

CHAPTER I

INTRODUCTION

1.1 Background

Language helps people all over the world to communicate. By communicating, people can deliver their thoughts, and their experiences. It has been approved by Goldstein (2008) cited in Nordquist (2017) Language is interpreted as a tool of communication that enables the users to express their feelings, thoughts, ideas, and experiences.

Language can be learnt. Many people have the same chances to master every language used in the world. In this case, the language meant is English. Everyone can learn English and master it. English helps people to communicate to all of the people who can speak English. English nowadays has become an international language.

While studying a language, especially English, the learners have to master its language skills and their components. The language skills are listening, speaking, reading, and writing. Those skills are divided into 2 small skills; Receptive Skills (reading and listening) and Productive Skills (speaking and writing). According to Harmer (2007:265) Receptive Skills are those whose meaning is extracted from the language teaching instrument, while Productive Skills are those whose meaning is produced by the learners themselves. Harmer (2007:266) also states that listening and reading skills are the input of the language that is acquired by the learners, while speaking and writing skills are the outputs which are produced by the learners.

Besides learning the language skills, the learners also learn about language components (Vocabulary, Grammar, and Pronunciation). Language components affect the language skills. Without language components, language skills produced by the learners will be meaningless. It is confirmed by Harmer (2007:200) the goal of the language study is to improve the knowledge of language system so that the Productive and Receptive Skills produced can be achieved.

One of the language components that affects every language skill is grammar. Without grammar, the language skills produced by the learners will be meaningless. By using the correct grammar, learners can make up some sentences or phrases correctly. It is approved by Scriver (2005:227) "Grammar refers to the generalize patterns of the language and to our ability to construct new phrases and sentences out of word combinations and grammatical features (verb endings, etc) to express a precise (and probably unique) meaning".

Grammar includes many types; such as Tenses, Sentence Structure, etc. Adjective Clause is one of Sentence Structures beside Adverbial Clause and Noun Clause which English Education study program of Faculty of Teacher Training students learn. While learning about Adjective Clause, the students are familiar with combining two simple sentences using Relative Pronoun.

When combining sentences using Relative Pronoun, the students have their own process. The process is called as Cognitive Process. According to Kirby (1984:52-54) Cognitive Processes are the foundation of the result of Intelligence Test Performance and Educational Performance. However, most of the studies

nowadays only focus on the error or mistakes the learners make while combining the sentences not the process of it.

In this recent study, the researcher would like to analyze the Cognitive Process of the students taking Structure B class of English Education study program of Faculty of Teacher Training of a university in Surabaya by using a method called *Think Aloud Protocol*. Since the researcher would like to know the Cognitive Process of each individual, the researcher asked the learners to verbalize what their thought were while performing on the task.

1.2 Statements of the Problem

The study aims to answer the following questions:

What thinking process do Structure B students do when combining sentences using Relative Pronoun?

1.3 The Objectives of the Study

The study aims to:

To discover the students' thinking process when combining relative pronoun sentences by using the steps of combining relative pronoun sentences proposed by Azar & Hagen in 2009 as the parameter of the research

1.4 The Significance of the Study

By conducting this research, the researcher hopes that Structure B teachers can know what thinking processes done by the students and can improve their teaching strategies so that the misunderstood teaching strategies affecting learners' Cognitive Process when combining sentences will decrease.

1.5 Limitation and Scope

This study focuses on the Cognitive Process of Structure B students when combining sentences using relative pronoun. Because of the study's aim is to analyze the thinking process of the subjects, the researcher would like to have them to verbalize their thought while performing the task given. Asking the learners to verbalize while performing on the task is one of characteristics of *Think Aloud Protocol*.

1.6 Theoretical Framework

In this part, the researcher writes some big theories used to do the research; they are the theory of Adjective Clause, theory of Cognitive Process, and theory of Think Aloud Protocol.

1.6.1 Theory of Adjective Clause

Eggenschwiler, Biggs & Reinhardt (2011:71) state that In front of a Relative Clause, there is usually a Relative Pronoun. The function of Relative Clause itself is similar to the function of Adjective.

1.6.2 Theory of Cognitive Process

According to Kirby (1984:52-54) Cognitive Processes are the foundation of the result of Intelligence Test Performance and Educational Performance.

1.6.3 Theory of Think Aloud Protocol

According to Ericsson and Simon (1980:215) cited in Nguyen (2013), Think Aloud Protocol (TAP) is a method used to earn data in psychology which has been used by some researchers since 80s.

1.7 Definition of Key Terms

In this part, the researcher writes the definition of some key terms of the research; they are the definition of process, Adjective Clause, Think Aloud Protocol, Structure B Class.

1.7.1 Process

According to Oxford English Living Dictionary retrieved on June 28th 2018, “a series of actions or steps taken in order to achieve a particular end”.

1.7.2 Adjective Clause

Eggenchwiler, Biggs & Reinhardt (2011:71) state that In front of a Relative Clause, there is usually a Relative Pronoun. The function of Relative Clause itself is same as the function of Adjective.

1.7.3 Think Aloud Protocol

According to Ericsson and Simon (1980:215) cited in Nguyen (2013), Think Aloud Protocol (TAP) is a method used to earn data in psychology which has been used by some researchers since 80s.

1.7.4 Structure B Class

“Structure B class is one of English Department of a University in Surabaya. Before entering the Structure B class, the students are required to pass Structure A class. In Structure B, they are expected to be able to write correct Passive Voice in all of the English tenses, produce sentences with the correct Modals, produce sentences with the correct Reported Speech, produce sentences with the correct Conditional Clause, and produce sentences with the correct Adjective Clause.” (The Syllabus of Structure B).

1.8 Organization of the Thesis

The thesis consists of five chapters. On the first chapter, the researcher explains why she chooses the study to be her research. The first chapter consists of background of the study, statements of the problem, objectives of the study, significance of the study, scope and limitation, theoretical framework, definition of key terms.

On the second chapter, the researcher discusses about the related literature about her research. This chapter includes underlying theories, and previous studies.

On the third chapter, the researcher explains the related informations about the study, which are research design, research instrument, source of data, procedure of collecting data, and technique of data analysis.

On the fourth chapter, the researcher presents the data analysis of the study. The data got is commented subjects' verbalization while doing Think Aloud Protocol.

On the fifth chapter, the researcher writes the conclusion and some suggestions for the future researchers, Structure B class lecturers, and Structure B class students.