

A STUDY ON THE ABILITY OF THE FIRST YEAR STUDENTS OF SMAN 7 SIAK IN COMBINING SENTENCES USING RELATIVE PRONOUNS

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Abstract: *The research is a descriptive research that was conducted based on the problem occurred at the first years students of SMA 7 Siak; namely the students were lack in making sentences using relative pronouns that influence them got poor score in test. Therefore, this research was aimed to find out on the ability of the first years students of SMA 7 Siak in combining sentences using relative pronouns. The participants were 35 students from first years of SMA 7 Siak. This research was conducted for about four months (February – May, 2015) and was taken on April 6th and April 8th, 2015 at SMAN 7 Siak, Tut WuriHandayani street No.1, Kandis. The data collection technique was obtained through (1) try out which was applied to know the quality of the test items, particularly to determine the item difficulty and item discrimination and (2) test was done to measure students' achievement. The research finding can briefly explain as follow: First the result of the test shows that the easiest relative pronouns is 'where' (average to good level), while the most difficult relative pronouns is 'whom' (poor level). It can be seen in the mean score for relative pronoun 'where' is 66,25 (average to good level) and the mean score for relative pronoun 'whom' is 34,38 (poor level).*

Keyword: *relative pronouns, combining sentences.*

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Abstrak: Penelitian ini adalah penelitian deskripsi yang dilaksanakan berdasarkan masalah yang terjadi pada siswa kelas satu SMA 7 Siak; seperti siswa yang berkemampuan lemah dalam membuat kalimat menggunakan *relative pronouns* sehingga mereka mendapat nilai rendah. Maka dari itu, penelitian ini dilaksanakan dengan tujuan untuk mengetahui kemampuan dari siswa kelas satu SMA 7 Siak dalam membuat kalimat menggunakan *relative pronouns*. Penelitian ini dilaksanakan selama empat bulan (Februari - May, 2015) dan diambil pada 6 April – 8 April, 2015 di SMA 7 Siak, jalan Tut Wuri Handayani No. 1, Kandis. Pengumpulan data diperoleh melalui: (1) uji coba yang mana dilaksanakan untuk mengetahui kualitas soal, khususnya untuk menentukan soal yang sulit dan soal yang dibuang, (2) tes yang dilaksanakan untuk mengukur kemampuan siswa (nilai siswa). Secara singkat, hasil penelitian ini dapat digambarkan sebagai berikut; pertama hasil tes menunjukkan *relative pronouns* yang paling mudah adalah ‘where’ (rata-rata sampai baik), sementara *relative pronouns* yang paling sulit adalah ‘whom’ (level rendah) yaitu 66,25. Nilai rata-rata *relative pronouns* ‘where’ yaitu 66,25 (rata-rata sampai baik) dan nilai rata-rata untuk *relative pronouns* ‘whom’ adalah 34,38 (rendah).

Kata kunci: *relative pronouns*, menggabungkan kalimat.

INTRODUCTION

Grammar is one of supporting components to help students in understanding listening, speaking, reading, and writing correctly. Students must learn grammar because it is one of the important components in learning the four language skills. It is a basic component that should be studied well by the learners. The specific instance of grammar is usually called structure.

One of the topics to be discussed in grammar is parts of speech; nouns, verbs, adjectives, adverb, pronouns, auxiliary verbs, modal verbs, determiners, and preposition. One of nine terms which will be focused on is about pronouns.

Pronouns usually function as substitutes for a noun or noun phrase that has already been mentioned or is known; especially pronouns are used to avoid repetition. Jones (2010) stated that pronouns have nine categories; personal pronouns, reflexives demonstrative pronouns, demonstrative pronouns, indefinite pronouns, intensive pronouns, possessive pronoun, relative pronouns, interrogative pronouns and reciprocal pronouns. However, in this research, the writer just discussed relative pronouns.

Relative pronouns are pronouns that introduce a relative clause and have reference to an antecedent. They also combine two sentences into one sentence. In order to make the sentence simple and clear, Eckersley (1960: 138) says the choice of relative pronouns will be determined according to whether the adjective clause in which it appears in defining or non-defining clause. For example; *The man who spoke was my father, The food which we consume everyday is rice.*

Azar (2009) says that relative pronoun is a dependent clause which modifies as noun. It describes, identifies, or gives further information about a noun. For example; *I thanked the woman who helped me, The book which is on the table is mine.* One of the ability that students should have is the ability to use relative pronouns in correlating two clauses: main clause and relative clause.

