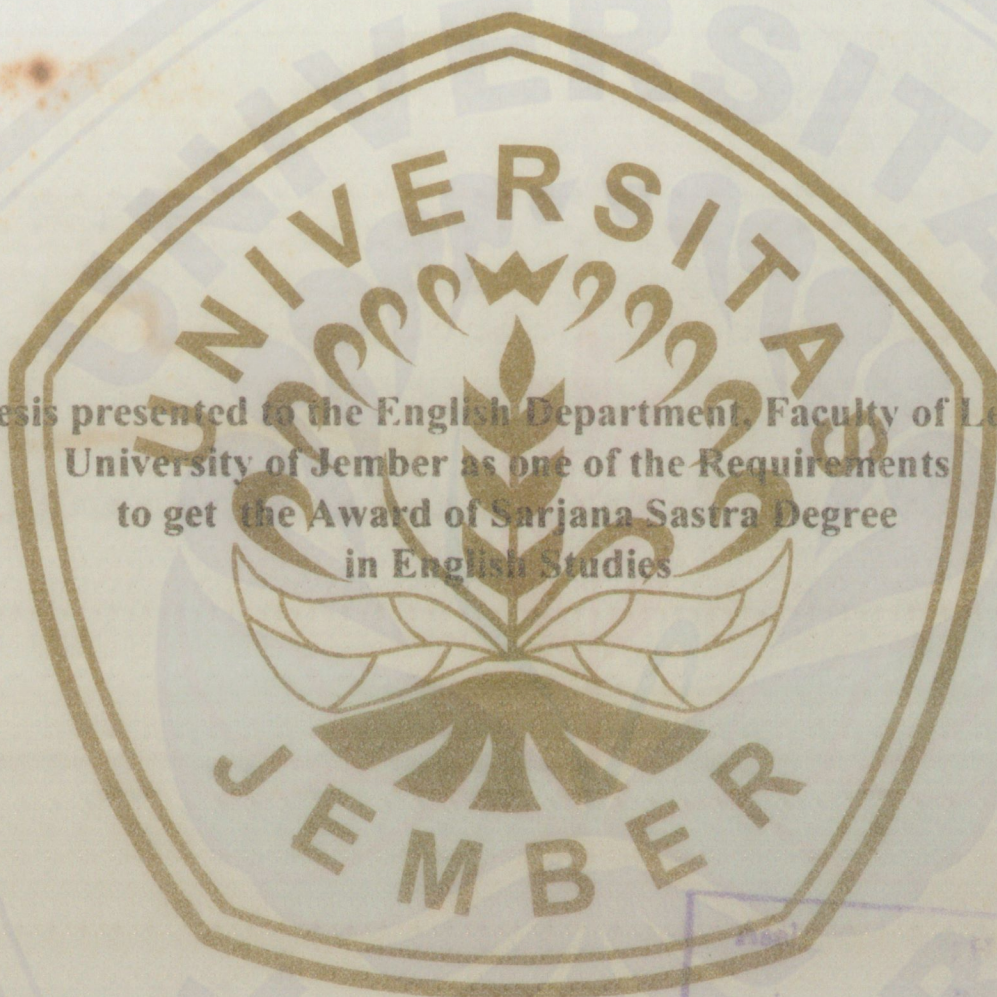


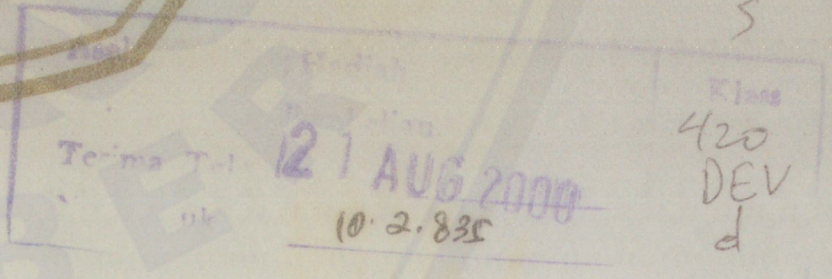


**THE DIFFICULTIES IN THE USE OF ENGLISH RELATIVE PRONOUNS IN
ADJECTIVE CLAUSES BY 1998/1999 STUDENTS OF ENGLISH
DEPARTMENT, FACULTY OF LETTERS, UNIVERSITY
OF JEMBER A DESCRIPTIVE STUDY**

A thesis presented to the English Department, Faculty of Letters,
University of Jember as one of the Requirements
to get the Award of Sarjana Sastra Degree
in English Studies



By :



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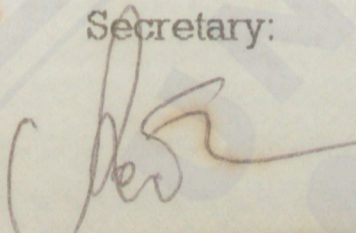
**FACULTY OF LETTERS
UNIVERSITY OF JEMBER
2000**

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Approved and received by the examination committee of the English department, faculty of Letters, University of Jember.

Jember, 19th June 2000

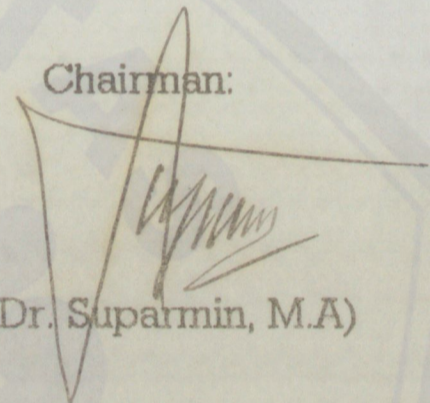
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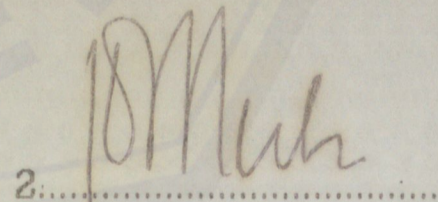
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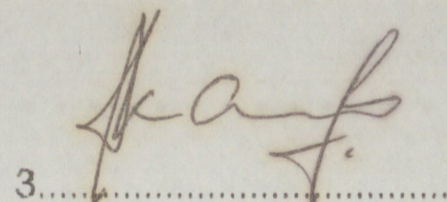
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MOTTO



إِنَّ فِي الْهَرَسِ يَسْرًا (٦)

"Inside the hardship there is ease" (the Holy Qur'an, 98:6)

PAGE OF DEDICATION

With so much love I would like dedicate this thesis to :

- ◆ *My father 'Ipa' and my mother 'Ima' without whom there is an absence in my life that nothing can replace; no diamonds and pearls can ever replace what you have given to me;*
- ◆ *My brother and sisters who support me through the years;*
- ◆ *Someone whose presence means a lot to me;*
- ◆ *My Alma Mater.*

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Praise be to Allah, I wish to praise Him for His great blessings given to me so that I am finally able to finish my study and write this thesis completely as one of the requirements to gain sarjana Sastra Degree in English Department, faculty of Letters, University of Jember with all my abilities. I try my best to presents this thesis, and hopefully it may give valuable contribution to those who are interested in the subject discussed in this thesis.

I also do wish to render my heartfelt thanks to Drs. Soedjadi, the dean of the Faculty of Letters; Dr. Suparmin, M. A, the head of the English Department, Faculty of Letters, University of Jember; and to my first and second advisors: Dr. Samudji, M. A and Dra. Meilia Adiana, M. Pd who give their valuable and countless guidance, correctness as well as sugèstions on possible additions for the completion and improvement of this thesis. I am also very grateful to Drs. Sukarno, M. Litt. for being my supervisor from the beginning I study in this Faculty to the end of my study.

In this opportunity, I would like to dedicate my highest honor to my parents: Ipa and Ima; My brother: Wendy; my sisters: 'Naning' and Krisma who always give me their endless love, prayers and support especially in the course of writing and completing this thesis. I am also very indebted to Mas Budi for giving me valuable support and for being my life's companion in facing the ups of downs of life in the last five years and for the next years in my life and for leading me to maturity.

My thanks goes to fat, thanks for your support, and my classmates (Astuti, Ayu, Ana, Diah, and others) who have given me the beautiful friendships, all my friends in BR 9, and others that I cannot mention all one by one.

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Jember, June 2000

Rosdiana Dwi Yanti Devi

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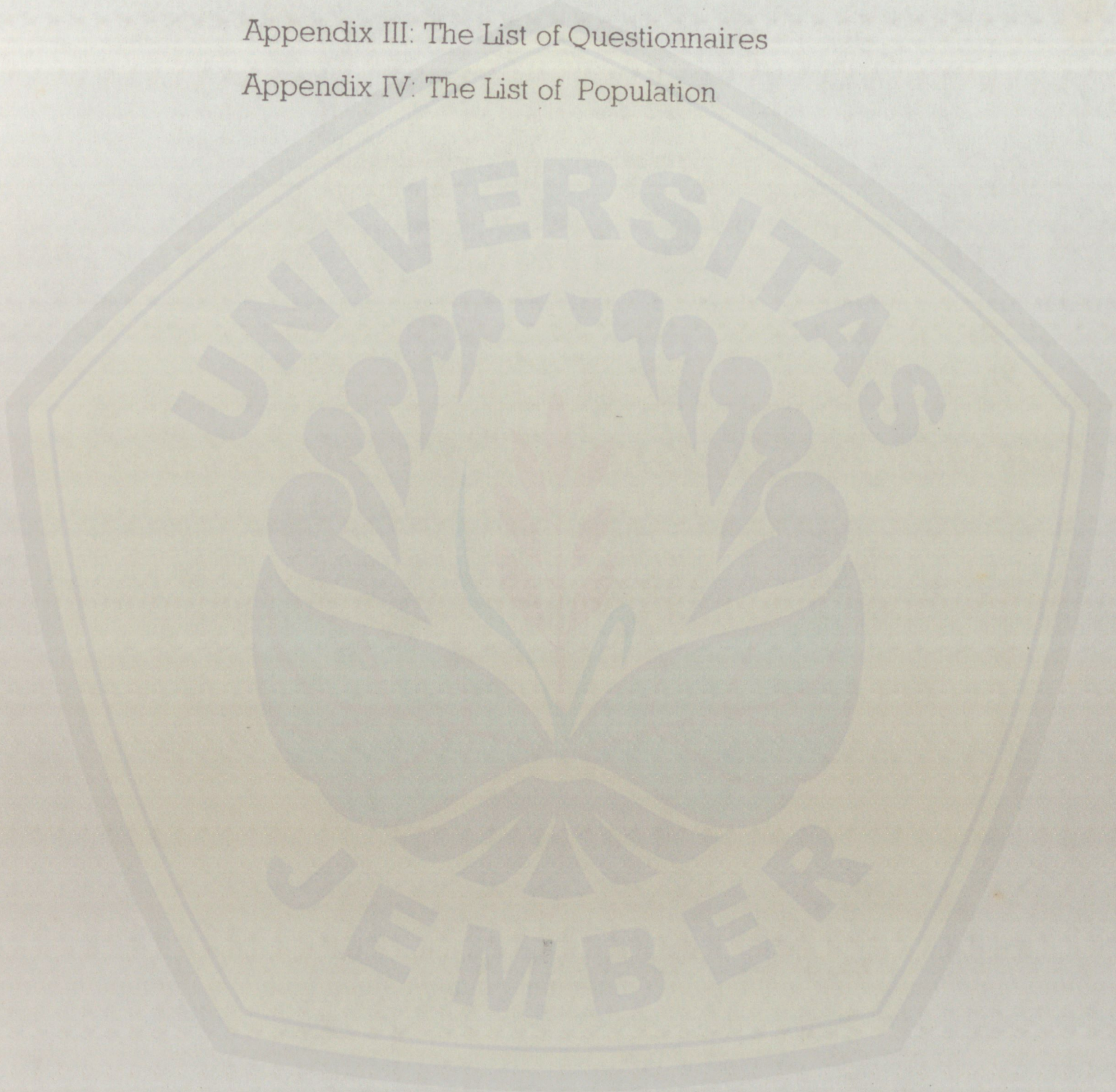
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I. INTRODUCTION

1.1 The Background of The Study

English language for Indonesian people belong to the foreign language. It is not used as a mother tongue or a native language. English will be regarded as a foreign language if it is not habitually spoken by the native population. It is acquired and learnt as a compulsory subject in junior high schools, senior high schools, colleges and even elementary schools.

The students of English Department, Faculty of Letters, University of Jember, learn the English language in more detail. The learners, of course, have longer time to learn all things concerning the English language in order to improve their ability compared with those students whose specialist subject is not English. Surely, in this department, the learners will achieve and expand the knowledge of English language, such as grammar, that is the system by which words combines into larger units to convey ideas or information. Eventhough we get grammar materials from the beginning we study in this faculty, it is not a guarantee for us to completely master all materials of English grammar, because we use a new language of which system is different from the language we have mastered.

