

# HOMework-BASED LEARNING IN THE TEACHING OF ADJECTIVE CLAUSE AT ENGLISH EDUCATION PROGRAM

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## **Abstract**

Despite the various methods in delivering the subject of adjective clause, preference of the method and approach must be relevant to the objective the study. The objectives range from attitude, knowledge, and skill. In the learning process of adjective clause, the objective types are affective and cognitive. Deductive approach is the most appropriate approach and homework-based learning is assumed to be relevant with the approach. Approach may be enclosed in the syllabus and the teachers have preferences to apply the most suitable approach. The approaches of teaching language emphasize on the theory of learning, how to learn and how to teach it. Applying the approach, an adjective clause theory starts with the presentation of the rule and it is followed by the practice. The procedure of teaching is based on the homework. This homework-based learning method applies several techniques of teaching simultaneously.

**Keywords:** *objective, approach, method, technique.*

## **Presenting Author's Biography**



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## **HOMEWORK-BASED LEARNING IN THE TEACHING OF ADJECTIVE CLAUSE AT ENGLISH EDUCATION PROGRAM**

### **1. Introduction**

Grammar is one of the micro skills usually taught at English Education Program of University as a distinctive subject in the curriculum (Idi, 2007). It is frequently a regular subject in the first four semesters (the 1<sup>st</sup>-4<sup>th</sup> or 2<sup>nd</sup>-5<sup>th</sup> semester). The materials subsequently consist of part of speech, phrases, clauses, and sentences. As sentence is considered to the largest unit of grammatical structure, it becomes the final material of the subject.

Sentence is frequently given to the students in their fourth semester. As a matter of fact, lecturers obtain similar obstacle, which is the students' difficulty in understanding the material due to their lack of previous material comprehension (i.e. words, phrases, and clauses). For instance, a sentence must contain main/independent clause, while it may contain subordinate/dependent clause. The students must be able to recognize the difference among the clauses in order to notice the issue in a sentence. Otherwise, they will fail to seize the core of the material. The norm-referenced test may be useful to test the students' capability in identifying the grammar materials, however, the criterion-referenced test is assumed to be the more precise method.

Basically, the students' assessment dealing with a respective subject is affected by several factors, one of them is the method of teaching. According to Tarigan and Tarigan (1987), there are seven teaching components, namely the teacher, student, objective, material, method, media, and evaluation. Despite a numbers of methods which can be used in the learning process of adjective clause, the most appropriate method must be selected. It must be highly relevant to the objective of the study. The relevancy can be identified from the procedure of teaching as it actualizes the yield of learning process. This study will discuss the objectives and the approach of teaching adjective clause, as well as the application of homework-based learning dealing with the concern.

### **2. Objectives of Teaching Adjective Clause**

There are three types of objectives in teaching. They are affective, cognitive, and psychomotor objectives. In the subject of grammar, the teaching's objectives involve affective and cognitive. Instead of aiming merely on cognitive development, Schiemer (2000) has suggested that ideally, affective domain assessment should occur in every lesson, providing us with formative evaluation data to use for the evaluation (grading) process. It emphasizes the necessity of affective objective in the learning process. Furthermore, objectives should comprise the elements of behavior, conditions, and degree (Mager, 1973). In addition, students are the main element to formulate the objective of the study (Suparman, 1997).

The affective objectives in the learning process of adjective clause are as follows:

1. The students should be serious in doing their homework with adjective clauses in the sentence as the central material.
2. The students should be able to respond quickly the questions of adjective clauses.
3. The students should be able to independently give feedback in the practice of adjective clauses.

Those three affective objectives engage *verbs* do, respond, give feedback which indicate observable human behavior. It belongs to the types of affective objective, viz. responding referring to a behavior which goes beyond merely attending to the phenomena. It implies active attendance, responding something with or about the phenomena, instead of merely perceiving them (Bloom, *et al.*, 1981).

The cognitive objectives in the learning process of adjective clause are as follows:

1. The students are able to recognize the relative pronoun correctly by providing adjective clause in incomplete sentences.
2. The students are able to recognize the incorrect adjective clause in the sentence.

3. The students are able to combine two sentences with adjective clause in one sentence.
4. The students are able to translate Bahasa to English and put adjective clause in the sentence.
5. The students are able to examine and revise the incorrect adjective clause in the sentence.

Those five cognitive objectives involve *verbs*, namely, 'recognize', 'combine', 'create', and 'examine', which indicate observable human behavior. All of these behaviors can be categorized into the types of cognitive objective as suggested by McNaught (1996). The first and second of the above objectives can be classified into the type of application referring to the ability to apply learning to new situations. The third and fourth can be classified into the type of cognitive objective, viz. synthesis referring to the ability to organize or assemble parts to form a new whole. The fifth objective can be included in the type of cognitive objective, viz. evaluation referring to the ability to make judgments based on identified criteria or standards.

