CHAPTER II
THEORETICAL REVIEW

A. Grammar

1. The Definition of Grammar

There are some definitions of grammar. According to Marcella Frank (1972: 4) in Modern English grammar, grammar is rules how to combine the word into sentences and it has meaning. It is called rules because it is used to lead the learners to combine the words into sentences in order to have clear meaning. Grammar avoids the learners in making a mistake in formulating sentences. They have to understand the use of grammar, so, it will help the learners to produce the correct sentences.

According to Harmer (2001: 6), grammar is the description of the ways in which words can be formed and be combined into sentences. It means that grammar is called the ways of a word is combined for producing sentences. Michael Swan (1980: XIX) says that grammar is the rules how words change to show different meanings, and how they are combined into sentences. It can be said that grammar is the rules to change the words to reformulate a meaningful sentence.

English grammar is a body of rules (grammar) specifying how phrases and sentences are constructed In English language. Since grammar has a big deal in learning English language, learners need to study hard in mastering grammar.
Grammar is parts of sentences (Abdul Chaer, 2000: 19) It means every element in sentences is from the word that is organized by grammar. In short, grammar means basic signals by language to build the correct sentences. The learners are supposed to be able to communicate in English without ignoring the grammar, and it is better for the learners to produce a sentence correctly using good grammar.

2. The Importance of Grammar

To produce good sentence, words are combined by rules. The rule called grammar is the main point is learning language. It is called Grammar. Grammar is an important aspect in English to be learned, without knowing the use of grammar, it is difficult to produce a good sentence either in spoken or in written. For example: perempuan yang memasak ayam goreng itu ibuku. The Indonesian sentence is changed, the sentence bellows” the woman cooks the fried chicken is my mother.” The sentence is not meaningful as it has been not completed. Seeing the sentence, relative clause is necessary to make it meaningful. So, the sentence should be “the woman who cooks the fried chicken is my mother”. It is necessary to add “who” in the sentence because it is for modifying the noun.

From the example above, it shows that it is important to learn Grammar. The learners should know what grammar is in order that learners understand how important it is. In conclusion, by having knowledge of grammar, we will be able to form accurate or correct English sentence easily.
According to Hall (1993: 3) studying grammar will help one to learn about a language. It is better for all the language learners or users to have good knowledge of the language grammar, so that there will be no wrong implication in communication. Finally, the goal of communication can be achieved successfully because of the use of good language.

So, when we do not understand grammar well, someone speaks using strange construction, which is not acceptable, and nobody will understand what he or she means. Although, grammar is not the first priority, we have to know the grammatical structures of the language and their meanings. Mc Kay in Nunan (1991: 154) says that the primary purpose in grammar is to help our students to use English appropriately which will make them a fluent both oral and written form too.

B. Relative Clause

1. The Definition of Relative Clause

Relative clause is clause that is used to modify noun or pronoun (Mas’ud, 203). It modifies the noun or pronoun to explain the subject or object. Clause is a part of a sentence. Relative clause is sub clause that is preceded by relative pronoun, those are; who, that, which, or whose, (Suroso Bambang, 1997: 62). It describes, identifies, or gives information about a noun.

The relative pronoun has Indonesian meaning “yang”. For example, the children who steal the ball cry very loudly. It has meaning; anak yang mencuri bola menangis sangat keras. Relative clause starts from relative
pronoun. Relative pronoun also follows noun, because the function of relative pronoun is to add information to a noun. Noun phrase with relative clause can have a position as subject, object, complement, and all of the positions can use a noun.

