

UNIVERSITY OF EDUCATION WINNEBA

**PROBLEMS ASSOCIATED WITH RELATIVE PRONOUN USAGE AMONG
JUNIOR HIGH SCHOOL STUDENTS: A CASE STUDY IN ADANKRONO**

M/A JHS



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UNIVERSITY OF EDUCATION WINNEBA

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**A dissertation in Department of Applied Linguistics, Faculty of Foreign
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Graduate Studies in partial fulfilment**

**Of the requirements for the award of degree of
Master of Education
(Teaching English as a Second Language)
In the University of Education**

OCTOBER, 2020

DECLARATION

Student's Declaration

I, Susan Tete Dankwah, declare that this thesis with the exceptions of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted either in part or whole, for another degree elsewhere.

Signature:

Date:.....



SUPERVISOR 'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba

SUPERVISOR: DR. KWAKU OFORI

Signature:

Date:.....

DEDICATION

I wish to dedicate this work to the memory of my friend Mr. Maxwell Kwabena Gyimah, my only child Stadelove Oheneba Tete Sarpong and the rest of my family who constantly encouraged me and prayed for me throughout the period of study. May the Lord richly bless them all.



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ABSTRACT

The aim of this study is to identify possible errors students make in using the relative pronouns which include: the use of *who*, *which*, *whom*, *whose* and *that*. The study also identifies several causes of the errors which include: interlingual transfer, interlingual transfer, wrong method of teaching, absence of library, inadequate time and context of learning. The study also identifies other approaches which includes: learner-centered approach, strengthening the student's English knowledge, teaching in a systematic way and increase the students' language input and output to help improve the student's performance in English. A qualitative analysis of a gap sentences test answered by 20 students in Adankrono M/A JHS 2 revealed several errors in using the relative pronouns, the result suggest that *who* is difficult to use by Adankrono M/A JHS 2 students.



CHAPTER ONE

INTRODUCTION

1.0 Introduction

English language is one of the main subjects in the curriculum. The curriculum for the basic Education in Ghana has English language as a core subject. It is very vital in our humanity as well as an effective tool for socialization and as individuals of a social group, our ability to function effectively and efficiently in almost all our life depends on our language skills.

In Ghana, our official language and medium of instruction in schools is the use of English language. At the Junior High School, students would have been introduced to the basic language skills which must be improved upon to give students the confidence as they use the language. At this point, students begin to study some essential rules of the language.

Most of the grammatical structure in the English cause a lot of problems to learners who are learning English as their second language than others. In this perspective, Adankrono M/A JHS student is no exception. The main problem of these students is the inability to identify and use the relative pronoun correctly in speech and in writing. It is in the light of this that the researcher is examining and investigating the causes of this problem “Difficulties Associated with Students Use of the Relative Pronoun” and some possible ways of solving such problems. The study will take place in Adankrono, a historical Akyem village in the Kwaebibirem District in the Eastern Region of Ghana. As a typical farming and mining community, most parents involve their wards in this school into farming and mining activities. The Akyem Twi is the widely spoken language since that serves as the first language of the indigenes. Adankrono is not a

fast-developing community. Closer to Adankrono is Kade which is a municipal settlement. Kade is filled with people from diverse settings and as such a multilingual community. The complex nature of the situation of the students in Adankrono M/A JHS in terms of their language background makes it interesting for any researcher to use such a school for a case study. Parents of students in this environ are mostly uneducated farmers and miners. These parents usually employ the services of their wards on their farms and mining site as helps. This is a big challenge to both teachers and students as continuous absenteeism affects students learning in school. Parents are not much as they can communicate in Akyem Twi with their children. As this study is language related the researcher also realized that, as a community, Adankrono do not have a community library which could also facilitate students' interaction with the use of English language. It is in the light of these challenges that the researcher is interested in choosing Adankrono M/A JHS as a case study. Language grows day in and day out. The forming of new words never stops nor does the acquisition of new words. Even in our Akyem Twi we are continually learning new words. Let us have a look at how "relative pronoun" is. *According to Aarts, & Schils, (1995)* "Relative pronouns introduce relative clauses. The most common relative pronouns are *who, whom, which, whose, that*". It joins two or more sentences. For instance, "I know a teacher". "She is very kind". The sentences can be joined by a relative pronoun "who" to read as "I know a teacher *who* is very kind". In relation to the above example, we can say that students are familiar with "who, which, whose, whom as interrogative pronouns which they always use to ask questions.

Also, it has been observed from the complex model of Chapelle, Jamieson, & Park, (1996) that as human beings are different, so as their context and so are their second language learning acquisition processes, which are mediated by different human agents

and cultural artifacts, Unequal learning experiences may occur in very similar situations. When we take a critical observation to language teaching practices, we realize that no matter how much the teacher plan and develop their chores, students will react in divers' ways and unforeseen events will inevitably be part of their learning experiences.

Although Chapelle, Jamieson, & Park, (1996) observes the learning attitudes and output of students work and describes it as chaotic, the researcher will not take this as definite rather, she is applying the individuals' differences principle in his investigations about every student in any problems.

1.1 Background to the study

Nowadays, the importance of English cannot be ignored since English is arguably the most common language in the world. It has become international language. In learning English, one of the skills that must be mastered is writing. Qashoa, (2014) stressed that writing is an essential factor of language. It means that writing plays a very important role in learning English. In fact, for most students writing is an extremely difficult task if they are trying to grapple in their language with new ideas and new ways, Paxton, (2009).

In writing, students in the Elementary School, Junior High School and Senior High School learn how to write good sentences. When the students construct a sentence, they are normally concerned with structure of the sentence because structure can deliver message of the sentence, (ibid,9). Getting the main message in every single sentence is very important for the students in understanding what the true meaning of given text by the teacher. Students must automatically identify all kind of sentences they will probably face. According to Sara Andersen of San Jose University Writing Center one

of the complicated sentences is complex sentences. It means that students sometimes make mistake in writing complex sentence Anderson, (2014). According to Duffield, students often difficult to write English complex sentence because contains clause.

The other difficult that researcher found in pre-laminarly research is using relative pronoun. The students usually choose the wrong relative pronoun as subject or object in adjective clause. For example: “The dog is who has soft fur”), In addition, Martin stated that the most common mistake is using the wrong relative pronoun, Wulandari, (2018). According to Thompson, there are many types of relative pronoun and they have different function and usage. Who and which has the same function is using to replace subject, but, who for person and which for things Moehkardi, (2002). The students get problem because the students may just know that both have same function without knowing the usage of it. This mistake also influences their reading comprehension. If the students did not understand about relative pronoun, it will be difficult to understand the meaning of the text.

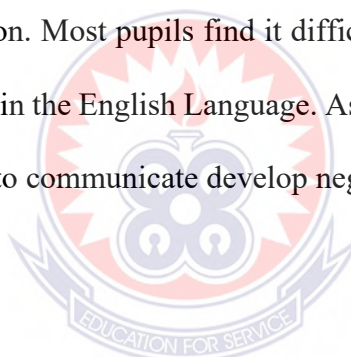
1.2 Statement of the Problem

Ideally, pupils in Junior High School are expected to use relative pronoun correctly because relative pronouns are taught in the primary Education. Usually, before a pupil can communicate effectively in English, he or she is supposed to know the rules governing it. The usage of relative pronoun is of no exception. According to a survey conducted by Rosenzweig, (2006), 61% of high school of teachers said their students have never written a paper that was more than five pages. As a result, students have not had enough practical to develop a set of sophisticated writing skills. When students lack skills in these areas, their writing may be unsatisfactory in multiple ways-from poor grammar and syntax to unclear organization to weak reasoning and argument. The English language has become the medium of instruction in our schools. Examination

are written in English; questions are set in English and the pupils respond in English. So, if they cannot use the relative in English correctly, how can they communicate effectively? It is against this background that this study attempts to investigate and establish the factors that lead to the problems associated to the usage of relative pronoun among Junior High School pupils in Adankrono M/A in the Eastern Region of Ghana. The study further identifies the suggestions for improving on relative pronoun.

1.3 Purpose of the Study

The purpose of the study is to provide empirical data that will identify the various causes of students' inability to understand the concept and the use of the relative pronoun at the basic level and the appropriate measures that could be adopted to improve upon the situation. Most pupils find it difficult to use the relative pronoun to communicate effectively in the English Language. As a result, those pupils who cannot use the relative pronoun to communicate develop negative attitude towards the subject and the Language.



1.4 Specific Objective

Generally, the objectives to the study are to:

- Identify difficulties in using relative pronoun by Adankrono M/A JHS pupils.
- Identify the causes of using the relative pronoun among the pupils of Adankrono M/A JHS2.
- Investigate how to solve the problems associated with the use of relative pronoun among the pupils of Adankrono M/A JHS 2

1.5 Research Question

The researcher is guided by the following questions

1. What factors contribute to the difficulties in using relative pronoun among the pupils of Adankrono M/A JHS 2.
2. What are the causes of wrong use of relative pronoun in Adankrono M /A JHS 2 pupils.
3. What other approaches can help improve the performance of Adankrono M/A two students in the use of relative pronouns effectively.

1.6 Significance of the Study

This study is expected to provide a contribution of knowledge for students about student's difficulties in learning the use of relative pronouns. By knowing their difficulties, they can find strategy to improve their ability in using relative pronoun. So, they can overcome their difficulties in their learning activity.

Secondly, it is expected to be useful information. The teachers will know how far the students comprehend about relative pronouns difficulties. Besides, the result will direct the English teacher to do evaluation and revision in their teaching- learning activity.

Finally, the result of this research will become references for readers who will be conducting similar research. It can enrich the literature as teacher's candidate in teaching grammar especially relative pronoun. They should be able to make more interesting and more suitable strategy in teaching relative pronoun.

1.7 Limitations

Every research or study when undertaken faces some challenges and this study is of no exception. Among the many challenges were the usual limited finance and uncooperative nature that was displayed by some student. Most of the co-curricular

activities such as sports and culture made the research sometimes difficult. It was realized that the attitude of some parents to keep their wards at home from coming to school impeded the free flow of the study.

1.8 Delimitation

The scope of the study was delimited to improving the problem associated with relative pronoun usage in Adankrono M/A JHS 2 pupils in the Kwaebibirem Municipal in the Eastern region of Ghana. It covers twenty (20) students who are in JHS two. The school was selected for the study because of the nature of the problem and the time for conducting of the research.

1.9 Organization of the Study

Chapter one deals with the background to the study, statement of the study, the purpose of the study, research question, significance of the study, limitations, delimitation and organization of the study.

Chapter two deals with the relevant related literature review.

Chapter three deals with the methodology of the study which introduces the description of population, sample and sampling procedure, instrumentation, research design and methods of data analysis.

Chapter four deals with data analysis and intervention design implementations. These include intervention activities, pre-intervention and post intervention test results and the analysis of teachers' response.

Chapter five is the final stage which deals with the conclusion summary of findings and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

Literature describes a scholarly paper which includes the current knowledge including substantive findings, as well as theoretical and methodological contribution to a topic.

They are secondary sources, and do not report new or original experimental work. With this idea in mind, the researcher will review in connection to the research work and publications by other people that are relevant to the topic. This chapter deals with the general concept, the framework, the major concept and the related studies to the topic.

