

CHAPTER I

INTRODUCTION

A. Research Background

As known, English is an International product whose presence has been used not only to communicate but also to transact to all people in the whole world. Enormous insight into the most common errors made by students learning English as a second language (Melvin, 2014). English becomes an urgency in most sectors of life. Most people throughout the world use English to undergo their jobs, education and even lifestyle. Recently, four basic skills of English are going to be a standard to improve self quality in its relation to International job requirements. Keep in mind that all basic skills of English are necessary grammar within. Among speaking, writing, reading even listening need grammar in order to be well-constructed. To be aware, a language without grammar is nothing. Grammar provides the rule whether the skills are acceptable, because grammar may influence the meaning and message of the language itself. Although knowledge of grammar will not on its own creative writing skills, there is a good reason to think that understanding the structure of sentences helps to increase sensitivity to some of the important factors that distinguish good writing from bad (Huddleston & Pullum, 2007).

(Aarts, Chalker, & Weiner, 2014) claim :

There are many ways of describing grammar, and a wealth of terminology. Some of it strikes the layman as jargon (disjunct, matrix, pro-form, stative); other words appear ordinary enough but conceal specialized meanings (comment, focus, specific). Worse, the same terms, old or new—comparison, formal, pronoun, reported speech, root, stress—are used by different grammarians with different meanings.

Grammar is one of the important things in learning English because it is such a building block to construct language. Smallest materials within grammar have to be mastered well for they are the requirements to use language properly. One of the materials of grammar that has a great tendency to make students confused is relative pronouns. Both in the theory - called grammar, even in the practical grammar - called structure, relative pronouns seem to be so confusing that not all students can comprehend and apply it appropriately.

Meanwhile, the use of relative pronouns is so essential that is used in all basic skills of English. It cannot be separated when we use language, especially English, we will use relative pronouns automatically. To be remembered, the error usage of relative Pronouns may influence the meaning of our message. On the contrary, most of the students are not able to master relative pronouns theoretically even practically. Although the function, meaning, and purpose of relative pronouns are 'equal', to apply the clause marker that fits each purpose is not an easy task. Relative pronouns are complex construction which brings the meaning within.

Moreover, relative pronouns, in the subject of structure and grammar, at the second semester of English Education Study Program at Muhammadiyah University of Metro needs more attention from the lecturer. It is based on the fact, the result of preliminary research displayed only two students who got a perfect score (100). They were Gesia Afifah Ayu W and Kintan Umari. There were four students who had score 80 named Anum Rahmayanti, Bernika Erlania, Ema Aryani, and Ria Anggelita P. Meanwhile, Annisa Rahmatia Widiani, Ires Putri H, and Salsabila Mondes Selenratupuli got 60 points. Then, students who got score 20 were Adjeng Sagieta Aulty and Iqbal Mahendy. Unfortunately, there were ten students had the lowest score which was 0 point. They were Annisa Oviyansyah, Fahdini Jannati, Gunawan Al Malik, Intan Yayang Shafika, Moh. Rif'atullah,

Nucky Bitu Armila, Rico Bagus P, Tasya Anggun Vinka P, Vina Febriana, and Zaenal Akbar.

Most of the second-semester students of English Education Study Program at Muhammadiyah University of Metro encounter problems when they are asked to compose a sentence that contains relative pronouns. The researcher identified that most of the students did not use the true clause marker, both from its function and purpose. Some of them did not use the appropriate clause marker to differ the subject of pronouns, the relation of each pronoun and the reduction of clause marker in a sentence. In several sentences, they face difficulty to determine the clause markers which are used to people or things and the clause markers that shows possession. Certain students who have low comprehension may do some error because, as known, several clause markers of relative pronouns cannot be guessed easily whereby they should take place. Sometimes, they appear unexpectedly that needs students' attention more and more because it is necessary for the ability to identify what the subject is.

Commonly, relative pronouns consist of *who*, *whom*, *that*, *which*, and *whose*. Some students have misconceptions of these clause markers which may be caused by the lack of knowledge about the meaning and function of each clause markers. The students' error can be various. Several students put the clause marker *which* to connect the pronouns that contain possession whereas the others put the clause marker *who* to connect the pronouns that have two-subject relation.

Therefore, in this case, the researcher is interested in analyzing the students' error in using relative pronouns by the paper entitled "An Error Analysis of Using Relative Pronouns at Second Semester Students of English Education Study Program in Muhammadiyah University of Metro in Academic Year 2018/2019".

B. Identification

Here are some identification encountered by the second-semester students of Muhammadiyah University of Metro in their writing:

1. Some of them did not use the appropriate relative pronoun.
2. In several sentences, they face difficulty to determine the relative pronoun which are used to people or things and the relative pronoun that shows possession.
3. Several students put the relative pronoun *which* to connect the pronouns that contain possession whereas the others put the relative pronoun *who* to connect the pronouns that have two-subject relation.

C. Focus

Based on the background of the study and the phenomena that have been gathered by preliminary research above, this study will focus on analyzing the error of using relative pronouns in second-semester students of English Education Study Program writing at Muhammadiyah University of Metro in Academic Year 2018/2019.

D. Problem Formulation

In this study, the researcher formulates the problems as follows:

1. What types of relative pronoun error are found in the student result of structure and grammar test in the second semester of English Education Study Program at Muhammadiyah University of Metro?
2. Which relative pronoun error is the most dominant in the student result of structure and grammar test at the second semester of English Education Study Program at Muhammadiyah University of Metro based on the percentage?

E. Objectives

The objectives of the study are explained as follows:

1. To find out the types of relative pronoun error in the student result of structure and grammar test at the second semester of English Education Study Program at Muhammadiyah University of Metro.
2. To know which relative pronoun error is the most dominant in the student result of structure and grammar test at the second semester of English Education Study Program at Muhammadiyah University of Metro based on percentage.

F. Benefits

The result of this proposal is expected to give certain useful to:

1. Students

As an additional knowledge, the students are expected to know the error of relative pronouns as the correction to themselves in order to enlarge their understanding of relative pronouns based on its function and purpose.

2. Teachers

Hopefully, this research will give a evaluation as one of the problems which are faced especially by EFL students so that the teacher may look for appropriate treatment to solve it.

3. Other researchers

This research can be a good word for the other researchers to the importance of developing knowledge on the subject of relative pronounce.