

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The research findings is the result of data which conducted from the instrument spreading by the researcher which referred to research question that are formulated in the first chapter. This part also presents the data analysis of students ability in using relative pronoun and their difficulties in using relative pronoun.

According to the theory, this research used descriptive quantitative research which the process of answering the research question, the first research question answered by the test which conducted on 23 April 2021 by spreading Google Form to the students. The researcher found the data of the students' ability in using relative pronoun as explained below:

1. Students Ability in Using Relative Pronoun

The students ability can be explained in table below:

Table 4.1 Students Ability in Using Relative Pronoun

Mean	Standard Deviation	Maximum Score	Minimum Score
65.56	2.63	80.00	43.33

**The data can be seen in Appendix*

The Data above explained about the accumulation of students score after answering the test on instrument. The result of data was process by Microsoft excel application. As shown above, the students get Mean score in 61.67 score, and maximum score in 80.00 while minimum score in 43.33 from total students in 30 students.

The researcher showed the data which explained about the specific data from the document instrument as shown below:

Table 4.2 Accumulation score

Class	Interval Score F = Frequency of Correct Answer (Number Students)					
	<50	51-60	61-70	71-80	81-90	91-100
	F/%	F/%	F/%	F/%	F/%	F/%
Students Ability in using Relative Pronoun	3 (10%)	7 (23%)	13 (44%)	7 (23%)	0 (0%)	0 (0%)
Category	Very Poor	Poor	Average	Good	Very Good	Excellent

**The data can be seen in Appendix*

The researcher showed the description each interval above, it showed the presentation each interval, the interval score of <50 in 10%, while score in 51-60 in 23%, and score interval 61-70 in 44%, the interval score in 71-80 on 23% while interval 81-90 and 91-100 were no students.

2. Students Difficulties in Using Relative Pronoun

a. Student's difficulties caused on Less of Learning Motivation

Table 4.3 Student's difficulties caused on Less of Learning Motivation

Items	Options			
	Frequency of Students Responds			
	Strongly Agree	Agree	Disagree	Strongly Disagree
Mengalami kesulitan menjawab soal karena saya malas belajar Relative pronoun	6 (20%)	16 (53%)	8 (27%)	0 (0%)
Tidak tertarik mempelajari Relative Pronoun	11 (37%)	13 (43%)	4 (13%)	2 (7%)
Mengalami kesulitan menjawab soal karna saya tidak terbiasa mengerjakan soal relative pronoun	10 (33%)	18 (60%)	2 (7%)	0 (0%)

**The Data can be seen on Appendix*

The data above is the result of the student's difficulties caused on Less of Learning Motivation which shows that:

- 1) Item number 1 was categorized as agree from the respondents. The presentation Score for agreeing category was 73% is higher than Disagree Option.

- 2) Item number 2 was categorized as agree from the respondents. The presentation Score for agreeing category was 80% is higher than Disagree Option
- 4) Item number 4 was categorized as very agree from the respondents. The presentation Score for agreeing category was 93% is higher than Disagree Option.
- b. Student's difficulties caused on Learning Strategy

Table 4.4 Student's difficulties caused on Learning Strategy

Items	Options			
	Frequency of Students Respond			
	Strongly Agree	Agree	Disagree	Strongly Disagree
Tidak memiliki strategi belajar untuk memahami materi relative pronoun.	5 (17%)	21 (70%)	2 (7%)	2 (7%)
Mengalami kesulitan menjawab soal karena saya belajar relative pronoun sendiri (tanpa bantuan Guru/Mentor	11 (37%)	13 (43%)	5 (17%)	1 (3%)

**The Data can be seen on Appendix 1*

The data above is the result of the student's difficulties caused on Learning Strategy which shows that:

- 3) Item number 3 was categorized as agree from the respondents. The presentation Score for agreeing category was 87% is higher than Disagree Option.

- 5) Item number 5 was categorized as agree from the respondents. The presentation Score for agreeing category was 80% is higher than Disagree Option.

c. Student's difficulties caused on Teaching Method

Table 4.5 Student's difficulties caused on Teaching Method

Items	Options			
	Frequency of Students Respond			
	Strongly Agree	Agree	Disagree	Strongly Disagree
Jika belajar dikelas, Kesulitan memahami materi relative pronoun karena metode guru kurang menarik	12 (40%)	11 (37%)	5 (17%)	1 (3%)
Penjelasan yang tidak jelas dari Guru membuat saya kesulitan memahami materi relative pronoun.	8 (27%)	14 (47%)	7 (23%)	0 (0%)
Mengalami kesulitan memahami materi Relative Pronoun karena kurangnya latihan yang diberikan dikelas.	8 (27%)	17 (57%)	4 (13%)	1 (3%)
Tidak mampu membedakan penggunaan Kata penghubung (who,that,which).	7 (23%)	16 (53%)	6 (20%)	1 (3%)
Tidak mampu membedakan kata penghubung tersebut karena contoh yang diberikan Guru tidak jelas	7 (47%)	13 (40%)	9 (10%)	1 (3%)