The writer chooses this subject matter for several reasons. First, because of the importance of relative pronouns in complex sentences which are usually used in paragraphs and texts of English book. According to curriculum of 2013, English should be taught interconnectedly in teaching and learning process. It means that relative pronouns which are used in many texts especially in recount texts, narrative texts, and descriptive texts play an important role in developing students' ability in writing or comprehending text. Second, students face difficulties in recognizing and combining sentences using relative pronouns. Based on writer experience who taught private class for several students of SMA N 7 Siak, it is found that students had difficulties in comprehending sentences and texts which contain relative pronouns.

Based on the explanation above, the writer is interested in conducting a research entitled "*A Study on the Ability of the First Year Students of SMAN 7 Siak in Combining Sentences Using Relative Pronouns.*"

METHODOLOGY

The research design in this study is a descriptive research. It has only one variable. This descriptive research describes the ability of the first year students of SMAN 7 Siak in combining sentences using relative pronouns. Gay (1978: 189) explains that the descriptive research involves collecting data in order to determine and describe the way things are. Descriptive research is also called survey research that the descriptive method is useful for investigating. To find out the students' ability of SMAN 7 Siak in the topic, the writer conducted a test which uses instruments. The research is the students' ability in constructing sentences using relative pronouns.

Participants

The participants in this research were the students of SMAN 7 Siak. The writer took the students of grade X. The total number of students was 32 students. The researcher decided to take this class as the participant after the researcher did cluster sampling technique. So by applying research in this class, it was hoped that the researcher knew how is the ability of the students in combining sentences using relative pronouns.

Instruments Techniques and Analysis

In order to get the data, the writer used a structure test and got the test materials from several books for senior high school. The instrument is used to collect the data is a completion test. The total number of the test is 35 questions.

The test was conducted only 35 minutes. Arikunto (20013: 190) states that for one item of objective test needs one minute to read and answer the test. The students who would be participated this research were asked to combine two sentences using relative pronouns. The blue print of the test items is shown in Table 2 below.

The Blue Print of the test

Table 3.1 The Blue Print of the test

No.	Relative Pronouns	Amount of Items	Number of Items
1.	Who	5	3,5,11,19,31
2.	Whom	5	8, 14,21,26,28
3.	That	5	9, 13, 16, 18, 27,
4.	Which	5	2,6, 23, 24,32,
5.	Whose	5	1,4,17,22,34
6.	When	5	12, 15,25, 30,33,
7.	Where	5	7, 10, 20, 29, 35
		Total	35 items

FINDINGS AND DATA INSTRUCTION

Before the test given to get the data, it was necessary to do try out in order to measure the validity and the reliability of the test. The try out test consists of 35 items where students should combine sentences using relative pronouns. The writer tried out the test to 30 students in second year students of SMAN 7 Siak on April 2015. Then, the writer calculated the facility value. From this calculation, researcher concluded that there were 7 items rejected. There were 7 items rejected; 6 items were rejected because they were too difficult, 1 item was too easy.

The Analysis of Observations Result

1. The Students' Ability in Using Relative Pronoun *Who*

The average level of the ability of students' in combining sentences using relative pronoun *who* is described in the following table:

Table 4.1 The Percentage of Students' Ability in Using Relative Pronoun *Who*

No	Score	Frequency	Percentage	Ability Level
1	80-100	10	31%	Good to Excellent
2	60-79	5	16%	Average to Good
3	50-59		0%	Poor to Average
4	0-49	17	53%	Poor
Total		32	100%	

Table 4.1 shows that 10 students (31%) are in *good to excellent* level, 5 students (16%) are in *average to good* level, and 17 students (53%) are in *poor* level.

Then, it was found that the mean score of students is 53,75. Based on the mean scores, it can be concluded that the students' ability in combining sentences using relative pronoun *who* is in *poor to average* level (50-59).

2. The Students' Ability in Using Relative Pronoun *Whom*

The average level of the ability of students' ability in combining sentences using relative pronoun *whom* is described in the following table:

Table 4.2 The Percentage of Students' Ability in Using Relative Pronoun *Whom*

No	Score	Frequency	Percentage	Ability Level
1	80-100		0%	Good to Excellent
2	60-79	9	28%	Average to Good
3	50-59		0%	Poor to Average
4	0-49	23	72%	Poor
Total		32	100%	

Table 4.2 shows that 9 students (28%) are in *average to good* level, and the rest 23 students (72%) are in *poor* level.

