

**'STUDENTS' ABILITY IN USING RELATIVE PRONOUNS'**  
**A Case Study at first year Students of English Department**  
**Hasanuddin University**



**A Thesis**

***Submitted to faculty of cultural sciences Hasanuddin University  
in partial fulfillment of requirements  
to obtain Sarjana degree in English department***

**OLIVIA TIKU PASANG  
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**ENGLISH DEPARTMENT  
FACULTY OF CULTURAL SCIENCES  
HASANUDDIN UNIVERSITY**

**2009**

Universitas Hasanuddin  
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## SKRIPSI

### THE STUDENTS' ABILITY IN USING RELATIVE PRONOUNS (A Case Study At First Year Students of English Department Hasanuddin University )

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**FAKULTAS ILMU BUDAYA**

Pada hari ini, 31 Juli 2009, panitia ujian skripsi menerima dengan baik skripsi yang berjudul:

**The Students' Ability in Using Relative Pronouns**  
**(A Case Study At First Year Students of English Department**  
**Hasanuddin University)**

Yang diajukan dalam rangka memenuhi salah satu syarat akhir guna memperoleh gelar Sarjana Sastra, Jurusan Sastra Inggris pada Fakultas Ilmu Budaya Universitas Hasanuddin.

Makassar, 31 Juli 2009

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The writer considers and realizes that this under-thesis needs improving; therefore, critics and suggestions are very welcomed. He supposes that this under-thesis will provide a benefit for all readers.

Makassar, Juli 31<sup>st</sup> 2009

Writer

## ABSTRAK

Olivia Tiku Pasang.- Students' Ability in Using Relative Pronouns.  
(Dibimbing oleh Drs. Abd Madjid Djuraid, M. Hum dan Drs. Simon Sitoto,  
M.A).

Penelitian ini bertujuan untuk menyelidiki dan mengetahui kemampuan mahasiswa sastra Inggris dalam menggunakan relative pronouns dalam test bahasa Inggris.

Data dikumpulkan melalui test yang terdiri atas 20 items dari test pilihan ganda dan 15 items dari test isian/ melengkapi. Dalam test pilihan ganda, setiap pertanyaan disediakan 4 option/pilihan alternative jawaban tentang relative pronouns. Populasi dalam penelitian ini melibatkan mahasiswa sastra Inggris Universitas Hasanuddin tahun pertama (semester II). Sample yang digunakan adalah 15 orang yang dipilih secara acak tanpa harus mempertimbangkan kemampuan tata bahasa dan tingkat prestasi akademik mahasiswa.

Hasil analisis menunjukkan bahwa dalam menggunakan relative pronouns, kemampuan mahasiswa secara keseluruhan hanya mencapai indeks 6,4 atau 64%. Hal ini berarti bahwa pertama, tingkat kemampuan mahasiswa dalam menggunakan relative pronouns, masih berada pada kategori yang masih rendah. Kedua, Structure skill mahasiswa sastra Inggris pada tahun pertama terutama dalam grammar masih perlu untuk ditingkatkan lagi.

## **ABSTRACT**

Olivia Tiku Pasang.- Students' Ability in Using Relative Pronouns  
(Supervised by Drs. Abd Madjid Djuraid, M.Hum And Drs. Simon Sitoto,  
M.A).

This research aimed at investigation and understanding the student's ability in using Relative Pronoun in the English test.

Data were collected by tests, which were 20 items of multiple choice test and 15 items of essay or completion test. In the multiple choice test, each of the questions was provided four options (a, b, c, and d) to choose one appropriate option that best fits to the question about relative pronouns. The population of this research is the first years students of English department, Hasanuddin University (2<sup>nd</sup> Semester). 15 students of English department as the sample of this research which is randomly selected without considering the academic achievement and English proficiency.

The result of the research shows that the students' ability in using relative pronouns reach index 64%. It means that firstly, the students' ability in using relative pronouns was still in poor category. Secondly, structure skill of the first students at English department, Hasanuddin University was still increased.



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# Chapter I

## Introduction

### A. Background

English is an international language, which is widely used all over the world. It plays an important role in international relationship. It has become a communication tool among countries in the field of diplomacy, business, politics, culture, and other international relationship. It is also used as a language of science since most of scientific works are written in English.

Any language has a system, norms that need to be known and obeyed by the users. English is very important to be learned because many scientific works are written in English. In learning English, we need to know the tenses and other grammar rules. Without knowing the systems and rules of a language, we can not get the meaning of any message.

Grammar in a language is a one of the problems which is always encountered by the learners of the language. Grammatical problems are not only faced by the students but also the teacher who teach English in the classroom.

One of the part of the grammar rules in English is called Relative Pronouns, which have a function to relate on one sentence

to other sentence. Relative pronouns refer to noun antecedent which immediately precede them.

One particular pronoun of systems in English which has specific structure or syntactic structure characteristic is relative pronouns. The structure and the meaning conveyed by relative pronouns are completely different from other pronouns like reflexive pronouns, indefinite pronouns, and personal pronouns.

English has grammatical feature which is different from Indonesian language. Therefore, the writer realize that sometimes the students find the difficulties in grammar especially concern in using relative pronouns. The writer feels that the ability of the students in using relative pronoun should be given more attention. Therefore, the writer is interested to present a topic about ' Relative Pronoun' especially on students' ability in using relative pronouns.

## **B. Identification of the Problems**

The purpose of this research is to present the errors analyses showed by the students of English department in using relative pronouns. During collecting the data, the writer found some problems, as follows:

1. Some students have difficulties in using the relative pronouns in the sentence context, because of their other functions.
2. They still have problems when they use relative pronouns because relative pronouns have many types.

