

STUDENT'S ABILITY TO USE RELATIVE CLAUSES IN WRITING COMPLEX SENTENCE AT MTs N 1 GUNUNG TULEH PASAMAN BARAT

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Abstract: *This research aims to know the students' ability to use relative clauses in writing complex sentences, to understand students' difficulties in using relative clauses in writing complex sentences, and to know English teachers' efforts to overcome students' difficulties in writing complex sentences. The research happened in MTs N 1 Gunung Tuleh Pasaman Barat. The second-year students and English teachers were sources of data. Qualitative research with the descriptive method was a kind of research. The observation, interview, and test were the instruments of data collection. Then, the researcher knew that the student's ability to use the relative clause in writing a complex sentence at MTs N 1 Gunung Tuleh Pasaman Barat was in enough category, mean score of 44.4%. The student's difficulties in using the relative clause in writing complex sentences were poor vocabulary, a lack of master grammar, and a lack of knowledge of using relative clauses in writing a complex sentence. The efforts made by an English teacher to overcome the students' difficulties were repeating a lesson, giving an explanation, exercising, and being motivated.*

Keywords: *relative clauses, complex sentences, writing*

Abstrak : *Penelitian ini bertujuan untuk mengetahui kemampuan siswa dalam menggunakan klausa relatif dalam menulis kalimat kompleks, untuk memahami kesulitan siswa dalam menggunakan klausa relatif dalam menulis kalimat kompleks, dan untuk mengetahui upaya guru bahasa Inggris dalam mengatasi kesulitan siswa dalam menulis kalimat kompleks. Penelitian ini dilakukan di MTs N 1 Gunung Tuleh Pasaman Barat. Siswa tahun kedua dan guru bahasa Inggris adalah sumber data. Penelitian kualitatif dengan metode deskriptif merupakan jenis penelitian. Observasi, wawancara, dan tes merupakan instrumen pengumpulan data. Kemudian, peneliti mengetahui bahwa kemampuan siswa menggunakan klausa relatif dalam menulis kalimat kompleks di MTs N 1 Gunung Tuleh Pasaman Barat berada pada kategori cukup, skor rata-rata 44,4%. Kesulitan siswa dalam menggunakan klausa relatif dalam menulis kalimat kompleks adalah kosakata yang buruk, kurangnya penguasaan tata bahasa, dan kurangnya pengetahuan tentang penggunaan klausa relatif dalam menulis kalimat kompleks. Upaya yang dilakukan guru bahasa Inggris untuk mengatasi kesulitan siswa adalah mengulang pelajaran, memberikan penjelasan, latihan, dan memotivasi.*

Kata kunci: *klausa relatif, kalimat kompleks, menulis*

I. INTRODUCTION

Language is a system of communication habits that plays a critical role in human life. It can be used for establishing social relationships and conveying information. Language is reorganized and shares news. Language is recognized as the perfect instrument of communication. Without language, religion, art, science, laws, and economic system could not exist. Through language, people learn everything that they want to know. They can communicate with one another to express ideas, feelings, thoughts, and desires.

Meanwhile, language is a system for expressing the meaning reflected in the structure of the language as an instrument to express sense. Language people can understand the importance of language easily. Then it is also helpful to enable people to think well.

English is an international language. It is taught as a foreign language in Indonesia. It was made as one of the obligated subjects. It is supplied from the elementary school to the university level. In studying English, students must master all language skills, such as listening, speaking, reading, and writing. The understanding clause is the crucial thing to do in writing. Understanding clauses help the writer to understand the sentence that they will be writing.

A clause is a group of words that form a part of the sentence and contain a subject and predicate. Actually, in grammar, a clause is the smallest grammar unit that can express a complete proposition. A typical clause consists of a subject and a predicate, where the predicate is typically a verb phrase - a verb together with any objects and other modifiers. When clauses are combined because a relationship

exists between them, the question of usage arises. The clause starts with a pronoun such as who, whom, that, or which or an adverb such as when, where, and why. One type of clause is a relative clause.

One of the functions of English in junior high school is purposed to be able to write a relative clause in a complex sentence. There are many students at grade VIII MTsN 1 Gunung Tuleh Pasaman Barat in their learning who have difficulties writing well in English, especially in a complex sentences. They do not understand how to correctly write good writing through text structure, tenses, parts of speech, sentence patterns, and generic sentences.

II. METHODOLOGY OF RESEARCH

This research is qualitative descriptive research. This research uses a content analysis method with a kind is manifest coding.

Based on the method, this research used the descriptive method. Descriptive research involves collecting data to test hypotheses or answer questions about people's opinions about some topic or issue. Descriptive research is also called survey research.

