

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

In the world, English language is one of the international languages that is widely used in the world. English also plays an important role in the field of education, for example many kinds of text books, journals, and other materials of knowledge and science have been published into this language and communicated mainly through printed documents . As stated by Dardjowidjojo in Catharina Elmayanti, “*English is used in nearly 85% of reference, book in science*”<sup>1</sup>

English, is a international language, is very important for Indonesian people. It is the reason that English is the first foreign language which is taught as a compulsory subject in a school. But mastering English as a foreign language is not an easy job. When people learn a foreign language, they often face interferences, where they apply their mother tongue or first structure to the foreign language structure which is different from their native language. Indonesian students learn English as the first foreign language. Because English is a new language, thus, they got some difficulties and also need much time to learn.

In Indonesia, English has been taught from kindergarten and almost all levels of education. Today it was already taught gradually, although English has been taught at all levels, not least the students who have difficulties in learning English. Especially for the students which their first language is not English. It is

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<sup>1</sup> Catharina Elmayantie, *A Study on Ability in Using Subordinators to Form Adverb of Time Clauses By the Second Year Students of SMU Panantiring in Tangkiling*, Thesis, Palangka Raya: Palangka Raya State University, 2001, p.1.

said “ Mengenai hasil UN 2012 ini, mayoritas siswa jatuh pada mata pelajaran Bahasa Inggris.”<sup>2</sup> The minister of education and culture, Mohammad Nuh said that nationally most of students failed in math, Indonesian language, English language.<sup>3</sup>

English has crucial role. The aim of English learning is to develop language skills and communicate orally and writing to deal with the development of science and technology in facing the globalization era.<sup>4</sup> In learning English, there are four skills which should be mastered by the learners. They are listening, speaking, reading, and writing. Besides those four skills, there are components of linguistics. One of them is grammar.

Grammar is the study of how a sentence is arranged. Mastering of grammar is needed to support in every language skills. Grammar is taught to the students because it is concerned with the correct use of the words are used, and they are placed. If the students master grammar, they can arrange words or sentences correctly. As stated by Radford Grammar is traditionally concerned not just with the principles which determine the formation of words, phrases and sentences, but also with the principles which govern their interpretation.<sup>5</sup>

The knowledge of grammar is very essential for the students to master English well so that it is taught in any level of English subject. Grammar is the

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<sup>2</sup> Suara Merdeka, *Derajat Kesulitan UN Bakal dinaikkan*, <http://www.suara-merdeka.com/v1/index.php/read/cetak/2012/06/07/188777/derajat-kesulitan-UN-bakal-dinaikkan> ( Accessed on September 18, 2012).

<sup>3</sup> Thedy Echa Syaputra, *Hasil Ujian Nasional (UN) SMA, MA, SMK tahun 2012 di Lampung Tidak Meluluskan 153 Siswa*, <http://www.prediksi.ir fo/2012/05/>, Accessed on September 22, 2012).

<sup>4</sup> BSNP, Kurikulum 2006 (KTSP), *Pedoman Khusus Pengembangan Silabus dan Sistem Penilaian Berdasarkan Kurikulum Tingkat Satuan Pendidikan, Sekolah Menengah Atas Bahasa Inggris*, Jakarta: 2006.

<sup>5</sup> Andrew Radford, *Syntax*, Cambridge: Cambridge University Press, 1998, p.1.

rules in a language for changing the form of words and combining them into sentences.<sup>6</sup>

Furthermore, Djiwandono states that *tata bahasa sebagai bagian dari paparan tentang bahasa berkaitan dengan kemampuan tentang kata pada tataran morfologi, dan kemampuan tentang kalimat pada tataran sintaksis.*<sup>7</sup> (Grammar as part of language discussion related to the ability of words in the scope of morphology and the ability of sentence in the scope of syntax).

So, it is realized that the student's knowledge about grammar will influence the acquirement of the four language skills. The students have to achieve the objective of the study in learning English. So, they can be able to construct a sentence (word order, verb and noun systems, modifiers, phrases and clauses), and they can be able either in the scope of morphology or in the scope of syntax.

By mastering grammar, students are expected have skill and be trained students in reading, writing, speaking and understood about English.

