

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

The first previous study is written by Suhaila Alnour Muhammed with title “Problems Encountered by University Students in Using Relative Clause”. The objectives of the study is to show the problems encountered by students in using relative pronoun. The researcher limits the problem in four problems, they are : utilization of relative pronoun with proper place, function of relative clause, miscue commas in relative clause, and difficulty in reducing relative clause. The researcher used the quantitative analytical method to conduct the study and used test as his instrument of the study. The students' test (St) consists of four questions to gather the data necessary for the study. The test was about investigating the problems that encountered by students in using relative clauses. The test contains four questions; each one contains six statements. The samples of this study amounts to 50 students at the fourth level who were randomly chosen to test their ability in using relative clauses. The result of this previous study are : some students have a problem in using some relative pronouns with precentage 41,42 %, the majority of students do not know the functions of the relative clauses with precentage 50,33 %, some students are not aware of the usage of commas within the relative clauses with percentage 42,40 %, the majority of students face problems in reducing relative clauses with percentage 82 %.¹

¹Suhaila Alnour Muhammed. *Problems Encountered by University Students in Using Relative Clause*. (Sudan University of Science and Technology)

The second previous study is come from Desy Anggraeni Puspitasari, studied about *A descriptive study on relative pronoun mastery of the first year student in SMA negeri 1 kecamatan Brebes academic year 2012/2013*. The objective of the study is to describe students ability in mastery relative pronoun. The researcher used descriptive qualitative method. She used test as instruments. Based on the result of the data analysis that has been done, the writer found that the the ability of students in mastery relative pronoun on *who* are 65,72% , *whom* are 45,51 % , *whose* are 50,52 % , *which* are 60,75 % , and *that* are 69,58%. It is known that the most students belong to the fair level in relative pronoun *whom* and *whose* mastery. Beside that most of the students have average category in using relative pronoun *who*, *which* and *that* according to its function. But from the result of test all of the students still confuse in choosing the right relative pronoun to make a correct sentence according to the correct grammatical rules in using relative pronoun *whom* and *whose*. So, they can not properly identify and use them in the correct sentence.²

The third previous study from Noor Aini, the studied about *The difficulties in using English clauses faced by the second grade students of SMAN-1 of Kumai*. In the study, the researcher would like to know the level of the second grade students'' ability on noun clauses, adjective clauses, and adverb clauses. Besides, she identified the difficulties faced by the students on using noun clauses, adjectives clauses and adverb clauses. In the study, she took the second year students of SMAN-1 Kumai in academic year 2013-2014 as the population of the study, thatnumber 96 students consisted of three classes. The researcher used the quantitative method. In collecting

²Desy Anggraeni Puspita, *Relative Pronoun Mastery of The First Year Student in SMA Negeri 1 Kecamatan Brebes Academic Year 2009/2010*, Thesis Stratum One, (Tegal:Universitas Pancasakti Tegal, 2013), 50.

the data, she used the test and documentation. The result of her study were: there were 30 students or 31.25% consisted of 26 students or 86.67% in XI IPA class, 4 students 12.90% in XI IPS A class, that has mastery on using adjective clause. While, the students' difficulties could be described that: there were 65 students or 67.71% could not answer item of number 7; they could not use adjective clause which has function for person as the possessor that is whose.³

Based on the previous studies above, the researcher can conclude that difficulties in learning relative pronoun are important to be known by students and teacher. Since every student probably has different difficulties in learning relative pronoun, the researcher got an inspiration to do a research based on this topic.

This research was differing from all of those previous researches from some aspects. First, some of those researches discuss about students ability and one of them discuss about students error in using adjective clause, while, this research discuss about students' difficulties in learning relative pronoun. This research only focuses on ability in using relative, meanwhile the previous only discuss about the difficulties.

