



**THE STUDENTS' MISTAKES IN RELATIVE
PRONOUNS AT GRADE XI MAS SUBULLUSSALAM
KOTA PINANG**

A THESIS

*Submitted to State College For Islamic Studies (STAIN)
Padangsidempuan as a Partial Fulfillment of Requirement
for Degree of Islamic Educational Scholar (S.Pd.I) in
English Program*

Written by:

SOFIANI
Reg. No. 07 340 0132

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2013



**THE STUDENTS' MISTAKES IN RELATIVE
PRONOUNS AT GRADE XI MAS SUBULLUSSALAM
KOTA PINANG**

A THESIS

*Submitted to State College For Islamic Studies
STAIN Padangsidimpuan as a Partial Fulfillment of Requirement
for Degree of Islamic Educational Scholar (S.Pd.I)
in English Program*

Written by:

SOFIANI
Reg. No. 07 340 0132



ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
STAIN PADANGSIDIMPUAN
2013



**THE STUDENTS' MISTAKES IN RELATIVE
PRONOUNS AT GRADE XI MAS SUBULLUSSALAM
KOTA PINANG**

A THESIS

*Submitted to State College For Islamic Studies
STAIN Padangsidempuan as a Partial Fulfillment of Requirement
for Degree of Islamic Educational Scholar (S.Pd.I)
in English Program*

Written by:

S O F I A N I
Reg. No. 07 340 0132

ADVISOR I

Dr. Mahmuddin Siregar, M.A
NIP. 19530104 198203 1 003

ADVISOR II

Yusni Sinaga, S.Pd, M.Hum
NIP. 19700715 200501 2 010

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
STAIN PADANGSIDIMPUAN
2013**

Hal : Skripsi a.n
Sofiani
Lamp. : 5 (lima) Eksamplar

Padangsidempuan, 03 Juni 2013
Kepada Yth.
Bapak Ketua Sekolah Tinggi
Agama Islam Negeri
Padangsidempuan
di-

Padangsidempuan

Assalamu 'alaikum wr. wb.

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n Sofiani yang berjudul "The Students' Mistakes in Relative Pronoun at Grade XI MAS Subulussalam Kota Pinang", maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan memenuhi syarat-syarat guna mencapai gelar Sarjana dalam Ilmu Tarbiyah/ Tadris Bahasa Inggris pada STAIN Padangsidempuan.

Untuk itu dalam waktu yang tidak berapa lama kami harapkan saudari tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang Munaqasyah.

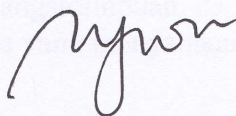
Wassalamu 'alaikum wr. wb.

PEMBIMBING I



Dr. MAHMUDDIN SIREGAR, M.A
Nip. 19530104 198203 1 003

PEMBIMBING II



YUSNI SINAGA, S.Pd, Hum
NIP. 19700715 200501 2 010

SURAT PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama : **SOFIANI**
Nim : **07 340 0132**
Jurusan/Prodi. : **Tarbiyah / Tadris Bahasa Inggris**
Judul Skripsi : **THE STUDENTS' MISTAKES IN RELATIVE PRONOUNS AT GRADE XI MAS SUBULUSSALAM KOTA PINANG**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini adalah benar-benar merupakan hasil karya sendiri, kecuali berupa kutipan-kutipan dari buku-buku bahan bacaan dan hasil observasi.

Seiring dengan hal tersebut, bila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini merupakan hasil jiplakan atau sepenuhnya ditilis pada pihak lain, maka Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidempuan dapat menarik keserjanaan dan ijazah yang telah saya terima.

Padangsidempuan, 03 Juni 2013

Saya yang menyatakan



SOFIANI
NIM. 07 340 0132

DECLARATION OF SELF THESIS COMPLETION

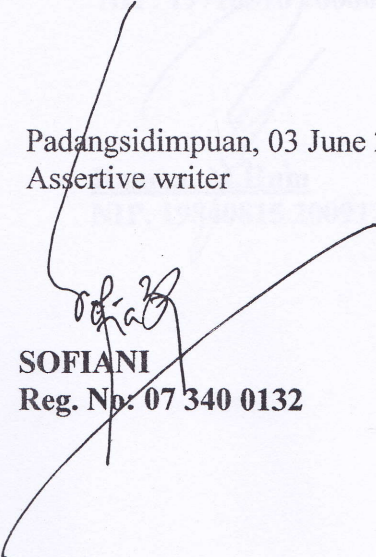
I myself:

Name : **SOFIANI**
Number of Registration : 07 340 0132
Department/ Study Program : Tarbiyah/ English Education
Thesis : **THE STUDENTS' MISTAKES IN RELATIVE
PRONOUNS AT GRADE XI MAS
SUBULUSSALAM KOTA PINANG**

Had written this thesis with consultative aids of advisors, devoiding of plagiary and others' un-registered advice based on Students' Code case 14 verses 2.

This statement is accomplished fully responsibility. The writer will receive every chastisement if there is inaccurate on this statement as sentenced in Students' Code case 19 verses 4 including taking off the academic degree un-respectfully based on the official authorized norms.

Padangsidempuan, 03 June 2013
Assertive writer



SOFIANI
Reg. No: 07 340 0132

**DEWAN PENGUJI
SIDANG MUNAQASYAH SKRIPSI**

Nama : SOFIANI
NIM : 07 340 0132
**Judul : THE STUDENTS' MISTAKES IN RELATIVE PRONOUNS AT
GRADE XI MAS SUBULUSSALAM KOTA PINANG**

Ketua,


Dr. Erawadi, M.Ag
NIP. 19720326 199803 1 002

Sekretaris,

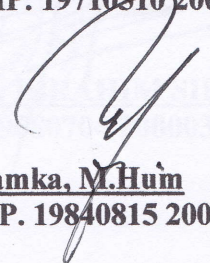

Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Anggota


1. Dr. Erawadi, M.Ag
NIP. 19720326 199803 1 002


2. Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001


3. Eka Susti Harida, M.Pd
NIP.1975 0917 200312 2 002


4. Hamka, M.Hum
NIP. 19840815 200912 1 005

Pelaksanaan Sidang Munaqosyah
Di : Padangsidimpuan
Tanggal : 03Juni 2013
Pukul : 09.00 s/d 11.00 WIB
Hasil/ Nilai : C/67,50
Predikat : Baik



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN**

PENGESAHAN

Judul Skripsi : **THE STUDENTS' MISTAKES IN RELATIVE
PRONOUNS AT GRADE XI MAS SUBULUSSALAM
KOTA PINANG**

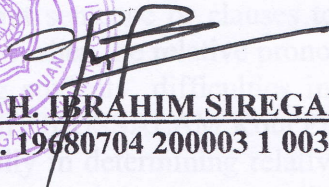
Ditulis Oleh : **SOFIANI**

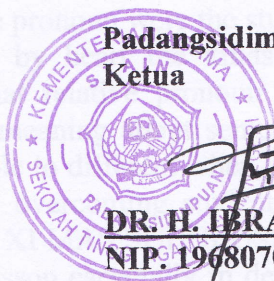
Nim : **07 340 0132**

Telah dapat diterima untuk memenuhi salah satu tugas
dan syarat-syarat dalam memperoleh gelar
Sarjana Pendidikan Islam (S.Pd.I)

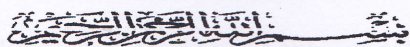
Padangsidimpuan, 03 Juni 2013

Ketua


DR. H. IBRAHIM SIREGAR, MCL
NIP. 19680704 200003 1 003



ACKNOWLEDGEMENT



Firstly, the researcher would like to convey his grateful to Allah SWT, the most Creator and Merciful that has given her health, time and chance for finishing this thesis on titled “The Students’ Mistakes In Relative Pronouns at Grade XI MAS Subulussalam Kota Pinang”. This thesis is written in order to fulfill one on the requirements for being Sarjana Pendidikan Islam in English Department at the Tarbiyah Faculty of State College for Islamic Studies (STAIN) Padangsidempuan.

The research has received suggestion, guidance and encouragement from many people during writing this thesis. The researcher is also assisted by some people and institution. Therefore, in this opportunity the researcher would like to express his gratitude to the following people:

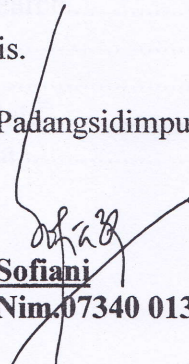
1. Special thanks are due to Mr. Dr. Mahmuddin Siregar, M.A, as my advisor I and Mrs. Yusni Sinaga, S.Pd, M. Hum, as advisor II who had given the guidance and the motivation to the researcher in writing this thesis.
2. Special thanks are to the Leader of STAIN Padangsidempuan Dr. H. Ibrahim Siregar MCL, the Deputy Leader I, II and III, the Chief of English Section, and all for the civitas academic of STAIN Padangsidempuan, who had helped me in writing this thesis and also in this studying.
3. Thank are due to all the lecturers who given me their valuable thoughts in teaching English to during my academic years at STAIN Padangsidempuan.

4. Thank are to all the Examiners, Dr. Erawadi, M.Ag., Rayendriani Fahmei Lubis, M.Ag., Eka Sustris Harida, M.Pd., and Hamka, S.Pd., M.Hum who given me their valuable thoughts and advice in completing my thesis.
5. Thanks are due Mrs. Zainun, S.Pd., as the Headmaster of MAS Subulussalam Kota Pinang who had helped me to complete this research as well as her students for their helping has given to me.
6. Thanks are due to her special brothers and sisters in Islamic Association of University Students (Himpunan Mahasiswa Islam) who had given understanding, support, inspiration, motivation, constantly love to me.
7. Thanks are due to all of her friends who had helped the me in writing this thesis.

Very special and sincerest thanks to my beloved parent, Warno and Mariati, my sister Susiani and Ardiyanti Lestari and my brother Bambang Hermanto and Yudiman Prasetyo. Thank for everything given during me Academic year at STAIN Padangsidimpuan, and their never ending pray and as spritual support for me to finish this study, without them the researcher could not finish this all.

This thesis is still so far from being perfect based on weakness of the researcher. Therefore, the researcher expects the constructive criticism and suggestions from the readers to improve this thesis.

Padangsidimpuan, 03 June 2013


Sofiani
Nim.07340 0132



**THE STUDENTS' MISTAKES
IN RELATIVE PRONOUNS
AT GRADE XI MAS SUBULLUSSALAM KOTA PINANG**

A THESIS

*Submitted to State College For Islamic Studies (STAIN)
Padangsidempuan as a Partial Fulfillment of Requirement
for Degree of Islamic Educational Scholar (S.Pd.I in
English Program*

Written by:

S O F I A N I
Reg. No. 07 340 0132

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2013**



**THE STUDENTS' MISTAKES
IN RELATIVE PRONOUNS
AT GRADE XI MAS SUBULLUSSALAM KOTA PINANG**

A THESIS

*Submitted to State College For Islamic Studies (STAIN)
Padangsidempuan as a Partial Fulfillment of Requirement
for Degree of Islamic Educational Scholar (S.Pd.I in
English Program*

Written by:

SOFIANI
Reg. No. 07 340 0132

ADVISOR I

ADVISOR II

Dr. MAHMUDDIN SIREGAR, M.A
NIP. 19530104 198203 1 003

YUSNI SINAGA, S.Pd, M.Hum
NIP. 19700715 200501 2 010

Hal : Skripsi a.n
Sofiani
Lamp. : 5 (lima) Eksamplar

Padangsidempuan, April 2013
Kepada Yth.
Bapak Ketua Sekolah Tinggi Agama
Islam Negeri Padangsidempuan
di-

Padangsidempuan

Assalamu 'alaikum wr. wb.

