



**AN ANALYSIS ON THE STUDENTS' ABILITY IN USING  
RELATIVE CLAUSE IN WRITING COMPLEX SENTENCE  
AT MTs N 1 GUNUNG TULEH PASAMAN BARAT**

**A THESIS**

*Submitted to State Institute for Islamic Studies Padangsidempuan as  
A Partial Fulfillment of Requirement for Degree of  
Islamic Educational Scholar  
(S.Pd.I) in English*

**Written by:**

**MUNADI**  
**Reg. No. 09 340 0053**

**ENGLISH EDUCATION DEPARTMENT**

**FACULTY OF TARBIYAH AND PAEDAGOGY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2014**



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**2014**

Things : Thesis  
a.n. Munadi  
Appendix : 6 (six) Exemplar

Padangsidempuan, June 2014  
To:  
**The Dean of Tarbiyah and pedagogy faculty**  
di-  
Padangsidempuan

*Assalamu'alaikum Wr.W'b.*

After Reading, studying, and giving advices for necessary revises on thesis belongs to Munadi, entitle "**An Analysis The Students' Ability In Using Relative Clause In Writing Complex Sentence At Mts N 1 Gunung Tuleh Pasaman Barat**". We assume that the thesis has been acceptable the assignment and fulfil the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I), Department of Education in IAIN Padangsidempuan.

Therefore, we hope that she could be to defend her thesis in Munaqosyah. That's all and thank you for your attention.

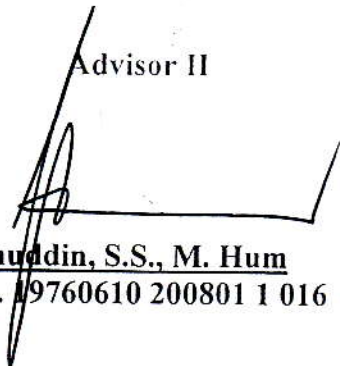
*Wassalamu'alaikum Wr.W'b.*

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## DECLARATION LETTER OF WRITING OWN THESIS

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The title of thesis : **AN ANALYSIS THE STUDENTS' ABILITY IN USING RELATIVE CLAUSE IN WRITING COMPLEX SENTENCE AT MTS N 1 GUNUNG TULEH PASAMAN BARAT**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding or advisors team and without doing plagiarism along with the students' ethic code in article 14 subsections 2.

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Declaration Maker,




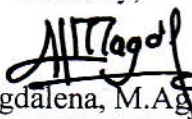
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**EXAMINERS**  
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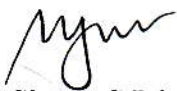
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BARAT

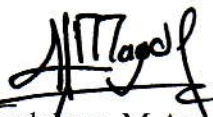
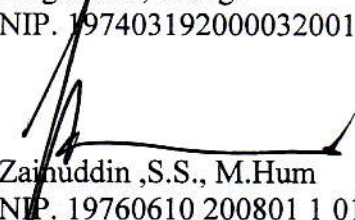
  
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**Place** : Padangsidempuan  
**date** : June, 11<sup>st</sup> 2014  
**Time** : 13.30 until finish  
**Result/ Mark** : 72, 63/ B  
**IPK** : 3,19  
**Predicate** : Very Good



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**LEGALIZATION**

The Thesis with Title :AN ANALYSIS ON STUDENTS' ABILITY IN USING  
RELATIVE CLAUSE IN WRITING COMPLEX SENTENCE AT  
MTs N 1 GUNUNG TULEH PASAMAN BARAT

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Had been accepted as a partial fulfillment of the requirement for the degree of  
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## ACKNOWLEDGEMENT



Firstly, researcher would like thank to Allah SWT who has given researcher cans to finish this thesis. Secondly, blessing and peace be upon to prophet Muhammad SAW, who has brought human being from the dark era to the bright era.

In finishing this thesis, the researcher faced a lot of difficulties and troubles. Exactly without any help from the following people, it was impossible for researcher to complete and finish this thesis. Therefore researcher would like to thank:

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2. Dr. H. Ibrahim Siregar, M.CL., as The Rector of the State Institute for Islamic Studies (IAIN) Padangsidimpuan.
3. Hj. Zulhimma, S.Ag., as the Dean of Tarbiyah and Padagogy Faculty in IAIN Padangsidimpuan.
4. Rayendriani Fahmei Lubis, M.Ag., as The chief of English Education Department IAIN Padangsidimpuan.
5. Yusril Fahmi, S.Ag., M.Hum., as The Chief of Library and his staffs have borrowed the books to me in this research.




6. All lectures who have given me their valuable through in teaching English for researcher during the process of academic years in TBI IAIN Padangsidimpuan.
7. The exclusive thanks to my beloved parent Alm Zulkarnaen and Ratni and my beloved brothers (Zulfitri, Hikman, Akrim) and my sister (Nefri, Junriati, Eli Aida, Hadiati) who always give their materials, prays, motivation, and moral encouragement to finish my study.
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Last but not least, researcher just wants to say thank you very much for their helping, Allah bless them and IAIN Padangsidimpuan.

Padangsidimpuan, May 2014

Researcher,



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**Name : MUNADI**  
**Registration Number : 09 340 0053**  
**The Title : AN ANALYSIS ON THE STUDENTS' ABILITY IN USING RELATIVE CLAUSE IN WRITING COMPLEX SENTENCE AT MTs N 1 GUNUNG TULEH PASAMAN BARAT**

### **ABSTRACT**

The aims of this research is to know the students' ability in using relative clause in writing complex sentence at MTs N 1 Gunung Tuleh Pasaman Barat, to know difficulties that faced by students in using relative clause in writing complex sentence at MTs N 1 Gunung Tuleh Pasaman Barat, to know the efforts done by English teacher to overcome the students' difficulties in MTs N 1 Gunung Tuleh Pasaman Barat.

The research was done in MTs N 1 Gunung Tuleh Pasaman Barat. The sources of data was the second years students, English teacher in MTs N 1 Gunung Tuleh Pasaman Barat. The kind was qualitative research by using descriptive method. The instrument of data collection was observation, interview and test.

After the research, it was known that the students' ability in using relative clause in writing complex sentence at MTs N 1 Gunung Tuleh Pasaman Barat can be categorized in to enough category, mean score 44.4%. The students' difficulties in using relative clause in writing complex sentence were poor vocabulary, the lack of mastering grammar, lack of the knowledge to understand how to use relative clause in writing complex sentence. The efforts done by English teacher to overcome the students' difficulties were repeat lesson, give explanation, exercised and motivated.

## CURRICULUM VITAE

### A. Identity

Name : MUNADI  
Place and birthday : SeiAur 1, 18AGUSTUS 1989  
Sex : Male  
Religion : Moslem  
Address : Sei Aur 1, Kec. Gunung Tuleh Kab. Pasaman Barat

### B. Parents

Father : (Alm) Zulkarnaen  
Mother : Ratni

### C. Background of Education

1. Elementary School at SD NegeriNo.06 Talang Kuning, 2003
2. MTs N 1 Gunung Tuleh Pasaman Barat, 2006
3. Senior High School at SMA N 1 Gunung Tuleh Pasaman Barat, 2009
4. Student of English Section at State Institute for Islamic Studies (IAIN)Padangsidimpuan 2009-2014.

## **Appendix I**

### **A. Interview to English Teacher**

1. Apabentukkesalahansiswadalam mempelajari relative clause di MTs N 1 GunungTulehPasaman Barat?  
  
(What is type of students' mistakes in learning relative clause in MTs N 1 GunungTulehPasaman Barat?)
2. Metodeapasaja yang digunakanBapak /Ibukdalam mengajarkan relative clause di MTs N 1 GunungTulehPasaman Barat?  
  
(What are methods used by the teacher in teaching relative clause in MTs N 1 GunungTulehPasaman Barat?)
3. Apa media yang digunakanbapak/ibukdalam mengajarkan relative clause?  
  
(What are the media used by the teacher in teaching relative clause?)
4. Bagaimanahasilbelajarsiswadalam pembelajaran relative clause?  
  