### **C. Scope of Problem**

There are two kinds of relative pronouns, they are defining relative pronouns and non-defining relative pronouns. However, based on the identification of problems, the writer will limit the analysis on defining relative pronouns that the students use in the sentence like *who, whom, that, whose, which, and of which*.

### **D. Research Questions**

The writer purposes the research questions, as follow:

1. What are the students' errors in using relative pronouns?
2. What are the students' ability in using relative pronouns?

### **E. Objective of Study**

The purposes of this study are:

1. To describe the students' errors in using English relative pronouns.
2. To elaborate upon the students' ability in using English relative pronouns.

### **F. The Significance of Writing**

The significance of this writing is to disclose the ability of first year university students in using relative pronouns. Besides that, the writer will show the function of every relative pronouns they use.



## **G. Methodology**

### **1. Method of collecting data**

#### **a. By multiple choice test**

There are 20 items of the data were gathered by giving the students list of questions about '**Relative Pronoun Test**' in multiple choice forms. The multiple choice forms that the writer would found in the graduates' TOEFL test. Each of the questions provided with four options (a, b, c, and d) to chose one appropriate option that best fits to the question about relative pronouns.

#### **b. By essay or completion test**

There are 15 items of the data were gathered by giving the students list of questions about relative pronoun test in essay or completion forms from TOEFL test, where the students should filled in the blank.

### **2. Population and Sample**

#### **a. Population**

The population of this research was the first year students of English department of Hasanuddin University, which consists of 60 students. The selection of this population was based on the reason that they have got **structure**, and **writing** subject so they have sufficient knowledge on how to understood in using relation pronoun in the sentence.

## **b. Sample**

From the population above, the writer chose 15 students of English Department as the sample of this research, i.e 25% of all population. This research was randomly selected without considering the academic achievement or English proficiency, and also based on their willingness to participated in this research. In doing this method, the students' number in first years at English department Hasanuddin University were written in a piece of paper and then picked them out randomly. By using this method, the students have the same chance to become the sample of study.

## **3. Method of analyzing data**

As Nazir (1988) noted that the purpose of the descriptive research is to make description, sketches, systematically, factually and accurately about the facts, the nature of the relations of the researched phenomenon.

The writer uses descriptive method to analyze the data. In order to describe the students' ability and problems faced by them in understanding relative pronoun in English sentences based on the result of the test.

According to Soejianto (1981:36) there are five criterias of students based on the percentage of the result of the test, they are:

- |              |         |
|--------------|---------|
| 1. Excellent | 86-100% |
| 2. Good      | 76-85%  |
| 3. Fair      | 66-75%  |
| 4. Poor      | 56-65%  |
| 5. very poor | 0-55%   |



## Chapter II

### Theoretical Background

#### A. Previous studies

There have been some formers of English department who have conducted their researches on the similar topic as the writer has done after the writer purposes the present study. However, they mostly focus on pronouns, and relative pronouns.

1. Irma Adiyanti (1996) focuses on the use of possessive pronouns of SMAN 03 Palopo. She especially concentrates on the errors in using possessive pronouns in the context.
2. Ahmad Firdaus (1999) investigates pronouns English and Japanese in the writing. His research aims to identifying pronouns English and Japanese in the writing.
3. Mercy violina (1992) focuses on the use of English possessive among Indonesia learner at SMAN 05 Makassar. She especially concentrates on the problems in using English possessive is faced in the test.
4. Nasrum (1996) focuses on the use of relative pronouns by student of SMAN Langnga. The objectives of his research are to show the total of the least and the most errors made the students and their percentage explicitly.

5. Desy Pongutan (1993) investigates English relative pronouns are used by student of SMAN 161 Rantepao. Her research aims to described some difficulties of sentence construction in using Relative pronouns which is faced by the student of senior high school.

From the Previous studies, the writer notice that five of them analyze about the some difficult to use relative pronouns in senior high school. Different from all research above, in her research the writer try to concern only to identify and analyze errors in using relative pronouns at Student of English department, Hasanuddin University.

## **B. Types of Pronouns**

A pronoun is a word that functions as a noun substitute. The sub classification of pronouns as follows:

1. Personal Pronoun: forms of I, you, he, she, it, we, and they.

Example:

She is a doctor.

He is her son.

2. Interrogative Pronoun: Who, what, which, whose.

Example:

Who is a lecturer?

What do you mean?

3. Relative Pronoun: Who, whom, whose, which, that, where  
(meaning 'in which').

Example:

I met the boy who stole your money.

This is a book which I bought yesterday.

4. Demonstrative Pronoun: This, these, that, those.

Example:

This bag is more expensive.

Those are your books.

5. Reflexive Pronoun: myself, yourself, himself, herself, itself,  
ourselves, and themselves.

Example:

She hurt herself.

You must not blame yourself for this mistake.

6. Reciprocal Pronoun: each other and one another.

Example:

John and Mary love each other.

The man help one another to build a new apartment.

7. Indefinitive Pronoun: each, everyone, anybody, any, either,  
neither, some.

Example:

I need someone to help me.

Everyone does his own work.

8. Emphatic Pronoun: Has a same form with the reflexive pronoun.

Example:

The queen herself came to greet us.

Only the engineer himself can repair this machine.

9. Compound relative: Whoever, whatever, whichsoever.

Example:

Whatever you need we can order.

There is no student whosoever.

10. Expletive pronoun: There and it.

Example:

There is a cup of coffee on the table.

It is the hammer you want.

### **C. Definitions of Relative Pronouns**

The pronouns which relate a clause to preceding noun in a noun phrase are called Relative Pronoun. The relative pronouns of English are who, who, which, who, that are used as a subject or as an object.