It is used to describe the analysis of the student's ability to use relative clauses in complex sentences at MTsN 1 Gunung Tuleh Pasaman Barat.

The source of data for this research consists of the following:

1. Primary Data was collected from the students at grade VIII MTs N 1 Gunung Tuleh. Class VIII MTs N 1 Gunung Tuleh Pasaman Barat only has two classes, VIII A and VIII B. The researcher took only one type because it was

representative to accept the result of the research. It was an VIII B class consisting of 20 students. They were ten males and ten females. So, 20 students answer the test

2. Secondary Data, the data was collected from the English teacher of grade VIII...

The key instrument of this research was the researcher himself. The researcher was taken the data from the students and the teacher to collect valid data.

Based on the sources of data, for the primary data, the researcher used the test as an instrument for collecting the data, although this research uses qualitative research.

Based on the statement above, the researcher chose the instrument of collecting data in this research. They were:

An interview is a purposeful interaction, usually between two people, focused on one person to get information from another. In this research, the researcher used a structural interview. In a structural interview, the researcher has prepared the question as an alternative to the respondent's answer.

The researcher interviewed the students about their difficulties in using a relative clause in writing a complex sentence. An interview also had been given to the teacher to find out additional information about something related to students' difficulties.

The questions given to the students were eight items, while the questions to the English teacher were six. There are 20 students in this class. But,

because of the limited researcher time, the researcher took only eight (20) students. They were ten males and ten females.

The researcher used tests to get information about the student's ability to use relative clauses in a complex sentence. The researcher made ten tests, and each item scored 10. It means that the total score for this test was 100.

N O	Indicators	Items	Number of tests	Score
1.	Students can use "Who" in a complex sentence	2	1, 6	20
2.	Students can use "Which" in a complex sentence	2	2, 7	20
3	Students can use "That" in a complex sentence	2	3, 8	20
4	Students can use "Whom" in a complex sentence	2	4, 9	20
5	Students can use "Whose" in a complex sentence	2	5, 10	20
	Total	10	10	100

Based on the above table, it can be known that there are ten questions as an instrument of the research. A question's score is ten; thus, 10×10 is 100. It means that the score of the questions if students can answer all the questions, they will get 100 as the highest score.

To complete the data of the research, the researcher took an observation. The observation was systematically monitored, and record-keeping indicated the research object. (Margono:2005).

After collecting the data, the researcher analyzed the data by using some steps, they were:

1. Editing of data was done to arrange the data into a structured sentence systematically.
2. The data was reduced to seek the uncompleted data and put a side data unnecessary.
3. Tabulation of the data was done to account for and give the scores to respondents' answers through tests and take on the table that consists of alternative solutions, frequency, and percentage. To obtain the rate of the answer subjects and take on the table by using the formula:

$$M = \frac{\sum x}{N}$$

Explanation:

M = Mean Score (Average)

N = Sum of the Respondents

$\sum x$ = total of the result (Anas:2010)

4. Description of the data is done to describe or interpret the data collected systematically.
5. Take conclusion. It was done to conclude the discussion solidly and briefly.

Trustworthiness in qualitative research is crucial because checking the data's reliability contradicts the assumption that qualitative research is not scientific. To reduce the bias of the data and to improve the validity of the data collected, there

are nine techniques to determine the data's trustworthiness stated by Lexy J. Moleong:

1. The extension of participation is the extension not only done in a short time but needs a long time.
2. The application of the researcher is the researcher must do the research with careful detail and continuous to the object of the study.
3. Triangulation is the technique of checking data trustworthiness using something besides the data to verify or as a comparison of the data.
4. Checking with friends through discussion is done with expos the interim result or the final result that is gotten in conversation with friends.
5. Analyzing the negative cases, the researcher collects the example and inappropriate causes with the model and the inclination of information collected and used as a substance of comparison.
6. The adequate and referential tools collected the free time to compare the result of the research with critics.
7. Checking the number is the most important in preventing credibility.
8. A detailed description is a technique to demand the researcher to report the result of their research so an explanation is done carefully and accurately to draw the research context.
9. Auditing is used to check the truth and, indeed, of data. This point is done well to the process or result and extend.

III. RESULT

This research was conducted at MTs N 1 Gunung Tuleh Pasaman Barat. The school's location is at Baruh Gunung village in Gunung Tuleh sub-district, west Sumatera... Based on the observation, the location of this MTs N 1 Gunung tuleh is very strategic because the school stands in the center of society, so other community gets easy reach it MTs N 1 Gunung Tuleh Pasaman Barat 20 teachers. There are 2 English teachers. The level of education of teachers in MTs N 1 Gunung Tuleh Pasaman Barat average strata I (S1), MTs N 1 Gunung Tuleh Pasaman Barat 103 students, 49 students were boys and 54 students were girls.