**The Data can be seen on Appendix 1*

The data above is the result of the student's difficulties caused on Teaching Method which shows that:

- 6) Item number 6 was categorized as agree from the respondents. The presentation Score for agreeing category was 77% is higher than Disagree Option.
- 7) Item number 7 was categorized as agree from the respondents. The presentation Score for agreeing category was 73% is higher than Disagree Option.
- 8) Item number 8 was categorized as agree from the respondents. The presentation Score for agreeing category was 83% is higher than Disagree Option.
- 9) Item number 9 was categorized as agree from the respondents The presentation Score for agreeing category was 77% is higher than Disagree Option.
- 10) Item number 10 was categorized as agree from the respondents. The presentation Score for agreeing category was 87% is higher than Disagree Option.

The explanation above was from the respondents which gotten from the instrument, the instruments used in this research was questioner, this instrument purpose to know the students difficulties in using relative pronoun. This questioner used by the researcher already fulfills to be valid data for this quantitative research.

B. Discussion

This part present the data discussion which regarding from the findings above, this discussion are present based on the findings and the researcher argumentation after analyzing the data in findings.

This section finds out the answer of the research question mentioned in first chapter, which asked about the students' ability in using relative pronoun.

A. Students ability in Using Relative Pronoun

The researcher analyzed the result of the data above, it explained specific about 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.²⁵

Students may face several test which refers to many kind of relative pronoun, as we know that, 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. The students should be able to comprend the side of where and which in sentences.

²⁵ Ichael Swan, *Practical English Usage*, (Oxford : Oxford University Press, 1996)

Basically, students still have poor ability in determining the conjunction used for the sentences, for example that defining relative clause or restrictive clause which is a kind of relative clause which defines and limits its noun, so that the noun can be distinguished from the other noun in a sentence and comma is not used. All the relative pronoun can be used in defining relative clauses.

English grammar materials consist of many things and one of them called as grammar. Students get very hard in comprehend Grammar in language that's become one of the problems which are always encountered by the learners of the language. Relative pronouns refer to noun antecedent which immediately precede them.²⁶ English has grammatical feature which is different from Indonesian language. This term caused many problems on students when they try to using the relative pronoun in single sentences.

The structure and the meaning are conveyed by relative pronouns are completely different from other pronouns like reflexive pronouns, indefinite pronouns and personal pronouns, there are many experts who state the definition of adjective clause. On the other words, it is also called "a relative pronoun". Relative pronoun is a pronoun functioning to connects or describing two sentences into one sentence. It also used to subject or object in adjective clause.

The researcher after analyzing the answer of the students, it showed little bit confusing result, which showed many students still confused in using certain conjunction in sentences at test. It delivered on various score showed

²⁶ Betty Azar, *Understanding and using English grammar (3rd edition)*, p, 187

the result data, for instance, students who get score in interval less than 50.00 were very low in their ability. Many students can not differentiate the sentences type, an also because they don't really know the pronoun entrances. This result also supported another research which stated that, term of students lack in grammatical impact to their performing at class with other subject.²⁷

The researcher conclude that, students ability in using relative pronoun can be categorized as average category, it clearly explained that, students still in low category, it proved from the average score, which only show in 61.67 score. Another result also showed that, 13 number of students get score in interval of 61-70, than less than 7 students in good category. It may valid to state that, student's ability in using relative pronoun still in average category. Either low category.

The result above really showed fact result, students ability should be identified in order to develop the students ability in understanding grammar as an English materials at campus, the test conducted in Google form. Identifying the result data used descriptive analysis of the descriptive quantitative.

B. Students Difficulties in Using Relative Pronoun

a. Student's difficulties caused on Less of Learning Motivation

Motivation can be very important in learning activities, students may get bored and lazy in studying, grammar become one of the gored materials at English class, by supporting great motivation, it can be

²⁷ Martin Parrott. *Grammar for English Language Teachers*, Cambridge : Cambridge Press University. 2000.

effective, in opposite situation, grammar can be used for very bored learning.

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.²⁸

Students respond in very agree that, laziness become one the factor that influence the students ability, students who get very lazy to learn automatically could not be able to answer the relative pronoun test. It also caused very much for the Indonesian learner, Relative pronouns consist of the sentences rule which really hard to be known and understood as new learners or beginner students.

Another result also showed that, students get very agree in statement which referred to the unattractive toward the materials. Students sometimes just get motivation among certain subject at class, it very bad

²⁸Hue 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

for the students future, different subject probably really helped them in order to relate the knowledge among an English materials.

b. Student's difficulties caused on Learning Strategy

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 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.²⁹ These learners can easily explain the strategies they use and why they employ them.

²⁹ Jack C. Burton and Theodore S. Rogers, *Approaches and Method in Language Teaching*, (New York: Publisher. 2016)

Researcher found students' difficulties cause of their learning strategies in learning grammar subject at class or at their home. Students get very hard in understanding the sentences type moreover the hard materials, even the basic things was the students motivation, in low motivation, students may not understanding material well, another support their difficulties caused of the students learning strategies.