Then, it was found that the mean score of students is 34,38. Based on the mean scores above, it can be concluded that the students' ability in combining sentences using relative pronoun *whom* is in *poor* level (0-49).

3. The Students' Ability in Using Relative Pronoun *That*

The average level of the ability of students' ability in combining sentences using relative pronoun *that* is described in the following table:

Table 4.3 The Percentage of Students' Ability in Using Relative Pronoun *That*

No	Score	Frequency	Percentage	Ability Level
1	80-100	13	41%	Good to Excellent
2	60-79	10	31%	Average to Good
3	50-59		0%	Poor to Average
4	0-49	9	28%	Poor
Total		32	100%	

Table 4.3 shows that 13 students (41%) are in *good to excellent* level, 10 students (31%) are in *average to good* level, and 9 students (28%) are in *poor* level.

Then, it was found that the mean score of students is 63,75. Based on the mean scores above, it can be concluded that the students' ability in combining sentences using relative pronoun *that* is in *average to good* level (60-79).

4. The Students' Ability in Using Relative Pronoun *Which*

The average level of the ability of students' ability in combining sentences using relative pronoun *which* is described in the following table:

Table 4.4 The Percentage of Students' Ability in Using Relative Pronoun *Which*

No	Score	Frequency	Percentage	Ability Level
1	80-100	16	50%	Good to Excellent
2	60-79	9	28%	Average to Good
3	50-59		0%	Poor to Average
4	0-49	7	22%	Poor
Total		32	100%	

Table 4.4 shows that 16 students (50%) are in *good to excellent* level, 9 students (28%) are in *average to good* level, and only 7 students (22%) are in *poor* level.

Then, it was found that the mean score of students is 65,63. Based on the mean scores above, it can be concluded that the students' ability in combining sentences using relative pronoun *which* is in *average to good* level (60-79).

5. The Students' Ability in Using Relative Pronoun *Whose*

The average level of the ability of students' ability in combining relative pronoun *whose* is described in the following table:

Table 4.5 The Percentage of Students' Ability in Using Relative Pronoun *Whose*

No	Score	Frequency	Percentage	Ability Level
1	80-100	4	13%	Good to Excellent
2	60-79	6	19%	Average to Good
3	50-59		0%	Poor to Average
4	0-49	22	69%	Poor
Total		32	100%	

Table 4.5 shows that 4 students (13%) are in *good to excellent* level, 6 students (19%) are in *average to good* level, and 22 students (69%) are in *poor* level.

Then, it was found that the mean score of students is 36,88. Based on the mean scores above, it can be concluded that the students' ability in combining sentences using relative pronoun *whose* is in *poor* level (0-49).

6. The Students' Ability in Using Relative Pronoun *When*

The average level of the ability of students' ability in combining relative pronoun using relative pronoun *when* is described in the following table:

Table 4.6 The Percentage of Students' Ability in Using Relative Pronoun *When*

No	Score	Frequency	Percentage	Ability Level
1	80-100	11	34%	Good to Excellent
2	60-79	11	34%	Average to Good
3	50-59		0%	Poor to Average
4	0-49	10	31%	Poor
Total		32	100%	

Table 4.6 shows that 11 students (34%) are in *good to excellent* level, 11 students (34%) are in *average to good* level, and 10 students (39%) are in *poor* level.

Then, it was found that the mean score of students is 61,25. Based on the mean scores above, it can be concluded that the students' ability in combining sentences using relative pronoun *when* is in *average to good* level (60-79).

7. The Students' Ability in Using Relative Pronoun *Where*

The average level of the ability of students' ability in combining sentences using relative pronoun *where* is described in the following table:

Table 4.7 The Percentage of Students' Ability in Using Relative Pronoun *Where*

No	Score	Frequency	Percentage	Ability Level
1	80-100	13	41%	Good to Excellent
2	60-79	12	38%	Average to Good
3	50-59		0%	Poor to Average
4	0-49	7	22%	Poor
Total		32	100%	

Table 4.7 shows that 13 students (41%) are in *good to excellent* level, 12 students (38%) are in *average to good* level, and 7 students (22%) are in *poor* level.