There are so many difference^s in system between English and Indonesian language, the use of relative pronoun for an example. There are various kinds of English relative pronouns of which the distribution is decided by genus and antecedent. In other words, the choice of relative pronouns is decided by the genus of the antecedent, that is a person or thing. They refer to subjective case, objective case, and genitive case (who, whom and whose). Moreover, English relative pronouns have the construction of preposition+relative pronouns. There is also a number of agreement between relative pronouns and the words being modified. On the contrary, Indonesian

relative pronouns do not have those kinds of rules. Indonesian relative pronouns are less than English relative pronouns. In general, they only take the form of 'yang'. They are not influenced by genus or case and there is no agreement with the word being modified. Unlike English relative pronouns, Indonesian relative pronouns have no construction of preposition+relative pronoun. To make it clearer, an example is taken from Pengantar Sintaksis Indonesia to state the construction of preposition+relative pronoun that does not occur in the Indonesian language:

Sebuah rumah yang depannya tergantung sebuah papan.

A house in front of which a board had been hung. (Fokker 1983:50).

The differences between Indonesian and English relative pronoun will be discussed further in the theoretical review.

Because of those differences, English language learners still face difficulties to deal with the use of English relative pronouns. As a consequence, the learners still produce erroneous sentences. *I do not like people which lose their temper easily* is one example of learners' erroneous sentences.

It is a fact that the long duration of our learning is not a guarantee for us to be free from making errors. The appearance of errors in the process of foreign language learning is unavoidable because the system of foreign language we learn is different from the system of our first language. So, our first language influences our production of English sentences. In other words, the learners' errors are caused by the influence of the native language, Corder gives the term 'interference' from the habits of the first language. (1981:65). The interference occurs because the learning of English as a foreign language is done when the concepts of the learners' mother tongue, Indonesian language, reach and establish afterwards. The habits of

Indonesian language have been strongly built and stored by the learners in their brain.

The learners' erroneous sentences are not only because of interference but also because of some factors that influence the learning of English language. As it is cited by Lewis that there are some factors which influence the learning of foreign language similarly, namely differences in ability and motivation (1975:23). The differences of both ability and motivation on the part of the learners are potential to create errors. Corder, furthermore, says that errors arise because there has not been enough effort on the part of the learners or enough explanation or practice on the part of the teacher (1981:63). He also adds that errors the learners made might be considered as being human fallibility such as lack of attention or poor memory whereas on the part of the teacher, errors produced by the learners might be considered as a result of inadequacy of their teaching (1981:65). So, it is true that errors are not only all the results of the influence of the mother tongue but also the inadequacy of learning and teaching process. Therefore, the learners should not stop practicing all the time so that the errors that arise can be minimized.

For the learners, the making of erroneous sentences may be produced by rules which are not those of the target language. To give just one example: the student may produce a sentence *the science of medicine, in that progress has been very rapid lately, is perhaps the most important of all sciences*. It is an evidence that the learner does not yet apply the rules of the target language, especially the rules of English relative pronouns. So, the learner faces difficulties in employing the rules of English relative pronouns. It can be seen in the sentence above where he uses inappropriate relative pronoun. Eventhough many learners think that English relative pronouns are easy in their use, there are still many of them do not understand how to use

them correctly, especially in adjective clauses. Of course, there are various causes of those difficulties. For that reason, this issue is going to be presented in this thesis entitled: *The Difficulties In The Use of English Relative Pronouns In Adjective Clauses By 1998/1999 Students of English Department, Faculty of Letters, University of Jember : A Descriptive Study.*

1.2 The Problems to Discuss

Although the subject of this research has been given the material about English relative pronouns, it is not a guarantee that they do not get difficulties to use them correctly. Therefore, the problems which need an investigation are: (1) How great the errors in the use of English relative pronouns in adjective clauses are, and (2) the causes why the students face difficulties in the use of English relative pronouns.

1.3 The Scope of The Study

It will be quite difficult to investigate the causes of learners' difficulties in learning a foreign language, especially its grammar, because the English language is not their first language. Although the process of teaching and learning English has taken enough time, many English Department students' utterances seem to be fossilized. Therefore, it will be beneficial to concentrate on a restricted problem. The discussion will be focused on the students' difficulties in using English relative pronouns within adjective clauses.

1.4 The Purposes of The Study

The purposes of the study in the thesis are as follows:

- a. To describe the students' errors in using the English relative pronouns used in adjective clauses and to know how great the errors made by the students are;
- b. To find out the causes of difficulties faced by the students in using the English relative pronouns used in adjective clauses.

1.5 The Significance of The Study

The significance of the study is aimed at two schools: the researcher and the English learners. Firstly, to the researcher; by doing the research, the writer can apply the knowledge of grammar that the writer got from Grammar and Structure class. By writing the thesis, the writer also can broaden the knowledge of English, especially about the English relative pronouns. Secondly, this study is indispensable for the learners of English because they can get better understanding about English relative pronouns. By getting better understanding, they are expected to be able to recognize, identify and correct the errors they made.

1.6 The Organization of The Thesis

This thesis is divided into five chapters. They are introduction, theoretical review, research method, data presentation and discussion, and the last is conclusion.

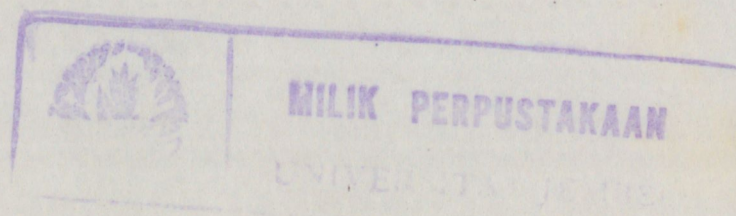
The first chapter tells about the background of the study, the problem to discuss, the scope of the study, purposes of the study and the organization of the thesis.

The second chapter is theoretical review. In this chapter, The writer writes about some theories that have relation to what is discussed in this thesis.

The following chapter discusses the research method that is used in this thesis including the research location, population and sample, the type of data, and the type of analysis.

The data presentation and discussion are presented in chapter four. The result which is obtained from the tests and questionnaires are then analyzed according to the method that is used in this thesis.

The last chapter is a conclusion. The conclusion is drawn based on the result and discussion that have been analyzed.



II. THEORETICAL REVIEW

Before having a further discussion of learners' difficulties in the use of English relative pronouns, it is better to describe the theoretical background taken from previous research, and books relating with the discussion. They include defining and non-defining relatives and their differences as well. There are also the use of relative pronouns in a defining and a non-defining relative clauses. The further discussion shows the differences between English and Indonesian relative pronouns. The hypotheses are presented in this chapter.

2.1 The English Relative Pronouns

Giving the meaning of English relative pronoun needs the opinions from some grammarians or linguists' ideas that are presented in this theoretical review. Therefore, the understanding about English relative pronouns, their functions, case in the relative pronoun and agreement will be found particularly on the following grammarians' conceptions.

The following statement is one of grammarians' ideas about relative pronoun; "Relative pronoun is a pronoun that introduces a dependent clause and refers to an antecedent in an independent clause." (Gerber, 1959:404). Meanwhile, Swan defines that a relative pronoun is one of the pronouns who, whom, whose, which and that (and sometimes what, when, where, and why); it is used to repeat the meaning of a previous noun (antecedent); at the same time, it connects the relative clause to the rest of the sentence (1980:xxi).

Both Gerber and Swan state the term 'antecedent', that is the word being modified. They agree that the relative pronoun is a pronoun that connects an independent clause to a dependent clause. It refers to the

antecedents that immediately precedes it. The clause that refers to an antecedent is called a modifier, because it modifies a noun. So, the dependent clause mentioned is functioning as an adjective. Therefore, this clause is also called adjective clause or relative clause. A clause is called dependent when it is subordinated to the clause by conjunctions, such as if, when, because, though, whereas and so on or by relative pronouns.

The relative pronouns like the personal pronouns change their forms to indicate number, case and they reflect the 'gender' (personal/non-personal) of the antecedents.

Case in general is the property of a noun or pronoun that shows, either by inflection (change in form) or by position, the relation of the word to other parts of the sentence. The following quotation is given by Quirk et al. concerning with the case in the relative pronoun; "Case is used to indicate the status of the relative pronoun in its clause" (1973:379). It means that case in relative clause is the use of different forms of relative pronouns to show their functions in a sentence and their use are determined by the antecedent gender (personal or non-personal).

Further, the verb in a relative clause must agree in number and in person with the relative pronoun serving the subject of the clause. The relative pronoun, in turn, must agree with its antecedent. Therefore, before making the verb agrees with the relative pronoun, we must find the antecedent and determine its person and number. For examples:

Have you talked with the man who was waiting to see you. (Turner, 1976:82)

(Man is the antecedent of the relative pronoun who, and the verb must agree with the antecedent in person and number).

Where are the books that were left on the table (Turner, (1975:82).

(Were agree with the relative pronoun 'that' which must agree with its antecedent 'books'),

2. 2 A Defining and A Non-defining clause

There are two kinds of relative clauses, they are: a defining relative clause and a non-defining relative clause. The following discussion is about a defining and a non-defining relative clause and what the relative pronouns used in defining and non-defining relative clauses are.

2. 2. 1 A Defining Relative Clause

Before giving further explanation about defining relative clause, an example derived from Graver's book:

A conductor is a person who collects fares on a bus or tram.
(1971: 120).

'who collects fares on a bus or tram' is the relative clause. This clause is an essential part of the whole definition and can not be omitted if the sentence as a whole is to make useful sense. Furthermore, Frank states that if the adjective clause serves to narrow down the reference to noun it modifies no commas are used for the clause. (1986:280). Thus, in 'who collect fares on a bus or tram' limits the reference of the class word 'person'.

From the definition above, it can be said that a defining clause describes a preceding noun in such a way as to distinguish it from other noun of the same class. In other words, it is used to identify further the word to which the relative clause related. Therefore, a clause of this kind is essential to clear understanding of the noun. This clause is not separated from the

antecedents by commas in writing nor by pause in speech. This clause that limits or restricts noun further is called 'restrictive clause'.

Having made a description of defining relative clause, It is important to explain about the relative pronouns used in adjective clauses. They are 'who', 'that', 'which', and 'whose' ('of which'). They can be in the subjective case, objective case and possessive case.

1. 'who' ('that') - 'which' ('that') : in subjective case

'Who' is the subject pronoun that refers to person. It is also possible to use 'that' instead of 'who'. 'That' ('which') is used when the antecedent is denoting things. (e. g.: He is the sort of man *that (who)* will do anything to help people in trouble.)

2. 'That' : In objective case

The man *that* you met yesterday is coming to tea.

'That' in a sentence above can be omitted. Such a clause is called 'contact clause' and is very common in both writing and speech. 'That' can also be used as an object of preposition denoting both to persons and things. It is also possible to omit the relative pronoun 'that' as an object of preposition.

3. 'Whose' ('of which') : In possessive case

'Whose' is the possessive relative pronoun that refers to things and persons. 'Of which' is also the possible form of possessive. it is used to refer to things.

2. 2. 2 A Non-defining Relative Clause

After understanding the meaning of defining relative clause and the relative pronouns used in defining relative clauses, it is important to comprehend the meaning of non-defining relative clause, because both of them are distinguished from each other.

Giving the idea of non-defining relative clause needs some authors' opinions. Thomson and Martinet distinguish the defining relative clause from the non-defining relative clause. They say that the non-defining relative clause is placed after a noun which is definite already (1986:85). It does not, therefore, define the noun, but merely add something to it by giving some information about it. Unlike a defining relative clause, it is not essential in the sentence and can be omitted without causing confusion. This clause is separated from its noun by commas. With regard to the previous opinion, Graver comments that the insertion and omission of comma/commas in relative clause may represent a difference in meaning. For an example:

- a. He has a sister who works at the United Nation headquarters in Geneva (defining)
- b. He has a sister, who works at the United Nation headquarters in Geneva. (1971:128)

The absence of a comma after 'sister' in a implies that 'he' has more than one sister; that one of them in particular is being referred to the one who works in Geneva. The presence of a comma in b implies that he has only one sister. It is, therefore, impossible to define which one, and the relative clause simply gives information about her. If we do not include the clause, the meaning of the main clause remains exactly the same.

From both quotations, it can be said that to distinguish defining relative clause from non-defining relative clause is by examining the main clause that remains, and deciding whether or not it makes satisfactory sense without the

relative clause. Certainly, if we omit a defining relative clause, the sentence left will be obviously incomplete. A further point of contrast between defining and non-defining relative clause is that the relative pronoun can not be omitted.

As a continuation with the meaning of non-defining relative clause, the kinds of relative pronouns used in non-defining relative clause is also important to notice. The relative pronouns used in non-defining relative clauses are 'who', 'whom', 'whose' and 'which'.

1. 'Who' - 'Which';

'Who' is used in subjective case that refers to persons. It can also be functioning as an object of preposition. 'Which' is the relative pronoun in non-defining clause for things. It can be used as a subject, as an object of verb and as an object of preposition.

2. 'whom';

In contrast with a defining clause, the relative pronoun functioning as an object can not be omitted, 'Whom' is only the possible form. 'Whom' is also used as an object of preposition.

3. 'Whose';

'Whose' is the possessive form of relative. instead of referring to persons, it is also referring to things. 'Whose' refers to things can be replaced by 'of which'.

