

**A DESCRIPTIVE STUDY ON THE ERRORS MADE BY THE  
SECOND YEAR STUDENTS OF SMEA PGRI 01 TULUNGAGUNG  
IN USING RELATIVE PRONOUNS**

**A THESIS**

**In Partial Fulfillment of the Requirements  
for the Sarjana Pendidikan Degree in  
English Language Teaching**



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## APPROVAL SHEET

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This thesis entitle A DESCRIPTIVE STUDY ON THE ERROR OF THE SECOND YEAR STUDENTS OF SMEA PGRI 1 TULUNGAGUNG IN USING RELATIVE PRONOUNS and prepared and submitted by AGUS MUHARYANTO has been approved and accepted as partial fulfilment of the requirements for the Sarjana Pandidikan degree in English Language Teaching by the following advisor.



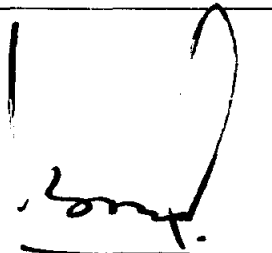
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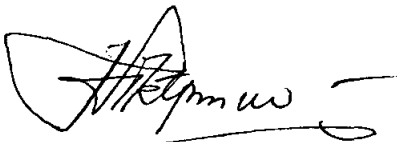
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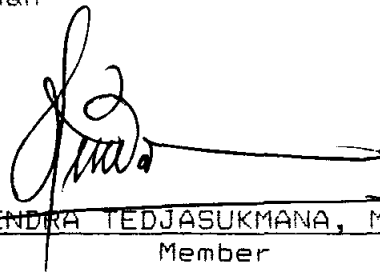
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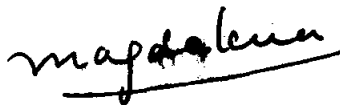
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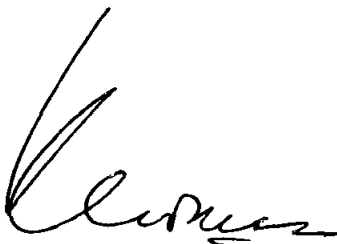
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The writer

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## A B S T R A C T

Referring to the mastery of English, learning grammar is one way to know and to be able to use the language besides mastering its vocabularies. According to the SMU curriculum 1994, English grammatical items are taught at Senior-High School; nevertheless, the students still get some difficulties in learning certain grammatical items, and it is proved by their poor marks in their English formative tests.

The reasons above encourage the writer to make a research entitled **"A Descriptive Study on The Errors Made by The Second-Year Students of SMEA PGRI 01 Tulungagung in Using Relative Pronouns"**. The problem of this study refers to the kinds of errors which the second-year students of SMEA PGRI 01 Tulungagung made most in using relative pronouns. And in this thesis the writer limits his research merely to the discussion of the errors in using relative pronouns the students made most.

The research method applied in this research is descriptive research method since this study describes the types of errors which the second-year students of SMEA PGRI 01 Tulungagung made in using relative pronouns. And the second secretary-2 is taken as the population of the study. The population consists of 2 male and 46 female students.

The data of the students errors in using relative pronouns are obtained from the answer given by the subjects. And the results of the findings are described as follows: in using Defining Relative Pronouns, the writer finds that the most error made by the students is Possessive (Po), with its number of errors 181 (75.4%). It is followed by Non-Person (NP) with 168 errors (70%), Person (P) with 138 errors (57.5%), Preposition (Pr) with 128 errors (53.3%) and Thing (T) with 126 errors (52.5%). Meanwhile in using Non-Defining Relative Pronouns, he finds that the most errors made by the students are Possessive (Po) and Non-Person (NP) with 154 errors each (64.2%). They are followed by Person (P) with 132 errors (55%), Preposition (Pr) with 131 errors (54.5%), Thing (T) 77 errors (32.1%)

From the results of the findings above the writer draws a conclusion that the students get the most difficulty in applying Possessive (Po) Relative Pronouns "whose" in Defining Relative Clause, and Possessive (Po)

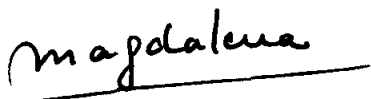
Relative Pronouns "whose" and Non-Person (NP) Relative Pronouns "which" in Defining Relative Clause.

In line with the significance of this study, the writer hopes the results of this research give contributions to the English teachers of SMU, especially the English teachers of Vocational High School in order to improve the teaching of Relative Pronouns.

Surabaya, February 14, 1998

Advisor,

The writer,

A handwritten signature in cursive script, reading "Magdalena", underlined.

Dra. Magdalena I. K., M.A.

Agus Muharyanto