Less of motivation really impact to the students bad strategies in their learning strategies, it really proved their low comprehending toward the materials, in fact, grammar as very hard materials at English, without having great strategies students may get very hard in answering the test delivered.

The researcher sums that, students mostly do not have any strategies in learning grammar special for relative pronoun materials, it caused very difficult for them in answering the test from the researcher.

c. Student's difficulties caused on 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 influences on the students' performance and in their final results.

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 do not like in learning grammar.

Having great mentor really help the students in their ability, even in many subject or skill, mentor can influence the quality of the students at class. The students may get very bored in monotone technique teaching, without having teaching aid or great technique the students may show very bad performing. The students agree that, teacher who taught them in uninteresting method may very hard for the students for their ability; moreover the materials are very hard for the students.

Grammar probably is materials which in practice category, it should be practiced in the class, less of proactive caused many problem for the students, they will not get habit in answering the test or facing the test which in category relative pronoun for instance.

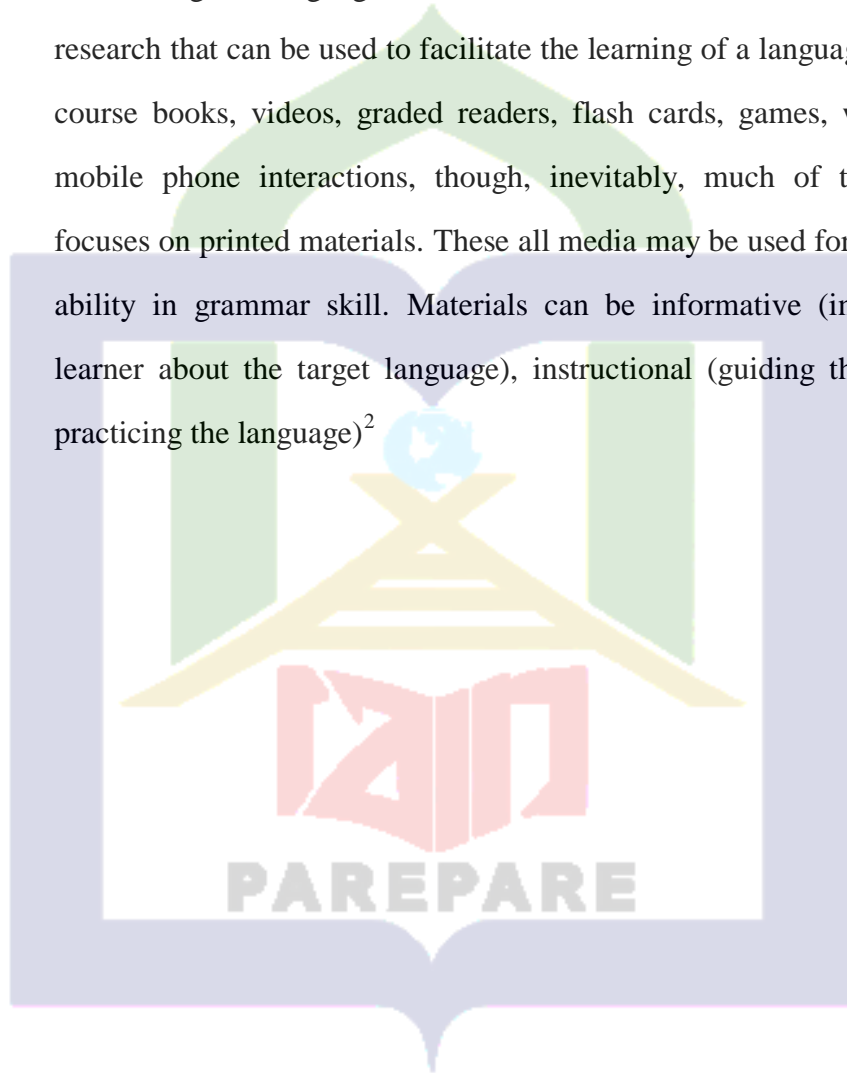
Summary that, students get difficulties also from the aspect of the teaching method, the theory which showed difficulties toward the teaching method really proved, even teaching method at class not the only difficulties aspect caused of student low ability.

This data also supported by several journal with result that ability of the students may determining from the result of their testing of the language approach.¹ So this result may valid for the students ability

¹Brown, H. D. *Strategies for success: A practical guide to learning English*. (New York, US: Longman. 2020)

caused the researcher identified the students' ability by using testing language.

Materials which for language learning will be taken to be anything like testing of language which identified form the instrument of the research that can be used to facilitate the learning of a language, including course books, videos, graded readers, flash cards, games, websites and mobile phone interactions, though, inevitably, much of the literature focuses on printed materials. These all media may be used for the students ability in grammar skill. Materials can be informative (informing the learner about the target language), instructional (guiding the learner in practicing the language)²



²Butler, Gillian & McManus, Freda. *Psychology A Very Short Introduction of delivering materials*, (Oxford University Press. 2014)