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 wh word and then the transformed sentence is embedded after the identical noun in a dominant kernel sentence.

Cyril Miller says 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." (1960:81)*

Marcella Frank says that:

*"Relative Pronouns refer to man antecedents which immediately precede them. They introduce adjective clauses in which they server as subjects or objects." (1972:21)*

Ralph B. Allen says that:

*"A Relative Pronoun is a pronoun that goes back (refers to relates) 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." (1950:30)*

Dony Hariyanto and drs. Rudi (2003:14) state that: "Relative Pronoun adalah kata ganti yang digunakan untuk menggabungkan 2 kalimat menjadi satu dengan membuang bagian-bagian yang sama."

Dhany R.Cyso state that: "Relative Pronoun adalah kata yang digunakan untuk menghubungkan antara main clause dengan adjective clause." (2001:16)

The conclusion, Relative Pronouns adalah kata ganti penghubung Wh=word yang digunakan untuk menghubungkan 2 kalimat menjadi satu dengan membuang bagian-bagian yang sama.

## D. Types of Relative Pronouns

There are two types of Relative Pronouns:

### 1. Defining Relative Pronoun

Defining Relative Pronoun is a kind of relative pronouns which explains or refers noun which precede them, so that the noun can be distinguished from the other noun in a sentence and comma is not used. All the relative pronouns can be used in defining relative pronouns.

The forms are as follows:

	<b>Subject</b>	<b>Object</b>	<b>Possessive</b>
For person	Who That	Whom/who That	Whose
For things	Which That	Which That	Whose/of which

Examples:

1. The boy who lives in the next door is my best friend.
2. The man who has just entered the office is from England.

### 2. Non-defining Relative Pronoun

Non-defining relative pronoun is a kind of relative pronouns 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.

The form are as follows:

	<b>Subject</b>	<b>Object</b>	<b>Possessive</b>
For persons	Who	Whom/Who	Whose
For things	Which	Which	Whose/of which

Example:

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

From the statement and its examples above, the writer distinguished between defining relative pronoun and non-defining relative pronoun. Defining relative pronoun distinct or restrict noun from other noun in a sentence and comma is not used. While, non-defining relative pronoun do not distinct or restrict noun from other noun in a sentence and comma is used, and relative pronouns must be used.

## E. Functions of Relative Pronouns

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

#### a. Subject: *Who*

"*Who*" is used with an antecedent referring to singular person or plural persons. If antecedent precedes the words of any or all which follow the clauses. The two words are usually defining relative clauses. They never refer to non-defining relative clauses.

Example:

The man *who* is washing the car is John.

He is the man *who* teaches English.

#### b. Object: *Whom, that*

"*Whom*" can be used in the place of noun object that refer to person . when they refer to an object, they are usually omitted but only in defining clauses.

Example:

The teacher *whom* we hated was retired.

The girl *whom* I met last week was a dentist.



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:

The man *whose* car has been stolen was my brother.

The student *whose* teacher was killed was my cousin.

**2. Relative pronouns refer to things are used in defining relative clause**

a. Subject: **Which, that**

Relative pronoun "Which" can be used in subject, which refer to things or animal. When it refer to subject, they can not be omitted. 'That' is more often to use than 'which' because which is used in formal situation.

Example:

The train *which* is usually very punctual is late today.

The stair *which* lead to the cellar rather slippery.

b. Object: **Which, that**

"Which" refer to things and animals. They are interchangeable in the object position, both are commonly omitted but only on defining relative clause.

Example:

This is flower *which* I plant.

These the mugs *that* I took.

c. Possessive: **Whose**

It has been said that "*Whose*" as a relative pronoun can be used for person and things.

Example:

This is the house *whose* windows are broken.

The little book *whose* yellowish pages she knew.

**3. Relative pronouns refer to person are used in non-defining relative clause**

a. Subject: **Who**

Relative Pronoun "*Who*" must be used in non-defining relative clause.

Example:

The astronauts, *who* are reported to be very cheerful, are expected to land on the moon shortly.

Peter, *who* had been driving all day, suggested stopping at the next town.

b. Object: **Whom**

Relative pronoun "*whom*" can not be omitted in non-defining relative clause.

Example:

The children, *whom* I teach at the school, came to my house last night.

The man, *whom* I told him, to come back today.

c. Possessive: **Whose**

This relative pronoun is used as non-defining relative clause with comma. This is used to show that "*whose*" as relative pronoun just refer to person.

Example:

My friends, *whose* book I borrow, is a lecturer.

Jane, *whose* mother is a teacher, is a charming girl.

4. Relative pronouns refer to things are used in non-defining relative clause

a. Subject: **Which**

Relative pronoun "*which*" must be used in non-defining relative clause, that is not possible.

Example:

This fan, which you can get at any electronic shop, will give you enough rest.

The train, which is usually very punctual, was late today.

b. Object: **Which**

Likewise relative pronoun which is used in subject in non-defining clause, *which* is also used in object.

Example:

These books, *which* you can get at any bookshop, will give you all the information you need.

She gave this jumper, *which* she had knitted herself.

c. Possessive: ***Whose/ of which***

Relative pronoun "*of which*" is used for things or animals.

"Whose" must be in non-defining relative clause to replace the possessive. *Of which* is used in formal context.

Example:

The cat, *whose* tail is blunt, was taken by my sister.

Her house, *of which* windows were all broken, was a depressing sight.

**F. The importance of commas in Relative clause**

A restrictive relative clause is written without commas.

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

We have a restrictive relative clause, which defines or limits the noun travelers. This sentence tells 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.

A non-restrictive relative clause is written with commas. The meaning change when commas are inserted.

