

**RELATIVE PRONOUNS CASES AT THE FIRST YEAR STUDENTS OF
SMA MUHAMMADIYAH 1 OF PALANGKA RAYA**

THESIS

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in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan Islam



by :

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THE DEPARTMENT OF EDUCATION
THE STUDY PROGRAM OF ENGLISH EDUCATION
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OFFICIAL NOTE

Case : M. Apriadi's Thesis

To : Director of the State College of
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In -
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Assalamu'alaikum wr.wb

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DEDICATION

This thesis is dedicated to:

*Allah SWT who always gives me beneficent and merciful
to accompany in all of my way.*

*My beloved Father, Mother who always give me love, support,
Affection and their prays in all of my way.*

*Siminto, M.Hum. as My First Advisor and Hj. Apni Ranti,
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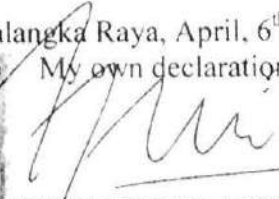

THANK YOU SO MUCH I NEVER FORGET YOUR KINDNESS

DECLARATION OF AUTHENTICATION

In the name of God

I myself make declaration that this thesis entitles *RELATIVE PRONOUNS CASES AT THE FIRST YEAR STUDENTS OF SMA MUHAMMADIYAH 1 OF PALANGKA RAYA* is truly *my own writing*. If it is not my own writing so it is given a citation and shown in the list of references.

If my own declaration is not right in this thesis so I am ready to be given the academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, April, 6th, 2009
My own declaration,


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MOTTO

Working and Praying Will Bring us to be
Success and Never Say Give up to a Job. Believe
that ALLAH is Always Together us

RELATIVE PRONOUNS CASES AT THE FIRST YEAR STUDENTS OF SMA MUHAMMADIYAH 1 OF PALANGKA RAYA

ABSTRACT

The principle purposes of the study are to identify some cases, as follows: What are the students' cases in learning relative pronouns? Why are the students get problems in learning relative pronouns? How are the strategies used by the English teachers to solve the students' cases in learning relative pronouns? Because of that, the purpose of the study are: (a) To know the students' cases in learning relative pronouns; (b) To know the causes of students get problems in learning relative pronouns; (c) To know the strategies used by the English teacher to solve the students' cases in learning relative pronouns. The research methodology used *descriptive qualitative approach* which described the *real phenomenon in the field*. The data collection used observation, interview and documentation. The subject of the study were the first year students of SMA Muhammadiyah 1 of Palangka Raya, consist of 25 students who got the lower score in English midtest. Furthermore, the object of the study was the cases were faced by the students in learning relative pronouns. The result of the study, as follows:

1. The difficulty of students in learning relative pronouns were in grammar and vocabulary.
2. The causes of the students get problems in learning relative pronouns: the low intelligence, the bad attitude when they studied, the less interest, the low aptitude, the less motivation, and the less readiness in studying.
3. The strategies were used by the English teacher in handling the students' cases in learning relative pronouns: doing interview, giving treatment and evaluation.

ABSTRAKSI

PERMASALAHAN RELATIVE PRONOUNS PADA SISWA KELAS 1 SMA MUHAMMADIYAH 1 PALANGKA RAYA

Tujuan utama penulisan ini adalah mengidentifikasi beberapa masalah sebagai berikut: apa masalah siswa dalam mempelajari relative pronouns? Mengapa siswa mendapat masalah dalam mempelajari relative pronouns? Bagaimana strategi yang digunakan guru bahasa Inggris untuk memecahkan masalah yang dihadapi siswa dalam mempelajari relative pronouns? Metodologi penelitian menggunakan deskripsi kualitatif yang menggambarkan kenyataan yang sebenarnya di lapangan. Pengumpulan data menggunakan observasi, wawancara, dokumentasi. Subjek penelitian ini adalah siswa kelas 1 SMA Muhammadiyah 1 Palangka Raya yang terdiri dari 25 siswa yang memperoleh nilai terendah dalam ujian tengah semester pelajaran bahasa Inggris. Selanjutnya, objek penelitian ini adalah masalah yang dihadapi oleh siswa kelas 1 SMA Muhammadiyah Palangka Raya dalam mempelajari relative pronouns. Hasil penelitian ini adalah (1) bahwa kesulitan yang dihadapi siswa dalam mempelajari relative pronouns adalah pada tata bahasa dan kosakata. (2) Penyebab yang mempengaruhinya dalam mempelajari relative pronouns adalah: kecerdasan yang kurang, sikap yang jelek ketika belajar, kurangnya minat, lemahnya bakat, kurangnya motivasi, kurangnya kesiapan dalam belajar. (3) Strategi yang digunakan guru bahasa Inggris untuk mengatasi kesulitan siswa dalam mempelajari relative pronouns adalah melakukan wawancara, memberikan terapi dan melakukan evaluasi.

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CHAPTER I INTRODUCTION

A. Background of the Study

English is very important to be learned by the students. It is the International language and many countries use it as their national language. Furthermore, In Indonesia, it becomes the foreign language. Therefore, it must be learned and mastered by the students. Moreover, by learning English, it is expected that the students can prepare themselves to face the globalization era.

As a foreign language, there are four language skills that must be mastered by students, such as: listening, speaking, reading, and writing.¹ Moreover, all of them must be supported by mastering vocabulary and structure. By mastering them, they can be easy to understand English well. Beside that, without mastering of vocabularies and structure, they are difficult to learn listening, speaking, reading and writing.

According to National Education Department (Depdiknas) the function of English in educational context is,

Dalam konteks pendidikan, bahasa Inggris berfungsi sebagai alat untuk berkomunikasi dalam rangka mengakses informasi, dan dalam konteks sehari-hari, sebagai alat untuk membina hubungan interpersonal, bertukar informasi serta menikmati estetika bahasa dalam budaya Inggris.² (In educational context, the function of English as the instrument to communicate in access information, and daily contexts, as the instrument to educate interpersonal connection, exchange information and enjoy the language aesthetic in English culture).

In senior high school, the purpose of English are as follows: (1) To develop the English skill in oral or written forms, such as listening, speaking, reading and writing; (2) To improve the awareness about the truth and the important of English as one of the foreign language to be the main tool in studying; (3) To develop the understanding about

¹ Depdiknas, *Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas dan Madrasah Aliyah*, Jakarta: Depdiknas, 2003, p. 6.

² *Ibid*

the mutual connection between language and culture with expand the culture insight. So, the students have cross culture insight and involve theirself in culture varieties.³

Based on the statement above, the purpose of English learning in senior high school is not only to develop English skill, understand about the language and culture but also to improve the awareness about the significance of English. So, it is hoped by learning English as foreign language, the students can improve their abilities to face the globalization era in the future.

According to Abdul Chaer, the difficulties in learning English were influenced by three factors: (1) morphology; (2) phonology; (3) syntax.⁴ In addition, based on the result observation and interview in the field, the difficulties of students in learning English were influenced by grammar and vocabularies. Therefore, to handle them, the students must be supplied many vocabularies and mastery of grammar well. They are the principal problems that faced by students in the school. Moreover, they can not make English sentences correctly because the mastery of vocabularies and grammar are limited.

Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.⁵ Furthermore, Diane Larsen and Freeman in Brown say that grammar tells how to construct a sentence (word order, verb, and noun systems, modifiers, phrases, clauses) and discourse rules how to string those sentences together.⁶

In grammar, there are *who*, *whom*, *which*, *whose*, *that* are called as relative pronouns in English.⁷ The function of them are as conjunctive pronouns in sentences. Beside that, in Indonesian language, the conjunctive pronouns of *yang* in sentences are

³ *Ibid*, p. 7.

⁴ Abdul Chaer, *Psikolinguistik Kajian Teoritik*, Jakarta: Rineka Cipta, 2003, p. 253

⁵ Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, Newyork: Addison Wesley Longman Inc, 2001, p. 362.

⁶ *Ibid*

⁷ Fuad Mas'ud, *Essential of English Grammar*, Yogyakarta: Bpfe, 2005, p. 62

relative pronouns.⁸ So, the position of *yang* as relative pronouns in Indonesian language is very important to make the meaning of sentences to be clear and easy to be understood

Relative pronouns consist of *who*, *whom*, *which*, *whose*, and *that*.⁹ Furthermore, in applying to the sentences must be suitable on the subject followed. For example: (a) *The girl who sits in front of you is my sister*. The use of *who* in sentence explains to the subject. (b) *Who sits in front of you is my sister* is adjective clause modifies the girl. The function of *who* in that sentence as relative pronoun to indicate the people (the girl).

Meanwhile, Susiala Yuliasi's Thesis states that the mastering of relative pronouns *who*, *whom*, *which*, *whose*, *that* faced by the second year students of SMU Negeri 3 of Palangka Raya were categorized as very poor ability.¹⁰ It could be seen on the table below:

Table 1.1
The Description of Mastery Relative Pronoun in the Second Year Students of SMU Negeri – 3 Palangka Raya in Academic Year 2000/2001

Relative Pronouns	Average Score
Who	53,6
Whom	31,5
Which	28,8
Whose	31,1
That	32,5

Based on the interview to the English teacher of SMA Muhammadiyah 1 of Palangka Raya said that the problem in teaching of relative pronouns in the first year students of SMA Muhammadiyah could be caused by the students and teachers. Firstly, the students made noise when the teacher made explanation about the relative pronouns. Secondly, the students did not focus on learning relative pronouns when the teacher

⁸ www. Fsrđ.itb.ac.id.

⁹ *Ibid.*

¹⁰ Susiala Yuliasi. *The Mastery of Relative Clause*, Palangka Raya: Universitas Palangka raya, 2001, p. 64.

explained. Thirdly, the teachers' management in the class did not give the punishment to the students that made noise.

The applying of relative pronouns in sentences are very difficult for the first year students of SMA Muhammadiyah 1 of Palangka Raya. Some students did not understand how to use relative pronouns in sentences. They were still confusing how to use relative pronouns such as: *who*, *which*, *whom*, *whose* and *that*.

The difficulties of students in learning English especially the way of learning relative pronouns are also influenced by internal and external factors. Internal factor can arise from physique and psychology aspects and external factors can arise from families, teachers, friends and society. Moreover, between internal factors and external factors can influence both of them.

Based on the statement above, the writer is interested in searching the causes and finding the problems more deeply why some students get problems in studying relative pronouns. The title of this study is: The Relative Pronouns Cases at the First Year Students of SMA Muhammadiyah 1 of Palangka Raya.

B. The Problem of the Study

Based on the background above, some problems observed, they are :

1. What are the students' cases in learning of relative pronouns?
2. Why are the students get problems in learning of relative pronouns ?
3. How are the strategies used by the English teacher to solve the students' problems in learning of relative pronouns?

C. The Objective of the Study

Based on the problem of this study, so the specific purposes of the study, as follows:

1. To know the students' cases were faced by the students in learning of relative pronouns.
2. To know the causes influence the students get problems in learning of relative pronouns.
3. To know the strategies used by the English teacher to handle the students' problems in learning of relative pronouns.

D. The Significance of the Study

The significance of this study, as follows:

1. To inform and to add reference for the English teachers in SMA Muhammadiyah 1 of Palangka Raya about the problems that were faced by the students in learning of relative pronouns.
2. To give and contribute information and knowledge to the English teacher about the causes influence the students get problems in learning of relative pronouns

3. To contribute thinking for the English teachers of SMA Muhammadiyah 1 of Palangka Raya to help in handling the problems of students in learning English especially in learning relative pronouns.

E. Research Methodology

1. The Time and the Place of the Study

The time of study needed two months begin on October – November 2008 to collect all of the data accurately and briefly. The gotten data from the real condition of SMA Muhammadiyah 1 of Palangka Raya and the students that were researched so they were reasonable and acceptable. The place of the study was at SMA Muhammadiyah 1 of Palangka Raya at Jl. RTA Milono km. 1.

2. Type of the Study

This research was a descriptive qualitative approach which describe the real phenomenon appropriate with the facts in field about relative pronouns cases at the first year students of SMA Muhammadiyah 1 of Palangka Raya. It had known that some students had many problems in using of relative pronouns. In this research, the writer examined the students while interview by giving some questions about relative pronouns and asking their problems in using relative pronouns. Based on Nasution in Ranti's thesis states that the data qualitative are the data to collect the data in real situation.¹¹ So, it was done observation, hearing, asking, writing, and taking conclusion from what subjects have been found in the class.

3. Subject and Object of the Study

The subject of the study was the first year students of SMA Muhammadiyah 1 of Palangka Raya who got the lower score in English midtest and they were learning about

¹¹ Apni Ranti, *Strategi Belajar MK Structure Mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Palangka Raya*, Yogyakarta: Universitas Negeri Yogyakarta, 2005, p. 44.

relative pronouns. There were 5 (five) classes for the first year students of SMA Muhammadiyah 1 of Palangka Raya. In this case, it has been done investigation by looking for 5 (five) students for each class that got lower score standard <60 in English subject. The standard score was reached by the students in SMA Muhammadiyah was 60 (sixty). The number of students in this study were 25 (twenty five) students, males 10 (ten) and females 15 (fiveten). Furthermore, they represented the students that got difficulties in learning of relative pronouns. So, the data that was got in the field could be the source of data sample. The technique used in this research was purposive sampling. Purposive sampling was the technique by using certain consideration.¹² It was used in this research because the subject of the students was the students who got problems in learning of relative pronouns and to know the cases them. The object of the study was the case that was faced by the first year students of SMA Muhammadiyah 1 of Palangka Raya in learning relative pronouns.

4. Data Collecting Procedure

Data collecting technique used according to Rahardjo namely: observation, interview, and documentation.¹³

a. Observation

Observation was by opened observation. In the opened observation was known by subject of research. Furthermore, subject of research gave oppurtuny to observe the events that were found in the class. By this way, it could be got the actual data about cases that were found in the first year students of SMA Muhammadiyah 1 of Palangka Raya in learning of relative pronouns.