B. Some Pertinent Ideas

1. Theory of Ability

Ability is a particular attitude toward or way of regarding something; a point of view.⁴ the ability to see things as they really are. It is the skill of understanding the difference between illusion and truth, it would take enormous skill to have certain comprehension. In fact it is virtually impossible. There are simply too many factors

³Noor Aini, *The Difficulties in Using English clauses Faced by Second Grade Students of SMAN-1 Kumai*, Thesis Stratum One, (Palangka Raya: STAIN Palangka Raya, 2014)

⁴Oxford Language Dictionary. Theory Ability.

that enter ones field of vision and mental in ability processing to have true ability on anything.

The entity theory of intelligence refers to an individual's belief that abilities are fixed traits. For entity theorists, if perceived ability to perform a task is high, the perceived possibility for mastery is also high. Ability is always subject to our limitations and flaws as human being and understanding that fact is part of understanding certain object better. Another word for ability is truth; that is the ability to see through illusion to reality.⁵ The definition of the ability refers to capability, capableness, capacity, competence, competency. The entity theory of intelligence refers to an individual's belief that abilities are fixed traits. For entity theorists, if perceived ability to perform a task is high, the perceived possibility for mastery is also high. In turn, if perceived ability is low, there is little perceived possibility of mastery, often regarded as an outlook of "learned helplessness".⁶

However, the incremental theory of intelligence proposes that intelligence and ability are malleable traits which can be improved upon through effort and hard work. For incremental theorists, there is a perceived possibility of mastery even when initial ability to perform a task is low.⁷ Students' ability is the way people mastered about something/subject. Students are powerful determiners of the learning that occurs in

⁵Campion Beaurain, *What is Perspective of ability?* (Qoura, 2016) acces on 29 July 2020, 23.55.

⁶Goldstein, E. Bruce, & James R. Brockmole. *Sensation and perceptionon ability*. Tenth Edition. Cengage Learning products, represented in Canada by Nelson Education, Ltd.

⁷ Schunk, Dale H. 2012 *Learning Theories an Educational Perspective*, Boston: Pearson Education, Inc.

the classrooms. Understanding why they learn well or poorly is predicated upon clearly understanding their perspectives on learning.⁸

Someone's ability may towards one object is influenced by some factors.

Those factors are the following:

1. Ability in term

Stimulus object raises the sensory organs or receptors. Stimulus not only can come from outside the individual, but it can also come from within the individual itself. In fact, the bulk of the stimulus comes from outside the individual.

2. Sensory organs, nerves, and central nervous system

Sensory organs or receptors are some means to receive the stimulus. Besides, there should be a sensory nerve as a mean to continue the stimulus received by the receptors to the central nervous system.

3. Attention

To realize someone ability, someone needs attention which is the first step as preparation in order to perceive the object. Attention is a centralization or concentration of all individual activities toward something or objects.⁹

2. Concept of Grammar

This part, there are two points of grammar that should be explained; they are definition and types of grammar.

⁸James L. Gentilucci, *Improving School learning: The Student Perspective* (The Educational Forum, Volume 68, Winter 2004) p.133.

⁹ BimoWalgito, *Pengantar Psikologi Umum*, (Yogyakarta: Andi, 2004) p. 89-90

a. Definition of Grammar

Grammar is basic of learning English because to make a good sentence, people have to master grammar. Grammar is sometimes defined as “the ways words are put together to make correct sentences.”¹⁰ When people would like to make sentences, they should choose some suitable words to put together to be a sentence. Other definition of Grammar is rules for forming words and sentences. When students want to learn English, they have to be master grammar as their foundation in learning English.¹¹ Grammar is about knowing why something reads badly and knowing how to fix it. It is impossible to write well a good structure without using words correctly. “From that statement, it very clears that when people want to write something they have to know grammar to make them understand the context of the test.”¹²

b. Types of Grammar

Some linguistics has their own perspective about different varieties about grammar. The types of grammar in two namely, Structural and transformational Grammar.

1) Structural Grammar

The structural recognize the importance of describing language on it own terms. Instead of as assuming that English words could fit into the traditional eight word groups of Latin, the structural examined sentences objectively, paying particular attention to how words change in sound and spelling and how they are used in sentences.