The researcher analyzed the students' tests and found that the researcher categorized enough (44, 4 %). The students who answered the test the researcher gave showed that between 1 and 10 items, more students answered five questions with the correct answer. It was in things three and four using relative clauses "That" and "Whom."

It happened because the students have difficulties using relative clauses in writing complex sentences. The problems were lack of vocabulary and grammar. It approached with the result of the interview with Mona Elisa. She said that *"when studying complex sentences specially used relative clauses, she found many difficulties like vocabulary and grammar. So, the test result of Mona Lisa showed her right answer only six items from 10 items given. It showed her ability to use relative clauses in writing complex sentences enough. Mona Lisa cannot differ using "whom "and "whose."*

And also confused about using "Whom" and "Whose." It compares with the researchers' observation that the learning book is less of an example of using a relative clause. Based on the result was found by the respondents, it can be seen that the score of respondents between 10 to 70. It means the high score is 70, and the lowest score is 10. The description data of the students in grade VII in MTs 1 Gunung Tuleh Pasaman Barat used a relative clause in writing a complex sentence.

After the researcher had given the test to the students, the researcher had known how the student's ability to use a relative clause in writing a complex sentence, almost students challenging number ten it was made the sentence with "whose." Putra Santoso also said that study about complex sentences primarily uses relative clauses.is difficult, like grammar and knowledge, to understand how to make relative clauses to write in a complex sentence.

The resulting test Putra Santoso from ten questions, the true answer from ten questions was five questions, and the wrong answer was five questions. Based on the result of observation done by the researcher, when the researcher gave them the test in using relative clauses in writing complex sentences. He didn't know to use relative clauses.

The researcher described the student's ability to use relative clauses in writing a complex sentence from the test. For the number 1 correct answer, only 11 students (61%), and for the wrong answer, seven students (39%). For test number 1, the students were chosen the right solution that used relative

clauses, and the researcher knew the students' ability to use relative clauses for number 1 was categorized into enough categories.

Then the students said a relative clause in a complex sentence is problematic. Anita said that she struggled to learn to use relative clauses in sentences because she was confused in determining the subject to finite and still lacked the ability in chosen relative clauses in the sentence. And many students don't know about complex sentences because they don't have an English book.

The equipment and facilities in MTs N 1 Gunung Tuleh Pasaman Barat were insufficient because this school has only a small library, which made the library look oppressive and full of unneeded cupboards. All of the books were not consecutively arranged there. The library only consisted of one type of book. It was learning books like mathematics, physics, geography, and English books.

Based on the result of observation done by the researcher, when the researcher gave them the test in using the relative clause in writing a complex sentence. Many students didn't know the meaning of the sentences. Even though the researcher gave them a chance, they opened the dictionary.

The last, most of them imitated their friend answer sheet. Then, Bay Haqki said that studying relative clauses in writing complex sentences was difficult because he did not know relative clauses, complex sentences, and vocabulary. From the interview, vocabulary is essential to writing in sentences because vocabulary and grammar are part of writing.

According to the classification above, it can be seen that:

1. Four students can be categorized into very high categories. It means that there are 20% of the students can be classified into the very high class.
2. Seven students can be organized into high categories. It means that 35% of the students can be classified into the high class.
3. Four students can be categorized into enough. It means that there are 20% of the students can be classified into enough categories.
4. Five students can be categorized into low. It means that 25% of the students can be classified into the low class.
5. No one of the students can be ordered into a deficient category.

Based on the description of the student's ability to use relative clauses in writing complex sentences above, the researcher can conclude that the student's difficulties in using a relative clause in writing complex sentences were:

1. The students lacked vocabulary, so they had trouble arranging complex sentences. It can be seen from the test result in items number 5 until ten that almost all the students used the same vocabulary. It means they were cheating each other.
2. The students lacked grammar. They were challenged to differentiate between using of relative clause for a person as a subject, object, and possessive and a relative clause for things as subject, object, and

possessive. It can be seen from the test result in items number 5 to 10 that all of the students came to the answer.

3. In writing complex sentences, they do not know how to form a complex sentences. Its approach with the result of the test in 5 until 10. They only make simple sentences.
4. In using relative in writing complex sentences, they cannot differentiate between using Who, Which, That, Whom, and Whose. It can be seen from the students' scores.
5. The student's difficulty was determining relative clauses, especially in writing complex sentences. In deciding, students must be able to use relative clauses. "the students felt it challenging to decide on the relative clause in complex sentences. So they felt difficulty when they were used to making a complex sentences. So, in doing the test, they gave wrong answers.