¹² Sugiyono. *Metode Penelitian Pendidikan Kuantitatif dan Kualitatif*, Bandung: Alfabeta, 2007, p. 124

¹³ Mudjia Rahardjo. *Pengantar Penelitian Bahasa*, Malang Cendekia Para Mulya, 2002. p. 56

According to Sutrisno Hadi in Sugiyono states *observasi adalah suatu proses yang kompleks, suatu proses yang tersusun dari berbagai proses biologis and psikologis.*¹⁴ (*Observation is a complex process, a process that is arranged from the various of biological and psychological process*). Observation was started by general observation. Furthermore, the observation focused the object of research. The reasons were used observation to know:

1. The research location was at SMA Muhammadiyah 1 of Palangka Raya.
2. The research subject was the first year students of SMA Muhammadiyah 1 of Palangka Raya.
3. The research object was relative pronouns cases.
4. Teaching learning activities of relative pronouns were done in the class

The observation to the subject of the study was done by observing the difficulties of students in learning the defining of relative pronouns and then, search the causes. In this case, it involved in the activities that they did and observed the English teaching learning process in the class directly. Furthermore, it observed the students behaviour when the teacher explained in the front of class but it did not influence teaching learning process in the class.

b. Interview

The interview is conversation in certain purposes that were done by the interviewer and interviewee.¹⁵ In this research, the interview was done to get the data about the defining of relative pronouns case at the first year students of SMA Muhammadiyah 1 of Palangka Raya. The researcher gave questions to the students and let them to answer some questions while interview on, which contained about relative pronouns. The reasons were used interview, as follows :

¹⁴ Sugiyono, *Metode Penelitian Pendidikan Kuantitatif dan Kualitatif*, p. 202.

¹⁵ Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, Bandung: Remaja Rosda Karya, 2004, p. 135.

1. The main problems that were faced by the students in learning of relative pronouns
2. The students get problems in learning of relative pronouns ?
3. The strategies used by the English teacher to solve the cases faced by the students in learning of relative pronouns?

The interview technique was used the unstructured interview. In unstructured interview, it used interview guideline that consisted the outline appropriate to the topic of the study. It was needed interviewer creativity because interviewer acts as direction of respondent in answering the questions were given when interview started, it tried to run the respondent answer to give more specific result and avoid the questions were out from the topic. The way of unstructured interview technique used round table method. It was done in a group which the respondents were asked to sit round the interviewer. Furthermore, the function of interviewer as facilitator to guide the respondents to answer the questions that were given.¹⁶ The interview was done in informal condition by using notebook or tape recorder.

c. Documentation

The documentation was written material or film.¹⁷ The purpose in using documentation in this research was to support the data that were gotten in the field. So the data were admitted the data validity. Furthermore, the documentation used in this study, as follows:

1. The brief history of SMA Muhammadiyah 1 of Palangka Raya..
2. Photos when teaching learning process in the class.
3. Photos when interview was done in the school.
4. The result of English midtest.

¹⁶ Suharsimi Arikunto, *Prosedur Penelitian*, Jakarta: Rineka Cipta, 2002, p. 203.

¹⁷ Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, Bandung: Remaja Rosda Karya, 2004, p. 161.

5. The name of the first year students of SMA Muhammadiyah 1 of Palangka Raya that got problems in learning of relative pronouns.
6. The name of English teachers in SMA Muhammadiyah 1 of Palangka Raya.

5. The Endorsement of Data

There were four techniques to determine the endorsement of the data, namely credibility, transferability, dependability and confirmability.¹⁸ It was done to examine the credibility and reliability of data that were got in the field.

a. Credibility

In descriptive qualitative approach, in order to the data could be believed and fulfilled terms of the credibility, it admitted and received the truth by information source from informant of the study. So, in order that the truth of the study could be believed, it was supported by some ways, as follows:

1. The Existence of Participation

In the first step, the writer went to the field and looking to the real condition in the field. Furthermore, the writer rechecked the data validity in the field until the data relied and admitted the validity of data.

2. Observation Diligently

The writer did observation accurately and continually. By this way, the validity of data could be recorded well and systematically. Moreover, the writer could gave description of data accurately about what it was observed.

¹⁸ Sugiyono, *Metode Penelitian*, p. 366.

3. Triangulation

The triangulation was used in this research was the technique triangulation. It was done to examine the data credibility. It could be done through interview, observation, and documentation.

4. Member Check

Member check was done after it the collection of data was collected them. Then, it made the conclusion. Furthermore, the conclusion was got in the field would be conveyed to the English teacher of SMA Muhammadiyah 1 of Palangka Raya to be discussed it in order to get similarity of perception between the teacher and the researcher. The purpose of member check in this research was to know the data validity that had been given by informant.

b. Transferability

Transferability related to the questions, how far the result of the study could be applied by the other people in other context. So, it made a report that explained clearly about content of research in order to the readers could be easy to understand the result of study. Furthermore, this research would give description the clearly about the result of study. According to Sanafiah Faisal in Sugiyono stated *bila pembaca laporan penelitian memperoleh gambaran yang sedemikian jelasnya, " semacam apa" suatu hasil penelitian dapat diberlakukan (transferability), maka laporan tersebut memenuhi standar transferabilitas.*¹⁹ (If the readers get description of study clerly about the kinds of the result of study, so it has reached transferability standard.

c. Dependability

Dependability examining was done by auditing all of research process to prove the data was reliabel. So, the writer focused to the problems, went to field, determined the

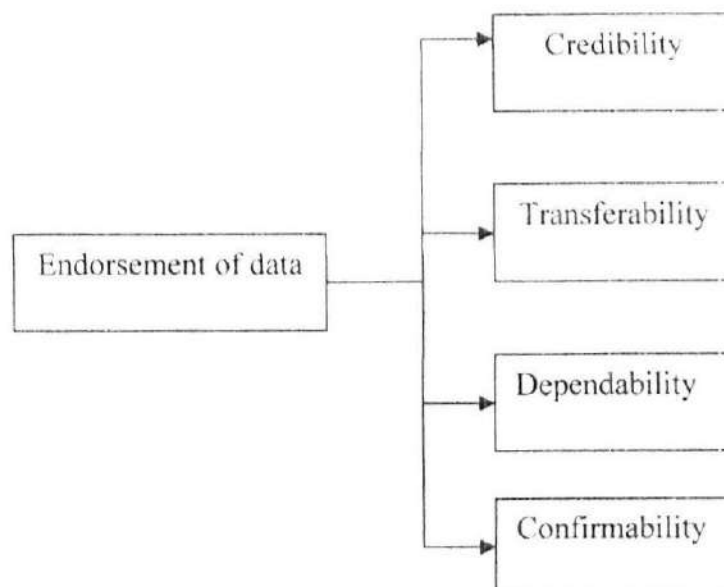
¹⁹ *Ibid.* p. 377

source of data, did data analysis, examined the endorsement of data and made the conclusion of data.

d. Confirmability

The research was said objective if the result of study had been agreed by many people. Moreover, to examine the confirmability in this research, it was done by examining the result of study that was correlated by process that was done.

Based on the explaining above, it could be made a sketch of endorsement of data:



Based on the diagram above, in descriptive qualitative research, the data could be believed and fulfilled terms of the credibility, so it was supported the existence of participation, observation diligently, triangulation, and member check. Then, the data were gotten in the field could answer the research questions. Moreover, to prove the dependability data was reliable, it has been done by auditing all of research process. Furthermore, to examine the confirmability could be done by examining the result of study.

6. Data Analysis Procedure

Miles and Huberman via Qodir mention there were four techniques that were used to analyze the data.²⁰ They were, as follows:

a. Data Collection.

All of the data that had been collected and gotten in the field were learned. Furthermore, it was soon molded in writing form in order to be easy to understand and analyze. Furthermore, the data that were collected related to the case faced by the first year students of SMA Muhammadiyah 1 of Palangka Raya in the defining of relative pronouns. It was done to collect the true data in the field

b. Data Reduction

The writer got the real data in the field, chose the data that relevant of the study, focused on the data that could solve problems or to answer a research. Furthermore, simplify of the data and arranged questions that were related to the problems of the study. It was done to analyze the data that had been collected in the field.

c. Data Display

Data display, the result of the data reduction made in report systematically which could be understood and reasonable of the data that was gotten in the field. It was done to give easy in understanding the data deeply. Data display in this research by using simple explanation. Miles and Huberman stated “ the most frequent form of display data for qualitative research in the past has been narrative text”.²¹

d. Conclusion drawing/ Verifying

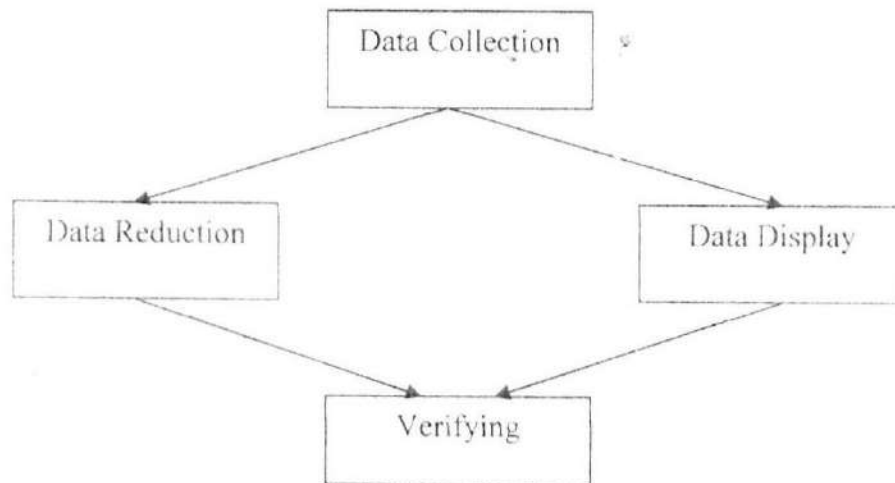
The conclusion verified by seeing back of the data reduction, data display before and after collecting the data, so conclusion that was taken did not deviate from problems of

²⁰ Abdul Qodir, *Metodologi Reser Kualitatif. Pedoman Melakukan Penelitian Ilmiah*, Palangka Raya: STAIN, 1999, p. 84.

²¹ Sugiyono, *Metode Penelitian*, p. 341.

the study. Furthermore, to get the credible data was supported by the validity prove.²² Conclusion drawing was done to know description about the result of study that was done in the field.

Based on the explaining above, it made a sketch of data analysis procedure:



Based on the diagram above, all of the data that had been collected and gotten in the field were learned. Then, choose the data that relevant of the study to solve the problems. Furthermore, make the data in simple explanation. The last, make a conclusion by seeing back of the data reduction, data display and then, to get the credible data was supported by the validity prove.

²² *Ibid*, p. 345.

CHAPTER II

RELATIVE PRONOUNS

A. Relative Pronouns

According to Hornby, "pronoun is a word used in place of a noun or noun phrase".²³ So, the definition of relative pronouns are based some experts are: Desmont W Evans says that "relative pronouns are so named because they relate back to the noun to which they refer."²⁴ H.S. Bhatia says that "relative pronouns are the pronoun which they refer to a preceding noun. Muhibbin Syah says that "relative pronouns are pronouns that connect one clause and the next clause".²⁵ Elan Dwi Winarno says that "relative pronouns are conjunctive pronouns that connect two sentences to be one sentence".²⁶

According to Joshephine Quah, "the function of relative pronouns are to join two statements about the same person or thing".²⁷ Martin Hewing says that "the function of relative pronouns gave more information about someone or something referred to in a main clause".²⁸ Kim Chuan Aik and Kim Kai Hui say that "the function of relative pronouns are to join two sentences or clauses".²⁹

Based on the statement above, it can be concluded that relative pronouns are conjunctive pronouns that have function to connect two clauses in a sentence. Moreover, the use of relative pronouns depend on the subject that are explained in a sentence. Furthermore, the relative pronouns are as follows: *who*, *whom*, *which*, *whose* and *that*.³⁰

²³ Hornby, *Oxford Advanced Learner's Dictionary*, Newyork: Oxford University Press, 1974, p. 928.

²⁴ Desmont W Evans, *Improving English Skills*, p. 105.

²⁵ Muhibbin Syah, *Cara Mudah Menerapkan English Grammar*, Jakarta: Raja Grafindo persada, 2006, p. 70.

²⁶ Elan Dwi Winarno, *Belajar Tuntas Bahasa Inggris*, Yogyakarta: Pustaka Belajar, 2002, p. 201.

²⁷ Joshephine Quah, *Grammar Practice with Answers*, Jakarta: Binarupa Aksara, 1993, p. 68.

²⁸ Martin Hewing, *Advanced Grammar in Use*, Jakarta: Erlangga, 2002, p. 140.

²⁹ Kim Chuan Aik and Kim Kai Hui, *Longman Dictionary of Grammar and Usage*. Singapore: Addison Wesley Longman Singapore, 1999, p. 202.

³⁰ Fuad Mas'ud, *Essential of English Grammar*, p. 62.

In using relative pronouns, there are two kinds of relative pronouns are stated by Fuad Mas'ud, they are :

- Defining relative pronouns
- Non-Defining relative pronouns³¹.

The defining relative pronouns are the pronouns give essential information to define or identify the person or things that are talking about.³² In the defining of relative pronouns, commas are not used. Learning the defining of relative pronouns need the ability to analyze the sentences wheather use the conjunctive pronouns of who, whom, which, whose and that in sentences. Relative pronouns have differences in using each others because the use of relative pronouns depend upon referring an earlier noun. By seeing an earlier noun will be known what are relative pronouns that are used as conjunctive pronouns in sentences. Here, there are function of defining relative pronouns are as adjective equivalent which are essential to the meaning of the sentence, they are:

- Defining relative pronouns define nouns in order to distinguish similar persons or things in order to diminish ambiguity.
- Defining relative pronouns relate to known facts in order to explain something new³³.

Based on the statement above, the function of defining relative pronouns are very important in sentences. Furthermore, the sentences by using relative pronouns are as conjunction will be more clear and easy to be understood because there are conjunctive pronoun in sentences.

How to use of relative pronouns, they are :

1. Who

- refers to a person or people.
- may be used with a clause that makes a noun specific.

³¹ *Ibid*

³² <http://www.edufind.com/english/grammar/rel2.efm>.

³³ <http://www.kfmaas.de/relative.html>.

- may be used with a clause that adds information.³⁴

2. Whose

- Used to show possession.

- Usually modifies "people", but it may also be used to modify "thing".³⁵

3. Whom

- Used for people as object pronoun.³⁶

4. Which

- Refers to a thing or concept.

- is most often in clauses that adds information.

- is sometimes used in a clause that makes a noun specific (usually when a speaker or writer).³⁷

5. That

- Is used only in clause that make a noun more specific.

- Most often refers to a thing or concept.

- Is sometimes used to refer a person or people (usually only in informal writing or in speaking).³⁸

1. Who

Who is used to combine two sentences which explain about people or person.³⁹

According to Betty, who is used for people as subject pronoun.⁴⁰

Example in sentences:

a. The lady who buys a book in the store is beautiful.

Classification:

³⁴ <http://rwc.hunter.cuny.edu/reading-writing/on-line/relative-clauses.html>.

³⁵ Betty Schampfer Azar, *Understanding English Grammar*, New Jersey: Prentice Hall inc, 1989, p. 240.

³⁶ *Ibid.*

³⁷ <http://rwc.hunter.cuny.edu/reading-writing/online/relative-clauses.html>.

