

Students' Ability In Using *Relative Pronouns*; A Case Study At The Second Grade Students Of Mts. Darrul Muhibbin Praya

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Abstract

This study is aimed to find out the students' ability in using relative pronouns at the Second Grade Students of MTs. Darrul Muhibbin Praya. The samples of this study were classes II-A and II-B consisted of 60 students where each class consist of 30 students. The sample on this study was treated in answering the test grammar test about relative pronouns. The in the form of multiple choice consisted of 50 items and for each item by 2 times. Their ability was proving by finding out the percentage of their test. This particular inference were bravely taken under the "d"(total amount) identification which indicates that the students have ability in using relative pronouns, where "d" valued was 70%, this percentage was significance since obtained from the score 3656 that divided from 60 students. This show that the second grade students of MTs. Darrul Muhibbin Praya were able in using relative pronouns such as (*who, whom, whose, which and that*)

ABSTRACT

*Penelitian ini bertujuan untuk mengetahui kemampuan siswa dalam menggunakan relative pronoun pada siswa kelas II MTs. Darrul Muhibbin Praya. Sampel penelitian ini adalah kelas II-A dan II-B yang terdiri dari 60 siswa dan masing-masing kela terdiri dari 30 siswa. Sampel pada penelitian ini diperlakukan untuk menjawab tes tata bahasa tentang relative pronoun. Soal testnya dalam bentuk pilihan ganda terdiri dari 50 butir soal dan untuk setiap butir yang benar diberikan 2 sekor. Kemampuan mereka dibuktikan dengan mengetahui persentase ujian mereka. Kesimpulan khusus ini diambil bawah identifikasi "d" (jumlah total) yang menunjukkan bahwa siswa memiliki kemampuan dalam menggunakan kata ganti relatif, di mana "d" bernilai 70%, persentase ini signifikan karena diperoleh dari skor 3656 yang dibagi dari 60 siswa. Hal ini menunjukkan bahwa siswa kelas II MTs. Darrul Muhibbin Praya mampu menggunakan kata ganti relatif seperti (*who, whom, whose, which and that*)*

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1. BACKGROUND

Language is a tool by means of communication. It uses to convey ideas, opinions and feelings to each other. One of the languages use by many people over the world is English. It has variety of spoken and written form that are both used in formal and informal situations. Akhmad, Z. et al. (2018) said that students' understanding in formal and informal English very important to face and challenge of the world. In Indonesian English learned as a foreign

language and it was learned from Junior High school to University but students have difficulty in learning English, especially English grammar. It is one important aspect of language that keeps disturbing language learners. Al Faruk, S. (2015) argues that this is a basic component that must be studied well by students. A specific example of grammar is usually called structure. In Saeful, E, M. et al (2017) described that Grammar is an important element of a language. By mastering the grammar of a language will affect the mastery of language skills. Therefore, in studying language formally, grammar is a subject that should be studied in depth. The students need to be given adequate provision of grammar so that they have good language skills. Grammar, for many students, is considered a difficult and unattractive subject. They do not like learning grammar and therefore they cannot have good achievement in learning it. Even students who have learnt grammar for some years in college still get difficulty to construct good and correct sentences which will be perfect in all languages, not only English.

In teaching Grammar, students have difficulty in mastering the grammar compared to other skills such as reading, writing, listening and speaking. For example: students spent most of their times struggling with grammar such *relative pronouns*. Jonggi (2006) said that relative pronouns are not only used as pronouns but also as a word that connects two sentences or clauses. There four example relative pronouns such as *which* used to make subject and object in the form of objects or other than human, can be in the form of goods, events or animals. Example “Dila adopt a kitten *which* is being thrown away by its previous owner”. *Whose* used to replace possessive pronoun. Example “Ana is married to a man *whose* father is the minister of the economy”. *That* used to replace people and things as subject or object. And *that* also has a neutral function that can replace who/which/whom. Example, The song *that* you heard yesterday is a new song for our next album. Musonah (2015) said that *relative pronouns* are the most difficult tasks for students because the English grammar is different from Indonesian grammar. In English there are many types of relative pronouns and they also have different function and usage and Jones (2010) states that pronouns have nine categories; *personal pronoun, reflexive indicating pronoun, indicating pronoun, indefinite pronoun, intensive pronouns, possessive pronouns, relative pronouns, interrogative and reciprocal pronouns*. Wulandari (2018) describes that the students who want to write in English have to know much about the relative pronouns.

Teaching English at junior high school must consider the background of the students such as their age and knowledge of the target language. Harmer (2007) explains that teaching english to senior high school students or teenagers is considered as the most challenging teaching because of students’ limited knowledge of target language. They have limited vocabulary, insufficient grammar, and pronunciation to carry out meaningful conversation. Meilyaningsih (2015) states one of the characteristics of teenagers is issues of searching individual identity. They are afraid of being separated from their group than give the attention to the teacher. Elis (2006) in Navaz (2017) states that grammar teaching involves any interesting instructional technique students' attention to certain grammatical forms in such a way that help them to understand it meta-linguistically and/or process it in understanding and/or production so that they can internalize it.

