

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Previous Studies

There were previous study that related of this study, they were as follows:

1. Muhammad Apriadi, studied about Relative Pronoun Cases at The First Year students of SMA Muhammadiyah 1 of Palangka Raya. The result of his study were:
  - a. The difficulty of students in learning relative pronoun grammar and vocabulary.
  - b. The cases of the students get problems in learning relative pronoun: the low intelligence, the bad attitude when they studied, the less interest, the low aptitude, the less motivation, and the less readiness in studying.
  - c. The strategies were used by the English teacher in handling the students' cases in learning relative pronoun: doing interview, giving treatment, and evaluation.<sup>25</sup>
2. Rahmiyanti, studied about The Students' Ability of MTs Islamiyah Palangka Raya in Using Interrogative Pronouns in Sentences. The result of her study were:
  - a. There are 9 testees (9 %) who have mastery in using interrogative pronoun in sentences, and there are 91 testees (91 %) who have fail ability in using interrogative pronoun in sentences. Furthermore,, the average score of the second class students in using interrogative pronoun

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<sup>25</sup> Muhammad Apriadi, *Relative Pronoun Cases at the first year students of SMA Muhammadiyah of Palangka Raya*, Thesis Stratum One, Palangka Raya: STAIN Palangka Raya, 2009, p. 54.

is 35.86 % and laid in the failure level or belong to 0-<60 of standard based competence.

- b. The students' difficulties in using interrogative and relative pronouns in sentences are: (1) difficulty in changing the underline word, they could not determine of pronoun which has been mentioned before (47 %); (2) difficulty in completing the sentence because they do not know the meaning and the function of pronoun in the sentence. They also can not replace the proper pronoun. They could not determine which one of pronoun that related to the sentence, to fill the blank which pronoun must be chosen by them (45 %).<sup>26</sup>

3. Desy Anggraeni Puspitasari, studied about A descriptive study on relative pronoun mastery of the second year student in SMA negeri 1 kecamatan Brebes academic year 2009/2010. Based on the result of the data analysis that has been done, the writer knows that the students' relative pronoun mastery on *who* are 74,58% in the good category, *whom* are 51,25% in a fair category, *whose* are 52,5% in fair level, *which* are 75,41% in good category, and *that* are 69,58% in good category. It is known that the most students belong to the fair level in relative pronoun *whom* and *whose* mastery. Beside that most of the students have understand well in using relative pronoun *who*, *which* and *that* according to its function. But from the result of test all of the students still confuse in choosing the right relative pronoun to make a correct sentence according to the correct

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<sup>26</sup> Rahmiyanti, *The Students' Ability of MTs Islamiyah Palangka Raya in using Interrogative Pronoun in sentences*, Thesis Stratum One, Palangka Raya: STAIN Palangka Raya, 2006, p. 55.

grammatical rules in using relative pronoun whom and whose. So, they can not properly identify and use them in the correct sentence.<sup>27</sup>

4. Grace Ge Soon Moon, studied about observations and remarks on relative pronoun variation in English. The result is the writer set out on this investigation with the primary goal of examining the *wich-that* variation in restrictive relative clause in modern American English. The study has shown that to a certain extent, the choice between *which* and *that* is constrained by stylistic, syntactic, and possibly discourse factors. To be more specific, it has been shown that the medium and genre of communication, as well the level of stylistic formality, determine which of the two relative pronouns is more likely to occur. In addition, it has been suggested that the choice of relative pronoun is likely to be affected by an interplay between the syntactic position of the relative pronoun itself and the discourse functions attributed to the relative clause.<sup>28</sup>

3. Noor Aini, the studied about The difficulties in using English clauses faced by the second grade students of SMAN-1 of Kumai. In the study, she would like to know the level of the second grade students' ability on noun clauses, adjective clauses, and adverb clauses. Besides, she identified the difficulties faced by the students on using noun clauses, adjectives clauses and adverb clauses. In the study, she took the second year students of SMAN-1 Kumai in

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<sup>27</sup> Desy Anggraeni Puspita, *Relative Pronoun Mastery of The Second Year Student in SMA Negeri 1 Kecamatan Brebes Academic Year 2009/2010*, Thesis Stratum One, Tegal:Universitas Pancasakti Tegal, 2009, p. 50, <http://www.Perpus.fkip.ups.web.id/v5/?mod=opaq..29..>, (Accessed on May 25, 2013).