³⁸ *Ibid.*

³⁹ Elan Dwi Winarno, *Belajar Tuntas Bahasa Inggris*, Yogyakarta: Pustaka Belajar, 2002, p. 202.

⁴⁰ Betty Schampfer Azar, *Understanding English Grammar*, p. 238.

The lady is beautiful

Dependent Clause

Classification:

The lady as subject.

Is as predicate.

Beautiful as adjective.

Who buys a book in the store

Dependent clause

Classification:

Who as relative pronouns

Buys as predicate

A book as object

In the store as adverb

Analysis:

And to combine the sentences to be one sentence are used relative pronouns "who" and the sentences to be:

The lady who buys a book in the store is beautiful.

a. The girl who eats an apple is my sister.

The girl is my sister

Independent Clause

Classification:

The girl as subject.

Is as predicate

My sister as subject complement

Who eats an apple

Dependent clause

Classification:

Who as relative pronouns

Eats as predicate

An apple as object

Analysis:

And to combine the sentences to be one sentence are used relative pronouns "who" and the sentences to be:

The girl who eats an apple is my sister

2. Whom

Whom is used to explain people/person. According to Betty, whom is used for people as object pronoun.⁴¹

Examples:

a. She is the girl whom I love.

She is the girl
Independent clause

Classification:

She as subject

Is as predicate

The girl as subject complement

Whom I love
Dependent clause

Classification:

Whom as relative pronouns

Love as predicate

Her as object

⁴¹ *Ibid.*, 239.

Analysis:

And to combine the sentences to be one sentence are used relative pronouns “whom” and the sentences to be:

She is the girl whom I love

a. He is the man whom I am waiting for.

He is the man
Independent clause

Classification:

He as subject

Is as predicate

The man as subject complement

Whom I am waiting for him
Dependent clause

Classification:

Whom as relative pronouns

Am waiting for as predicate

Him as object

Analysis:

And to combine the sentences to be one sentence are used relative pronouns “whom” and the sentences to be:

He is the man whom I am waiting for.

3. Whose

Whose is used to show possession. It carries the same meaning as other possessive pronouns used as adjective: his, her, its, and their. Like his, her, its, and their, whose is connective noun⁴².

⁴² Betty Schamfter Azar, *Understanding English Grammar*, p. 240.

His bicycle whose → bicycle

Her composition whose → composition

Both whose and the noun, it is placed to connect at the beginning of the relative pronoun. Whose cannot be omitted. Furthermore, whose usually modifies "people", but it may also be used to modify "thing" for example: Mr Catt has a painting whose value is inestimable.

Examples:

a. He is the producer whose film you saw yesterday

He is the producer
Independent clause

Classification:

He as subject.

Is as predicate

The producer as subject complement

Whose film you saw yesterday
Dependent clause

Classification:

Whose as relative pronouns

Film as object

You as subject

Saw as predicate

Yesterday as adverb of time

Analysis:

And to combine the sentences to be one sentence are used relative pronouns "whose" and the sentences to be:

He is the producer whose film you saw yesterday

a. The boy whose the bag fall down is very diligent.

The boy is very diligent
Independent clause

Classification:

The boys as subject

Is as predicate

Very diligent as superlative adjective

Whose the bag fall down
Dependent clause

Classification:

Whose as relative pronouns

The bag as noun

Fall down as predicate

Analysis:

And to combine the sentences to be one sentence are used relative pronouns "whose" and the sentences to be:

The boy whose the bag fall down is very diligent.

4. Which

Which is used for things. The sentence patterns:

Examples:

a. This is the cake which i fried last night.

This is the cake
Independent clause

Classification:

This as demonstrative pronoun

Is as predicate

The cake as object

Which I fried last night

Dependent clause

Classification:

Which as relative pronouns

I as subject

Fried as predicate

Last night as adverb of time

Analysis:

And to combine the sentences to be one sentence are used relative pronouns "which" and the sentences to be:

This is the cake which I fried last night.

b That is the book which I was reading yesterday.

That is the book

Independent clause

Classification:

That as demonstrative pronoun

Is as predicate

The book as object

Which I was reading yesterday

Dependent clause

Classification:

Which as relative pronouns

I as subject

Was reading as predicate

Yesterday as adverb of time

Analysis:

And to combine the sentences to be one sentence are used relative pronouns "which" and the sentences to be:

That is the book which I was reading yesterday

5. That

That can be used to explain thing, person/people. That can be used to change who, whom, which. But, that can not be used to change whose.

Examples:

a. This is the book that I read last week

This is the book
Independent clause

Classification:

This as demonstrative pronoun

Is as predicate

The book as object

That I read last week
Dependent clause

Classification:

That as relative pronouns

I as subject

Read as predicate

Last week as adverb of time

Analysis:

And to combine the sentences to be one sentence are used relative pronouns "that" and the sentences to be:

This is the book that I read last week

a. The girl that you met yesterday is my sister.

The girl is my sister

Independent clause

Classification:

The girl as subject

Is as predicate

My sister as subject complement

That you met yesterday

Dependent clause

Classification:

That as relative pronouns

You as object

Met as predicate

Yesterday as adverb of time

Analysis:

And to combine the sentences to be one sentence are used relative pronouns "that" and the sentences to be:

The girl that you met yesterday is my sister.

According to Kim Chuan Aik and Kim Kai Hui said that who, whom, whose, which, and that are relative pronoun when they are used not only as pronouns but also as conjunctions to joins two sentences or clauses.⁴³

For example,

- Jane is the girl. She won the first prize.

May be written

- Jane is the girl who won the first prize.

⁴³ Kim Chuan Aik and kim Kai Hui, *Longman Dictionary of Grammar and Usage*, Singapore: Addison Wesley Longman Singapore, 1999, p. 202.

Jane is the girl
Independent clause

Classification:

Jane as subject.

Is as predicate.

The girl as subject complement

Who won the first prize
Dependent clause

Classification:

Who as relative pronouns

Won as predicate

The first prize as object

Analysis:

And to combine the sentences to be one sentence are used relative pronouns "who" and the sentences to be:

Jane is the girl who won the first prize.

Here, who replaces she (a pronoun which refers to jane) and joins two clauses to form one complete sentence.

The key points to note are:

a. Who and whom are used only to refer to human being, for example,

- The man whom she married is very rich.

The man is very rich
Independent clause

Classification:

The man as object

Is as predicate

Very rich as adverb

Whom she married

Dependent clause

Classification:

Whom as relative pronouns

She as subject.

Married as predicate

Analysis:

And to combine the sentences to be one sentence are used relative pronouns "whom" and the sentences to be:

The man whom she married is very rich.

b. Which is used to refer to things and animal.

- The table which she bought is expensive.

The table is expensive

Independent clause

Classification:

The table as subject

Is as predicate

Expensive as adjective

Which she bought

Dependent clause

Classification:

Which as relative pronouns

She as subject

Bought as predicate

Analysis:

And to combine the sentences to be one sentence are used relative pronouns "which" and the sentences to be:

The table which she bought is expensive.

c. That can be used in the place of which, who, whom to introduce a defining (or non restrictive) relative clause, that is a clause which specifies which particular person or thing is referred to:

- The vase that/which I bought is the most attractive. (= There are many vases and I am referring to the particular one bought by me.

The vase is the most attractive
Independent clause

Classification:

The vase as subject

Is as predicate.

The most attractive as superlative adjective

That / which I bought
Dependent clause

Classification:

That / which as relative pronouns

I as subject

Bought as predicate

Analysis:

And to combine the sentences to be one sentence are used relative pronouns "that/which" and the sentences to be:

The vase that/which I bought is the most attractive.

B. The Difficulties in Learning of Relative Pronouns

According to Brown, the principle of structure dependency states, languages are organized in such a way that was crucially depends on the structural relationship between elements in a sentence (such as word, morpheme, etc.⁴⁴). The statement above, related to relative pronouns which the use of relative pronouns depend on referring to an earlier noun but difficulty of students in using relative pronouns were when and how to use relative pronouns. They were common mistakes that were occurred in learning of relative pronouns which were some students did not understand when and how to use the type of relative pronouns into good sentences. There were some theory about the difficulties in learning relative pronouns, it stated that in spoken English there were no difference between the relative pronouns "who" (subject case) and "who" (object case). Furthermore, when the relative pronouns "who(m)", "which" or "that" (in object case) were omitted the relative clause became a contact clause.⁴⁵

Based on the theory above, they could be analyzed that difficulties faced by students in learning relative pronouns, they were:

1. The difficulty in applying defining relative pronouns into good sentences
2. The difficulty in understanding the function of each relative pronouns such as who, whom, whose, which and that.

Difficulties in learning English, especially in relative pronouns were influenced by internal and external factors. Internal factor could arise from physical and psychology aspect. In physical aspect, It could be physic, ears, and eyes. In psychology aspect, it could be intelligence, attitude, interest, talent and motivation. In the other hand, external factor could arise from families, teachers, friends, and society. In non social environment, It could arise from home, school, supporting equipment and nature.

⁴⁴ Brown, *Principle of Language Learning and teaching*, new Jersey: Prentice Hall Inc, p. 36.

⁴⁵ <http://www.edufind.com/english/grammar/rel2.efm>

From the factors above, it was assumed that every aspects which influenced learners in English might be solved by doing approaches which could support their ability in mastering English, especially in using of relative pronouns. Therefore, learning approaches of students should be done throught three kind of approaches. The approaches could be high approach, middle approach, and low approach. It was also stated by Syah that there were factors and approaches which could effect students in learning English.⁴⁶ The factors and approaches could be seen through the following table:

TABLE 2.1

Factors and Approaches which could Effect the Students in Learning of Relative Pronouns

Students Internal Factors	Students External Factor	Students Learning Approaches
1. Psychie aspect -Physical -Ears and eyes 2. Psychology aspect -Intelligence -Attitude -Interest -Talent -Motivation	1. Social environment -Family -Teacher -Society 2. Non-social envirrontment -Home -School -Supporting Equipment -Nature -Interest -Talent -Motivation	1. High approach - Speculative -Achievement 2. Middle Approach - Analysis - Deep 3. Low Approach - Reproductive - Surface

From the table above, It was summarized that every aspects were related to each other. So students were expected to have their own motivation in learning English, especially in learning of relative pronouns. Then, by high motivation and interest they were hoped to be able to solve their difficulties in learning of relative pronouns. It was

⁴⁶ Muhibbin Syah, *Psikologi Pendidikan*, Bandung: Rosda Karya, 2001, p. 139.

also stated by Mc Donald in Hamalik that "Motivation is an energy change within the person characterized by effective arousal and anticipatory goal reaction."⁴⁷

From Mc Donald's statement in Hamalik above, It was summarized that motivation had function to motivate learner's in learning English, to guide learners in reaching their purposes wanted, and to motivate learner in doing their duties as students of school especially in mastering English of relative pronouns. Because of that were expected to perform learning approaches while they were teaching their students.

C. The Causes Influenced The Students in Learning of Relative Pronouns

According to Ellis Rod (1986: 99-126) quoted by Abdul Chaer, there were the internal pshycholingistic factors that influenced the students in learning the defining of relative pronouns.⁴⁸ they were:

I. Intelligence

JP Chaplin gave definitions about intelligence

- *Intelligence is the ability to meet and adapt to novel situation quickly and effectively*
- *The ability to utilize abstract concepts effectively*
- *The ability to grasp relationship and to learn quickly.*⁴⁹

Intelligence gave the big influences to study progressing. It meand, the students had the high intelligence level would be success than the students have the low intelligience level. However, the students who had the high intelligence level had not been sure to success in studying. It was caused because study was the complex process that had many factors influenced it than intelligence was one of the factors between the other factors.

⁴⁷ Oemar Hamalik, *Psikologi Belajar dan Mengajar*. Bandung: Sinar Baru Algesin Jo, 2002, p. 173.

⁴⁸ Abdul Chaer, *Psikolinguistik dan Kajian Teoritik*, Jakarta: Rineka Cipta, 2003, p. 54.

⁴⁹ Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya*, Jakarta: Rineka Cipta, 2003, p. 54

Based on the statement above, the intelligence was one of the factors that influenced the students in learning language acquisition but it was not the principal factor could cause the students failed in studying and especially in learning the language acquisition.

2. Attitude

To guarantee the result of study, the students might have more attitude or attention to the lessons that were learned. If the students did not like the material teachings were given by the teacher so they could cause the students did not focus in teaching learning process. It could be seen from their attitude in the class.

Based on the statement above, the students' attitude in learning language acquisition in the class could help the students to be easy in learning it so the students might keep silent when the teacher explained English in the class.

3. Interest

According to Hilgard, *Interest is persisting tendency to pay attention to and some activities or content.*⁵⁰ Interest influenced in studying because if the material teachings that were learned did not appropriate with the students interest so they could give the bad effect to the result of the study.

Based on the statement above, the interest of students in learning the language acquisition could help the students to be easy in receiving lesson that was given by the teacher especially when they were learning the language acquisition so interest could become the determining factor in studying success it.

⁵⁰ *Ibid*, p. 55

4. Aptitude

Aptitude is the capacity to learn. The material teachings that were learned might be appropriate with the students aptitude because they could give the good effect to the result of the study. Finally, the students were become diligent in studying.

Based on the statement above, the aptitude of students especially in learning the language acquisition could give guarantee to success in learning the language acquisition. In addition, the students would be enjoy if they learned something that was suitable with their aptitude.

5. Motivation

James Drever gave definition about motivation, *motivation is an effective conative factor which operates in determining the direction of an individual's behaviour toward an end or goal, consciously apprehended or unconsciously.*⁵¹ Motivation had been correlated with the purpose that would be reached. Motivation was called activator in studying. Moreover, by existing of motivation could support the students to focus in teaching learning process.

Based on the statement above, motivation was the important factor in studying especially in learning the language acquisition. Furthermore, it could give guarantee in studying success. Meanwhile, motivation might be exist in the students' soul when they leaned it.

6. Readiness

According to Slameto, *Readiness is Preparedness to respond or react in studying.*⁵² The readiness of students could give the positive effect in studying because by existing of students readiness could be easy in receiving the material teachings.

⁵¹ *Ibid*

⁵² *Ibid*, p. 56

Based on the statement above, the readiness in studying could help the students to receive the lesson that was given by the teacher. Meanwhile, it gave the positive effect when they learned the material teaching especially in learning the language acquisition.