(How is the result of learning process students' in relative clause?)
5. Apakesulitan-kesulitan yang dihadapisiswadalam belajar relative clause?  
  
(What are the difficulties faced by students' in learning relative clause?)
6. Bagaimanacarabapak/ibukuntuk memecahkanmasalahitu?  
  
(How to solve the problems?)

**B. Interview to grade VIII students' MTs N 1 GunungTulehPasaman Barat.**

1. Apakahdikmengetahuiapaitu relative clause?

(Do you know about relative clause?)

2. Bisakahadekmembuatkalimat yang mengandung relative clause?

Berikancontoh!

(Do you make the sentence contains relative clause? Give the example!)

3. Apaadekmengenal complex sentence?

(Do you know about complex sentence?)

4. Apakesulitanadekdalammembuat complex sentence?

(What are you difficulty in making complex sentence?)

5. Bagaimanakemampuanadikdalam menggunakan relative clause in complex sentence?

(How is your ability in using relative clause in complex sentence?)

6. Apakahdikmenyukaipelajaran relative clause?

(Do you like in study relative clause?)

7. Strategiapa yang adikgunakandalambelajar relative clause?

(What is your strategy in using in studying relative clause?)

8. Permasalahanapasaja yang adikhadapidalammempelajari relative clause?

(What are you problems in study relative clause?)

## AppendixII

### The instrument of Test

#### Pengantar

1. Instrument ini hanyabertujuanuntukmengetahui data darisiswa/siswitentangkemampuansiswadalammenggunakan relative clause dalam complex sentence.
  2. Jawablahsesuaidengankemampuananda!
  3. Jawabanandatidakmempengaruhinilaianda.
  4. Waktu yang tersedia 90 menit.
- A. Choose the right relative clause!

Ex: Anyone who/whom wants to take the exam must sign up before next Friday.

Answer:Anyone who/~~whom~~wants to take the exam must sign up before next Friday.

1. The girl who/whose injured in the accident is now in the hospital.
2. Jerry works for a company who/which make type writer.
3. Everything whose/that happened was my fault
4. My sister whom/ which you one met, is visiting us next week.
5. My sister, whom/whose Mather is Spanish, speaks both Spanish and English fluently.

B. Write the complex sentence with using relative clause!

6. Write the complex sentence with using relative clause “who”!
7. Write the complex sentence with using relative clause “which”!
8. Write the complex sentence with using relative clause “that”!
9. Write the complex sentence with using relative clause “whom”!
10. Write the complex sentence with using relative clause “whose”!

## **AppendixIII**

### **The key of Answer**

- A. 1. Who
- 2. Which
- 3. That
- 4. Whom
- 5. Whose

B. According their ability in using relative clause in complex sentence.



#### Appendix IV

The Students' Score In Using relative clause in writing complex sentence  
at grade VIII MTs N 1 Gunungtuleh

Respondents'' numbers	Respondents'' answers of each item numbers										Zum
	1	2	3	4	5	6	7	8	9	10	
1	10	10	0	0	0	10	10	10	0	10	60
2	10	0	10	10	0	0	10	10	0	0	50
3	10	0	10	10	0	0	10	10	0	0	50
4	10	0	10	10	0	10	10	10	10	0	70
5	0	0	0	0	10	10	0	0	0	0	20
6	0	0	10	10	0	0	0	0	0	0	20
7	10	10	10	10	10	0	0	0	0	0	50
8	0	10	0	0	0	0	0	0	0	0	10
9	10	10	0	10	10	0	10	10	0	0	60
10	10	10	10	10	0	0	0	0	0	0	40
11	0	10	10	0	10	10	10	10	10	0	70
12	10	0	10	10	0	0	0	10	0	0	40
13	10	10	10	10	0	0	0	10	10	0	50
14	10	0	10	0	10	0	10	10	0	0	50
15	0	10	10	0	10	0	0	0	0	0	30
16	10	0	10	10	0	0	0	10	10	0	50
17	0	10	0	10	10	0	0	0	0	0	30
18	10	10	0	10	0	0	0	10	0	0	40
$\Sigma$	11	10	12	12	7	4	8	11	3	1	800

The researcher calculated the score by using formula:

$$M = \frac{\Sigma x}{N}$$
$$= \frac{\Sigma \text{ score}}{\Sigma \text{ responden} \times \Sigma \text{ item} \times \text{nilai item tertinggi}} \times 100 \%$$

$$= \frac{800}{18 \times 10 \times 10} \times 100 \%$$

$$= \frac{800}{1800} \times 100 \%$$

$$= 0,44 \times 100 \%$$

$$= 44.4 \%$$

## Appendix V

Table of The description of students score in using relative Clause  
in writing complex sentences test.

No	Student's Initial Name	Total Score
(1)	(2)	(3)
1.	AD	60
2.	AF	50
3.	AK	50
4.	AN	70
5.	BK	20
6.	DF	20
7.	HS	50
8.	HM	10
9.	KR	60
10.	MH	40
11.	ML	70
12.	MT	40
13.	ME	60
14.	MM	50
15.	NE	30

16.	PS	50
17.	RD	30
18.	SH	40
Total		800
Means Score		44,4
Highest Score		70
Lowest Score		10
Median		50
Modus		50

## CHAPTER I

### INTRODUCTION

#### **A. Background of the Problem**

Language is a system habits of communication plays the important role in the human life. It can be used for establishing social relationship and conveying information. Language is reorganized and conveying information. Language is recognized as the most perfect instrument of communication. Without language the religion, art, science, laws, economic system couldnot exist. Through the language people learn everything what they want to knows. They can communicate one another to express idea, feeling, thoughts and desires.

Meanwhile language is a system for the expression of the meaning reflected in the structure of the language as an instrument to express meaning. With language, people can understand meaning language easily. Thenit also useful to enable people to think it well.

English is an international language. It is taught as foreign language in Indonesia. It was made as one of the obligatedsubject. It is supplied from the elementary school to university level. In studying English, students have to master all of language skills, such as: listening, speaking, reading and writing. Understanding clause is the important things to do in writing. Understanding clause help the writer to understand the sentence that they will be written.

Clause is a group of words which form a part of sentence and contain a subject and predicate. Actually, in grammar, a clause is the smallest grammar unit

that can express a complete proposition. A typical clause consists of a subject and a predicate, where the predicate is typically a verb phrase - a verb together with any objects and other modifiers. It is when clauses are combined because a relationship exists between them that question of usage arise. The clause starts with a pronoun such as who, whom, that, or which or an adverb such as when, where and why. One type of clause is relative clause.

One of the functions of English in junior high school is purposed to be able to write relative clause in complex sentence. Actually, there are many students at grade VIII MTs N 1 Gunung Tuleh Pasaman Barat in their learning have difficulties to write in English well, especially, in complex sentence. It is because they do not understand how to make a good writing through text structure, tenses, parts of speech, sentence pattern, generic sentence correctly.<sup>1</sup>

The researcher also found the other problems that students do not understand how to use relative clause in complex sentences. They also do not understand position of relative clause in sentences. The problem faced by students is also about vocabulary. The students do not have many vocabularies, they are lack of vocabulary. Lack vocabulary made students to be not able to write relative clause in complex sentence.

By looking at the reason above, the writer is interested to choose the topic  
**“AN ANALYSIS ON STUDENTS’ ABILITY IN USING RELATIVES**

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<sup>1</sup> Erna Peronika SPd, English Teacher of MTs N Gunung Tuleh, *Private Interviews*, at 08<sup>th</sup> July 2013

## **CLAUSE IN WRITING COMPLEX SENTENCE AT MTS N 1 GUNUNG TULEH PASAMAN BARAT”**

### **B. Focus of the Research**

Due to the limitation of the writer in the aspect of ability, time and finance, this research must be limited. Thus, this research focused on an analysis the students' ability in using relatives' clause in writing complex sentence at grade VIII MTS N 1 GunungTulehPasaman Barat.

