

**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**



By :

**AGUS MUHARYANTO**

**NRP. 1213092111**

No. INDUK	1514/98
TGL TERIMA	23.2.98
<del>B.F.</del> KADI-H	FKIP.
No. BUKU	FK-ig Muh d-1
KCP. KE	1 (satu)

**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
JURUSAN PENDIDIKAN BAHASA DAN SENI  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

**FEBRUARY, 1998**

APPROVAL SHEET

( 1 )

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 particial fulfilment of the requirements for the Sarjana Pandidikan degree in English Language Teaching by the following advisor.

Magdalena

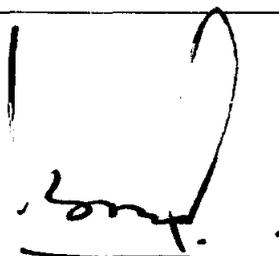
Dra. MAGDALENA I. K., M.A.

First Advisor

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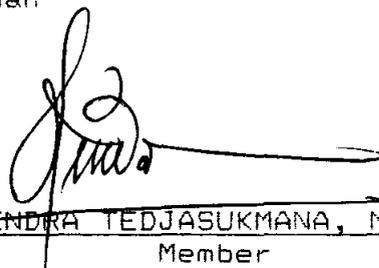
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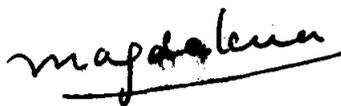
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Member



HENDRA TEDJASUKMANA, M.Hum.  
Member



Dra. MAGDALENA I.K., M.A.  
Member



DR. VERONICA L. DIFTOADI, M.Sc.  
Dean of the  
Teacher Training College



Dra. AGNES SANTI W., M.Pd.  
Head of the  
English Departement

## ACKNOWLEDGEMENTS

The writer would like to thank God for giving him an opportunity to study in the English Department of Widya Mandala Catholic University and for giving him such kind and good teachers to guide and teach him so far.

His thanks also go to the lecturers of the English Department of Widya Mandala Catholic University, who have patiently guided and taught him during his studies in this Department.

The writer deeply expresses his sincere thanks to Dra. Magdalena I. K., M.A., as his advisor, for her patient guidance and her valuable suggestions in writing this thesis. And his deeply thanks also go to Dra. Agnes Santi M.Pd., Head of the English Departement, for all her helps.

Without all thier assistance, the writer is sure that this thesis will not appear in its present form.

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 Possesive (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 Possesive (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 Possesive (Po) Relative Pronouns "whose" in Defining Relative Clause, and Possesive (Po)

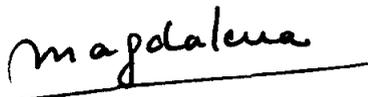
Relative Pronouns "whose" and Non-Person (NP) Relative Pronouns "which" in Defining Relative Clause.

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,



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

Agus Muharyanto