D. Frame of Thinking

The difficulty in learning English especially in learning of relative pronouns were when and how to use each of relative pronouns such as: who, whom, whose, which and that. They were common mistakes that were faced by the students in learning of relative pronouns. The difficulty of the students in learning of relative pronouns based on finding in the field could be categorized to be two factors :

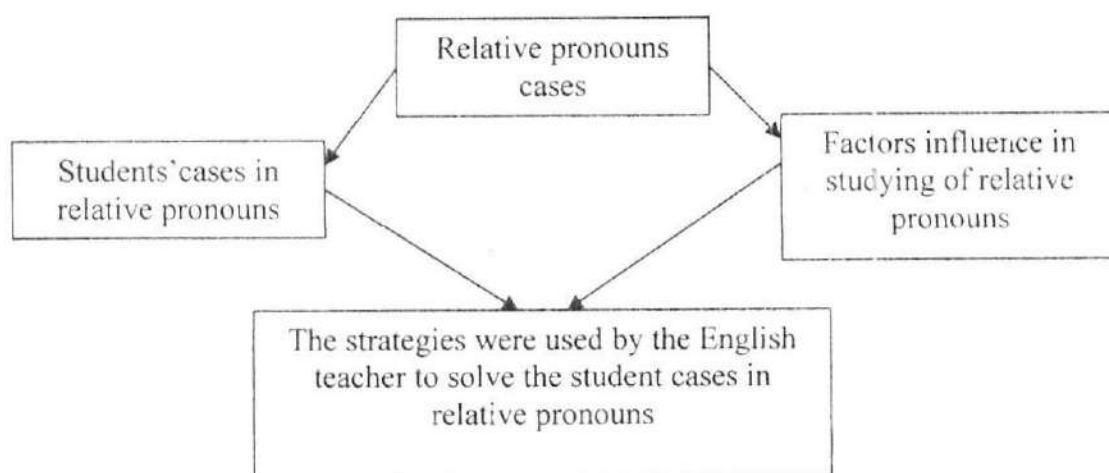
1. The difficulty in applying defining relative pronouns
2. The difficulty in understanding the function of each of relative pronouns such as: who, whom, whose, which and that.

According to Ellis Rod quoted by Abdul Chaer, the internal psycholinguistic factors influenced the students in leaning of relative pronouns, as follows: intelligence, attitude, aptitude, motivation, and the other internal factors. Meanwhile, Muhibbin Syah explained that difficulty of students in learning English, especially in learning of relative pronouns were influenced by internal and external factors. Internal factor could arise from psychic aspect. In psychically, it could be physic, ears, and eyes. In psychology aspect, it could be intelligence, attitude, interest, talent and motivation and external factors could arise from families, teachers, friends, and society. In non-social environment, it could arise from home, school supporting equipment and nature.

According to Syaiful Bahri Djamarah, the strategies were offered to the English teacher in handle the studying difficulties were faced by students in learning of relative pronouns could be done by the data collection, the data processing, diagnosis, prognosis,

treatment and evaluation. Furthermore, to know the treatment was success or fail could be known by giving the achievement test. If the students could be able to understand the questions that had been given so the test was success. Furthermore, the students were difficult to understand the questions had been given so the test was fail. Moreover, if the treatment was fail so treatment might be repeated again until the students could go out from the problem faced.

Based on the consideration above, it could be made a description of problem, as follows:



CHAPTER III

THE RESULT OF RESEARCH

A. The Students' Cases in Learning of Relative Pronouns

1. Who

Who is used to combine two sentences which explain about people or person.⁵³ Furthermore, According to Betty, who is used for people as subject pronoun.⁵⁴ But, the difficulty of the first year students of SMA Muhammadiyah 1 of Palangka Raya, they did not understand how to use who as relative pronouns into correct sentences. It could be seen when they were given a question related to who as relative pronouns, as follows:

Question:

Michael Jackson is the world best rock singer has ever visited to our country.

Their answers, as follows:

No.	Name	Class	Answers
1.	Siti Juhana	X-1	Which
2.	Siti Qomariah	X-1	That
3.	Hendri	X-1	Which
4.	Siti Jubaidah	X-1	That
5.	Johar	X-1	That
6.	Aandarwati	X-2	Whom
7.	Rahmat Prima	X-2	Whom
8.	Wicoro	X-2	That
9.	Deni Permesta	X-2	Whom
10.	M. Syahroni	X-2	That
11.	Tuti Setiawati	X-3	Whose
12.	Siti Nurbayah	X-3	Whose
13.	Romitro	X-3	Whom
14.	Nurjaman	X-3	Which
15.	Dwi Jayanti	X-3	Who
16.	Wahyudi	X-4	That
17.	Ike Mulyani	X-4	Who
18.	Maulida	X-4	Which
19.	Anggih	X-4	Who
20.	Hendra	X-4	Whom

⁵³ Elan Dwi Winarno, *Belajar Tuntas Bahasa Inggris*, Yogyakarta: Pustaka Belajar, 2002, p. 202.

⁵⁴ Betty Schampter Azar, *Understanding English Grammar*, New Jersey: Prentice Hall inc, 1989, p. 238.

21.	Nia Restiana	X-5	Whose
22.	Nurhikmah	X-5	Whom
23.	Pitrodi	X-5	Which
24.	Rahmadani	X-5	Which
25.	Ruli Syabrani	X-5	Whom

Based on their answers could be made a bar graph to show the students difficulty clearly in using who as relative pronouns, as follows:

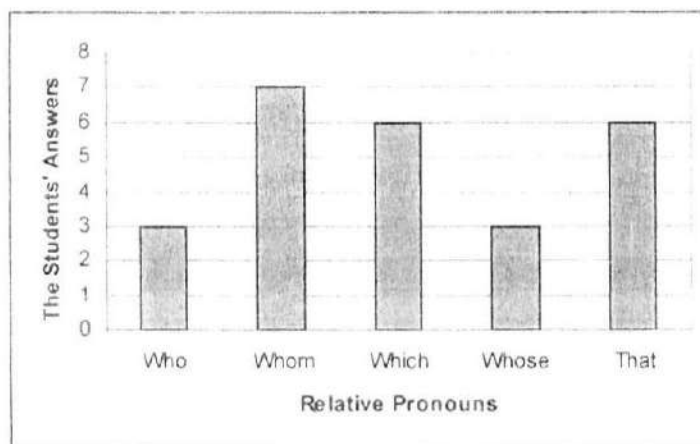


Figure 3.1 The Students' Cases in Using Who as Relative Pronouns

The correct answer was who as relative pronouns, because Michael Jackson was subject pronoun. Moreover, who in that sentence refers to Michael Jackson. Furthermore, in reality in the field, only 3 (three) students were able to give the correct answer. Furthermore, 7 (seven) students answered whom, 6 (six) students answered which, 3 (three) students answered whose and 6 (six) students answered that as relative pronouns. There were some cases faced by the students in using who as relative pronouns, as follows:

- 1) The students did not understand the meaning of sentence. It was caused by the limited vocabulary that their own so they were difficult to understand the sentence well.
- 2) The ability of students in mastering grammar were low especially in relative pronouns so they were difficult how to use who as relative pronouns. Furthermore, they were difficult to understand the function of who as relative pronouns.

3) The students did not like English subject so it could influence the students were difficult in learning relative pronouns. Moreover, based on observation, they were shy to ask to their teacher if they got difficulties in English subject generally and relative pronouns especially.

2. Whom

Whom is used for people as object pronoun.⁵⁵ The reality in the field, the first year students of SMA Muhammadiyah 1 of Palangka Raya got difficulty how to use whom as relative pronouns into the correct sentence. It could be seen from their answers when they were given a question related to whom as relative pronouns, as follows:

Question:

- I know the girl you called yesterday

No.	Name	Class	Answers
1.	Siti Juhana	X-1	Who
2.	Siti Qomariah	X-1	Whose
3.	Hendri	X-1	Which
4.	Siti Jubaidah	X-1	Which
5.	Johar	X-1	Whom
6.	Aandarwati	X-2	Whom
7.	Rahmat Prima	X-2	Which
8.	Wicoro	X-2	Whose
9.	Deni Permesta	X-2	Whose
10.	M. Syahroni	X-2	Which
11.	Tuti Setiawati	X-3	Whom
12.	Siti Nurbayah	X-3	Who
13.	Romitro	X-3	Whose
14.	Nurjaman	X-3	Who
15.	Dwi Jayanti	X-3	That
16.	Wahyudi	X-4	Whom
17.	Ike Mulyani	X-4	Which
18.	Maulida	X-4	Who
19.	Anggih	X-4	That
20.	Hendra	X-4	Whose
21.	Nia Restiana	X-5	Whom
22.	Nurhikmah	X-5	That
23.	Pitrodi	X-5	Who
24.	Rahmadani	X-5	That

⁵⁵ *Ibid.*, p. 239.

25.	Ruli Syahrani	X-5	Whose
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Based on their answers could be made a bar graph to show the students difficulty clearly in using whom as relative pronouns, as follows:

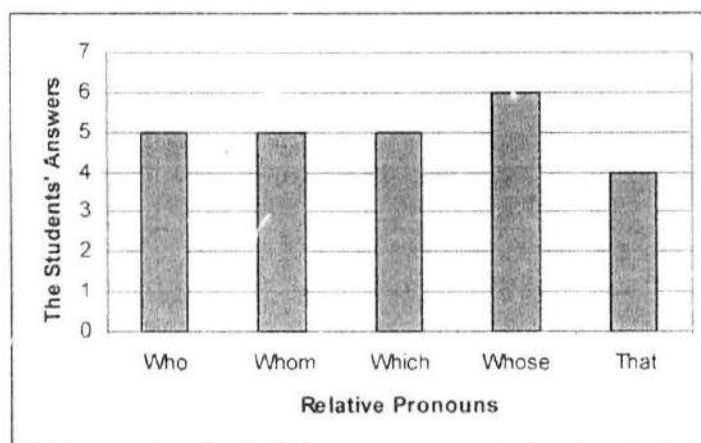


Figure 3.3 The Students' Cases in Using Whom as Relative Pronouns

The correct answer was whom as relative pronouns. Because, the girl was as object pronoun and I was as subject pronoun. Based on their answers, only 5 (five) students gave the correct answers. Meanwhile, 5 (five) students answered whom, 5 (five) students answered which, 6 (six) students answered whose and 4 (four) students answered that as relative pronouns. Furthermore, the difficulty of students, they did not understand how to use whom as relative pronouns and the function of whom as relative pronouns. There were some cases faced by the students in using whom as relative pronouns, as follows:

- 1) They did not understand the meaning of sentence. It was caused by the limited vocabulary that their own so they were difficult to understand that sentence correctly.
- 2) The ability of students in mastering grammar were low especially in relative pronoun so they were difficult to understand how to use whom as relative pronouns. Moreover, they were difficult to understand the function of whom as relative pronouns.
- 3) The students did not like English subject so it could influence the students were difficult in learning of relative pronouns. Moreover, based on observation, they were

shy to ask to their teacher if they got difficulties in English subject generally and relative pronouns especially.

3. Which

Which is used to refer to things and animal.⁵⁶ The reality in the field, the first year students of SMA Muhammadiyah 1 of Palangka Raya got difficulty how to use which as relative pronouns into correct sentence. There were some answers were given by the students when they given a question related to which as relative pronouns, as follows:

Question:

- I always keep the bookyou gave for me last week

No.	Name	Class	Answers
1.	Siti Juhana	X-1	That
2.	Siti Qomariah	X-1	Which
3.	Hendri	X-1	That
4.	Siti Jubaidah	X-1	Who
5.	Johar	X-1	Whom
6.	Aandarwati	X-2	Who
7.	Rahmat Prima	X-2	Who
8.	Wicoro	X-2	Whom
9.	Deni Permesta	X-2	Which
10.	M. Syahroni	X-2	Who
11.	Tuti Setiawati	X-3	Which
12.	Siti Nurbayah	X-3	Which
13.	Romitro	X-3	Which
14.	Nurjaman	X-3	Whose
15.	Dwi Jayanti	X-3	That
16.	Wahyudi	X-4	Whose
17.	Ike Mulyani	X-4	That
18.	Maulida	X-4	Whose
19.	Anggih	X-4	Whom
20.	Hendra	X-4	That
21.	Nia Restiana	X-5	Which
22.	Nurhikmah	X-5	Which
23.	Pitrodi	X-5	Whom
24.	Rahmadani	X-5	Whose
25.	Ruli Syahrani	X-5	That

⁵⁶ Kim Chuan Aik and Kim Kai Hui, *Longman Dictionary of Grammar and Usage*, Singapore: Addison Wesley longman Singapore, 1999, p. 202.

Based on their answers could be made a bar graph to show the students difficulty clearly in using which as relative pronouns, as follows:

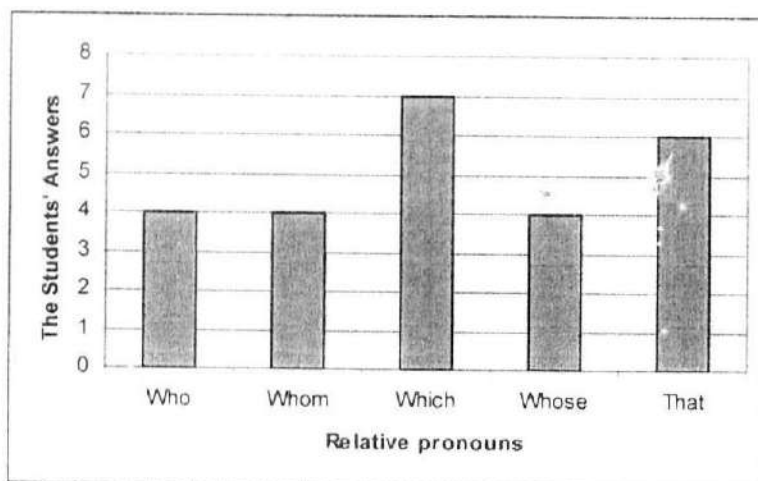


Figure 3.3 The Students' Cases in Using Which as Relative Pronouns

The correct answer was which as relative pronouns. Because, which referred to the book. The book was noun so it used which as relative pronouns. Based on their answers, only 7 (seven) students gave the correct answer. Meanwhile, 4 (four) students answered who, 4 (four) students answered whom, 4 (four) students answered whose and 6 (six) students answered that as relative pronouns. Furthermore, the difficulty of the first year students of SMA Muhammadiyah 1 of Palangka Raya, they did not understand how to use which as relative pronouns and the function of which as relative pronouns. There were some cases faced by the students in using which as relative pronouns, as follows:

- 1) They did not understand the meaning of sentence. It was caused by the limited vocabulary that their own so they were difficult to understand the sentence correctly.
- 2) The ability of students in mastering grammar were low especially in relative pronouns so they were difficult to understand how to use which as relative pronouns into correct sentence and the function of which as relative pronouns.
- 3) The students did not like English subject so it could influence the students were difficult in learning relative pronouns. Moreover, based on the observation, they were

shy to ask to their teacher if they got difficulties in English subject generally and relative pronouns especially.