### **C. Definitions of Terminologies**

1. Student is person who is studying at a college of university, person studying at secondary school, any person interested in a particular subject.<sup>2</sup>
2. Ability is a level of skill or intelligence.<sup>3</sup>
3. Analysis is study of planned complex series of procedures to decide the quickest, most efficient order for carrying out those procedures.<sup>4</sup>
4. Clause is a group of word which forms a part of sentence and contains a subject and predicate.<sup>5</sup>
5. Relative clauses are to use to add extra information about noun, but this information is not necessary to explain which person or thing we mean.<sup>6</sup>Relative clause is a kind of subordinate clause, one of whose

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<sup>2</sup>A. S. Hornby, *Oxford AdvancedLearner'sDictionary* (New York: Oxford University Press, 2000) p. 441.

<sup>3</sup>*Ibid.*, p. 2.

<sup>4</sup>*Ibid.*, p. 672

<sup>5</sup>JayanthiDakshinaMurthy, *ContemporaryEnglishGrammar*(Delhi: Book Palace, 2003) p. 227.

<sup>6</sup>Martin Hewing's, *Advanced Grammar In use*,( Jakarta: Erlangga, 2001) p.142.

argument shares a referent with a main clause element on which the subordinate clause is grammatically dependent.<sup>7</sup>

6. Complex sentence is a sentence with an independent clause and at least one dependent clause (subordinating clause). Subordinator such as because, since, after, etc.<sup>8</sup>

So an analysis on the students' ability in using relative clause in writing complex sentence means study of planned complex series of procedures students' skill or intelligence in using relative clause in writing complex sentence.

#### **D. Formulation of the Problem**

Based on limitation of the problem above, the problem of the research can be formulated as follows:

1. How is student's ability in using relative clause at grade VIII MTS N 1 Gunung Tuleh Pasaman Barat.
2. What are students' difficulties in using relative clause in complex sentences at grade VIII MTs N 1 Gunung Tuleh Pasaman Barat?

#### **E. Aims of the Research**

The objective of the problem is:

1. To know the students' ability in using relative clause in complex sentence at grade VIII MTs N 1 Gunung Tuleh Pasaman Barat.

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<sup>7</sup>Robin L Simons, "relative clause" (<http://www.perfect.englishgrammar.com/Relativeclause/> accessed at September 10, 2013 retrieved on 15:45 pm).

<sup>8</sup>Craig Shriver's "Grammar, complex sentence" (<http://www.wordsmile.com/definition-and-example-complex-sentence> 15<sup>th</sup> October 2013 retrieved on 16:00 pm)



2. To know the students' difficulties in using relative clause in complex sentence at grade VIII MTs N 1 GunungTulehPasaman Barat.

#### **F. Significances of the Research**

The researcher hopes this research can be useful for:

1. Headmaster of MTs N 1 GunungTulehPasaman Barat, to make a better concept with giving facilities in teaching English in the school.
2. The teachers of English at MTs N 1 GunungTulehPasaman Barat, being a reference in teaching writing to the students in the future.
3. The students, As an input to the students to increase their analysis in using relative clause in writing complex sentence.
4. Next researchers, to develop the research of the same topic.

#### **G. Thesis Out Line**

The systematic of this research was divided into five chapters.

Each chapter consisted of many subchapters with detail as follow:

Chapter one, it consisted of background of the problem, focus of the problem, definition of key terms, formulations of the problem, purpose of research, significances of research, and thesis outline.

Chapter two, it consisted of the theoretical description and review of related finding. In theoretical review consists of learning vocabulary and students' problems.

Chapter three, it consisted of research methodology and in research methodology consisted of time and place of

theresearch, researchdesign, sources of data, technique of the data collection, technique of the data analysisandthelastwastechnique of the data trustworthiness.

Chapterfour, itconsisted of findingsandinfindingsconsisted of general findings, specificfindings, discussionandthethreat of theresearch.

Chapterfive, itconsisted of conclusionsandsuggestions.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Theoretical Description

##### 1. Students' Ability

Students' ability comes from two words; students and ability. Student according to Oxford dictionaries is a person who is studying at a college or university, a person studying at secondary school, or any person interested in a particular subject.<sup>1</sup> A student is a learner, or someone who attends an educational institution. In some nations, the English term (or its cognate in another language) is reserved for those who attend university, while a schoolchild under the age of eighteen is called a pupil in English (or an equivalent in another language), although in the United States a person enrolled in grades K – 12 is often called a student. In its widest use, student is used for anyone who is learning.<sup>2</sup> The Oxford dictionary states that ability is a level of skill or intelligence.<sup>3</sup> Ability is the quality of being able to do something especially the physical, mental and even financial responsibilities. It may even be the legal way of doing something.<sup>4</sup>

According to Woolworth and Marquis, the word “ability” has three meanings, they are:

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<sup>1</sup> A.S Hornby, *Loc. Cit*

<sup>2</sup> Richard Nordquist “definition of students” <http://en.wikipedia.org/wiki/Student> accessed at October 15, 2013 (retrieved on 09:00 am).

<sup>3</sup> A.S Hornby, *Loc. Cit.*

<sup>4</sup> Meriam Webster “what is ability” [http://answer.ask.com/science/psychology/what\\_is\\_ability](http://answer.ask.com/science/psychology/what_is_ability) accessed at October 15, 2013 (retrieved on 09:30)

- a. Achievement is actual ability and can be measured by straight use of the instrument or devised test.
- b. Capacity is potential ability and can be measured by unstraight, the individual's capacity.
- c. Aptitude is quality and can be expressed by especially training.<sup>5</sup>

So, students' ability in this thesis meant the achievement of person who is studying at secondary school.

## 2. Relative Clause

### a. Definition Relative Clause

Relative clause is one kind of dependent clause. It has a subject and verb, but can't stand alone as a sentence.<sup>6</sup> It is sometimes called an "adjective clause" because it functions like an adjective - it gives more information about a noun. A relative clause always begins with a "relative pronoun," which substitutes for a noun, a noun phrase, or a pronoun when sentences are combined.

A relative clause gives more information about someone or something referred to in a main clause.<sup>7</sup> Some relative clauses (defining relative clause) are used to specify which person or thing we mean.

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<sup>5</sup> H. Douglas Brown, *Teaching by Principles and Interactive Approach To Language Pedagogy* (New Jersey: Engle Wood Cliffs, 2001) p. 236.238.

<sup>6</sup>Brian Wasco "type of relative clause"( [http://edu find.com/English/grammar /Relative clause](http://edu.find.com/English/grammar/Relative%20clause) accessed at September 20, 2013 retrieved on 17: 15 pm)

<sup>7</sup>Martin Hewing.*Advanced Grammar in use*, (Jakarta: Erlangga 2001) P.140.

From definition of relative clause above the researcher concluded that relative clause is one kind of dependent clause that has subject and verb but can't stand alone, it gives more information about a noun.

The basic grammatical rules for the formation of relative clauses in English are:<sup>8</sup>

- a) The basic relative pronouns are *who*, *which* and *that* (but see Status of *that* below).
- b) The relative pronoun comes at the very start of the relative clause, unless it is preceded by a fronted preposition: "The bed *on which* I was lying" (in informal English it is more normal to leave the preposition "stranded": "The bed *which* I was lying *on*"). More rarely the relative clause may start with a larger phrase containing the relative pronoun after a preposition: "The bed, *the owner of which* we had seen previously," "The bed, *lying on which* was a small cat,
- c) *Who* can be used only with an antecedent referring to a person; *which*, referring to a thing; *that*, referring to either person or thing. ("The man *who* ..."; "The thing *which* ..."; "The man/thing *that* ...")
- d) *That* can be used only in restrictive relative clauses, while *who* and *which* can be used in both restrictive and non-restrictive clauses.

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<sup>8</sup>Robin L Simons, "relative clause" ([http: www Perfect English grammar/Relative clause/](http://www.PerfectEnglishgrammar.com/Relative%20clause/) accessed at September 10, 2013 retrieved on 15:45 pm)

("The man that/who ..."; "The thing that/which ..."; "My friend, who ..."; "My car, which ...") In some a style of formal English, particularly American, use of *which* in restrictive clauses is avoided where possible (see *that* or *which* below).