The role of the native language in L2 learners' second language acquisition process has received a great deal of scrutiny among researchers. Researchers have studied languages contrastively (contrastive analysis) and examined L2 learners' errors (error analysis) in order to have a better understanding of the influences of L1 on L2 acquisition. While it is now widely accepted that the cross-linguistic influences occur in almost every aspect of language acquisition (i.e., pronunciation, grammar, vocabulary and pragmatics, etc.) and the effects can be both positive and negative Chang, (2004), issues surrounding the first/second language relationship continue to attract researchers' interest since many remain unexplored.

One such area is the relative clause acquisition of Chinese learners of English.

Whereas several studies have been conducted to examine Chinese and English relative clauses contrastively Wu, (2011), research concerning how the differences between Chinese and English relativization affect the acquisition of Chinese learners of English are scant. Many studies have provided evidence that the differences in principal

branching directions between the two languages often cause difficulties in acquiring complex syntax (Bley-Vroman, & Chaudron, (1990).

2.1 The General Concept

A relative pronoun marks a relative clause; it has the same referent in the main clause of a sentence that the relative clause modifies. An example is the English word ‘that’ in the sentence “This is the house that Kofi built” Here the relative pronoun ‘that’ marks the relative clause “that Kofi built” which modifies the noun house in the main clause and links two imagined sentences “This is the house” and “Kofi built the house” where house is the same in both sentences. Not all instances of the word that are relative pronouns. In providing a link between a subordinate clause and a main clause, a relative pronoun is similar in function to a subordinate conjunction. Unlike a conjunction, however, a relative pronoun does not simply mark the subordinate (relative) clause, but also plays the role of a noun within that clause. For example, in the relative clause “that Kofi built” given above, the pronoun “that” functions as the object of the verb “built”. Compare this with “Kofi built the house after he married” where the conjunction after marks the subordinate clause after he married, but does not play the role of any noun within that clause.

2.2. Types and Usage of the Relative Pronouns.

There are different types of relative pronouns. The basic relative pronouns are who, which and that. Accordance to Hawkins, (2014) divides pronouns into two:

1. The “Wh” pronouns-who, whose, whom and which. These sense contrast between people (who) and things (which). They also contrast case depending on their function in clauses; subject “who”, and object of preposition “whom” and possessive “whose”.

2. “That” and (deletion of relative pronoun). This means that the relative pronoun which is used can be removed and the clause could still be seen (which / that) you rented.

According to Van Bergen, L. (2015), “a relative pronoun is any pronoun which joins two or more sentences together to form only one sentence, and when it stands in one part, a noun or pronoun, mentioned in the other part is referred to it. This noun or pronoun is known as its antecedent”.

Examples are ‘who, which, whose, whom and that’ she goes on and states that “who” should be used when the person in question is the one initiating the action. For example: “who (not whom) will I ask to sleep?”

Also “whom” should be used after a preposition or when the action is being done to a person? For example:

- a) “Whom” (not who) did you jump into?
- b) “To whom” (not to who) did I give my trust?
- c) “For whom” (not who) did I understand.

In accordance with the above thoughts, it was not surprising that some students in Adankrono M/A J.H.S like most basic students, found it difficult to understand the concept and use of the relative pronouns. Most often they have been found to have confused the relative pronouns for other pronouns. There is one school of thought, Yaari, et al (2012) writes on pronouns, as words used in place of a noun or other pronouns. Further, they write examples of pronouns in the following forms.

1. Personal pronouns stand for nouns or noun words, groups that name a particular place or thing. They continue to say that those nouns stand for “those speaking or

writing” or “those listening or writing to” or “those spoken or written off”.

Examples: I, am you, he, she, us, it, they, them etc.

2. The Demonstrative Pronouns are used to point out particular persons or things. e.g. this, that, those, these.
3. The Relative Pronouns are used to begin groups of words that refer to someone or something mentioned earlier. A relative pronoun relates the word group to what it refers to. Examples are to what it refers to. Examples are
 - i. *the man who.....*
 - ii. *the pen that.....*
 - iii. *the chair which.*
4. The Interrogative pronouns are pronouns used to ask questions. Examples are: who, whom, what, whose and which.
5. The Reflexive Pronouns are preceded by nouns, adjectives; adverbs or pronouns to which they refer to within the same clause. Examples are oneself, ourselves, himself, herself, yourself, themselves.
6. Emphatic Pronouns refer to one or more unspecified beings, objects or places. Examples: I, myself, her, himself, they, themselves, we, ourselves etc.
7. Indefinite Pronouns refer to one or more unspecified beings, objects or places. Examples are: another, anybody, somebody, one, nothing, whoever, whatever, whichever etc.
8. Possessive Pronouns: They are used to show possession/belongingness/ belonging to a person, animal, or a thing. Examples are: hers, his, ours, mine, yours etc.
9. Distributive Pronouns: They are always singular verbs. Example: each, none, any, no one etc.

10. Reciprocal pronoun: they are used for actions or feeling that are reciprocated.

Examples are each other, one another.

The researcher believes that the numerous pronouns types that exist also contribute to the difficulty of students of Adankrono M/A J.H.S identifying the use of the relative pronoun appropriately. This is so because some of these elements appear similar. For example, “that” which is seen as a relative pronoun can also feature as a demonstrative pronoun. More so, relative pronoun such as “whom” “whose” and “which” can also be considered for interrogative pronouns. The researcher reviewed the types of pronouns through question and answer sessions to enable him help students of Adankrono M/A J.H.S. Two students to identify and differentiate the items anytime they see them in sentences, clauses and passages.

The above piece of information gathered on the relative pronouns impressed the researcher very much and this has also motivated her to embark on the teaching of the relative pronouns to the students who are to grasp the concept and use of the relative pronouns. The researcher considered students’ inability to understand the concept as a serious handicap.

2.3. The Structure of the Relative Pronoun

Adika, G. S. K., & Klu, E. K. (2014) states that the relative clause is introduced by a relative pronoun “who, whose, whom, that”. He goes on to say the following:

- That these clauses provide additional information about the nouns they are attached to. he says “it is because the noun answers the questions “who, whose, which”. And for that reason, some people refer to the relative clauses as an adjective clause. This is so because like adjectives; the relatives pronouns qualify their nominal antecedents.

Generally, the choice of the relative pronoun is determined by the type of noun the clause is modifying. For example, are:

1. *The lady who fought for her is her sister.*
2. *The animal which we saw was a lion.*

In these examples, “who” is used for a human noun (the lady) and “which” used for a non-human noun (the animal)

The restrictive clause type: This provides the information needed to make the antecedent noun meaningful. It is used because the noun modifier can be identified only through information supplied by the relative pronoun. Examples are;

1. *I will kill the boy who stole my money.*
2. *The orange which he bought is spoilt.*

In all these examples “who” is used for human and “which” is used for non-human nouns.

The non-restrictive clause type: such a clause does not specify or add any necessary information to the noun it modifies. It does not define the noun which is already definite. This clause merely adds information which is semantically similar to that supplied by the coordinated clause. Example:

1. Germans are rather tall which I find amazing. The non-restrictive clause “which I find amazing” does not contain any essential information, that is why this type of clauses is said to be non-defining. Further, finite relative clauses are introduced by a relative pronoun or adverb called relativizers. English uses several different relativizers such as who, whom, whose, that, which and zero.

The relativizes refers back to the head of the nominal group, which is termed antecedent. For example, “people” in the people who were laughing “who (objective who) is used after a human, head noun. The relativizes who is not omitted when it functions as subject in a relative clause, for example “I think the player who scored the goal is still playing”.

2.4 The Relative Clause Types According to Order of Difficulty and Frequency.

Nagamine, (2002) define a relative clause as a type of complex post- nominal adjective modifier that is used in both written and spoken English. They further explain that a relative clause gives meaning to encode “complex attributive structures that are wordy of two of two independent clauses” Here; a relative clause is formed based on the relationship of more than one sentence, where the relationship is the result of one clause within another higher-order clause.

Below are some examples of embedded types of the relative’s clause:

1. The fans {who were attending the party} had to wait for three hours Nagamine, (2002)
2. The book had arrived. You ordered it last month {The book “which/that” you ordered last month had arrived}- Quirk Greeboun, Leech and S’uartuik.
3. Further, a relative or adjective clause is a subordinate clause that modifies a noun or pronoun (noun phrase) that precedes it in the main clause. The noun phrase is referred to as the antecedent Gillon, (1992) or head noun Nagamine, (2002). An adjectival clause is introduced or marked by a relative pronoun which can function as the subject/direct object/object of a preposition or possessive determiner of an adjective clause and has co-reference to the antecedent Kertz, (2006). Noun Nagamine, (2002) call the relative pronoun substitution or relativization.

Furthermore, relative pronouns are critical to the formation and usage of relative clauses. Kertz, (2006) define relative pronouns as having a double role, referring to

the antecedent which determines the gender selection (who/ which) and also function as part of an element in a relative clause (which determines the case form those items that have case distinction e.g. who/ whom Kertz, (2006) also divides relatives pronouns into two.

1. The “wh” pronouns – who, whose, whom and which. These series contrast between people (who) and things (which). They also contrast case depending on their function in clauses; subject “who”, object and object of a preposition “whom” and possessive “whose”.
2. “That” and the “Zero” (deletion or omission of the relative pronoun). This means that the relative pronoun which is used can be removed and the clause could still be correct. For example:

I would like to see the house [which/that] you bought.

Nagamine, T. (2002) present four common types of relative clause structure that relate the function of the head noun (antecedent) in the main clause.

Subject-subject (SS) relatives- [the boy who won the lottery] is my brother.

Objective- subject [OS] relatives- I know the girl [who won the lottery]

Subject-Object [SO] relatives- the chief [who was enstooled] is my father.

Object- object [OO] relatives- I need the book [that you mentioned]

Nagamine, (2002) also present Kuno’s theory (pp. 577-578) that subject/ object relative clause structures are more difficult for students to master. These relatives’ clauses interrupt the main clauses OS and OO relative clause types are easier for students to understand since the relative clauses follow the entire main clause. Abdolmanafi, & Rahmani, (2012) again state Kuno’s theory has also been supported by research conducted by Loup and Kruse (1977) and (1978). Since the os and oo sentences types appear more frequent in English language, they appear to be easier to

be master by students. Teachers of English should introduce these sentence types when they teach adjective clauses. Examples of Os sentences should be presented first, followed by oo then ss and so.

