

**THE INFLUENCE OF THE APPLICATION OF INQUIRY
METHOD ON STUDENTS' ABILITY IN LEARNING
RELATIVE PRONOUN AT THE ELEVENTH CLASS
STUDENTS OF MA AL-ISHLAH BOBOS**

A THESIS

Submitted to English Education Department of Syekh Nurjati State Institute for
Islamic Studies in Partial Fulfillment of the Requirements for Islamic Scholar
Degree in English Education (S.Pd.I)



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CIREBON

2013

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ABSTRACT

IIS PURNAMA LESTARI: THE INFLUENCE OF THE APPLICATION OF INQUIRY METHOD ON STUDENTS' ABILITY IN LEARNING RELATIVE PRONOUN AT THE ELEVENTH CLASS STUDENTS OF MA AL-ISHLAH BOBOS

English is a language that is learnt by people of non-English native speakers around the world. In Indonesia, English is a school subject that must be learnt by the students of the elementary schools up to the universities. And, it is also coming up in the national examination. It means that English plays a very important role in the country. To master English, the students must improve the skills of listening, speaking, reading, and writing, with having the good knowledge of vocabulary and the rules of a language (grammar). In this case, the writer only discusses about the rules of a language (grammar) especially, relative pronoun by using inquiry method.

The formulation of the problem in this thesis is divided into four parts namely, the identification of the problem, the limitation of the problem, the questions of the research, and the aims of the research. In this case, the writer discusses about the application of inquiry method on students' ability in learning relative pronoun.

The aims of the research in writing this thesis are as follows: to know the students' response of using inquiry method, to know the students' ability in learning relative pronoun, and to know the influence of inquiry method on the students' ability in learning relative pronoun.

The techniques of collecting data in writing this thesis are as follows: observation, test, and questionnaire. In this thesis, the writer chooses MA Al-Ishlah Bobos as the object of the research. The total population at the eleventh class is 56 students, it is classified into two classes namely XI-IPA and XI-IPS; XI-IPA is 30 students and XI-IPS is 26 students. And for a sample, the writer takes all of students at XI-IPA. So, the sample is 30 students.

There are three important elements found in this thesis. First, the students' response towards inquiry method have good categorized, the point is 80.8. The second is the students' ability in learning relative pronoun, the point is 81.8. The influence is enough or sufficient between two variables because the result of correlation coefficient is 0.63. The third is the application of inquiry method give contribution toward the students' ability in learning relative pronoun as big as 78% and 22% is determined by other factors. And response towards using inquiry method is influence positively, it is supported by the value $t_{count} (4.3) > t_{table} (2.048)$. It means that, H_a is accepted and H_o is refused.



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RATIFICATION

The thesis entitled **“THE INFLUENCE OF THE APPLICATION INQUIRY METHOD ON STUDENTS’ ABILITY IN LEARNING RELATIVE PRONOUN AT THE ELEVENTH CLASS STUDENTS OF MA AL-ISHLAH BOBOS”**, written by **Iis Purnama Lestari** whose registration number is **59430624** has been examined in the viva voice held by the Tarbiyah Faculty of Syekh Nurjati State Institute for Islamic Studies on July, 17th, 2013. It has been recognized as one of the requirements for undergraduate degree in English Education.

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PREFACE

In the name of God, Most Gracious, Most Merciful. All praises and thanks be given to the Almighty God. With is mercy and premission, the writer has been able to complete her thesis. May invocation and safety always be given to the Prophet Muhammad SAW (Peace Be Upon Him), his family, colleagues, and followers up to the end of the world.

This thesis entitled in "THE INFLUENCE OF THE APPLICATION OF INQUIRY METHOD ON STUDENTS' ABILITY IN LEARNING RELATIVE PRONOUN AT THE ELEVENNTH CLASS STUDENTS OF MA AL-ISHLAH BOBOS" is presented to fulfill one of requirements for the Degree of the English Education (S.Pd.I) in the English Education Department of Tarbiyah Faculty of IAIN Syekh Nurjati Cirebon.

In composing this thesis, there are so many people who have participated, helped, and adviced directly or indirectly. So, in this opportunity the writer would like to convey her thankfulness to:

1. Prof. Dr. H. Maksum, MA, Rector of IAIN Syekh Nurjati Cirebon.
2. Dr. Saefudin Zuhri, M.Ag, Dean of Tarbiyah Faculty of IAIN Syekh Nurjati Cirebon.
3. Dr. Hj. Huriyah, M.Pd, Chairwoman of English Education Department of IAIN Syekh Nurjati Cirebon and First Supervisor.
4. Nur Antoni E.T, SS, M.Hum, Second Supervisor.
5. Nasrudin, MA, Headmaster of MA Al-Ishlah Bobos.
6. Drs. H. Abdul Rasyid, English Teacher of MA Al-Ishlah Bobos.



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7. All lecturers of English Education Department of IAIN Syekh Nurjati Cirebon who have taught and educated the writer during her study at IAIN Syekh Nurjati Cirebon.
8. All friends in English Education Department of IAIN Syekh Nurjati Cirebon, especially PBI-D
9. My mother and my big family.
10. My boyfriend

The writer realizes that this thesis is still far from being perfect and possibly there are still many mistakes both in the arrangement and in the content. So, she would be happily welcome the comments and suggestions given by the readers.