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

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

## **CHAPTER III**

### **FINDINGS AND DISCUSSIONS**

This chapter concerns with findings and discussions. It is mainly about comments and interpretations of obtained data that are presented by employing charts and tables. The analysis is presented through presentation of data in the table which are presented consecutively and consistently. There are at least two tables; each table represents information about the test results. Table 1(The Percentage of the Correct Response in The Multiple choice and Essay Test ), and table 2 (The Percentage of student correct response).

#### **A. DISCUSSIONS OF THE STUDENTS' TEST RESULTS ON MULTIPLE CHOICE AND ESSAY TEST**

##### **1. The Percentage of the Correct Response on Multiple Choice Test**

The writer presents and analyzes the relative pronouns test (20 items of multiple choice forms). The presentation and analysis of data are based on the correct and incorrect answer of each item which is followed by finding and discussion in each items. The following is the analysis of the results of the test by percentage the number of the correct/incorrect answers. Asterisk symbol (\*) is used

to indicate the correct answer. The discussion analysis is placed separately in the end of the percentage in the tables.

The number of the correct/incorrect answer of each item of multiple choice and essay tests and its percentage is shown in the table bellow.

To determine the percentage of correct response in the table, the writer uses formula as shown below:

$$\frac{nca}{i} \times 100\%$$

Where:

nca : Number of correct/ incorrect answer

i : number of Student

**a. Which**

1. The tourism resource.....we have visited is Toba lake.

Options	Distributions of the students response	Number of student
a.	Whom	3
b.	Who	1
c.	Which*	11
d.	Whose	0

From this item, the options consist of the relative pronouns. They are; *whom, who, which, and whose*. There are 4 students (26,6%) who make errors by choosing relative pronouns *whom, who, and whose* to complete the sentence. There are 11 students (73,3%) who answer correctly.

6. This is the book.....I bought two days ago.

Options	Distributions of the students response	Number of student
a.	Which*	14
b.	Who	0
c.	Whose	1
d.	Whom	0

From this item, the options consist of the relative pronouns, they are; *which, who, whose, and whom*. There is a student (6.66%) who make errors by choosing relative pronoun *whose* to complete the sentence. There are 14 students (93,3%) who answer correctly.

7. This is the best picture of my mother.....I have ever taken.

Options	Distributions of the students response	Number of student
a.	Who	1
b.	Whom	0
c.	Whose	0
d.	Which*	14

From this item, the options consist of the relative pronouns, they are; *who, whom, whose, and which*. There is a student (6,66%) who make errors by choosing relative pronouns *who* to complete the sentence. There are 14 students (93,3%) who answer correctly.

10. The discussion.....we listened yesterday was quite interesting.

Options	Distributions of the students response	Number of student
a.	Whom	2
b.	Who	0
c.	Whose	0
d.	Which*	13

From this item, the options consist of the relative pronouns, they are; *whom, who, whose, and which*. There are 2 students (13,3%) who make errors by choosing relative pronoun *whom* to complete the sentence. There are 13 students (86,6%) who answer correctly.

14. The river.....flows through the town is polluted.

Options	Distributions of the students response	Number of student
a.	Who	0
b.	Which*	12
c.	Whom	0
d.	Whose	3



From this item, the options consist of the relative pronouns, they are; *who, which, whom, and whose*. There are 3 students (20%) who make errors by choosing relative pronoun *whose* to complete the sentence. There are 12 students (80%) who answer correctly.

### Discussion

When we read this item, the options consist of the relative pronouns, they are; *which, who, whose, and whom*. Many students who make errors by choosing relative pronouns *whom, who and whose*. They more difficult to distinguish function between one relative pronoun to other relative pronouns. *Whom* is grammatically wrong, because it can be used to refer to person as an object not as a subject. *Who* is also wrong because grammatically, it can be used to refer to person as subject. *Whose* is wrong because grammatically, it can be used to refer to possessive. Therefore, the correct answer at number 1, 6, 7, 10, and 14 are relative pronoun *which*, because grammatically it can only be used to refer to things but not person. It is the defining relative pronouns because it is a kind of relative pronouns which explains or refers noun which precede them, so that the noun can be distinguished from the other noun in a sentence and comma is not used.

**b. Whose**

2. I know the girl.....brother is a movie star.

Options	Distributions of the students response	Number of student
a.	Which	0
b.	Whom	8
c.	Whose*	4
d.	Who	3

From this item, the options consist of the relative pronouns, they are; *which, whom, whose, and who*. There are 11 students (73,3%) who make errors by choosing relative pronouns *which, whom, and who* to complete the sentence. There are 4 students (26,6%) who answer correctly.

11. The women.....house I bought was my teacher.

Options	Distributions of the students response	Number of student
a.	Who	0
b.	Whom	1
c.	Which	1
d.	Whose*	13

From this item, the options consist of the relative pronouns, they are; *who, whom, which, and whose*. There are 2 students (13,3%) who make errors by choosing relative pronouns *whom, and*

*which* to complete the sentence. There are 13 students (86,6%) who answer correctly.

13. There is the dog.....leg is hurt.

Options	Distributions of the students response	Number of student
a.	Which	4
b.	Whose*	8
c.	Who	3
d.	Whom	0

From this item, the options consist of the relative pronouns, they are; *which, whose, who, and whom*. There are 7 students (46,6%) who make errors by choosing relative pronouns *whom, and which* to complete the sentence. There are 8 students (53,3%) who answer correctly.

15. That is the girl.....camera I borrowed yesterday.

Options	Distributions of the students response	Number of student
a.	Which	0
b.	Who	1
c.	Whose*	12
d.	Whom	2

From this item, the options consist of the relative pronouns, they are; *which, whose, who, and whom*. There are 3 students

(20%) who make errors by choosing relative pronouns *who*, and *whom* to complete the sentence. There are 12 students (80%) who answer correctly.