The result of the interview with students, there were some difficulties usually faced by students when using a relative clause in writing a complex sentence., Mila Sari said that using a relative clause in complex sentences is complicated, like vocabulary and grammar, because she could not distinguish relative clauses in complex sentences. Then, Bay Haqki said that studying relative clauses in writing complex sentences was difficult because he did not know relative clauses, complex sentences, and vocabulary.

So, students' difficulties in using relative clauses in writing complex sentences are as follows: *First*, the students were poor vocabulary. When

asked to mention examples of relative clauses and complex sentences. *Second*, students were lack of master's grammar. It makes it the students difficult to in using relative clauses in writing a complex sentence. *Third*, the student's lack of knowledge of using a relative clause in writing a complex sentence is caused by their difficulties in understanding the addition of a *relative clause* in a complex sentence.

Based on the interview with the English teacher, the English teacher found other examples in the word in the environment to anticipate the students' difficulties in using relative clauses in writing complex sentences. To overcome students' problems with vocabulary, the English teacher asked the students to master two languages by memorizing. Before learning English, the teacher gives ten speeches to students by remembering. After students memorize it, students present it in front of the class. To overcome students' difficulties, the English teacher reminds them and reviews grammar with them.

While to overcome students' difficulties in lack of knowledge and understanding of how to use relative clauses in writing complex sentences, the teacher asked and gave exercises about the relative clause and complex sentences and made the sentence with the use of relative clauses, especially in writing complex sentences. Then, the teacher explained many times about them, so the students truly understood. The English teacher often motivates the students to improve their spirit in learning.

So, from the explanation above, the English teacher to overcome students' difficulties in using relative clauses in writing complex sentences gives a description, exercise, and motivation.

IV. DISCUSSION

After analyzing the collected data, it was gotten that the student's ability to use relative clauses in writing complex sentences can be categorized into enough categories. It can be known from the calculating score (Appendix IV) that the student's ability in using a relative clause in writing a complex sentence at grade VIII MTs N Gunung Tuleh Pasaman Barat was 44.4% can be categorized into enough category.

Students face some difficulties when they use relative clauses when writing complex sentences. There were vocabulary, grammar, and how to use relative clauses in writing complex sentences. It can be seen from the students' scores. Almost all of the students got low scores. In addition, based on an interview with an English teacher, the writer has found the same answer. The students faced difficulties using relative clauses in writing complex sentences because they lacked mastering poor vocabulary, grammar, and understanding of how to use relative clauses in writing sentences.

From the explanation above, the student's ability to use a relative clause in writing complex sentences, if connected with the result of the research formerly, can be categorized into enough categories because the consequence found 44 nearly with effect once.

Based on the detail, description is a technique that demands the researcher to the result of their research, so description did carefully and accurately to draw the context of the study. Test, students' interview, and teacher interview that students did not know about the relative clause and complex sentence. Then students did not have the vocabulary and did not know to use a relative clause in writing complex sentences. It's all known from the results of students' tests, interviews, and teacher interviews. So, the data obtained are true

Based on the triangulation of students' tests, students' interviews, and teacher interviews, students had difficulties in using a relative clause in writing a complex sentence, and they were poor vocabulary, lack of mastering grammar, and absence of knowledge to understand how to use relative clause in writing a complex sentence. It's all known from the result of students' tests were enough categories, students' interviews, and teacher interviews. So, the data obtained are accurate according to triangulating the results for the three sources say the same thing about the student's ability to use relative clauses in writing complex sentences.

In this research, the researcher believed there were many threats to the researcher. It started from the title until the techniques of analyzing data, so the researcher knew that it was so far from an excellent thesis.

There were threats of time on the test because the students had activities. Besides, the time which was given to the students was not enough. And also, the students did not do the test seriously. So, the researcher took the set's answers directly without caring about them.

CONCLUSION

Based on the result of observation, interview, and test done by the researcher about the student's ability to use relative clause in writing a complex sentence at MTs N 1 Gunung Tuleh Pasaman Barat, the researcher took the conclusion as follow:

1. The student's ability to use a relative clause in writing complex sentences at grade VIII MTs N 1 Gunung Tuleh Pasaman Barat can be categorized into enough categories because the mean score is 44.4%.
2. Students faced some difficulties when using a relative clause in writing a complex sentence. They were vocabulary, grammar, and understanding how to use relative clauses in complex sentences.
3. The efforts by an English teacher to overcome the students' difficulties using relative clauses in writing complex sentences were the English teacher gives ten vocabularies every learning English. English teacher reminds and reviews their grammar to them. Teachers ask and provide exercises and explanations and often give motivation.

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