One of elements of grammar is relative pronouns. Sometimes we find two sentences that describe and identify some information, so that it is better to combine both of the sentences. In this case, a pattern to identify something or people is adjective clause or relative clause connected by relative pronouns. In making adjective clause, the sentence contains relative pronouns who, whom, which that or whose as conjunctive pronouns in a sentence. The conjunctive pronouns in Indonesia language is 'yang'. Furthermore, the function of 'yang' in

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<sup>6</sup>Hornby, AS., *Oxford Advanced Learner's Dictionary of Current English*, Great Britain, New York: Oxford University Press, 1974, p.517.

<sup>7</sup>M. Soenardi Djiwandono, *Tes Bahasa dalam Pengajaran*, Bandung: ITB, 2008, p. 131.

Indonesia language is very important to make the meaning of sentences to be clear and easy to understood. An example is thanked the woman **who** helped me. The use of *who* in sentence explains to the subject. 'who helped me' is adjective clause modifies the woman. The function of *who* in that sentence as relative pronouns to indicate the people.

With respect to what above mentioned, the writer will study subject about relative pronouns. This subject has taught in senior high school, especially in grade one of senior high school. Relative pronouns is 'linking word' functioning to notify previous subject, object, and possessive pronouns.<sup>8</sup>

Relative pronouns are: *who, which, whom, whose* and *that*.<sup>9</sup> Relative pronouns are used in the sentences to identify certain nouns as well.

For example:

- There was once a woman  
(What woman? Which woman? What kind of woman?)
- There was once a woman who wanted to have a child.  
(It is clearer now)<sup>10</sup>

In this case, the use of relative pronouns have some rules and structures. For example: *who* refers to people and *which* to things, *that* can refers to both people and things.

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<sup>8</sup>Rahmat Effendi, *To be An Effective Teacher Within Two Days*, Hapsa et Studia, Jakarta: 2005, p.86.S

<sup>9</sup> Hotben D. Lingga and Lim Ali Utomo, *Intisari Tata Bahasa Inggris Kontemporer*, Kesaint Blanc-Anggota IKAPI, Bekasi Timur, 2007, p. 121.

<sup>10</sup> Th. M. Sudarwati and Eudia Grace, *Look Ahead Book I (An English Course for Senior High School Students Year X*, Jakarta: Erlangga, p. 53.

These rules and structures are taught difficult for the first year students of senior high school to master. That is why it is important to study this grammatical point. The identification of relative pronouns is fairly easy for students, the difficulty can arise when they are asked to identifying pronouns usage.<sup>11</sup>

According to English teacher's experiences in MA Darul ulum Palangka Raya that the students' difficulty in learning relative pronouns, they still have not known yet about the characteristics of the use of relative pronouns in sentences so that they are sometimes unsuccessful in learning them. Using relative pronouns in sentences, for example:

- The woman *whose* daughter is a doctor died yesterday.
- There was once an old woman *who* wanted to have a child.<sup>12</sup>

**TABLE 1.1**  
**The Students' Value**

Class	Unsuccessful 60<	Successful 60>	Total
XA	20	10	30
XB	22	15	37

The table above refers to the students' value when they learned relative pronouns.<sup>13</sup>

The value called successful in learning English if the students were able to get value about 60-100. It was also called standard value or KKM value (kriteria

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<sup>11</sup> Teacher's Guide, *Relative Pronounss*, ebook.browse.com/teacher-guide-relative-pronounss, (Accessed on 05 April 2012).

<sup>12</sup> Th. M. Sudarwati and Eudia Grace, *Look Ahead Book I (An English Course for Senior High School Students Year X)*, p. 53

<sup>13</sup> Interviewed with English Teacher of MA Darul Ulum Palangka raya on May 23, 2013.

ketuntasan minimal). On the other hand, value which was called unsuccessful if students get value 0-<60. It was also called low value.<sup>14</sup>

Based on the assumptions above, it motivated the writer to conduct the research entitled “**The Problems in Using Relative Pronouns Faced By The Tenth Grade Students of MA Darul Ulum Palangka Raya**”

### **B. Formulation of the Problems**

Formulation of the problems are:

1. What is the ability of MA Darul Ulum of Palangka Raya in using Relative Pronouns in sentence?
2. What are the problems of the tenth grade students of MA Darul Ulim of Palangka Raya in using relative pronouns ( who, whom, which, whose)?

### **C. Objective of the Study**

The objective of the research related of the problems are:

1. To know the ability of MA Darul Ulum of Palangka Raya in Using relative pronouns in sentence.
2. To know the problem of the tenth grade students of MA Darul Ulum of Palangka Raya in using relative pronouns in sentence.