### 3. Approach of Teaching Adjective Clause

In the grammar subject, a number of approaches as the teaching method are available, including the approach to teach adjective clause. According to Anthony (1963) in Brown (2001:14), an approach was a set of assumptions dealing with the nature of language, learning, and teaching. It means that the approach used in the teaching process is a theory on how to conduct the process. The approach of teaching it itself may be indicated in the syllabus of the subject, as stated by Ur (1996). According to Ur, the approach also depends on the preference of the teacher. The lecturer has an authority to determine the prevailing approach in the case the syllabus does not afford it. Deductive approach is one of the most frequent approaches. According to Thornbury (1999:29), deductive approach is commenced with the presentation of a rule and followed by examples in which the rule is applied. By applying this approach, the theory of adjective clause will be provided and elaborated by the lecture before the examples are given.

### 4. Homework-based Learning in the Teaching of Adjective Clause

The teaching method must be relevant to the objectives of the study. Additionally, it should be based on the prevailing approach. It is in accordance with the notion of method stated by Anthony (1963) in Richards and Rodgers (1986). Anthony reaffirms that method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. It means that there are various methods to bring in the teaching materials, and it must be presented in a certain sequence. According to Richards, *et al.* (1985), diverse theories regarding with the nature of language and how languages are learned (the approach) imply different ways of teaching language (the method). Consequently, the deductive approach containing a certain theory and method about the nature of language and how languages are learned. Homework-based learning is one of the methods that can be used based on this approach. That method is merely the one that can be developed as a result of exploration study as to the method usually used in the teaching of adjective clause, and it is worth trying out further in the next stage of study, viz. development stage. Basically, there are several techniques in homework-based learning. According to Anthony (1963) in Richards and Rodgers (1986), technique is the implementation which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. It means that the technique in teaching adjective clause can be used to comprehend the students' understanding and to practice it eventually. It is similar with Thornbury's study on grammar lesson (1999). According to Thornbury, typically, lesson has the pattern of grammar explanation which is followed by exercises. It is well-known as presentation and practice. The practice is aimed to use the grammar properly and enhance students' ability.

In applying the method, the procedure of teaching must be in accordance to the homework-based learning. The homework comprises of learning the theory of adjective clause and practicing it. The procedure can contain many activities in a certain order, and the activities belong to the main activities. According to Brown (2001:151), they are neither an opening statement nor activity as a warm-up or closure, but a set of activities and techniques in which the teachers have to consider the appropriate portions of time for whole-class work, small-group and pair work, teacher explanation,

and student discussion. Consequently, in the main activities, the lecturer must prepare a means of evaluation in the case the process of learning is evaluated, particularly the attitude evaluation. The procedure of teaching based on the method is as follows:

1. The students should have their seat based on the order of the attendance list's number.

Having such a seat is aimed to conduct the attitude assessment easier. This assessment can be considered as a process assessment by using observation sheet. It inquires whether the students perform the activities as follows:

- a. Doing the homework with adjective clauses as the material seriously.
- b. Answering some questions dealing with the material promptly.
- c. Giving feedback to the peer's answer sheet precisely.

The observation sheet must be relevant to the objectives of the study to determine the achievement of the objectives.

NUMBER	NAME	THE ASPECTS		
		Doing the homework	Answering questions	Giving feedback
1				
2				
3				
4				
5				
Etc.				

To assess the students' score regarding with their attitudes, a rubric is formulated and enclosed in the lesson plan. It can be illustrated as follows:

NUMBER	CRITERIA	SCORE
1	Serious	10
	Not serious	0
2	Quick	10
	Not quick	0
3	Independent	10
	Dependent	0
<b>FINAL SCORE (SCALE 100) =</b>		$\frac{\sum \text{Score} \times 10}{3}$

2. Asking them to answer the questions about an adjective clause theory

They can be as follows:

- a. What is an adjective clause also called?
- b. What is an adjective clause used for?
- c. What does an adjective clause begin with?
- d. What clause is an adjective clause included in?
- e. In what phrase is an adjective clause contained?
- f. In what sentence is an adjective clause contained?
- g. What is 'of which' directly followed by?

- h. What does 'who' come after?
- i. What does 'which' come after?
- j. What does 'whom' come after?
- k. What follows 'whose'?
- l. What follows 'who'?
- m. What follows 'whom'?

By giving such questions to answer, it is a question and answer technique that is applied. It is possible for the students to answer them since they have been given the homework to read an adjective clause theory. They, of course, have to read it in order to be able to do the homework to practice an adjective clause.

3. Asking them to give the adjective clause practice they've done at home to the other student having the next order of the number of the attendance list

The one that is relevant to the teaching objectives above can be as follows:

**a. Complete the following sentences by writing the most appropriate relative pronoun.**

- 1). The man ..... opinion I respect most is my father.
- 2). The book ..... is on that table is not mine.
- 3). This is the building ..... we worked last year.
- 4). The movie ..... we saw last night wasn't good enough.
- 5). I know your niece, ..... was graduated from STAIN.