Then, it was found that the mean score of students is 66,25. Based on the mean scores above, it can be concluded that the students' ability in combining relative pronoun *where* is in *average to good* level (60-79).

8. The Mean Score of the Students' Ability in Combining Sentences Using Relative Pronouns

The ability of students in combining sentences by using relative pronouns (*who*, *whom*, *that*, *which*, *whose*, *when*, *where*) is explained in following table:

Table 4.8 The Students' Ability in Combining Sentences Using Relative Pronouns

Students	Correct Answer	Score	Classifications
1	29	82,8571	Good to Excellent
2	27	77,1429	
3	24	68,5714	
4	24	68,5714	
5	23	65,7143	
6	23	65,7143	
7	23	65,7143	
8	22	62,8571	Average to Good
9	21	60	
10	21	60	
11	21	60	
12	21	60	
13	21	60	
14	21	60	
15	20	57,1429	Poor to Good
16	20	57,1429	
17	20	57,1429	
18	20	57,1429	
19	20	57,1429	
20	19	54,2857	
21	19	54,2857	
22	18	51,4286	
23	18	51,4286	
24	18	51,4286	
25	18	51,4286	
26	17	48,5714	Poor
27	15	42,8571	
28	15	42,8571	
29	11	31,4286	
30	10	28,5714	
31	8	22,8571	
32	7	20	
Total	614	1754,286	

Table 4.9 The Percentage of Students' Ability in Using Relative Pronouns

No	Score	Frequency	Percentage	Ability Level
1	80-100	1	3%	Good to Excellent
2	60-79	13	41%	Average to Good
3	50-59	12	38%	Poor to Average
4	0-49	6	19%	Poor
Total		32	100%	

Table 4.9 shows that from 32 students who took the test there is only 1 student (3%) is in *good to excellent* level, 13 students (41%) are in *average to good* level, 12 students (38%) are in *poor to good* level, and 6 students (19%) are in *poor* level.

The data above shows that the easiest component of relative pronouns was relative pronoun *where*. It can be understood that the students easily combined the sentences using relative pronouns by only tracking the name of places without checking whether the topic being discussed was about person, possession, or in object position. The most difficult component of relative pronouns was relative pronoun *whom* and *whose*. It also can be understood that the students were still confused in using relative pronouns *whom* or *whose*.

From the explanation in Chapter II, relative pronouns *whom* is used if the object is an object pronoun or act in the object position. Relative pronoun *whom* is used in pattern object only. The students were also confused in using relative pronoun *whose* which is used to replace possessive pronouns. Related to the result of the test, most of the samples made mistakes in using relative pronoun *whom* and *whose* because of their lack of understanding of its function and didn't arrange the sentences properly.

CONCLUSIONS

The mean score of result of students for combining sentences using relative pronoun *who* is 53,75 and it falls into *poor to average* level (50-59). The result of students mean score for combining sentences using relative pronoun *that* is 63,75 and it falls into *average to good* level (60-79). The result of students mean score for combining sentences using relative pronoun *which* is 65,63 and it falls into *average to good* level (60-79). The result of students mean score for combining sentences using relative pronoun *whose* is 36,88 and it falls into *poor* level (0-49). The result of students mean score for combining sentences using relative pronoun *when* is 61,75 and it falls into *average to good* level (60-79).

The answer is the ability of the first year students of SMAN 7 Siak in combining sentences using relative pronouns is in *poor to average* level and the mean score is 54,82. But, the score is not categorized as good level because it did not even reach 60 (average to good level).

RECOMMENDATIONS

1. The English teacher of SMAN 7 Siak who teach English subject should create fun atmosphere, enjoyable, amusing and enjoyable situation as the possible as the teacher can because the enjoyment is the important thing that hopefully will have good effects for the education.
2. The teacher should think creative and make the teaching learning process interesting, because students love to play and learn best when they enjoy their selves.
3. The students should do more exercise to improve their understanding of the use of correct relative pronouns in combining sentences. Especially for difficult relative pronouns: *whom* and *whose*, based on data Chapter IV.

Finally, the researcher realize that this final project is far from being perfect. So that, constructive critics and advices are really expected for the perfection of the final project. Hopefully, this project will be useful for all of the teachers.

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