2. The Form of Use Relative Clause

The forms of relative pronoun are known, such as *who, that, which, whose, and whom* that always follow a noun to form relative clause, (Murphy Raymond, 1985: 176). The form can be clarified as follow:

a. Who

*Who* is form of relative pronoun. It is used with antecedent (the noun or pronoun being modified) which stand for a person or persons if the antecedent is preceded by “any” or “all”, for examples anyone, anyman, all people, all those. (Frank Marcella 1972: 280)

Examples:

*The boy who plays football is very naughty.*

*Shinta who cleans the room is my sister.*

b. That

*That* is form of relative pronoun. It is always used if the noun is human and non human. (Suroso Bambang, 2007: 62)

c. Which

*Which* is form of relative pronoun. It is always used if the noun is not human but refers to things. (Suroso Bambang 2007: 62)
d. Whose

*Whose* is used to describe the noun before “whose”. It belongs to the noun before “whose”, so the pattern of the relative clause can be translated with “Yang _ nya”. (Suroso Bambang, 2007: 63)

e. Whom

*Whom* is one of the form in relative pronoun. It is an object pronoun. It should be put if the noun is human. (Frank Marcella, 1972: 272).

3. The Use of Relative Clause

Relative clause begins with a relative pronoun. They are introduced by a set of pronouns, *who, which, that, whom, and whose*, which replace the head noun (the noun being modified) of the main clause. It adds information to the noun.

4. The pattern of relative clause

Relative clause has two patterns, those are: with a subject and without subject. Relative clause also follows many tenses.

a. Without subject

The relative clause is followed by verb in many tenses, such as: simple present, present continuous, simple past, passive sentence etc.
### Table 2.1

The Form of Relative Clause without Subject

<table>
<thead>
<tr>
<th>THE FORM OF VERB</th>
<th>NOUN</th>
<th>RELATIVE PRONOUN</th>
<th>VERB + (OBJECT,ADVERB)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple present (be)</td>
<td>the plant</td>
<td>which</td>
<td>is dead</td>
</tr>
<tr>
<td>Simple present (VI)</td>
<td>the people</td>
<td>who</td>
<td>work here</td>
</tr>
<tr>
<td>Simple past (be)</td>
<td>the people</td>
<td>who</td>
<td>were sick</td>
</tr>
<tr>
<td>Simple past (V2)</td>
<td>the man</td>
<td>who</td>
<td>discovered the gold mine</td>
</tr>
<tr>
<td>Present. Cont. (be+Ving)</td>
<td>the students</td>
<td>who</td>
<td>are reading in the library</td>
</tr>
<tr>
<td>Pres. Perfect (have/has+V3)</td>
<td>all the drivers</td>
<td>who</td>
<td>have enrolled for the driving competition</td>
</tr>
<tr>
<td>Modal</td>
<td>a secretary</td>
<td>who</td>
<td>can speak two foreign languages</td>
</tr>
<tr>
<td>Passive sentence</td>
<td>the gold mine</td>
<td>which</td>
<td>was discovered near the river</td>
</tr>
<tr>
<td></td>
<td>the documents</td>
<td>that</td>
<td>were stolen from the office</td>
</tr>
<tr>
<td></td>
<td>car</td>
<td>that</td>
<td>has been modified for desert road</td>
</tr>
<tr>
<td></td>
<td>the language</td>
<td>which</td>
<td>will be used in the conference</td>
</tr>
<tr>
<td></td>
<td>the problem</td>
<td>which</td>
<td>is being discussed</td>
</tr>
</tbody>
</table>

Suroso Bambang (2007: 62)

b. With subject

Relative pronoun using subject can be seen from the examples below:

### Table 2.2

The Form of Relative Clause with Subject

<table>
<thead>
<tr>
<th>NOUN</th>
<th>REL. PRONOUN</th>
<th>SUBJECT</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>the book</td>
<td>That</td>
<td>I</td>
<td>am reading</td>
</tr>
<tr>
<td>the magazine</td>
<td>that</td>
<td>my father</td>
<td>bought</td>
</tr>
<tr>
<td>the boy</td>
<td>whom</td>
<td>you</td>
<td>saw</td>
</tr>
<tr>
<td>the system</td>
<td>which</td>
<td>we</td>
<td>should use</td>
</tr>
<tr>
<td>the song</td>
<td>that</td>
<td>I</td>
<td>want to sing</td>
</tr>
</tbody>
</table>
he novel | that | You | have read

Note: relative pronoun that uses subject can be omitted without changes the meaning of the sentence. Suroso Bambang (2007: 63)