Such as that condition faced by the students at the second grade students of MTs. Darrul Muhibbin Praya. So that the teachers who teach at junior high school students should be considered on students’ basic knowledge, especially grammar, in this case, the researcher

focused wants to know the extent of the students' ability in using *relative pronouns* (*who, whom, whose, which* and *that*)

2. METODE PENELITIAN

According to Sugiyono (2015) research method means a scientific way to obtain data with the aim of using certain data. In this study, the researcher uses descriptive quantitative method. It was applied to know the students' ability in relative pronouns at the second grades students of MTs. Darrul Muhibbin Praya. The data collection applied by testing methodology and the research finding analyzed by using basic statistical computation.

a. Research Design

According to Klinnger (1986) described that research is the systematic, empirical, and critical investigation of hypothetical propositions about the presumed relations among natural phenomena and Denzim (1985) in Hadi (2011) pointed out that there are four steps in descriptive method such as participation in the setting, direct observation, depth interview, and analyze the data. The design of this study was conducted by using direct research method in the classroom. It was conducted since the study was aimed to find out the students' ability at the second grades students of MTs. Darrul Muhibbin Praya in using *relative pronouns* (*who, whom, whose, which* and *that*)

b. Population and Sample

The population was a number of people or set of event that has the similarity of the characteristic and the population is a set research object and the ample is a part that will be observed, that means sample is characteristic of the object. Ary, (1997) pointed out that population is a group of elements that have the same properties. While the sample is a group of elements selected from the population. The number of samples is smaller than the total population. The population of the research was all students at the second grade students of Darrul Muhiibin Praya. They were II-A class, II-B class, II-C class and II-D class. Each class consisted of 30 students. The total number was consisted of 120 students. And according to Arikunto (1992) said that "if the subject of the study less than 100, we better take all of them than the research will be the result of the population. And if the amount of subject more than 100 the sample can be taken between 10-15% or 20-25% or more." Based on the statement described by an expert above, the researcher took the sample of population randomized and judged II-A and II-B at the second grade students of MTs Darrul Muhibbin Praya as the sample of this study which consisted of 60 students taken from 20 % of the population.

c. Instruments

The researcher prepared the instruction that needed for obtaining the data of the recent study. The instrument that the researcher uses in this research was grammar test in the form of multiple choices. It was consisted of 50 items of the test. For each correct answer was given 2 scored. So that the total score will be 100 or (50 x 2).

d. Data Gathering Procedures

In this study, the data were the items that obtained from the students after doing the test that already given to them. This was obtained through test pertaining with the students' competences. In first method of data was gathered by giving the participants II-A and II-B classes at the second grade students of MTs. Darrul Muhibbin Praya a set of test which was aimed at knowing whether or not the students understand about the relative pronouns and the test was held by the researcher. In the following step, the researcher gives the students 50 multiple choices test, if the students be able to answer without getting mistake, it means that

the students able and well and if there are students who cannot answer, it means that the students categorized by failed.

3. RESULT AND DISCUSSION

3.1.Result

In the previous chapter, it was explained that the sample of this study was II-A class and II-B class at second grade students of MTs. Darrul Muhibbin Praya. The total number of research samples was 60 students. It can be seen on the table below.

Table 1. Research sample and description

Genders			
Class	Male	Female	Total
II-A	12	18	30
II-B	16	14	30
			60

Source: PP Darrul Muhibbin Praya administration bureau, 2021)

It is necessary to describe the sample of the study, although, on the previous chapter, it was explained that the population in this study were all students at the second grades students MTs. Darrul Muhibbin Praya. The total number of research sample was 60 students.

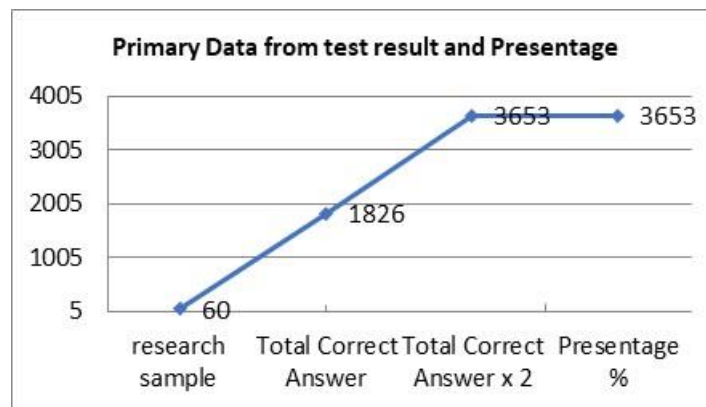


Chart 1. Primary Data from test result and percentage

As previously explained that the sample in this study were students at the second grades students of MTs Darrul Muhibbin Praya consisted of II-A class and II-B class with totally 70 students. Each class consisted of 30 students were given of the grammar test in the form of multiple choose about relative pronouns with 50 item by researcher. Before explains about something found in the research, the researcher knows that it is not easy for students to answer the relative pronouns. Coming back to the findings, this research process was concerned with students completing their tests which were given research in activities. To make the findings clear and easy to understand, the researcher made a data showing the results of the students. These chart show the main results of the ability tests of students at second grade students of MTs. Darrul Muhibbin Praya and show the scores and percentages of tests on relative pronouns that the researcher gave previously, that was the data incomplete and needs to be processed by showing the results of the study. After knowing the number of students who answered correctly in the test, the writer then analyzed it to find out the percentage, the average student who had the correct answer to make it significant. However, before carrying out a complex analysis, the author needs to formally state this analysis with a formula. This data deals with the

students total scores, percentages, and also students' ability in using relative pronouns as shown below:

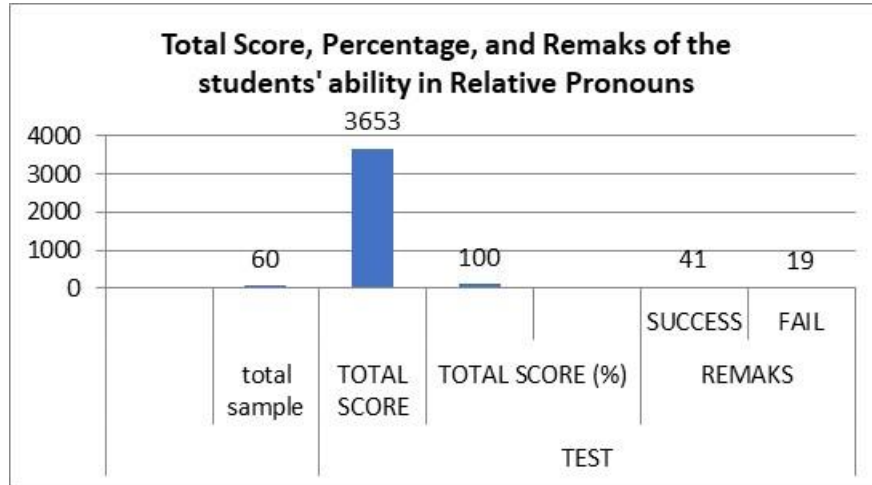


Chart 2. Total Score, Percentage, and Remakes of the students' ability in using relative pronouns

The total number of students was 60. 2) The total number of tests was 50 items (50x2). 3) The total score for each student. 4) The total score (3653) was the sum of the scores of all students. 5) Percentage (%) was the total score of all individuals. 6) Remarks. S = Successful (students got a score of 60) F = Failed (students got a score of <60). In this study, students who were considered "Able" to complete the task were students who scored 60 or more. This was because the highest score was 100, each item is worth 2, and if all questions are correct, the score is 100. To get real results, a formula is needed to calculate the results, to know the qualitative students score as follows:

From the table above (we can take students at random, suppose we take student number 10, we get:

$$= D = \frac{86}{3653} \times 100\% = 2.3.$$

To know the result of the students test, the writer use:

The percentage of failed result was (<60)

$$= \frac{19}{60} \times 100\% = 30\%$$

The percentage of success result was (>60)

$$= \frac{41}{60} \times 100\% = 70\%$$

From the results of the two percentages above, it can be seen that students succeeded in using relative pronouns on the test. The result was 70%, while the students who failed were 19.

3.2. Discussion

In this study, the research sample was two classes namely; II-A class and II-B class at second grades students of MTs. Darrul Muhibbin Praya, which consists of 60 students and each class consists of 12 male students and 18 female students, while at II-B class the students consisted of 14 male and 16 female. Based on chart 2, the researcher

discusses the results and percentage of students' tests where consist of 50 items and each item was scored 2. For example student number 1 gets 35 correct answers and every time they answer correctly 2. This means that the correct answer was 2 times then the score of the result was 70 and the percentage was 70%. Based on chart 3, the researcher found for the percentage score of each student by using the following formula:

$$d = \frac{SS}{ts} \times 100\% = \dots$$

Suppose we take student number 5 gets 1.72.

Based on the data analysis described above, we can see that the percentage of students' test results have good results from students. Through the percentage of students test results, we can see that the ability of students to use relative pronouns (≥ 60) with a total of 41 students or 70%, and students who cannot use relative pronouns, decreased by a total of 19 students or 30%. In addition, we know that the second grade students of MTs. Darrul Muhibbin Praya were able in using relative pronouns the number of students' scores divided by the number of the tests ($3653:50 = 70$). As we know that SKL (Student Graduation Standards) MTs. Darrul Muhibbin Praya was 56. So, they were "Able" in using relative pronouns, but if the SKL score is less than 60, it means they failed.

4. CONCLUSION

Based on the data percentage of students' test results were 70% of students succeed. It shows that the second grade students of MTs. Darrul Muhibbin Praya were able in using relative pronouns. Most of the students succeed in answering the test because the students have previously taught in the previous semester and have been explained in more detail about relative pronouns (*who, whom, whose, which and that*).

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