18. My friend.....cat died was sad.

Options	Distributions of the students response	Number of student
a.	Whom	7
b.	Which	0
c.	Who	0
d.	Whose*	8

From this item, the options consist of the relative pronouns, they are; *whom*, *which*, *who*, and *whose*. There are 7 students (46,6%) who make errors by choosing relative pronouns *whom* to complete the sentence. There are 8 students (53,3%) who answer correctly.

### Discussion

When we read this item, the options consist of the relative pronouns, they are; *whom*, *which*, *whose*, and *who*. Many students who make errors by choosing relative pronouns *whom*, *which* and *whose*. *Whom* is grammatically wrong, because it can be used to refer to person as an object not as a subject. *Which* is wrong because grammatically, it can only be used to refer to thing or animal but not person. *Who* is also wrong because grammatically, it can be

used to refer to person as subject. Therefore, the correct answer at number 2, 11, 13, 15, and 18 are relative pronoun *whose*, because grammatically it can only be used to refer to possessive. It is the defining relative pronouns because it is a kind of relative pronouns which explains or refers noun which precede them, so that the noun can be distinguished from the other noun in a sentence and comma is not used.

**c. Who**

3. The boy.....answered the phone was polite.

Options	Distributions of the students response	Number of student
a.	Whom	2
b.	Which	0
c.	Whose	2
d.	Who*	11

From this item, the options consist of the relative pronouns, they are; *whom, which, whose, and who*. There are 4 students (26,6%) who make errors by choosing relative pronouns *whom, which, and whose* to complete the sentence. There are 11 students (73,3%) who answer correctly.

4. The scholarship will be given to student.....have passed the selection test.

Options	Distributions of the students response	Number of student
a.	Which	0
b.	Whose	3
c.	Who*	8
d.	Whom	4

From this item, the options consist of the relative pronouns, they are; *which, whose, who, and whom*. There are 7 students (46,6%) who make errors by choosing relative pronouns *which, whose, and whom* to complete the sentence. There are 8 students (53,3%) who answer correctly.

12. The waitress.....served our dinner was friendly.

Options	Distributions of the students response	Number of student
a.	Whom	1
b.	Which	1
c.	Whose	4
d.	Who*	9

From this item, the options consist of the relative pronouns, they are; *whom, which, whose, and who*. There are 6 students (40%) who make errors by choosing relative pronouns *which, whose, and whom* to complete the sentence. There are 9 students (60%) who answer correctly.

16. I talked to the man.....was sitting near me.

Options	Distributions of the students response	Number of student
a.	Who*	8
b.	Whose	0
c.	Whom	7
d.	Which	0

From this item, the options consist of the relative pronouns, they are; *who*, *whose*, *whom*, and *which*. There are 8 students (53,3%) who make errors by choosing relative pronouns *whom* to complete the sentence. There are 7 students (46,6%) who answer correctly.

20. The student..... is talking to the teacher is from England.

Options	Distributions of the students response	Number of student
a.	Who*	13
b.	Whom	0
c.	Whose	1
d.	Which	1

From this item, the options consist of the relative pronouns, they are; *who*, *whom*, *whose*, and *which*. There are 2 students (13,3%) who make errors by choosing relative pronouns *whose* and *which* to complete the sentence. There are 13 students (86,6%) who answer correctly.

## Discussion

When we read this item, the options consist of the relative pronouns, they are; *whom, which, whose, and who*. Many students who make errors by choosing relative pronouns *whom, which and whose*. They more difficult to distinguish function between one relative pronoun to other relative pronouns. *Whom* is grammatically wrong, because it can be used to refer to person as an object not as a subject. *Which* is also wrong because grammatically, it can only be used to refer to thing or animal but not person. *Whose* is wrong because grammatically, It can only be used to refer to possessive. Therefore, the correct answer at number 3, 5, 12, 16, and 20 are relative pronoun *who*, because grammatically it can be used to refer to person as a subject not an object. It is the defining relative pronouns because it is a kind of relative pronouns which explains or refers noun which precede them, so that the noun can be distinguished from the other noun in a sentence and comma is not used.



**d. Whom**

5. The businessman.....we met at the party yesterday is a general manager of big company.

Options	Distributions of the students response	Number of student
a.	Whom*	7
b.	Whose	1
c.	Who	5
d.	Which	2

From this item, the options consist of the relative pronouns, they are; *whom, whose, who, and which*. There are 8 students (53,3%) who make errors by choosing relative pronouns *whose, who, and which* to complete the sentence. There are 7 students (46,6%) who answer correctly.

8. He met the girl .....I saw at the market yesterday.

Options	Distributions of the students response	Number of student
a.	Who	1
b.	Whose	2
c.	Whom*	11
d.	Which	1

From this item, the options consist of the relative pronouns, they are; *who, whose, whom, and which*. There are 11 students (73,3%) who make errors by choosing relative pronouns *who,*

*whose, and which* to complete the sentence. There are 4 students (26,6%) who answer correctly.

9. The victims of the flood.....we have collected money and clothes are now housed in barrack in the town.

Options	Distributions of the students response	Number of student
a.	Whose	2
b.	For whom*	8
c.	Who	1
d.	Which	4

From this item, the options consist of the relative pronouns, they are; *whose, for whom, who, and whom*. There are 7 students (46,6%) who make errors by choosing relative pronouns *which, whose, and whom* to complete the sentence. There are 8 students (53,3%) who answer correctly.