Finally, the writer hopes that this thesis will be useful to the readers and especially, for the writer herself and for the students' in English Education Department of Tarbiyah Faculty of IAIN Syekh Nurjati Cirebon.

Cirebon, July 2013

The Writer



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CHAPTER I INTRODUCTION

A. The Background of the Problem

In the background of the problem, the writer shows about the weakness of the students' English learning, for examples: the writer has an experience when she teaches English in PPL 2, there are many problems in learning English. Especially in learning relative pronoun, most of the students still not understand about relative pronoun, they are confused in using relative pronoun.

According to Joe Carillo (2008) states that, one of the most common mistakes I encounter in my work as copyeditor and grammar consultant is the misuse of the relative pronoun. Not a few of the manuscripts I edit often embarrassingly fumble or stumble when using “who”, “which”, or “that” to relate a qualifying clause to an antecedent noun in the sentence. And I must admit that early in my writing career, I used to get pretty mixed up with the relative pronouns myself. Simply on gut feel, I would indiscriminately use “which” and “that” to announce my relative clauses, so I can imagine that my grammar then was probably correct no more than 50 percent of the time.

The relative pronoun and the dependent clause it introduces constitute what is called a relative clause. Now, in English, the choice of relative pronoun depends on two things: (1) whether the additional information being given is essential or not essential to the understanding of the idea or context of the main clause; and (2) whether the antecedent noun is a person or an animal



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or inanimate object. Either way, however, the relative pronoun can function as a subject or an object or can take its possessive form. And kinds of relative clauses: a *defining or restrictive relative clause* provides essential information to the main clause of a sentence, while a *no defining or nonrestrictive relative clause* provides information not essential to the idea or context of the main clause.

According to Zhang Xiaorong (2006:13) states that, English does not permit deletion of the relative pronoun when the head NP is the subject of the relative clause. As a result, while some syntactic structures are acceptable in Chinese, they violate English syntactic rules. Chinese learners also have problems with the correct use of relative pronoun. The reason is Chinese has no relative pronoun in RCs, while English has a number of relative pronouns, such as *who*, *which*, *whom*, and complement *that*, which functions as subordinators. Since the choice of relative pronoun depends on the grammatical function the head noun plays in the relative clause, learners have to determine the correct grammatical role the head noun plays in the relative clause, which may cause problems in their acquisition.

In this research only focus on the main problem about the weakness of the students in understanding relative pronoun. Especially at the eleventh class students' of MA Al-Ishlah Bobos, they feel difficult and confuse to use relative pronoun. This thing attacks the writer's interest to do research in this school with the purpose to help overcome their learning difficulties. Therefore, it becomes the research of the writer to give the title of thesis namely, "THE INFLUENCE OF THE APPLICATION OF INQUIRY



METHOD ON STUDENTS' ABILITY IN LEARNING RELATIVE PRONOUN AT THE ELEVENTH CLASS STUDENTS OF MA AL-ISHLAH BOBOS".

B. The Identification of the Problem

1. The field of the research

This thesis, which is entitled: "The Influence of the Application of Inquiry Method on Students' Ability in Learning Relative Pronoun at the Eleventh Class Students of MA Al-Ishlah Bobos", the writer tries to use new method on teaching and will make new students' condition. Besides that, the writer will improve their knowledge in grammar, especially in learning relative pronoun.

2. The kinds of the problem

There are many problems in grammar, especially about relative pronoun. The writer would like to mention the kind of the problem in this thesis:

- a. The students' haven't known about forms of relative pronoun.
- b. The students' haven't known how to use relative pronoun.
- c. The students' aren't enough exercise in relative pronoun.

3. The main of the problem

The main of the problem in this research is the students' weakness of comprehension or ability in grammar, especially in learning relative pronoun. Therefore, the writer tries to apply new method, Inquiry Method, as the problem solving to solve the problem.



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C. The Limitation of the Problem

In general, most of the students get difficulties in learning so many rules of a language (grammar). Even in learning every rule of a language they also make many mistakes and feels confuse how to use. The mistakes in the rules of a language cannot happen and therefore it has to overcome soon.

In this case, the writer only limits the problem which has influence with the title of the writer's research, the influence of the application of inquiry method on students' ability in learning relative pronoun at the eleventh class students of *MA Al-Ishlah Bobos*.

D. The Questions of the Research

Based on the reason above, the writer has tried to give close attention to know:

1. Do the students have good response of using inquiry method?
2. Do the students have ability in learning relative pronoun?
3. Are there any positive and significant influences of inquiry method on the students' ability in learning relative pronoun?

E. The Aims of the Research

Then based on the question of the research above, the writer has tried to arrange the aim of the research as follows:

1. To know the students' response of using inquiry method.
2. To know the students' ability in learning relative pronoun.



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3. To know the influence of inquiry method on the students' ability in learning relative pronoun.

F. The Use of the Research

The research product hoped to be able to increase the developing of English learning, especially in increasing the students' ability in learning grammar, especially in learning relative pronoun. Besides that, to be able to give information the reader about new method when teaching-learning process becomes the students active and creative by themselves. And especially, for the writer is to develop her perception how to be a good teacher.



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