From the brief explanation above, we can draw a conclusion that the choice of relative pronouns depends on:

- a. Whether the clause is restrictive or non restrictive;

- b. Whether the antecedent is personal or non- personal;
- c. What the role of the pronoun within the relative clause is.(e. g; Whether it is as a subject, an object, etc. This determines the choice of case.)

In short, the relative pronouns used in defining and non-defining clause can be illustrated in the figure below:

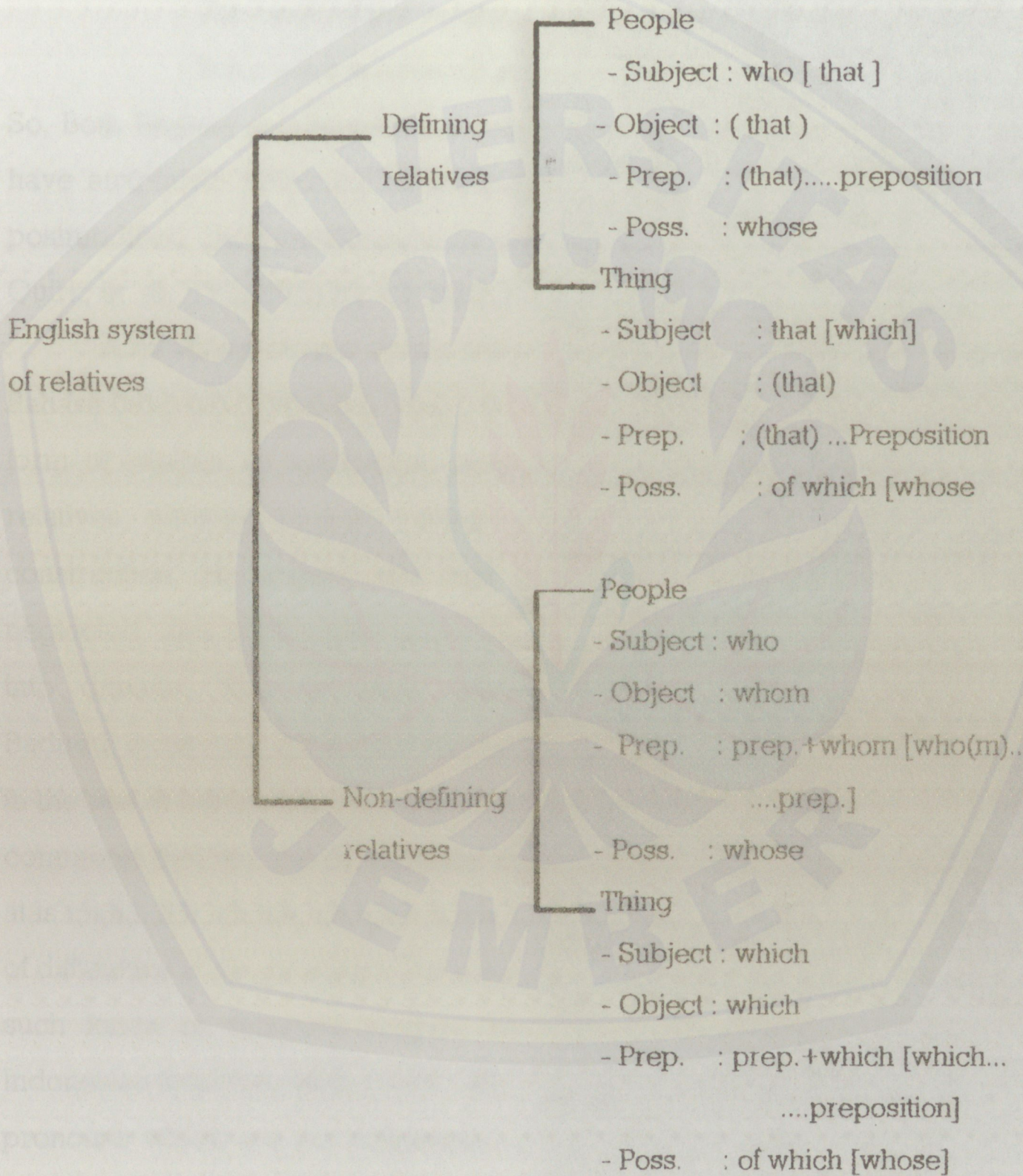


Figure 1 is adopted from Living English Structure p. 211

2.3 Indonesian Relative Pronouns

Gorys Keraf in *Tata Bahasa Indonesia* says that relative pronoun is a word substitutes a noun which is relating a sub clause to a main clause. (1987:69). This definition is the same with the Swan's idea about the English relative pronoun which is mentioned before. For examples:

The book which is lying on the table is Mary's.

Buku yang terletak di atas meja adalah milik Mary.

So, Both English and Indonesian relative pronoun from the examples above have anaphoric reference to the noun phrase (antecedent) 'buku' which is postmodified (postmodification is comprising all the items after the head, Quirk, et. al., 1972:376) by the relative clause.

A bit different now about relatives is given by Keraf in his book, '*Tata Bahasa Indonesia*'. Besides 'yang', which he seems to agree is the commonest form of relative in Indonesian language, Keraf introduces another form of relatives, namely 'tempat', which he considers to the truest Indonesian construction. He argues that this kind of Indonesian relatives is often neglected, and is changed under the influence of Indo European languages into 'dimana'. This, he gaps, often creates inappropriate style.(1985:70). Badudu, moreover, gives his comments about the influence of native language in the use of Indonesian relatives in his book '*Pelik-pelik Bahasa Indonesia*'. He comments that the use of relatives such as: dimana, yang mana, hal mana, di atas mana, dari mana, dengan siapa, kepada siapa, di dalam mana, as a result of difficulties in the process of translation. He, furthermore, adds that the use of such kinds of relatives happen because the user does not master the Indonesian structure well. (1979:145). Consequently, there are many relative pronouns which are not Indoneisan style. So, he includes the word 'tempat' and 'teman' as relatives besides the word 'yang'.

In different way, Muslich in 'Garis-garis Besar Tata Bahasa Baku Bahasa Indonesia' says that a clause which is subordinated by the relative pronoun 'yang' is called a 'Klausa sematan pewatas atributif'. As a 'pewatas', this clause explains the condition of the noun in the main clause or an action which is done by the certain nominal in the main clause.(1990:157). Some words mentioned by Indonesian linguists above mean 'kata ganti penghubung' or 'relative pronoun'. For making the statement clearer, some examples below are taken from some books like "Pelik-pelik Bahasa Indonesia", "Sintaksis", "Pengantar Sintaksis Indonesia":

Relative pronoun 'yang'

- Surat yang kukirimkan minggu yang lalu rupanya belum diterimanya (Badudu, 1984:144)

The relative pronoun 'yang' also functions as a determiner and a definite. As a determiner, relative pronoun 'yang' mentioned is to emphasize or differ the noun modified from other. (Keraf, 1987:70). Such as anak yang manis, orang yang datang, etc. As a definite the word 'yang' is used as an article 'the', such as in the sentence

- Yang besar harus memberi contoh kepada yang kecil.
(ibid:144)

Relative pronoun 'tempat' especially used to replace a place

- Perusahaan tempat ayah saya bekerja ialah perusahaan swasta. (Badudu, 1984:144).

The antecedent of 'tempat' may be a person who is asking to talk or a person who becomes the aim (asking , speaking, etc.), person who receives a confidence.

- Orang tempatku mengadakan nasib hanyalah engkau seorang.(ibid:144)

The relative pronoun 'teman' is used to refer to the antecedent person.

- orang temannya bercakap-cakap itu adalah kawannya sekuliah. (Badudu, 1984:145).

In this case, Badudu, Fokker and Keraf do not give and define about the examples of Indonesian relative pronouns as a defining and a non-defining relative clause. However, Keraf in "Komposisi" says that a comma is used to sign a parenthesis form (the additional explanation which is usually placed in parenthetic) and non-restrictive elements like:

- Anak-anak yang sudah menghadiri kebaktian itu, dapat dipulangkan kerumahnya masing-masing. (1973:23).

In relation to Keraf's idea, Muslich has the same opinion about a defining and a non-defining relative clause in his book 'Garis garis Besar Tata Bahasa Baku Bahasa Indonesia. It is mentioned that the subordinator 'yang' may restrict the meaning of an acuan nomina (=antecedent) in the main clause, or it may precede a relative clause which does not restrict the meaning of its antecedent, and it is written between commas. (1990:58).

Fokker, moreover, says that relative pronoun in its function never preceded by preposition. (1983:150). For an-example:

Sebuah rumah yang depannya tergantung sebuah papan. (ibid: 147)

A house in front of which board had been hung.

As a matter of fact, English and Indonesian relative pronouns have the same functions. Both of them are used to repeat the meaning of a previous noun (antecedent) and connects the main clause to the rest of the sentence. They also occur in the same construction, that is between nominal phrase antecedent with the relative clause. English relative pronouns can be transferred into Indonesian becomes 'yang' like the examples below:

- My brother who lives in Birmingham is an engineer.

Abang saya yang tinggal di Birmingham adalah seorang insinyur.

- Anne, orang yang diharapkan Dick dapat menikah dengannya, adalah gadis yang sangat menarik.

Anne, whom Dick hopes to marry, is a very attractive girl.

There are various kinds of English relative pronouns which part of their distribution are decided by the genus of the antecedent, that is a person or a thing. They refer to subjective, objective and genitive case. In contrast, Indonesian relative pronouns are not influenced by genus or case.

The principle differences of Indonesian and English relative pronouns are English has the construction of preposition+relative pronoun, but Indonesian does not. Additionally, the verb in the relative clause must agree in number and in person with the relative pronoun. The relative pronoun, in turn, must agree with its antecedent. On the contrary, Indonesian relative pronouns do not have such kinds of agreement.

In short, the differences between the Indonesian relative pronoun and English relative pronoun can be written in the following form:

The Relative	Indonesian	English
The kinds	yang, teman, tempat	who, whom, which, whose, that
The functions	1. 'yang' can be functioning as determiner as well as article 'the' in English. It substitutes a noun in the main clause.	1. it substitutes the noun being modified. 2. It connects the main clause to the rest of the clause.

	2. It relates to a subclause to a main clause.	
The construction	1. After the noun being modified 2. there is no prep.+relative pronoun	1. After the noun being modified 2. There is prep.+relative pronoun
The choice of rel. pronouns is determined by	meaning of the antecedent and the whole meaning of the relative clause	1. whether the clause is restrictive and non restrictive 2. the gender of the antecedent 3. The role of the pronoun within the relative clause.
The verb in the relative clause when its function as a subject	There is no agreement with the antecedent in number	There is agreement with the antecedent in number and person

2. 4 The Hypotheses

After the problem has been identified, certain answers or solutions in the form of hypothesis may be formulated. Hypothesis is known as tentative or temporary answer to a question that can be true or false. According to Best, a good hypothesis has several basic characteristics: it should be reasonable, it should be consistent with known facts or theories, it should be

stated in such a way that it can be tested and found to be probably false, and it should be stated in the simplest possible terms.

Based on the problem, the hypotheses that can be formulated are as follows:

- a. The errors made by the students are great enough
- b. Those students who make errors face difficulties in using English relative pronouns are caused by: (1) The influence of the first language in the second language learning, (2) Deficiency in competence in the target language, specifically in the use of English relative as a result that there has not been enough effort on the part of the learner in learning grammar, particularly about English relative pronouns, (3) The learners actually know the system the language that is used but they forget it.

III. METHODOLOGY OF RESEARCH

Research method is a set of method in conducting a research. Hadari Nawari explains that method is a way that is used to achieve a purpose. (1991:61). Meanwhile Best in Research Education states that the purpose of research is improving a product or a process, testing theoretical concepts in actual problem situations.

In conducting a research, the researcher has to employ a certain method that is explained in this chapter. This chapter is about: (1) The research method, (2) The research location, (3) Population and sample, (4) The type of data, (5) The instruments for collecting data, and (6) The type of analysis.

3.1 The Research Method

Method used in this research is descriptive method. Descriptive method studies are designed to attain information concerning with the current status of phenomena. It concerns with conditions or relationships that exist at the same time of the study. Best explains that descriptive study is recording, analyzing and interpreting of condition that exist (1987:25). So, it can be said that descriptive method explains and interprets the existing data.

In this study, the writer uses some steps. First of all, the writer identifies the problem to be discussed. The second step is collection, organization and analyzing the data. Then, the writer explains all the data both in sentences and statistics forms to analyze further. The final procedure is the formulation of conclusion.

3.2 The Research Location

To search for the phenomenon taking place, two locations of research are used. They are library research and field research. Library research refers to research activity done by reading some books or references in order to get some information which are relevant to the topic of discussion. While field research is done in a certain location where the real phenomena occur. (Sutrisno Hadi, 1986:11). In this sense, the real phenomenon being research is the causes of difficulties in the use of English relative pronouns by 1998/1999 students of English Department, Faculty of Letters, University of Jember.

3.3 Population and Sample

A population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. Whereas a sample is a small proportion of population selected for observation and analysis. (Best, 1981:80). The population of this research is the 1998/1999 students of English Department, Faculty of Letters, University of Jember. They are all 65 students.