¹¹Fuad Mas‘ud, *Essential of English Grammar, A Practical Guide*, 15

¹²Jonggi M. Sitompul, *English Grammar for Beginners*, (Jakarta: PT.Grafindo,2006), 27

2) Transformational Grammar

Unlike the structuralism, whose goal to examine the sentences people actually speak and to describe their systematic nature, the transformational want to unlock the secrets of language to build a model of their internal rules, a model that would produce all of the grammatical an ungrammatical sentence. It might be useful to think of their built in language system as a computer program. The transformation list are trying to describe the program. The several important concepts of transformational grammar are first, the recognition that a basic sentence can be transformed into variety of forms, depending on intent or emphasis, while retaining its essential meaning, for example, questions and exclamatory and passive sentences.

3. The Concept of Relative Pronouns.

a. Nature of Pronoun

1) Personal pronoun

a pronoun that refers to a particular person or thing. Like all pronouns, personal pronouns can take the place of nouns and noun phrases.

Tabel 2.1 personal pronouns

	Subject	object
First person singular	I	me
First person plural	We	us
Second person singular	You	you
Second person plural	You	you
Third person singular	he, she, it	him, her, it
Third person plural	They	them

There are two personal pronoun:

- a) Personal pronoun as subject.

Example :

- 1) I like coffee.
- 2) She is clever.
- 3) They play basketball.

- b) Personal pronoun as object.

Example:

- 1) John loves you.
- 2) Mariana helps me.
- 3) Mr. Anton teaches us.

- 2) Demonstrative pronoun

A demonstrative pronoun is a pronoun that is used to point to something specific within a sentence. These pronouns can indicate items in space or time, and they can be either singular or plural.

Tabel 2.2 Demonstrative Pronoun

	near	far
--	------	-----

singular	This	That
plural	These	Those

Example:

- a) This is my pen.
- b) That is beautiful.
- c) These are our cars.
- d) Can you see those?

3) Possessive pronoun

Possessive pronouns to refer to a specific person/people or thing.

There are two possessive pronoun:

- a. possessive as adjective.

Example:

- 1) Here is your car.
- 2) Her father gives me a book.
- 3) Those are their book.

- b. Possesive as pronoun.

Example:

- 1) The house is hers.
- 2) These books are theirs.
- 3) Thisi car is mine.

4) Interrogative pronouns

The interrogative pronoun represents the thing that we do not know (what we are asking the question about).

Example:

- a) Who told you?
- b) Whom does she love?
- c) Whose car is this?
- d) What is your name?
- e) Which do you prefer , the tea or the coffee?

5) Reflexive pronouns.

We use a reflexive pronoun when we want to refer back to the subject of the sentence or clause. Reflexive pronouns end in "-self" (singular) or "-selves" (plural).

Example:

- a) I can do it myself.
- b) she washes the dress herself.
- c) my dog hurt itself.

6) Reciprocal pronouns.

We use reciprocal pronouns when each of two or more subjects is acting in the same way towards the other.

Example:

- a) John and Mary love each other.
- b) The gangsters were fighting one another.

7) Indefinite pronouns.

An indefinite pronoun does not refer to any specific person, thing or amount. Some typical indefinite pronouns are: all, another, any, anybody/anyone, anything, each, everybody/everyone, everything, few, many, nobody, none, one, several, some, somebody/someone.

Example:

- a) Do you need anything from the supermarket?
- b) I waited for an hour but nobody came.
- c) Everything in this house is simple and useful.

8) Relative pronouns.

A relative pronoun is a pronoun that introduces a relative clause. It is called a "relative" pronoun because it "relates" to the word that its relative clause modifies.

Example:

- a) The person who phoned me last night is my teacher.
- b) The car that I bought 3 years ago has been stolen by my own brother.
- c) The movie which we saw last night was very good.

b. Nature of Relative Pronoun

1) Definition of Relative Pronoun

A relative pronoun is a pronoun that introduces a relative clause. It is called a “relative” pronoun because it “relates” to the word that its relative clause modifies. Relative clause or adjective clause is a dependent clause that modifies noun. It show, identifies or gives many information about noun, the main function of a relative clause is to modify a noun phrase. It divides relative clause in two kind namely The first is relative pronoun. Relative pronoun that is used to connected dependent clause and independent clause. It includes who, whom, which, that, and whose. The second kinds are relative adverb that includes where and when. Where is used to modify a place and when is use to modify a noun of time.¹³