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n Sofiani yang berjudul "The Students' Mistakes in Relative Pronoun at Grade XI MAS Subulussalam Kota Pinang", maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan memenuhi syarat-syarat guna mencapai gelar Sarjana dalam Ilmu Tarbiyah/ Tadris Bahasa Inggris pada STAIN Padangsidempuan.

Untuk itu dalam waktu yang tidak berapa lama kami harapkan saudari tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang Munaqasyah.

Wassalamu 'alaikum wr. wb.

PEMBIMBING I

PEMBIMBING II

Dr. MAHMUDDIN SIREGAR, M.A
Nip. 19530104 198203 1 003

YUSNI SINAGA, S.Pd, Hum
NIP. 19700715 200501 2 010

SURAT PERNYATAAN MENYUSUN SKRIPSI SENDIRI

Saya yang bertanda tangan di bawah ini:

Nama : **SOFIANI**

NIM : 07. 340 0132

Sem/Prog. Studi : Tarbiyah / Tadris Bahasa Inggris

Judul Skripsi : “The Students’ Mistakes in Relative Pronoun at Grade XI MAS Subulussalam Kota Pinang”

Dengan ini menyatakan menyusun skripsi sendiri tanpa meminta bantuan tidak sah dari pihak lain, kecuali arahan tim pembimbing, dan tidak melakukan plagiasi sesuai dengan kode etik mahasiswa pasal 14 ayat 2.

Pernyataan ini saya buat dengan sesungguhnya dan apabila di kemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini, maka saya bersedia menerima sanksi sebagaimana tercantum dalam pasal 19 ayat 4 tentang Kode Etik Mahasiswa yaitu pencabutan gelar akademik dengan tidak hormat dan sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

Padangsidempuan, 03 Juni 2013
Saya yang menyatakan

SOFIANI
NIM. 07. 340 0132

**DEWAN PENGUJI
SIDANG MUNAQASYAH SKRIPSI**

Name : SOFIANI
NIM : 07 340 0132
**Judul : THE STUDENTS' MISTAKES IN RELATIVE PRONOUNS AT GRADE
XI MAS SUBULUSSALAM KOTA PINANG**

Ketua,

Sekretaris,

Dr. Erawadi, M.Ag
NIP. 19500824 197803 1001

Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Anggota

1. Dr. Erawadi, M.Ag
NIP. 19500824 197803 100

2. Rayendriani Fahmei, M.Ag
NIP. 19710510 200003 2 001

3. Eka Sustri Harida, M.Pd
NIP.19570719 199303 1 001

4. Hamka, M.Hum
NIP. 19700715 200501 2 010

Pelaksanaan Sidang Munaqosyah

Di : Padangsidempuan

Tanggal : 03 Juni 2013

Pukul : 09.00 s/d 11.00 WIB

Hasil/ Nilai : C/71,25

Predikat : Cukup baik/Baik/Amat Baik/Cum Laude*

*Coret yang tidak perlu



**DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN**

PENGESAHAN

Skripsi berjudul : THE STUDENTS' MISTAKES IN RELATIVE PRONOUNS AT GRADE
XI MAS SUBULUSSALAM KOTA PINANG

Ditulis oleh : SOFIANI
NIM : 07 340 0132

Telah dapat diterima sebagai salah satu syarat memperoleh gelar
Sarjana Pendidikan Islam

Padangsidempuan, Mei 2013

Ketua/Ketua Senat

Dr. H. IBRAHIM SIREGAR, MCL
NIP. 19680704 200003 1 003

ACKNOWLEDGEMENT



Firstly, the researcher would like to convey his grateful to Allah SWT, the most Creator and Merciful that has given her health, time and chance for finishing this thesis on titled ‘‘The Students’ Mistakes In Relative Pronouns at Grade XI MAS Subulussalam Kota Pinang’’. This thesis is written in order to fulfill one on the requirements for being Sarjana Pendidikan Islam in English Department at the Tarbiyah Faculty of State College for Islamic Studies (STAIN) Padangsidempuan.

The research has received suggestion, guidance and encouragement from many people during writing this thesis. The researcher is also assisted by some people and institution. Therefore, in this opportunity the researcher would like to express his gratitude to the following people:

1. Special thanks are due to Mr. Dr. Mahmuddin Siregar, M.A, as my advisor I and Mrs. Yusni Sinaga, S.Pd, M. Hum, as advisor II who had given the guidance and the motivation to the researcher in writing this thesis.
2. Special thanks are to the Leader of STAIN Padangsidempuan Dr. H. Ibrahim Siregar MCL, the Deputy Leader I, II and III, the Chief of English Section, and all for the civitas academic of STAIN Padangsidempuan, who had helped me in writing this thesis and also in this studying.
3. Thank are due to all the lecturers who given me their valuable thoughts in teaching English to during my academic years at STAIN Padangsidempuan.
4. Thank are to all the Examiners, Dr. Erawadi, M.Ag., Rayendriani Fahmei Lubis, M.Ag., Eka Sustris Harida, M.Pd., and Hamka, S.Pd., M.Hum who given me their valuable thoughts and advice in completing my thesis.

5. Thanks are due Mrs. Zainun, S.Pd., as the Headmaster of MAS Subulussalam Kota Pinang who had helped me to complete this research as well as her students for their helping has given to me.
6. Thanks are due to her special brothers and sisters in Islamic Association of University Students (Himpunan Mahasiswa Islam) who had given understanding, support, inspiration, motivation, constantly love to me.
7. Thanks are due to all of her friends who had helped the me in writing this thesis.

Very special and sincerest thanks to my beloved parent, Warno and Mariati, my sister Susiani and Ardiyanti Lestari and my brother Bambang Hermanto and Yudiman Prasetyo. Thank for everything given during me Academic year at STAIN Padangsidimpuan, and their never ending pray and as spritual support for me to finish this study, without them the researcher could not finish this all.

This thesis is still so far from being perfect based on weakness of the researcher. Therefore, the researcher expects the constructive criticism and suggestions from the readers to improve this thesis.

Padangsidimpuan, 03 June 2013

Sofiani
Nim.07340 0132

CONTENTS LIST

TITLE PAGE	i
LEGALIZATION PAGE OF ADVISOR	ii
APPROVAL PAGE OF ADVISOR	iii
DECLARATION OF SELF THESIS COMPLETION	iv
SCHOLAR MUNAQASYAH EXAMINATION	v
AUTHORIZATION PAGE OF CHIEF	vi
ABSTRACT	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	x
LIST OF TABLES	xii
LIST OF APPENDIXES	xiii

CHAPTER I : INTRODUCTION

A. The Background of the Problem	1
B. The Focus of the Problem	2
C. The Formulation of the Problem	2
D. The Aims of the Research.....	4
E. The Significances of the Research	4
F. The Definition of Key Term	5
G. The Outline of The Research	6

CHAPTER II : THEORITICAL DESCRIPTION

A. Mistakes	8
B. Relative Pronoun	9
C. Kinds of Relative Pronoun and the Usage	11
D. Relative Pronoun at MAS SUBULUSSALAM Kota Pinang.....	17
E. Related Finding	17

CHAPTER III : RESEARCH METHODOLOGY

A. The Place and Time of the Research	19
B. The Method of the Research	19
C. The Sources of Data	21
D. The Instrument of Collecting Data	21
E. The Analysis of Collecting Data	23

CHAPTER IV : THE RESULT OF RESEARCH

A. Finding.....	25
1. General Finding	25
2. Specific Finding	26
B. The Causes of Students' Mistakes in Relative Pronouns at Grade XI MAS SUBULUSSALAM	41
B. The Teacher Effort to Overcome Students' Difficulties	

in Relative Pronoun	42
D. Discussion	43

CHAPTER V : CONCLUSIONS AND SUGGESTIONS

A. The Conclusion	44
B. The Suggestion	45

REFERENCES

CURRICULUM VITAE

APPENDIXES

LIST OF TABLES

Table 1 Relative Pronouns	12
Table 2 The indicators of test	24
Table 3 Question Number 1.....	27
Table 4 Question Number 2.....	28
Table 5 Question Number 3.....	28
Table 6 Question Number 4.....	29
Table 7 Question Number 5.....	30
Table 8 Question Number 6.....	31
Table 9 Question Number 7.....	31
Table 10 Question Number 8.....	32
Table 11 Question Number 9.....	33
Table 12 Question Number 10.....	34
Table 13 Question Number 11.....	34
Table 14 Question Number 12.....	35
Table 15 Question Number 13.....	36
Table 16 Question Number 14.....	37
Table 17 Question Number 15.....	37
Table 18 Question Number 16.....	38
Table 19 Question Number 17.....	39
Table 20 Question Number 18.....	40
Table 21 Question Number 19.....	40
Table 22 Question Number 20.....	41
Table 23 The Criteria Score Interpretation.....	42
Table 24 The clasification of Students' Mistakes in Relative Pronoun at Grade XI MAS Subulussalam Kota Pinang in 2011-2012 Academic Year.....	42

LIST OF APPENDIXES

APPENDIX I : Observation Guidelining

APPENDIX II : Interviewing Guidening

APPENDIX III : Questions Lists

APPENDIX IV : The students score in Relative Pronouns at Grade XI MAS
SUBULUSSALAM Kota Pinang

CONTENTS LIST

TITLE PAGE	i
LEGALIZATION PAGE OF ADVISOR	ii
APPROVAL PAGE OF ADVISOR	iii
DECLARATION OF SELF THESIS COMPLETION.....	iv
SCHOLAR MUNAQASYAH EXAMINATION	v
AUTHORIZATION PAGE	vi
ABSTRACT.....	vii
ACKNOWLEDGEMENT.....	viii
TABLE OF CONTENTS	x
LIST OF TABLES	xii
LIST OF APPENDIXES	xiii

CHAPTER I : INTRODUCTION

A. The Background of the Problem	1
B. The Focus of the Problem	2
C. The Formulation of the Problem.....	2
D. The Aims of the Research.....	4
E. The Significances of the Research.....	4
F. The Definition of Key Term	5
G. The Outline of The Research.....	6

CHAPTER II : THEORITICAL DESCRIPTION

A. Mistakes	8
B. Relative Pronoun.....	9
C. Kinds of Relative Pronoun and the Usage	11
D. Relative Pronoun at MAS SUBULUSSALAM Kota Pinang.....	17
E. Related Finding.....	17

CHAPTER III : RESEARCH METHODOLOGY

A. The Place and Time of the Research.....	19
B. The Method of the Research.....	19
C. The Sources of Data.....	21
D. The Instrument of Collecting Data	21
E. The Analysis of Collecting Data.....	23