Since the total number of population is less than 100 persons, the sample taken could cover the 50% out of the total population. (Surakhmad, 1990:100). With respect to this research, the sample taken involves the half of population. Furthermore, Surakhmad also says a descriptive research should involve sample comprising more than 30 persons. (1990:100). Thus, the sample taken is 40 students. 60% from the total number of population.

To gather the data, the simple random sampling is utilized in this research. In simple random sampling, every member of the population has an equal and independent chance of being selected for the sample (Mc. Millan, 1992:71). In this sense, each individuals has the opportunity to be selected

and chosen for the sample without considering some factors such as ages, competence, level, and sex.

3.4 The Type of Data

The type of data that is used in this research is qualitative and quantitative data. According to Allwright and Bailey (in Ali Burhanudin Haris, 1991), qualitative and quantitative data approach are very useful for a research as data because the data obtained from each approach is more meaningful than those of one source. Qualitative data is the data in the form of opinion or words, while quantitative data is the data in the form of numbers (Supranto, 1978:3).

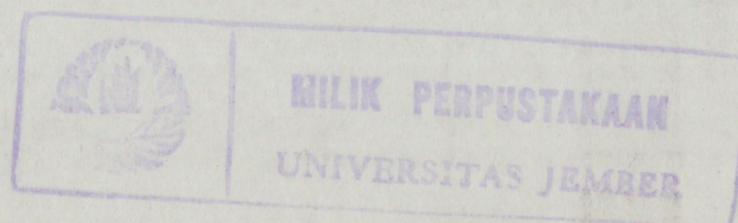
In this thesis, the qualitative data is collected from the test and questionnaires. While quantitative data is collected from the test and questionnaires in the form of percentage and total number.

3.5 The Instruments for Collecting Data

Instruments are needed in order to get the data, to measure frequency and to know how great the phenomena. By using instruments, the data can be collected as a means for obtaining the percentage of number in the form of qualitative and quantitative data. The research uses some instruments for collecting the data. They are: (1) Test method, the test is taken to know the ability of each student in the use of English relative pronouns, and (2) Questionnaire.

3.5.1 Test Method

Best says that tests are frequently used to describe prevailing conditions at a particular time. (1981:192). The materials of the tests consist of four parts. The first part is adding the incomplete sentences by means of



English relative pronouns. There are ten questions in this part. The second is combining the sentences by defining relative pronouns and non-defining relative pronouns and is also inserting the appropriate punctuation where needed. It consists of six questions. The next exercise is concerning with the agreement between the verb and the antecedent, and also the agreement between a relative pronoun and its antecedent, that is presented in the third part. The last part consists of ten exercises. This part is inserting the necessary relative pronouns and using commas where necessary. So, they are 31 questions in all. The tests are constructed based on the exercises taken from some books, such as Living English Structure, Advance English Practice, Fundamentals of English Grammar, and English Grammar Usage For Test Takers.

3.5.2 Questionnaire

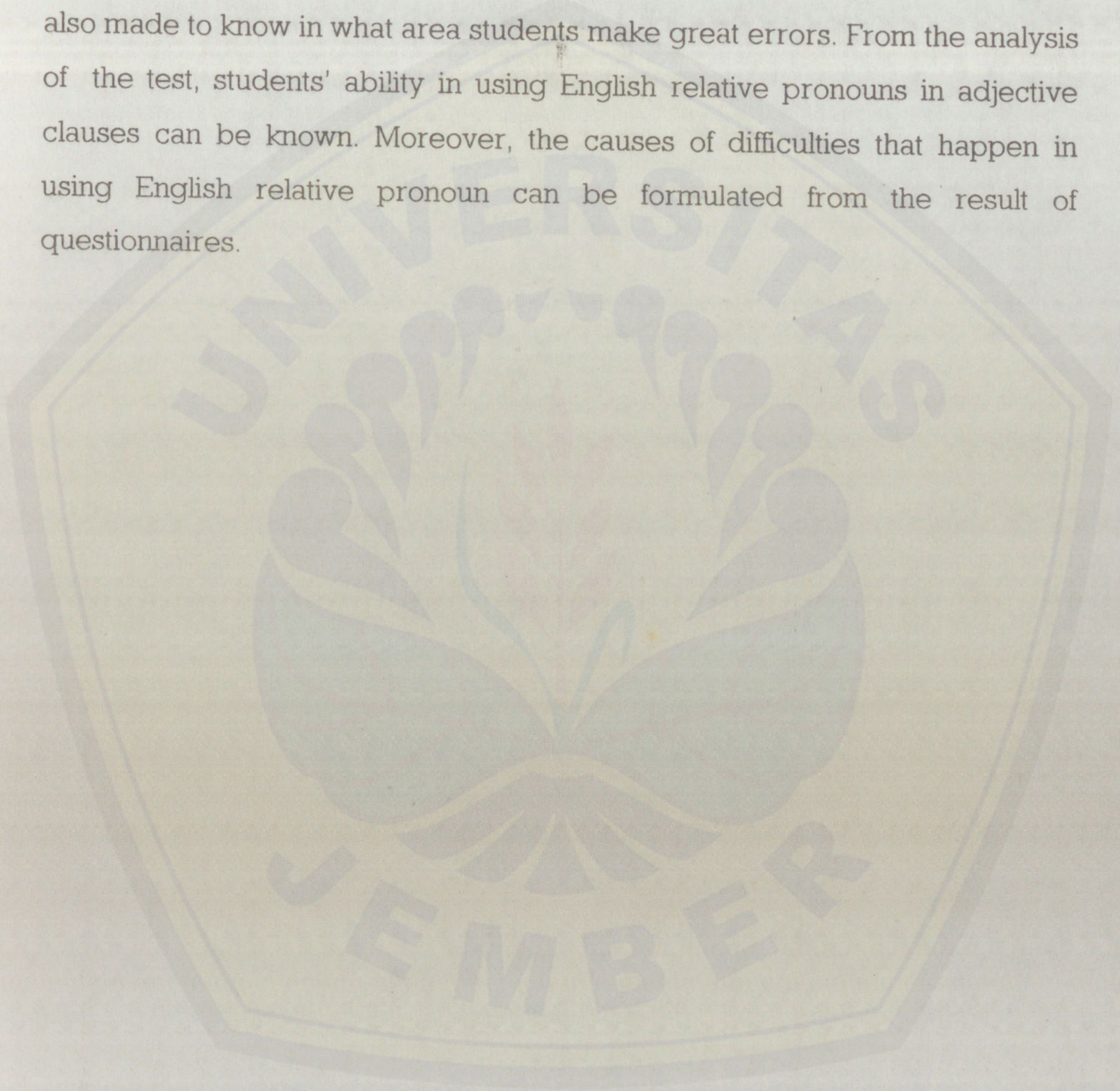
A questionnaire is used when the factual information is desired. (Best, 1981:167). In compliance with the topic of discussion, questionnaires are used in order to know the causes of difficulties in using English relative pronouns by 1998/1999 students of English Department, Faculty of Letters, University of Jember.

The questionnaires that are distributed to the learners are in the closed form, which according to Best, they provide for making a yes or no, a short response, or checking an item from a list of suggested response. (1981:168).

3.6 The Type of Analysis

The type of analysis that is used in this thesis is descriptive analysis. According to Best (1981:25), since the research is descriptive research, it involves the description, recording analysis and interpretation of condition that exist. The result of the tests and questionnaires are analyzed and

interpreted. The analysis of the test result discusses about the score of each student and the classification of the score. Besides that, the students errors are identified, classified and evaluated based on each part of area of the test. In addition, the frequency of errors in the form of total number and percentage is also made to know in what area students make great errors. From the analysis of the test, students' ability in using English relative pronouns in adjective clauses can be known. Moreover, the causes of difficulties that happen in using English relative pronoun can be formulated from the result of questionnaires.



IV. DATA PRESENTATION AND DISCUSSION

The data in this research are taken from the test conducted on May 2 and 9, 2000. The tests are joined by 65 students of English Department who are in the second year but only 40 students are taken as sample. The data analysis is done to find out how great the errors produced by the students in the use of English relative pronoun in the form of defining and non-defining relative clauses are. While the analysis of questionnaires' result is done to know the causes of difficulties in the use of English relative pronouns by 1988/1999 students of English Department, Faculty of Letters, University of Jember.

4.1 The Analysis of The Test Result

The result of the test shows that the errors made by the students in using English relative pronoun both in defining and non-defining relative clauses are great. The students make a lot of errors in each part of the test. This part will discuss about: 1) students' score and 2) the analysis of the percentage of the errors in the use of English relative pronouns.

4.1.1 The Students' Score

After the test has been done by the students, the answers are analyzed to get the score of the test for each student. The ability of each student can be shown based on his / her score of the test.

From the result of the test, the students make a lot of errors in part II and IV. Therefore, these parts have the higher score than part I and III. The score of part II and IV is thirty for each. While part I and III each is twenty.

In part II, the score of each number is five. In all parts the writer gives score zero for the answers where inappropriate relative pronouns are used. The answers of the test in this part are grouped into four based on their errors. First is the use of inappropriate relative pronouns. Second is those answers that are correct but they do not put any commas. The students, however, must write commas if the relative clause is non-defining. In this case, they must be able to distinguish non-defining from defining relative clauses. Next is the use of appropriate relative pronouns in a sentence but there is no a contact clause. The last is the use of appropriate relative pronouns in joining sentences but they have wrong construction. Those answers that have wrong construction will be reduced two and half, and minus two for those answers that are no commas. The answers if there is no a contact clause will be reduced one. Meanwhile the score of each number in part I is two and minus one if there is no contact clause for the clause in that relative pronoun can be omitted. The score in part III is four for each number. There are five numbers in it. The students who circle the correct verbs and relative pronouns which do not conform to their antecedents get the score two. On the contrary, for those students who fill the blanks with correct relative pronouns and circle the wrong verbs their score will be reduced two. The last part is part four that takes the score three for each number. The answers that are correct but the students do not write any commas in non-defining relative clauses will be reduced one. In this part, there is only one number in that relative pronoun can be omitted to make a contact clause. Most of the students do not make a contact clause, as a consequence their score will be reduced one and half.

In short, the score of each number for different parts will be presented in the table below:

TABLE 1. The score of each part

	Score	1	2	3	4	5
Part I	2	-1	-	-	-	0
Part II	5	-1	-2	-2.5	-	0
Part III	4	-	-	-	-2	-2
Part IV	3	-1.5	-1	-	-	0

1 = the score of the answers in that relative pronouns are used correctly but there are no contact clauses .

2 = the score of the correct relative pronouns but there are no commas in the answers.

3 = the score of the answers in that relative pronouns are used correctly but their sentence construction are wrong.

4 = the score of the use of correct relative pronouns but the verbs are wrong

5 = the score of the use of correct verb but wrong relative pronouns

After scoring the result of the test, the ability of each student can be seen from his / her score. Then, their scores are classified based on their interpretation as seen in the following table:

TABLE 2. The students' score

NO	STUDENT NUMBER	SCORE	INTERPRETATION
1.	98-1077	25	Very poor
2.	95-1078	45.5	Poor
3.	98-1034	49.5	Poor
4.	98-1082	31	Very poor
5.	98-1114	42.5	Poor
6.	98-1065	32	Very poor
7.	98-1024	56.5	Poor
8.	98-1060	48	Poor
9.	98-1098	73	Good

10.	98-1107	60	Fair
11.	98-1059	51	Poor
12.	98-1054	31.5	Very poor
13.	98-1021	60	Fair
14.	98-1113	54	Poor
15.	98-1148	62	Fair
16.	98-1064	52.5	Poor
17.	98-1133	49.5	Poor
18.	98-1116	37.5	Very Poor
19.	98-1067	60	Fair
20.	98-1040	28	very Poor
21.	98-1043	34	Very Poor
22.	98-1003	62	Fair
23.	98-1130	61.5	Fair
24.	98-1004	53	Poor
25.	98-1039	64.5	Fair
26.	98-1110	49	Poor
27.	98-1010	68.5	Fair
28.	98-1079	69.5	Fair
29.	98-1092	48.5	Poor
30.	98-1141	65.5	Fair
31.	98-1088	60.5	Fair
32.	98-1100	41.5	Poor
33.	98-1005	53	Poor
34.	98-1062	65	Fair
35.	98-1095	64.5	Fair
36.	98-1020	63.5	Fair

37.	98-1068	60	Fair
38.	98-1001	75	Good
39.	98-1080	45	Poor
40.	98-1102	40	Poor

From the table, it can be seen that there is an interpretation for each score. It means that each score is classified based on the classification of the score.

The students who get score in range between 80-100 is categorized in 'excellent' interpretation. The score in range between 70-79 is 'good' and score between 60-69 is 'fair'. Then, the interpretation of 'poor' and 'very poor' are scores in range between 40-59 and in range between 0-39. The total number for the classification of students' score will be presented in the form of percentage in the following table:

TABLE 3. The classification of the students' score

Score	Interpretation	Frequency / Percentage
80-100	Excelent	-
70-79	Good	2 (5%)
60-69	Fair	15 (37.5%)
40-59	Poor	16 (40%)
0-39	Very Poor	7 (17.5%)
	Total	40 (100%)

4. 1. 2 The Analysis of Percentage of Errors In The Use of English Relative Pronouns

The students make a lot of errors in the test they have done. Part I and part II is the bigger percentage of errors than part III and IV. For making it clearer, the following table presents the frequency of errors data for each part made by the students.

