

Adjective Clause Errors Corrections in the Writing Using Dulay's Surface Strategy Taxonomy-Analysis

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Abstract:

The purpose of this research was to investigate common mistakes made by students at Government Urdu medium school in Cuddapha while constructing adjective clauses. The goals of this research were to classify the types of mistakes made by students and identify the most often committed errors. Written texts were analyzed descriptively qualitatively to provide data for this research. In this analysis, Dulay's Surface Strategy Taxonomy was used to classify instances of incorrect usage of the relative pronouns who, whose, which, and whose. Forty-five students were recruited at random for this research. Misordering was shown to be the most prevalent kind of mistake made by the pupils, followed by addition, misformation, and omission. Teachers' responsibilities in light of students' slip-ups are analyzed.

Keywords: Dulay's Surface Strategy Taxonomy, misformation, responsibilities

Introduction

As part of the Faculty of Teacher Training and Education at Government Urdu medium school in Cuddapha, students enrolled in the English medium course Program are required to enroll in grammar courses. Grammar training may be broken down into four separate levels: Beginning Grammar Skills, Intermediate Grammar Skills, Advanced Grammar Skills, and Foundational Grammar Skills. Eight grade, ninth grade and tenth are the order in which they occur. Two in-person lessons are allotted for the subject of Adjective Clause in the course of English. It is typical practice for teachers to plan a remedial course for students who did not pass English Course since adjective clauses are a prevalent area of

weakness at the end of each semester.

Learning and mastering proper grammar is crucial for students who want to become more fluent and articulate communicators. Students may benefit from learning good sentence structure and grammar in order to improve their writing. Therefore, in order to write compound and complicated sentences, pupils need be competent with lengthy structure and clauses. Students may utilize the numerous clauses to improve their communication skills and writing abilities. Course materials for English include all three sentence patterns, from noun clauses to adjective clauses to adverb clauses. Adjective clauses have been singled out for inquiry and analysis in the current study. Adjective clauses allow the pupils to elaborate on a topic, eliminate redundancy, and simplify complex phrases.

Literature Review

A dependent phrase that elaborates on the nouns and pronouns might be included after the definitions. When, where, why, and the relative pronouns who, whom, which, whose, and that come before it. Every possessive, subject, and object relative pronoun has its own function (Azar, 2002). Multiple research (Al Baroroh & Hani, 2020; Astuti, 2013; Haryani & Fatimah, 2020; Koçak, 2020; Kusumadewi, 2019; Ramadhan et al., 2019) have shown that students had difficulty understanding adjective clauses. Students failed to identify a distinct subject or object when utilizing an adjective clause in sentences, as found by Astuti (2013) and Al Baroroh and Hani (2020). Koçak (2020) found that students had problems identifying when an adjective was functioning as the object of a verb, while Kusumadewi (2019) found that students had trouble generating appropriate adjective clauses and identifying the role of relative pronouns. It has been shown that students have difficulty with adjective clauses in reading texts (Ramadhan et al., 2019), and it has been observed by Haryani and Fatimah (2020) that students struggle to choose appropriate relative pronouns for various adjective clause forms. As a result, many students encounter challenges and make mistakes while constructing adjective clauses. Error analysis (James, 1998) may help instructors and language specialists understand why their students are making certain mistakes while using adjective clauses in their writing (Brown, 2007).

Historically, teachers of foreign languages have used error analysis to gauge their students' proficiency in the target language and their mother tongue. Dulay et al. (1982) in Bochari et al. (2019) classify four categories of language error: category, comparison, communicative impact, and surface strategy. This classification system was developed by studying the frequency, nature, causes, and consequences of language failure. Mistakes in language

components (style) such as pronunciation, grammar (including morphology and syntax), meaning and vocabulary, and discourse are all contributors to errors, as stated by Bochari et al. (2019). Errors in second language learning may be organized using a comparative taxonomy that compares and contrasts the structure of various constructs. Also, the communicative effect taxonomy looks at how mistakes affect the audience. In this classification, "global errors" are those that seem to cause widespread confusion, whereas "local errors" are those that are contained inside a specific context. Meanwhile, the surface approach places an emphasis on modifying visible surface characteristics. Its major objective is to reveal the cognitive mechanisms at work during the reconstruction of the target language by the student. The surface approach taxonomy categorizes errors as omissions (when students don't include some parts of speech because they are hard to produce), additions (when students include redundant items in addition to omitting elements they believe are unnecessary), selections (when students choose the wrong phoneme, morpheme, structure, or vocabulary item), and orderings (when students put the wrong item in the wrong place).