CHAPTER IV : THE RESULT OF RESEARCH	
A. Finding.....	25
1. General Finding	25
2. Specific Finding.....	26
B. The Causes of Students' Mistakes in Relative Pronouns at Grade XI MAS SUBULUSSALAM.....	41
B. The Teacher Effort to Overcome Students' Difficulties in Relative Pronoun.....	42
D. Discussion.....	43
CHAPTER V : CONCLUSIONS AND SUGGESTIONS	
A. The Conclusion.....	44
B. The Suggestion.....	45
REFERENCES	
CURRICULUM VITAE	
APPENDIXES	

LIST OF TABLES

Table 1 Relative Pronouns	12
Table 2 The indicators of test	24
Table 3 Question Number 1	27
Table 4 Question Number 2	28
Table 5 Question Number 3	28
Table 6 Question Number 4	29
Table 7 Question Number 5	30
Table 8 Question Number 6	31
Table 9 Question Number 7	31
Table 10 Question Number 8	32
Table 11 Question Number 9	33
Table 12 Question Number 10	34
Table 13 Question Number 11	34
Table 14 Question Number 12	35
Table 15 Question Number 13	36
Table 16 Question Number 14	37
Table 17 Question Number 15	37
Table 18 Question Number 16	38
Table 19 Question Number 17	39
Table 20 Question Number 18	40
Table 21 Question Number 19	40
Table 22 Question Number 20	41
Table 23 The Criteria Score Interpretation	42
Table 24 The clasification of Students' Mistakes in Relative Pronoun at Grade XI MAS Subulussalam Kota Pinang in 2011-2012 Academic Year	42

LIST OF APPENDIXES

- APPENDIX I : Observation Guidelining
APPENDIX II : Interviewing Guidening
APPENDIX III : Questions Lists
APPENDIX IV : The students score in Relative Pronouns at Grade XI MAS
SUBULUSSALAM Kota Pinang

Name : **S O F I A N I**
Reg. no : 07 340 0132
Faculty : TARBIYAH
Program Studi : TADRIS BAHASA INGGRIS
Title of Thesis : THE STUDENTS' MISTAKES IN RELATIVE PRONOUNS AT GRADE XI
MAS SUBULUSSALAM KOTA PINANG

ABSTRACT

The aims of the research are talking about the students' mistakes in relative pronoun at grade XI MAS SUBULUSSALAM Kota Pinang. Relative Pronoun of this research are focused only based the curriculum of the school, they are Who, Whom, Which, Whose, and That. The subject who are involved at this research are all of students at grade XI MAS SUBULUSSALAM Kota Pinang. The aims of the research are to know types, causes and teacher efforts overcoming the difficulties of the students in learning relative pronoun at grade XI MAS SUBULUSSALAM Kota Pinang.

The kind of this research is qualitative research by using descriptive method. The instruments of collecting data are observation, interview and test. The analysis by using Mean Score and describe their mistakes based on their result.

After the research was done, it can be known that the types students' mistakes in Relative Pronouns at Grade XI MAS SUBULUSSALAM Kota Pinang were the students can not know the kinds and function of relative pronoun. The causes of students' mistakes in learning relative pronoun were the students had poor knowledge about sentence got difficulty learn by heart the kinds and function of relative pronoun, not able to determine what relative pronoun should be used, also felt difficulty to make full comprehend meaning about sentence or clauses together by using relative pronoun and did not able to different when the relative pronoun is used in the sentence. The teacher efforts overcoming students' difficulties in students' mistakes in relative pronoun at grade XI MAS SUBULUSSALAM Kota Pinang were English teacher often repeated the lesson especially in determining relative pronoun in sentences, give exercise about relative pronoun, asked the students to know about sentence by heart every meeting, and motivated the students to improve student spirit in learning especially in learning relative pronoun.

Name : **SOFIANI**
Reg. no : 07 340 0132
Faculty : **TARBIYAH**
Program Studi : **TADRIS BAHASA INGGRIS**
Title of Thesis : **THE STUDENTS' MISTAKES IN RELATIVE PRONOUNS AT
GRADE XI MAS SUBULUSSALAM KOTA PINANG**

ABSTRACT

The aims of the research are talking about the students' mistakes in relative pronoun at grade XI MAS SUBULUSSALAM Kota Pinang. Relative Pronoun of this research are focused only based the curriculum of the school, they are Who, Whom, Which, Whose, and That. The subject who are involved at this research are all of students at grade XI MAS SUBULUSSALAM Kota Pinang. The aims of the research are to know types, causes and teacher efforts overcoming the difficulties of the students in learning relative pronoun at grade XI MAS SUBULUSSALAM Kota Pinang.

The kind of this research is qualitative research by using descriptive method. The instruments of collecting data are observation, interview and test. The analysis by using Mean Score and describe their mistakes based on their result.

After the research was done, it can be known that the types students' mistakes in Relative Pronouns at Grade XI MAS SUBULUSSALAM Kota Pinang were the students can not know the kinds and function of relative pronoun. The causes of students' mistakes in learning relative pronoun were the students had poor knowledge about sentence got difficulty learn by heart the kinds and function of relative pronoun, not able to determine what relative pronoun should be used, also felt difficulty to make full comprehend meaning about sentence or clauses together by using relative pronoun and did not able to different when the relative pronoun is used in the sentence. The teacher efforts overcoming students' difficulties in students' mistakes in relative pronoun at grade XI MAS SUBULUSSALAM Kota Pinang were English teacher often repeated the lesson especially in determining relative pronoun in sentences, give exercise about relative pronoun, asked the students to know about sentence by heart every meeting, and motivated the students to improve student spirit in learning especially in learning relative pronoun.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language learning is important for human's social development. As a language which is used by more than a half of population in the world, English is one of languages that hold the key as an international language. English is a tool of communication among peoples of the world to get trade, social-cultural, science, and technology goals. Moreover, English competence is important in civilization development.

In Indonesia as a forward orientation, "Indonesian government had published Indonesian roles No.2 year in 1989 about National Education System to develop human resource in educational word".¹ And in 1993, Indonesian government decides to involve English Language started since in Elementary school students. "The recruitment of Indonesian educational ministry number 060/U/1993 date 25 February 1993 about possibility of English language as one of a subject in elementary school, the curriculum started in 4th class elementary school".² English considered as the first foreign language and taught formally from elementary school up to the university level. The goals of teaching and learning English for this level are improving the four English skills. They are the mastery of the receptive skills

¹ Kasihani K.E. Suyanto, *English for Young Learners* (Jakarta: Bima Aksara, 2008), p. 1.

² *Ibid.*, p. 1.

(reading and listening) and the mastery of the productive skills (speaking and writing), within a specified word level and relevant grammatical structures and notions, in the context of the specified themes which are enclosed for junior high school (SMP) students.

Writing is one of four basic skills that important to be mastered by students because through the writing process, the student can express their feeling or ideas. In writing, we can not separate the structure and grammar from the language it self. Not just English, but all the languages in the world need it. Mistaking in structure and grammar makes misunderstanding to the sentence meaning. There are some aspects that are usually mastered in English, such as tenses and the eight parts of speech. The eight parts of speech consist of Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction and Interjection. "Pronoun can divided into eight, they are Personal Pronouns, Possessive Pronouns, Reflexive Pronouns, Reciprocal Pronouns, Demonstrative Pronouns, Interrogative Pronouns, Indefinite Pronouns and Relative Pronouns".³ Relative Pronoun is one of aspects Grammar which is important for the students. But, students are also below expectation. For example, the students who have graduated from senior high school, they still find difficulty to combine sentences in writing English.

The fact shows that the result of teaching learning English is still low. It does not only happened to the students who have scored below five, but the students who have score over eight can not use English in real communication in their level.

³ Ridwansyah, *Mastering English Grammar* (Jakarta: Puspa Swara, 2006), p. 37.

Based on the background, researcher conducting this study on the students of MAS Subulussalam kota pinang, with the title “The Students’ Mistakes in Relative Pronouns at grade XI MAS Subulussalam Kota Pinang”.

B. The Focus of Problems

Studying this topic there are many Relative Pronouns that must be mastered, but cause of the limitation of time, expense of the researcher, so the researcher has to limit this problem based on the conditional and curriculum in the school. The limitation of the problem of this research are focused only on Who, Whom, Which, Whose, and That at grade XI MAS SUBULUSSALAM Kota Pinang.

C. Formulations of the Problem

Based on the above background of the problem and limitation of the problem the researcher stated the formulations of the problem as follows:

1. What are types of students’ mistakes in learning relative pronoun?
2. What are causes of students’ mistakes in learning relative pronoun?
3. What are teacher efforts overcoming students’ difficulties in relative pronoun at grade XI MAS SUBULUSSALAM Kota Pinang?

D. The Aims of the Research

Based on above formulations of the problem, the researcher states the aim of this research as follows :

1. To know types of students’ type in mistakes in learning relative pronoun.
2. To know causes of students’ mistakes in learning relative pronoun.

3. To know teacher efforts overcoming the difficulties of the students in learning relative pronoun at grade XI MAS SUBULUSSALAM Kota Pinang.

E. The Significances of the Research

The significance of this research is expected to be useful for the teacher to improve their teaching of relative pronoun. It is also expected to be useful for the students in increasing their ability in mastering relative pronoun. The significance has two major benefits as follows:

1. Theoretically
 - a. To fulfill a requirement to reach the first strata degree in English section in education department of state collage for Islamic studies Padangsidempuan.
 - b. As an input for the readers especially the English learners that is research is expected to be able to improve their knowledge in learning Relative Pronouns
2. Practically
 - a. As an input for the headmaster in guiding his English teacher.
 - b. As an input for the English teacher in teaching and learning process especially in learning Relative Pronouns.
 - c. As an input to the students increase their ability in mastering Relative Pronouns.

F. Definition of Key Term

There are some terms in this study that should be clarified, as follows:

1. Student

According to Hornby state that “the student is a person is studying at a school, colleges or university”.⁴ A.S. Hornby states student means “anyone who studies or who is devoted to the acquisition of knowledge; any person interested in a particular subject”.⁵ While in Indonesia dictionary “The student is a learner especially on the grade of elementary, junior and high school”.⁶ And according Rama Yulis in this book Ilmu Pendidikan Islam, he says that student is the member of society that effort to develop his/her self through education level process and kind of certain education.⁷ So, based of those definitions above, the researcher concludes that the student is a person on grade of elementary junior and senior high school not only on the formal educational institution but also on the informal educational.

2. Mistakes

According to Hornby, mistake is “to be wrong or to get a wrong idea”.⁸

3. Relative Pronouns

⁴A S Hornby. *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), p. 1187.

⁵A S Hornby, *Op. Cit.*, p. 1187.

⁶Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa. *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2001), p. 1077.

⁷Ramayulis. *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2010), p. 169.

⁸A S Hornby, *Op. Cit.*, p. 746.

Relative Pronouns are an element of grammar. They are usually used in adjective clauses, such as Who, Whom, Which, Where, That, Whose, etc.

4. It is clearly stated on the research problem that the MAS Subulussalam kota pinang is the location or site of the research in Kec. Torgamba, Kab. Labuhan Batu Selatan.

G. Outline of The Research

The outline of the thesis include into five chapters, The first chapter consists of background of the problem, formulations of the problem, the aims of the problem, significances of the research, the limitation of the research, the definition of key terms and the outline of the thesis.

The second chapter consists of the theoretical descriptions which involve the definition of Relative Pronoun, The kinds and the using of Relative Pronoun and Related Finding.