2.5 Theoretical framework

Huttenlocher, et al (2010). maintains that learners learn languages inductively. They make use of their knowledge about their native and other languages as well as what they already know about the target language, to formulate hypotheses on how the target language is structured. After testing their hypotheses, they will revise them based on success and thus increase their grammatical competence. Therefore, Hedge argues, the presentation of grammar to learners will increase the possibility of intake and thus assist the acquisition process. The concept of intake refers to that part of all exposed input available which the learner notices, processes, and internalizes into their theory about the target language. By knowing which grammatical features, the learners have not yet accurately acquired, exposure to these can assist and speed up the learning process. In the upper-secondary school syllabi for English as a subject it is established that the study of English should focus on a development of communicative competence in both receptive and productive skills with a reference to the Common European Framework of 3 Reference for Languages [CEFR] (The Swedish National Agency for Education, 2011b). After the English course 6, a learner is expected to have reached the proficiency level B2.1 described in the CEFR to pass the course (grade E) (The Swedish National Agency for

Education, n.d.). Communicative competence in the CEFR is stated to consist of three further competences or skills, namely linguistic, pragmatic, and sociolinguistic competence. Linguistic, which the present study is concerned with, in turn include: lexical, grammatical, semantic, phonological, orthographic, and orthoepic competence

(Strugielska, & Piątkowska, (2018). The CEFR furthermore provides a general linguistic range for what a learner at level B2.1 is expected to master. A learner with a level B2.1 linguistic competence “has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.” (Strugielska, & Piątkowska, (2018). Of special interest for the scope of this paper is lexical and grammatical competence where the use of relative pronouns fit in. Lexical competence is according to CEFR the learner’s “knowledge of, and ability to use the vocabulary of a language” (Strugielska, & Piątkowska, (2018), the vocabulary including both lexical and grammatical elements. For a learner to be said to have lexical proficiency level B2, he or she displays both the range and control of vocabulary expressed in the document. Firstly, the range is described as “has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.” (Strugielska, & Piątkowska, (2018). Secondly, the vocabulary control level is defined as “lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication” (Strugielska, & Piątkowska, (2018).

Grammatical competence on the other hand is the ability to understand and use the grammatical principles of how to assemble different elements into sentences (Strugielska, & Piątkowska, (2018). Proficiency levels are set for grammatical accuracy in the same way. For level B2.1 the learner “shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding” (Strugielska, & Piątkowska, (2018). Although the ability to use RLP’s is not directly mentioned in the syllabi, it is stated that one of the aspects which will be assessed is the

learner's ability to express her-/himself in a structured manner (The Swedish National Agency for Education, 2011b). Moreover, that grammar is a very central aspect of communicative competence and thus language education⁴ is unmistakably stated in the CEFR "the syntax of the language of a mature native speaker is highly complex and largely unconscious. The ability to organize sentences to convey meaning is a central aspect of communicative competence." (Strugielska, & Piątkowska, (2018).

2.6 Challenges for Students

For people learning English as a second or foreign language, pronouns can be difficult because they expressed differently in their native language. Pronouns do not exist in many languages; reflexive verbs are formed differently and some languages only have one relative pronoun. Mastering English pronouns takes a lot of time and practice. (Problems with English). The relative pronoun "who" is nominative/subjective while "whom" is objective.

Also, Abdolmanafi, & Rahmani, (2012) cite Shanters analysis of the works of Keenan and Comrie and presents the following or challenges for English as a second knowledge and English as a first language who are studying relative clauses.

1. The physical positioning of the relative clause with respect to the noun being modified. In most European languages, farsi and Arabic, the relative clause follows the head noun or nouns being modified.
2. The second challenge deals with how relative clauses which will follow it. Even though other types of markers are used between the head noun and the relative clause.
3. The third challenge deals with the presence or not of a pronominal reflexive. In English, the relative is a direct substitute for the noun phrase or antecedent.

As most of the challenges stated above are related to the relative pronouns the researcher deems it fit to reviews the challenges to equip him in every angle when teaching the class. This be of help to the other teaches teaching those mentioned language items.

2.7 Teaching Approaches and Strategies

Celce-Murcia, et al (1997) describe four places to teaching any grammar point.

1. Presentations where the teacher introduces the grammar structure: inductively via variety of techniques and resources.
2. Focused practice where the students learn how to form the structure.
3. Communicative practice – where the students practice the structure in communication.
4. Teacher and/ or peer feedback and correction
5. Summary and extension.

The research reviewed, before any teacher teaches a specific grammar point, he or she must review several grammar references books to determine how the structure is formed when His used and if there are any exceptions to the grammatical rules. The researcher thinks that some should be done when teaching the relative pronouns as language items.

2.8 Uses of Instructional Material

One of the most important instructional decisions that a teacher must take is the selection of instructional resource.

This will provide relevant experience to support students learning and align with the teacher's teaching style. The responsibility of the teacher, thus, is to create and innovate in selecting and using material that will motivate students. The chosen materials must

suit a variety of learning style and be usable with the content of the learning environment. The learning outcomes should influence and determine the selection of instructional materials. According to Oyebola, (2008), the following considerations are important in the selection of instructional materials. The material must be adoptable and productive within the learning context of students.

The materials must be appropriate to the characteristics. (i.e. ability, age, learning style preferences), special needs and interests of the majority of students. According to Buchanan, et al (2001) infrastructure and resources are ideas to learning rather aids to teaching, they are students' aid' instructional materials have described as aids to learning rather than aids to learning rather than aids to teaching.

This is because all kinds of instructional materials have these merits, make learning easier, make learning more of children and less teacher activity, creates interest and as a result sustains participation and attention in learners and promotes discipline with less effort in the quest by the teacher to use instructional materials. Therefore, to aid learning, he must be careful enough in choosing the right type of instructional materials and the purpose it is going to serve.

It is upon these facts that the researcher chose and planned the appropriate teaching, learning aid to help him in his lesson delivery when he taught his lessons.

Buchanan, et al (2001) puts instructional materials into their different categories. These are;

a. Primary instructional materials help the teacher and the students to get in touch with the changes and ideas in the stated field of study. For instance, pictures of people and things were used when teaching the language items, who, whom, which and that". In the case, students remembered and understood better that "who, whom, that and whose"

are used for humans while “which” is used for non-humans. However, “which” can be used to differentiate or talk about a group of people. It is realized that when lessons are delivered with the appropriate aids, it ensures a smooth and systematic transmission of knowledge, skills, values and attitudes from teacher to students.

The relevance of instructional materials is numerous. When the teacher selects materials is convinced that such materials will continue significantly to the attainment of objective of the lesson. If they are not relevant for the students’ learning, they should be avoided completely. For the aim of their use is to help to classify and illustrate concepts, thus making abstract ideas a bit more concrete.

A good picture, they say is worth a thousand words. With illustration, the teacher would have to depend on crude translations and irrelevant examples, which will confuse the students the more.

To conclude this discussion, it will be of importance to stress that the teachers’ own voice also constitutes a useful instructional aural aid which the teacher can exploit to make his or her lesson more reinforcing and expensive.

2.9 Motivation as a Teaching Strategy

According to Amissah and Sam-Togoe (2002), motivation is the term derived from the Latin word” motere” meaning to move. It is therefore concerned the question, “what moves an organism behave in a particular way it does? The term therefore may be interpreted to mean the “why of behavior”.

According to Homeyer, & Sweeney, (2016), motivation is a broad topic in general psychology which covers the arousal, selection, direction and the continuation of all types of behavior. In relation to learning however, motivation may be conceived of as

that which initiates and sustains a student involvement in the act or process of learning.

To a large extent, motivation determines the direction and efficiency of learning.

It explains the “how” and “why” of learning and has the capacity to offset fatigue and even some lack of ability for learning.

Chakrabarti, & Chatterjea, (2017) highlighted the characteristics of motivation for performance, thus as: Energies: the things that sensitize and activate the organism towards stimulation. Reinforcement of behavior: that is effective in the attainment of goals.

In motivating students for learning, the teacher must be aware of the various motivational types and when and how to use the effectively. The two types are:

1. Intrinsic Motivation: This is an inner stimulus in man, such as hunger for food, thirst for knowledge and curiosity or curiosity for information. The inner stimulus directs the individuals to aspects of his environment which will help him reduce or satisfy that hunger for food, thirst for knowledge and curiosity for information.

2. Extrinsic Motivation: It is the kind of learning connected with artificial connections with such incentives as reward, praise or self-motivation is part of the action learning process but imposed by the teacher.

2.10 Strategies for Motivating Students

Strategies for motivating students include the following arouse the students' curiosity before stating a lesson with something like novel, reinforce learners' effort through praise and encouragement especially for the average and confidence in themselves.

In addition to grades and marks, give encouraging comments on test and exercise, provide prompt feedback by informing learners of their performance in task soon after

an assignment, give learners the opportunity to participate activity in the class through role play, dramatization, create room for individuals' differences, organize educational visits like excursions, fieldtrips etc.... occasionally to arouse students' interest. Make lessons concrete and real by using appropriate and adequate teaching aid. Teaching relative pronouns could sometimes be considered as uninteresting. The researcher is quite aware of this; therefore, he would make use of motivational strategies to work in this piece so that not only the researcher, but other readers of this material would also use these strategies to help determine the interest of learners in the teaching and learning of the relative pronouns.

2.11 Importance of Motivation.

- It enables the teacher to secure the attention and active participation of class in lesson.
- Learners develop their potentialities as a result of need for self-actualization; it directs the energies of learners to the learning activity.
- It helps maintain discipline

In motivating students therefore for performance, the time should be appropriate.

Motivation should not be over used else it loses its value.

2.12 Activity as a Method of Teaching.

Rosenthal, et al (1997) defines teaching style as “the manner in which a teacher effectively and efficiently interacts within the classroom environment to bring about quality learning of a subject matter among students”. He defines three teaching styles are:

1. The Discipline centered style: Which places the teacher as the main focus. The teacher acts as the authoritative expert. He is the main source of knowledge and the

focal point of all activity. In such learning environment, students are only passive learners.³ The students centered style: This allows for a dynamic classroom environment. This style is most effective for teaching the “process than the product”. The focus is on the student, their cognitive abilities and interests. The teacher’s concern is how to make the students take an active part in the learning by making them to conduct their own investigations, develop their ideas, share ideas with others through discussions or collaborative work.

Winter, et al (2002) contends that, all these styles can stimulate learning when used appropriately, although the student-centered style, leads to better retentive memory, better problem solving, better application of knowledge and better motivation for learning student centered style is what is known as “activity method of teaching of teaching in modern approaches for teaching and learning”.

As quoted in Enrinosh (2008), the activity method is described as “a marriage between teacher – centered and child – centered approaches of teaching and learning”. In other words, the activity method involves students in the learning process. Learning by doing appears to be the best way children learn and thus lessons involving this method usually include certain teacher activities like explanation, demonstration, distribution of learning materials and giving of instruction.

Dominating the lesson however, are students’ activities like answering of questions orally or written discussing pictures or charts, drawing, collaborative learning, modeling, co-operative learning, searching for information on the internet, case study, debate, use of learning aids like assignment cards and cassette recordings, experimenting, projects and simulation.

The effectiveness of activity method over the other method is that, it places the learner at the center of the teaching and learning process. The interest and intellectual level of attainment of students are considered when the lesson is being delivered. At the primary school level, students cannot sit for long periods, listening to long – talk of teacher. They need short time interval for various activities. The children come to perform activities since it is their nature. The method therefore fits into their natural setting.

The main uses of the activity method include developing skills in reading, drawing, manipulating recording and measuring and discovering new knowledge through investigation, exploration, experimentation and evaluation of results. The researcher would therefore ensure that the lessons on relative pronouns that he teaches are activity – based.

