

**A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF
SMA AI-HUDA PEKANBARU IN SELECTING APPROPRIATE
RELATIVE PRONOUNS**

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Abstract

The general objective of this study is to find out the ability of the second year students in selecting appropriate relative pronouns. This research was conducted at SMA Al-Huda Pekanbaru in July 2012 in the Academic year of 2012/2013. The sample of the research is 27 students of IPA class. The data were collected by using multiplechoice questions. The writer conducted a try out in another class before the test was given. There are 10 items being revised after doing the try out. 4 items being revised because their facility value scores are lower than 0,30 (difficult), and 6 items being revised because their facility value scores are higher than 0,70 (easy). The result of this study shows that most of the students (62,97%) can select appropriate relative pronoun “when”. However, some students (29,63%) still find difficulty to select appropriate relative pronoun “whose”. So, it may be concluded that the students’ ability is still in *mediocre* level with the mean score of 59,81.

Keywords: Descriptive research, Ability, Relative Pronouns.

INTRODUCTION

Based on the syllabus of senior high school, students should have basic competence in identifying relative clauses. According to Lehmann (1984) Relative clauses have their own characteristics which often make them recognizable as a type. Marking by a relative pronoun or particle is a common way to (partly) obtain this goal. This statement shows that relative pronouns are a marking to identify relative clause. In other words, relative pronoun is a strategy for indicating a relative clause because a relative pronoun has the function to introduce relative clause (Aarts: 1991). From these statements appear one question, how can students identify relative clauses if they are not able to select appropriate relative pronouns in a sentence?. Therefore, the writer is interested in investigating the ability of the second year students in selecting appropriate relative pronouns.

The writer formulates that the problem of this research is “How is the ability of the second year students of SMA Al-Huda Pekanbaru in selecting appropriate relative pronouns?”. The specific objective of this research is to find out the ability of the second year students of SMA Al-Huda Pekanbaru in selecting appropriate relative pronouns who, whom, which, that, whose, when, and where in restrictive clause type.

The needs for the study are explaining to students about the relevance between relative pronouns and relative clause, giving information to the English teachers about the ability of the students in selecting appropriate relative pronouns at the school and which one of relative pronouns is difficult for students, and Improving the writer’s knowledge about Grammar especially in relative pronouns material.

METHODOLOGY

This is a descriptive research that has only one variable. Descriptive research is collecting numerical data to answer a question (Kritsonis: 2009). This research describes systematically the facts and characteristics of a given population. This descriptive research is proposed to find out the students’ ability in selecting appropriate relative pronouns.

This research was conducted at SMA Al-Huda Pekanbaru in July 2012 in Academic year of 2012/2013. The population of the research is the second year students of SMA Al-Huda. The number of population is 120 students who are divided into 4 classes; IPA1, IPA2, IPS1, IPS2. In taking the sample, the writer provides four pieces of paper, one of which is written the word *sample* then they are put in a box. Each chairman of the four classes picks up the pieces of paper, and the one who gets the paper with the word *sample*, becomes the sample of the research. The result determines that the sample of this research is IPA1 consisting of 27 students.

The data for this research were collected using a written test in the form of an objective test. The number of the test items is 40. The test should be completed in 60 minutes. The test materials were adopted from internet and some grammar books.

Before the test was given to the students as the instrument of the research; the writer conducted a try-out in another class to know whether or not it was reliable. The try out aimed at finding the difficulty level of each test item. 10 items were revised after doing try out. 4 items were revised because their facility value scores are lower than 0,30 (difficult), and 6 items were revised because their facility value scores are higher than 0,70 (easy) with the *mean* score is 53.33, standard deviation is 9.42, and the reliability of test is 0.81. The result of try-out was calculated by using patterns as follows:

Facility Value:

The index of difficulty (facility value) shows how easy or difficult a particular item is in the test. Facility value is the result of the number of the correct answer divided by the number of students taking the test. The formula can be seen as below:

$$F.V = \frac{R}{N}$$

Where: F.V : facility value

R : the number of the correct answer

N : the number of students taking the test.

(Heaton, 1975:172)

Mean Score:

The *mean* is used to find the central tendency. Mean score is the result of total score of the students divided by the number of the students. The formula can be seen as below:

$$m = \frac{fx}{N}$$

Where: m = mean score

fx = total score of the students

N = the number of the students

(Heaton, 1975:169)

Standard Deviation:

The standard deviation shows how each score deviates from the means. Standard deviation is the result of the total of squared mean deviation divided by the number of respondents. The formula can be seen as below:

$$s.d = \frac{\overline{d^2}}{N}$$

s.d = standard deviation

d^2 = the total of squared mean deviation

N = the number of respondents

(Heaton, 1975:170)

Reliability Test:

The reliability refers to an indication of how accurate the test scores are. Reliability will be between 0 and 1. If there were no error in a measurement, the reliability would equal 1 (Hatch and Farhady, 1982). The formula can be seen as below:

$$r_{ii} = \frac{N}{N-1} \left(1 - \frac{m^2}{N \cdot x^2} \right)$$

where: r_{ii} = the reliability

N = the number of the items in the test

m = the means score of the test for all the tests

x = the standard deviation of the test score

(Heaton, 1975:157)