The third chapter consists of Place and time of the research, the method of the research, the sources of data, the instruments of collecting data and the techniques of data analysis.

The fourth chapter consist of analysis of discussion and result of the research consist description of the general finding, specific finding that consist of description of the students' mistakes in Relative Pronouns at Grade XI MAS Subulussalam Kota Pinang, the difficulties that faced by students' in Relative Pronouns at Grade XI MAS

Subulussalam Kota Pinang and The teacher efforts in overcoming the students' difficulties in Relative Pronouns at Grade XI MAS Subulussalam Kota Pinang.

The fifth chapter consists of conclusions and suggestions.

CHAPTER II

THEORETICAL DESCRIPTION

This chapter concerns about the theoretical description used in this thesis. It is done in order to give a clear description about the topic of discussion in this research. For giving us more descriptions about it, let's see the following description.

A. Students' Mistake

According to Hornby state that “the student is a person is studying at a school, colleges or university”.¹ A.S. Hornby states student means “anyone who studies or who is devoted to the acquisition of knowledge; any person interested in a particular subject”.² While in Indonesia dictionary “The student is a learner especially on the grade of elementary, junior and high school”.³ And according Rama Yulis in this book Ilmu Pendidikan Islam, he says that student is the member of society that effort to develop his/her self through education level process and kind of certain education.⁴ So, based of those definitions above, the researcher concludes that the student is a person on grade of elementary junior and senior high school not only on the formal educational institution but also on the informal educational.

¹A S Hornby. *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), p. 1187.

²A S Hornby, *Op. Cit.*, p. 1187.

³Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa. *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2001), p. 1077.

⁴Ramayulis. *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2010), p. 169.

According to Hornby mistakes is “to be wrong or to get a wrong idea. Especially are that causes problems of affects the result”,⁵ then Jhos Daniel Parera states that “mistakes adalah penyimpangan-penyimpangan yang sistematis dan konsisten menjadi ciri khas berbahasa siswa yang belajar bahasa pada tingkat tertentu.”⁶ (Mistakes is systematic and consistent divergence and particular of students who study of language based on level). Meanwhile, Henry Guntur Tarigan & Djago Tarigan state that “mistakes adalah penyimpangan dalam pemakaian bahasa”.⁷ (Mistakes is divergence in using of language)

Researcher concludes that the mistake is a divergence in using of language. Researcher’s opinion comes from Henry Guntur Tarigan’s statement because research thinks that the mistake is a divergence in using of language.

There are some the advantages of knowing mistakes of below:

1. Untuk mengetahui penyebab kesalahan itu; untuk memahami latar belakang kesalahan tersebut.
2. Untuk memperbaiki kesalahan yang dibuat oleh pelajar.
3. Untuk menghindari atau mencegah kesalahan yang sejenis pada waktu yang akan datang, agar para pelajar dapat menggunakan bahasa dengan baik dan benar.⁸

(1.To know cause of the mistakes; to understand the background of the mistakes, 2. to correct the mistakes are made by students, 3. to avoid the same mistakes in the future so the students can use the language well and correctly)

⁵ AS Hornby, *Oxford Advance Learner’s Dictionary of Current English*, (New York: Oxford University Press, 1995), p. 7.

⁶ Josh Daniel Parera, *Lingustik Edukasional*, (Jakarta: Erlangga, 1997), p. 143.

⁷ Henry Guntur Tarigan & Djago Tarigan, *Pengajaran Analisis Kesalahan Berbahasa*, (Bandung: Angkasa, 1990), p. 75.

⁸ *Ibid.*,

Based on the definition above, the researcher can conclude that Students' Mistakes is a divergence in using of language by a person on grade of elementary junior and senior high school not only on the formal educational institution but also on the informal educational, in this research about relative pronouns.

Learning Difficulties is a general term which refers to children or students who experience difficulties with their learning. Students classified as having a learning difficulty are a heterogeneous group and have a wide variety of characteristics, ranging from academic difficulties to cognitive and social-emotional problems. The term 'learning difficulties' is a general one used widely and without much precision. A learning difficulty may arise as a result of one or more of the following:

1. Developmental delay, for example speech and language difficulties
2. Poor coordination, for example fine and gross motor skills
3. Emotional difficulties and/ or trauma
4. Limited environmental experiences
5. Lack of appropriate educational opportunities
6. Interrupted schooling
7. Health issue⁹

Some general learning characteristics of these students are that they may:

1. experience difficulties with reading, writing, spelling and mathematics – sometimes in all areas and sometimes in just one or two
2. have difficulty following instructions or directions to complete a task
3. have poor fine motor skills which can affect legibility of handwriting
4. pronounce or read multi-syllabic word with difficulty

⁹ Louden W, "Teaching Students Experiencing difficulties in Learning (Information for Teachers of Languages)" taken from http://www.curriculumsupport.education.nsw.gov.au/secondary/languages/languages/german/assets/proreading/learn_diff.pdf, retrieved on 13 July of 2013 at 10.15 WIB.

5. have reduced or limited vocabulary and word knowledge in comparison to their peers
6. have poor retrieval of information perhaps due to problems with memory
7. have difficulty copying from the board or overhead projector
8. have poor literacy in their first language.¹⁰

Usually the term applies to approximately 10 to 16% of the school population and refers to those students who have general problems in learning. Very seldom is there a single cause found for a particular student's problems with learning and sometimes it is impossible to determine any predisposing factor that has led to a student experiencing difficulties.

B. Relative Pronouns

Relative Pronoun comes from two words, they are Relative and Pronoun. Based on AS Hornby, "Relative is something considered according to its position or connection with something else"¹¹ and "Pronoun is to make the sound of a word or letter in a particular way",¹² and the combining of Relative and Pronoun, according to Michel A. Pyle and Mary Ellen Munoz stated "Relative Pronoun replaces one of two identical noun phrases and relates the clauses to each other".¹³ "Relative Pronoun is used in adjective clauses"¹⁴. It is also stated by Raymond Murphy in his book, "A Relative Pronoun tells us which person or thing"¹⁵. Whereas Jayanti Daksina Murthy

¹⁰ *Ibid.*

¹¹ AS Hornby, *Op. Cit.*, p. 1277.

¹² AS Hornby, *Op. Cit.*, p. 1209.

¹³ Michel A. Phyle and Mary Ellen Munoz, *TOEFL: Preparation Guide* (New Delhi: Wiley Dreamteach pvt. Ltd. 2005), p. 174.

¹⁴ Slamet Riyanto et.al, *English Grammar* (Yogyakarta: Pustaka Pelajar, 2007), p. 36.

¹⁵ Raymond Murphy, *English Grammar in Use* (Melbourne 3166: Cambridge University Press, 1994), p. 182.

told that “Relative Pronoun is a pronoun used to combine or to relate sentences or clauses together”.¹⁶ Jhon S. Hartanto says, “Relative Pronoun (Kata ganti penghubung) bukan saja menunjuk kepada suatu kata benda yang mendahului, tetapi juga menghubungkan dua buah kalimat menjadi sebuah kalimat”¹⁷. (Relative Pronouns not only to show a noun before but also to relate two sentences become one sentence).

The theories above give definition nearly same about relative pronoun. Based on the definition above the researcher can conclude that the relative pronouns is the word connector function to combine two sentences to be one sentence or related dependent clause into another clause so that become complete sentence, as stated by Jayanti Daksina Murthy.

C. Kinds of Relative Pronouns and the Usage

Relative Pronouns used in defining Relative Clauses, the forms are as follows:¹⁸

Table 1

	Subject	Object	Possessive
For Persons	Who	Whom/ Who	Whose
	That	That	
For Things	Which	Which	Whose/ of Which
	That	That	

¹⁶ Jayanti Daksina Murthy, *Contemporary English Grammar* (New Delhi: Book Palace, 2003), p. 69.

¹⁷ Jhon S. Hartanto et.al, *Accurate Brief and Clear* (Surabaya: Indah, 2003), p. 77.

¹⁸ A.J. Thomson et.al. *A Practical English Grammar* (London: Oxford University Press, 1960), p. 81.

Defining Relative Clauses: Person

1. Subject: Who or That

Who is normally used:

- a) Muhammad who preached Islam is an honest man.
- b) Muhammad who was introduced the Islamic religion is Abdullah's son.
- c) Kinmy who read in the bookshop are the owner's son.

But "That", is possible alternative after all, everyone, everybody, no one, nobody, and those.

- a) Everyone who/that knew him liked him
- b) Nobody who/that watched the football match will ever forget it.

2. Object of a verb: Whom/Who/That

The object form is Whom, but this is considered very formal, in spoken English we normally use who/that (that being more usual than who), and it is still more common to omit the object pronoun altogether.

- a) Lenni whom I saw told me come back today
- b) A Prophet Muhammad whom Allah's messenger is a great man.

3. Subject

Either Which or That, Which is more formal:

- a) This is a Muhammad's picture which/that caused such a controversy.
- b) The pencil which/that lend to Imam Soleh is an expensive price.

4. Object of a verb

Which/That, no relative at all.

- a) The book/which I bought broke down, or
- b) The book I bought...

Which is hardly ever used after all, everything, little, much, none no and compounds of no, or after superlatives. Instead we use That, or omit the relative altogether, if it is the object of a verb.

- a) All the rambutans that fall are eaten by the monkeys.
- b) This is the best school that I know.
- c) A Qur'an is about book of guidance which revealed to the prophet Muhammad.

5. Object of a Preposition

The formal construction is prepositional + Which, but it is more usual to move the preposition to the end of the clause, using Which or That or omitting the relative altogether.

- a) The chair on which I was sitting began to slip, or
- b) The chair which/that I was sitting on began to slip, or
- c) The chair I was sitting on began to slip.

6. Possessive

The pattern is Whose + a Clause is possible but With + a Phrase is more usual

- a) A house whose walls were made of glass, or
- b) A house with glass walls were made of glass.

In addition “A Relative Pronouns tells us which person or thing (or what kind of person or thing) the speaker means”¹⁹.

1. We use Who in a relative clause when we are talking about people. We use Who instead of he/she/they:

a) A lecturer is someone who teaches many students at university.

b) Dr. H. Ibrahim Siregar who leaded in STAIN Padangsidimpuan is my brother.

2. When we are talking about things, we use That (nor who) in a relative clauses, we use that instead of it/they:

a) Nurmila Sari does not like stories that have unhappy ending.

b) Mrs. Rayendriani Fahmei works for university that located in Padangsidimpuan.

c) Everything that happened was known by Allah.

3. You can also use Which for things (but not for people)

On the other page, he explain relative clause with Whose, Whom and Where:

a) We use Whose in relative clause instead of his/her/their. We use Whose mostly for people.

b) Khadijah is a woman whose father is dead. (her father is dead).The other day I met someone whose brother I when to school with. (I went to school with his brother)

¹⁹ Raymond Murphy, *Op. Cit.*, p. 186.