<sup>28</sup> Gace Ge Soon Moon, "*Observations and Remaks on relative Pronoun variation in English*", *Linguistic Research*, Korea:Dangduk Womens' University, 2012, p. 295, [isli.khu.ac.kr/journal/content/data/29\\_2/1.pdf](http://isli.khu.ac.kr/journal/content/data/29_2/1.pdf) ( Accessed on march 12, 2013).

academic year 2007-2008 as the population of her study, that number 96 students consisted of three classes and the design of the study, she used the quantitative method. In collecting the data, she used the test and documentation. The result of her study were: there were 30 students or 31.25% consisted of 26 students or 86.67% in XI IPA class, 4 students or 12.90% in XI IPS A class, that has mastery on using adjective clause. While, the students' difficulties could be described that: there were 65 students or 67.71% could not answer item of number 7; they could not use adjective clause which has function for person as the possessor that is whose.<sup>29</sup>

4. Ajah Saputra, studied about errors in using adjective clauses at students of SMAN 1 Cempaga class XI. This study was descriptive qualitative method which focused to describe the types of errors and to describe the factors causes error. The result of this study showed the types of error made by students of SMAN 1 Cempaga in using adjective clauses classified into four categories. The highest errors made by the students were mis ordering with frequency 85 (80.95%). The second errors made by students were omission with frequency 9 (8.57%). The third errors made by students were misinformation with frequency 9 (8.57%). The fewest errors made by students were addition with frequency 2 (1.90%). So, the factors that cause error in using adjective clauses classified into two factors. They were teacher and students factors. Teachers'

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<sup>29</sup> Noor Aini, The difficulties in Using English clauses Faced by Second Grade Students of SMAN-1 Kumai, Thesis Stratum One, Palangka Raya: STAIN Palangka Raya, 2008.

factor was caused by the competence of the teacher. Students' factor were caused by overgeneralization and translation.<sup>30</sup>

5. Nofia dewi masita, the studied about an analysis of grammatical errors in adjective clauses made by the tenth grade students of SMA Hang Tuah 2, Sidoarjo. Her study was based on combination of descriptive quantitative and qualitative design. The result of this study was that the students still make a lot of errors. From the calculation of grammatical errors, errors in relative pronoun whom and whose are the highest of all the errors with quantity 53 out of 275 or 19.272% errors, and the lowest is errors in relative pronoun who with quantity 16 out of 275 or 5.818% errors. Based on the surface strategy taxonomy proposed by Heidi dulay, the most error is occurred in miss formation with number 225 out of 473 errors or 47.568%. This means that the learners have wrong concept in applying the grammatical rules, so that, they miss form the structure of sentence. Based on data analysis, there are four causes of errors, they are: over-generalization, ignorance of rules restriction, incomplete application of rules and false concept hypothesized. The most frequently caused is false concept hypothesized. This means that the students usually misinterpret the use of certain structures of the target language. Besides, the interference of the first language into the second language also cause of errors. The teacher's strategy to overcome grammatical errors is giving the clues of who, which, whom, whose, when, where and why, when the students must use

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<sup>30</sup> Ajah Saputra, Errors in Adjective Clauses at Students of SMAN-1 Cempaga Class XI, Thesis Stratum One, Palangka Raya: STAIN Palangka Raya, 2011.

each of them. Besides giving more explanation about adjective clause, the teacher also give exercises to the students more than once.<sup>31</sup>

Based on the previous studies above, the writer did the different study, in this case the writer has different subject and object of the study. In this study the writer's subject is the tenth grade of MA Darul Ulum Palangka Raya 2012/2013 and the writers' object is the students' problem using relative pronoun in sentence.

## **B. Definition of Relative Pronouns**

In linguistics and grammar, a pronoun is a word that substitutes for a noun or noun phrase. Pronouns can be divided into several categories: personal, indefinite, reflexive, reciprocal, possessive, demonstrative, interrogative and relative pronoun.

1. Personal pronouns. English has two cases, subject and object. Subject pronouns are I, you, she, he, it, we, they. Subject pronouns are used when the person or thing is the subject of the sentence or the clause. For example: *I* like to eat chips, but *she* does not. Object pronouns are me, your, her, him, it, us, them. Object pronouns are used when the person or thing is the object of the sentence or clause. For example: John likes *me* but not *her*.