The researcher will use the activity-based method to involve students in various groups like flexible grouping whole class, small groups and individual instruction when teaching relative pronouns because they are language items which students must learn from the teacher at practice 1 stage, and students in tum practice the item among them for fluency and accuracy.

This will help how learners to learn with others from different experiences, this shapes the students’ social skills and develops a sense of confidence in their own abilities.

2.13 Formal and Informal Style

ESL – EFL (English as a second language / English as a foreign language / Students will need to learn the formal and more prescriptive rules for academic writing and the informal and more common descriptive rules (written and spoken) to understand native speakers as well as speak in a normal non-styled way. In every formal style “whom” is used in object and object of preposition “Who” and “that” are more common in the

informal style (written or spoken). Very often when the relative pronouns are some objects.

2. 14 Summary of Literature

In sum, the literature review examined the concept of relative pronoun to pupils. The literature review described the causes of relative pronoun difficulties among children, the instructional approaches to teaching relative pronouns, the challenges that pupils face in learning relative pronoun and strategies aimed at improving the use of relative pronoun at Adankrono M/A JHS at Adankrono in the Eastern Region.

The research area of the relative clauses has been a fruitful one in the field of second language syntax acquisition. Studies on L2 relative clause acquisition can be characterized by three strands of research: the first examines the “implicational” universals of language; the second investigates the effects of instruction on RC acquisition and the third studies the cross-linguistic influences on L2 relative clause acquisition. Keenan and Comrie (1977) established a universal implicational relativization hierarchy (subject>direct object>indirect object>object of preposition>genitive> object of comparative), which also reflects the ease of relativization. Much of the research on L2 relative clause acquisition has been conducted to test Keenan and Comrie’s noun phrase accessibility hierarchy hypothesis for second language acquisition (Doughty, 1991; Eckman et al., 1988; Gass, 1979, 1980, 1982; Hamilton, 1994; Hyltenstam, 1984; Pavesi, 1986; Tarallo & Myhill, 1983). Gass (1979) collected data of (1) free composition, (2) sentence combining, and (3) grammaticality judgments from English learners with a wide range of native languages and found that the extent to which L2 learners find relative clauses difficult could be predicted on the basis of the accessibility hierarchy. Parallel results were also found by Schachter (1974), Hyltenstam (1984) and Pavesi (1986).

Another line of research focused on the effects of the instruction on relative clause acquisition for L2 learners. Aarts & Schils (1995) compared the production of Dutch learners of English on sentence-combining tasks done before and after three lectures on relative clauses and observed significant effects of instruction on learners' performance of relative clauses.

Gass (1982) investigated the capability of L2 learners to project their knowledge to the relative clauses higher on the accessibility hierarchy. She compared two groups of L2 learners. One was given instruction on subject and direct object relatives, the other on object of preposition relatives. It was found that learners who were taught on object of preposition relatives were able to generalize their knowledge to positions higher on the hierarchy. In the same vein, the study by Eckman et al. (1988) also reported that the experimental groups were able to generalize their learning to relative clauses higher on the accessibility hierarchy.

Doughty (1991) examined the effects of instructional techniques on L2 relative clause acquisition. She compared the rule-oriented instruction with the instruction through a computer program that administered the lessons and practice tasks. It was found that the latter group outperformed the former one in acquiring OP relativization and projecting this knowledge up the hierarchy.

Croteau (1995) collected data from learners of Italian and investigated whether the rule-oriented instruction with or without homework makes differences in learners' acquisition. Three groups were included in the study, each of which was taught to relativize at a different level: the first on DO, the second on OP, and the third on GEN. The results indicated significant gain for the homework groups. However, as to the learners' capacity to generalize their learning to positions higher on the accessibility

hierarchy, the study had mixed results: those who received instruction on DO and OP positions projected their knowledge to relative clauses higher on the hierarchy, whereas the GEN group did not. The author speculates the learning contexts (i.e., foreign language context rather than second language context) might be the cause for the unexpected findings and suggests the projection model needs to be tested on other languages.

One other research line concerns the cross-linguistic influences on relative clause acquisition. As aforementioned, most studies concerning the cross-linguistic influences in relative clause acquisition compare English with languages other than

Chinese. Chinese and English relative structures differ in several ways. First, the relativizing clause appears to the left of the head NP in Mandarin Chinese whereas it stands to the right of the head NP in English. Second, both languages differ on how relative clauses are marked. While Chinese has only one invariable particle “de”, English has several pronominal particles such as who, whom, which and whose.

Another difference lies in the occurrence of a pronominal reflex. English does not have these pronouns. In Mandarin Chinese, however, a pronoun is retained in all relativized positions except for subject and direct object positions.

While several studies have been conducted to examine Chinese and English relative clauses contrastively, research concerning how the differences between

Chinese and English relativization affect the acquisition of Chinese learners of

English is scant. Among the limited amount of studies examining Chinese learners' production of English relative clauses, research findings indicate little L1 interference in the production of Chinese learners' relative clauses.

For example, Schachter (1974) examined the composition data written by Persian, Arabic, Chinese and Japanese learners of English. She observed that Chinese and Japanese groups produced significantly fewer relative clauses than did Persian and Arabic groups. She explained that it is because the native language and target language form relative clauses in strikingly different ways. She also noted that while Chinese and Japanese learners do not use relative clauses with great frequency, they use them with a high degree of accuracy when they do use them.

Liu (1998) investigated English relative clauses produced by junior high school students in Taiwan. The author collected data using picture-identification (PID), ordering (OR), and grammaticality judgment (GJ) tasks and observed little L1 interference in the process of second/foreign language acquisition. On the other hand, Chiang (1981) examined the errors in English majors' writing and found that interference from L1 is a common, but not major, source of errors. The results showed that subjects misused relative pronouns, such as the use of that for where, or vice versa.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

Research methodology is very vital component of every research work. It provides the framework upon which the process is conducted. It is therefore used in this study systematically to efficiently produce accurate data in order that the stated research aims and objectives will be achieved. This chapter explains the various approaches, tools and the strategies that were adopted in undertaking this research work. The discussion involves the research design, study population, sampling technique, sample size data collection, and data presentation analysis.

3.1 Research design

In order to ensure an accurate and success of the investigation, an appropriate research design was selected in a manner that would facilitate the researcher's valid findings.

A research design is the strategy to plan and restructure a research project. It encompasses the tools employed to conduct scientific research. A research design also refers to the overall plan the researcher employs to collect data in order to answer the research questions including the research data analysis techniques or methods. This is done to ensure that the problem in question is effectively addressed. For the purpose of this study, the research design adopted is a qualitative case study to examine relative pronouns problems in the English language among the pupils of Adankrono M/A JHS 2: interviews, test and observations were employed. A case study "is a description and analysis of an individual matter with the purpose to identify variables, structures, forms and orders of interaction between the participant s in the situation (theoretical purpose), or , in order to assess the performance of work or progress in development (practice

purpose)”. Darecki, et al (2003) also states that a “case study is used when we analyses and describe, for example each person individually (his or her activity, special needs, life situation, life history, etc.), a group of people (a school department, a group of students with special needs, teaching staffed.) Individual institutions or a problem (or several problems), process phenomenon or event in a particular institution, etc. in detail”.

3.1.1. Research approach

A qualitative research is a kind of method which seeks to describe actions within specific setting and invites rather than tries to control the possibility of a rich array of variables case study is also a written account that gives detailed information about a person, group, or thing and their development over a period of time. A case study was chosen because it enables the researcher to analyze the school’s setting and problems of relative pronouns in English by the students. The results in the students’ inability to correctly use relative pronouns in their writings.

3.2 Population and sampling

Population in research according to Perry, (2001) is an aggregate or totality of all the subjects, objects or members that conform to a set of specifications. The target normally is determined by the purpose of the study. Sampling is taking a subset from an entire population. Sampling can be used to make inference about a population or to make generalization in relation to existing theory.

For the purpose of this study, simple random sampling was used because in simple random sampling every case of the population has an equal probability of inclusion in sample (Taherdoost,. (2016).

In this study, the researcher focused on Adankrono M/A JHS in the Eastern Region of Ghana. The current population of the target school is one- hundred and seventy-two (172). Eighty-seven (87) of these students are boys while the remaining eighty-five (85) are girls and a teaching staff of twelve. Out of the twelve (12) teachers, four (4) teach English language. The simple random sampling used to select the sample, made up of both boys and girls in form 2. The total population could not be used due to time constraints and unavailability of resources. Therefore, the simple random population was used to select a total of twenty (20) students. The teachers of English language in the school were also sampled for the problems they encountered in the delivery of their lessons, considering the poor performance of students in English language. The researcher administered a test to the twenty (20) students to help her identify the problems they have in relative pronouns. This method was used to gather information from the respondents so that the appropriate method to be used would be put in place. As already indicated, the instrument used are interview, observation, and test. The interview with the teachers was to find out the textbook they use as their source reference in the preparation of their lesson notes, the pupils' interest in the topic and to find out whether they themselves find the topic disturbing.

3.3 Research instruments

Here, the instruments the researcher used to gather information are discussed.

3.3.1 Observation

In order to get an accurate information to achieve the researcher objectives, observation was part of the data collection instruments the researcher used. It is a primary technique of collecting data on non-verbal actions. It involves field work to interact with participants or organization to collect data. To obtain information, the researcher observed both teachers and the students as they communicate orally, both in

and outside the classroom. In the classroom, the researcher observed that about 10% of students spoke English in the classroom and 90% spoke their local dialect which is Twi. Outside the classroom, almost all the students spoke Twi. The researcher also observed how teachers really handle grammar topics in the class

3.3.2 Interview

An interview for research purposes usually takes the form of conversations which the researcher tries to ask relevant questions in relation to the research topic. This is mostly a set of questions written more or less like a questionnaire which helps the interviewer to ask questions on the actual issues. The main task in interviewing is to understand the meaning of what the interviewee says. The researcher used interview as data collection tool. Interview was chosen because it enabled the researcher to seek clarification for responses provided by the interviewees. All the students sampled were interviewed at different times. Two types of interview were used in the study: structured, and unstructured.

According to Childs, et al (2014), a structured interview is the type of question that are asked in a set of standardized order with the interviewer not deviating from the interview scheduled or probe beyond the answers received. MacLeod further describes the unstructured interview, which is sometimes referred to as the discovery interview as the type of interview in which the questions are not prearranged and are more like a guided conversation than a strict structured interview. They are sometimes called informal interviews.

3.3.3 Test

A test is the presentation of series of questions given to testers to answer. It is also a set of standardized questions, problems or tasks designed to elicit responses for use in

measuring the traits, capacity, or achievement of an individual. One of the most common devices used to obtain data in education is test. The researcher employed test as the third research instrument to collect data on the topic. Questions were structured using the recommended test for students. The testing instrument was therefore constructed in line with the GES syllabus of Junior High School. This was to ensure that the test items were within the competence level of the students. This type of instrument was used because the study hinges especially on the academic performance of the students and the data needed should necessarily reflect learning.