Mistakes in grammar are common among students of a foreign language or the target language because they attempt to use the grammar rules from their mother tongue, which are not necessarily applicable to the grammar of the foreign language (Brown, 2007; Budiharto, 2019; Hamed, 2018; Kafipour & Khojasteh, 2012). Brown (2007) argues that a learner's proficiency may be gauged by how drastically their grammar departs from that of a native speaker. If an error is interpreted in this way, it implies that speakers of the target language are intentionally breaking the rules of that language. Learners are unable to self-correct since mistakes reveal a person's present level of growth or underlying ability. Brown (2007), Gass and Selinker (2001), and Manurung (2015) all agree that these findings highlight the importance of having foreign language instructors in the classroom. The role of the educator here is to dissect the conditions under which student mistakes occurred. The examination of these characteristics requires the involvement of EFL instructors on all fronts so that the findings may be used to improve the instruction of English grammar and, in particular, clauses.

Researchproblem

Learners' mistakes might provide light on the most pervasive challenges they face while trying to master a new language via error analysis. Error analysis may help educators get insight into their pupils' linguistic challenges . The educators may refine their lesson plans

and be ready to address the difficult concepts their pupils have experienced. Teachers of foreign languages need to be able to identify and correct their pupils' mistakes. Teachers of languages other than English must be able to identify mistakes and provide extensive analyses of those faults to their students and other educators. This research aims to address the following issues in light of the potential advantages of mistake analysis for EFL instruction. 1) What common mistakes do English as a Foreign Language (EFL) students at Government Urdu medium school in Cuddapha make when putting together adjective clauses? also 2) What are the most common mistakes that EFL learners make when forming adjective clauses?

Method

Methods and Study Layout

A qualitative, descriptive approach was used for this study. Data is gathered using a descriptive design by following a predetermined procedure for data collection, classification, estimation, and analysis. Ninetysecondary grade students were selected to take part in the study. This research employed a purposive sampling technique, recruiting all 2022-2023secondary grade students of the English course.

Analysis of Collected Data

The researchers gathered the students' exercises on forming adjective clauses from the English class. The pupils' blunders were broken down and examined. By comparing accurate and erroneous answers, we were able to gather data and spot mistakes; afterwards, we analyzed and categorized the errors into four types based on the research of Dulay: omission, addition, misformation, and misordering. Finally, we tallied up how frequently each kind of student error occurred to determine which ones were most common.

Results and Discussion

The Varieties of Mistakes Made by English Majors

Government Urdu medium school in Cuddapha in the English Department, Faculty of Teacher Training and Education, often commit these four errors while writing sentences including adjective clauses. Dulay's Surface Strategy Taxonomy categorizes these gaffes into the same four categories. Omissions, additions, alterations, and incorrect sequences are all examples of common forms of mistake. Figure 1 depicts the typical error frequency.

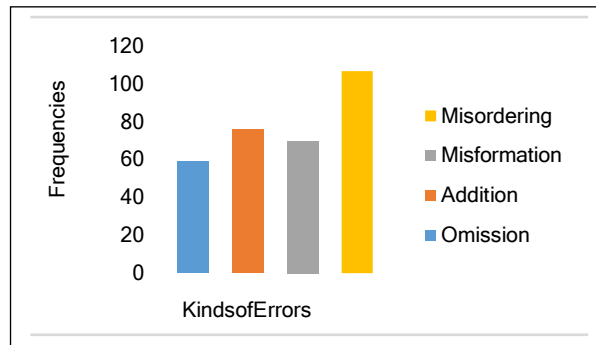


Figure 1 How Often Students Make Mistakes According to the Surface Strategy Taxonomy

According to the data analysis shown in Figure 1, there were a total of 109 incorrect placements, 76 incorrect shapes, and 63 incorrect omissions. Therefore, misordering mistakes are the most typical kind of mistake made by pupils. The faults that students made while building adjective clauses are described below.