- e) *Whom* is a variant of *who* normally used only in formal English, and only when the antecedent's role in the relative clause is as an object - not a subject. ("The man who saw me"; "The man who/whom I saw".)
- f) However, when a preposition in the relative clause is fronted, only *whom* (rarely *who*) and *which* can be used. ("The man who/whom/that I spoke to"; formal "The man to whom I spoke" - rarely *to who*, not *to that*; "The knife which/that I killed him with"; formal "The knife with which I killed him" - not *with that*.)
- g) In the positions where *that* can be used as relative pronoun (namely in restrictive relative clauses without a fronted preposition), provided it is not the subject of the relative clause, it is also possible to omit the relative pronoun entirely.
- h) *Whose* indicates that the antecedent has a possessive role in the relative clause? ("The man whose daughter I married".) Unlike *who*, it can be used with antecedents referring to either persons or things ("I found a car whose battery was dead"), although its use referring to things is relatively uncommon in informal English (more natural might be, for example, "I found a car with a dead battery"). It can

be used in both restrictive and non-restrictive clauses ("John, whose brother was recently married,") and with both fronted and stranded prepositions ("The man in whose car we arrived ...", "The man whose car we arrived in ...").

- i) Relative clauses whose antecedent is a whole proposition are formed with *which*: "The cake was burnt, which made me angry" (here *which* refers to the circumstance of the cake's being burnt).
- j) A less common, usually quite formal, use of *which* is as a relative determiner (adjective), as in "He painted a picture of the house, which painting I later destroyed." Here it can be used with nouns referring to either persons or things.
- k) Free relative clauses (which have no antecedent, but themselves take the role of an argument in the main clause) can be formed with *who (m)* or *who (m) ever* (referring to people), *what* or *whatever* (referring to things), *whichever* (referring to people or things from a known set).

There are three kinds of relative clause they are: defining relative clause, non- defining relative clause and connective relative clause<sup>9</sup>

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<sup>9</sup>Thomson and Martinet, *A Practical English Grammar*, (New York: Oxford University 1986). P.81-88.

## a) Defining relative clause

Defining clause these describe the preceding noun in such a way to distinguish it from other nouns of the same class. A clause of this kind is essential to the clear understanding of the noun.

Ex: *The man **who** told me this refused to give me his name.*

Relative pronoun used in defining relative clauses, The forms are as follows:

Use	Subject	Object	possessive
For Persons	Who	Whom/who,	Whose
	That	That	
For Things	Which	Which	Whose / of Which
	That	That	

## b) Non- defining clause

Non-defining relative clauses are placed after nouns which are definite already. They do not therefore define the noun, but merely add something to it by giving some more information about it.

Ex: *my neighbor, **who** is very pessimistic, says there will be no apples this year*

Relative pronouns used in non-defining relative clauses:



Use	Subject	Object	Possessive
For Persons	Who	Whom/ who	Whose
For Things	Who Which	Which	Whose / of which

### c) Connective Relative Clause

The pronoun are who, whom, whose, which. Commas are used as with non-defining clauses. Connective clauses do not describe their nouns but continue the story. They are usually placed after the object of the main verb.

Ex: *I told peter, **who** said it wasn't his business*

## 3. Sentences

### a. Definition of Sentences

Sentence is an important part in a language which consist of some words with meanings. Jayanthi stated that “sentence is a group of words which makes complete sense.”<sup>10</sup> Then, Oshima and Hogue said “a sentence is a group of word that you use to communicate your ideas in writing or in speech. It is a complete, independent unit of thought and consists of two main parts: a subject and a predicate.”<sup>11</sup>

<sup>10</sup> Jayanthi Dakshina Murthy, *Op. Cit.*, p. 235.

<sup>11</sup> Alice Oshima and Ann Hogue, *Writing Academic English: A Writing and Sentence Structure Workbook for International Students* (America: Addions Wesley Publishing Company, 1983) p. 121

An oral and written communication is made up of one or more units called sentences. In writing, the beginning and end of sentence are indicated respectively by a capital letter and end by a full stop, or a note of exclamation or interrogation. In speaking, the beginning and end of a sentence are usually marked off from any preceding or following sentence by a pause, the intonation, especially at the end of a sentence often contributing to the effect. A sentence is a word or set of words followed by pause and revealing an intelligible purpose.<sup>12</sup>

According Linda toGerot and Peter Wignell, the sentence is a unit of written language; it does not apply to spoken language. People do not speak in sentences. If you are ever tried to transcribe audio taped or videotaped language material, you will have come up against this fact very quickly. People do, however, speak in messages, which are realized grammatically in clauses and clause complexes.<sup>13</sup>

So, sentence is the largest independent unit of grammar: it begins with a capital letter and ends with a period, question mark, or exclamation point. The sentence is traditionally defined as a word or groups of a word that expresses a complete idea and that includes a subject and a verb.

#### b. Kinds of Sentences

Sentences are divided into four kinds, namely:

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<sup>12</sup> R. W. Zandvoort, *A Handbook of English Grammar* (Singapore: Singapore Offset Printing, 1975) p. 195

<sup>13</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Australia: Gerd Stabler, 1994) p. 82.

- 1) Simple sentence
- 2) Compound sentence
- 3) Complex sentence
- 4) Compound-complex sentence.<sup>14</sup>

According to Marcella Frank, sentences are generally classified in two ways: by types and by the number of formal predications.<sup>15</sup>

1) Types of sentences:

a) Declarative Sentence

A sentence that states or declares something is called an assertive or declarative sentence.<sup>16</sup> In a declarative sentence, the subject and predicate have normal word order. The sentence ends with a period in writing and a drop in pitch in speech.<sup>17</sup>

Ex: The earth moves round the sun.

Delhi is the capital of India.

b) Interrogative Sentence

A sentence that asks a question is called an interrogative sentence.<sup>18</sup> In an interrogative sentence the subject and predicate are often reversed. The sentence ends with a question mark (or interrogation position point) in writing.<sup>19</sup>

Ex: What do you want?

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<sup>14</sup> Alice Oshima and Ann Hogue, *Op. Cit.*, p. 122.

<sup>15</sup> Marcella Frank, *Op. Cit.*, p. 221.

<sup>16</sup> Jayanthi Dhakshina Murthy, *Op. Cit.*, p. 235.

<sup>17</sup> Marcella Frank, *Loc. Cit.*

<sup>18</sup> Jayanthi Dhakshina Murthy, *Loc. Cit.*

<sup>19</sup> Marcella Frank, *Loc. Cit.*

Do you know English?

c) Imperative Sentence

A sentence that expresses a command, a request, an entreaty, or suggestion is called imperative sentence.<sup>20</sup> In an imperative sentence, only the predicate is expressed. The simple form of the verb is used, regardless of a person, or tense. The imperative sentence ends with a period in writing and drop in pitch in speech.<sup>21</sup>

(1) Request

Ex: Please post the letter!

Can you lend me fifty rupees?

(2) Command

Ex: Don't smoke in the room

Stop there!

(3) Suggestion

Ex: You should help the poor

You must apply for a job

d) Exclamatory Sentence

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<sup>20</sup> Jayanthi Dhakshina Murthy, *Loc. Cit.*

<sup>21</sup> Marcella Frank, *Loc. Cit.*

A sentence that expresses some strong or sudden feeling is called exclamatory sentence.<sup>22</sup> Such sentence begins with an exclamatory phase consisting of what or how plus a part of the predicate. The exclamatory phase is followed by the subject and the balance of the predicate.

In writing, the exclamatory sentence ends with an exclamatory marks (or exclamation point). Sometimes a period is used to lessen the force of the exclamation.<sup>23</sup>

Ex: What a shame!

What a beauty!

#### e) Optative Sentence

A sentence that expresses a wish, probability, or supposition is called an optative sentence.<sup>24</sup>

Ex: I wish you were my wife

If I had wings, I would fly.

## 2) Classification of sentences by number of full predications

This classification is based on the number and kind of clauses within a sentence. A clause may be defined in the same way as a sentence. It full predication that contains a subject and a predicate with a finite verb.

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<sup>22</sup> Jayanthi Dakshina Murthy, *Op. Cit.*, p. 236.