3.4 Data collection

Data collection is a process of collecting information from all the relevant sources to find answers to the research problem, test the hypothesis and evaluate the outcomes. The researcher uses data collection to ensure that the integrity of the research question is maintained, reduce the likelihood of errors consistent with the results, to minimize the risk of errors in decision making, and to prove the need for a change in the norm or introduction of new information that will be widely accepted. The major instruments used in this study include: observation, interview, and test because the objective behind this study is to capture quality evidence that allows analysis to lead to the formulation of convincing and credible answers to the questions that has been posed.

The researcher verbally requested from the headteacher of the school to make her aware of her research. The researcher called on the English language teachers and briefed them on the goals of the study and how beneficial it would be to them as teachers of the language the students were also briefed on the objectives of the study and how the researcher intends to use the study to help them reduce their difficulties in grammar. With this, they agreed and assured of their co-operation during the exercise.

Observations were made, both teachers and students who were sampled for the study were interviewed face-to-face and a test was also conducted to the pupil.

3.5 Data analysis

Data analysis is a technique for identifying, classifying and systematically interpreting the form of language written and speaking (Richards, et al. (2002). A qualitative analysis was used to analyze data in this study. Qualitative data analysis can be described as the process of making sense from research participants' views and opinions of situations, corresponding patterns, themes, categories and regular similarities (Irama, (2017). Susanto et al (2019) also defines qualitative analysis as a process of transformation of collected qualitative data, done by means of analytic procedure into a clear, understandable, insightful, trustworthy and even original analysis.

The data which has been collected, identified, and classified were then analyzed from the twenty (20) students that are part of the sample for the study. Due to the nature of data, percentages were used as the main statically technique. The data used for this study was on a written essay for JHS 2.

3.5. Ethical issues

Ethic when applied to research, is concerned with the creation of a trusting relationship between those who are researched and the researcher. To ensure that trust is established communication must be carefully planned and managed, that risks are minimized and benefits are maximized. In developing a trusting relationship, researchers adhere to several ethical principles that they apply to work-namely beneficence, autonomy, justice and privacy. In this research, I respected the confidentiality and anonymity of my research participants- it is an extension of privacy but relates specifically to the

agreements made between the researcher and participants about what can and cannot be done with the information collected throughout a project. Also, I sought their well-informed consent before I carried out any plan. Informed consent is best understood by looking at what it means to be informed and to give consent. Being informed means that the participants are told everything that might or will occur during a study in a way in which they can understand. Giving consent implies that a. the agreement to participate in voluntary, free from coercion and undue influence, and b. that the person providing the consent is competent to make a rational and mature judgement about taking part. If the criteria of being informed and giving consent are met, then informed consent is said to be given. The participants were also allowed to participate in this study voluntary without any coercion or monetary gains. Lastly, I made sure not to do any harm to my participants. The principle of non-maleficence places an obligation on researchers not to harm others or expose people to unnecessary risk. Harm can come in many forms, from insult to looking bad to others, to loss of funding or earnings, to boredom, frustration, or even time wasting. It is good practice to assume that every research project will involve some form of harm and consider in advance how best to deal with it

3.6 Conclusion

This chapter has discussed the various methods used to obtain the data for the study. It specifically discussed the research design, the population and sampling of the study and the sample size. The research instruments such as interviews, observations, and test, data collection and data analysis were also discussed

CHAPTER FOUR

ANALYSIS OF FINDINGS

4.0 Introduction

This chapter presents the results obtained from analysis of the data collected. It further analyses the use of relative pronoun errors identified in the writings of the 20 students sampled. This chapter is divided into three sections. The first section presents the analysis of types of relative pronoun errors students committed in their writings. Such errors include the use of *who*, *whose*, *whom*, *which* and *that*. From this, it was revealed that the highest number of errors committed was the use of relative pronoun *who* and the lowest was the use of relative pronoun *which*. This indicates that, the students have little knowledge of English language. The second section discusses the causes of these relative pronoun errors based on the findings. Based on the findings of the study, several factors were realized to be the causes of relative pronouns errors in students' writings. The analyzed data have been represented in simple percentages in tables. The analysis showed that students could not differentiate between *who*, *whose*, *whom*, *which* and *that* and this was due to L1 interference, intralingual transfer. In addition to these factors, it was also realized that these errors occurred due to incomplete applications of rules, use of local language and pidgin, unqualified teachers and context of learning. The third section discusses approach that can help students improve students' performance in English. Based on the findings of the study, several solutions were realized.

4.0 Categorization of Relative pronoun Errors

After analyzing the data, the researcher identified different types of relative pronoun errors in students' writings. These are the relative pronoun *who*, the relative pronoun *which*, the relative pronoun *whom*, relative pronoun *whose* and relative pronoun *that*.

As many as 130 errors were found in the use of the relative pronouns. Out of the 130 errors, 31 errors were found in the use of relative pronoun *who*, 26 errors were found in the use of the relative pronoun *whose*, 24 errors were found in the use of the relative pronoun *whom*, 23 errors were found in the use of the relative pronoun *which* and 26 were found in the use of the relative pronoun *that*. An overview of the table below. The table illustrates how many errors were found both in numbers as well as in percentages.

Table 4.1 an overview of the errors that occurred in the use of the relative pronouns “who”, “whom”, “whose”, “which” and “that”

Types of error	Frequency	Percentages (%)
Who	31	24
Whose	26	20
Whom	24	18
Which	23	17.6 or 18
That	26	20
Total	130	100

The information in table 4.1 is represented in figure 4.1

Figure 4.1. Frequency of relative pronoun errors.

The types of errors that were found in the *relative pronoun who*, *relative pronoun whose*, *relative pronoun whom*, *relative pronoun which* and *relative pronoun that* are presented and illustrated with examples in each section respectively.

4.2 The relative pronoun “which” errors

The errors that were found in the use of relative pronoun *which* belong to three sub-categories namely, errors that belongs to relative pronoun *whom* in place of the relative pronoun *which*, errors that belong to the relative pronoun *who* in place of the relative pronoun *which* and errors that belong to relative pronoun *whose* in place of *which*. A

total of 23 errors occurred in the use of the relative pronoun *which*. The incorrect use of the relative pronoun *whom* occurred 5 times in place of the relative pronoun *which*, the incorrect use of the relative pronoun *whose* occurred 6 times in place of relative pronoun *which* and the incorrect use of the relative pronoun *who* occurred 12 times in place of the relative pronoun *which*. Table 4.2 illustrate the distribution of errors that occurred in the use of the relative pronoun *which*.

Table 4.2. Summary of errors in using relative pronoun “which”

Type of error	Frequency	Percentage (%)
Who	12	52
Whom	5	22
Whose	6	26
Total	23	100

Three incorrect use of the relative pronouns were found for expressing the use of the relative pronoun *which*; the use of relative pronoun *who* in place of the relative pronoun *which*, the use of the relative pronoun *whom* in place of the relative pronoun *which* and the use of the relative pronoun *whose* in place of the relative pronoun *which*.

Examples of these incorrect use of the various relative pronouns from the students' scripts are shown below:

Use the correct relative pronoun *who*, *which*, *that*, *whom* and *whose* to fill in the blank spaces below

Q1. Rock music————— consists of electric guitar, acoustic bass guitar and *drums* is a favorite of ladies.

Student 1: Rock music who consists of electric guitar, acoustic bass guitar and drums is a favorite of ladies.

Student 8: Rock music whose consists of electric guitar, acoustic bass guitar and drums is a favorite of ladies.

Student 10: Rock music whom consists of electric guitar, acoustic bass guitar and drums is a favorite of ladies.

Student 16: Rock music who consists of electric guitar, acoustic bass guitar and drums is a favorite of ladies.

Student 20: Rock music whose consists of electric guitar, acoustic bass guitar and drums is a favorite of ladies.

From question 1 out of twenty (20) students, 5 students chose *who* in place of which, 3 students chose *whom* in place of which and another 3 students chose relative pronoun *whose* in place of *which*. In all, out of twenty (20) students 11 students use wrong relative pronouns in place of which.

Q2. The book _____ I gave you is for my sister.

Student 1. The book *who* I gave you is for my sister.

Student 8. The book *who* I gave you is for my sister

Student 10: The book *whom* I gave you is for my sister

Student 16: The book *whose* I gave you is for my sister

Student 20: The book *who* I gave you is for my sister

From question 2, out of twenty (20) students, 7 students chose relative pronoun *who* in place of which, 2 students chose relative pronoun *whom* in place of which and three

chose relative pronoun whose in place of which. In all 12 students made errors in using relative pronoun which.

The various sentences show that the students use wrong relative pronoun in the sentences they made. Although these sentences maybe understood by readers but they are grammatically incorrect. This is considered to be grammatical error in the usage of the relative pronoun *which*. In these examples, it shows clearly that the students are confused in choosing the correct relative pronoun. Students' ignorance on the application of rules on the use of the relative pronoun *are* the causes of these errors.

The relative pronoun “which” is used for things (non-personal) antecedent (Azar,1999, p.268.Example: *The film which I need is obtainable*. The relative clause modifies *film and film which I need* forms the head nominal.

The correct sentences are:

1. Rock music *which* consists of electric guitar, acoustic bass guitar and drums is a favorite of ladies.
2. The book *which* I gave you is for my sister.

Figure 4.2 Frequency of errors in the use of relative pronoun “which” in Q1 & Q2

The chart shows clearly that majority of the errors found in the use of the relative pronoun “which” is the incorrect use of relative pronoun “who”. Out of 23 errors that were found in both sentences,12 errors occurred in the use of who representing 52% in place of “which” ,5 errors occurred in the use of whom representing 22% in place of which and 6 errors occurred in the use of whose representing 26% in place of which. This is a clear indication that students have difficulties in the usage of the relative pronoun which.

4.3 The relative pronoun *whose* errors

According to Azar (1999, p.274),” *whose* is used to show the possession. It carries the same meaning as other possessive pronouns used as adjectives: his, her, its and theirs.

“Example:

I know the man. His bicycle was stolen.

I know the man whose bicycle was stolen.

The errors that occurred in the use of the relative pronoun *whose* are divided and presented in four sections; errors that belongs to relative pronoun *who* in place of relative pronoun *whose*, errors that belongs to the relative pronoun *whom* in place of the relative pronoun *whose*, errors that belong to relative pronoun *which* in place of relative pronoun *whose* and errors that belong to the relative pronoun *that* in place of the relative pronoun *whose*. Some of the students’ scripts are shown in the examples below and summary of the result is also shown in the table 4. 3 below. In both questions, a total of 26 errors were made in using relative pronoun *whose*.7 errors occurred with the expression of the relative pronoun *whom* in place of the relative pronoun *whose*,4 errors were found with the use of the relative pronoun *which*,7 errors were found with the expression *who* in place of the relative pronoun *whose* and 8 errors were found with the expression *that* in place of the relative pronoun *whose*.

Examples of errors made by students are stated below:

Q 7: This is the boy —————mother went to Chicago last week.

Student 1: *This is the boy which mother went to Chicago last week.*

Student 8: *This is the boy whom mother went to Chicago last week.*

Student 10: *This is the boy who mother went to Chicago last week.*

Student 16: *This is the boy that mother went to Chicago last week.*

Student 20: *This is the boy who mother went to Chicago last week.*

From question 7, out of twenty (20) students, 4 students chose relative pronoun *who* in place of the relative pronoun *whose*, 3 students chose relative pronoun *whom* in place of relative pronoun *whose*, 2 students chose the relative pronoun *which* in place of the relative pronoun *whose* and 3 students chose the relative pronoun *that* in place of the relative pronoun *whose*. In total 12 students made errors in using the relative pronoun ***whose***

Q 9: Stanelove _____mother lives in America is a teacher.