ErrorsofOmission

Analysis of the data showed that students often leave off necessary parts of a sentence, including a subject complement, a noun or pronoun, an inflectional suffix, an indefinite article, an auxiliary verb, or a connecting copula. Adjective clauses can only be formed with the help of relative pronouns, hence they are crucial. Adjective clauses cannot be constructed without relative pronouns. forty-five kids out of a total of 90 did not use it correctly. The findings of Gustira are supported by this observation, which shows that students often omit relative pronouns while building adjective clauses. Any pronoun that may replace the subject of a sentence is called a nominative pronoun. There must be a subject and a predicate in every sentence. However, several kids completely ignored it. Because of this, their sentences start to seem strange. Commonly heard responses from kids were "She is someone who used to know her." Students have not only used incorrect relative pronouns, but also neglected to specify who or what is being referred to by the gerundive "used to know." The word that comes after the linking verbs and renames, identifies, or describes the subject is called the subject complement. Some pupils, however, as seen by their responses, failed to provide the topic complement. They wrote, "I remember her from long ago." There's a copula or connecting verb in there somewhere. Consequently, it needs a topic complement to make sense. She must be someone I knew in the past for this statement to make sense. A word's number or tense may be altered by adding an inflectional suffix to the end of the word. According to Richards (1992), as cited in Siyaswati (2019), inflection is "the process by

which a word is altered by adding an affix or otherwise changing it in accordance with the rules of its grammar." In English, for instance, third-person singular verbs are formed as follows: Both he and I work, and I worked in the past tense. As with horses and horses, flowers and flowers, and men and men, most nouns may be inflected for the plural.

Students made mistakes in the data analysis because they forgot to include the plural marker suffix -s. They wrote the key, rather than using actual keys. The -s ending, which indicates the third person singular, was also left out. They penned a man with killer dancing skills. A man is the topic of this sentence. The correct verb, then, is dances. Because of fundamental dissimilarities between English and Indonesian, these mistakes have occurred. Indonesian grammar does not mandate the use of the -s/-es suffix to indicate plural nouns or third-person singular subjects, as is the case in English. Both definite and indefinite article mistakes may be made due to the lack of the indefinite article. A noun, which might be a person, a location, an object, or a concept, requires an article to specify its proper form. There are two types of articles: indeterminate and definite. A single noun must always follow the indefinite article a or an,. A single individual failed to preface a singular word with the indefinite article. The author penned Instead of her usual party guest, she brought the man who can really dance. She has a special guest at the party: he is an excellent dancer. In the same way that they make errors when there are no auxiliary verbs, students also make them when there are auxiliary verbs. To better explain an event, indicate the tenses, or construct a negative statement or inquiry, the primary verb sometimes requires the assistance of an auxiliary verb. The term "helping verb" describes this kind of verb. There are two types of auxiliary verbs: primary auxiliary verbs like is, am, and are, and modal auxiliary verbs like can, may, would, etc. "any misuse or omission of auxiliary verbs in focus, distorts messages' meant to be sent." However, the main auxiliary verb be was often missing from the sentences of the kids. They put pen to paper My shoe had the key I had been searching for all day. The right response is I finally found my day's lost keys in my sneaker. The missing connecting verb or copula is the last omission. When referring to a connecting verb, the word "copula" is used. Copulative verbs are described as "linking verbs" by Eastwood (2002), and need a complement to characterize the subject. Data analysis reveals that certain students have difficulty with the proper use of connecting verbs and copulatives in their sentences. Students often omit the copula be, which is the most typical issue with its use. They made a few mistakes, like putting the keys I spent the day hunting for in my shoe. I finally found my day's lost keys in my sneaker.

