr. Farikah, M.Pd.

Pekerjaan : Dosen

Unit Kerja : FKIP Universitas Tidar

Menerangkan bahwa instrument penelitian tugas akhir skripsi mahasiswa:

Nama : Christian Lilo Audry

NPM : 1710302117

Judul Skripsi : “Investigating Grammatical Patterns of Adjective Clause of English Text for High School Education”

Telah memenuhi persyaratan sebagai hasil analisis yang dapat digunakan untuk mengumpulkan data.

Magelang, 31 Agustus 2021

Yang menerangkan



Dr. Farikah, M.Pd.

NIP 197401302021212002

Appendix 10 Surat Keterangan Expert Validation 2

KETERANGAN

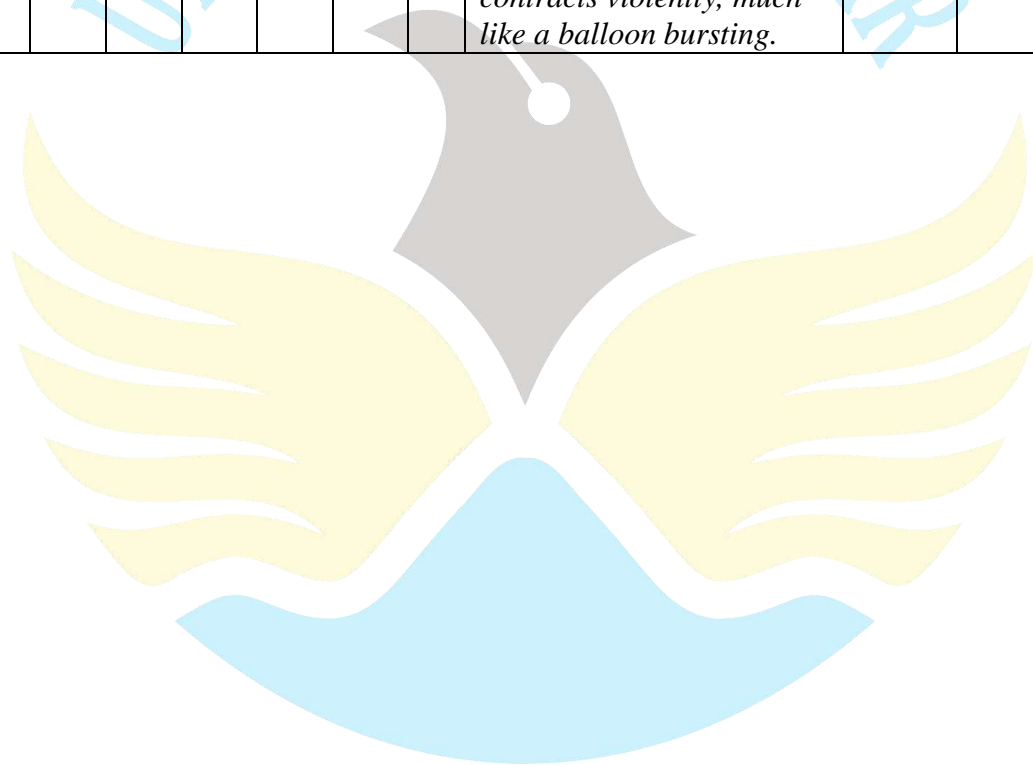
- 1: Relative Pronouns as Subject
- 2: Relative Pronouns as Object
- 3: Possessive Adjective Clauses
- 4: Relative Pronouns as Object of Prepositions
- 5: Relative Pronouns in Phrases of Quantity and Quality
- 6: Adjective Clauses of Time and Place

No	Types of adjective clause						Clause	Valid	Invalid
	1	2	3	4	5	6			
1						✓	<i>At age 17, he became famous <u>when</u> he managed to become the second person in the Dutch East Indies to reach Garuda Scout rank.</i>	✓	
2	✓						<i>While in October and November 1945, he became one of the leaders of the people moving and uplifting Surabaya <u>which</u> was under attack by NICA.</i>	✓	
3	✓						<i>One day, he sent his daughter out with a basket of jujube fruit and asked her to take them to his mother-in-law, <u>who</u> lived six miles away.</i>	✓	
4	✓						<i>The woman, <u>who</u> was actually a tiger, said, "That's me."</i>	✓	
5	✓						<i>A long time ago, there were many gods <u>who</u> lived on the island of Guam.</i>	✓	
6	✓						<i>There was one girl named Veronica, however, <u>who</u> did not want the gods banned from the island.</i>	✓	
7						✓	<i><u>When</u> the gods heard of the plan of the people, they decided to destroy all of the people of the island,</i>	✓	