2. Reflexive pronouns. They are used when a person or thing acts on itself. For example: She laughed at *herself*. Reflexive pronoun contains of myself, yourself/yourselves, themselves, ourselves, himself, herself, itself.

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<sup>31</sup> Nofia Dewi Masita, *An analysis grammatical errors in Adjective Clause Made by Tenth Grade Students of SMA Hang Tuah 2*, Sidoarjo: IAIN Sunan Ampel, 2011, p. 64. (<http://cak-umam.blogspot.com/2011/12/skripsi-bahasa-inggris-analysis-of.html>) accessed on march 10, 2014.

3. Reciprocal pronouns. It is refer to reciprocal relationship (each other, one another). They must refer to a noun phrase in the same clause. An example is: They do not like *each other*. Reflexive pronouns are used similarly to reciprocal pronouns in the sense that they typically refer back to the subject of the sentence.

Example:

- John and Mary like *themselves*
- John and Mary like *each other*.

4. Possessive pronouns. They are used to indicate possession or ownership. Possessive pronouns has two types, those are dependent and independent. Dependent such as my, your, his, her, its, our, their. An example in sentence is: Those clothes are mine. Independent such as mine, your, his, hers, its, ours, theirs.

5. Demonstrative pronouns. There are five demonstrative pronouns in English, those are this, that, these, those. Demonstrative pronouns often distinguish their targets by pointing or some other indication of position, for example: I will take *this*.

6. Interrogative pronouns. They ask which person or thing is meant. In reference to a person, one may use who (subject), whom (object), and whose (possessive). For example: Who did that?

7. Indefinite pronouns. It is a pronoun that refers to non-specific beings, objects or places. Indefinite pronoun can represent either count nouns or non count nouns and include a number of sub-categories: universal (such as everyone, everything), assertive existential (such as somebody, something), elective existential (such as anyone, anything), and negative (such as nobody, nothing).

## 8. Relative pronouns

Relative pronouns mark a relative clause, it has the same referent in the main clause of a sentence that the relative clause modifies. An example is the word *that* in the sentence “This is the house that Jack built,” Here the relative pronoun *that* marks the relative clause “that Jack built,” which modifies the noun *house* in the main sentence. *That* refers to a house in the main clause and links to imagined sentences”This is a house” and “Jack built the house”, where house is the same in both sentences. Not all instances of the word *that* are relative pronouns.

Relative pronoun is a pronoun functioning to connects or describing two sentences into one sentence.<sup>32</sup> When *who*, *whom*, etc are used to introduce relative clauses, they are called ‘relative pronoun’.<sup>33</sup> Relative pronoun is used not only as a pronoun but also as a word that connects two sentences or clauses.<sup>34</sup>

Based on the quotations above, it can be concluded the relative pronoun is a pronoun that introduces a relative clause. Relative clause or adjective clause is introduced by relative pronoun. In this study, It was just concerned on the relative pronoun one to be discussed.

### C. Relative Pronouns and example

Relative pronoun refer to noun or pronoun that preceded it and it is used to introduce a clause.<sup>35</sup> Clause is a group of words that are part of a sentence

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<sup>32</sup>Hotben D. Lingga, S.S and Lim Ali Utomo, *Intisari Tata Bahasa Inggris Kontemporer*, Penerbit Kesaint Blanc-Anggota Ikapi, Bekasi Timur, 2007, p. 121.

<sup>33</sup>Michael Swan, *Practical English Usage*, Oxford University Press, Oxford: 1995, p.475.

<sup>34</sup>Jonggi M. Sitompul, *English Grammar for Beginners*, Jakarta: PT.Grafindo,2006, p. 27.

<sup>35</sup>Hotben D. Lingga, *Advanced English Grammar for TOEFL Preparation*, Jakarta: Puspaswara, 2007, p.254.



containing a subject and predicate.”<sup>36</sup> Clause is basically no different from the sentence, consisting of at least a subject and predicate.<sup>37</sup> Relative pronoun consists of: who, which, whom, whose, and that.<sup>38</sup> Those are:

1. Who is used to replace person, both as subject and object. For example:
  - He is the man *who* has won the race.
  - I spoke the woman *who* lives next door.
2. Whom is used replace the person as object. For example:
  - I know the boy *whom* you invited yesterday.
  - The man *whom* I saw was Mr. Jones.
3. Whose is used to replace the owner, whether person animal or thing. For example:
  - He is the writer *whose* book you are reading.
  - The student *whose* composition I read writes well.
4. Which is used to replace other than the person, either as subject or object. For example:
  - I have read the book *which* you just mentioned.
  - The movie *which* we saw last night wasn't very good.
5. That is used to replace the person or other, either as subject or object. For example:
  - He carried a bag that was full of books.<sup>39</sup>
  - She is the woman *that* I told about.