<sup>23</sup> Marcella Frank, *Op. Cit.*, p. 222.

<sup>24</sup> Jayanthi Dakshina Murthy, *Loc. Cit.*

- a) Simple sentences have only one full predication in the form of an independent clause.

Ex: The man stole the jewelry

- b) Compound sentences

Such sentences have two or more full predication in the form of independent clauses.

Ex: The man stole the jewelry and he hides it in his home.

- c) Complex sentences

Such sentences also have two or more full predications. One of these is an independent clause (or main clause) that is similar to the form of the simple sentence, and one or more of these are dependent clauses (or subordinate clauses).

Ex: The man who stole the jewelry hides it in his home.

- d) Compound – complex sentences

Compound – complex sentence contains two or more independent clauses and one or more dependent clauses.<sup>25</sup>

Ex: The man stole the jewelry and he hid in his home until he could safely get out of town.

From the explanation above kinds of sentence are divided in to four kinds, but the researcher limit the explanation only about complex sentence.

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<sup>25</sup> Marcella Frank, *Op. Cit.*, p. 223.

## 1) Complex Sentences

Complex sentence is a sentence with an independent clause at least one dependent clause (subordinating clause). Subordinate such as because, since after, although, who, when, etc.<sup>26</sup> Complex sentence is contains one or more dependent (or subordinate) clause. A dependent clause contains a full subject and predicate beginning with a word that attaches the clause to an independent clause (called the main clause).<sup>27</sup>

From definition complex sentence above the researcher concluded that complex sentence is contains one or more dependent clause that has full subject and predicate.

For example:

Nicky and Fitri went to the movies after they finished studying

Nicky and Fitri went to the movies as independent clause

After they finished studying as dependent Clause

## 2) Three ways in making complex sentence.<sup>28</sup>

### 1) Complex sentence with adverb clauses

Adverb clause here is giving information about time, reason, manner, etc.

Example:

- Time: The telephone rang **when we sat down to eat dinner**
- Reason: My boyfriend and I went to disco because he wanted to dance

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<sup>26</sup>Craig Shrives “ kinds of sentence”( <http://English, edu.org/609/01/>accessed at November 9,2013 retrived on 08:00 am)

<sup>27</sup>Marcella Frank. *Op. Cit.* p 1

<sup>28</sup> Craig Shrives “ kinds of sentence” ( <http://English, edu.org/609/01/>accessed at November 9,2013 retrived on 08:00 am)

- Manner: I followed the instructions exactly as they were written.

Used of punctuation for the complex sentence according to its clause. When the adverb clause put in the beginning of the sentence, so the clauses separated by comma. But if the adverb clause put in the last of the sentence the clause not separated.

Example:

- **Because Jill was studying for final exams**, she didn't answer her telephone all day.
- Jill didn't answer her telephone all day **because she was studying for final exams**.

**Exception:** While or whereas, both of them must use comma

Example:

- **One of my roommates studies day and night**, whereas the other two like to party.
- My sister is an excellent cook, **while I can't even fry an egg**.

## 2) Complex sentence with adjective clauses

Adjective clauses: describe information about noun or pronoun.

Example:

- **Students who have an average** do not have to take the final exam.
- **July 4 is the day when American** celebrates their independence from Great Britain.
- **Students who work more than twelve hours a week** should not take more than three classes.



- **Michael, who works twenty hours a week**, should not take more than three classes.

### 3) Complex sentence with noun clauses

Noun clauses: explain an information what someone thing or say. Noun clauses begin with one of these subordinating words: that, whether, if (informal), and question words such as who, which, what, where, when, why, how, how much, howoften, how soon, and so on

Example:

- Everyone knows **that global warming** is a serious problem
- World leaders have been meeting to discuss **what action governments** should take.

## B. Review of Related Findings

Related to this research, some researches had been done as below: First, Benny Hardy had done the research about “student ability in identifying independent clause and dependent clause in sentence” based on the research, he found that the students’ ability in identifying independent clause and dependent clause in sentence of grade XI MAS Pendidikan Islam in 2005/2006 academic year can be stated into poor ability.<sup>29</sup>

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<sup>29</sup>Benny Hardy. Student Ability In Identifying independent Clause and Dependent Clause in sentence ( Medan: UNIMET, 2006)

The last, Nina Andrianientitled<sup>30</sup> “A study on the grade VIII students’ ability in writing sentence at SMP Negeri 5 Padangsidimpuan academic year 2009-2010”. The concluding of this research is the ability of students in writing simple sentence of SMP Negeri 5 Padangsidimpuan is perfect and correct understanding because the mean score of there is 84,08 it means that they categorized into very good.

If the researcher mentioned above research about students’ ability in identifying independent clause and dependent clause, writing in simple sentence, here the writer combined the students’ ability in using relative clause in writing complex sentence At MTs N 1 GunungTulehPasaman Barat.

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<sup>30</sup>Nina Andriani. A study on the grade VIII Students Ability in Writing Sentence at SMP Negeri 5 Padangsidimpuan Academic Year 2009-2010 (Unpublished Script), (Padangsidimpuan: UMTS, 2009)

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Place and Time

This research was done at MTs N 1 Gunung Tuleh Pasaman barat. The location of the school at Baruh Gunung village in Gunung Tuleh sub district, west Sumatera. The research was done from February 2013 up to June 2014

#### B. Kinds of the Research

This research is a qualitative descriptive research. This research uses a content analysis method with kind is manifest coding. L.R. Gay and Peter Airasian state qualitative approach is based on the collection and analysis of nonnumeric data such as: observations, interviews, and other more discursive sources of information.<sup>1</sup>

Based on the method, this research used descriptive method. Descriptive research is involves collecting data in order to test hypotheses or to answer questions about the opinions of people about some topic or issue and descriptive research also called survey research.<sup>2</sup>

Based on the statements above, the researcher concluded that descriptive research means to analyze or make a sense perception (Descriptive) about situation or events. It is used to describe how the analysis of the students ability in

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<sup>1</sup>L.R Gay & Peter Airasian, *Educational Research: Competence for Analysis and Application* (USA: Prentice Hall, 2000), p.109

<sup>2</sup>*Ibid.* p.315.

using relative clause in complex sentence at MTsN 1 Gunung Tuleh Pasaman Barat.

### **C. Sources of the Data**

The source of data for this research consists of:

1. Primary Data, the data was collected from the students at grade VIII MTs N 1 Gunung Tuleh. The class VIII MTs N 1 Gunung Tuleh Pasaman Barat only has 2 classes, VIII A and VIII B. Actually the researcher took only one class because it was representative to take the result of the research. It was VIII B class consisted of 20 students. They were 10 male and 10 female. So, there were 20 students who answer the test
2. Secondary Data, the data was collected from the English teacher of grade VIII..

### **D. Instruments of the Research**

The key instrument of this research was the researcher himself. The researcher was taken the data by the students and the teacher to collect the valid data.

Based on the sources of data, for the primary data the researcher used the test as an instrument for collecting the data, although this research uses the qualitative research. L.R. Gay state: “Qualitative research sometimes combines qualitative (e.g. observation) and qualitative (e.g. test scores) data in studies, resulting in the need for statistical analysis”.<sup>3</sup>

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<sup>3</sup>*Ibid.* p. 109

Based on the statement above, the researcher chose the instrument of collecting data in this research. They were:

### 1. Interview

Interview is a purposeful interaction usually between two peoples, focused on one person to get information from the other person.<sup>4</sup> In this research, the researcher used structural interview. In structural interview the researcher has prepared the question an alternative of the answer that has been given to the respondent.<sup>5</sup> So, this interview is one of the techniques of collecting data by doing oral interview in individual meeting.

The researcher interviewed the students about their difficulties in using relative clause in writing complex sentence. Interview also had been given to the teacher to find out additional information about something that has relation with students' difficulties. Interview also had been given to the teacher to find out information about something that has relation with students' problems. The questions that had been given to the students were 8 items while the questions to the English teacher were 6 items. There are 20 students in this class. But, because of the limitation of the researcher on the time, the researcher took only eight teen (20) students. They were 10 male and 10 female.