							<i>except Veronica.</i>		
8						✓	<i>“<u>When</u> enough fish had grabbed on to my tail, I pulled them out.”</i>	✓	
9						✓	<i><u>When</u> the Rabbit tried to pull his tail out of the pond, he couldn’t do it.</i>	✓	
10	✓						<i>There are estimated to be 350 gondolas on Venice’s waterways, <u>which</u> include 177 canals.</i>	✓	
11	✓						<i>In the second Dutch military aggression 1984, Yogyakarta <u>which</u> became the capital of the Indonesian state was occupied by Dutch.</i>	✓	
12	✓						<i>Soedirman <u>who</u> was weak and ill forced himself to participate in the war against the Allied forces.</i>	✓	
13	✓						<i>So, one day, he went to meet the good witch, <u>who</u> lived in the woods.</i>	✓	
14	✓						<i>He went to the witch <u>who</u> was very happy to see it.</i>	✓	
15			✓				<i>Only students <u>whose</u> ages are 17 above can get the license.</i>	✓	
16						✓	<i><u>When</u> we were running, we enjoyed the fresh air.</i>	✓	
17						✓	<i><u>When</u> the match day came, I was nervous.</i>	✓	
18						✓	<i>You were the best football player when we were middle school.</i>	✓	
19						✓	<i>He remembered <u>when</u> you asked him to go around the town with your old car.</i>	✓	
20						✓	<i>He wants to know <u>when</u> you are going to visit us again.</i>	✓	
21	✓						<i>I don’t care <u>who</u> made a mistake.</i>	✓	

22						✓	<i>I remember <u>when</u> we studied together before the test.</i>	✓	
23						✓	<i><u>When</u> I was walking home, somebody hit me by a bike.</i>	✓	
24						✓	<i>Anyway, I'd like to meet you <u>when</u> you get back.</i>	✓	
25						✓	<i>A volcanic eruption occurs <u>when</u> magma from deep inside the earth pushes up through the mantle and the crust.</i>	✓	
26						✓	<i>The magma will then flow through this conduit until it reaches the surface, <u>where</u> it will spew out in a volcanic eruption.</i>	✓	
27						✓	<i><u>When</u> magma reaches the surface, it erupts as lava, ash, and volcanic rocks.</i>	✓	
28	✓						<i>Magma <u>that</u> reaches the earth's surface is called lava.</i>	✓	
29						✓	<i>Most evacuations are caused by natural threats, such as earthquakes, hurricanes, and fires, <u>where</u> in the force of the threat is much greater than any possible human defense.</i>	✓	
30	✓						<i>For those <u>who</u> are unable to leave, it is important to follow all the necessary safety procedures for staying behind.</i>	✓	
31	✓						<i>Sometimes the sun has violent storms, during <u>which</u> a stream of charged particles (plasma) is spewed out in an event called a coronal mass ejection.</i>	✓	
32						✓	<i><u>When</u> the particles arrive,</i>	✓	

							<i>they are drawn toward the North and South Poles by Earth's magnetic field.</i>		
33	✓						<i>The delicate colors of the auroras depend on the height at <u>which</u> the energy particles collide with atmosphere.</i>	✓	
34						✓	<i><u>When</u> negative charges from the bottom of the cloud and positive charges of the ground meet, a flash is seen.</i>	✓	
35						✓	<i><u>When</u> air is heated so quickly, it expands and contracts violently, much like a balloon bursting.</i>	✓	



SURAT KETERANGAN

Yang bertanda tangan di bawah ini:

Nama : Rini Estiyowati, S.S., M.Pd.

Pekerjaan : Dosen

Unit Kerja : FKIP Universitas Tidar

Menerangkan bahwa instrument penelitian tugas akhir skripsi mahasiswa:

Nama : Christian Lilo Audry

NPM : 1710302117

Judul Skripsi : “Investigating Grammatical Patterns of Adjective Clause of English Text for High School Education”

Telah memenuhi persyaratan sebagai hasil analisis yang dapat digunakan untuk mengumpulkan data.

Magelang, 14 September 2021

Yang menerangkan



Rini Estiyowati, S.S., M.Pd.

NIP 197507061021212007