

# **CHAPTER I**

## **INTRODUCTION**

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#### 1.1 Background of the Study

As human beings people want to communicate not only with their own society but also with other societies. One of the ways to communicate with other people is using a language which is often used by a large number of people in the world. Dawson states in his book "Guiding Language Learning ", that language is the human beings' instrument for thinking and carrying on social intercourse (1963 : 22).

Among languages in the world, English is a universal language. It is a means which is used to communicate with foreign people around the world. In other words, English can be used as a means of communications among nations who have different languages.

By mastering English people can also study science and technology for the development of the nation. As we know many textbooks in bookshops or in libraries are written in English, and we cannot ignore that we get many new science and technology from the foreign textbooks especially English textbooks. That is why English is an important language.

One way to know and to be able to using a language is by learning its grammar, as stated by Schuster in Kamari's thesis:

"Grammar is as a practical instrument in mastering good usage. Study of grammar becomes more than an interesting study itself, it becomes a practical instrument in the mastery of good usage and clear vigorous styles".

In mastering English we cannot neglect to learn the grammar. And we realize that learning English grammar is not easy for us, because, as we know, the Indonesian grammar is very different from the English grammar.

In this case grammar is an instrument which helps students to construct words in order to get meaningful sentences which are clear and understandable. In the teaching of English, grammar is taught in order that the students can produce correct sentences in speaking and writing, and comprehend English textbooks.

If we look at the SMU curriculum of 1994, we know that the English grammatical items taught at the Senior High School cover a very wide range. The grammatical items presented to the high school students are graded from simple to complex and most of them are already taught at the Junior High School. It is the fact that students still get difficulties in learning

certain grammatical items in Senior High School though they have learned English since they are at the Yunion High School. This is revealed in their poor marks in the English formative tests.

It is very possible that the students get some problems in learning English grammar because of many differences between Indonesian and English grammars. And in the writer's observation he found that the students really got problems in certain items. One of the grammatical problems that the students faced was using relative pronouns clause which, according to GBPP 1994, is one of the various grammatical items that should be taught to the second year students of Vocational High School or SMEA.

From the reasons above, the writer presents this thesis entitled "A Descriptive Study on the Errors Made by The Second-Year Students of SMEA PGRI 01 Tulungagung in Using Relative Pronouns"

## **1.2 Statement of the Problem**

The major problem of this study is "What kinds of errors do the second year students of SMEA PGRI 1 Tulungagung make in using relative pronouns?"

The minor problem that might arise is what errors do the students make most in using relative pronouns?

### **1.3 The Objective of the Study**

The objective of this study is to describe the kinds of errors the second year students make in using relative pronouns and what errors the students make most in using relative pronouns.

### **1.4 The Significance of the Study**

This study is considered to be significant in some respect. Generally, the result of the study is expected to give a feedback to the English Department of Widya Mandala Catholic University which trains the students to become English teachers.

Particularly, the result of this study presents something important for the improvement of teaching learning process in grammar, especially Relative Clause in senior-high schools and vocational high schools.

### **1.5 The Limitation of the Study**

The subjects of this study is the second-year students of SMEA PGRI 1 Tulungagung. The reason for choosing the subjects was that the writer is the English teacher of that school.

In line with the objective of the this study, this study is limited to the discussion of the errors in the use relative pronouns which the students made most.

## 1.6 The Definition of the Key Term

In order to avoid misunderstanding of the concepts used in this study, the writer presents some definitions of the key terms as follows:

### 1.6.1 Errors

According to Oxford Advance Learner's Dictionary of Current English by Hornby (1974:290), error means "something done wrong." Dulay (1982:39) state that:

"Error refers to the systematic deviation due to the learner's still developing knowledge of the second language rule."

### 1.6.2 Relative Clause

"Relative clause is a clause which is essential to the clear understanding of the noun." (Thomson, 1986:81).

"Relative clause is an essential part of the idea being expressed, in that it defines or limits its antecedent to one particular selected type." (Allen, 217).

"An adjective clause in a subordinate clause to modify a noun. Subordinator conjunctions who, whom, which, and that may be used as relative

pronoun." (Ahmadin, 1989:24)

### **1.6.3 SMEA PGRI 01 Tulungagung**

SMEA PGRI 01 Tulungagung is a vocational school which is located in Tulungagung, a small town in south of East Java. It is about one hundred and fifty kilometers from Surabaya, the capital of East Java and it takes three hours and half by bus.

SMEA PGRI 01 Tulungagung has eleven classes for first-year students, eleven classes for the second-year students, and ten classes for the third-year students. Each level is divided into three study programs. They are secretary, accountancy and bussines management.

There are six classes for second-year students of the secretarie program in SMEA PGRI 01 Tulungagung, namely, 2 Skr 1, 2 Skr 2, 2 Skr 3, 2 Skr 4, 2 Skr 5, and 2 Skr 6. In this study the writer takes the second-year students of secretary 2.

### **1.7 The Organization of the Study**

There are five chapters presented in this thesis, with the following organization : Chapter I is the Introduction which consists of background of the study, the statement of the problem, the objectives of the study, the significance of the study, the limitation of

the study, the definition of key terms which deal with the terms: study, error analysis, relative clause and SMEA PGRI 01 Tulungagung, and the organization of the study. Chapter II presents the discussion of the theory error, the theory of error analysis, contrastive analysis, interlanguage, definition of relative pronouns, kinds of relative pronouns, the use of relative pronouns, and previous thesis which deals with relative pronouns. Chapter III discusses the ideas of methodology which consists of research design, the population of the sample, instrument of the research, try out of the test instrument, analysis of the test items, and procedure of data analysis. Chapter IV is about the research finding, and chapter V deals with conclusion and suggestion.