4. Whom is possible instead of Who (for people) when it is the object of the verb in the relative clauses.

- a) Prof. Baharuddin whom I wanted to see was passing away in 2011.
- b) Sofia with whom he fell in love left him after a few weeks (he fell in love with her)

But we do not often use whom in spoken English clause, we normally prefer who or that.²⁰

Slamet Riyanto DKK, in his book English Grammar make concept about Relative Pronoun²¹:

1. That
That is used for a person or a thing, e.g. A hat that she bought recently looks old-fashioned.
2. Who
Who is used for a person, e.g. Mrs. Yusni Sinaga who is speaking is my lecture.
3. Whom
Whom is used for a person as a object, e.g. Mrs. Eka Sustris Harida whom I met yesterday had left for Padang.
4. Whose
Whose is used for a person to show a possession, e.g. Susilo Bambang Yudhoyono whose house is luxurious works as a president.
5. Which
Which is used for a thing to show a choice, e.g. The car which he broke last night is being repaired by a mechanic.

Further Mun. Fika, et.al states there are six relative pronouns. They are:

1. Relative Pronoun Who, digunakan untuk manusia sebagai pokok (subject).
2. Relative Pronoun Whom, dipergunakan manusia sebagai penderita (object).

²⁰ *Ibid.*, p. 187.

²¹ Slamet Riyanto DKK, *Op. Cit.*, p. 38.

3. Relative Pronoun Which, digunakan untuk binatang dan benda mati sebagai penderita baik sebagai subject maupun sebagai object.
4. Relative Pronoun Whose, digunakan untuk binatang dan benda hidup sebagai kepunyaan.
5. Relative Pronoun What, digunakan untuk menghubungkan dua kalimat yang tidak mempunyai antecedent.
6. Relative Pronoun That, digunakan untuk menggantikan Who atau Which.²²

It means, (1) Who used to human as subject, (2) Who used to human as object, (3) Which used to animal and dead thing as both subject and object, (4) Whose used to human and living thing as possession, (5) What used to relate two sentence have not antecedent, (6) That used to instead of Who or Which.

Meanwhile, Z. Siregar, BA establishes the relative pronoun follow:

1. Who (yang): dipergunakan untuk orang, e.g., The girl who lives opposite my house is very pretty.
2. Which (yang): dipergunakan untuk benda, e.g., Swimming which is good sport makes people strong.
3. That (yang): dipergunakan untuk orang atau benda), e.g., The dress that she wears is nice.
4. Whom (yang): dipergunakan untuk orang tetapi sebagai obyek, e.g., The man whom you spoke yesterday is my teacher.
5. Whose (yang): dipergunakan untuk kepunyaan, e.g., The man whose wife dead yesterday is my boss.²³

Relative Pronoun is a material that discussing relationship dependent clause (incomplete sentence) to independent clause (complete sentence or main clause). Relative clause however includes dependent clause that necessary to be related into independent clause in order it has a completely meaning by using a few of pronouns

²² Mun Fika DKK, *Op. Cit.*, p. 38.

²³ Z. Siregar, *Bahasa Inggris Pola 24 Jam: Eastest Way and Shortest Time in Learning English* (Surabaya: Indah, 1995). p. 144.

such as Who, Whom, Whose, Which, and That. Eventhough, their forms are questions words unless that but they have different functions in relative clause, namely as words connector as well as words modifiers to combine the two separate sentences. From detail of theory above, the writer may see whether Raymond Murphy also mention usage of Who, That, Which, Whose, and Whom in relative pronoun. According to his concepts, Who used for people (instead of he, she, they), That or Which used for things (instead of it and they), Whose used mostly for people (instead of his, her, their), Whom used for people (as object of verb). So usage of Who, That, Which, Whose, Whom has function to instead of nouns or in term, they are pronoun of the nouns on the main clause which relate the clause into the main clause. So that why, there is term relative pronoun when discusses relative clause.

Based on the explanation above, the researcher can conclude that:

1. Who is used for a person as a subject.
2. Whom is used for a person as an object.
3. That is used for a thing as a subject and object.
4. Whose is used for a person to show possession.
5. Which is used for a thing to show a possession.

D. Relative Pronoun at MAS SUBULUSSALAM Kota Pinang

Relative Pronoun at MAS SUBULUSSALAM Kota Pinang based on their curriculum are focused only on Who, Whom, Which, Whose, That and their function

as a connector of sentences or clauses together.²⁴ The material still simple, it can be seen also in their book guideline at school.

E. Related Findings

There are some related findings that discuss about Relative Pronouns, the first, research done by Elly Fauziah Dalimunthe which title “The correlation between Relative Pronoun mastery and the students’ ability in forming adjective clauses at the grade XI students of SMK Negeri 1 Padangsidimpuan in 2010/2011 academic year”. In which the result that the percentage of the correlation between Relative Pronoun mastery and the students’ ability in forming adjective clauses at grade XI students of SMK Negeri 1 Padangsidimpuan in 2010/2011 academic year can be categorized into significant category.²⁵

Next, research done by Taufik Rasyidi Hasibuan (2008) with the title “A Correlation between Relative Clauses and descriptive text mastery at the eight grade students of MTsN Padangsidimpuan” the result of this research is a positive correlation between relative clauses and descriptive text.²⁶

Based on the related finding above, the researcher wanted to do Research on the Students’ Mistakes in Relative Pronouns at Grade XI MAS SUBULUSSALAM Kota Pinang.

²⁴ Th. M. Sudarwati and Eudia Grace, *Look Ahead* (Jakarta: Erlangga, 2007).

²⁵ Elly Fauziah Dalimunthe, *The Correlation between Relative Pronoun Mastery and the Students’ Ability in Forming Adjective Clauses at the Grade XI Students of SMK Negeri 1 Padangsidimpuan in 2010/2011 academic year* (Unpublished Thesis: UMTS Padangsidimpuan, 2011). p. 53.

²⁶ Taufik Rasyidi Hasibuan, *A Correlation between Relative Clauses and Descriptive Text Mastery at the Eight Grade Students of MTsN Padangsidimpuan* (Unpublished Thesis: UMTS Padangsidimpuan, 2008). p. 47.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

1. Place

The research was conducted at grade XI MAS Subulussalam Kota Pinang in 2011/2012 academic year, which the complete address is on Sumberjo pasar I-B in Kelurahan Aek Batu, Kecamatan Torgamba, Kabupaten Labuhan Batu Selatan.

2. Time

The research had been done from December 2010 to June 2013 and the data had been taken after the research letter came up from the academic office of STAIN Padangsidempuan.

B. Method of the Research

Based on the analysis of data, this research used a qualitative approach. “Qualitative research is useful to explore a complex research are about which little know and to understand a group or phenomenon”.¹ In this research, the researcher tried to understand the phenomenon in the field about Students’ Mistakes in Relative Pronouns.

Based on the method, this research used descriptive method. “Descriptive method is useful for investigating a variety of educational problem and issues and it is

¹ Gay & Peter Airasian, *Educational Research Competencies for Analysis and Application* (USA: Prentice Hall, 2000), p. 202.

used to determine and describe the way thing”.² According to Winarno Surakhman, “Metode descriptive adalah penyelidikan yang menentukan dan mengalokasikan penyelidikan dengan teknis interview, angket, observasi, atau teknis tes, studi khusus waktu dan gerak analisis komparatif dan operasional”.³ (Descriptive Method is a survey that determine and allocate it with interview technical, observation, or test technical, studying time of problem and indication, comparative analysis or operational)

In addition, descriptive is a kind method that used in research. According to Sumadi Suryabrata states, “Metode Descriptive merupakan penelitian yang bermaksud untuk membuat deskripsi mengenai situasi-situasi atau kejadian-kejadian”.⁴ (Descriptive method is a study which intends to make description about situation or happenings)

Based on the theory and the formulations of problem above, the researcher applies descriptive method in conducting the research. This method was used to describe the students’ mistakes in Relative Pronouns at grade XI MAS Subulussalam Kota Pinang.

² *Ibid.*, p. 275.

³ Winarno Surakhman, *Pengantar Penelitian Ilmiah Dasar Metode dan Teknik* (Bandung: Kasito, 1982), p. 2.

⁴ Sumadi Suryabrata, *Metodologi Penelitian* (Bandung: Bima Karya, 1980), p. 25.

C. Sources of Data

The sources of data in this research are:

1. The grade XI students MAS Subulussalam Kota Pinang, 71 students. They are divided into two classes: class XI IA 1 and XI IA 2. The researcher took whole of students because the students not more than 100 students. So, it will be make the data more comprehensive and valid.
2. The english teacher of students MAS Subulussalam Kota Pinang, 1 teacher. He is Mr. Abdul Karim Rambe, S.S.
3. The headmaster of MAS Subulussalam Kota Pinang, Mrs. Zainun, S. Pd.

D. Instrument of Collecting Data

This research used instruments of collecting data by:

1. Observation

The researcher used an observation to collect the data, “observation is a technique of collecting data to gain insight on understanding the natural environment as lived by the partisipants”,⁵ and according Abdurrahman Fathoni, “Observation adalah tekhnik pengumpulan data yang dilakukan melalui suatu pengamatan dengan disertai pencatatan terhadap keadaan-keadaan atau perilaku objek sasaran”.⁶ (Observation is a technique of collecting data which is done through an observation and take a note about condition or the aim of the object behavior).

⁵ Gay & Peter Airasian, *Op. Cit.*, p. 212.

⁶ Abdurrahman Fathoni, *Metodologi Penelitian Pendidikan* (Bandung: Pustaka Setia, 1998), p. 136.

The researcher observes the teacher and the students when they are learning in their classroom. How the students follow in receiving the material, what methods are teacher used in learning relative pronoun, etc. (the guidelines of observation were appendix)

2. Interview

The researcher was doing the interview, “Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person”.⁷ This research has been used the structural interview, in structural interview, “The researcher prepares the question and alternative of the answer that will be given to the respondents”.⁸ So, when the researcher did the interview to the headmaster of MAS Subulussalam Kota Pinang and to the students (respondents) about relative pronoun, the researcher gives them some oral practice and also some test. (the guidelines of interview were appendix)

3. Test

The test is some question about relative pronoun in order to get the information about the students mistake in relative pronoun. The researcher gave twenty tests to them. (the test were appendix)

The indicators of the test

Table 2

⁷ Gay & Peter Airasian, *Op. Cit.*, p. 219.

⁸ Amirul Hadi and Haryono, *Metodologi Penelitian Pendidikan* (Bandung: Pustaka Setia, 1998), p. 136.

The indicators of test

No	Indicator	Items
1	Who	4
2	Whom	4
3	Whose	4
4	Which	4
5	That	4
	Total	20

E. The Analysis of Collecting Data

After collecting data the writer analyzed the data by using some steps they were:

1. Editing of data, it was done to arrange systematically
2. Reduction of the data, it was done two seek the uncompleted data and be side unnecessary
3. Tabulation of the data

It was done to account and give the scores to students answer through the test and take on the table that consists of alternative answers, frequency any percentage those all, to obtain the percentage of the students' answers and put them on the table by using the formula :

$$P = \frac{F}{N} \times 100\%$$

Explanation : F : Frequency

N : Sum of the samples

P : Percentage.⁹

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

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

F. Techniques of the Data Trustworthiness

There are nine techniques to determine the data trustworthiness stated by Lexy J. Moleong as:¹⁰

1. The extension of participation is the extension not only done at the short time, but need the long time.
2. The application of research is the researcher must do the research with careful, detail and continuous to the object of the research.
3. Triangulasi is the technique of cheking data trustworthiness that using something beside the data to verification or as a comparison of the data.
4. Checking with friendly through discussion is done with expos the interview result or the final result that gotten in discussion with friends.
5. Analyze the negative case is the research collects the example ans inappropriate case 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 member is the most important in checking the credibility.
8. The detail description is a technique to demand the researcher to the result his/her research, so description is done carefully and accurately to draw the contex of the research.
9. Auditing used to check the truth and certainty of data, this point that done well to the process or result and extent.