ErrorsofAddition

The existence of anything that shouldn't be there in a well-formed utterance characterizes the mistake type known as the addition. Using the wrong possessive adjective, nominative pronoun, objective pronoun, auxiliary verb, transitive verb, definite article, adverb, or preposition is another frequent mistake. Adjectives with the possessive form indicate ownership or possession. Possessive pronouns serve as markers of ownership by revealing who is in possession of a certain item or person. My, your, her, his, our, their, and its are all examples of possessive adjectives. The relative pronoun Whose must be used for the possessive adjectives in the adjective clause. However, 44 students padded their replies with possessive terms. The majority of their statements went something like this: "The people whose house we visited were very welcoming." Specifically, "The people whose house we visited were very welcoming." Furthermore, the misuse of which or who is a common cause of nomenclature mistakes. When students employ an adjective clause to combine two sentences into one, they must change the relative pronoun in both phrases. That's why you should always use the relative pronoun in lieu of the pronoun that would normally start an adjective sentence. When constructing sentences, pupils often use extra nominative pronouns. These pronouns are typically used as connectors following the relative pronouns which and who. The pupils made addition mistakes and used objective pronouns in the wrong context. In a paper, one student I've known her in the past and she's a nice person. Since a relative pronoun might serve the same function, the objective pronoun her can be removed from the sentence. As an objective pronoun, "them" was added by 28 students in the keys which I was seeking for them all day in my shoe. In addition to the most common misuse of auxiliary verbs, errors are often made. The three most common primary auxiliary verbs are to be, to do, and to have. They might be required for forming inquiries or switching tenses. But they aren't always necessary either. Incorrectly using the major auxiliary verbs be, like is and was, the pupils committed arithmetic mistakes. The pupils also make the error of using transitive verbs when they are not necessary. A transitive verb addition issue was discovered in one of the datasets. A response given by the student is "The girl is someone I want to get to know." The inquiry form does not include the transitive word wish, hence this statement is wrong. Students also often make the mistake of adding an unnecessary article. Some of my classmates often seem to use two definite articles when just one would do. The individuals at the home we visited made us feel quite comfortable. The home we visited was written as the subject at the beginning of the sentence by the pupils. However, if we are to connect the phrases using a relative pronoun, we should leave out the definite article the in

the home. The correct response is that the hosts at the home we visited made us feel quite comfortable. Another mistake made by the pupils is the use of the time adverb. An adverb was added incorrectly, which a mistake was made by one pupil. What she wrote was an everyone who came to their residence was made to feel right at home. The student should compose they were extremely kind and generous hosts. After the relative pronoun who, the students included the temporal adverb ever. The overuse of prepositions is the last mistake that was made. The keys, an Indonesian student wrote all day, were in his shoe. The pupils weakened the effectiveness of the statement by utilizing the preposition for twice. This is what the student was supposed to write: I finally found my day's lost keys in my sneaker.

ErrorsofMisformation

The existence of anything that shouldn't be there in a well-formed utterance characterizes the mistake type known as the addition. Using the wrong possessive adjective, nominative pronoun, objective pronoun, auxiliary verb, transitive verb, definite article, adverb, or preposition is another frequent mistake. Adjectives with the possessive form indicate ownership or possession. possessive pronouns serve as markers of ownership by revealing who is in possession of a certain item or person. My, your, her, his, our, their, and its are all examples of possessive adjectives. The relative pronoun Whose must be used for the possessive adjectives in the adjective clause. However, 44 students padded their replies with possessive terms. The majority of their statements went something like this: "The people whose house we visited were very welcoming." Specifically, "The people whose house we visited were very welcoming." Furthermore, the misuse of which or who is a common cause of nomenclature mistakes. When students employ an adjective clause to combine two sentences into one, they must change the relative pronoun in both phrases. That's why you should always use the relative pronoun in lieu of the pronoun that would normally start an adjective sentence. When constructing sentences, pupils often use extra nominative pronouns. These pronouns are typically used as connectors following the relative pronouns which and who. The pupils made addition mistakes and used objective pronouns in the wrong context. In a paper, one student I've known her in the past and she's a nice person. Since a relative pronoun might serve the same function, the objective pronoun her can be removed from the sentence. Fourteen of the students also used the objective pronoun "them" in the sentence, referring to the keys that I had spent the day looking for in my shoe. In addition to the most common misuse of auxiliary verbs, errors are often made. The three most common primary auxiliary verbs are to be, to do, and to have. They might be required