Student 1: *Stanelove whom mother lives in America is a teacher.*

Student 8: *Stanelove that mother lives in America is a teacher.*

Student 10: *Stanelove who mother lives in America is a teacher.*

Student 16: *Stanelove that mother lives in America is a teacher.*

Student 20: *Stanelove which mother lives in America is a teacher.*

From question 9, out of twenty (20) students, 3 students chose relative pronoun *who* in place of relative pronoun *whose*, 4 students chose relative pronoun *whom* in place of *whose*, 2 students chose relative pronoun *which* in place of relative pronoun *whose* and 5 students chose relative pronoun *that* in place of relative pronoun *whose*. In total, out of the 20 students, 14 errors were made.

Table 4.3 Summary of errors in using relative pronoun whose

Type of error	Frequency	Percentage (%)
Who	7	27
Whom	7	27
That	8	31
Which	4	15
Total	26	100

Fig 4.3 Frequency of errors in using relative pronoun whose

The chart shows clearly that, the majority of error found in using relative pronoun *whose* is the relative pronoun *that*. Out of 26 errors found in both sentences, 8 representing 31% were errors made with the expression of the relative pronoun relative pronoun *that* in place of the relative pronoun *whose*, 7 errors representing 27% were errors made with the expression of the relative pronoun *who* in place of relative pronoun *whose*, another 7 errors representing 27% were errors made with the expression of *whom* in place of *whose*. And 4 errors representing 15 % were made with the expression of *which* in place of *whose*.

4.4 The relative pronoun *whom* errors

The errors that are found in the use of the relative pronoun *whom* are divided and presented in four sections; the errors which belongs to the relative pronouns *who*, the errors that belongs to the relative pronoun *which*, the errors that belongs to the relative pronoun *whose* and the errors that belongs to the relative pronouns *that*. Examples of the students' scripts are shown in the examples stated below, summary of is shown in table 4.4 and the frequency of the results is also discussed. A total of 24 errors occurred in the use of relative pronoun *whom*. Out of 24 errors made, 6 errors were found with the use of relative pronoun *who* in place of the relative pronoun *whom*, 5 errors were

found with the use of the relative pronoun *whose* in place of the relative pronoun *whom*, 6 errors were found with the use of relative pronoun *that* in place of the relative pronoun *whom* and 7 were found with the use of the relative pronoun *which* in place of the relative pronoun *whom*.

Q5. The lady ————— we met is a lawyer.

Student 1: *The lady whose we met is a lawyer.*

Student 8: *The lady which we met is a lawyer.*

Student 10: *The lady that we met is a lawyer.*

Student 16: *The lady whose we met is a lawyer.*

Student 20: *The lady who we met is a lawyer.*

From question 5, out of twenty (20) students 3 students chose the relative pronoun *who* in place of the relative pronoun *whom*, 5 students chose relative pronoun *which* in place of the relative pronoun *whom*, 2 students chose the relative pronoun *whose* in place of the relative pronoun *whom* and 2 students chose the relative pronoun *that* in place of the relative pronoun *whom*.

Q6. Do you know someone ————— I can rely on?

Student 1: *Do you know someone whose I can rely on?*

Student 8: *Do you know someone who I can rely on?*

Student 10: *Do you know someone whose I can rely on?*

Student 16: *Do you know someone which I can rely on?*

Student 20: *Do you know someone that I can rely on?*

From question 6, out of the twenty (20) students, 3 students use the relative pronoun *who* in place of the relative pronoun *whom*, 2 students chose the relative pronoun *which* in place of the relative pronoun *whom*, 3 students chose the relative pronoun *whose* in place of the relative pronoun *whom* and 4 students chose the relative pronoun *that* in place of the relative pronoun *whom*. In all out of 20 students, 12 errors were made in using the relative pronoun *whom*.

Table 4.4 Summary of the relative pronoun whom errors

Type of error	Frequency	Percentage (%)
Who	6	25
Which	7	29
Whose	5	21
That	6	25
Total	24	100

Fig 4.4 Frequency of the relative pronoun whom errors

From the table 4.4, the results show clearly that majority of the errors found in the use of the relative pronoun *whom* is the use of the relative pronoun *which*. Out of 24 errors that were found in the students scripts, 7 errors representing 29 % were made with the use of the relative pronoun *which* in place of the relative pronoun *whom*, 6 errors representing 25 % were made with the use of the relative pronoun *who* in place of the relative pronoun *whom*, 5 errors representing 21 % were made with the use of the relative pronoun *whose* in place of the relative pronoun *whom* and another 6 errors representing 25 % were made with use of the relative pronoun *that* in place of the relative pronoun *whom*.

4.5 The relative pronoun *that* errors

The errors that were found in the use of the relative pronoun *that* are divided and presented in three (3) sections; errors that belongs the relative pronoun *who*, errors that belongs to the relative pronoun *whose*, and errors that belongs to the relative pronouns *whom*. Some of the students' script are shown in the examples stated, summary of the result is shown in table 4.5 and frequency of results is also discussed in fig 4.5 below. A total of 26 errors occurred. Out of the 26 errors,9 errors were found with the use of the relative pronoun *whose* in place of the relative pronoun *that* ,7 errors were found with the use of the relative pronoun *who* in place of the relative pronoun *that* and 10 errors were found with the use of the relative pronoun *whom* in place of the relative pronoun *that*.

Q8. The teacher suggested _____ we finished our homework before going to bed.

Student 1: *The teacher suggested who we finished our homework before going to bed.*

Student 8: *The teacher suggested whose we finished our homework before going to bed*

Student 10. *The teacher suggested whom we finished our homework before going to bed.*

Student 16. *The teacher suggested who we finished our homework before going to bed*

Student 20. *The teacher suggested whose we finished our homework before going to bed.*

From question 8, out of the 20 students,4 students chose the relative pronoun *whose* in place of the relative pronoun *that*, 3 students chose the relative pronoun *who* in place of

the relative pronoun *that* and 4 students chose the relative pronoun *whom* in place of the relative pronoun *that*. In all a total of 11 errors occurred in question 1.

Q 4. Her computer is the one----- overheat all the time.

Student 1: Her computer is the one who overheat all the time.

Student 8: Her computer is the one whose overheat all the time.

Student 10: Her computer is the one whom overheat all the time.

Student 16: Her computer is the one whose overheat all the time.

Student 20: Her computer is the one whom overheat all the time.

From question 4, out of twenty (20) students, 3 students chose the relative pronoun *who* in place of the relative pronoun *that*, 5 students chose the relative pronoun *whose* in place of the relative pronoun *that* and 7 students chose the relative pronoun *whom* in place of the relative pronoun *that*. In all 15 errors were found in the use of the relative pronoun *that*.

Table 4.5 summary of relative pronoun *that* errors

Type of errors	Frequency	Percentage (%)
Whose	9	35
Who	7	27
Whom	10	38
Total	26	100

Fig 4.5 Frequency of relative pronoun *that* errors

From the table above shows clearly that, majority of the errors found in the use of the relative pronoun *that*, is the use of the relative pronoun *whom*. Out of the 26 errors

found in their script ,10 errors representing 38% were made with the use of the relative pronoun *whom* in place of the relative pronoun *that*,9 errors representing 35 % were errors made with the use of the relative pronoun *whose* in place of the relative pronoun *that* and 7 errors representing 27 % were found with the use of the relative pronoun *who* in place of the relative pronoun “that”.

4.6 The use of the relative pronoun *who* errors

The errors that were found in the use of the relative pronoun *who* are divided four sections; errors that belongs to the relative pronoun *which* in place of the relative pronoun *who*, errors that belongs to the relative pronoun *that* in place of the relative pronoun *who*, errors that belongs to the relative pronoun *whom* in place of the relative pronoun *who* and errors that belongs to the relative pronoun *whose* in place of the relative pronoun *who*. Some of the students’ responses are shown in the examples stated below, summary of the students’ result is shown in table 4.6 and the frequency of the errors in using the relative pronoun *who* is shown in fig.4.6 below. In all, a total of 31 errors were found. Out of the 31 errors,12 errors were found with the use of *whose* in place of the relative pronoun *who*,15 errors were found with the use of the relative pronoun *whom*,1 error was found in the use of the relative pronoun *which* in place of the relative pronoun *who*, and 3 errors were found with the use of the relative pronoun *that* in place of the relative pronoun *who*.

Choose the correct relative pronoun to fill in the blank spaces

Q10. The boy-----killed Abena is Mr. Addison’s relative.

Student 1: *The boy which killed Abena is Mr. Addison’s relative.*

Student 8: *The boy whose killed Abena is Mr. Addison’s relative.*

Student 10: *The boy whom killed Abena is Mr. Addison’s relative.*

Student 16: *The boy that killed Abena is Mr. Addison's relative.*

Student 20: *The boy whom killed Abena is Mr. Addison's relative.*

From question 10, out of the twenty (20) students, 5 students chose relative pronoun *whose* instead of relative pronoun *who*, 10 students chose relative pronoun *whom* instead of using the relative pronoun *who*, 1 student chose relative pronoun *which* in place of the relative pronoun *who* and 2 students chose the relative pronoun *that* in place of the relative pronoun *who*. In all, 18 errors were found in the use of the relative pronoun *who*.

Choose the correct relative pronoun to fill in the blank spaces provided

Q 3. The woman----- came here is my mum.

Student 1: *The woman that came here is my mum.*

Student 8: *The woman whom came here is my mum.*

Student 10: *The woman whose came here is my mum.*

Student 16: *The woman whom came here is my mum.*

Student 20: *The woman whom came here is my mum.*

From question 3, out of the twenty (20) students, 7 students chose the relative pronoun *whose* instead of the relative pronoun *who*, 5 students chose the relative pronoun *whom* instead of choosing the relative pronoun *who* and 1 student chose the relative pronoun *that* instead of the relative pronoun *who*. In all, 13 errors were made with the use of the relative pronoun *who*.

Table 4.6 Summary of errors in the use of the relative pronoun “who”

Type of error	Frequency	Percentage (%)
Whose	12	39
Whom	15	48
Which	1	3
That	3	10
Total	31	100

Fig 4.6 Frequency of errors in using the relative pronoun *who*

From the table 4.6, the chart shows clearly that majority of the students have problem in using the relative pronoun *who*. Most of the errors found in the use of the relative pronoun *who* is the relative pronoun *whom*. Out of 31 errors that were found in the various sentences, 15 errors representing 48% made with the expression of the relative *whom* instead of using *who*, 12 errors representing 39% made with the expression of the relative pronoun *whose* instead of using the relative pronoun *who*, 3 errors were made with the expression of the relative pronoun *that* instead of using the relative pronoun *who* and 1 error was made with the expression of the relative pronoun *which* instead of using the relative pronoun “who.”