4. Whose

Whose is used to show possession.⁵⁷ Moreover, whose usually modifies “people”, but it may also be used to modify “thing”. Furthermore, the difficulty of students, they got difficulty how to use whose as relative pronouns. It could be seen from their answers when they were given a question related to whose as relative pronouns, as follows:

Question:

- Mr. Catt has a paintingvalue is inestimable

No.	Name	Class	Answers
1.	Siti Juhana	X-1	Whom
2.	Siti Qomariah	X-1	Whom
3.	Hendri	X-1	Who
4.	Siti Jubaidah	X-1	Who
5.	Johar	X-1	Who
6.	Aandarwati	X-2	That
7.	Rahmat Prima	X-2	That
8.	Wicoro	X-2	Who
9.	Deni Permesta	X-2	That
10.	M. Syahroni	X-2	Which
11.	Tuti Setiawati	X-3	Who
12.	Siti Nurbayah	X-3	Who
13.	Romitro	X-3	Whose
14.	Nurjaman	X-3	Whose
15.	Dwi Jayanti	X-3	Who
16.	Wahyudi	X-4	Who
17.	Ike Mulyani	X-4	Who
18.	Maulida	X-4	That
19.	Anggih	X-4	Whose
20.	Hendra	X-4	Who
21.	Nia Restiana	X-5	Who
22.	Nurhikmah	X-5	Whose
23.	Pitrodi	X-5	Who
24.	Rahmadani	X-5	Who
25.	Ruli Syahrani	X-5	Which

⁵⁷ Betty Schamfler Azar, *Understanding English Grammar*, p. 240.

Based on their answers could be made a bar graph to show the students difficulty clearly in using whose as relative pronouns, as follows:

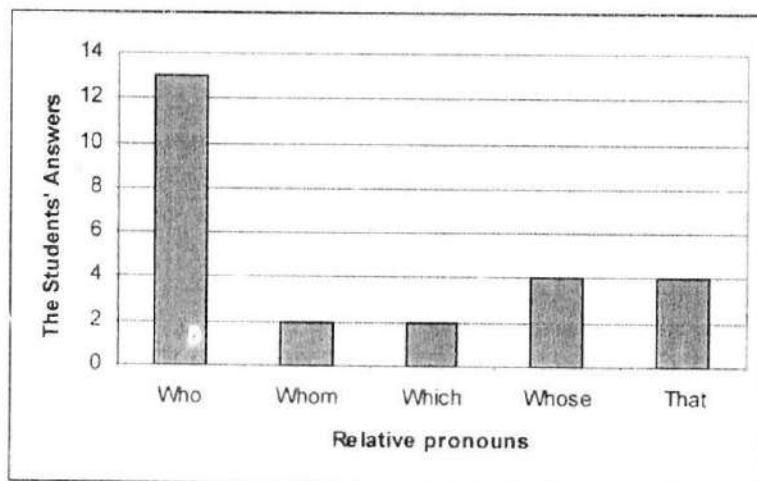


Figure 3.4 The Students' Cases in Using Whose as Relative Pronouns

The correct answer was whose as relative pronouns. Because, a painting showed Mr. Catt possession so it used whose as relative pronouns. Only 4 (four) students gave the correct answer. Meanwhile, 13 (thirteen) students answered who, 2 (two) students answered whom, 2 (two) students answered which. Furthermore, the difficulty of students they did not understand how to use whose as relative pronouns into the correct sentence. There were some cases faced by the students in using whose as relative pronouns, as follows:

- 1) They did not understand the meaning of sentence. It was caused by the limited vocabulary that their own so they were difficult to understand the sentence correctly.
- 2) The ability of students in mastering grammar were low especially in relative pronouns so they were difficult to understand how to use whose as the defining of relative pronouns into correct sentence and the function of whose as relative pronouns.
- 3) The students did not like English subject so it could influence the students were difficult in learning of relative pronouns. Moreover, based on the observation, they were shy to ask to their teacher if they got difficulties in English subject generally and relative pronouns especially.

5. That

That can be used in the place of which, who, whom.⁵⁸ Furthermore, the difficulty of the first year students of SMA Muhammadiyah 1 of Palangka Raya, they did not know how to use that into the correct sentence. It could be seen from their answers when they were given a question related to that as relative pronouns, as follows:

Question:

- Everythinghappened here was my responsible

No.	Name	Class	Answers
1.	Siti Juhana	X-1	Who
2.	Siti Qomariah	X-1	Who
3.	Hendri	X-1	Whose
4.	Siti Jubaidah	X-1	Whose
5.	Johar	X-1	Whose
6.	Aandarwati	X-2	Whose
7.	Rahmat Prima	X-2	Whose
8.	Wicoro	X-2	Which
9.	Deni Permesta	X-2	Who
10.	M. Syahroni	X-2	Whose
11.	Tuti Setiawati	X-3	That
12.	Siti Nurbayah	X-3	Whom
13.	Romitro	X-3	Whom
14.	Nurjaman	X-3	Whom
15.	Dwi Jayanti	X-3	Whom
16.	Wahyudi	X-4	Which
17.	Ike Mulyani	X-4	Whose
18.	Maulida	X-4	Whom
19.	Anggih	X-4	Which
20.	Hendra	X-4	Which
21.	Nia Restiana	X-5	That
22.	Nurhikmah	X-5	Whose
23.	Pitrodi	X-5	That
24.	Rahmadani	X-5	Whom
25.	Ruli Syahrani	X-5	That

Based on their answers could be made a bar graph to show the students difficulty clearly in using that as relative pronouns, as follows:

⁵⁸ Kim Chuan Aik and Kim Kai Hui, *Longman Dictionary of Grammar and Usage*, Singapore: Addison Wesley longman Singapore, 1999, p. 202.

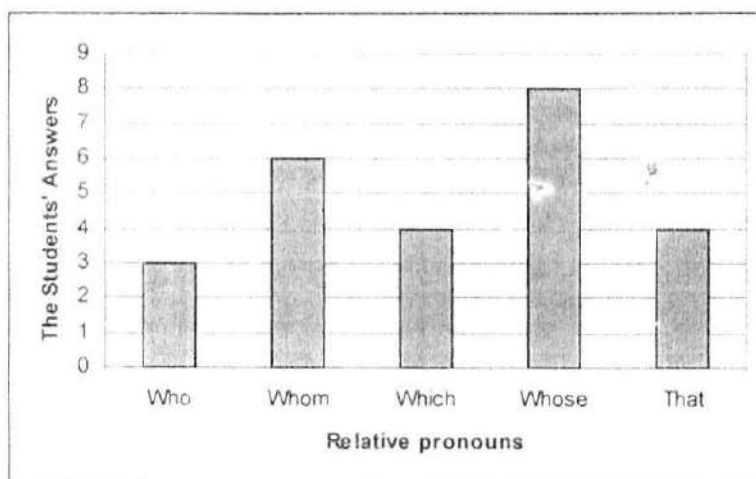


Figure 3.5 The Students' Cases in Using That as Relative Pronouns

The correct answer was that as the defining relative pronouns. Because, that could be used to change who, whom, and which as relative pronouns. Based on their answers, only 4 students gave answer correctly. Meanwhile, 3 (three) students answered who, 6 (six) students answered whom, 4 (four) students answered which, 8 (eight) students answered whose. Furthermore, the difficulty of the first year students of SMA Muhammadiyah 1 of Palangka Raya, they did not understand how to use that into the correct sentence. There were some cases faced by the students, as follows:

- 1) They did not understand the meaning of sentence. It was caused by the limited vocabulary that their own so they were difficult to understand the sentence correctly.
- 2) The ability of students in mastering grammar were low especially in relative pronouns so they were difficult to understand how to use that as relative pronouns. Furthermore, they were difficult to understand the function of that as relative pronouns.
- 3) The students did not like English subject so it could influence the students were difficult in learning relative pronouns. Moreover, based on the observation, they were shy to ask to their teacher if they got difficulties in English subject generally and the relative pronouns especially.

B. The Causes of The Students Got Difficulties in Learning of Relative Pronouns

1. Intelligence

Intelligence gave the big influences to study progressing. It meant, the students had the high intelligence level would be success than the students had the low intelligence level. Therefore, to know the intelligence level of the first year students of SMA Muhammadiyah 1 of Palangka Raya so it was done by giving some questions about relative pronouns. Furthermore, the score of the first year students of SMA Muhammadiyah 1 of Palangka Raya when they answered the questions related to relative pronouns while interview, as follows:

No.	Name	Class	Score
1.	Siti Juhana	X-1	0
2.	Siti Qomariah	X-1	20
3.	Hendri	X-1	0
4.	Siti Jubaidah	X-1	0
5.	Johar	X-1	0
6.	Aandarwati	X-2	0
7.	Rahmat Prima	X-2	0
8.	Wicoro	X-2	0
9.	Deni Permesta	X-2	20
10.	M. Syahrani	X-2	0
11.	Tuti Setiawati	X-3	40
12.	Siti Nurbayah	X-3	20
13.	Romitro	X-3	40
14.	Nurjaman	X-3	20
15.	Dwi Jayanti	X-3	20
16.	Wahyudi	X-4	20
17.	Ike Mulyani	X-4	20
18.	Maulida	X-4	0
19.	Anggih	X-4	40
20.	Hendra	X-4	0
21.	Nia Restiana	X-5	60
22.	Nurhikmah	X-5	20
23.	Pitrodi	X-5	30
24.	Rahmadani	X-5	0
25.	Ruli Syahrani	X-5	20

Based on the score list of students when they were given five questions while interview related to relative pronouns. Only 2 (two) students got the standard score, they were 80 and 60. It proved that the Intelligence level of the first year students of SMA Muhammadiyah 1 of Palangka Raya about relative pronouns could be said the low intelligence level so they got difficulties to understand how to use relative pronouns into the correct sentences.

2. Attitude

To guarantee the good result in studying, the students might have more attitude or attention to the lesson that were learned. Moreover, if the students did not like the material teachings were given by the teacher so they could cause the students did no focus in teaching learning process. It could be seen from the attitude that the student showed in the class. Based on observation done on 25 October – 4 November 2008 in X-1, X-2, X-3, X-4, X-5 showed some students did not take attention when the teacher explained the teaching materials in the front of class. There were activities which they did when English teaching learning process started, as follows:

1. Drawing a picture in the paper
2. Chatting with their friends

Those facts were supported by the interview to the students to ask what were they do when English teacher explained the material teaching in the front of class, as follows:

No.	Name	Class	Answers
1.	Siti Juhana	X-1	Chat with friends
2.	Siti Qomariah	X-1	Sit in the chair and take attention
3.	Hendri	X-1	Take attention but afraid to ask
4.	Siti Jubaidah	X-1	Play in the class
5.	Johar	X-1	Open the note book that was noted
6.	Aandarwati	X-2	Sometime take attention
7.	Rahmat Prima	X-2	Chat and joke with friends
8.	Wicoro	X-2	Sometime take attention
9.	Deni Permesta	X-2	Sometime take attention
10.	M. Syahroni	X-2	Sometime take attention
11.	Tuti Setiawati	X-3	Take attention the teacher explaining

12.	Romitro	X-3	Chat with friends
13.	Nurjaman	X-3	Take attention the teacher explaining
14.	Siti Nurbayah	X-3	Sometime take attention
15.	Dwi Jayanti	X-3	Look and understand the teacher explaining
16.	Wahyudi	X-4	Take attention the teacher explaining
17.	Ike Mulyani	X-4	Take attention while chatting
18.	Maulida	X-4	Often chat than take attention
19.	Anggih	X-4	Chat with friends
20.	Hendra	X-4	Sometime take attention
21.	Nia Restiana	X-5	Sometime take attention
22.	Nurhikmah	X-5	Take attention and listen the teacher explaining
23.	Pitrodi	X-5	Sometime take attention
24.	Rahmadani	X-5	Sometime take attention
25.	Ruli Syahrani	X-5	Take attention but often chatting with friends

Based on observation and interview to the students could be concluded that the attitude of students in material teachings were less. Therefore, they got difficulties to understand the material teachings which were explained by the teacher so it caused they failed to get the high score when they were given 5 (five) questions while interview about relative pronouns.

3. Interest and Aptitude

Interest and aptitude influenced the studying. It meant, if the material teachings that were learned did not appropriate with the interest and aptitude of the students would give the bad effect to the result of the study. Moreover, if the material teachings that were learned appropriate with the interest and aptitude of the students so they could give the good effect to the result of the study. Based on the statements above, so to know the interest and aptitude of the students could be done by two ways, they are:

1. By looking the score list of students when they answered 5 (five) questions related to relative pronouns while interview, as follows:

No	Name	Class	Score
1.	Siti Juhana	X-1	0
2.	Siti Qomariah	X-1	20
3.	Hendri	X-1	0
4.	Siti Jubaidah	X-1	0

5.	Johar	X-1	0
6.	Aandarwati	X-2	0
7.	Rahmat Prima	X-2	0
8.	Wicoro	X-2	0
9.	Deni Permesta	X-2	20
10.	M. Syahroni	X-2	0
11.	Tuti Setiawati	X-3	40
12.	Siti Nurbayah	X-3	20
13.	Romitro	X-3	40
14.	Nurjaman	X-3	20
15.	Dwi Jayanti	X-3	20
16.	Wahyudi	X-4	20
17.	Ike Mulyani	X-4	20
18.	Maulida	X-4	0
19.	Anggih	X-4	40
20.	Hendra	X-4	0
21.	Nia Restiana	X-5	60
22.	Nurhikmah	X-5	20
23.	Pitrodi	X-5	80
24.	Rahmadani	X-5	0
25.	Ruli Syahrani	X-5	20

2. Asked their opinions about English subject that they learned in the school, as follows:

No.	Name	Class	Answers
1.	Siti Juhana	X-1	Difficult
2.	Siti Qomariah	X-1	Difficult
3.	Hendri	X-1	Difficult
4.	Siti Jubaidah	X-1	Difficult
5.	Johar	X-1	Difficult
6.	Aandarwati	X-2	Difficult
7.	Rahmat Prima	X-2	Difficult
8.	Wicoro	X-2	Difficult
9.	Deni Permesta	X-2	Difficult
10.	M. Syahrono	X-2	Difficult
11.	Tuti Setiawati	X-3	Not Bad
12.	Siti Nurbayah	X-3	Enough Difficult
13.	Romitro	X-3	Difficult
14.	Nurjaman	X-3	Difficult
15.	Dwi Jayanti	X-3	Difficult
16.	Wahyudi	X-4	Difficult
17.	Ike Mulyani	X-4	Not Bad
18.	Maulida	X-4	Difficult
19.	Anggih	X-4	Not Bad
20.	Hendra	X-4	Not Bad
21.	Nia Restiana	X-5	Difficult
22.	Nurhikmah	X-5	Difficult

23.	Pitrodi	X-5	Difficult
24.	Rahmadani	X-5	Difficult
25.	Ruli Syahrani	X-5	Difficult

By looking the score list when they given 5 questions related to relative pronouns, most of the students got the lower score <60. It fact was supported by their opinions said that English subject was the difficult subject. So, they could be concluded that the students did not have interest and aptitude to learn relative pronouns especially and English subject generally.