From the all of techniques to determine the data trustworthiness above, the researcher used the third number is triangulation. It was a technique that used to check the data trustworthiness data by compare the result of observation, interview and test.

¹⁰ Lexy J. Moleong, *Op. Cit.*, p. 175.

CHAPTER IV

THE RESULT OF RESEARCH

A. Findings

1. General Finding

The place of the research was conducted at XI MAS Subulussalam Kota Pinang in 2011-2012 Academic Year, which the complete address was at Protokol Sumberjo Pasar Ib, Kelurahan Aek Batu. This school was built on ± 5707 m². And the history of MAS Subulussalam Kota Pinang when the researcher interview with Mr. Parmuhunan Harahap, he said that the facilities of MAS Subulussalam Kota Pinang.

- a) 6 units of classes
- b) 1 unit of headmaster's room
- c) 1 units of teacher's room
- d) 1 units of Mosque

The leader history of the school is "The first headmaster was Ahmad Karim Rangkuti, and now is Mrs. Zainun, S. Pd. MAS Subulussalam was built on 1994".¹ So, MAS Subulussalam was 18 years old. The status of the school until now was Swasta.

¹ Parmuhunan Harahap, The Keeper of MAS Subulussalam Kota Pinang, *Private Interview*, Monday 26 March 2012.

2. Specific Finding

a. The Description of Students' Mistakes in Relative Pronouns at grade XI MAS SUBULUSSALAM

Based on the result was found from the respondents, it can be seen that the score of respondents vary between 0 up to 3.5. It means that the high score got by respondent is 3.5 and the lowest score is 0. The description data of the students' mistakes at XI MAS Subulussalam Kota Pinang in making Relative Pronoun can be seen in the following table:

Table 3

He is Allah.....creates this Universe, One and Almighty

No	The alternative answer	F	%
1	To Whom	29	40,84
2	Who	5	7,04
3	Whose	7	9,85
4	That	17	23,94
5	Which	13	18,30
	Total	71	100%

From the above data, it can be known that the students' mistakes into determine which one the relative pronoun is used for a person to show possession in the sentence "to whom" were 29 peoples (40,84%). Where as the less, there were 17 students (23,94%) choose "that" 13 students (18,30%) choose "which" 7 students (9,85%) choose "whose" and 5 students (7,04%) choose "who". So based on the theory by looking at form the subject, the Relative Pronoun that used in the sentences is "whose" and the types of

students' mistakes is confused in determined which one the relative pronoun is used for a person to show possession.

Table 4

The girl.....I was introduces is a javanese.

No	The alternative answer	F	%
1	Whom	15	21,12
2	Who	20	28,16
3	Whose	10	14,08
4	That	18	25,35
5	Which	8	11,26
	Total	71	100%

From the above data, it can be known that the students' mistakes into determine which one the relative pronoun is used for a person as an object.the sentence "who" were 20 peoples (28,16%). Where as the less, there were 18 students (25,35%) choose "that" 15 students (21,12%) choose "whom" 10 students (14,08%) choose "whose" and 8 students (11,26%) choose "which". So based on the theories by looking at form the subject, the Relative Pronoun that used in the sentences is "whom" and the types of students' mistakes is confused in determined which one the relative pronoun is used for a person as an object.

Table 5

She is Mrs. Yusni Sinaga.....

No	The alternative answer	F	%
1	Whom I told you about	4	5,63
2	Which I told you about	19	26,76

3	I told you about	15	21,12
4	That I told you	12	16,90
5	About which I told you	21	29,57
Total		71	100%

From the above data, it can be known that the students' mistakes into determine which one the relative pronoun is used for a person to show possession the sentence "about which I told you" were 21 peoples (29,57%). Where as the less, there were 19 students (26,76%) choose "Which I told you about" 15 students (21,12%) choose "I told you about" 12 students (16,90%) choose "Whom I told you about" and 4 students (5,63%) choose "Whom I told you about". So based on the theories by looking at form the subject, the Relative Pronoun that used in the sentences is "Whom I told you about" and the types of students' mistakes is confused in determined which one the relative pronoun is used for a person to show possession.

Table 6

That is the man.....son is a teacher

No	The alternative answer	F	%
1	Who	7	9,85
2	Whose	11	15,49
3	Which	14	19,71
4	For whom	12	16,90
5	From which	27	30,02
Total		71	100%

From the above data, it can be known that the students' mistakes into determine which one the relative pronoun is used for a person to show

possession in the sentence “From which” were 27 peoples (30,02%). Where as the less, there were 14 students (19,71%) choose “Which” 12 students (16,90%) choose “For whom” 11 students (15,49%) choose “Whose” and 7 students (9,85%) choose “Who”. So based on the theories by looking at form the subject, the Relative Pronoun that used in the sentences is “Whose” and the types of students’ mistakes is confused in determined which one the relative pronoun is used for a person to show possession.

Table 7

The police officer.....was friendly

No	The alternative answer	F	%
1	Which gave me directions	25	35,21
2	Whose gave me directions	8	11,26
3	For whom gave me direction	21	29,57
4	That gave me directions	7	9,85
5	Who gave me directions	10	14,08
Total		71	100%

From the above data, it can be known that the students’ mistakes into determine which one the relative pronoun is used for a person as subject in the sentence “Which gave me directions” were 25 peoples (35,21%). Where as the less, there were 21 students (29,57%) choose “For whom gave me direction” 10 students (14,08%) choose “Who gave me directions” 8 students (11,26%) choose “Whose gave me directions” and 7 students (9,85%) choose “That gave me directions”. So based on the theories by looking at form the subject, the Relative Pronoun that used in the sentences is “Who gave me directions” and

the types of students' mistakes is confused in determined which one the relative pronoun is used for a person as subject.

Table 8

Muhammad.....preached Islam are an honest man

No	The alternative answer	F	%
1	Who	16	22,53
2	With her	24	33,80
3	With whom	4	5,63
4	Whom	8	11,26
5	With that	19	26,76
Total		71	100%

From the above data, it can be known that the students' mistakes into determine which one the relative pronoun is used for a person as subject in the sentence "With her" were 24 peoples (33,80%). Where as the less, there were 19 students (26,76%) choose "With that" 16 students (22,53%) choose "Who" 8 students (11,26%) choose "Whom" and 4 students (5,63%) choose "With whom". So based on the theories by looking at form the subject, the Relative Pronoun that used in the sentences is "Who" and the types of students' mistakes is confused in determined which one the relative pronoun is used for a person as subject.

Table 9

Kinmy.....read the bookshop are the owner's son

No	The alternative answer	F	%
1	Which	11	15,49
2	That	12	16,90

3	Where	22	30,98
4	Whose	5	7,04
5	Who	21	29,57
	Total	71	100%

From the above data, it can be known that the students' mistakes into determine which one the relative pronoun is used for a person as subject in the sentence "Where" were 22 peoples (30,98%). Where as the less, there were 21 students (29,57%) choose "Who" 12 students (16,90%) choose "That" 11 students (15,49%) choose "Which" and 5 students (7,04%) choose "Whose". So based on the theories by looking at form the subject, the Relative Pronoun that used in the sentences is "Who" and the types of students' mistakes is confused in determined which one the relative pronoun is used for a person as subject.

Table 10

Arifin has two brothers.....are married

No	The alternative answer	F	%
1	That	5	7,04
2	Whose	-	-
3	Who	5	7,04
4	Which	7	9,85
5	They	54	76,05
	Total	71	100%

From the above data, it can be known that the students' mistakes into determine which one the relative pronoun is used for a person as subject in the sentence "They" were 54 peoples (76,05%). Where as the less, there were 7 students (9,85%) choose "Which" 5 students (7,04%) choose "That" 5 students

(7,04%) choose “Who” and 0 student (0%) choose “Whose”. So based on the theories by looking at form the subject, the Relative Pronoun that used in the sentences is “Who” and the types of students’ mistakes is confused in determined which one the relative pronoun is used for a person as subject.

Table 11

Ardiyanti.....I talked to you is my beloved sister

No	The alternative answer	F	%
1	Which	28	39,43
2	Whose	3	4,22
3	Whom	3	4,22
4	Of which	17	23,94
5	For whom	20	28,16
Total		71	100%

From the above data, it can be known that the students’ mistakes in Relative Pronoun of the sentence “Which” were 28 peoples (39,43%). Where as the less, there were 20 students (28,16%) choose “For whom” 17 students (23,94%) choose “Of which” 3 students (4,22%) choose “Whom” and 3 student (4,22%) choose “Whose”. So based on the theories by looking at form the subject, the Relative Pronoun that used in the sentences is “Whom” and the types of students’ mistakes is confused in determined which one the relative pronoun is used for a person as an object.

Table 12

Pujiati.....I shared my problem is my uncle’s daughter

No	The alternative answer	F	%
----	------------------------	---	---

1	Who	8	11,26
2	To which	34	47,88
3	To whom	7	9,85
4	Whom	5	7,04
5	Which	17	23,94
Total		71	100%

From the above data, it can be known that the students' mistakes in Relative Pronoun of the sentence "Which" were 34 peoples (47,88%). Where as the less, there were 17 students (23,94%) choose "Which" 8 students (11,26%) choose "Who" 7 students (9,85%) choose "To whom" and 5 student (7,04%) choose "Whom". So based on the theories by looking at form the subject, the Relative Pronoun that used in the sentences is "Whom" and the types of students' mistakes is confused in determined which one the relative pronoun is used for a person as object.

Table 13

There is the woman.....cat dies

No	The alternative answer	F	%
1	That	40	56,33
2	Whose	9	12,67
3	Who	12	16,90
4	Whom	5	7,04
5	Which	5	7,04
Total		71	100%

From the above data, it can be known that the students' mistakes into determine which one the relative pronoun is used for a person to show possession in the sentence "That" were 40 peoples (56,33%). Where as the less,

there were 12 students (16,90%) choose “Who” 9 students (12,67%) choose “Whose” 5 students (7,04%) choose “Whom” and 5 student (7,04%) choose “Which”. So based on the theories by looking at form the subject, the Relative Pronoun that used in the sentences is “Whose” and the types of students’ mistakes is confused in determined which one the relative pronoun is used for a person to show possession.

Table 14

This is Muhammad’s pictures.....caused such acontroversy

No	The alternative answer	F	%
1	That	24	33,80
2	Whose	7	9,85
3	Who	11	15,49
4	Whom	15	21,12
5	Which	14	19,71
	Total	71	100%

From the above data, it can be known that the students’ mistakes into determine which one the relative pronoun is used for a thing to show possession in the sentence “That” were 24 peoples (33,80%). Where as the less, there were 15 students (21,12%) choose “Whom” 14 students (19,71%) choose “Which” 11 students (15,49%) choose “Who” and 7 student (9,85%) choose “Whose”. So based on the theories by looking at form the subject, the Relative Pronoun that used in the sentences is “Which” and the types of students’ mistakes is confused in determined which one the relative pronoun is used for a thing to show possession.