Relative pronoun is a pronoun whose functions to connect sentences and to describe nouns (antecedent) that can be humans, things, animals or plants. The function of relative pronouns is to mark the relative clause within the structure of a complex sentence.” Relative pronoun is used to represent the person or thing in the main clause and each relative pronoun has its specific function. In other word each relative pronoun has different function. For example “who” and “whom” are used to people, “that” is used to people and thing.¹⁴

¹³Betty Azar, *Understanding and using English grammar (3rd edition)*, (New York: Pearson Education, 2002), 239

¹⁴Martin Parrott, *Grammar for English Language Teachers*, (Cambridge : Cambridge Press University, 2000), 367

In the Encyclopedia of Britannica, the definition of relative pronoun is a reduction in which one of the kernel nouns is replaced with the appropriate with word and then the transformed sentence is embedded after the identical noun in a dominant kernel sentence.¹⁵

Relative pronouns refer to noun antecedent which immediately precede them. They introduce adjective clause in which they serve as subject or object. And state that relative pronoun is a pronoun that relative to antecedent (a word , phrase clause and sentence) expressed or implied and that joins the clause it introduces to some other clause.¹⁶ Relative pronoun that goes back (refers to relative) to noun or pronoun, its antecedent in a previous clause and is used bath to avoid repeating that noun or pronoun and to connect the clause which it introduces to noun or pronoun about which it has something further to say.¹⁷

Based on the statement above, it can be concluded if the relative pronoun are pronouns that are used in reference to noun or used to join two statement which talk about person or thing.

2) Form of Relative Pronouns.

There are two kinds of relative clause used in relative pronouns.

a) Defining Relative Clause

Defining relative clause or restrictive clause is a kind of relative clause which defines and limits its noun, so that the noun can be distinguished from

¹⁵Michael Swan, *Practical English Usage*, (Oxford : Oxford University Press, 1996), 488

¹⁶Prof. Ivana Bratic, “*Common Mistake in the Use of Relative Clause in English Language*”, (Professional paper :UDK 811.111: 81’271. 2014), 120

¹⁷Michael Swan, *Practical English Usage*, (Oxford University Press, Oxford: 2002), 488

the other noun in a sentence and comma is not used. All the relative pronoun can be used in defining relative clauses.

Defining relative clauses follow a noun and make clear who or what we are talking about. They do not put comma between the noun/pronoun and defining clauses.

Tabel 2.1 Defining Relative Clause

	Subject	Object	Possesive
Person	Who/that	Whom/Who/That	Whose
Things	Which/that	Which/ That	Whose

Example :

- 1) People *who* drink and drive are danger to everyone.
- 2) The girl *who* lives in the next door is my cousin.
- 3) The man *who* has just entered the office is from Japan.
- 4) The person *who* phoned me last night is my boyfriend.
- 5) The car that i boughgt 3 years ago has been stolen by my old sister.
- 6) The movie *which* we saw last night was very good.
- 7) The person *who* stand up in front of mall is my friend.

b) Non Defining Relative Pronoun.

Non-defining relative clause or non-restrictive clause is a kind of relative clauses which are put after noun, therefore they do not distinct (restrict) the noun with the other information to the noun by comma and that relative pronoun must be used. Non-Defining relative clauses does not limit the class to which the modified noun refers, that is the information in the clause does not tell which or what kind of, and can be omitted without changing the

meaning of the sentence. We use the comma before and after a noun restrictive adjective clause.

Tabel 2.2 Non-Defining Relative Clause

	Subject	Object	Possessive
Person	Who	Whom/who	Whose
Things	Which	Which	Whose

Example :

- 1) Indonesia, which is one of the countries in the equator, is in archipelago.
- 2) Ramli, who had been driving all day, suggested stopping at the next town

From the statement, the researcher distinguished between defining relative clause or restrictive clause and non-defining relative clause or non-restrictive clause used in relative pronoun.