4. Motivation

Motivation was called the activator in studying. Moreover, by existing of motive could support the students to focus in English teaching learning process. Furthermore, to know the motivation of students were done interview with the students directly about their motive in learning English. The motivation of the first year students of SMA Muhammadiyah 1 of Palangka Raya in learning English, as follows:

No	Name	Class	Motive
1.	Siti Juhana	X-1	Want to learn English
2.	Siti Qomariah	X-1	Want to learn English
3.	Hendri	X-1	To know the people language
4.	Siti Jubaidah	X-1	Only want to learn English
5.	Johar	X-1	To understand the people language
6.	Aandarwati	X-2	Want to smart in English
7.	Rahmat Prima	X-2	Want to understand English
8.	Wicoro	X-2	To be able to communicate in English
9.	Deni Permesta	X-2	Look for smart in English
10.	M. Syahrono	X-2	To understand English
11.	Tuti Setiawati	X-3	Want to study the foreign language
12.	Siti Nurbayah	X-3	To learn English
13.	Romitro	X-3	To know the foreign language
14.	Nurjaman	X-3	To be able to understand English subject
15.	Dwi Jayanti	X-3	To be able to communicate in English
16.	Wahyudi	X-4	Want to smart in English
17.	Ike Mulyani	X-4	To be able to speak English
18.	Maulida	X-4	To master English
19.	Anggih	X-4	To be able to speak English
20.	Hendra	X-4	To be able to understand English
21.	Nia Restiana	X-5	To get the high score in English subject

22.	Nurhikmah	X-5	To be able to speak English
23.	Pitrodi	X-5	To understand English
24.	Rahmadani	X-5	To understand the foreign language
25.	Ruli Syahrani	X-5	To understand the English subject

Based on interview above, it could be concluded that the motivation of the first year students of SMA Muhammadiyah 1 of Palangka Raya learned English subject to master English. But, they did not want to learn more deeply about English. It proved when they were given five (5) questions related to relative pronoun, most of them could not answer those questions correctly. Moreover, they did not understand the sentences if the sentences used English.

5. Readiness

Readiness was preparadness to respond or react in studying. Moreover, the readiness of the students could give the positive effect in studying because by existing of readiness, the students would be easy to receive the lessons that would be given by the teacher. There were two ways done in the field to know the readiness of the first year students of SMA Muhammadiyah 1 of Palangka Raya in learning English and relative pronouns:

1. Observation directly to the classes. It was done to know the students activities before the English teaching learning process started. Based on observation in X-1, X-2, X-3, X-4, X-5 classes in SMA Muhammadiyah 1 of Palangka Raya that before the teacher came to the classes, the students made noise and playing with their friends.
2. By investigating the equipment studyings that the students bought to the school, such as note book, pen, English book, dictionary. They were:

Class	Note Book	Pen	English Book	Dictionary
X-1	31	31	31	10
X-2	34	34	34	12
X-3	31	31	31	10
X-4	28	28	28	7
X-5	32	32	32	13

Based on observation and investigation the equipment study. Basically, the studying equipments of students were good, such as note book, pen, and English book that were completed. But, for the English dictionary, only a few students brought it when the English subject whereas it was very important for the students to learn English and relative pronouns.

C. The English Teacher Strategies in Handling the Students' Problems in Learning of Relative Pronouns

1. Interview

Finding the students who got difficulties in learning of relative pronouns. It could be done by looking the track record of students, as follow:

- a. The result of assignment
- b. The result of homework
- c. The result of daily examination
- d. The result of final examination

If they showed the lower score that were got by the students in leaning of relative pronouns so the students could be said that the students got problems in learning of relative pronouns. Furthermore, the English teacher did interview to those students, as follows:

- 1) Asking them about why they got the low score in learning of relative pronouns.
- 2) Asking them about their difficulties in learning of relative pronouns.

2. Treatment

The treatments were used by the English teacher to handle the students' problems in learning of relative pronouns, they were:

1. Through remedial teaching to the special subject especially in learning the relative pronoun

2. Giving the guidance how to understand relative pronouns. It was done by the ways, as follows:

- a) Guide them to memorize vocabulary every day at least 5 (five) vocabulary.
- b) Guide them to learn grammar especially in learning relative pronouns.

3. Evaluation

Evaluation was done to know whether the treatments that had been given success or fail. The teacher gave a test related to English subject and relative pronouns. If they were able to answer correctly a test and they got the standard score so the treatments were given could be said were success. Furthermore, if they could not answer a test correctly so the treatments were given fail.

CHAPTER IV

CLOSING

A. Conclusion

Based on the observation and interview to the first year students of SMA Muhammadiyah 1 of Palangka Raya could be concluded the cases related to relative pronouns, as follows:

1. There were some main problems that faced by the students got difficulties in learning of relative pronouns, as follows:
 - a. They did not understand the meaning of sentence. It was caused by the limited vocabulary that their own. So they were difficult to understand the sentence correctly so they were confusing in using of relative pronouns.
 - b. The ability of students in mastering grammar were low especially in relative pronouns. So, they were difficult to understand the defining of relative pronouns. Furthermore, they were difficult to understand the function of relative pronouns.
 - c. Based on the observation, they were shy to ask to their teacher if they got difficulties in English subject generally and relative pronouns especially.
2. The factors influenced the students in learning relative pronoun so they were difficult to understand the meaning of relative pronouns, as follows: intelligence, attention, interest, aptitude, motive, maturity, readiness.
3. The strategies was used the English teacher to solve the cases faced by the students in learning relative pronouns, as follows: interview, giving treatment, evaluation.

B. Suggestion

There are some suggestion offered to the English teacher and SMA Muhammadiyah 1 of Palangka Raya, as follows:

1. The teacher must know why some the first year students of SMA Muhammadiyah 1 of Palangka Raya did not like English subject.
2. The teacher must give spirit to the students to be diligent in studying English.
3. The teacher needs to increase her abilities in teaching so the students can receive the lessons well. It can be done by studying how to teach well.
4. The English teacher must give some vocabulary to the students to be memorized by the students at home.
5. The teacher must use the teaching media to invite the students' interest in learning English.
6. SMA Muhammadiyah 1 of Palangka Raya must have the complete facilities to support in English teaching, such as laboratory language.
7. SMA Muhammadiyah 1 of Palangka Raya must have the complete books especially the English book so the students can be easy to learn English well.

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THE OBSERVATION RESULT

The Observation Result

a. X-1 Class

The observation was done in X-1 Class on October, 25st, 2008. Based on observation, the condition of X-1 class before the teacher came to the class the students made noise. Only a few students who studied. Most of them played in the class and some students were in the cantin. When the teacher came to the class, the situation ws changed calm down. Then, before the teacher explained the materials, the teacher gave some suggestions to the students to did not make noise when the lesson started on the day. The English teacher in X-1 class was named Armiami (The students of teaching practice II from Palangka Raya university).

The language was used by the teacher when explained the material teachings was 100 % the Indonesian language. The material teachings about thinking verb, feeling verb and verb of sense. Furthermore, the way used the teacher gave materials to the students. The teacher ordered the students to write the material teaching in the black board before and then she explained them one by one and gave examples about thinking verb, feeling verb and verb of sense. When the students were ordered by the teacher to write the material teachings in the black board, some students made noise. Only a few students wanted to write the material given by the teacher in the black board.

The assignments were given by the teacher to the students, they were ordered to search the meaning of word in English dictionary about the words were written by the teacher in the black board related to thinking verb, feeling verb and verb of sense. Furthermore, the students were ordered to make the sentences about them. Moreover, the teacher promised to give the high score for the students who were able to make the sentences correctly in the black board.

b. X-2 Class

The observation was done in X-2 class on October, 28st,2008. Based on observation, the condition of X-2 class before the teacher came to the class, the students made noise. Most of them chatted with their friends in the class were very loudly. When the teacher came to the class, the situation of class was changed calm down. Furthermore, the teacher introduced the material teaching about antonym. Then, she explained what is antonym to the students. The teacher gave explaining about it by using 50% in English and 50% in Indonesian language. The English teacher in X-2 class was named Sarmila (the students of teaching practice II from Palangka Raya university).

The way of English teacher explained the material to the students by using little explaining but give many assignments. Then, the voice of the teacher when explained the material did not loudly. So, it caused some students did not take attention what the teacher expained and they more liked to chat than take attention to the material teaching. Furthermore, after the teacher explained the material teaching about antonym, the teacher gave the assignments to the students to

answer in the school and house. Then, the teacher closed the material teaching by giving some suggestions to the students to always study diligently in the house.

c. X-3 class

The observation was done in X-3 class on October, 30st, 2008. Based on observation, the condition of X-3 class before the teacher came to the class, the students made noise. Only a few students studied in the class. When the teacher came to the class, the students sit silently in their chair. Before the teacher explained the material, the teacher gave suggestions to the students in order that they did not make noise when the teacher explained about the material teaching that would be explained. The material teachings were explained by the teacher about showing attention, sympathy and appositive.

The method was used by Siti Soleha as the English teacher in X-3 Class, she used GTM (Grammar Translation Method). In applying, she used 50% in English and 50% in Indonesian language. Furthermore, the material teachings were explained one by one and the teacher gave examples each material which was explained. The first material about showing attention and sympathy. The second material about appositive. When the teacher explained the material teachings, some students did not take attention especially the students were sit in the behind class, they chatted and played with their friend. For the students who did not take attention what the teacher explained in front of class, they were given some suggestions and punishments by the English teacher. Furthermore, to exam the understanding of students in material teachings, the teacher asked the students to answer the questions in the English book that their own. The teacher gave the high score for the students who were able to answer the questions correctly. Then, the teacher closed the material teachings by giving the quizzes to the students.

d. X-4 Class

The observation was done in X-4 class on October, 31st, 2008. Based on observation, the condition of X-4 class before the teacher came to the class, most of the students made noise. Only a few students studied in the class. When the teacher came to the class, the situation of class changed calm down. Furthermore, the teacher introduced the material teachings about showing attention, sympathy, asking attention and prohibition.

The method was applied in the X-4 class by Siti Soleha as the English teacher, she used GTM (Grammar Translation Method). In applying in the class, she explained the material teachings by using 50 % in English and 50 % Indonesian language. When the teacher explained the material teachings, some students were sleepy and some students made noise by chatting with their friends so they disturbed the attention of other students were studying. Then, the teacher gave suggestions for the students who made noise and sleepy to concrete in learning process. Furthermore, the teacher gave examples about how to show attention, sympathy, asking attention and prohibition. Then, the teacher explained the usefulness them. The last material teachings, the students were asked to make examples about showing attention, sympathy, asking attention and prohibition.

Moreover, for the students who were able to answer the questions correctly, they would be given the high score. Then, the teacher closed the material teachings by giving some quizzes.

e. X-5 Class

The observation was done in X-5 class on November, 4th, 2008. Based on observation, the condition of X-5 class before the teacher came to the class, the students made noise, such as chatting in the class. Furthermore, the teacher came to the class and the teacher introduced the material teachings about direct speech and indirect speech.

The method was used Siti Soleha as the English teacher, she used GTM (Grammar Translation Method). The teacher explained the material teachings by using 50 % in English and 50 % in Indonesian language. The situation of class when the teacher explained the materia teachings were enought calm down. Most of the students took attention the teacher explaining. Furthermore, the students were very active when the teacher gave examples some examples in the black board, most of them were able to answer some questions were given by the teacher.

The last materials, the teacher gave the assignments to the students. Then, the teacher ordered the students to answer the questions written by the teacher in the blackboard. For the students who were able to answer correctly, they could be given the high score. Furthermore, the teacher closed the material teachings by giving some quizzes to the students.

THE INTERVIEW RESULT

THE RESEARCH INTERVIEW

Name : Johar

Class : X-1

1. Bagaimana menurutmu terhadap pelajaran Bahasa Inggris ?
Susah
2. Mengapa pelajaran Bahasa Inggris tidak semudah pelajaran lainnya ?
Karena bukan bahasa yang digunakan sehari - hari
3. Apa kesulitan kamu dalam belajar Bahasa Inggris ?
Karena gurunya susah dimengerti apa yang di jelaskan
4. Apa tujuan anda belajar Bahasa Inggris ?
Ingin memahami bahasa orang
5. Apa yang kamu lakukan sebelum proses belajar mengajar dilaksanakan ?
Bercanda sama teman
6. Apa yang kamu lakukan ketika proses belajar mengajar dilaksanakan ?
Membaca catatan yang sudah di catat
7. Apa yang kamu lakukan setelah proses belajar mengajar dilaksanakan ?
Istirahat
8. Apa yang di maksud dengan defining relative pronoun ?
Kata ganti
9. Apa kesulitan yang kamu hadapi dalam memahami fungsi dari defining relative pronoun ? tidak mengerti fungsinya
10. Please answer the questions given which related to relative pronoun ?
 - a. Mr. Catt has a paintingwho....value is inestimable.
 - b. Everythingwhose.....happened here was my responsible.
 - c. Michael Jackson is the world best rock singer ..that.... has ever visited to our country.
 - d. I always keep the bookwhom.....you gave for me last week.
 - e. I know the girl ...whom..... you called yesterday.
11. Apa kesulitan yang kamu hadapi dalam penggunaan who dalam kalimat di atas sebagai defining relative pronoun ? tidak mengerti kalimat
12. Apa kesulitan yang kamu hadapi dalam penggunaan whom dalam kalimat di atas sebagai defining relative pronoun ? tidak tahu kata gantinya
13. Apa kesulitan yang kamu hadapi dalam penggunaan which dalam kalimat di atas sebagai defining relative pronoun ? tidak ngerti
14. Apa kesulitan yang kamu hadapi dalam penggunaan whose dalam kalimat di atas sebagai defining relative pronoun ? tidak ngerti
15. Apa kesulitan yang kamu hadapi dalam penggunaan that dalam kalimat di atas sebagai defining relative pronoun ? tidak tahu kalimatnya