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<sup>36</sup> *Ibid.*, p.77.

<sup>37</sup> Deny Rhomdony, *Integrated Comprehensive English Grammar*, Bekasi Timur, Kesaint Blanc-Anggota IKAPI, 2008, p.112.

<sup>38</sup> Hotben D. Lingga and Lim Ali Utomo, *Intisari Tata Bahasa Inggris Kontemporer*, p.121.

<sup>39</sup> Windy Novia, *Modern English Grammar*, Wipress, 2008, p.59-60.

## D. Relative pronoun Usage

Relative pronoun introduce relative clauses, which are a type of dependent. Relative clauses modify a word, phrase, or idea in the main clause. The word, phrase or idea modified is called the antecedent. Generally, there are two types of relative clauses: restrictive (defining) clause, and non-restrictive (non-defining) clause. In both types of clauses, the relative pronoun can function as a subject, an object, or a possessive pronoun (“whose”).<sup>40</sup>

### 1. Relative Pronoun in Restrictive Relative Clauses

Relative pronoun that introduce a restrictive relative clause are not separated from the main clause by a comma. Restrictive relative clauses (also known as defining relative clauses) add essential information about the antecedent in the main clause. The information is crucial for understanding the sentence’s meaning correctly and cannot be omitted. In other words, without the restrictive relative clause, the sentence does not make sense. The forms as follows:

- a. Relative pronoun used as a subject of a restrictive relative clause. For example:
  - This is the house *that* had a great Christmas decoration.
  - It took me a while to get used to people *who* eat popcorn during the movie.
- b. Relative pronoun used as an object in a restrictive relative clause.

Referring to a person or thing, the relative pronoun *may be omitted* in the

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<sup>40</sup>Russell Keck, and Elizabeth Angeli, *Introduction and General Usage in Defining Clauses*, <http://owl.english.prudue.edu/owl/does/06/07/11/>. (Online on February 11<sup>st</sup>, 2012).

object position, but formal English includes the relative pronoun. For example:

- The man whom I saw told me to come back today.
- The ladder which/that I was standing on began to slip.<sup>41</sup>

c. Relative pronoun used as a object of a preposition

1) For person

In formal English the preposition is placed before the relative pronoun, which must then be put into the form *whom*. In informal speech, it is more usual to move the preposition to the end of the clause. *Whom* then is often replaced by *that*, but it is still more common to omit the relative altogether. For example:

- The man from *whom* I bought it told me to oil it.
- The man *who/that* I bought it from told me to oil it.

2) For things

The formal construction is preposition + *which*, but it is more usual to move the preposition to the end of the clause, using *which* or *that* or omitting the relative altogether. For example:

- The ladder on *which* I was standing began to slip.
- The ladder *which/that* I was standing on began to slip.
- The ladder I was standing on began to slip.

d. Relative pronoun used as a possessive.

*Whose* is the only possible form foe person and thing. For example:

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<sup>41</sup>*Ibid.*

- The house *whose* walls were made of glass.
- The film is about a spy *whose* wife betrays him.<sup>42</sup>

## 2. Relative Pronouns in Non-Restrictive Clause

Although similar in use, relative pronouns that introduce a non-restrictive relative clauses are separated from the main clause by a comma (in most instances). Typically, *which* is the preferred pronoun for indicating that a relative clause is non-restrictive. *Non-restrictive relative clauses* (also known as *non-defining relative clauses*) provide non-essential information about the antecedent in the main clause. The information is not crucial for understanding the sentence's meaning correctly and can be clauses are an aside that add extra information.<sup>43</sup>

- a. Relative pronoun used as a subject of a non-restrictive relative clause.

For example:

- The science fair, *which* lasted all day, ended with an awards ceremony.
- The movie turned out to be a blockbuster hit, *which* came as a surprise to critics.

- b. Relative pronoun used as an object in a non-restrictive relative clause.