Table 15

The day.....is friday

No	The alternative answer	F	%
1	Which is I collect all my test	14	19,71
2	Whom I collect all my test	6	8,45
3	That I have to collect all my test	30	42,25
4	About I have to collect my test	21	29,57
5	Whose I collect all my test	-	-
Total		71	100%

From the above data, it can be known that the students' mistakes into determine which one the relative pronoun is used for a thing as a subject and object in the sentence "That I have to collect all my test" were 30 peoples (42,25%). Where as the less, there were 21 students (29,57%) choose "About I have to collect my test" 14 students (19,71%) choose "Which is I collect all my test" 6 students (8,45%) choose "Whom I collect all my test" and 0 student (0%) choose "Whose I collect all my test". So based on the theories by looking at form the subject, the Relative Pronoun that used in the sentences is "That I have to collect all my test" and the types of students' mistakes is confused in determined which one the relative pronoun is used for a thing as a subject and object.

Table 16

The article.....we got the four essay is written by a well-known
sociologist

No	The alternative answer	F	%
1	That	36	50,70
2	Whom	8	11,26
3	Whose	5	7,04
4	From which	19	26,76
5	Which	3	4,22
	Total	71	100%

From the above data, it can be known that the students' mistakes into determine which one the relative pronoun is used for a thing to show possession in the sentence "That" were 36 peoples (50,70%). Where as the less, there were 19 students (26,76%) choose "Whom" 8 students (11,26%) choose "Whom" 5 students (7,04%) choose "Whose" and 3 student (4,22%) choose "Which". So based on the theories by looking at form the subject, the Relative Pronoun that used in the sentences is "Which" and the types of students' mistakes is confused in determined which one the relative pronoun is used for a thing to show possession.

Table 17

I will never forget the day.....I graduated

No	The alternative answer	F	%
1	Whose	13	18,30
2	That	12	16,90
3	Who	9	12,67
4	Whom	3	4,22

5	Where	34	47,88
	Total	71	100%

From the above data, it can be known that the students' mistakes into determine which one the relative pronoun is used for a thing as a subject and object in the sentence "Where" were 34 peoples (47,88%). Where as the less, there were 13 students (18,30%) choose "Whose" 12 students (16,90%) choose "That" 9 students (12,67%) choose "Who" and 3 student (4,22%) choose "Whom". So based on the theories by looking at form the subject, the Relative Pronoun that used in the sentences is "That" and the types of students' mistakes is confused in determined which one the relative pronoun is used for a thing as a subject and object.

Table 18

Adrian want to meet Nara.....you meet yesterday

No	The alternative answer	F	%
1	Who	4	5,63
2	Where	45	63,38
3	Which	10	14,08
4	To that	8	11,26
5	Whose	4	5,63
	Total	71	100%

From the above data, it can be known that the students' mistakes into determine which one the relative pronoun is used for a thing as subject and object in the sentence "Where" were 45 peoples (63,38%). Where as the less, there were 10 students (14,08%) choose "Which" 8 students (11,26%) choose

“To that” 4 students (5,63%) choose “Who” and 4 student (5,63%) choose “Whose”. So based on the theories by looking at form the subject, the Relative Pronoun that used in the sentences is “That” and the types of students’ mistakes is confused in determined which one the relative pronoun is used for a thing as subject and object.

Table 19

I have just been introduced to the lady.....next door

No	The alternative answer	F	%
1	That live	8	11,26
2	Who lives	4	5,63
3	Who have lived	29	40,84
4	lived	15	21,12
5	She lives	15	21,12
Total		71	100%

From the above data, it can be known that the students’ mistakes into determine which one the relative pronoun is used for a thing as a subject and object in the sentence “Who have lived” were 29 peoples (40,84%). Where as the less, there were 15 students (21,12%) choose “lived” 15 students (21,12%) choose “She lives” 8 students (11,26%) choose “That live” and 4 student (5,63%) choose “Who lives”. So based on the theories by looking at form the subject, the Relative Pronoun that used in the sentences is “That live” and the types of students’ mistakes is confused in determined which one the relative pronoun is used for a thing as a subject and object.

Table 20

This is source.....I got the data for my composition

No	The alternative answer	F	%
1	That	3	4,22
2	In which	9	12,67
3	Which	1	1,40
4	The place	38	53,52
5	Whose	20	28,16
	Total	71	100%

From the above data, it can be known that the students' mistakes into determine which one the relative pronoun is used for a thing to show possession in the sentence "The place" were 38 peoples (53,52%). Where as the less, there were 20 students (28,16%) choose "Whose" 9 students (12,67%) choose "In which" 3 students (4,22%) choose "That" and 1 student (1,40%) choose "Which". So based on the theories by looking at form the subject, the Relative Pronoun that used in the sentences is "Which" and the types of students' mistakes is confused in determined which one the relative pronoun is used for a thing to show possession.

Table 21

My mother....was cooking a cake in the kitchen

No	The alternative answer	F	%
1	When	24	33,80
2	Which	8	11,26
3	That	6	8,45
4	Who	33	46,47
5	Whose	-	-
	Total	71	100%

From the above data, it can be known that the students' mistakes into determine which one the relative pronoun is used for a person as subject in the sentence "Who" were 33 peoples (46,47%). Where as the less, there were 24 students (33,80%) choose "When" 8 students (11,26%) choose "Which" 6 students (8,45%) choose "That" and 0 student (0%) choose "Whose". So based on the theories by looking at form the subject, the Relative Pronoun that used in the sentences is "Who" and the types of students' mistakes is confused in determined which one the relative pronoun is used for a person as subject.

Table 22

The yellow card.....is only issued for employees

No	The alternative answer	F	%
1	One can not enter the factory without	27	38,02
2	Which without it one can not enter the factory	24	33,80
3	No one can enter the factory without it	4	5,63
4	Without which one can not enter the factory	8	11,26
5	Without it one can not enter the factory	8	11,26
Total		71	100%

From the above data, it can be known that the students' mistakes into determine which one the relative pronoun is used for a thing to show possession in the sentence "One can not enter the factory without" were 27 peoples (38,02%). Where as the less, there were 24 students (33,80%) choose "Which without it one can not enter the factory" 8 students (11,26%) choose "Without which one can not enter the factory" 8 students (11,26%) choose "Without it

one can not enter the factory” and 4 student (0%) choose “No one can enter the factory without it”. So based on the theories by looking at form the subject, the Relative Pronoun that used in the sentences is “Which without it one can not enter the factory” and the types of students’ mistakes is confused in determined which one the relative pronoun is used for a thing to show possession.

Based on the test result that given to the students, to determine the students’ mistakes in past tense at grade VIII MTsS Muhammadiyah Paraman Amplu Pasaman Barat can be seen on the criteria below:

Table 41
Criteria Score Interpretation

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80	High
5	81% - 100%	Very high ²

Table 24

The Classification of the students’ Mistakes in Relative Pronouns at Grade XI MAS Subulussalam Kota Pinang

Classification	Criteria	Total of Students	Percentage
0%-20%	Very low	49	69,01%
21%-49%	Low	22	30,98%
41%-60%	Enough	0	0%
61%-80%	High	0	0%

² Ridwan, *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Penelitian permula* (Bandung: alfabeta, 2005), p. 89.

81%-100%	Very high	0	0%
Total		71	100%

B. The Causes of Students' Mistakes in Relative Pronouns at Grade XI MAS SUBULUSSALAM Kota Pinang.

Based on the result of observation and interview to English teacher and the students, there were some causes that usually faced by students in learning relative pronoun: they were: the first, the students had poor knowledge about sentence so they felt difficulty when they have been asked to make a combining sentence or clauses by relative pronoun. The second, the students difficulty learn by heart the kinds and function of relative pronoun, and not able determine what relative pronoun should be used. The third, the students also felt difficulty to make full comprehend meaning about sentence or clauses together by using relative pronoun. The Fourth, the students did not able to different when the relative pronoun is used in the sentence.³

C. The Teacher Efforts to Overcome Students' Difficulties in Relative Pronouns at Grade XI MAS SUBULUSSALAM Kota Pinang.

Based on the result of interview to English teacher, to anticipate the difficulties of the students in learning relative pronoun were the English teacher often repeat the lesson so the students understood the truly, especially in determining the relative pronoun as connector the sentences or clauses together.

To overcome the difficulties about determining relative pronoun in sentence, the English teacher asked the students to know kinds and function of

³ Abdul Karim Rambe, *English Teacher of MAS SUBULUSSALAM Kota Pinang*, Private Interview, Tuesday 27 March 2012.

relative pronoun by heart and the translations every meeting. The teacher asked often give exercise about relative pronoun.

While to overcome the student difficulties in comprehending the meaning of relative pronoun in sentence, the English teacher asked the students to know 15 vocabularies by heart about minimally subject, predicate as a sentence and the translations every meeting. Before learning English, the teacher kicked the students randomly so that all of the students can be motivated to memorize it.

While to overcome students difficulties in differentiating relative pronoun in sentences except as connector in sentences, the teacher gave the explanation many time about it so the students understood truly. The other, the English teacher often motivated the students to improve student spirit in learning especially in learning relative pronoun.⁴

The researcher concludes that many ways that can do in overcoming the student difficulties in learning relative pronoun as English teacher said when doing observation and interview.

D. Discussions

After analyzing respondents answers that the students' mistakes in relative pronoun at grade XI MAS SUBULUSSALAM Kota Pinang were: the students can not determine what the kinds and function of relative pronoun. Beside, the students' mistakes were they did not master about sentence.

⁴ Abdul Karim Rambe, *Op. Cit.*

The causes of students' mistakes in learning relative pronoun were: the first the students had poor knowledge about sentence so they felt difficulty when they have been asked to make a combining sentence or clauses by relative pronoun. The second, the students difficulty learn by heart the kinds and function of relative pronoun, and not able determine what relative pronoun should be used. The third, the students also felt difficulty to make full comprehend meaning about sentence or clauses together by using relative pronoun. The Fourth, the students did not able to different when the relative pronoun is used in the sentence.

The teacher efforts overcoming students' difficulties in students' mistakes in relative pronoun at grade XI MAS SUBULUSSALAM Kota Pinang were the English teacher often repeated the lesson especially in determining relative pronoun in sentences, the English teacher often give exercise about relative pronoun. English teacher asked the students to know about sentence by heart every meeting, the English teacher often motivated the students to improve student spirit in learning especially in learning relative pronoun.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusions

Based on the result of observation, interview and test done by the research about the students' mistakes in relative pronoun at grade XI MAS SUBULUSSALAM Kota Pinang, the researcher can conclude as follow:

1. The types of students' mistakes in learning relative pronouns were: the students can not know the kinds and function of relative pronoun in combining sentences.
2. The causes of students' mistakes in learning relative pronoun were: the first the students had poor knowledge about sentence so they felt difficulty when they have been asked to make a combining sentence or clauses by relative pronoun. The second, the students difficulty learn by heart the kinds and function of relative pronoun, and not able determine what relative pronoun should be used. The third, the students also felt difficulty to make full comprehend meaning about sentence or clauses together by using relative pronoun. The Fourth, the students did not able to different when the relative pronoun is used in the sentence.
3. The teacher efforts overcoming students' difficulties in students' mistakes in relative pronoun at grade XI MAS SUBULUSSALAM Kota Pinang were the English teacher often repeated the lesson especially in

determining relative pronoun in sentences, the English teacher often give exercise about relative pronoun. English teacher asked the students to know about sentence by heart every meeting, the English teacher often motivated the students to improve student spirit in learning especially in learning relative pronoun.