THE RESEARCH INTERVIEW

Name : Aandarwati

Kelas : X-2

1. Bagaimana menurutmu terhadap pelajaran Bahasa Inggris ?
Sulit
2. Mengapa pelajaran Bahasa Inggris tidak semudah pelajaran lainnya ?
Karena susah dimengerti
3. Apa kesulitan kamu dalam belajar Bahasa Inggris ?
Mengartikan
4. Apa tujuan anda belajar Bahasa Inggris ?
Pintar bahasa Inggris
5. Apa yang kamu lakukan sebelum proses belajar mengajar dilaksanakan ?
Ngobrol
6. Apa yang kamu lakukan ketika proses belajar mengajar dilaksanakan ?
Kadang – kadang memperhatikan karena duduk di belakang
7. Apa yang kamu lakukan setelah proses belajar mengajar dilaksanakan ?
Diam di kelas
8. Apa yang di maksud dengan defining relative pronoun ?
Kata ganti penghubung
9. Apa kesulitan yang kamu hadapi dalam memahami fungsi dari defining relative pronoun ? tidak ngerti apa itu defining relative pronoun
10. Please answer the questions given which related to relative pronoun ?
 - a. Mr. Catt has a painting ..that.....value is inestimable.
 - b. Everything ...whose.....happened here was my responsible.
 - c. Michael Jackson is the world best rock singer ...whom.....has ever visited to our country.
 - d. I always keep the book ...who.....you gave for me last week.
 - e. I know the girl ..which..... you called yesterday.
11. Apa kesulitan yang kamu hadapi dalam penggunaan who dalam kalimat di atas sebagai defining relative pronoun ? arti kata
12. Apa kesulitan yang kamu hadapi dalam penggunaan whom dalam kalimat di atas sebagai defining relative pronoun ? arti kata
13. Apa kesulitan yang kamu hadapi dalam penggunaan which dalam kalimat di atas sebagai defining relative pronoun ? arti kata
14. Apa kesulitan yang kamu hadapi dalam penggunaan whose dalam kalimat di atas sebagai defining relative pronoun ? arti kata
15. Apa kesulitan yang kamu hadapi dalam penggunaan that dalam kalimat di atas sebagai defining relative pronoun ? arti kata

THE RESEARCH INTERVIEW

Name : Nurjaman

Kelas : X-3

1. Bagaimana menurutmu terhadap pelajaran Bahasa Inggris ?
Sulit
2. Mengapa pelajaran Bahasa Inggris tidak semudah pelajaran lainnya ?
Karena bahasa Inggris harus di pelajari secara sungguh – sungguh
3. Apa kesulitan kamu dalam belajar Bahasa Inggris ?
Dalam penyebutannya tidak mudah
4. Apa tujuan anda belajar Bahasa Inggris ?
Karena bahasa Inggris tidak mudah di pelajari
5. Apa yang kamu lakukan sebelum proses belajar mengajar dilaksanakan ?
Menyiapkan peralatan pelajaran
6. Apa yang kamu lakukan ketika proses belajar mengajar dilaksanakan ?
Langsung istirahat
7. Apa yang kamu lakukan setelah proses belajar mengajar dilaksanakan ?
Menanyakan yang sudah diajarkan
8. Apa yang di maksud dengan defining relative pronoun ?
Tidak tahu
9. Apa kesulitan yang kamu hadapi dalam memahami fungsi dari defining relative pronoun ? sudah tidak ingat lagi
10. Please answer the questions given which related to relative pronoun ?
 - a. Mr. Catt has a painting ..whose.... value is inestimable.
 - b. Everything ...whom.....happened here was my responsible.
 - c. Michael Jackson is the world best rock singer ...which.. has ever visited to our country.
 - d. I always keep the book ..whose... you gave for me last week.
 - e. I know the girl ..who..... you called yesterday.
11. Apa kesulitan yang kamu hadapi dalam penggunaan who dalam kalimat di atas sebagai defining relative pronoun ? tidak paham pertanyaannya
12. Apa kesulitan yang kamu hadapi dalam penggunaan whom dalam kalimat di atas sebagai defining relative pronoun ? tidak bisa mengartikan pertanyaannya
13. Apa kesulitan yang kamu hadapi dalam penggunaan which dalam kalimat di atas sebagai defining relative pronoun ? bisa karena mudah di pelajari
14. Apa kesulitan yang kamu hadapi dalam penggunaan whose dalam kalimat di atas sebagai defining relative pronoun ? mudah karena bisa dijawab
15. Apa kesulitan yang kamu hadapi dalam penggunaan that dalam kalimat di atas sebagai defining relative pronoun ? tidak bisa di pahami

THE RESEARCH INTERVIEW

Name : Wahyudi

Kelas : X-4

1. Bagaimana menurutmu terhadap pelajaran Bahasa Inggris ?
Lumayan
2. Mengapa pelajaran Bahasa Inggris tidak semudah pelajaran lainnya ?
Karena bahasanya sulit dipahami
3. Apa kesulitan kamu dalam belajar Bahasa Inggris ?
Kosakatanya dan grammar sulit dimengerti
4. Apa tujuan anda belajar Bahasa Inggris ?
Pengen pintar bahasa Inggris
5. Apa yang kamu lakukan sebelum proses belajar mengajar dilaksanakan ?
Membaca buku pelajaran bahasa Inggris
6. Apa yang kamu lakukan ketika proses belajar mengajar dilaksanakan ?
Memperhatikan guru menjelaskan
7. Apa yang kamu lakukan setelah proses belajar mengajar dilaksanakan ?
Bertanya tentang materi pelajaran
8. Apa yang di maksud dengan defining relative pronoun ?
Tidak tahu pengertian defining relative pronoun
9. Apa kesulitan yang kamu hadapi dalam memahami fungsi dari defining relative pronoun ? tidak mengerti fungsi dari defining relative pronoun
10. Please answer the questions given which related to relative pronoun ?
 - a. Mr. Catt has a painting ..who.....value is inestimable.
 - b. Everything ...which.....happened here was my responsible.
 - c. Michael Jackson is the world best rock singer ...that.....has ever visited to our country.
 - d. I always keep the book ...whose.....you gave for me last week.
 - e. I know the girl ..whom..... you called yesterday.
11. Apa kesulitan yang kamu hadapi dalam penggunaan who dalam kalimat di atas sebagai defining relative pronoun ? tidak mengerti bahasanya
12. Apa kesulitan yang kamu hadapi dalam penggunaan whom dalam kalimat di atas sebagai defining relative pronoun ? tidak mengerti bahasanya
13. Apa kesulitan yang kamu hadapi dalam penggunaan which dalam kalimat di atas sebagai defining relative pronoun ? tidak mengerti bahasanya
14. Apa kesulitan yang kamu hadapi dalam penggunaan whose dalam kalimat di atas sebagai defining relative pronoun ? tidak mengerti bahasanya
15. Apa kesulitan yang kamu hadapi dalam penggunaan that dalam kalimat di atas sebagai defining relative pronoun ? tidak mengerti bahasanya

THE RESEARCH INTERVIEW

Name : Nia Restiana

Kelas : X-5

1. Bagaimana menurutmu terhadap pelajaran Bahasa Inggris ?
Sulit
2. Mengapa pelajaran Bahasa Inggris tidak semudah pelajaran lainnya ?
Karena susah dipahami bahasanya
3. Apa kesulitan kamu dalam belajar Bahasa Inggris ?
Kosakata dan grammar
4. Apa tujuan anda belajar Bahasa Inggris ?
Ingin dapat nilai bagus
5. Apa yang kamu lakukan sebelum proses belajar mengajar dilaksanakan ?
Ngobrol sama teman
6. Apa yang kamu lakukan ketika proses belajar mengajar dilaksanakan ?
Kadang – kadang memperhatikan
7. Apa yang kamu lakukan setelah proses belajar mengajar dilaksanakan ?
Duduk diam di kelas
8. Apa yang di maksud dengan defining relative pronoun ?
Saya tidak tahu
9. Apa kesulitan yang kamu hadapi dalam memahami fungsi dari defining relative pronoun ? sudah tidak mengerti fungsinya apa
10. Please answer the questions given which related to relative pronoun ?
 - a. Mr. Catt has a painting ..who.... value is inestimable.
 - b. Everything ...that.....happened here was my responsible.
 - c. Michael Jackson is the world best rock singer ...whose.. has ever visited to our country.
 - d. I always keep the book ..which... you gave for me last week.
 - e. I know the girl ..whom..... you called yesterday.
11. Apa kesulitan yang kamu hadapi dalam penggunaan who dalam kalimat di atas sebagai defining relative pronoun ? tidak mengerti artinya
12. Apa kesulitan yang kamu hadapi dalam penggunaan whom dalam kalimat di atas sebagai defining relative pronoun ? tidak mengerti artinya
13. Apa kesulitan yang kamu hadapi dalam penggunaan which dalam kalimat di atas sebagai defining relative pronoun ? ngerti karena tahu sedikit artinya
14. Apa kesulitan yang kamu hadapi dalam penggunaan whose dalam kalimat di atas sebagai defining relative pronoun ? tidak mengerti artinya
15. Apa kesulitan yang kamu hadapi dalam penggunaan that dalam kalimat di atas sebagai defining relative pronoun ? tidak mengerti artinya

Dalam wawancara :

Untuk mengetahui kesulitan siswa dalam belajar relative pronoun biasanya guru akan ^{umumnya} melakukan tes kepada siswa. Di sini guru akan menanyakan kepada siswa mengapa mereka mendapat nilai rendah dalam pelajaran tersebut dan yang terkecil akan melakukan evaluasi terhadap pelajaran yang sudah di sampaikan, jika hasil evaluasi yang ada tidak memenuhi standar nilai yang di harapkan. maka guru akan memberikan penjelasan ulang terhadap materi tersebut, kemudian memberikan evaluasi kembali tentang pelajaran tadi. Dengan strategi ini guru dapat mengetahui kesulitan siswa dalam belajar secara bertahap. Adakalanya, siswa mengalami kesulitan dalam membuat kalimat, memilih kata yang cocok sesuai dengan fungsinya atau struktur kalimatnya.

Dokumentasi berupa nilai²² tugas harian di kelas, tugas di rumah, nilai ulangan harian, nilai tugas kelompok, nilai mid test, nilai ulangan umum. Dokumentasi juga di ambil dari daftar kehadiran siswa di sekolah. Dokumentasi lain yg juga digunakan guru untuk mengetahui kesulitan siswa adalah :

- Menemukan penyebab yang dihadapi oleh siswa dalam kesulitan belajar Bahasa Inggris dan menyartikan relative pronoun.
- Menemukan faktor-faktor yang mempengaruhi kesulitan siswa dalam belajar Bahasa Inggris dan menyartikan relative pronoun.
- Menemukan faktor-faktor utama yang mempengaruhi kesulitan siswa dalam belajar bahasa Inggris dan menyartikan (menentukan) tentang relative pronoun.

Prognosis juga digunakan guru untuk mengetahui kesulitan siswa dalam belajar bahasa Inggris dan memahami tptz relative pronoun. Untuk itu guru akan memberikan perhatian yg lebih fokus lagi terhadap siswa yang mengalami kesulitan dalam belajar bahasa Inggris dan memahami relative pronoun. Kemudian memberikan saran kepada siswa yang mengalami kesulitan dalam belajar bahasa Inggris dan memahami relative pronoun.

Terdapat juga di dalam dalam mengatasi permasalahan siswa dalam belajar bahasa Inggris dan menyartikan relative pronoun. Guru akan yg diharapkan agar dengan melakukan ~~hal-hal~~ hal-hal tersebut maka siswa akan dapat memahami relative pronoun.

kepada siswa bagaimana cara belajar yang baik. Motivasi belajar
bahasa Inggris. Seperti siswa diminta mengulang minimal 5 kali
kata bahasa Inggris setiap hari, kemudian meminta siswa untuk belajar
tentang kata bahasa Inggris lebih dari lagi, sehingga siswa tidak
akan memutar kembali belajar lagi.

* Guru juga membentuk evaluasi kepada siswa apakah treatment
yang dilakukan ini telah berhasil atau tidak. Dari evaluasi ini
guru akan dapat mengukur sejauh mana tingkat ke pemahaman
siswa. Apabila hasil evaluasi atau tes tersebut mencapai standar
nilai yang diharapkan, berarti siswa tersebut telah berhasil. Akan
tetapi apabila nilainya dibawah standar, maka hal itu berarti
siswa tersebut telah gagal. ~~atau tidak~~

APPENDIX

No	Nama Siswa	Nilai
	Taufik Rahman	78
	Bunga Dara Puspa	68
	Adam Rahmadan	68
	Mawarni	71
	Serti Marlina	61
	Dewi Suryani	68
	Dini Marich	54
	Wiwi.K.	66
	Aetha Dwi June	66
	Mery Annastarini	56
	Siti Mariani	95
	Ispurwanto	54
	Faisal Candra	52
	Ahmad Syafiq -H.	82
	Budi Utomo	68
	Rohmat	68
	Rizka Sapitri	64
	Runi	66
	Dwi.K.	68
	Fahrurniso	78
✓	Pf Rodi	92
✓	Nia Restiana	45
✓	Rubi Syahrani	49
	M. Bashor	49
✓	Nurhikmah	40
	Nayatul -M.	54
	Marli Suliadi	54
	Helda Yanhi	66
✓	Rahmadani	62
	Dewi Sayamb	83
	Elwah Wasilah	64
	Tras An Zuhairah	54

Daftar nilai hasil ujian tengah semester mata pelajaran Bahasa Inggris kelas X-3 SMA Muhammadiyah

No	Nama Siswa	Nilai
1.	M. Alfiani	66
2.	As'ari Usman	57
3.	Agus Satriawan	63
4.	Nurjaman	54
5.	A. Rizki Fauzi	61
6.	Eko Jristina	57
7.	Dwi Jayanti	35
8.	Fajar P.	75
9.	Tuti Setiawati	54
10.	Merry Juana	85
11.	Eko Cahyono	56
12.	Jumaidi	85
13.	Qoirul Ihsan	72
14.	Ade Hidayat	78
15.	Romitro	56
16.	Yudha	49
17.	Endalia	95
18.	Yusniarti	78
19.	Fitri Nilam Sari	75
20.	Siti Nurbayah	47
21.	Bayu P.	39
22.	Agung Eka	59
23.	Agustia Windarti	73
24.	Murhalimah	64
25.	Willis Puspa Rini	75
26.	Khaironnisa	61
27.	Siti Arsyah	63
28.	Rizkiyah	68
29.	Nyai	42
30.	Erwi Rustamah	56
31.	Farida Anggraini	56
32.		

Daftar nilai hasil Ujian Tengah Semester Bahasa Inggris
Kelas X-1 SMA Muhammadiyah.