17. The girl.....I met at the party last night was a doctor.

Options	Distributions of the students response	Number of student
a.	Which	0
b.	Whom*	9
c.	Whose	0
d.	Who	6

From this item, the options consist of the relative pronouns, they are; *which, whom, whose, and whom*. There are 6 students (40%) who make errors by choosing relative pronouns *which, whose, and whom* to complete the sentence. There are 9 students (60%) who answer correctly.

19. The women..... I invited at the meeting yesterday was kindly.

Options	Distributions of the students response	Number of student
a.	Whose	2
b.	Who	5
c.	Which	0
d.	Whom	8

From this item, the options consist of the relative pronouns, they are; *whose, who, which, and whom*. There are 7 students (46,6%) who make errors by choosing relative pronouns *whose, who, and which* to complete the sentence. There are 9 students (53,3%) who answer correctly.

### Discussion

When we look this item, the options consist of the relative pronouns, they are; *whom, whose, who, and which*. Many students who make errors by choosing relative pronouns *whose, who, and which*. They more difficult to distinguish function between one relative pronoun to other relative pronouns. Whose is grammatically

wrong because it can only be used to refer to possessive. *Who* is also wrong, because it can be used to refer to person as a subject not as an object. *Which* is wrong because grammatically, it can only be used to refer to thing or animal but not person. Therefore, the correct answer at number 4, 8, 9, 17, and 19 are relative pronoun *whom*, because grammatically it can be used to refer to person as an object not a subject. It is the defining relative pronouns because it is a kind of relative pronouns which explains or refers noun which precede them, so that the noun can be distinguished from the other noun in a sentence and comma is not used.

## **2. The percentage of the Correct Response on Essay or Completion Test**

The writer presents and analyzes the relative pronouns test (15 items of essay/completion forms). The presentation and analysis of data are based on the correct and incorrect answer of each item which is followed by finding and discussion in each items. The following is the analysis of the results of the test by percentage the number of the correct/incorrect answers. The discussion analysis is placed separately in the end of the percentage in the tables.

**a. Whom**

1. The child..... I saw at the park was my neighbor.

Distributions of the students response	Number of student
Who	1
Whose	2
Whom*	11
Which	1

From this item, the options consist of the relative pronouns, they are; *who, whose, whom, and which*. There are 4 students (26,6%) who make errors by choosing relative pronouns *who, whose, and which* to complete the sentence. There are 11 students (73,3%) who answer correctly.

7. The man.....I told you about is standing over there.

Distributions of the students response	Number of student
Who	7
Whose	1
Whom*	7
Which	0

From this item, the options consist of the relative pronouns, they are; *who, whose, whom, and which*. There are 8 students (53,3%) who make errors by choosing relative pronouns *who, and*

*whose* to complete the sentence. There are 7 students (46,6%) who answer correctly.

11. The man.....she invited to the meeting is a businessman.

Distributions of the students response	Number of student
Who	7
Whose	2
Whom*	5
Which	1

From this item, the options consist of the relative pronouns, they are; *who, whose, whom, and which*. There are 10 students (66,6%) who make errors by choosing relative pronouns *who, whose, and whom* to complete the sentence. There are 5 students (33,3%) who answer correctly.

### Discussion

When we look this item, the options consist of the relative pronouns, they are; *who, whose, whom, and which*. Many students who make errors by choosing relative pronouns *who, whose, and which*. They more difficult to distinguish function between one relative pronoun to other relative pronouns. *Who* is grammatically wrong because it can be used to refer to person as a subject not as an object. *Whose* is also wrong, because it can only be used to refer possessive. *Which* is wrong because grammatically, it can



only be used to refer to thing or animal but not person. Therefore, the correct answer at number 1, 7, and 11 are relative pronoun *whom*, because grammatically it can be used to refer to person as an object not a subject. It is the defining relative pronouns because it is a kind of relative pronouns which explains or refers noun which precede them, so that the noun can be distinguished from the other noun in a sentence and comma is not used.

**b. Whose**

2. The lion.....tail is long is very wild.

Distributions of the students response	Number of student
Who	0
Whose*	10
Whom	0
Which	5

From this item, the options consist of the relative pronouns, they are; *who*, *whose*, *whom*, and *which*. There are 5 students (33,3%) who make errors by choosing relative pronoun *which* to complete the sentence. There are 10 students (66,6%) who answer correctly.

5. I have a friend.....brother is a famous artist.

Distributions of the students response	Number of student
Who	1
Whose*	11
Whom	2
Which	1

From this item, the options consist of the relative pronouns, they are; *who, whose, whom, and which*. There are 4 students (26,6%) who make errors by choosing relative pronouns *who, whom, and which* to complete the sentence. There are 11 students (73,3%) who answer correctly.

10. The boy.....mother is a famous musicians, wants to be a violinist.

Distributions of the students response	Number of student
Who	3
Whose*	6
Whom	6
Which	0

From this item, the options consist of the relative pronouns, they are; *who, whose, whom, and which*. There are 9 students (60%) who make errors by choosing relative pronouns *who, and*



*whom* to complete the sentence. There are 6 students (40%) who answer correctly.

14. The book.....author is now being shown in the news has become a bestseller.

Distributions of the students response	Number of student
Who	0
Whose*	9
Whom	0
Which	6

From this item, the options consist of the relative pronouns, they are; *who*, *whose*, *whom*, and *which*. There are 6 students (40%) who make errors by choosing relative pronoun *which* to complete the sentence. There are 9 students (60%) who answer correctly.