4.7 Summary

In analyzing the types of errors in using the relative pronoun *who*, *which*, *whose*, *whom* and *that*, a total of 130 errors were found in the students writing. The result indicates that, the use of the relative pronoun *who* recorded 31 errors representing 24%, the use of the relative pronoun *which* recorded 23 errors representing 18%, the use of the relative pronoun *who*'s recorded 26 errors representing 20% and the use of the relative pronoun *that* recorded 26 errors representing 20%. The results indicate that the use of

relative pronoun *who* recorded the highest number of errors in students writing. Four different types of errors identified were incorrect use of the *relative pronouns whose, whom, which, and that*. This seems to suggest that incorrect use of the relative pronoun *who* was the major learning difficulty among the students of Adankrono M/A JHS2.

4.7.1 Causes of the relative pronoun *who, whom, whose, which and that* errors

After analyzing the data collected from the students' scripts, interview and observation of Adankrono M/A JHS2, the researcher identified fourteen (14) causes in the usage of the relative pronoun errors.

It was observed that, students over-generalized the use of relative pronouns as in when and how to apply them appropriately in their writing. That is, they jumble the rules relating to the relative pronouns in their writing. Examples are stated below:

Student 1: *The boy that mother came here is my friend.*

Student 8: *The lady whose I visited last week is a lawyer.*

Student 10: *Do you know someone which I can rely on?*

The researcher realized through interview with the students that, interlingual transfer is one of the causes of relative pronoun errors in the students writing. According to Kusdianty, (2016) "It means that the students who learn English as a foreign language have difficulties in their learning. Sometimes, it was influenced by their mother tongue". Some of the responses from the students are shown in fig 4.7.1

Researcher: Why did you select the incorrect relative pronoun?

Respondent 1: *I was confused in using who or whom. In my language "no" in Twi, is use for both who and whom.*

1.Papa no a)baa ha no y3 me papa.

2. *Papa no a mek) sra no nn3ra no awu.*

Respondent 2: *I have difficulty in using which and whom. Because in my language “no” in Twi is use for both which and whom*

1. *Nhoma no a mede maa wo no y3 Ama dea.*

2. *Maame no a yehuu no no y3)sraani.*

The researcher realized that intralingual transfer is also one of the causes of errors in the usage of the relative pronoun. According to Scott & Tucker, (1974), suggest that “intralingual error are those which reflect general characteristics of rule learning, such as faulty generalization, incomplete application of rules, failure to learn condition after which rules apply” This means that students make error because they lack understanding in language learning especially in grammatical rules. Some of the responses from the students are stated below

Researcher: *Is the usage of the relative pronoun difficult? If yes why*

Respondent 1: *Yes, because I don't understand the topic.*

Respondent 2: *Yes, I don't know how to apply the rules. The rules are plenty*

A response from the interview revealed that context of learning is one of the causes of the students' error in using relative pronouns. Context of learning refers to performance of the teacher in the classroom. According to Brown, (2000), “context, for example, refers to the classroom with its teachers and its material in case of untutored second language learning. Most of the teachers confirmed that, they don't have enough knowledge about what they are teaching. Some of their responses are stated below. The summary of the teachers responses is shown on the table 4.7.2

Researcher: *Do you understand the topic? If no why*

Respondent 1: *No, because I don't have much knowledge about it*

Respondent 2: *Not really. I don't have knowledge about it.*

Respondent 3: *No. I am even confused about the topic.*

Respondent 4: *Yes. I'm really ok with the topic.*

Table 4.7.2 Summary of teachers understanding to the topic

Teachers understanding to topic	Frequency	Percentage (%)
Yes	3	75
No	1	25
Total	4	100

Fig 4.7.2 Frequency of teachers understanding to the topic

From the table 4.7.2, the analysis shows clearly that 3 teachers representing (75%) who teach English language do not understand the topic they are teaching more or less imparting it to the students.

Teachers' qualification and interest in teaching the target language is also one of the causes of errors in using relative pronouns. Through interview the researcher realized that most of the teachers do not have the qualification in teaching the target language and they don't even have interest in teaching the subject. The teachers' responses are shown, summary of their responses is also shown in table 4.7.3.

Researcher: *What qualification do you have? How long have you been teaching English language?*

Respondent 1: *I have degree in Mathematics .6 years.*

Respondents 2: *I have degree in Home economics.10 years*

Respondent 3: I have degree in English and I have been teaching for 2 years

Respondent 4: I have degree in French Language.7 years

Table 4.7.3 Summary of the qualification of the English teachers

Qualification	Number of teachers	Number of years in teaching English	Percentage (%)
B. ED (Home Economics)	1	10	25
B. ED (English Language)	1	2	25
B. ED (French Language)	1	7	25
B. ED(Mathematics)	1	6	25
Total	4		100

In analyzing the results of the number of teachers having the qualification in the teaching of the English language, 1 teacher representing 25% has the English language qualification and the remaining three teachers representing 75 % do not have the qualification in teaching English language.

A response from the interview conducted revealed that the way and manner a teacher teaches has a great influence on the students' performance. According to Van Canh, & Renandya, (2017), teachers attempt to communicate in the target language without having completely acquired the grammatical form necessary to do so causes errors. He adds that when it happens like that the teacher automatically transfer errors to his subject. The researcher observed that some of the teachers especially mathematics and Home Economics teachers frequently use the Ghanaian Language and Pidgin during their lessons and when confronted they remark that students do not understand what they teach when they use English Language.

In analyzing the response from teachers and students, it was realized that inadequate time in teaching and learning is one of the causes of errors in the relative pronoun.

Teaching time is more productive than time spent on self-study. Dolton, Marcenaro, & Navarro, (2003) and more teaching time has been found improve students' time. Some of the responses are stated below

Researcher: *How many times do you teach grammar. Does it have any effect on your teaching?*

Respondent 1: *one period in a week. Because of the 35 minute I don't get enough time to explain certain things to the students*

Respondent 2: *35 minutes in two weeks. Because of the time, it doesn't even encourage me to teach grammar.*

Respondent 3: *Is just 35 minutes in a week. Sometimes the time you finish inspecting one example the time is up.*

The researcher realized that a lot of errors in the usage of relative pronoun among the students of Adankrono M/A JHS 2 can be attributed to the absence of a library in the school. Due to the lack of adequate number of classrooms, the school authorities have converted the library to a classroom and this is making it difficult for students to access reading books.

After observing and having interview with the students, the researcher realized that basic learning materials could be identified as one of the causes of errors in relative pronouns because some of the students come to class without exercise book, pen and other relevant teaching and learning materials. Due to this setback the students become passive learners in the class and do not participate in any class assignment or exercise. summary of students having exercise books is stated in table 4.7.4. Some of the responses are also stated below:

Researcher: Do you have English exercise book? If no what do you use for your class exercise

Respondent 1: No, my parent did not buy some for me so I sometimes write on a paper

Respondent 2: No. I write on a sheet of paper

Respondent 3: No. I write on paper

Respondent 4: Yes.

Table 4.7.4 Summary on students learning materials

Students having/not having English exercise book	Frequency	Percentage (%)
Yes	7	35
No	13	65
Total	20	100

Fig 4.7.4 Frequency on students learning materials

From the table 4.7.4, out of twenty (20) students, 13 students representing (65%) do not have English exercise books, 7 students representing (35) have English exercise books. This shows clearly that; the majority of the students do not have the basic teaching and learning materials.

The researcher realized that, lack of textbooks in the school can be identified as one of the causes of errors in the use of the relative pronoun. Through the interview, the researcher realized that there are two English textbooks in the school. Textbooks “offer teachers and students opportunities for teaching and learning by providing an objectively given didactic structure of the content. Textbooks thereby specify a certain

manner of use and therefore limit possible uses Namukasa, (2018). Some of the responses are stated below;

Researcher: *Do you have enough textbooks in the school?*

Respondent 1: *Just two English textbooks*

Researcher: *Do you have your personal English textbook?*

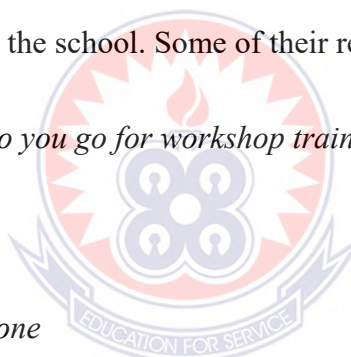
Respondent 2: *No*

The researcher realized that, lack of workshop training has also contributed to the causes of errors in the use of the relative pronoun. Through interview with the teachers, the researcher realized that, there has not been any English workshop for them ever since they were posted to the school. Some of their responses are stated below

Researcher: *How often do you go for workshop training.*

Respondent 1: *Not all*

Respondent 2: *Not even one*



The researcher observed that wrong method in teaching grammar (teacher-centered approach) has contributed to the causes of errors in using relative pronoun. According to Garrett, T. (2008), in teacher centered approach “the teacher retains full control and therefore denying them to actively participate in learning. This was also identified during interview with the students. Some of responses from the students are stated below.

Researcher: *Does your teacher allow the class to participate during lesson*

Respondent 1: *No. she only read and writes questions on the chalkboard for us to do.*

Respondent 2: *No. She talks about the topic and sometime writes one example on the board for us to copy*

Respondent 3: *No. She only writes on the board for us to copy.*

It was realized during the interview that poverty is one of the major factors that contributes to students' error in using relative pronouns. There is a saying "a sounded mind is in a healthy body". It was realized that due to poverty they normally don't eat before coming to school. So, they lack concentration when the teacher is teaching. According to Jensen, (2009) "These students have a high level of absenteeism, they struggle with focus and concentration, they have significantly more difficulty in comprehension and memory, and they struggle with motivations". Some of the students' responses are stated below

Researcher: *Do you eat before coming to school? If no why*

Respondent 1: *No. because my parents do not have money to buy us food in the morning*

Researcher: *Does it have any effect on your learning?*

Respondent 1: *yes, sometimes I can't concentrate when madam is teaching.*

Researcher: *Do you normally eat during school time? If no why*

Respondent 2: *No. Because we eat once a day. That is in the afternoon so if you eat in the morning you will not eat again till the next day.*

Researcher: *Does it have any effects on your learning? If yes how*

Respondent: *Yes. Because I can't concentrate sometimes.*

4.7.5. Suggested approaches

The third section of this study discusses other approaches that can help improve the performance of Adankrono M/A JHS 2 students in the usage of the relative pronoun.

Several solutions were identified which includes:

Through the interview, the teachers suggested that, there is the need to strengthen the students learning strategy instruction. Modern foreign language teaching has shifted from knowledge-centered”, “teacher-centered” education to “student-centered “education. Students are the main body of teaching and teachers and teachers play the leading role in teaching. The main task of foreign language learning is to teach students how to learn. This requires that teachers should put students at the center, understand students, follow students’ cognitive law of development, show concern for students’ emotional development and cultivate students’ ability of self-direct learning. Teachers’ task no longer stays on the content of teaching but cultivates students’ good study habits and method. Teachers should give instructions on students’ learning strategies, help students master what they have learned and improve learning efficiency. Teachers can guide students’ self-reflection, find out the deficiency of study, encourage students to collect wrong questions, establish bank of wrong questions and reflect on why they make such errors.