No	Nama Siswa	Nilai
1.	Ali Zulfikar	68
2.	Syarif M. Haikal	75
3.	Jri Rahmanto	87
4.	Aminuddin	68
5.	Muklisai	76
6.	Siti Mustihah	59
7.	Azizah	71
8.	Siti Juhana	28
9.	Siti Komariah	42
10.	Sri Merdeto	73
11.	Angga Ardianto	87
12.	Saddam Husein	66
13.	M. Gofran	77
14.	Darman	51
15.	Ruliah	65
16.	Hendri. G.	46
17.	Aspy	58
18.	Lilis Mariani	56
19.	Nurlaila Fitri	49
20.	Triana Setar	59
21.	Chairunisa	73
22.	Sashaya	66
23.	Siti Zubaidah	40
24.	Nur Sri Yatmi	33
25.	Johar	45
26.	Meisy Dewi	66
27.	Dewi Astuti	71
28.	Norpiah	59
29.	Agus Kuswanto	68
30.	Rahmadi	70
31.	Lumiatul. Y.	95

Daftar nilai hasil Ujian Tengah Semester Bahasa Inggris
Kelas X-2 SMA Muhammadiyah.

No	Nama Siswa	Nilai
1.	Siti Maisarah	68
2.	Shinta Wilkyas.	56
3.	Mirna	54
4.	Wicoro	49
5.	M. Lukman .S.	61
6.	Nurul Huda	66
7.	Alfish	78
8.	Aandar Wati	44
9.	M. Ihsanudin	30
10.	Panigem	66
11.	Ony Ariyanti	54
12.	Ahmad Riyatno	68
13.	Reztie .A .Fajar	69
14.	Gusti .N.	69
15.	Maulida Elizah	40
16.	M. Syahrani	52
17.	Mahrini	64
18.	Dwiki Ahmad	63
19.	Yazid Marsada	45
20.	Wahyu .A.	61
21.	Anita .P.	70
22.	Ibnu Yudistira	26
23.	Hairin Fitriani	66
24.	Nawita Sari	70
25.	Siti Juwainyah	71
26.	Denny Primasta	39
27.	Zahmat Prima	45
28.	Jehdy	66
29.	Normatinah	51
30.	Vito Lrei	61
31.	Sumarsih	73
32.	Rumidah	56
33.	Achmahatih	85
34.	Muthamah	69

Daftar Nilai UTS kelas X-A.

No	Nama Siswa	Nilai
1.	Maulida	54
	Mahmudjah	70
	Annisa Sari	61
	Egi	61
	Arba'atur	61
	Lucky Fidiara	71
	Ike Mulyani	57
	Nurhotifah	54
	Risna Hayati	59
	Monalisa	61
	Amelia Wahyu	61
	Nurul-w.	64
	Hendra	56
	Rabiul Hikmah	69
	Anggih	52
	Fahrurrazi	52
	Wahyudi	52
	Parsi Sahara	61
	Hikmah	56
	Kurniawan. A.	71
	Ita Rahmawati	66
	Dis Haryati	71
	Kharismawan	61
	Dewi Anggraini	71
	Iluna Analisa-P.	68
	Azis Haryono	64
	Elina	52
	Hjfanor Marzuki	66

**The Result of English Midtest at The First Year Students of SMA Muhammadiyah
1 of Palangara Raya and They were Become The Object Interview**

No.	Name	Class	Score
1.	Siti Juhana	X-1	28
2.	Siti Qomariah	X-1	42
3.	Hendri	X-1	46
4.	Siti Jubaidah	X-1	40
5.	Johar	X-1	45
6.	Aandarwati	X-2	44
7.	Rahmat Prima	X-2	45
8.	Wicoro	X-2	49
9.	Deni Permesta	X-2	39
10.	M. Syahrone	X-2	52
11.	Tuti Setiawati	X-3	54
12.	Siti Nurbayah	X-3	47
13.	Romitro	X-3	56
14.	Nurjaman	X-3	54
15.	Dwi Jayanti	X-3	35
16.	Wahyudi	X-4	52
17.	Ike Mulyani	X-4	57
18.	Maulida	X-4	54
19.	Anggih	X-4	52
20.	Hendra	X-4	56
21.	Nia Restiana	X-5	45
22.	Nurhikmah	X-5	40
23.	Pitrodi	X-5	42
24.	Rahmadani	X-5	42
25.	Ruli Syahrani	X-5	49

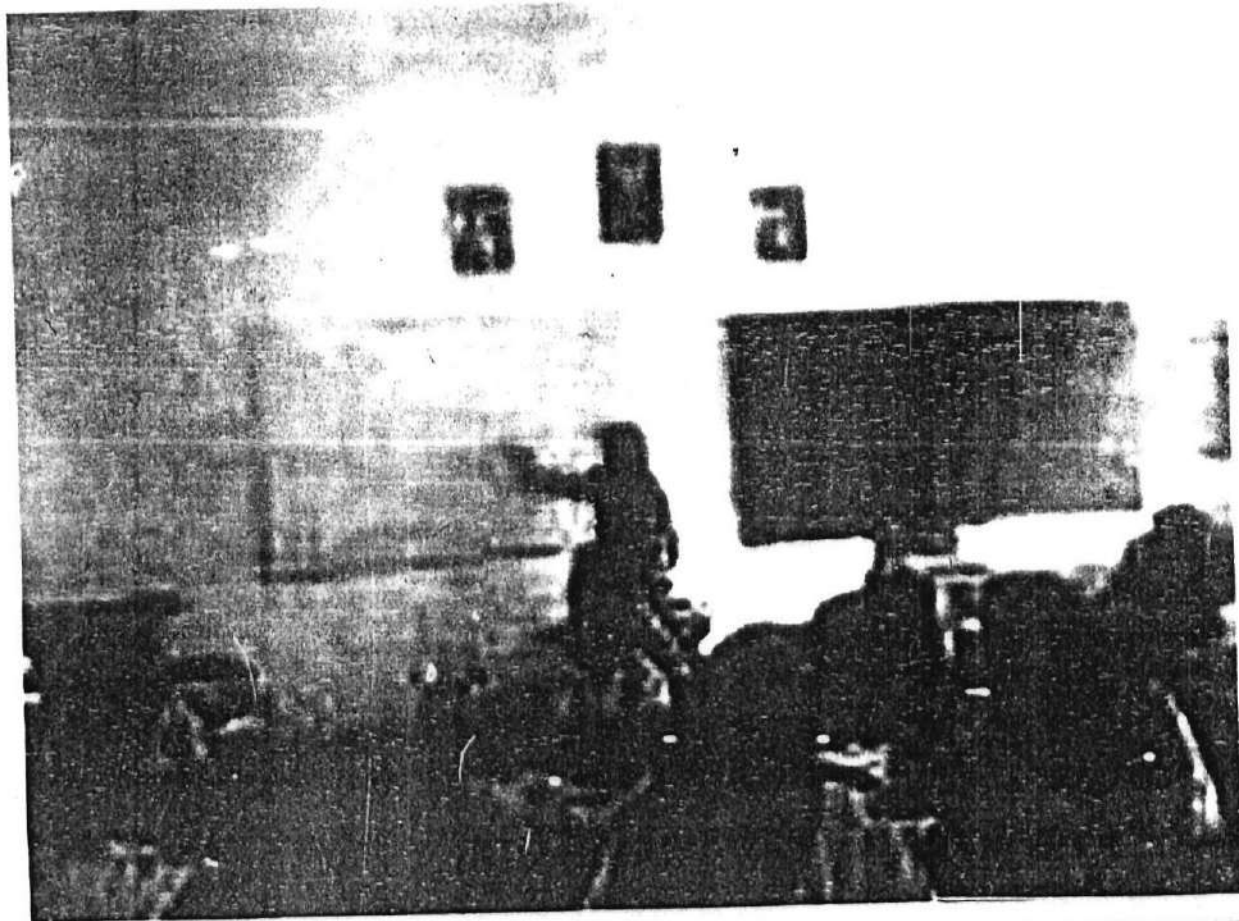
Source : English teacher of SMA Muhammadiyah 1 of Palangka Raya

THE NAME OF ENGLISH TEACHERS

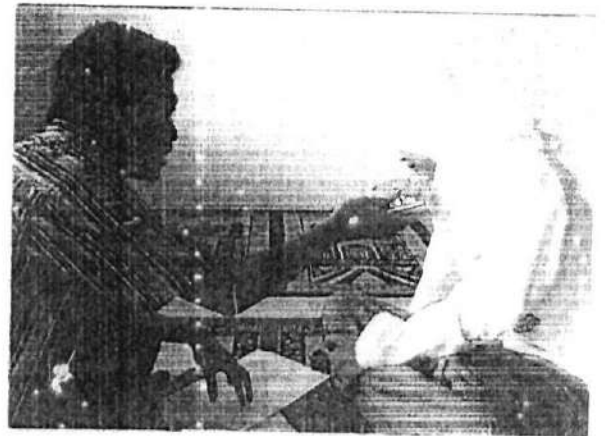
1. SITI SOLEHA
2. ARMIATI (The Students of Teaching Practice II from UNPAR)
3. SARMILA (The Students of Teaching Practice II from UNPAR)



Picture 1 : Teaching Learning Process in the Class



Picture 2 : Teaching Learning Process in the Class



Picture 3 : Interview to the students

SEJARAH SINGKAT
SMU MUHAMMADIYAH PALANGKARAYA

SMU Muhammadiyah Palangkaraya merupakan suatu lembaga pendidikan formal yang didirikan oleh Persyarekatan Muhammadiyah pada tanggal 12 Desember 1977.

Tujuan utama didirikannya SMA Muhammadiyah Palangkaraya adalah untuk terwujudnya manusia muslim yang berakhlak mulia, cakap, percaya pada diri sendiri, cinta tanah air, dan berguna bagi agama, nusa dan bangsa, beramal menuju terwujudnya masyarakat adil dan makmur yang diridhoi Allah SWT.

Selama 28 tahun SMA Muhammadiyah Palangkaraya berdiri dengan segala pasang surutnya, sehingga mulai tahun 1989 status SMA Muhammadiyah sudah disamakan berdasarkan Keputusan Direktorat Jendral Pendidikan Dasar dan Menengah tanggal 1 Februari 1989 nomor : 001/C/Kep/1989. Dengan status disamakan ini peran SMA Muhammadiyah Palangkaraya sebagai mitra Pemerintah dalam mencerdaskan kehidupann bangsa Indonesia, terlebih lagi dengan adanya usaha pemerintah untuk meningkatkan sumber daya manusia di era teknologi sekarang ini.

Palangkaraya, Juni 2005

Panitia



**PANITIA SEMINAR PROPOSAL SKRIPSI MAHASISWA
SEMESTER GANJIL TAHUN AKADEMIK 2008/2009
STAIN PALANGKA RAYA**

Alamat Jl. G. Obos Komplek Islamic Centre Telp. (0536) 3239447, 3226356, 2321438 Fax 3222105 Palangka Raya 73112

SURAT KETERANGAN

No: 01/PAN-SPSM/SG/IX/2008

Panitia Seminar Proposal Skripsi Mahasiswa Sekolah Tinggi Agama Islam Negeri (STAIN)
Palangka Raya, menerangkan bahwa:

N a m a : MUHAMMAD APRIADI
N I M : 0401120157
Jurusan/Prodi : TARBIYAH/TBI
Judul Proposal : RELATIVE PRONOUN CASE AT THE FIRST YEAR
STUDENTS OF SMA MUHAMMADIYAH 1 OF PALANGKA
RAYA

telah melakukan Seminar Proposal Skripsi pada tanggal 10 September 2008 di Ruang Aula
STAIN Palangka Raya dengan Penanggung Utama: SABARUN!, M.Pd dan moderator:
SYAIRIL FADLI, M.Hum dan dinyatakan lulus/dapat diterima sebagai syarat penyelesaian
skripsi.

Palangka Raya, 15 September 2008

PANITIA

Ketua

GITO SUPRIADI, M. Pd
NIP. 150 300 082

**PANITIA SEMINAR
PROPOSAL SKRIPSI MAHASISWA
STAIN
PALANGKA RAYA**

Sekretaris,

ABDUL AZIS, M. Pd
NIP. 150 300 083



DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) PALANGKA RAYA

Alamat: Jl. G. Ombak Komplek Islami Centre Telp. (0536) 24447-24456, 21438 Faks 22105 Palangkaraya "3111"

Palangka Raya, 22 September 2008

Nomor : St.15.8/TL.00/13.22/2008.
Lampiran : 1 (Satu) Proposal.
Perihal : Mohon Ijin Observasi /Penelitian.

Kepada

Yth. Kepala SMA Muhammadiyah I
Palangka Raya
di -
Palangka Raya

Sehubungan dengan salah satu tugas mahasiswa untuk mengakhiri studi pada Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya adalah membuat Skripsi, maka dengan ini kami mohon kiranya Bapak berkenan memberikan Perpanjangan Izin Penelitian Lapangan kepada :

Nama : M Apriadi
NIM : 0401120157
Jurusan/Prodi : Tarbiyah / TBI
Jenjang : Strata 1 (S.1)
Lokasi Penelitian : SMA Muhammadiyah I Palangka Raya
Judul Skripsi : " RELATIVE PRONOUN CASE AT THE FIRST YEAR STUDENTS OF SMA MUHAMMADIYAH I OF PALANGKA RAYA "
Metode : Observasi, Interview dan Dokumentasi
Waktu Pelaksanaan : 2 (dua) bulan, terhitung sejak tanggal 10 Oktober s/d 10 Desember 2008.

Sebagai bahan pertimbangan terlampir Proposal Penelitian, demikian atas perhatian dan pertimbangan Bapak disampaikan terima kasih.

An. Ketua

Pembantu Ketua I.



SARDIMI M. Ag.
NIP. 150 265 103

Tembusan

1. Yth. Ketua STAIN Palangka Raya (Sebagai Laporan)
2. Arsip.



MAJLIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH
PIMPINAN WILAYAH KALIMANTAN TENGAH
SMA MUHAMMADIYAH 1 PALANGKA RAYA DISAMAKAN
Jalan RTA. Milono KM. 1,5 Telepon (0536) 22717 Palangkaraya 73111
e-mail : smam.plk.77@Yahoo.co.id

SURAT KETERANGAN

Nomor : 420/572/IV.421/SMA-1M/PhI/XI/2009

Kepala Sekolah Menengah Atas (SMA) Muhammadiyah 1 Palangka Raya menerangkan bahwa :

Nama : M. APRIADI
NIM : 0401120157
Jurusan/Program Studi : TARBIYAH/ TARBIYAH BAHASA INGGRIS
Fakultas : TARBIYAH
Jenjang Program : Strata 1 (S-1)
Judul Skripsi : "RELATIVE PRONOUN CASE AT THE FIRST YEAR STUDENTS OF SMA MUHAMMADIYAH 1 OF PALANGKA RAYA".

Yang bersangkutan telah selesai melaksanakan observasi/penelitian di SMA Muhammadiyah 1 Palangka Raya yang dimulai sejak tanggal 10 Oktober s/d 10 November 2008

Demikian Surat Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palangka Raya, 09 Januari 2009
Kepala Sekolah,


SUBARI, BA
NIP. 131 516 756