TABLE 4. The Frequency of Errors In part I

No	inapp. rel. pron.	No contact clause
1.	23	-
2.	24	8
3.	5	-
4.	15	21
5.	5	-
6.	12	-
7.	9	-
8.	1	-
9.	35	3
10.	3	-
Total	132	32

TABLE 5. The Frequency of Error Data in Part II

No	Inappropriate Rel. pr.	Commas	Contact clauses	wrong construction	no answer
1.	18	-	-	13	6
2.	10	-	16	12	2
3.	23	-	-	5	7

4.	27	2	-	-	-
5.	24	4	-	-	5
6.	4	22	-	-	1
Total	106	28	16	30	21

TABLE 6. The Frequency of Error Data in Part III

No	Inap. rel. pr.	Wrong verb	no answer	
			rel. pron.	verb
1.	-	29	14	-
2.	1	5	10	-
3.	8	4	10	-
4.	10	17	11	-
5.	8	4	13	1
Total	27	59	58	1

TABLE 7. The Frequency of Error Data in Part IV

No	Inap. rel. pr.	no rel. pr.	no commas	c. clause	no answer
1.	4	-	-	-	-
2.	a. 15	a.2	17	-	-
	b. 7	b.2	-	-	-
3.	a. 2	a. 4	-	-	-
	b. 5	b. 5	-	-	-
4.	39	-	-	-	-
5.	a. 19	a.1	26	-	-

	b. 4	b.1		-	-
6.	a. 17	-	27	-	-
	b. 6	-		-	-
7.	28	-	-	8	-
8.	16	-	17	-	-
9.	a. 1	-	26	-	-
	b. 8	-			2
10.	6	-	20	-	6
Total	177	15	133	8	8

From the result of the test, the students' errors can be classified based on each part of the test as seen in the table above. There are 529 occurrences of errors in the use of inappropriate relative pronouns comprising 132 errors in part I, 127 in part II, 85 and 185 in part III and IV. After knowing the total number of errors, then they are calculated by using a certain rule. The highest and the lowest percentage of errors in each part can be analyzed. The percentage of errors is counted by the following rule:

$$PE = \frac{e}{\sum E} \times 100\%$$

PE = percentage of errors of each part

e = number of errors of each part

$\sum E$ = the total number of errors

As an example, there is 132 errors in part I from the total number of errors (529). The percentage of errors in the part is determined by the following calculation:

$$PE = \frac{132}{529} \times 100\%$$

$$= 25\%$$

Furthermore, the percentage of errors of each part based on the total number of errors is presented in the table below :

TABLE 8. The Percentage of Errors of Each Part

PART	TOTAL / PERCENTAGE
I	132 (25%)
II	127 (24%)
III	85 (16%)
IV	185 (35%)
Total	529 (100%)

The table shows that part IV has the biggest frequency of occurrence of error data. It indicates that part IV is the most difficult part of all parts. Part III is the biggest percentage for the questions that have no answers. In this part, the students only circle the verb without filling the blanks with relative pronouns as it is asked.

4.2 The Description and Interpretation of Error Data from the Test

Pertaining to the fact that errors are inevitable of foreign language learning process, the subject of the research produces a great errors in the use of English relative pronouns both in defining and non-defining relative clauses.

The subchapter below present the presentation of error data from the test and its interpretation.. The main object of this interpretation is to get a description of learners errors.

4. 2. 1 The Description And Interpretation of Errors in The Use of English Relative Pronoun

In part I, most of the students make wrong answers in number 1, 2 and 9. For examples: number 1) The Pope, *who* many people had never heard before, spoke on the radio.

The correct answer is 'whom'. As it is cited by Quirk et. al that there are two situations to consider the case in relative pronoun. First, if the pronoun is in the genitive relation to a noun head, the pronoun can have the form of 'whose'. Secondly, with a personal antecedent the relative pronoun can show the distinction between 'who' and 'whom' depending on its role as a subject of the relative clause, as an object or as a preposition complement. (1973:379). The answer above takes the form of 'whom' because of the antecedent 'the Pope' is functioning as an object.

number 2) I should like to see the trees.....you picked those apples from.

The correct answer is 'that' or no relative at all. Regarding to the Graver's opinion that a distinctive characteristic of defining relative clause is that the relative pronoun may be omitted, without any change of meaning in a sentence as a whole, even if it is not the subject of the clause (1971:122). Therefore, the correct answer that conform to the theory above is 'that' or no relative at all. There are 25 students whose answer is 'which' instead of 'that'. So, it is 62.5% from the total sample.

number 9) Can you remember the person.....you took it from?.

The correct answer is 'that' or no relative at all (the omission of the relative pronoun). As it is mentioned above that a relative pronoun functioning as an object in a defining relative clause can be omitted. The fact is most of the students do not omit the relative pronoun. There is 87.5% from the total

sample. who use inappropriate relative pronouns. They have different answers for the same number, that are 'who', 'which', mostly the relative pronoun 'whom'.

In part II, the students must join two sentences by means of defining and non-defining relative pronouns. They should also make a contact clause wherever possible and add commas if the clause is non-defining. Before combining the sentences, they must be able to differentiate a defining from a non-defining relative clause. By distinguishing a defining from a non-defining relative clause, the students will be able to decide what relative pronouns are used in combining those sentences.

This is the most difficult part showing the students' score is the lowest of all parts. Students make a lot of errors in this part, particularly in number 4 and 5.

For examples: number 4) The house has now been repaired. *Its* roof was damaged.

Some students' answer is:

The house *which* its roof was damaged has now been repaired. The correct answer is:

The house *whose (of which)* roof was damaged has now been repaired.

5) Anne Boleyn was Henry VIII's second wife. Henry executed *her* in 1536.

The correct answer is:

Anne Boleyn, *whom* executed in 1536, was Henry VIII' wife.

The commas are written between 'whom executed in 1536' because this clause is only as an additional information. The clause needs commas because we can omit the clause without causing unsatisfactory information.

Many students join the sentences above by using a relative pronoun 'who'. There are 24 students who join the sentences by means of relative pronoun 'who'. Meanwhile, number six is the least wrong answer made by those students. In this number, some students answer with correct relative pronoun but they do not write any commas in it. They do not know that the clauses are non-defining relative clauses.

For an example: number 6) Some London policemen *who* are wellknown for their politeness and helpfulness were sent to America.

In this sentence, some of the students do not notice that the clause 'who are wellknown for their politeness and helpfulness' can be omitted without changing the meaning as a whole. Therefore, the clause needs commas.

On the other hand, the students also use appropriate relative pronouns in the rest of the numbers. Eventhough they have correct answers in using relative pronouns, their construction of sentences are wrong.

For example: number 1) I have pleasure in introducing you to the man *whose* without generosity your society will cease to exist.

The correct answer is:

I have pleasure in introducing you to the man without *whose* generosity your society will cease to exist.

2) This is a job (*that*) you can take your time over it, because I am not in any particular hurry.

- 3) The language teachers' association provides a medium that ideas can be shared and discussed through.

The correct answer is:

The language teachers' association provides a medium through that ideas can be shared and discussed.

Some students may think 'that' in the sentence above is as an object of preposition. For that reason, they put the word 'through' at the end of the clause. Graver agrees that a preposition is placed at the end of the clause. It can not, in any case, be placed before the relative pronoun 'that' but there are, however, two other considerations given by Graver, which concern the way in which preposition functions:

- (i) Verb+prep. combinations such as take after (=resemble) and put up with (= tolerate) represent new words whose meanings are independent of their constituent element. The two elements (or three) are then inseparable, and the preposition must always follow the verb;
- (ii) The preposition may, on the other hand, represent part of a preposition noun phrase, and be entirely independent of the verb in its clause. In this case, the preposition always precedes the relative pronoun. (1971:136).

Pertaining to the fact that there are a lot of errors made by those students in part I and II, the students also make the least wrong answer among the four parts, that is part III. In this part, they must fill the blanks by means of relative pronouns and circle the correct verbs in parentheses. Eventhough this part is the least wrong answer made by the students, some of them do not circle the correct verb.

For an instance: number 1) One of the letters *that was* on my desk has disappeared.

The correct answer is:

One of the letters *that were* on my desk has disappeared.

Regarding to the opinion given by Turner that in a sentence that contains the phrase 'one of those', the antecedent of the relative pronoun is not 'one' but the plural word that follows. Thus, the circling verb is 'were'. The fact is most of students circle the wrong verb 'was'.

The last is part IV in that the students must insert the necessary relative³⁹ pronoun and use commas where needed, and if the relative pronoun can be omitted, they should enclose it in bracket. Most of the them also make many errors in this part, particularly in number 4 and 7.

As an example: number 4) He is the only man *who* knows the secret.

The correct answer is:

He is the only man *that* knows the secret

number 7) The peoples and lands *which* Genghiz Khan conquered were varied and numerous.

The answer for the item number 4 is concerning with the use of 'that' in special case. In relation to the use of 'that' (special case) Graver states that there are few cases where 'that' is preferred than 'which' (introducing, of course, a defining clause)(1971:122):

- a. When the antecedent is an indefinite pronoun
- b. When the antecedent is qualified by a superlative
- c. When the antecedent is qualified by an ordinal number
- d. When the antecedent is complement of "to be"

Moreover, Allen also adds that the use of 'who' is not always preferred in the subjective case, the following expressions always invariably take 'that': superlatives; all; any; only; and it is (the antecedent is complement of to be). Therefore, the relative pronoun used in the sentence is 'that'.

In this part, many students do not notice that some sentences need commas. Students must also be able to distinguish a non-defining from a defining relative clause before determining the choice of relative pronouns as in part IV, whereas in fact the students are still not able to distinguish them.

For examples : number 2) My dog Pongo *which* likes beef stole some meat from the butcher *who* ran after him, waving a chopper.

number 6) My uncle Joe *whom* you met last week has gone to stay with friends *who* put me up during the Whitsun holidays.

number 9) Prince Albert *who* was a good man did many things *that* were beneficial to Great Britain.

4. 2. 2 The Description And Interpretation of Errors In The Use of English Relative Pronoun In Defining And Non-defining Relative Clauses

Having made a description of errors in the use of English relative pronouns, the writer then classifies their errors based on kinds of relative clauses. As it is explained earlier that there are two relative clauses; defining and non-defining relative clauses. Those clauses determine the choice of relative pronouns whether the clause needs commas or not. The main object of this interpretation is to get the description whether the students are able to distinguish a defining from a non-defining relative clause or not.

From the total number of the test, there are 31 items comprising 15 defining relative clauses and 16 non-defining relative clauses. Five defining and non-defining relative clauses are in part I. Four questions about defining relative clauses are in part II and the rest of the numbers are non-defining relative clauses. In part III, there are 5 questions about non-defining relative clauses and 2 defining relative clauses. The last part, that is part IV, consists of 6 questions about non-defining relative clauses and 4 defining relative clauses.

The frequency of errors in the use of English relative pronouns in defining and non-defining relative clauses will be presented in the next table as follows:

TABLE 9. The Frequency of Error Data In The Use of Relative Pronouns In Defining And Non-defining Clauses

Part	non-defining			defining	
	no	Inap. rel. pr.	Commas	no	Inap. rel. pr.
I	1.	23		2.	24
	5.	5		3.	5
	6.	12		4.	15
	7.	9		8.	1
	9	35		10	3
	total	84		total	48
II	5.	24	4	1.	18
	6.	4	22	2.	10
				3.	23
				4.	27

III	total	28	26	total	78
	3.	8		1.	-
	4.	10		2.	1
	5.	8			
	total	26		total	1
IV	2.	a. 15 b. 7	18	1.	4
	5.	a. 19 b. 4	27	3.	a. 2 b. 5
	6.	a. 17 b. 6	25	4.	39
	8.	16	17	7.	28
	9.	a. 1 b. 8	27		
	10.	6	21		
	total	99	135	total	78

From the table above, there are 237 of errors in non-defining relative clauses and 205 of errors in defining relative clauses.

After classifying the errors in the use of English Relative Pronoun in defining and non-defining relative clauses based on kinds of clauses, the percentage of errors can be counted as seen in table below:

TABLE 10. The Percentage of Error Data In Defining And Non-defining Relative Clause

The test of each part	non-defining	defining
I	84 (35%)	48 (23,5%)
II	28 (12%)	78 (38%)
III	26 (11%)	1 (0,5%)
IV	99 (42%)	78 (38%)
Total	237 (100%)	205 (100%)

Table 10 shows the percentage of errors in the use of relative pronouns both in defining and non-defining relative clauses. Part I is the biggest percentage of errors made by those students. In this part, there is the same number that the students must fill the blanks with two appropriate relative pronouns; they are item number 2, 5, 6, and 9.