For example:

- The sculpture, *which* he admired, was moved into the basement of the museum to make room for a new exhibit.
- The theater, in *which* the play debuted, housed 300 people.

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<sup>42</sup>A. J. Thomson, and A. V. Martinet, *A Practical English Grammar*, Oxford University Press, Oxford: 1986, p. 82.

<sup>43</sup> Russell Keck, and Elizabeth Angeli, *Introduction and General Usage in Defining Clauses*, <http://owl.english.purdue.edu/owl/does/06/07/11/>. (Online on February 11, 2012). <http://owl.english.purdue.edu/owl/does/06/07/11/>. (Online on February 11, 2012).

c. Relative pronoun used as a object of a preposition.

1) For person

The pronoun can be omitted. The preposition is normally placed before *whom*. It is however possible to move the preposition to the end of the clause. This is commonly done in conversation, and *who* then usually takes the place of *whom*. For example:

- Mr. Jones, for *whom* I was working, was very generous about overtime payments.
- Mr. Jones, *who* I was working for, was very generous about overtime payments.

2) For things

The preposition comes before *which*, or at the end of the clause.

For example:

- Ashdown forest, through *which* we'll be driving, isn't a forest any longer.
- Ashdown forest, *which* we'll be driving through, isn't a forest any longer.

d. Relative pronoun used a possessive in a non-restrictive relative clause.

*Whose* is generally used both for animals and things. *Of which* is possible for things, but is unusual except in very formal English. For example:

- This is george, **whose** class you will be taking.
- His house, **whose** windows were all broken, was a depressing sight.<sup>44</sup>

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<sup>44</sup> A. J. Thomson, and A. V. Martinet, *A Practical*, p. 86.

Relative pronoun *that* is used in a non-relative (non-defining) clause can be omitted. And using *that* is not used as a relative pronoun in a non-restrictive clause.<sup>45</sup>

## E. Sentence

A sentence is a linguistic unit consisting of one or more words that are grammatically linked.<sup>46</sup> A sentence can include words group meaningfully to express a statement, question, exclamation, request, command or suggestion. Typically a sentence contains a subject and predicate.

Based on the structure, sentence can be classified into for categories according to the number and types of clauses that are in them.<sup>47</sup>

### 1. Simple sentence

A simple sentence is a sentence that formed one main verb (one main clause) that has a meaning. Examples:

- I *arrive* at school on time.
- He must *study* hard

### 2. Compound sentence

A compound sentence consists of two or more main verb (two or more main clause) and that has two related ideas and between two related ideas are joined by a conjunction, they are: but, and, unless, therefore, because, even though, so that, after, if, as soon as, so. Examples:

- Birds fly on the sky *but* fish swim in the water.

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<sup>45</sup> Hotben D. Lingga, S.S and Lim Ali Utomo, *Intisari*, p. 130.

<sup>46</sup> Wikipedia, sentence, [http://en.wikipedia.org/wiki/sentence\\_%28linguistics%29](http://en.wikipedia.org/wiki/sentence_%28linguistics%29), Accessed on september 22, 2014.

<sup>47</sup> *Ibid*

- I tried to speak English and my friend tried to speak Spanish.
- I will not come to your house unless you fetch me.

### 3. Complex sentence

A complex sentence consists of one main clause and one or more subordinate clause, which between them joined by relative pronoun such as: who, which, that, whom and whose, in Indonesian means “yang”. Examples:

- Ridwan, who speaks English well, is the best students in class.
- He is the man that you saw last week.
- The book which I bought was published in 1998.

### 4. Compound-Complex Sentence

A compound-complex sentence consist of one or more main clauses and one or more dependent clauses. (is a combining between a complex sentence and a complete sentence). Examples:

- I just visited Mr. Nurdin *who* was taken to the hospital three days ago and brought him a bunch of flower which my son brought from a flower-shop near my office.
- He work hard everyday in order to master the English language, but he no matter how hard he tries, he still finds it difficult to write business reports and to do high quality translations.

## F. Relative Clause

A clause is a group of words that are part of a sentence containing a subject and predicate.<sup>48</sup> Sentence may have one or more clauses. In English, there are two clauses (grammar), they are: dependent clause and independent clause.<sup>49</sup> A dependent clause is not a complete sentence. It can not stand alone as a sentence. It must be connected to an independent clause. An independent clause is a complete sentence. It contains the main subject and verb of a sentence. It also called a main clause.