Defining relative clause that used in relative pronoun restrict noun from other noun in a sentence and comma is not used. While, non-defining relative clause or non-restrictive clauses that used in relative pronoun do not restrict noun in a sentence and comma is used, and relative pronouns must be used.¹⁸

3) Functions of Relative Pronouns

Relative pronouns refer to person are used in defining relative clause.

a) Subject Who, That

Relative pronoun “ Who” is used with an antecedent referring to singular person or plural person and normally used for person.

¹⁸Betty Azar, *Understanding and using English grammar (3rd edition)*, (New York: Pearson Education, 2002), 239

Example:

- (1) The man who is washing the car is Bams.
- (2) The girls who serve in the shop are the owner's daughters.

But "that" is a possible alternative after all, everyone, everybody, nobody.

Example:

- (1) The team that won the championship got a great reception.
- (2) Nobody that watched the match will ever forget it.

b) Object Whom, Who, That

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

Example :

- (1) The man whom I saw told me to come back today.
- (2) The girls who employ are always complaining about their pay.
- (3) The girl that I met last night was my teacher.

c) Possessive whose

Relative pronoun whose can be used for possessive adjective as my, your, his, her, etc. It can be used for person or things or an object of verb or an object of preposition.

Example:

- (1) The man whose car has been stolen was my brother
- (2) The student whose teacher was killed was my cousin
- (3) The boy whose brother works as a dentist is my neighbor

4) The importance of Commas in Relative Pronoun

A restrictive clauses in written without commas. E.g: the travels who knew about the floods took another road. We have a restrictive relative clauses, which defines or limits the noun travelers. This sentence tell us that only the travelers who knew about the floods took the other road, and implies that there were other travelers who did not know and who took the flooded road.

E.g: Th travelers, who knew about the floods, took another road.

We have a non-restrictive relative clauses, which does not define or limit the noun it follows. This sentence implies that all the travelers knew about the floods abd took the other road.¹⁹

5) Aspect of Causing Difficulties'

Many different factors contribute as the factor of learning difficulties. In this study the researcher used theories of factor causing students' difficulties in learning grammar because adjective clause is part of English grammar. The researcher will use theories of Hue-He. He stated in his journal that there are 5 factors causing students' difficulties in grammar: Motivation, learning strategies, teaching method, educational background and family environment. But the researcher only uses 3 of his theory in this research:

1. Learning strategies

Learning strategies are the basic tools for active, self-directed involvement needed for developing second language communicative ability. Tracked and Mendelsohn also showed that more effective language learners in each of the four language. Good language learner is a willing and accurate guesser; has a

¹⁹Ichael Swan, *Practical English Usage*, (Oxford : Oxford University Press, 1996), 488

strong persevering drive to communicate and willing to make mistakes in order to learn or communicate; focuses on form by looking for patterns; takes advantages of all practice opportunities; monitors his or her own speech and that of others; and pay attention to meaning. It indicated that language learning strategies can be classified, explained, and exemplified in six coherent groups. The first three groups are known as “direct” strategies, because they directly involve the subject matter, in this case the target language to be learned; the last three groups are called “indirect” strategies, because they don’t directly involve the subject matter itself, but are essential to language learning nonetheless. Chamot and Kupper mentioned that successful learners tend to select strategies that work together well in a highly orchestrated way, tailored to the requirement of the language task. These learners can easily explain the strategies they use and why they employ them.

2. Teaching Method

Teacher is one of school environmental factors who has important role to increase students learning achievement. Teacher is a subject in education who has duty to transfer the knowledge to the students. Teachers also bring individual characteristics to the second language classroom that may have an influences on the students’ performance and in their final results. A teacher is an important person in teaching learning process, especially for teaching grammar, because the teacher also determines whether their students to be good in English or not. Teacher also will become source of learning difficulties if he/she does not choose the right method to teach the material

especially in grammar, because almost all students does not like in learning grammar.