Besides making wrong answers, the students also use relative pronoun correctly in answering the questions but no commas are used in their answers, particularly items number 2, 5, 6, 8, 8, and 10. It indicates that their answer is correct because of chance. It happens because in deciding the choice of relative pronouns in a sentence, they do not notice whether the sentence consists of a defining or non-defining relative clauses. Pertaining to the fact that almost half of respondents do not write any commas for non-defining relative clauses in part IV, part II is the least answers that are minus commas.

From the description above, the writer can draw a conclusion that the ability of the students in distinguishing a non-defining relative clause from a defining relative clause is not good enough.

4. 2. 3 The Description And Interpretation of Errors In Accordance Between a Verb & an Aniecedent And Between a Relative Pronoun and Its Antecedent.

As it is explained in chapter II, that in the English system of relatives, there must be an 'agreement' between a verb and the antecedent in a relative clause when its function is as a subject and the relative pronoun must also agree with its antecedent. This subchapter tries to give a description about the frequency of the students' errors by giving this following table as follows:

TABLE 11. The Frequency of Errors in an "Agreement"

PART	No	1	No	2
I			7.	9 (12%)
			8.	1 (1%)
II			6.	4 (6%)
III	1.	35 (50%)	1.	-
	2.	6 (9%)	2.	1 (1%)
	3.	7 (10%)	3.	8 (11%)
	4.	15 (25%)		
	5.	4 (6%)		
IV			1.	4 (6%)
			2.	a. 15 (21% b. 7 (10%)
			3.	a. 2 (3%) b. 5 (6%)
			6.	a. - b. 6 (10%)
			9.	a. 1 (1%)

				b. 8 (11%)
	total	67 (100%)	total	71 (100%)

1=the frequency (percentage) of errors in 'agreement' between relative pronouns and verbs.

2=the frequency (percentage) of errors in an 'agreement' between relative pronoun and its antecedent.

From the table above, the biggest frequency of errors made by the students is item number 1. The students must circle the correct verb 'were' because the adjective clause modifies the word 'letters' not 'one'. Pertaining to the fact that many errors of agreement the students made, they also make erroneous sentences in the relative pronoun which must agree with its antecedent as seen in the table above. The table shows that the item number 7 has the biggest percentage of all items in part I.

For an example: number 7) Oxford University, that is one of the oldest in the world, has many different colleges.

The correct answer is 'which'. It uses 'which' because the antecedent refers to a thing functioning as a subject in a non-defining relative clause. As a continuation with errors in 'agreement', the students also make a lot of errors in the rest of the parts: part II and IV. Meanwhile, part IV item number 2 has the biggest frequency of error

For an example: number 2) My dog Pongo,likes beef, stole some meat from the butcher.....ran after him, waving a chopper.

The correct answer is:

2) My dog Pongo, *which* likes beef, stole some meat from the butcher *who* ran after him , waving a chopper.

In that number, there are two relative pronouns that should be written in the blanks correctly. The fact is some students fill the blanks with relative pronoun 'that' as well as the second question. In part III, item number 3 has the biggest frequency of error.

For an example: number 3) The boat race crew, *which is* now superbly fit, will be doing their best next week to revenge themselves for the last year's defeat.

The antecedent used in the sentence above is in the form of collective noun. Before deciding what the relative pronoun is used in the sentence and what the correct verb is, the students must be able to identify the antecedent. They sometimes still confuse to determine the choice of relative pronoun when the antecedent is in the form of collective noun. As it is stated by Graver that English people as well as foreign students are often doubtful about which relative pronouns to use after words like association, company, body, government, class, crew, group, society, committee, team, etc. (1971:145). When we use those words, we may consider them as denoting an entity and denoting a number of individual, and we treat the words as singular or plural accordingly. If, for an example, we think of a committee as a whole, we treat as a thing (singular) and use 'which'; if we think of it as comprising a number of people, we treat it as personal (plural) and use 'who'. The choice of pronouns depend on particular idea is intended, the single entity or the group of individuals, but students must be careful to be consistent, and should ensure that any other pronouns that occur in the sentence are singular or plural in agreement with the relative pronoun. Thus, the correct relative pronoun used in the sentence above is 'who' and the circling verb is 'are'.

From the description and interpretation of error data from the test result above, the errors made by the 1998 / 1999 students of English

Department, Faculty of letters, University of Jember are great. It indicates that the students face difficulties how to deal with English relative pronoun correctly. The causes of their difficulties will be discussed further in the data presentation from the questionnaires.

4.3 The Data Presentation From The Questionnaires

As it is mentioned in the hypothesis that the causes of difficulties in the use of English relative pronoun are: 1) the influence of the first language, that is Indonesian language, in foreign language learning, 2) Deficiency in competence in the target language, especially in the use of English relative pronoun as a result that there has not been enough effort on the part of the learners in learning relative pronouns, 3) The learners actually know the system of English relative pronoun but they forget.. The writer formulates the hypotheses based on the theory of errors. The writer assumes that the students who make errors in using English relative pronoun will face difficulties how to use the system of relatives correctly.

The questionnaires are dissected into three parts. First is questionnaires about the use of relative pronoun. Second is about determining commas in non-defining relative clauses. The last is about an agreement between the antecedent and the verb and the relative pronoun with its antecedent as well. The items should be answered by the students based on the students' experience by crossing one of the two provided answers: 'yes' or 'no'.

From the result of the questionnaires, most of the students answer 'yes' in the question 'You make many errors in the test you have done, Is it because you face difficulties how to deal with the English system of

relatives correctly ?' they agree that their erroneous answer is because of their difficulties how to use English relative pronoun correctly.

As a continuation with the data presentation from the questionnaires, the following table shows the frequency of 'yes' and 'no' answer in the form of percentage.

TABLE 12. Data Presentation of Frequency of 'Yes' and 'No' answers From The List of Questionnaires I

No	Questionnaires	yes	no	total
1.	You make a lot of errors in the tests you have done. Is it because you face difficulties how to deal with the system of English relatives correctly ?	38 (95%)	2 (5%)	40 (100%)
2.	Do you know that Indonesian and English relative pronouns are different in system ?.	34 (85%)	6 (15%)	40 (100%)
3.	Do you know that the choice of relative pronouns is not determined by the functions of relative pronouns in adjective clauses ?.	32 (80%)	8 (20%)	40 (100%)
4.	Do you also know that the use of Indonesian relative pronoun is not determined by kinds of the clause (defining and non-defining relative clause as in English system of relatives ?.	29 (72.5%)	11 (27.5%)	40 (100%)
5.	You make many errors in the test you have done where you should fill the blanks with correct relative pronouns. Are the errors you made due to the different system of relatives between Indonesian and English ?	30 (75%)	10 (15%)	40 (100%)

6.	Do you think that your mastery in relative pronouns is not good enough as a result you have not been enough effort in learning English relative pronoun; for an example you do not enough exercise ?.	30 (75%)	10 (15%)	40 (100%)
7.	If you think your mastery of English system of relatives is enough, the fact is you still make errors. Is this because of something that makes you forget (e.g.: memory lapses or your physical condition in the time you do the test) ?.	19 (47.5%)	21 (52.5%)	40 (100%)
8.	If you forget about the system of English relatives. does it mean you can correct and explain the errors you made by yourself ?.	18 (95%)	1 (5%)	19 (100%)

From the questionnaires I, the biggest percentage that causes difficulties in using English relative pronouns is that they have not been enough effort on the part of the learners in learning English relative pronouns. Meanwhile almost half of the respondents agree that their difficulties is due to the differences in system between Indonesian and English relative pronouns.

The students also make errors in putting commas in non-defining relative clauses. 62.5% of the respondents answer yes for the questionnaires item number 2 in the list of questionnaires II. In determining whether the clause needs commas or not, they translate the sentences first. However, without translating the sentence into Indonesian, they are not able to decide whether the sentence needs commas or not. It shows that in giving commas

they are influenced by the Indonesian language, even though both languages have the same kinds of adjective clause.

For making it clearer, we can see completely the result of questionnaires II according in the following table:

TABLE 13. Data Presentation of Frequency of 'Yes' and 'No' answers From The List of Questionnaires II

No	questionnaires	yes	no	total
1.	In the test you are also asked to give punctuation correctly that the main goal is to test your ability to distinguish a non-defining relative clause from a defining relative clause. In giving punctuation do you translate the sentences into Indonesian language before deciding where commas should be written or which sentence that needs commas or not ?.	25 (62.5%)	15 (37.5%)	40 (100%)
2.	Can you determine the sentence which needs commas and the one that does not without translating first ?.	13 (87%)	2 (13%)	15 (100%)
3.	The fact is you still do not punctuate correctly and still do not know whether a sentence needs commas or not. Is this because of something that makes you forget ?	20 (50%)	20 (50%)	40 (100%)
4.	If you forget, does it mean you can	17	3 (15%)	20

TA	correct and explain the errors you made by yourself ?.	(85%)	(100%)
----	--	-------	--------

The table shows that in determining which sentences that need commas or not and where commas must be written, 62% of the respondents translate the sentences first into Indonesian language. They do not know the difference between defining and non-defining relative clauses. Translating into Indonesian does not help to determine how to punctuate correctly. Therefore, there are still many errors in giving correct punctuation .

Pertaining to the fact that there are many errors made by the students concerning with an 'agreement', the list of questionnaires III is made to know the biggest cause of their difficulties in doing the test about it. As it is explained in the previous chapter that the verb in a relative clause must agree in number and person with the relative pronoun when it is functioning as the subject of the clause and the relative pronoun with its antecedent as well. The questionnaires are made to find out whether their difficulties is caused by the influence of Indonesian system of relative or not. 70% of the respondents know that unlike English system of relatives, Indonesian system of relatives does not have those kinds of rules. There are 28 students whose answer is 'yes' to the question do you know that in your first language you have mastered, that is Indonesian language, there is no rule about agreement in the system of relatives ?, 60% of the respondents agree that the difference causes difficulties. Therefore, the students also make errors in the test about 'agreement'.

To know the causes of students' difficulties in doing the test about an 'agreement' completely, the following table presents the result of the questionnaires III distributed to the students;

TABLE 14. Data Presentation of Frequency of 'Yes' and 'No' answers From
The List of Questionnaires III

No	questionnaires	yes	no	total
1.	In the test besides filling the blanks with appropriate relative pronouns, you are also asked to circle the correct verb. In the test shows that there is an 'agreement' between verbs and antecedents in relative clauses. In filling the blanks you should notice that there is also an 'agreement' between a relative pronoun and its antecedent in the relative clause. you make many errors in this test about an 'agreement'. Does it mean that you get difficulties in doing the test ?	32 (80%)	8 (20%)	40 (100%)
2.	Do you know that in Indonesian language you have mastered, there is no such kind of rule as English system of relatives ?	31 (77.5%)	9 (22.5%)	
3.	Is the difference causes the test is difficult to do, therefore you make errors in the test ?	31 (31.5%)	9 (22.5%)	
4.	Is your errors because you have not been enough effort in learning English relative pronouns, such as practicing, as a consequence you do not know that there is an 'agreement in the English system of relatives ?	30 (75%)	10 (25%)	

5.	If you know about the rule of 'agreement' but the fact is you still make errors in the test about an 'agreement' you have done. Is this because of something that makes you forget ?	12 (30%)	28 (70%)	40 (100%)
6.	If you forget, does it mean you can correct and explain the errors you made by yourself ?	12 (100%)		12 (100%)

The table shows that the biggest cause of difficulties in doing the test about an 'agreement' is the difference system of relative pronoun between Indonesian and English language.

For examples: Pak guru yang rambutnya putih itu menyayangi semua siswanya. (Masnur Muslich, 1990:157).