### Discussion

When we read this item, the options consist of the relative pronouns, they are; *who*, *whose*, *whom*, and *which*. Many students who make errors by choosing relative pronouns *who*, *whom* and *which*. They more difficult to distinguish function between one relative pronoun to other relative pronouns. *Who* is grammatically wrong, because it can be used to refer to person as a subject not as an object. *Whom* is wrong because grammatically, it can be used to

refer to person as an object not as a subject. *Which* is also wrong because grammatically, it can only be used to refer to thing or animal but not person. Therefore, the correct answer at number 2, 5, 10, and 14 are relative pronoun *whose*, because grammatically it can only be used to refer to possessive. It is the defining relative pronouns because it is a kind of relative pronouns which explains or refers noun which precede them, so that the noun can be distinguished from the other noun in a sentence and comma is not used.

**c. Who**

3. The policeman.....gave me directions was friendly.

Distributions of the students response	Number of student
Who*	12
Whose	1
Whom	1
Which	1

From this item, the options consist of the relative pronouns, they are; *who, whose, whom, and which*. There are 3 students (20%) who make errors by choosing relative pronouns *whose, whom, and which* to complete the sentence. There are 12 students (80%) who answer correctly.

9. Students.....have part-time jobs, have to budget their time very carefully.

Distributions of the students response	Number of student
Who*	6
Whose	7
Whom	0
Which	2

From this item, the options consist of the relative pronouns, they are; *who, whose, whom, and which*. There are 9 students (60%) who make errors by choosing relative pronouns *whose, and which* to complete the sentence. There are 6 students (40%) who answer correctly.

12. I did not know the girl.....talked to me on the phone.

Distributions of the students response	Number of student
Who*	10
Whose	2
Whom	3
Which	0

From this item, the options consist of the relative pronouns, they are; *who, whose, whom, and which*. There are 5 students (33,3%) who make errors by choosing relative pronouns *whose,*

*whom, and which* to complete the sentence. There are 10 students (66,6%) who answer correctly.

15. The teacher.....lived in Canada was respected by her students.

Distributions of the students response	Number of student
Who*	12
Whose	2
Whom	1
Which	0

From this item, the options consist of the relative pronouns, they are; *who, whose, whom, and which*. There are 3 students (20%) who make errors by choosing relative pronouns *whose, and whom* to complete the sentence. There are 12 students (80%) who answer correctly.

### Discussion

When we read this item, the options consist of the relative pronouns, they are; *who, whose, whom, and which*. Many students who make errors by choosing relative pronouns *whose, whom and which*. They more difficult to distinguish function between one relative pronoun to other relative pronouns. *Whose* is grammatically wrong, because it can be used to refer to possessive. *Whom* is also

wrong because grammatically, it can be used to refer person as an object not a subject. Which is wrong because grammatically, It can only used to refer to things or animal but not a person. Therefore, the correct answer at number 3, 9, 12, and 15 are relative pronoun *who*, because grammatically it can be used to refer to person as a subject not an object. It is the defining relative pronouns because it is a kind of relative pronouns which explains or refers noun which precede them, so that the noun can be distinguished from the other noun in a sentence and comma is not used.

**d. Which**

4. Have you seen the movie.....is playing at the 21<sup>st</sup> theater?

Distributions of the students response	Number of student
Who	1
Whose	0
Whom	1
Which*	13

From this item, the options consist of the relative pronouns, they are; *who*, *whose*, *whom*, and *which*. There are 2 students (13,3%) who make errors by choosing relative pronouns *who*, and *whom* to complete the sentence. There are 13 students (86,6%) who answer correctly.

8. This machine.....I have looked after for twenty years, is still working perfectly.

Distributions of the students response	Number of student
Who	1
Whose	0
Whom	0
Which*	14

From this item, the options consist of the relative pronouns, they are; *who, whose, whom, and which*. There are a student (6,67%) who make errors by choosing relative pronoun *who* to complete the sentence. There are 14 students (93,3%) who answer correctly.

13. The library did not have a book.....I wanted.

Distributions of the students response	Number of student
Who	1
Whose	0
Whom	1
Which*	13

From this item, the options consist of the relative pronouns, they are; *who, whose, whom, and which*. There are 2 students (13,3%) who make errors by choosing relative pronouns *who, and*

*whom* to complete the sentence. There are 13 students (86,6%) who answer correctly

### Discussion

When we read this item, the options consist of the relative pronouns, they are; *who, whose, whom, and which*. Many students who make errors by choosing relative pronouns *who, whose, and whom*. They more difficult to distinguish function between one relative pronoun to other relative pronouns. *Who* is grammatically wrong, because it can be used to refer to person as a subject not as an object. *Whose* is also wrong because grammatically, it can be used to refer to possessive. *Whom* is wrong because grammatically, it can be used to refer to person as an object not as a subject. Therefore, the correct answer at number 4, 8, and 13 are relative pronoun *which*, because grammatically it can only be used to refer to things but not person. It is the defining relative pronouns because it is a kind of relative pronouns which explains or refers noun which precede them, so that the noun can be distinguished from the other noun in a sentence and comma is not used.

## B. DISCUSSIONS OF THE STUDENTS' TEST RESULTS

This table contains the percentage of the students' correct response. Which are listed from student 1 until student 15 on multiple choice (20 items) and essay test (15 items). Each of the correct answer get score 1 point.