A relative clause is a dependent clause that modifies a noun. It describes, identifies or gives further information about a noun. It tells us which person or thing (or what kind of person or thing) the speaker means. A relative clause is named an adjective clause too. It is clause functions as an adjective explaining the condition of noun or pronoun. For examples:

- a. I met a **kind** man.  
Adjective + noun
- b. He is very kind to everybody
- c. I met a man **who** is very kind to everybody.  
Main clause      relative pronoun      subordinate clause

So, *who is very kind to everybody* explains the man meant by the speaker. As the classifications of the sentence are:

I met a kind man as independent clause or is called main clause.

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<sup>48</sup> Hotben D. Lingga, *Advanced English Grammar for Toefl Preparation*, Jakarta: Puspaswara, p. 25.

<sup>49</sup> Betty Schramper Azar, *Fundamentals of English Grammar: Second Edition*, New Jersey: Prentice Hall Regents, 1992, p. 309.



I as the subject

Met as a predicate

A as a article

Kind as adjective

Man as object

He is very kind to every body as dependent clause or is called subordinate clause.

He as subject

Is as predicate

Very kind as adjective

To everybody as object

Based on the antecedent (the noun or pronoun being modified is called the antecedent) which indicated by the introductory words.

Relative clause can be classified into two kinds, they are relative pronoun and relative adverb.<sup>50</sup>

#### **a. Relative Pronoun**

Relative pronoun is an adjective clause which using conjunction of relative pronoun, they are: who, which, that, whom, and whose.

Examples:

1. - The bike was sold.

- I borrow it last week.

+ The bike *which* I borrowed last week was sold.

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<sup>50</sup> Fuad Mas'ud, Essential of English Grammar, A Practical Guide, p. 158.

2. - The girl is a bright student.  
 - I gave a special reward to her.  
 + The girl *whom* I gave a special reward to is a bright students.

#### **b. Relative adverb**

In this part, relative adverb is a complement of the pattern relative clause, it functions as conjunction in a sentence, such as why, where, when, although, therefore, accordingly, moreover, besides, however, nevertheless.

Examples:

1. The small town (*where*) I was born has grown to a large metropolis, or  
 The small town *in which* I was born has grown to a large metropolis.
2. The day (*when*) they were to leave finally arrived, or  
 The day *on which* they were to leave finally arrived.
3. Amir want to go out although it was raining.

Based on the explanation above, the adjective clause is classified into two kinds, in this study the writer is only concerned on the relative pronoun one to be discussed as the following study.

#### **G. The theory of error**

Error is systematic deviations and consistent and characterized speaking students who are learning the language at a certain level.<sup>51</sup>

Causes of language errors can be influenced by several factors, namely:

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<sup>51</sup> Thohir, *Analisi Kesalahan Berbahasa*, <http://www.sunan-ampel.ac.id/2012/04/23/analisis-kesalahan-berbahasa>, (Accessed on May 26, 2013).

1. Intervention (pressure) first language to a second language. And this factor the factor that most often occur due to differences in language structures rules first with second language.
2. Intralanguage error is the error caused by the influence of the language it self.
3. Teaching techniques or materials, in which the teacher can also make mistakes that results in its impact to what students are taught.

## **H. English Teaching Material For senior High School Students Based on KTSP Curriculum.**

KTSP (Educational Unit Level Curriculum), generally the teaching learning activity is developed based on some principles. The principles point on national standard of education to guarantee the teaching of national education purpose.

The principles are: <sup>52</sup>

1. Centering on the potency, development, necessity and urgency of students and their surroundings.
2. Various and integrated.
3. Perceptive to the development of knowledge, technology and art.
4. Relevant to the life's necessity.
5. Comprehensive and continual.
6. Long life learning.
7. Balance between the necessity of national and region.

Based on the KTSP, The English teaching materials especially for tenth grade in senior high school are composed to support the gaining of basic competence by considering students' potency, relevancy of religion characteristics, physic development level, intellectually, emotional, social and

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<sup>52</sup> BSNP, *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah*, Jakarta: Diknas, 2006, p. 3-4.

spiritual of students. This basic competence becomes the standard reference to develop the four skills of English. The material must be related to the development of knowledge. The four skills are listening, speaking, reading, writing.