If we change the sentence into English the sentence will be:

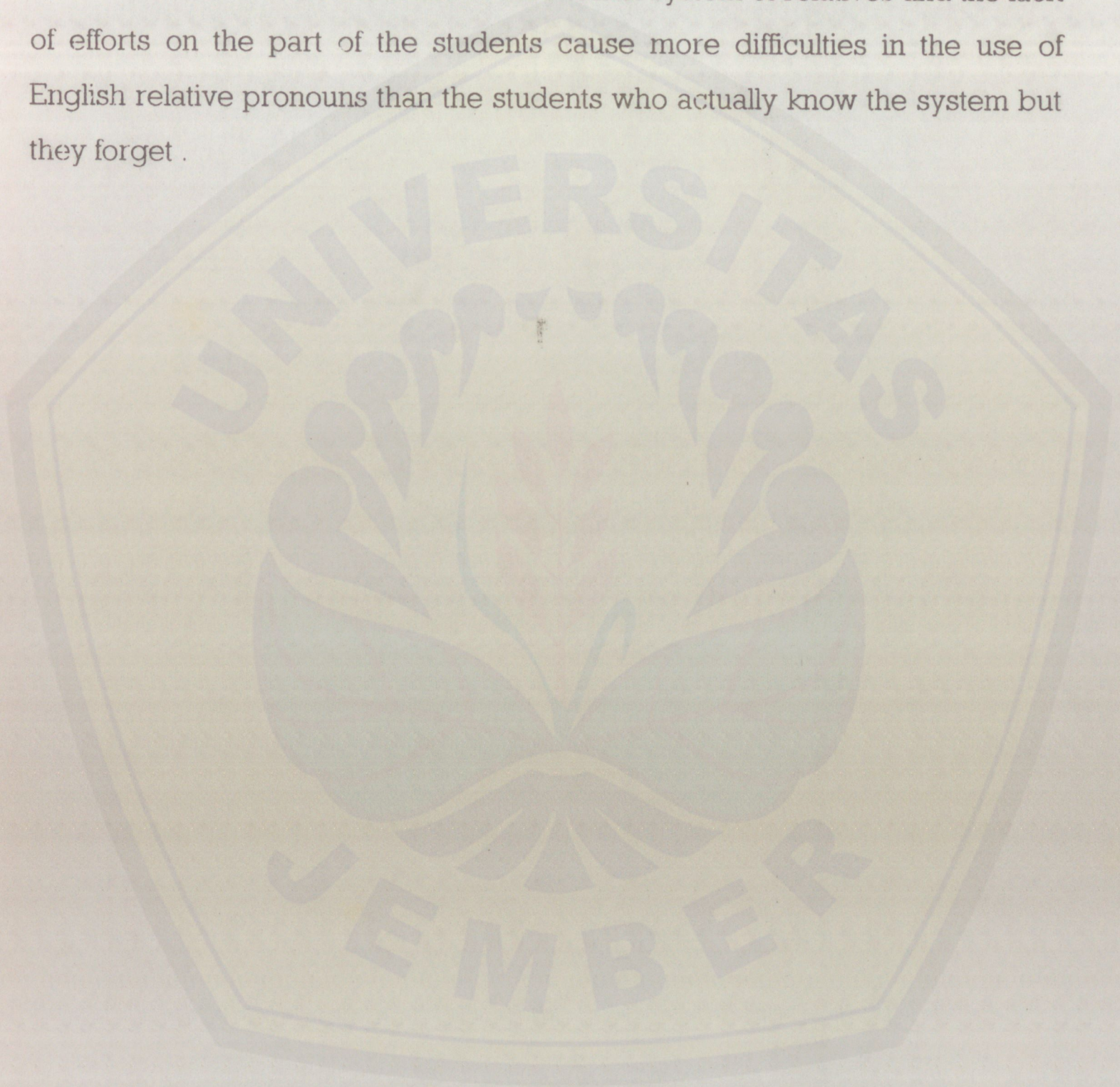
The teacher whose hair is white loves his students.

In Indonesian sentence there is no 'agreement' between the verb and the antecedent in the adjective clause. Eventhough the subject is in the plural form, the verb will not change. It still uses 'menyayangi'. Meanwhile, in English language we have different form of verb if the subject is in the plural form. For an example: 'The children who love Mr. Bob much are his students'. It shows that there is an 'agreement' between the verb and the antecedent in the adjective clause functioning as the subject of the clause.

From the result of the questionnaires, it is found that the biggest cause of difficulties in the use of English relative pronouns is the lack of efforts on the part of the students in learning English relative pronoun. The differences in the system between Indonesian and English, particularly the

system of relatives also causes difficulties, as a consequence their sentence is influenced by their first language, that is Indonesian language. The students use Indonesian system of relatives in English sentences unconsciously.

It is true that the influence of Indonesian system of relatives and the lack of efforts on the part of the students cause more difficulties in the use of English relative pronouns than the students who actually know the system but they forget .



V. CONCLUSION

After a series of work comprising collecting, analyzing and interpreting the data, the last step is the formulation of the conclusion.

From the interpretation of the students' scores, only two students who get 'good' mark. It is a fact that 1998 /1991 students of English Department, Faculty of Letters, University of Jember do not have a good understanding about English relative pronoun eventhough this subject has been taught before the mid test of this semester is held. Most of them agree that their production of erroneous answers because of the difficulties how to deal with English relative pronouns correctly.

As a continuation with the discussion, the questionnaires are contributed to the students to know what causes of difficulties faced by those students in using English relative pronouns, whether or not the influence of Indonesian language, lack of efforts and forgetfulness make them get difficulties in the use of English relative pronouns.

The fact is the deficiency in competence as a result that there has not been enough efforts on the part of the learners in learning English relative pronouns is the biggest cause of difficulties among the other causes. The second is the influence of English language on the Indonesian language, or 'interference' it is called. Meanwhile, the learners actually know the system of relatives but they forget is the least cause of difficulties. So, the result of the research is in line with the hypotheses.

Pertaining to the fact that deficiency in competence as a result that there has not been enough effort on the part of the learners causes them to get difficulties. The learners must have high motivation in learning English language, specially English relative pronouns. Learners must practice continually so that what has been taught by teachers is not useless. If the

learners do not learn and practice continually, they will not have a better understanding about English relative pronoun. Eventhough this problem seems unimportant, the fact is we often use English relative pronouns in speaking and writing. Relative pronouns are useful to reduce a long sentence. The teachers are also expected to encourage learners to practice a lot. Therefore, the students can write effectively and correctly by means of English relative pronouns.

Bachdi, J. S. 1979. *...*

Best, John W. 1981. *...*

Brown, H. 1980. *...*

Cooper, S. P. 1981. *...*

Ellis, A. A. 1983. *...*

Ellis, A. A. 1983. *...*

Ellis, A. A. 1983. *...*

Ellis, A. A. 1983. *...*

Ellis, A. A. 1983. *...*

Ellis, A. A. 1983. *...*

Ellis, A. A. 1983. *...*

Ellis, A. A. 1983. *...*

Ellis, A. A. 1983. *...*

Ellis, A. A. 1983. *...*

Ellis, A. A. 1983. *...*

Lewis, E. Glynis and *...*

Foreign Languages *...*

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APPENDIX

Name

Student number

Address

1. Add. Re.
needed

1. The for
last night

2. I would

3. I have a

4. The plan

5. I am not

6. I am

7. I am

8. I am

9. I am

10. I am

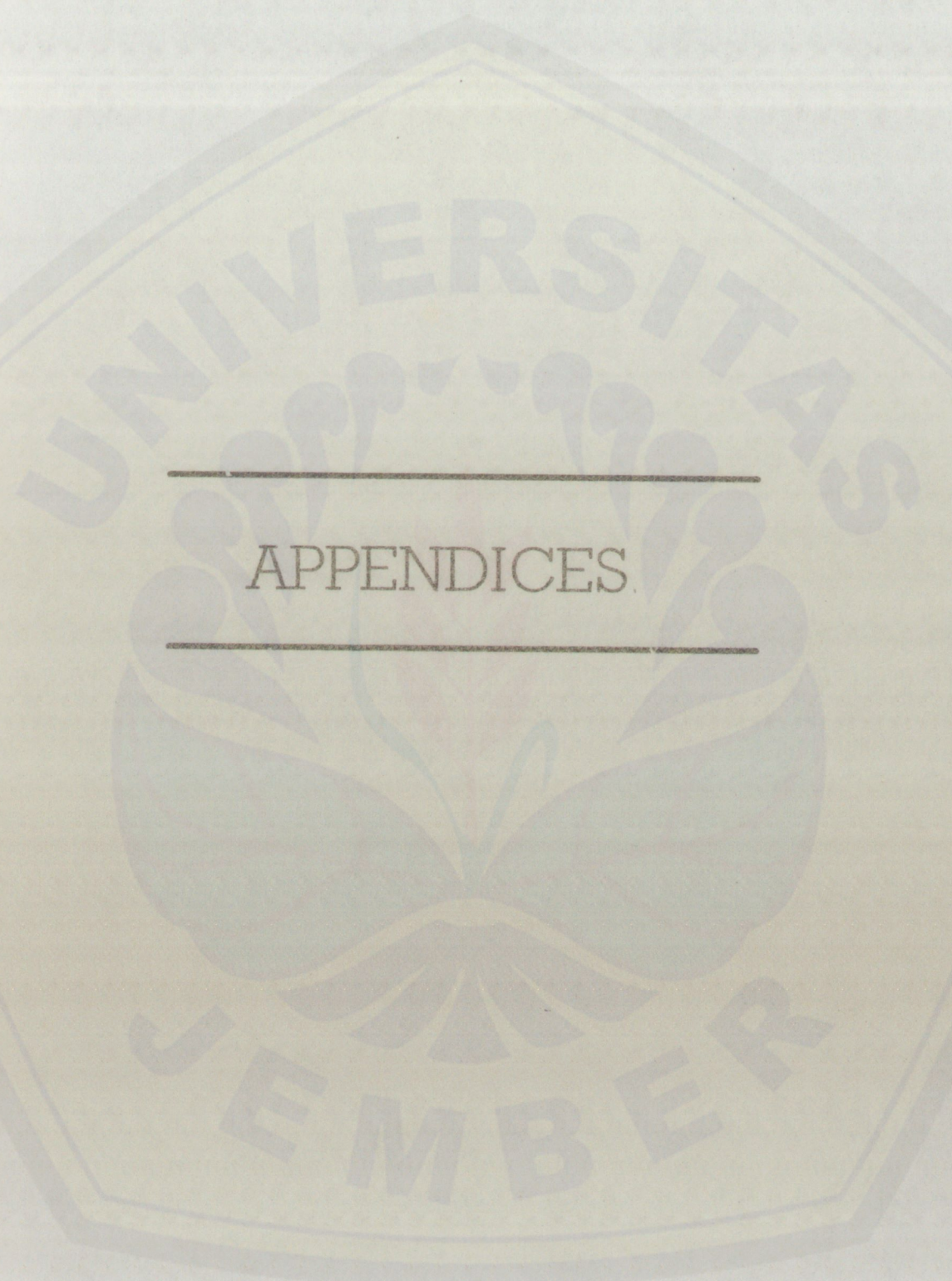
11. I am

12. I am

13. I am

14. I am

15. I am



APPENDICES

APPENDIX I

The Test Transcription

Name _____

Student number : _____

Address _____

I. Add Relative pronouns (who / which / that / whose /whom) where needed, make contact clause where possible.

1. The Pope,..... many people had never heard before, spoke on the radio last night.
2. I should like to see the trees you picked those apples from ?
3. There is a lady purse has been stolen.
4. The picture you were talking about has been sold.
5. He met Prince Henry's mother, from he got the news of Henry's marriage.
6. The king,life has been devoted to his country, deserves his popularity
7. Oxford University,..... is one of the oldest in the world, has many different colleges.
8. Where is there a shopsells picture postcards ?.
9. Can you remember the person you took it from ?.
10. The science of medicine, in..... progress has been very rapid lately, is perhaps the most important of all the sciences.

- I. Join the sentences by means of defining and non defining relative pronouns, using a contact clause wherever possible and inserting the appropriate punctuation. The antecedents are printed in italics.

Examples: (1) The aims are very laudable. The society is pursuing these *aims*

The aims the society pursuing are very laudable.

(2) The new tunnel under the Thames will divert a great deal of traffic from the worst congested crossing-points. *The line of this tunnel* has yet to be finally determined.

The new tunnel of the Thames, *the line of which has yet to be finally determined*, will divert a great deal of traffic from the worst congested crossing-points.

1. I have pleasure in introducing you to the man. Without *his* generosity your society will cease to exist.
2. This is a job. You can take your time over *it*, because I am not in any particular hurry.
3. The language teachers' association provides a medium. Through *this medium* ideas can be shared and discussed.
4. The house has now been repaired. *Its* roof was damaged
5. Anne Boleyn was Henry VIII's second wife. Henry executed *her* in 1536.
6. Some London policemen were sent to America on a goodwill visit. *They* are well known for their politeness and helpfulness.