After getting the real data, they were analyzed by using the pattern as follows:

Individual Score

Individual score is the result of correct answer divided by the number of items. To get the individual score, the formula was used:

$$M = \frac{X}{N} \times 100$$

Where: M : individual score

X : correct answer

N : number of items

(Nurkancana & Sunartana, 1986:76)

Based on the result of individual score, the ability level of the individual score is presented as follows:

No	Score classification	Ability Level
1.	81-100	Excellent
2.	61-80	Good
3.	41-60	Mediocre
4.	21-40	Poor
5.	0-20	Very poor

(Harris 1974:134)

After individual score and ability level categories were found, The percentage of the classification was calculated. The percentage is the result of number of frequency divided by the total number of respondents, and multiplied 100% . The formula can be seen as below:

$$P = \frac{f}{r} \times 100\%$$

Where: p : percentage

f : number of frequency

r : total number of respondents

(Hatch & Farhady, 1982:43)

RESULT AND DISCUSSION

The ability of the second year students at SMA Al-Huda Pekanbaru in selecting appropriate relative pronoun (who, whom, which, that, whose, when, where) can be seen in the table 1:

Table 1

The Students' Scores in Selecting Appropriate Relative Pronouns

Students	Correct Answer (X)	Number of Items (N)	Score (M)	Categories	Frequency	Percentage
1	38	40	95	Excellent	5	18.52%
2	35	40	87.5	Excellent		
3	35	40	87.5	Excellent		
4	34	40	85	Excellent		
5	34	40	85	Excellent		
6	27	40	67.5	Good		
7	27	40	67.5	Good		

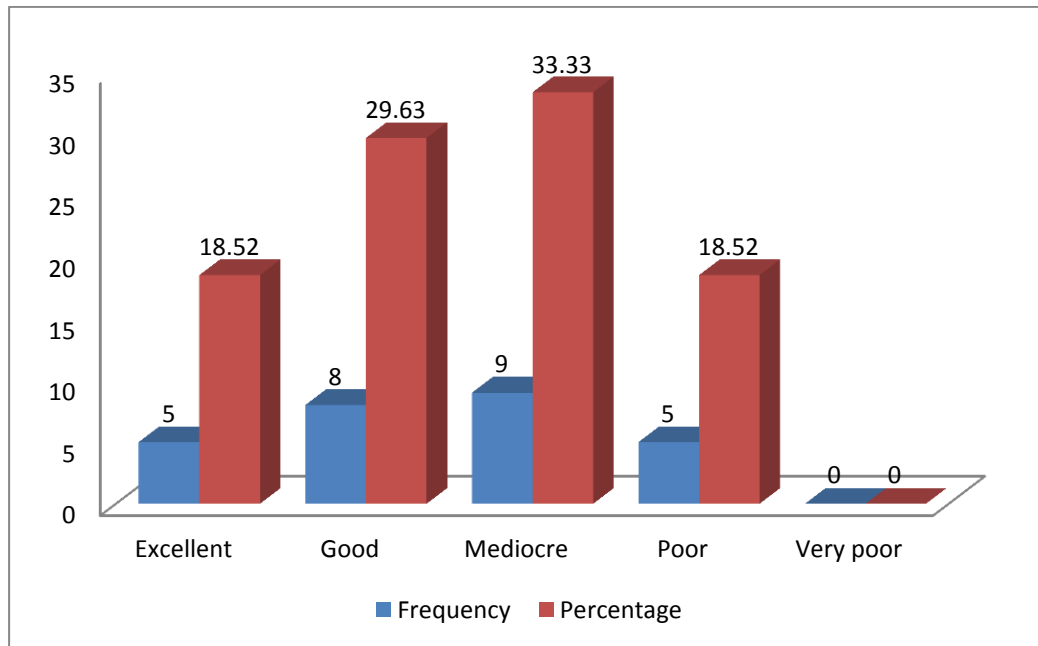
8	26	40	65	Good	8	29.63%
9	26	40	65	Good		
10	26	40	65	Good		
11	26	40	65	Good		
12	26	40	65	Good		
13	25	40	62.5	Good		
14	24	40	60	Mediocre	9	33.33%
15	24	40	60	Mediocre		
16	23	40	57.5	Mediocre		
17	22	40	55	Mediocre		
18	21	40	52.5	Mediocre		
19	21	40	52.5	Mediocre		
20	21	40	52.5	Mediocre		
21	17	40	42.5	Mediocre		
22	17	40	42.5	Mediocre	5	18.52%
23	16	40	40	Poor		
24	16	40	40	Poor		
25	14	40	35	Poor		
26	13	40	32.5	Poor		
27	12	40	30	Poor	27	100%
Total			1615	Mediocre		
Mean			59.81			

The table above shows that 5 students (18.52%) are in *excellent* level, 8 students (29.63%) are in *good* level, 9 students (33.33%) are in *mediocre* level, 5 students (18.52%) are in *poor* level, and there is no student in *very poor* level.