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<sup>4</sup>Gay & Peter Air Asian, *Op. Cit.*, p.219.

<sup>5</sup>Amirul Hadi and Haryono, *Metodologi Penelitian*, (Bandung: Pustaka Setia, 1998), p.136

## 2. Test

Suharsimi Arikunto state that: “Test is the instrument which the instrument is arranged with especially because the test is used the measure of something important and certain”.<sup>6</sup>

The researcher used some tests to get information about the student ability in using relative clause in complex sentence. The researcher made 10 tests, and the score for each item were 10. It mean that the totally of score for this test was 100.

NO	Indicators	Items	Number of test	Score
1.	Students are able to use “Who” in complex sentence	2	1, 6	20
2.	Students are able to use “Which” in complex sentence	2	2, 7	20
3	Students are able to use “That” in complex sentence	2	3, 8	20
4	Students are able to use “Whom” in complex sentence	2	4, 9	20
5	Students are able to use “Whose” in complex sentence	2	5, 10	20
	Total	10	10	100

Based on above table, it can be known that there are 10 question as instrument of the research, the score of a question is 10 thus  $10 \times 10$  is 100, it means that the score of all the question, further, if a students can answer all of the question she/he will get 100 as the highest score.

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<sup>6</sup>Suharsimi Arikunto, *Manajemen Penelitian*,(Jakarta: PT. Rineka Cipta,2003),p.223

### 3. Observation

To complete the data of research, researcher took an observation. According to Margono “Observation was monitoring and record-keeping as indication of research object systematically.”<sup>7</sup> Next Abdurrahman Fathoni that “ Observasi adalah teknik pengumpulan data yang dilakukan melalui suatu pengamatan dengan disertai pencatatan-pencatatan terhadap keadaan atau prilaku objek sasaran,”<sup>8</sup> (Observation is a technique of collecting data which is done through an observation and take a note about a condition or the aim of the object behavior). Observation is about all in MTs N 1 Gunung Tuleh Pasaman Barat which had a relationship to the process of increasing students’ability on using relative clause in writing complex sentence include the teaching process in the VIII MTsN Gunung Tuleh.

#### **E. The Techniques of Data analysis:**

After collected the data, the researcher had analyzed the data by used some steps, they were:

1. Editing of data, it was done to arrange the data become a structured sentence systematically.
2. Reduction of the data, it was done to seek the uncompleted data and put a side data unnecessary.

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<sup>7</sup>Margono, *Metode Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2005), p.158

<sup>8</sup> Abdurrahman Fathoni, *Metode Penelitian Dan Teknik Penyusunan Skripsi*, ( Jakarta: Rineka Cipta, 2006),p. 104

3. Tabulation of the data, it was done to account and give the scores to respondents answer through test and take on the table that consist alternative answers, frequency and percentage. To obtain the percentage of the answer subjects and take on the table by using the formula:

$$M = \frac{\sum x}{N}$$

Explanation:

M = Mean Score (Average)

N = Sum of the Respondents

$\sum x$  = total of the result<sup>9</sup>

4. Description of the data, it is done to describe or interpret the data that have been collected systematically.
5. Take conclusion, it was done to conclude the discussion solidly and briefly.

## **F. The Technique of Data Trustworthiness**

Trustworthiness in qualitative research is very important because checking to the trustworthiness of the data is used to contradict the assumption of qualitative research is not scientific. To reduce the bias of the data, and to improve the validity of the data collected, there are nine techniques to determine the data trustworthiness stated by lexy J. Moleong as:

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<sup>9</sup>Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 1991), p. 40.



1. The extension of participation is the extension not only done at the short time, but need the long time.
2. The application of researcher is the researcher must do the research with careful, detail and continuous to the object of the research.
3. Triangulation is the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data.
4. Checking with friends through discussion is done with expos the interim result or the final result that gotten in discussion with friends.
5. Analyze the negative casus is the research collects the example and in appropriate cause with the model and the inclination of information that have collected a used as a substance of comparison.
6. The adequate and referential are the tools of them, which using the free time to compare the result of the research with critics are collected.
7. Checking the number is the most important in checking the credibility.
8. The detail description is a technique to demand the researcher to report the result his/ her research, so description is done carefully and accurately to draw the context of the research.
9. Auditing is used to check the truth and certainly of data, this point is done well to the process or result and extend.<sup>10</sup>

There are many techniques to determine the data trustworthiness but the researcher only used triangulation stated by Lexy J. Moleong, “triangulation is the

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<sup>10</sup>Lexy J. Moleong. Metodologi penelitian kualitatif ( Bandung: Remaja Rosdakarya, 1999) p. 175-183

technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data”.<sup>11</sup> Triangulation is used to check the trustworthiness data with compare the result of observation, interview and the result test.

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<sup>11</sup>Lexy J. Moleong. *Op. Cit.*, p. 175-183.

## CHAPTER IV

### THE RESULT OF RESEARCH

#### A. Findings

##### 1. General Finding

This research was conducted at MTs N 1 Gunung Tuleh Pasaman barat. The location of the school at Baruh Gunung village in Gunung Tuleh sub district, west Sumatera.. Based on the observation, the location of this MTs N 1 Gunung tuleh is very strategic because the school stood in the center of society so other society gets easy to reach it MTs N 1 Gunung Tuleh Pasaman barat 20 teachers. There are 2 English teachers. The level education of teacher in MTs N 1 Gunung Tuleh Pasaman barat average strata I (S1), MTs N 1 Gunung Tuleh Pasaman barat 103 students, 49 students were boys and 54 students were girls.<sup>1</sup>

Their lessons were: English, Fiqih, Ilmu Pendidikan Sosial, Keterampilan, Agama, Mathematics, Al-Qur'an Hadits, Ilmu Pendidikan Alam, Pengembangan Diri, Akidah Akhlak, Seni Budaya, Bahasa Indonesia, Teknologi Informasi dan Komunikasi, Pendidikan Jasmani, Pendidikan H.

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<sup>1</sup> Ikhwandi, S.Ag, Headmaster of MTs N 1 Gunung Tuleh, *Private Interview*, At 19<sup>th</sup> April 2014.

Pancasila dan Kewarganegaraan, Bahasa Arab, and Sejarah Kebudayaan Islam.<sup>2</sup>

MTs N 1 Gunung Tuleh Pasaman barat has 6 classrooms. The grade VII has two rooms and the grade VIII was two rooms and the IX grade two rooms. There are some facilities in this school, such as:<sup>3</sup>

Table 1. Facilities and Infrastructure in MTs N 1 Gunung Tuleh Pasaman barat.<sup>4</sup>

No	The Name of the Unit	Total
1.	Classroom	8
2.	Library room	1
3.	Headmaster room	1
4.	Teacher room	1
5.	Sport Facilities	3
6.	Bath rooms	2
7.	Laboratory	1

Table 2 Description of Teachers' Data in MTs N 1 Gunung Tuleh Pasaman barat.<sup>5</sup>

No	Name	No	Name
1	H.Ikhwandi, S.Ag	11	Harisman, S.Ag
2	Ridwan Efendi	12	Misrupita,S.PdI

<sup>2</sup> The Result of Observation about Location and Circumstances Equipment in MTs N 1 Gunung Tuleh Pasaman Barat

<sup>3</sup>H. Ikhwandi, S.A Op Cit, At 19<sup>th</sup> April 2014.

<sup>4</sup> Ridwan Efendi, Kaur TU of MTs N 1 Gunung Tuleh, *Private Interview*, At 19<sup>th</sup> April 2014.

<sup>5</sup> Ridwan Efendi, *Ibid*.

3	Mahyuddin, S.PdI	13	Irna Feronika, S.Pd
4	Yulfijan, S.Pd	14	Neni Lubis, S.PdI
5	Dewi Harlisna, S.Pd	15	Sunarti
6	Hijriah, S.Pd	16	Ernita
7	Jonaidi, S.Pd	17	Abil Walid
8	Muhardi	18	Muhammad Syarif, S.Pd
9	Dra. Wirdah	19	Fauzia Ning Tyas
10	Drs. Azhar	20	Anni Mardiah, S.PdI

Table 3 Description of Students' data in MTs N 1 Gunung Tuleh Pasaman barat

NO	Class	Student		
		LK	PR	Total
1.	I	17	19	36
2.	II	16	23	39
3.	III	16	12	28
Total		49	54	103

## 2. Specific Findings

### a. The Student's ability in using relative clause in writing complex sentence at grade VIII MTs N 1 Gunung Tuleh Pasaman Barat.