3. Motivation

Motivation plays an important role in learning English as second/foreign language. Motivation is an important factor that may contribute to success at school and to lifelong learning. Motivation is a key factor in order to accomplish a particular activity. It is difficult to imagine anyone learning a language without some degree of motivation. Hue-He reported in his research, found that motivation has correlates with students achievement in learning grammar. He stated in his journal that, we can find that integrative motivation usually correlates with higher achievement in foreign language learning, while to the learning of grammar, it always work.²⁰

From the theories above, the researcher concluded that three aspects causing difficulties refers to Learning strategies, Teaching Method and Motivation.

²⁰Hue He. "On FL Learners Individual Differences in Grammar Learning and Their Grammatical Competence Training" *Theory and Practice in Language Studies Academy Publisher*, Vol. 3, No. 8,2013, 1372

C. Conceptual Framework

Framework is a picture of the pattern of relationships between concepts or variables in a horror manner which is a complete picture of the focus of research. The framework of thought is usually put forward in the form of a schematic chart.²¹

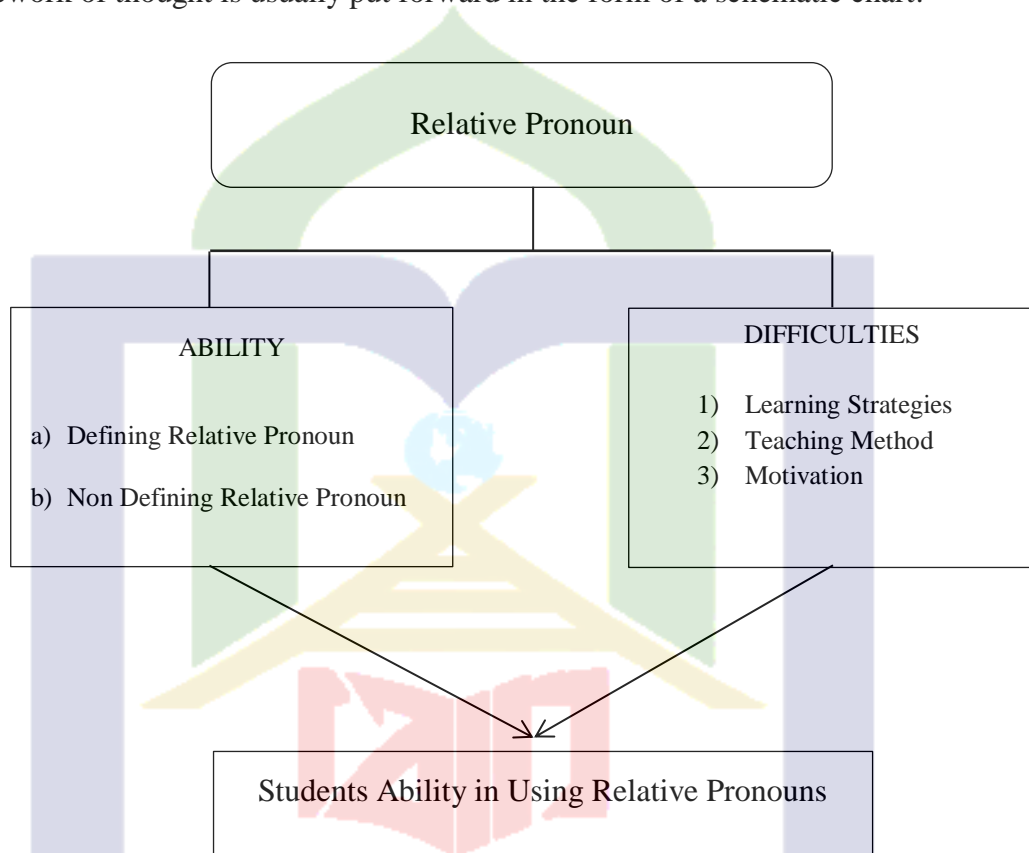


Figure 2.1 Conceptual Framework

This researcher will identify the ability of students which refers to the defining and non-defining relative pronoun and their difficulties which refers to the learning strategies, method and motivation.

²¹Institut Agama Islam Negeri Parepare, *Pedoman Penulisan Karya Ilmiah* (Parepare: Departemen Agama, 2013), p. 26.