for forming inquiries or switching tenses. But they aren't always necessary either. Incorrectly using the major auxiliary verbs be, like is and was, the pupils committed arithmetic mistakes. The pupils also make the error of using transitive verbs when they are not necessary. A transitive verb addition issue was discovered in one of the datasets. An response given by the student is "The girl is someone I want to get to know." The inquiry form does not include the transitive word wish, hence this statement is wrong. Students also often make the mistake of adding an unnecessary article. Some of my classmates often seem to use two definite articles when just one would do. The individuals at the home we visited made us feel quite comfortable. The home we visited was written as the subject at the beginning of the sentence by the pupils. However, if we are to connect the phrases using a relative pronoun, we should leave out the definite article the in the home. The correct response is that the hosts at the home we visited made us feel quite comfortable. Another mistake made by the pupils is the use of the time adverb. An adverb was added incorrectly, which was a mistake made by one pupil. What she wrote was a Everyone who came to their residence was made to feel right at home. The student should compose They were extremely kind and generous hosts. After the relative pronoun who, the students included the temporal adverb ever. The overuse of prepositions is the last mistake that was made. The keys, an Indonesian student wrote all day, were in his shoe. The pupils weakened the effectiveness of the statement by utilizing the preposition for twice. This is what the student was supposed to write: I finally found my day's lost keys in my sneaker.

ErrorsofMisordering

Adjective clauses usually appear in English after the noun or pronoun they describe. However, the adjective phrase was located quite distant from the nouns it modifies in the student's responses. This shows that the kids are still struggling to learn how to properly employ the adjective clause in a sentence. Misordering is also common among students' responses, with an overall frequency of 80.95 percent. Students erred because they constructed their statements using the Indonesian language. Therefore, their word order often follows patterns seen in Indonesian.

Students in Indonesia seem to have made mistakes while building adjective clauses, according to the data. Misordering is the most common kind of mistake made. This suggests that teaching the adjective clause in Indonesia has to be altered since misordering is difficult for Indonesian students. It has been argued that teaching a language should begin with the most basic concepts and move on to more advanced topics as students progress . Adjective

clauses in the Indonesian context should be taught in this order: omission, misformation, addition, and finally misordering. These challenges are understandable despite the fact that misordering is uncommon in Indonesian and that rearranging the words in a phrase does not drastically alter its meaning. Despite this challenge, more and more Indonesian students are considering studying in an English-speaking nation where formal or academic writing is a requirement for graduation. This implies that the instructor, aided by instructional resources that are relevant to the students' lives, is essential to the development of students' capacity for effective writing strategy and the acquisition of high-level academic abilities. Adjective clause education materials should be contextualized to help students apply the concepts to real-world situations. The sentences may be retained in long-term memory if students employ them in their everyday lives.

Conclusion

Incorrect usage of adjective clauses in complex sentences is common among students. Students most often make ordering mistakes, followed by those involving omission, misformation, and addition. Incorrectly placing an adjective phrase before the noun it modifies is a common mistake among students since they have not yet learned this rule. Teachers should analyze student sentences for faults in order to reduce the frequency with which pupils make them. In order to organize instructional materials effectively before teaching and learning, the findings of error analyses are utilized to categorize and grade the mistake. The instructor will be better able to provide the planned and intended instructional techniques if she has access to the outcomes of the mistake analysis. Teachers need to emphasize the significance of the noun's placement in constructing accurate adjective clauses. Teachers may do this by showing the sentence constructs in context, offering a more explicit explanation, and answering students' questions.

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