B. The Suggestions

Based on the conclusions above, researcher gave some suggestions as follow:

1. To Headmaster of MAS SUBULUSSALAM Kota Pinang always to motivate the English teacher to increase her ability in teaching English
2. To the English teacher to motivate the students to improve their abilities especially in learning relative pronoun.
3. For all students are hoped to be more active in next teaching and learning especially in relative pronoun.
4. To the readers especially English learners more improve their knowledge in learning relative pronoun.

REFERENCES

- A, Phyle Michel, *TOEFL: Preparation Guide*, New Delhi: Wiley Dreamteach pvt.ltd, 2005.
- A.J. Thomson and A. V. Martinet, *A Practical English Grammar*, London: Oxford University Press, 1960.
- Abdurrahman Fathoni, *Metodologi Penelitian Pendidikan*, Bandung: Pustaka Setia, 1998.
- Airasian, Peter and L. R. Gay, *Educational Research Competencies for Analysis and Application*, USA: Prentice Hall, 2000.
- Anas Sudijono, *Pengantar Statistik Pendidikan*, Jakarta: Raja Grafindo Persada, 1991.
- Dalimunthe, Elly Fauziah, *The Correlation between Relative Pronoun Mastery and the Students' Ability in Forming Adjective Clauses at the Grade XI Students of SMK Negeri 1 Padangsidempuan in 2010/2011 academic year*, Unpublished Thesis: UMTS Padangsidempuan, 2011.
- Hartanto, *ABC English Grammar*, Surabaya: Indah, 2003.
- Haryono, Amirul Hadi *Metodologi Penelitian Pendidikan*, Bandung: Pustaka Setia, 1998.
- Hornby, *Oxford Advanced Learner's Dictionary*, New York: Oxford University Press, 1995.
- Hasibuan, Taufik Rasyidi, *A Correlation between Relative Clauses and Descriptive Text Mastery at the Eight Grade Students of MTsN Padangsidempuan*, Unpublished Thesis: UMTS Padangsidempuan, 2008.
- MuhibinSyah, *Psikologi Belajar*, Jakarta: Raja Grafindo Persada, 2008.
- Mulyasa, *Menjadi Guru Profesional*, Bandung: Remaja Rosda Karya, 2008.
- Murphy, Raymond., *English Grammar in Use*, Melbourne 3166: Cambridge University Press, 1994.
- Murthy, Jayanti Daksina, *Contemporary English Grammar*, New Delhi: Book Palace, 2003.
- Ramayulis, *Ilmu Pendidikan Islam*, Jakarta: Kalam Mulia, 2010.
- Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*, Bandung: Alfabeta, 2005.

- Ridwansyah, *Mastering English Grammar*, Jakarta: Puspa Swara, 2006.
- Siregar, Z., *Bahasa Inggris Pola 24 Jam: Eastest Way and Shortest Time in Learning English*, Surabaya: Indah, 1995.
- Slamet Riyanto, Emilia NH and Leila NH, *English Grammar*, Yogyakarta: Pustaka Pelajar, 2007.
- Sumadi Suryabrata, *Metodologi Penelitian*, Bandung: Bima Karya, 1980.
- Suyanto and Kasihani K.E, *English for Young Learners*, Jakarta: Bima Aksara, 2008.
- Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia*, Jakarta: Balai Pustaka, 2001
- Louden W, ‘‘Teaching Students Experiencing difficulties in Learning (Information for Teachers of Languages)’’ taken from http://www.curriculumsupport.education.nsw.gov.au/secondary/languages/languages/german/assets/proreading/learn_diff.pdf, retrieved 13 Juli of 2013 at 10.15 WIB.
- WinarnoSurakhman, *Pengantar Penelitian Ilmiah Dasar Metode dan Teknik*, Bandung: Kasito, 1982.
- Yatim Riyanto, *Paradigma Baru Pembelajaran*, Jakarta: Pranada Media Group, 2009.

CURRICULUM VITAE

A. Identity

Name : S O F I A N I
Reg. No : 07 340 0132
Place and Birthday : Sumberjo, 17 Mei 1989
Sex : Female
Religion : Islamic
Address : Jl. Sinar, Sihitang

B. Parents

1. Father's name : W A R N O
2. Mother's name : M A R I A T I

C. Little Sister

Sister's name : S U S I A N I
ARDIYANTI LESTARI

D. Little Brother

Little brother's name : BAMBANG HERMANTO
YUDIMAN PRASETYO

E. Education Background

1. Graduated from Elementary School in SD Negeri 017877 Sumberjo Kecamatan Labuhan Batu Selatan from 1994-2000
2. Graduated from Junior High School in SMP Negeri 3 Kota Pinang from 2000-2004
3. Graduated from Junior High School in SMA Swasta YAPIM Pinang Awan - Cikampak from 2004-2007
4. Be University student in State Collage for Islamic Studies (STAIN) Padangsidimpuan

33	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	1	5
34	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	2
35	0	1	0	0	0	1	1	0	1	0	0	0	1	0	0	0	0	1	1	0	7
36	0	1	0	0	0	1	1	0	1	0	0	0	1	0	0	0	0	1	1	0	7
37	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	3
38	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	1	0	0	4
39	0	0	0	0	0	1	1	0	0	0	0	0	1	0	1	1	0	1	0	0	6
40	0	0	0	0	0	0	0	1	1	0	0	1	0	1	0	0	1	0	0	0	5
41	0	1	0	0	0	1	1	0	1	0	0	0	1	0	0	0	0	1	1	0	7
42	0	1	0	0	0	1	1	0	1	0	0	0	1	0	0	0	0	1	1	0	7
43	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	2
44	0	1	1	1	0	0	0	1	1	1	0	0	0	0	0	0	0	0	1	0	7
45	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1	0	3
46	0	0	0	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	1	0	4
47	1	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	0	5
48	1	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	1	5
49	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1	4
50	0	0	0	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	3
51	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	3
52	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	3
53	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	0	3
54	0	1	0	0	0	1	1	0	1	0	0	0	1	0	0	0	0	1	1	0	7
55	0	0	0	0	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	4
56	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	4
57	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	4
58	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	4
59	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	6
60	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	3
61	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	4
62	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
63	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	3
64	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	3
65	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
66	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	0	0	0	0	0	5
67	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	3
68	0	0	0	0	0	1	1	0	1	0	0	0	1	0	0	0	0	1	1	0	6
69	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	1	4
70	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1	3
71	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	3
Total																				274	

The researcher calculated the score by using the following formula:

$$\begin{aligned} &= \frac{\sum \text{score}}{\sum \text{respondent} \times \sum \text{item} \times \text{nilai item tertinggi}} \times 100\% \\ &= \frac{274}{71 \times 20 \times 1} \times 100\% \\ &= 19,29\% \\ &(100\% - 19,29\% = 80,71\%) \end{aligned}$$



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN**

Sekretariat : Jl. Imam Bonjol Km. 4,5 Sihitang Telp. 0634-22080 Padangsidimpuan 22733

Nomor : Stt. 14/USB/P 22/2010

Padangsidimpuan, 30 Desember 2010

Lamp : -----

Kepada:

Hal : Pembimbing Skripsi

Yth. 1. Dr. Mahmuddin siregar, M.A
2. Yusni Sinaga, S.Pd., M.Hum
Di-

Padangsidimpuan

Assalamu'alaikum Wr. Wb

Dengan hormat. Disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Kelayakan Judul Skripsi, telah ditetapkan judul skripsi Mahasiswa tersebut di bawah ini sebagai berikut:

Nama/NIM : Sofiani / 07 340 0132

Jurusan/Prog. Studi : Tarbiyah/ Tadris B. Inggris-3

Judul Skripsi : **THE STUDENTS' MISTAKES IN RELATIVE PRONOUNS AT GRADE XI MAS SUBULUSSALAM KOTAPINANG**

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa di maksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapa/Ibu, kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

KETUA PRODI BAHASA INGGRIS

KEPALA UNIT BINA SKRIPSI

Ray Lubis

Agus Salim Lubis

Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Drs. Agus Salim Lubis, M.Ag
NIP. 19630821 199303 1 003

An. PEMBANTU KETUA I,
KETUA JURUSAN TARBIYAH

Zulhimma

Hj. Zulhimma, S.Ag, M.Pd
NIP. 19720702 199703 2 003

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA
PEMBIMBING I

BERSEDIA/TIDAK BERSEDIA
PEMBIMBING II

Acc. 24. 22/2-12
[Signature]

[Signature]

Dr. Mahmuddin Siregar, M.A
NIP. 19530104 198203 1 003

Yusni Sinaga, S.Pd., M.Hum
NIP. 19700715 200501 2 010



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN

Alamat : Jl.Imam Bonjol Km 4,5 Sihitang Telp (0634) 22080 Padangsidimpuan 22733
website:<http://stainps.ac.id>

Padangsidimpuan, 26 Maret 2012

Nomor :Sti.14/I.B4/PP.00.9/ 532/2012

Lamp. : -

Hal : **Mohon Bantuan Informasi
Penyelesaian Skripsi.**

Kepada Yth,
Kepala MAS Subulussalam
Kota Pinang
di-

Kota Pinang

Assalamu'alaikum Wr.Wb.

Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN)
Padangsidimpuan menerangkan bahwa :

Nama : Sofiani
Nomor Induk Mahasiswa : 07. 340 0132
Jurusan/Prog.Studi : Tarbiyah/TBI
Alamat : Jl. Sinar Sihitang, Kecamatan Padangsidimpuan Tenggara

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi
dengan Judul **"The Students' Mistakes In Relative Pronouns At Grade XI MAS
Subulussalam Kota Pinang"**.

Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan
informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

a.n. Ketua
Pembantu Ketua I

Drs. H. Irwan Saleh Dalimunthe, MA
NIP. 19610615 199103 1 004

Tembusan :
Bina Skripsi



SURAT KETERANGAN

No. 422 / MA-ISL. SS / III / 2012

Yang bertanda tangan di bawah ini:

Nama : HJ. ZAINUN, S,Pd

Jabatan : Kepala Madrasah Aliyah Islamiyah Subulussalam

Menerangkan bahwa:

Nama : SOFIANI

Status : Mahasiswi STAIN PADANG SIDEMPUAN

NPM : 07.340 0132

Program Studi: Tarbiyah/ TBI

adalah benar mengadakan Riset di Madrasah Aliyah Swasta Islamiyah Subulussalam Sumberjo Desa Asamjawa Kecamatan Torgamba Kabupaten Labuhanbatu Selatan pada tanggal 26 s/d 27 maret 2012 dengan judul penelitian:

“The Students’ Mistakes In Relative Pronouns At Grade XI MAS Subulussalam Kota Pinang”

Demikianlah Surat Keterangan ini diberikan untuk dapat dipergunakan seperlunya.

Sumberjo, 27 Maret 2012

Kepala MAS. ISLAMIYAH SUBULUSSALAM
SUMBERJO

Hj. ZAINUN, S.Pd