Table 2.3
The Form of Relative Clause Uses Subject that Can Be Omitted

<table>
<thead>
<tr>
<th>NOUN</th>
<th>SUBJECT</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>the book</td>
<td>I</td>
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<td>I</td>
<td>want to sing</td>
</tr>
<tr>
<td>the novel</td>
<td>You</td>
<td>have read</td>
</tr>
</tbody>
</table>

Suroso Bambang (2007: 63)

After discussing relative clause with relative pronoun, the learner will learn whose in relative clause. The relative clause tells a noun after whose before whose, so the design of relative clause can be translated in Indonesian yang _ nya. The design relative clause may have a subject or not, described as follows:

a. Without subject

Table 2.4
The Design of Relative Clause in Using “Whose” without Subject

<table>
<thead>
<tr>
<th>NOUN</th>
<th>WHOSE</th>
<th>NOUN</th>
<th>VERB/ BE</th>
</tr>
</thead>
<tbody>
<tr>
<td>the people</td>
<td>Whose</td>
<td>houses</td>
<td>were damaged by the flood</td>
</tr>
<tr>
<td>the woman</td>
<td>whose</td>
<td>bag</td>
<td>were seized by the police</td>
</tr>
<tr>
<td>a mother</td>
<td>whose</td>
<td>child</td>
<td>died in the accident</td>
</tr>
</tbody>
</table>

Bambang Suroso (2007: 63)

b. With subject

Table 2.5
The Design of Relative Clause in Using “Whose” with Subject

<table>
<thead>
<tr>
<th>NOUN</th>
<th>WHOSE</th>
<th>NOUN</th>
<th>SUBJECT</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>the man</td>
<td>Whose</td>
<td>houses</td>
<td>You</td>
<td>saw last night</td>
</tr>
<tr>
<td>the secretary</td>
<td>whose</td>
<td>office</td>
<td>we</td>
<td>will visit</td>
</tr>
</tbody>
</table>
the farmers whose land the government took to build airport

BambangSuroso (2007: 64)

5. The Kinds of Relative Clauses

There are three kinds of relative clause. Those are defining relative clause, non defining relative clause, and connective relative clause. It will be explained bellows.

a. Defining relative clause

Defining relative clauses describe the preceding noun in such a way as to distinguish it from other nouns of the same class. A clause is essential to the clear understanding of the noun. Please look at this sentence:

The man who told me this refused to give me his name

“who told me this, refused to give me his name” is the relative clause. If we omit “who told me this, refused to give me his name”; it is not clear what man is talking about. Notice that there is no comma between a noun and a defining relative clause. Defining relative clause is used to specify person and things. It is followed by relative pronoun.

b. Non – defining relative clauses

Non – defining relative clauses are placed after nouns which are definite already. It adds something to noun by giving some more information. Non – defining relative clauses separate from their noun by commas, they give additional information on something.

For example:

This is Mr Carter, who I was telling you is very bussy person.
c. Connective relative clauses

Connective relative clause does not describe their noun but continue the noun and subject. The connective that always use, those are: *why*, *where*, *when*. It can be used of a relative with preposition + which. They are usually placed after the object the main verb, take as examples;

The doctor *when* I meet in restaurant is very kind. (or.... the doctor in which I meet in restaurant is very kind.)

6. Learners’ Problems in Learning Relative Clause

After knowing the form of relative clause as subject and object, in this section the writer wants to explain some problems faced by learners in teaching relative clause. The problems are as follows:

a. The problem of form:

1) Learners do not know where the relative pronoun should be put in the sentence.

2) Learners are still confused in differentiating the use of relative pronoun because there are so many kinds of relative clause.

b. The problem of meaning

Relative clause is used to express of variety meanings. For example: *I have read the book that you just mentioned*. Indonesian sentence of the sentence is: *saya telah membaca buku yang baru saja anda sebutkan*. The next example is: *I have read the book in which you just mentioned*. The sentences have the same meanings but it uses two relative pronoun, those are “*that and which*”. Another example is: *the
girl who visited you is a nurse or the girl that visited you is a nurse. The sentence is correct for the meaning but it uses the other relative clauses between “who and that”. Nonetheless, it made students confused to choose which one is the appropriate relative clause that they have to use.