Based on the explanation above, it can be concluded that the ability of second year students at SMA Al-Huda Pekanbaru in selecting appropriate relative pronouns (who, whom, which, that, whose, when, where) is in **mediocre level** with the mean score of **59.81**.

The data on the table above can be illustrated by the following graph:

The Students' Scores in Selecting Appropriate Relative Pronouns



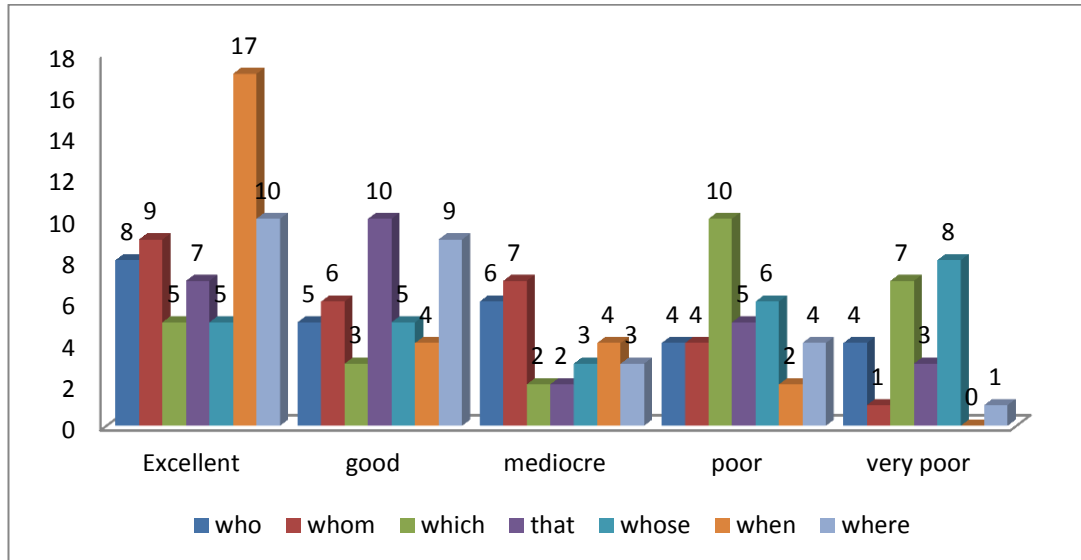
To know the students's ability in each pronouns, the writer separated explanation each pronoun as below:

Score	Level of Ability	Relative Pronouns							total
		who	whom	which	that	whose	when	where	
Frequency									
81-100	Excellent	8	9	5	7	5	17	10	27
61-80	Good	5	6	3	10	5	4	9	
41-60	Mediocre	6	7	2	2	3	4	3	
21-40	Poor	4	4	10	5	6	2	4	
0-21	Very poor	4	1	7	3	8	0	1	
Percentage %									
81-100	Excellent	29.63	33.33	18.52	25.93	18.52	62.97	37.04	100%
61-80	Good	18.53	22.22	11.11	37.04	18.52	14.81	33.33	
41-60	Mediocre	22.22	25.93	7.41	7.41	11.11	14.81	11.11	
21-40	Poor	14.81	14.81	37.04	18.51	22.22	7.41	14.81	
0-21	Very poor	14.81	3.71	25.92	11.11	29.63	0	3.71	

Based on the table above, most of students can select appropriate relative pronoun “when” with its frequency of *excellent* level is 17 students (62.97%). However, some students still find difficulty in selecting appropriate relative pronoun “whose” with its frequency of *very poor* level is 8 students (29.63%). Generally, the writer found that the ability of the second year students at SMA Al-

Huda Pekanbaru in selecting appropriate relative pronouns is in **mediocre** level with the mean score of **59.81**.

The data on the table above can be illustrated by the following graph:



CONCLUSIONS

The objective of the research is to find out how the ability of the second year students of SMA Al-Huda Pekanbaru in selecting appropriate relative pronouns. Based on the result presented in chapter IV, the writer concluded that the ability of second year students of SMA Al-Huda Pekanbaru in selecting appropriate relative pronouns is in **mediocre** level with the mean score of **59.81**, and the writer observed that the students can select relative pronouns, but between relative pronouns (who, whom, which, that, whose, when, where) which be tested, some student still find out difficulty in selecting relative pronoun “ whose” (29.63% percentage in *very poor* level).

SUGGESTIONS

It is suggested that the second year students at SMA Al-Huda Pekanbaru need to improve their ability in selecting correct relative pronouns in sentence by doing more test about relative pronouns. If they can not select relative pronouns correctly, they also can not identify main clause and relative clause, the effect they will get more difficult while study this material. In this case, the teacher in the school also should teach students to understand about relative pronouns since in senior high school detaily. The teacher should give two simple sentences as example and then explain how to identify entecedent in the two sentences, and how to combine two sentences into a single sentence using relative pronouns.

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