To find the score the writer use formula:

$$S = \frac{fx}{N} \times 100\%$$

Where :

fx : The sum of correct answer

N : Number of test

S : Score



**Table 2** (the percentage of student correct response)

Number	Answer of Students			Score	Frekuensi	Total score
	Test 1	Test 2	Total			
1	18	12	30	85	1	85
2	18	12	30	85	1	85
3	16	13	29	82	1	82
4	15	13	28	80	1	80
5	15	13	28	80	1	80
6	17	11	28	80	1	80
7	16	11	27	77	1	77
8	14	9	23	65	1	65
9	11	12	23	65	1	65
10	13	9	22	62	1	62
11	14	8	21	60	1	60
12	7	10	17	48	1	48
13	10	4	14	40	1	40
14	7	5	12	34	1	34
15	9	1	10	28	1	28
Sum of total score						971

As can be seen from the table, there are 15 students of English Department Hasanuddin University at the First year, which are used as the sample of this research. It appears that the students score has gained different percentage according to their correct answer. The most apparent trend in the table is student number 8 and 12 ; they gain the highest percentage of correct response 85%. It is probably because this students master the function of relative pronouns correctly according to the grammar and rule of the English language. On the contrary, student number 4 gained the lowest percentage of correct response 28%. It is probably because he/she doesn't understand the

usage of relative pronouns and confuse the function of relative pronoun ; he/she has difficult to determine what the relative pronouns talking about on structure English. Other students are perceived to gain moderate or stable percentage.

The students who gain the moderate or stable percentage, are mainly because they do not master Wh-words as relative pronouns and they frequently interchange between one relative pronoun to other relative pronouns.

To find the mean score the writer use formula:

$$m = \frac{fx}{N} \times 100\%$$

Where :

fx : Sum of Total score

N : Number of sample

m : mean score

So,

$$m = \frac{971}{15} = 64,73$$

$$m = 64\%$$

After analyzing the data, the writer presents students' achievement in a table. Then, the writer classifies them into 5 criteria.

Those criteria are:

- |              |        |
|--------------|--------|
| 1. Excellent | 86-100 |
| 2. Good      | 76-85  |
| 3. Fair      | 66-75  |
| 4. Poor      | 56-65  |
| 5. very poor | 0-55   |

Based on the range and the five criteria of the students' achievement it can be determined that the students of English department Hasanuddin university are standing in the five levels, which are poor categories.

## CHAPTER IV

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

After analyzed the data on the previous chapter III, regarding the students performance in understanding the using of relative pronouns it can be concluded that, the result of the tests is poor, obviously the students master relative pronouns **who** and **which** better than **whom** and **whose**. Many students have errors in using relative pronouns **whom** and **whose** because they frequently interchange between one relative pronouns to other relative pronouns, because they more difficult to distinguish function between **whom** with **who** and **whose**. **Whom** is refer to person as an object not as a subject. **Who** is refer to person as a subject not an object. **Whose** is refer to possessive. The Students' ability to using relative pronouns is still poor; it is not so clear whether the students are still have difficult to understand the using of relative pronouns or they are confused about the functions of relative pronouns . Based on the writer point of view, the writer can say that firstly, the students do not mastering the functions of relative pronouns correctly. Secondly is that they have already mastered the relative pronouns theory; moreover, they are confused about the function of relative pronouns correctly according to the grammar and rule of English language ; the students need exercises to

understand the type of relative pronouns so, it can help them to use the relative pronouns easily.

Relative pronouns will be an interesting and integrating activity on how to teach the students about the types and functions of relative pronouns. The prescribed books provided by institution are not merely the only teaching materials, since the material is only provided in very limited range of activity for the students. Therefore, it will be the teacher's job to provide and guide him/her students to use a simple or quick way to understand the relative pronouns.

### **B. Suggestions**

It can be suggested to all students of English Department of Hasanuddin University that, the competence and the skill in mastering the relative pronouns are essential and very important. Not only for understanding the subject material but also for many purposes such as do exercises from structure and grammar English test books and TOEFL-test. Besides, Structure and grammar English test books, the writer suggest the students to control some factors which affect their errors by controlling those factors.

This study is hoped to provide the ability and errors of the students in using the relative pronouns and how to find the solution of the problems that have been identified.

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## APPENDIX

### STUDENTS' TEST

Cross (x) the correct option in using Relative Pronouns.

1. The tourism Resource.....we have visited is Toba lake.  
a. whom            b. who            c. which            d. whose
2. I know the girl ..... brother is a movie star.  
a. which            b. whom            c. whose            d. who
3. The boy..... answered the phone was polite.  
a. whom            b. which            c. whose            d. who
4. The businessman.....we met at the party yesterday is a general manager of big company.  
a. whom            b. whose            c. who            d. which
5. The scholarship will be given to student..... have passed the selection test.  
a. which            b. whose            c. who            d. whom
6. This is the book..... I bought two days ago  
a. which            b. who            c. whose            d. whom
7. This is the best picture of my mother....I have ever taken  
a. who            b. whom            c. whose            d. which
8. He met the girl..... I saw at the market yesterday.  
a. who            b. whose            c. whom            d. which
9. The Victims of the flood.....we have collected money and clothes are now housed in barracks in the town.  
a. whose            b. for whom            c. who            d. which
10. The discussion.....we listened yesterday was quite interesting.  
a. whom            b. who            c. whose            d. which
11. The Woman.....house I bought was my teacher.





**Complete the sentence with using *who, whom, which, whose***

1. The child..... I saw at the park was my neighbor.
2. The lion.....tail is long is very wild.
3. The policeman.....gave me directions was friendly.
4. Have you seen the movie.....is playing at the 21<sup>st</sup> theater?
5. I have a friend.....brother is a famous artist.
6. The camera.....I bought has a zoom lens.
7. The man.....I told you about is standing over there.
8. This machine.....I have looked after for twenty years, is still working perfectly.
9. Students.....have part-time jobs, have to budget their time very carefully
10. The boy.....mother is a famous musicians, wants to be a violinist.
11. The man.....I told you about is standing over there.
12. I did not know the girl.....talked to me on the phone.
13. The library did not have a book.....I wanted.
14. The book.....author is now being shown in the news has become a bestseller.
15. The teacher.....lived in Canada was respected by her students.