**b. Correct the underlined adjective clause in the following sentences by writing it.**

- 1). The chair Dian was broken yesterday is being repaired.
- 2). They own an original Picasso painting, the value that is over a million dollars.
- 3). I thanked the man whom I talked to him last week.
- 4). His house, that we want to rent, is not so far from this place.
- 5). 6:30 is the time which he leaves the house every day.

**c. Based on the following statements, build a sentence containing an adjective clause.**

- 1). The people were very nice. We visited them yesterday.
- 2). We toured a 300-year-old house. The exterior of the house consisted of logs.
- 3). Algebra problems contain letters. They stand for unknown numbers.
- 4). We enjoy the Mexico city. We spent our vacation there.
- 5). The student writes well. I read her composition.

**d. Change the following sentences into the ones in English, containing an adjective clause.**

- 1). Buku yang sedang saya baca ini menarik.
- 2). Apakah wanita yang datang ke sini kemarin itu kakakmu?
- 3). Jangan ganggu murid-murid yang sedang saya beri pertanyaan!
- 4). Hari ini merupakan waktu yang tepat bagi kita untuk dapat berdiskusi.
- 5). Betapa kejamnya laki-laki yang topinya merah itu!

**e. Correct the following sentences by writing the correct ones.**

- 1). Many people congratulated William Faulkner, that had just won the Nobel Prize.
- 2). The chairs, which is in bad condition, were sent out to be repaired and refinished.
- 3). Greenwich Village, which locate on the lower west Side, is a section of New York City.
- 4). The doctor whom she sent her friend is a well-known specialist.
- 5). That tree, the branches that are almost bare now, is a very old one.

4. Presenting the correct answers of the adjective clause practice using a laptop and LCD

They are as follows:

- a. 1). whose
- 2). that/which
- 3). where
- 4). that/which

- 5). who
- b. 1). Dian broke yesterday is being repaired
- 2). the value of which is over a million dollars
- 3). whom I talked to last week
- 4). which we want to rent
- 5). when he leaves the house every day
- c. 1). The people we visited yesterday were very nice.
- 2). We toured a 300-year-old house, the exterior of which consisted of logs.
- 3). Algebra problems that stand for unknown numbers contain letters.
- 4). We enjoy the Mexico city where we spent our vacation.
- 5). The student, whose composition I read, writes well.
- d. 1). The book I am reading is interesting.
- 2). Is the woman who came here yesterday your sister?
- 3). Don't disturb the students I am giving some questions!
- 4). Today is an appropriate time when we can make a discussion.
- 5). How cruel the man who is wearing a red hat is!
- e. 1). Many people congratulated William Faulkner, which had just won the Nobel Prize.
- 2). The chairs, which are in bad condition, were sent out to be repaired and refinished.
- 3). Greenwich Village, which is located on the lower west side is a section of New York City.
- 4). The doctor whom she sent her friend to is a well-known specialist.
- 5). That tree, the branches of which are almost bare now, is a very old one.
5. Asking them to give sign in the number of incorrect answers
6. Asking them to write down the total number of the correct answer
7. Asking them to submit their practice based on the order of the number of the attendance list

It is aimed at giving an attitude assessment easily in term of students' responsibility, viz. whether or not they do the homework as to the adjective clauses contained in the sentence seriously. The criterion is that they do it seriously if they do all the adjective clause practices given.

8. Asking the student number one to give a reason of the correct answer of number one

In this case, there must be a certain reason of the answer given. If he can give it correctly, he understands. The correct answer of number one 'The man ..... opinion I respect most is my father' is 'whose', and the reason is that 'opinion' is a noun possessed by 'the man.'

9. Giving some feedback and more necessary explanation of it

In this case, feedback is as information which provides a report on the result of his behavior, and the report itself can be as a comment given. The comment on the reason he gives can be whether he has a correct reason or not. If he has an incorrect one, more explanation as to the correct answer will be given.

10. Asking the student the next numbers to give a reason of the correct answers of the next numbers
11. Giving some feedback and more necessary explanation of them
12. Giving some explanation of the incorrect answers
13. Returning their practice they have submitted
14. Giving them an opportunity to ask some questions about the adjective clause they don't understand yet.

## 5. Conclusion

Lecturers obtain an obstacle dealing with the learning process of grammar, particularly adjective clause in the sentence. Method and approach used in the teaching process must be relevant to the objective of the study. The homework-based learning is one of the methods to assist the students

understand the materials. It is expected that in addition to the regular steps of teaching, i.e., completing adjective clause, writing presentation, and practicing it. By implementing the method, the teaching and learning process is likely to be more efficiently since students do not waste much time in the class to comprehend the theory of adjective clause and practice it.

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