C. News Article

a. The definition of news article

A **news article** is an article published in a medium such as article directory that discuss current or recent news of either general interest (i.e. daily newspapers) or on specific topic (i.e. political or trade news magazines, club newsletters, or technology news websites).

An **article** is a written work published in a print or Internet medium. It may be for the purpose of propagating the news, research results, academic analysis or debate. (http://en.wikipedia.org/wiki/Article (publishing) html.)

News is new or fresh information or recent news (Oxford, Advanced Learners Dictionary: 781). From the explanation above, the written concluded that news article is a new or fresh information or recent news is published in a print or internet medium.

b. Language features of news article

According to Tampubolon (113: 1993) for present the meaning to the reader, generally the writer uses one of texts, there are: narrative, descriptive, expositive, and argumentative. The expositive text usually contains the explanation that has informative or instructive characteristic all for aspects of life, such as; education, religion, politic, financial, health,
family, sport, science and technology, literature, law, etc. The articles in magazine or newspaper generally are classified in expositive text.

In fact, many people use news article in daily activities. In Jakarta Post, the news article produces sentences using form of relative clause. The others, relative clause is interesting to be combined in writing. It has specifying form, such as form for things or person, so it is very useful to learn relative clause.

Based on the explanation, the writer knows that news article is a text which contains the explanation that has characteristic informative or instructive all about aspects of life, such as; education, religion, politic, financial, health, family, sport, science and technology, literature, law, and etc. A news article can include accounts of eye witnesses to the happening event.

It can contain photographs, accounts, statistics, graphs, recollections, interviews, polls, debates on the topic, and etc. Headlines can be used to focus the reader's attention on a particular (or main) part of the article. The writer can also give facts and add information following answers.

c. The advantages of news article for teaching relative clause

There are many advantages associated with news article, those are:

1) Learning structure in context

We usually learn structure in text book and we learn in limited area. We learn it using news article. We will learn many things especially
structure in term” relative clause” . We can use in every time, even in
spart time.

2) Personal interest

It is challenging to analyze the sentences of news article, they try to
know the form of every sentence.

d. The characteristics of news article for teaching structure

There are some characteristics of news article for teaching structure:

1) The article is usually on a well defined topic or topics that are related
   in some way, such as a factual account of a newsworthy event.

2) The content is objective and shows all sides to an issue.

3) The sources for this news story are identified and reliable.

4) The content of news article educates the learners.

5) The sentences of the news article include the material that will be
tought.

D. Teaching Relative Clause Through News Article

From the explanation above news article will produce something
different on how to teach relative clause in teaching learning process. Based
on the writer’s experience, news article mostly uses the form of relative
clause in sentences. Furthermore, the writer wants to use news article for
teaching learning process.

In the teaching learning process, the writer will distribute the copies of
news article to the students. There are some procedures:

a. Teacher prepares the media that will be used in delivery the material.
b. Teacher explains about relative clause

c. Teacher shows one of news article by using slide and asks the student to analyze. While the students read the news’ article, teacher lists the difficult word. Furthermore, the student and the teacher discuss the article whether it contains the material that we be discuss or not.

d. Teacher should give more time, and then instruct the students to find the sentences containing relative clause.

e. Teacher asks the student to point the sentences and gives another article to measure the students.

f. Teacher gives exercises to evaluate students’ understanding in teaching learning process about relative clause using news article.

E. Basic Assumption

Introducing the news article for teaching relative clause, the writer believes that using the news article can present a new way for learning English grammar. Students will be able to use English article from newspaper, magazine for studying and make them freely in learning relative clause. It can also motivates them to apply their English grammar in real media, in this case news article from Jakarta Post. Participating in this kind of activity strengthen students’ competence in understanding in relative clause, an essential component of successful language acquisition.

F. Hypothesis

Based on the basic assumption above, the writer has hypothesis of this research that news article of Jakarta Post is effective for teaching relative clause in the second grade students at MAN I Purwokerto.