As stated at the previous chapter that the instrument of this research were test, interview, and observation. In this case the researcher described the students' ability in using relative clause in writing complex

sentence at grade VIII MTs N 1 Gunung Tuleh Pasaman Barat by combine the three of instruments mentioned above. Here the researcher described as follow:

The researcher has analysis the test of the students and the result was found by researcher categorized enough (44, 4 %). The students in answer the test that has given by researcher showed that between 1 until 10 items, more students just answer 5 questions with right answer. It was in items number three and four in using relative clause “That” and “Whom”. It happened because the students have difficulties in using relative clause in writing complex sentence. The difficulties were lack of vocabulary and grammar. It approached with result of interview with Mona Elisa. She said that *“when studying complex sentence specially used relative clause she found many difficulties like vocabulary and grammar.”*<sup>6</sup> So, the test result of Mona Lisa showed it from her right answer only six items from 10 items that was given. It showed her ability in using relative clause in writing complex sentence was enough. It means that Mona Lisa cannot differ using “whom “and “whose”. And also confuse in using “Whom” and “Whose”. It compare with the researchers’ observation that the learning book less of example of using relative clause. Based on the result was found from the respondents, it can be seen that the score of

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<sup>6</sup> Mona Elisa, Students of MTs N 1 Gunung Tuleh Pasaman Barat, *Interview*, At 30<sup>th</sup> April 2014.

respondents between 10 up to 70. It means that the high score is 70 and the lowest score is 10. The description data of the students at grade VII in MTs 1 Gunung Tuleh Pasaman Barat in using relative clause in writing complex sentence. After the researcher given the test to the students, the researcher known how the students ability in using relative clause in writing complex sentence, almost students difficult in number ten it was made the sentence with “whose”. Putra Santoso also said that study about complex sentence especially use relative clause.is difficult, like grammar and knowledge to understand how to make relative clause to write in complex sentence.<sup>7</sup> The result test Putra Santoso from ten questions, the true of answer from ten questions was five questions and the wrong answer was five questions. Based on the result of observation had done by the researcher , when the researcher gave them the test in using relative clause in writing complex sentence. He didn’t know to use relative clause.

From the test the researcher describe the student’s ability in using relative clause in writing complex sentence, for number 1 right answer only 11 students (61%) and the wrong answer 7 students (39%), for test number 1, the students was chosen the right answer with used relative clause and the researcher known the ability students in using relative clause for number 1 was categorized into enough category. Then the

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<sup>7</sup>Putra Santoso, Students of MTs N 1 Gunung Tuleh Pasaman Barat, *Interview*, At 30<sup>th</sup> April 2014.

students say used relative clause in writing complex sentence is difficult. Anita said that she difficult in learning in using relative clause in sentence because she confused in determine subject to finite and still lack of ability in chosen relative clause in the sentence.<sup>8</sup> and many of students don't know about complex sentence because they don't have the English book it can see from the circumstances of the equipment and facilities in MTs N 1 Gunung Tuleh Pasaman barat were not enough because this school has only small library that made the library look oppressive with full of cupboard unneeded there. All of books were not consecutively arranged there. The library only consisted of one type of books. It was learning books like mathematics, physics, geography, English books.

Based on the result of observation had done by the researcher , when the researcher gave them the test in using relative clause in writing complex sentence. Many students didn't know the meaning of the sentences. Event though the researcher gave a change for them opened the dictionary. The last, most of them imitated their friend answer sheet. Then, Bay Haqki said that study in using relative clause in writing complex sentences were difficult, because he did not have knowledge about relative clause and complex sentence, and vocabulary<sup>9</sup>. From the interview

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<sup>8</sup> Anita, student of MTs N 1 Gunung Tuleh Pasaman Barat, Interview, At 30th April 2014

<sup>9</sup> Bay Haqki, Students of MTs N 1 Gunung Tuleh Pasaman Barat, Interview, At 30th April 2014.



vocabulary important to writing in the sentence because vocabulary and grammar was part of writing.

Even students who did not focus and noise so that the activities have not conducive to teaching and learning, students also have less active to responded to the questions on the catapult by teachers, textbooks in used have not relevant with the existing curriculum, plus the availability of books again there had only one of the books for two students.<sup>10</sup>

According to the classification above, it can be seen that:

1. There were 4 students that can be categorized in to very high category. It means that there are 20% of the students can be classified to the very high category.
2. There were 7 students that can be categorized in to high category. It means that there are 35% of the students can be classified to the high category.
3. There were 4 students that can be categorized in to enough. It means that there are 20% of the students can be classified to the enough category.
4. There were 5 student that can be categorized in to low. It means that there are 25% of the student can be classified to the low category.
5. No one of the student that can be categorized in to very low category.

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<sup>10</sup> The Result of Observation in MTsN 1 Gunung Tuleh Pasaman Barat , 30 April 2014

**b. The Students' Difficulties in Using Relative Clause in Writing Complex Sentence**

Based on the description of the students' ability in using relative clause in writing complex sentence above, the researcher can conclude that student difficulties in using relative clause in writing complex sentence were:

1. The students lack of vocabulary, so the students were difficult in arrange complex sentence. It can be seen from the result of the test in items number 5 until 10 almost all the students used same vocabulary. It means they were cheating each other.
2. The students lack the grammar, they were difficult in differ between using of relative clause for person as a subject, object and possessive, and relative clause for things as subject, object, and possessive. It can be seen from the result of the test in items number 5 until 10 all of students same the answer.
3. In writing complex sentence they do not know how to form complex sentence. It approach with result of test in 5 until 10 they only make simple sentence.
4. In using relative in writing complex sentence they cannot differentiate between using Who, Which, That, Whom, and Whose. It can be seen from the students' score.

5. The students difficulties in determine relative clause specially in writing complex sentence, In determine to be students must able to use about relative clause. “the students felt difficult in determine the relative clause in complex sentence. So they felt difficult when they were been used to make complex sentence. So, in doing the test of them made wrong answer.

The result of the interview to students, there were some difficulties that usually faced by students when using relative clause in writing complex sentence. According to, Mila Sari said that use relative clause in complex sentence sentences very difficult, like vocabulary and grammar, because she could not distinguish relative clause in complex sentence.<sup>11</sup>Then, Bay Haqki said that study in using relative clause in writing complex sentences were difficult, because he did not have knowledge about relative clause and complex sentence, and vocabulary.<sup>12</sup>Further, Siti Khotimah said that in using relative clause in writing complex sentences were difficult, because she could not distinguish clause relative and complex sentence, like wrote the complex sentence with use relative clause as the conjunction.<sup>13</sup>Next Karim, he also

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<sup>11</sup> Mila Sari, Students of MTs N 1 Gunung Tuleh Pasaman Barat, Interview, At 30th April 2014.

<sup>12</sup>Bay Haqki, Students of MTs N 1 Gunung Tuleh Pasaman Barat, Interview, At 30th April 2014.

<sup>13</sup> Siti Khotimah, Students of MTs N 1 Gunung Tuleh Pasaman Barat, Interview, At 30th April 2014.

feel difficult in using relative clause in writing complex sentence because he always forgot the formula.<sup>14</sup>

Then, Melsa that he has few ability in using relative clause especially in complex sentence because he was needed many vocabularies, evendo like that he has efforts to added vocabulary likes; open the book and watched TV in program English language.<sup>15</sup> Further Anggi Kurnia said that she felt difficult in using relative clause in writing complex sentence because there were elements of relative clause made her wrong in using.<sup>16</sup> Rahmadsyah said that he felt difficult in learning in using relative clause in writing complex sentence because he was lazy to study.<sup>17</sup> Mutmainnah said that she has difficulty associating the right relative clause with the right meaning or the right situation.<sup>18</sup> Anita said that she felt difficult in learning in using relative clause in sentence because she confused in deteremine subject to finite and still lack of ability in choosing relative clause in the function.<sup>19</sup> Then, Hanisa said that she felt difficult in learning using relative clause in sentence especially in complex sentence because she not able to relative clause correctly, and many of us didn't

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<sup>14</sup> karim, Students of MTs N 1 Gunung Tuleh Pasaman Barat, Interview, At 30th April 2014.