### **D. Significance of the Study**

Hopefully this study will be useful to give some contributions to English language teaching and learning.

1. Theoritically: as an information about students’ problem in using relative pronouns sentence.

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<sup>14</sup>*Ibid.*

2. Practically: as a material which can be used in teaching learning process, not only in the school but also other place, for the people who learning English. As a knowledge that can be taught for people.

#### **E. Scope of the study**

The study is only conducted at the first year students at MA Darul Ulum Palangka Raya in academic year 2012/2013. The study is conducted limited only to know the students' problems in using relative pronouns as subject, object, and possessive.

#### **F. Definition of Key Terms**

Some definitions included in important terms are used in this study:

1. Problem. It is difficult to deal with or understand.<sup>15</sup> In relating to the study, the problem means the difficult things faced by students when using relative pronouns in sentence. Problem is a situation, person, or thing that needs attention and needs to be dealt with or solved.<sup>16</sup>
2. Sentence. It is a grammatical unit consisting of one or more words that are grammatically linked.<sup>17</sup> Sentence is a set of words expressing a statement, a questions or a command.<sup>18</sup> Sentence is a group of words which has at least one subject and one predicate and has a complete meaning.<sup>19</sup>

#### **3. Relative Pronouns**

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<sup>15</sup> Jonathan Crowther (ed.), *Oxford Advanced Learner's Dictionary*, Oxford University Press, 1995, p. 414.

<sup>16</sup> Problem, <http://www.dictionary.cambridge.org/dictionary/british/problem/11/02/2015>, Accessed on march 13, 2015)

<sup>17</sup> *Sentence*, <http://www.en.wikipedia.org/wiki/sentence/01/2012>, (Accessed on May 25, 2013).

<sup>18</sup> Hornby, AS., *Oxford Advanced Learner's Dictionary Of Current English*, Great Britain, New York:Oxford University Press, 1974, p. 1071.

<sup>19</sup> Fuad Mas'ud, *Essential of English Grammar, A Practical Guide*, edisi 3, Yogyakarta: BPF, p. 1.

Relative pronouns is a pronouns functioning to connects or describing two sentences into one sentences.<sup>20</sup> Relative pronouns refers to noun or pronouns that preceded it and it is used to introduce a relative clause.<sup>21</sup>

#### 4. Relative Clauses

It could be define as Relative clauses or adjective clauses are a type subordinate clause that act as adjective.<sup>22</sup> It is a dependent clause that modifies a noun. It describes, identifies or gives further information about a noun. It tell us which person or thing (or what kind of person or thing) the speaker means.<sup>23</sup>

5. Complex Sentence. Complex sentence is a sentence with one independent clause and at least one dependent clause.<sup>24</sup>

### **G. Framework of the Discussion**

The framework of the discussion of the study as follows:

Chapter I : The introduction.

It presented background of the study, problem of the study, objective of the study, significance of the study, scope of the study, and framework of the discussion.

Chapter II : The review of related literature.

This chapter elaborated the theories underlying the study and the previous study.

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<sup>20</sup> Hotben D. Lingga, S.S and Lim Ali Utomo, *Intisari Tata Bahasa Inggris Kontemporer*, Kesaint Blanc-Anggota IKAPI, Bekasi Timur: 2007, p. 121.

<sup>21</sup> Hotben D. Lingga, *Advanced English Grammar for TOEFL Preparation*, Jakarta: Puspaswara, 2007, p. 254.

<sup>22</sup> Elizabeth, *Adjective clauses (relative clauses)*, <http://www.English-grammar-revolution.com/adjecti-clauses.html/2013>. (Accessed on May 25, 2013)

<sup>23</sup> Fuad Mas'ud, *Essential of English Grammar, A Practical Guide*, p. 158.

<sup>24</sup> Complex Sentence, <http://www.en.wikipedia.org/wiki/complex-sentence/01/2012> Accessed on May 25, 2013.

Chapter III : The research method.

It presented approach and type of the study, population and sample of the study, data collecting procedure, instrument of the study, instrument try out, index of difficulty, data analysis procedure.

Chapter IV : Data Analysis

It presented the problems of students in using relative pronouns of Sentence.

Chapter V : Closing

It presented discussion, conclusion and suggestion.