III. Fill the blanks by means of relative pronouns and circle the correct word in parentheses.

1. *One of the letters* (were / was) on my desk has disappeared.
2. *The people*(was/ were) standing in line to get into the theater were cold and wet.
3. *The boat race crew*,.....(are/ is) now superbly fit, will be doing their best next week to revenge themselves for last year's defeat.
4. Few people attended *last night's meeting*,.....(was/ were) a pity, since several important matters were decided on.
5. Very few people understood *his lecture*, the subject of.....(was / were) obscure

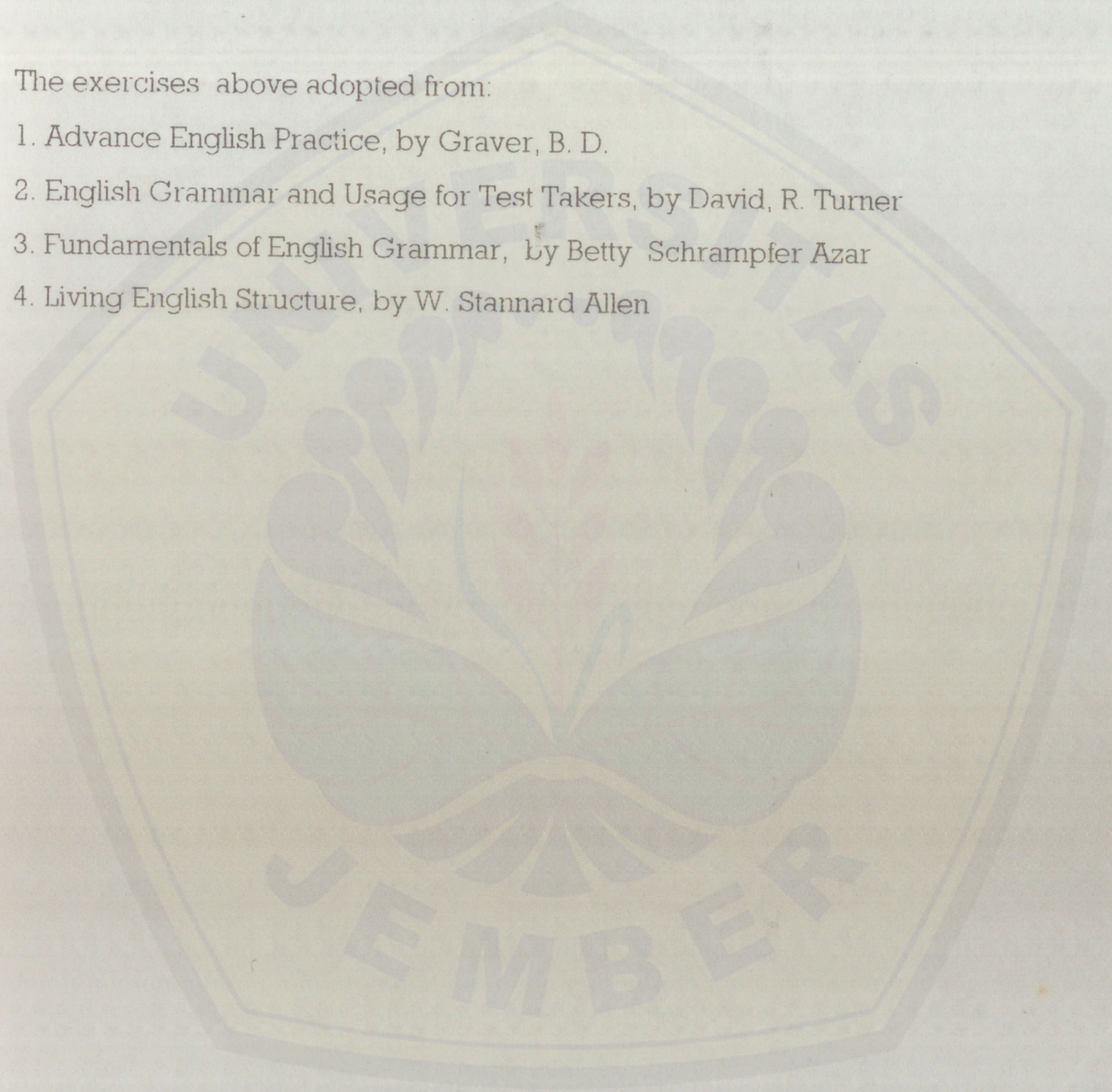
IV. Insert the necessary relative pronouns, use commas where necessary; if the relative pronoun may be omitted, enclosed it in brackets.

1. Are you one of those people.....scoff at such thing ?.
2. My dog Pongo likes beef stole some meat from the butcher..... ran after him, waving a chopper.
3. 'He.....steals and helies shall be cursed ! said the prophet.
4. He is the only man knows the secret.
5. The EnglandKing John lived in was vastly different from England inwe live today.
6. My uncle Joeyou met last week has gone to stay with the friends..... put me up during the Whitsun holidays.
7. The peoples and lands Genghiz Khan conquered were varied and numerous.
8. Bertrand Russelphilosophical writings made a profound impact on philosophers all over the world died in 1970.

9. Prince Albert was a good man did many things were beneficial to Great Britain.
10. The headmaster with..... the parents had discussed their son's future advised the boy to take up engineering.

The exercises above adopted from:

1. Advance English Practice, by Graver, B. D.
2. English Grammar and Usage for Test Takers, by David, R. Turner
3. Fundamentals of English Grammar, by Betty Schramper Azar
4. Living English Structure, by W. Stannard Allen



APPENDIX II

The Answers of The Test

I. 1. Whom

2. (That)

3. Whose

4. (that)

5. Whom

6. Whose

7. Which

8. Which (that)

9. (that)

10. Which

II. 1. I have pleasure in introducing you to the man without whose generosity your society will cease to exist.

2. This is a job (that) you can take your time over, because I am not in any particular hurry.

3. The language teachers' association provides a medium through that ideas can be shared and discussed.

4. The house whose (of which) roof was damaged has been repaired.

5. Anne boley, whom Henry VIII executed in 1536, was his second wife.

6. Some London policemen, who are wellknown for their politeness and helpfulness, were sent to America on a good will visit.

III. 1. One of the Letters that (which) were on my desk has dissapeared.

2. The people who were standing in line to get into the theatre were cold and wet.
3. The boat race crew, who are now superbly fit, will be doing their best next week to revenge themselves for last year's defeat.
4. Few people attended last night's meeting, which was a pity, since several important matters were decided on.
5. Very few people understood his lecture, the subject of which was obscure.

- IV.
1. Are you one of the people who scoff at such thing ?
 2. My dog Pongo, which likes beef, stole some meat from the butcher who ran after him, waving a chopper.
 3. He who (that) steals and he who (that) lies shall be cursed ! said the prophet.
 4. He is the only man that knows the secret.
 5. The Englad, which King John lived in, was vastly different from England in which we live today.
 6. My uncle Joe, whom you met last week, has gone to stay with the friends who put me up during the Whitsun holidays.
 7. The peoples and lands (that) Genghiz Khan conquered were varied and numerous.
 8. Bertnand Russel, whose philosophical writings made profound impact on philosophers all over thw world, died in 1970.
 9. Prince Albert, who was a good man, did many things which were beneficial to Great Britain.
 10. The headnaster, with whom the parents had discussed their son's future, advised the boy to take up engineering.

APPENDIX IV

The List of Questionnaires

Name :

Student number :

THE LIST OF QUISTIONNAIRES I

1. Anda banyak melakukan kesalahan dalam tes yang anda kerjakan, apakah kesalahan yang anda buat dapat diartikan anda mengalami kesulitan dalam menggunakan sistem relative pronoun bahasa Inggris ?
ya tidak
2. Apakah anda mengetahui bahwa sistem relative pronoun bahasa Indonesia dan bahasa Inggris berbeda ?
ya tidak
3. Apakah anda mengetahui kalau dalam Bahasa Indonesia penggunaan relative pronoun tidak ditentukan oleh fungsi relative pronoun dalam kalimat (sebagai subyek, obyek, dst) ?
ya tidak
4. Apakah anda juga mengetahui kalau dalam Bahasa Indonesia penggunaan relative pronoun tidak ditentukan oleh jenis klausanya (defining atau non-defining relative clause) seperti halnya dalam bahasa Inggris ?
ya tidak
5. Anda banyak melakukan kesalahan pada pengisian tes, yang mana kebanyakan dari tes tersebut , anda diharapkan mengisi titik-titik yang disediakan dengan 'ralative pronoun' yang cocok. Apakah kesalahan yang

anda buat merupakan satu hal yang diakibatkan oleh adanya perbedaan kedua bahasa tersebut ?

ya tidak

6. Apakah anda merasa kurang menguasai materi 'relative pronoun' Bahasa Inggris karena anda kurang berlatih sehingga anda mengalami kesulitan dalam mengerjakan tes ?

ya tidak

7. Apabila anda sudah menguasainya, ternyata anda masih banyak membuat kesalahan, apakah hal tersebut karena kealpaan yang wajar (misal: karena anda lupa tetapi sebenarnya anda bisa atāu kondisi fisik anda yang kurang baik pada saat mengerjakan tes ?

ya tidak

8. Apabila anda lupa, apakah anda bisa menjelaskan dan memperbaiki kesalahan yang anda buat ?

bisa tidak

THE LIST OF QUESTIONNAIRES II

1. Di dalam tes, anda juga diminta untuk memberikan tanda baca (koma) yang tepat yang bertujuan untuk membedakan defining dengan non-defining relative clause. Apakah untuk memberikan tanda baca yang tepat anda menerjemahkan dulu kalimat tersebut dalam Bahasa Indonesia lalu anda bisa menentukan dimana koma tersebut dituliskan ?

ya tidak

2. Apakah dengan tanpa menerjemahkan anda sudah bisa menentukan dimana koma tersebut harus dituliskan ?

ya tidak

3. Tetapi anda masih belum tepat menentukan kalimat mana yang membutuhkan koma dan dimana koma tersebut harus dituliskan. Apakah kekeliruan anda dalam menuliskan koma karena kealpaan yang wajar (Misal: karena anda lupa tetapi sebenarnya anda bisa atau kondisi fisisk anda yang kurang baik pada saat mengerjakan tes ?

ya tidak

5. Apabila anda lupa, apakah anda bisa menjelaskan dan memperbaiki kesalahan yang anda buat ?

ya tidak

THE LIST OF QUESTIONNAIRES III

1. Dalam tes bagian ketiga disitu selain mengisikan 'Relative Pronoun' yang tepat anda juga diminta untuk melingkari kata kerja yang tepat dalam kalimat tersebut dengan memperhatikan adanya 'agreement' antara kata kerja dengan kata benda yang diterangkan (antecedents) dan antara antecedent dengan relative pronoun. Apakah dalam mengerjakan soal tersebut anda mengalami kesulitan ?

ya tidak

2. Apakah anda tahu kalau dalam bahasa Indonesia yang sudah anda kuasai sebelumnya tidak ada masalah 'agreement' seperti halnya dalam bahasa Inggris ?

ya tidak

3. Apakah perbedaan tersebut mengakibatkan anda mengalami kesulitan sehingga anda banyak melakukan kesalahan ?

ya tidak

4. Apakah karena anda tidak tahu (misalnya saja karena anda kurang berlatih) kalau dalam sistem relative bahasa Inggris ada 'agreement' antara kata kerja dengan kata benda yang diterangkan dan antecedent dengan relative pronoun ?

ya tidak

5. Apakah kesalahan yang anda buat karena kealpaan yang wajar (misal: karena anda lupa walaupun sebenarnya anda bisa atau kondisi fisik anda yang kurang baik pada saat mengerjakan tes ?

ya tidak

6. Apabila anda lupa, berarti anda bisa menjelaskan dan memperbaiki kesalahan yang anda buat ?

bisa tidak

APPENDIX IV

The List of Population

NO	NAME	NIM
1.	Meuantos Kemal . A.	98-1077
2.	Djoko Kuswanto	95-1078
3.	Noor Athiyah	98-1034
4.	Siti Mutmainah	98-1082
5.	Juwita Kridha. W.	98-1114
6.	Rah Pandanwangi	98-1065
7.	Andri Prayogo. H	98-1024
8.	W. Gita Arywiyanti	98-1060
9.	A. A . Ayu Henry	98-1098
10.	Ary Winanto	98-1107
11.	Atiek Yulianingsih	98-1059
12.	Hermanto	98-1054
13.	Any Mindariyati	98-1021
14.	Verrina Sukma. Y	98-1113
15.	Anton Asfihani	98-1148
16.	Vera Nur	98-1064
17.	Indah Fajarwati	98-1133
18.	Nurul Hidayati	98-1116
19.	Handari. J. H	98-1067
20.	Fo Indarto	98-1040
21.	Rani Asih Anggraini	98-1043
22.	L. Anita	98-1003
23.	Hari. S	98-1130

24.	Sri Atik	98-1004
25.	Rima Textiana	98-1039
26.	Nur Farida	98-1110
27.	Hadid. N. H	98-1010
28.	Tammamatul. C	98-1079
29.	Ratna Dwi Astuti	98-1092
30.	Farida Isnaeni	98-1141
31.	Eko Supriyanto	98-1088
32.	Vera Anggraini	98-1100
33.	Erni	98-1005
34.	Gilig Pradhana	98-1062
35.	Astrid	98-1095
36.	Diyah. W	98-1020
37.	Agus Wijaya	98-1068
38.	Satria Ony Firmanto	98-1001
39.	Herdina. T. J	98-1080
40.	Dudung Arief . R	98-1102
41.	Sasetya Kumala Paramita	98-1028
42.	Nanik .F.	98-1006
43.	Ratih Prasetyaningtiyas	98-1136
44.	Novita Handayani	98-1047
45.	S. Mariam	98-1007
46.	Misbachus. S. N	98-1143
47.	Elin Herlina	98-1009
48.	Ni Ketut Ratna Herawati	98-1115
49.	Ahmad Ainul Musthofa	98-1027
50	Era Sari. M	98-1037

51.	Nunung Murniawati	98-1031
52.	Santi Peni Lestari	98-1081
53.	Jeni Indra Astutik	98-1061
54.	Suryadi	98-1013
55.	Sugeng	98-1035
56.	Nita	98-1120
57.	Eko Hartoyo. H	98-1084
58.	Nurul Rohmawati	98-1096
59.	Dian Agriyantisari	98-1134
60.	Choirotin Nisak	98-1046
61.	Bambang	98-1074
62.	Agustina. W .D	98-1008
63.	Vitta Yanuar. M	98-1050
64.	Endy. A	98-1155
65.	Hudan	98-142