<sup>15</sup> Melsa, Students of MTs N 1 Gunung Tuleh Pasaman Barat, Interview, At 30th April 2014.

<sup>16</sup> Anggi Kurnia student of MTs N 1 Gunung Tuleh Pasaman Barat, Interview, At 30th April 2014

<sup>17</sup> Rahmadsyah, student of MTs N 1 Gunung Tuleh Pasaman Barat, Interview, At 30th April 2014

<sup>18</sup> Mutmainnah. student of MTs N 1 Gunung Tuleh Pasaman Barat, Interview, At 30th April 2014

<sup>19</sup> Anita, student of MTs N 1 Gunung Tuleh Pasaman Barat, Interview, At 30th April 2014

know the usage of relative clause.<sup>20</sup> Hilda Melati, she also felt difficult in using relative clause especially whose, because she don't understood how used whose in the sentence.

After knowing the students' difficulties directly from them, the researcher needed to find the related information for the English teacher. According to Miss Erna Ekawati, that there were some students got difficult in using relative clause in writing complex sentence. Students did not have known about relative clause and students did not made the sentence using relative clause especially in writing complex sentence because the students never study about relative clause and complex sentence.<sup>21</sup>

So, student's difficulties in in using relative clause in writing complex sentence are as follows: *First*, the students were poor vocabulary. When asked for mention example about relative clause and complex sentence. *The Second*, students were lack of mastering grammar. It makes the students difficult to in using relative clause in writing complex sentence. *Third*, the student's lack of the knowledge to understand in using relative clause in writing complex sentence, it caused by their difficulties in understanding about addition of *relative clause* in the complex sentence.

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<sup>20</sup>Hanisa student of MTs N 1 Gunung Tuleh Pasaman Barat, Interview, At 30th April 2014

<sup>21</sup>Erna Ekawati, Teacher of MTs N 1 Gunung Tuleh Pasaman Barat, Interview, At 30th April 2014..012.

**c. The Teacher's Efforts to Overcome Students' Difficulties in using relative clause in writing complex sentence.**

Based on the result of the interview toward English teacher, to anticipate the difficulties of the students in using relative clause in writing complex sentence were the English teacher found and other examples in the word in environment. To overcome students' difficulties in vocabularies, the English teacher asked the students to master to vocabularies by memorizing. Before learning English, the teacher gives ten vocabularies to students by memorizing. After students memorize it, students present it in front of class. To overcome students difficulties of grammar, the English teacher remind and review grammar to them.

While, to overcome students' difficulties in lack of the knowledge to understanding how to use relative clause in writing complex sentences, the teacher asked and gave exercises about relative clause and complex sentence and made the sentence with use relative clause as specially in writing complex sentence. Then, the teacher gave the explanation many times about them so the students understood truly. The English teacher often motivates the students to improve their spirit in learning.<sup>22</sup>

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<sup>22</sup>*Ibid.*,

So, from explanation above that the English teacher to overcome students' difficulties in using relative clause in writing complex sentence with gives explanation, exercise and motivated.

## **B. Discussion**

After analyzing the collecting data, it was gotten that the students' ability in using relative clause in writing complex sentence can be categorized in to enough categories. It can be known from the calculating score (Appendix IV) that the students' ability in using relative clause in writing complex sentence at grade VIII MTs N Gunung Tuleh Pasaman Barat was 44.4% can be categorized into enough category. While according to research done by Benny Hardy had done the research about "student ability in identifying independent clause and dependent clause in sentence" based on the research, he found that the students' ability in identifying independent clause and dependent clause in sentence of grade XI MAS Pendidikan Islam in 2005/2006 academic year can be stated into poor ability.

While, according to research done by Nina Andriani entitled<sup>23</sup> "A study on the grade VIII students' ability in writing sentence at SMP Negeri 5 Padangsidempuan academic year 2009-2010". The concluding of this research is the ability of students in writing simple sentence of SMP Negeri 5

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<sup>23</sup> Nina Andriani. A study on the grade VIII Students Ability in Writing Sentence at SMP Negeri 5 Padangsidempuan Academic Year 2009-2010 (Unpublished Script), (Padangsidempuan: UMTS, 2009)

Padangsidimpuan is perfect and correct understanding because the mean score of there is 84,08 it means that they categorized into very good.

There are some difficulties that faced by students when they use relative clause in writing complex sentence, there were vocabulary, grammar and understand how to use relative clause in writing complex sentences. It can be seen from the students' score. Almost all of student got low score. In addition, based on interview with English teacher, the writer has found the same answer. The students faced difficulties in using relative clause in writing complex sentence because they are were lack of mastering poor vocabulary, grammar and understand how to use relative clause in writing sentence.

From the explain above that the students' ability in using relative clause in writing complex sentence if connected with result of the research formerly can be categorized in to enough categories. Because, the result found 44 nearly with result formerly.

Based on the detail description is a technique to demand the researcher to the result his/her research, so description did carefully and accurately to draw the context of the research. test, students' interview and teacher interview that students did not know about relative clause and complex sentence. Then students did not have vocabulary and students did not know to using relative clause in writing complex sentence. It's all known from result of students' test, students' interview and teacher interview. So, the data obtained are true according to the detail description is a technique to demand the researcher to the result his/her



research, so description did carefully and accurately to draw the context of the research the results for the three sources say the same thing about the student's ability in using relative clause in writing complex sentences.

Based on the triangulation of students' test, students' interview and teacher interview that students difficulties in using relative clause in writing complex sentence, they were poor vocabulary, lack of mastering grammar, and lack of the knowledge to understand how to use relative clause in writing complex sentence.. It's all known from result of students' test were enough category, students' interview and teacher interview. So, the data obtained are true according to triangulate the results for the three sources say the same thing about the student's ability in using relative clause in writing complex sentence.

### **C. The Threats of the Research**

In this research, the researcher believed that there were many threats of the researcher. It started from the titled until the techniques of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the test, there were the threats of time, because the students had activities. Besides, the time which was given to the students was not enough. And also the students did not do the test seriously. So, the researcher took the sets answers directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult because there were the threats the writer. The researcher has searched this research only. Finally this

has been done because the helping from the entire advisors, headmaster and English teachers.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusions**

Based on the result of observation, interview and test had been done by the researcher about the students' ability in using relative clause in writing complex sentence at MTs N 1 Gunung Tuleh Pasaman Barat, the researcher took the conclusion as follows:

1. The students' ability in using relative clause in writing complex sentence at grade VIII MTs N 1 Gunung Tuleh Pasaman Barat can be categorized into enough categories, because the mean score is 44.4%.
2. There were some difficulties that were faced by students when using relative clause in writing complex sentence, they were vocabulary, grammar and understanding how to use relative clause in complex sentences.
3. The efforts by the English teacher to overcome the students' difficulties using relative clause in writing complex sentence were the English teacher gives ten vocabularies every learning English. The English teacher reminds and reviews grammar to them. Teachers ask and give exercises, explanations and often give motivation.

## **B. Suggestions**

Based on the conclusion and the implication of the research that have mentioned previously, the writer would like to give some suggestions to people who gets benefits from this research.

1. To the students of MTs N 1 Gunung Tuleh Pasaman Barat should do practice in mention relative clause and complex sentence, and using relative clause in writing complex sentence.
2. To the teacher, especially English teachers of MTs 1 Gunung Tuleh Pasaman Barat are hoped to develop the students' ability in using relative clause in writing complex sentence
3. To the headmaster of MTs 1 Gunung Tuleh Pasaman Barat should active to look his student's ability and always to motivate the English teacher to increase her ability in teaching English.
4. To the readers, as a motivation to do better research and to improve the readers' abilities in English.

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