Some of their interviews are stated below:

Researcher: *Do you think using teacher-centered approach helps the students to use relative pronoun? If no why and what other approach will you suggest?*

Respondent 1: *No. Because in using teacher- centered approach in teaching my students, I’ve realized that they are not still performing well in using the relative pronoun. So, I will prefer using students-centered approach.*

Respondent 2: *Not at all. Because the students are not still picking up with the use of relative pronoun so I will suggest student-centered approach in teaching.*

Based on the errors made by the students, there is the need for the teachers to strengthen the training of the students' English knowledge. The learning of English grammar is a gradual process. It cannot be handling anyhow. The learning of the relative pronoun is based on solid knowledge of vocabulary and syntactic structure. So, students are supposed to know the sentence components, for example, subjects, object, predicate etc. if they do not know these components, they will find it difficult to judge which relative pronoun should be chosen. In addition to that, if students have not enough vocabulary, they cannot understand the sentence.

It requires teachers continue to strengthen the students' basic knowledge training in English classroom. Teachers can set up necessary context to help students grasp vocabulary effectively. Teachers should also help to strengthen the learning of syntax. These are four teachers in the interview. Some of the interview made are stated below:

Researcher: *What do you think we can do about students' English performance in English.*

Respondent 1: *We must strengthen the training of students' English knowledge.*

Respondent 2: *We must set up necessary context to help our students grasp vocabulary.*

Through the interview, the teachers stated that, there is the need for teachers to teach grammar comprehensive, systematic and thorough, the majority of the students think that teacher lecture of relative pronoun is not so specific or not systematic and clear. Some of the teachers also think that their interpretation of relative pronoun is general. Many students make errors because most of the teachers' interpretation systematic and clear enough, as a consequence, students cannot get a comprehensive understand of the

relative pronoun and cannot form a strong knowledge system in their minds. This will cause them to forget or confuse some similar rules.

Teachers should pay attention to sum up knowledge in time in addition to finishing language points of each class in order to help students establish knowledge system. Teachers should give a clear explanation and compare the differences between these usages and let students practice using them correctly. Comparing is an effective way to deepen students' impression. For example, when teaching relative pronouns, teachers should compare the usage of "that" and "which" and make it clear that when "that" should be used and when "which" should be used. Some of these interviews are stated below:

Researcher: *How should we teach relative pronoun*

Respondent 1: *It must be in a systematic other*

Respondent 2: *There must be a clear explanation when teaching relative pronouns*

Respondent 3: *We must compare the difference*

Respondent 4: *We must let students practice using them correctly.*

Through the interview, the teachers stated that there is the need to increase the students' language input and output and train students to think in English. Students find it difficult to learn English. One of the reasons is that they are much affected by their mother tongue language. Therefore, training students to think in English way can help to improve students' language awareness. The training of thinking in English depends on language input. Ghanaian students' English input mainly comes from text book and classroom. In order to try to increase students' classroom language input, teachers must encourage students to read all kinds of materials extensively after class. Reading

extensively cannot only help students expand their vocabulary, contact more language forms, but also can help exercise students' logical thinking and strengthen understanding of discourse structure.

In addition to increasing language input, teachers should encourage students to use the language and improve their ability of using language. The aim of language learning is language use. So, teachers should try every way to have students use the relative pronoun either in oral or in written form. Practicing using relative pronoun can not only motivate students' knowledge in their mind train them think in English, but also give students opportunity for self-examination and give students opportunity to realize their weakness. Some of the teachers' responses are stated below:

Researcher: How can you help the student to use the English language?

Respondent 1: By increasing the students' language input and output

Respondent 2: By training students to think in English

Respondent 3: By encouraging them to read more textbooks

4.7.6 Conclusion

This chapter has analyzed the data which comprised of the students' script, interview and observation. The study highlighted some common errors that students commit and the causes that account for these errors. To sum it up, the first research question addressed the major written errors of Adankrono M/A JHS2. Five major types of errors were identified in students writing which totaled 130 errors. The error categories were, the relative pronoun *who errors*, the relative pronoun *which errors*, the relative pronoun *whose errors*, the relative pronoun *whom errors* and the relative pronoun *that errors*. The frequency of errors and how these errors occurred were also addressed. The frequency of occurrence was the use of the relative pronoun *who* (31) errors

representing 23.8%, the use of the relative pronoun *which* (23) errors representing 17.7%, the use of the relative pronoun *whose* (26) errors representing 20%, the use of the relative pronoun *whom* (24) errors representing 18.5% and the use of the relative pronoun *that* (26) errors representing 20%. The second research question was also addressed by looking at the causes of students' error. Thirteen (13) causes were identified as over generalization, interlingual transfer, intralingual transfer, context of learning, unqualified teachers, use of local language and pidgin, poverty, lack of textbooks, lack of in-service training, poor method in teaching, teachers' attitude toward the topic, lack of library and insufficient time allocation. The third section question was also addressed by looking at other approaches that can help students improve their performance in the usage of the relative pronoun. These includes: strengthening the training of the students' English knowledge, teaching relative pronoun must be comprehensive, systematic, and clear explanations, strengthen the students learning strategies instruction, increase the students' language input and output and training the student s to think English.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter deals with the summary of the study, implications based on the findings of the study. It offers recommendations based on the conclusions. It also presents suggestions for further research on the challenge's students face in using relative pronoun" *who, which, whom, whose and that* "among the students of Adankrono M/A JHS 2 and ways of addressing them for better academic achievement.

5.1 Findings

It is clear from the interview in relation to the first research question that students' challenges in the use of relative pronouns negatively affect and impede their performance.

The teacher is expected to have a mastery and control of content and knowledge of her subject area. A teacher who lacks these skills will be handicapped in the classroom. It is a fact that the academic qualifications, knowledge of the subject matter, competence, skills and commitment of the teacher have a positive impact on the teaching and learning process.

The researcher found that a positive classroom environment which comprises good sitting arrangement and effective class management makes the teaching and learning of a subject effective. Both students and teachers agreed that large class size is an impediment to their effectiveness.

All students who have difficulties in using the relative pronoun and extraordinary personal challenges can do well when there is an effective classroom management by the teacher.

It was also found out that lack of students' attendance to the library was not the best. Report from Chief Examiners encourage more reading and writing opportunities. In line with the use of relative pronoun, there is no standard resource book on relative pronoun on relative pronoun used by teachers.

Findings from the data also showed that majority of teachers of English Language do not attend in-service training and workshops which makes the teachers still hold on to the traditional way of teaching grammar and independent work. All the teachers interviewed for the study confirmed it.

The researcher also realized that most teachers use wrong method in teaching the relative pronouns. The researcher finds this approach does not seem to be helpful as students continue to obtain poor grades and results in both external and internal examinations. Teacher-centered approach is not the best to teaching relative pronoun but rather learner-centered approach.

When students do not attain appreciable grades, they do develop negative attitude to the subject. Teachers can determine the difficulties by looking at the error's students' make, but they do not seem to do enough to help students overcome their difficulties.

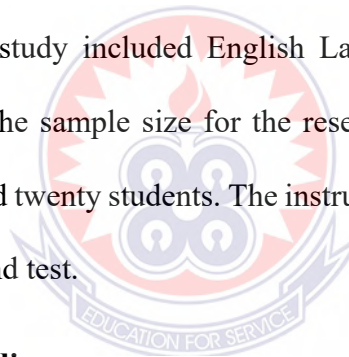
Finally, it was noted that the number of periods allocated to teach grammar was not enough. Most of the teacher do not pay much attention in teaching grammar. This practice therefore makes it difficult for students to grasp the concept of using the relative pronoun on time for a better result.

5.2 Summary of the Study

The study was an explanatory qualitative approach to find out the challenge's students encounter in using the relative pronoun in Adankrono M/A Junior High School. It was guided by the following research questions:

1. What are the specific difficulties in the usage of the relative pronouns among the students of Adankrono M/A JHS 2?
2. What are the causes of the wrong use of the relative pronouns in Adankrono M/A JHS 2.
3. What strategies can be adopted to help improve the performance of Adankrono M/A JHS2 students in the use of the relative pronouns effectively?

The population for the study included English Language teachers and students of Adankrono M/A JHS. The sample size for the research was twenty 24 respondents. Four English teachers and twenty students. The instruments for the data collection were observation, interview and test.



5.3 Summary of the findings

This study sought to explore the challenges students face in using the relative pronoun in Adankrono M/A JHS 2. A simple random technique was adopted to select the respondents. Majority of the respondents consider the role of the teacher a crucial one in teaching.

The English Language teacher should therefore position himself strategically not just as a facilitator, but learner -centered resource personnel in the academic life of students. This is in line with (Brindley, 2004) who posits that a good English Language teacher should be concerned about the future of every student in her language class.

Both teacher and student responses to the study agree with stakeholders and other bodies' efforts to provide facilities that will enhance teaching and learning to improve performance of students in using the relative pronouns in Junior High Schools.

The resourcing of libraries in schools should be of utmost priority for all heads of schools. Students lose interest in the libraries when archaic materials that do not reflect modern trends in education are normally found in libraries. Parents can collaborate with old students to provide libraries to help improve the academic performance of the school.

Large class size must be checked in schools. Parents can collaborate with old students to provide more infrastructure to help reduce the large class size for better classroom management practices.

Teachers should always see the errors committed by students as a learning process. They should therefore apply the necessary skills in contrastive and error analysis to help their students improve upon their performance in writing.

Professional bodies such as the Ghana Association of Teachers of English should organize frequent in-service training to help English Language teachers to sharpen their teaching skills.

5.4 Implications of the Findings

The implications of the findings of this study are that every aspect of the English Language must be given equal prominence in the syllabus, in the textbooks and on the timetable. Also, given that the role of the teacher has proved very useful in getting the Junior High School Student to master in all aspect of the English Language, the study strongly suggests that teachers adopt the necessary strategies in teaching grammar.

5.4.1 Pedagogical implications of findings

The question the researcher would attempt to answer in this section is what needs to be done to improve the student's performance and by whom, to enable students achieve competence in using relative pronoun in particular and English Language in general. The stakeholders to be considered are: The policy makers, the syllabus designers, the textbook writers and the teacher.

5.4.2 Implications for Policy makers

Policy makers should encourage teachers too undertake research into areas of difficulty of their students. There may be the need to create a pool from such studies, from where findings will be synthesized and incorporated in the textbooks. Such moves will motivate teachers and help determine problem areas before those problems get out of hand. Researchers who are not actively teaching may miss out on the practical situational problems which the teachers face frequently. Also, my personal experience has been that some teachers are a bit skeptical of researchers, thinking that they are out to place value judgement on their work. As a result, they sometimes do not open up to the researcher as they should for the best results.

For instance, it is not easy for an outsider to observe students' day-to-day work progress, conduct, administer and collect questionnaire and other investigative tools in the classroom. In fact, it is quite tedious and impossible for a researcher to do these without full cooperation of the class teachers. But then, it will mean that some funds need to be made available for the purpose of encouraging teachers who are researching into phenomena in the classroom. If research findings from teachers are available, such findings can inform revised syllabus.

5.4.3 Implications for syllabus designers

The syllabi for both Junior High School and the Senior High School include general and specific objectives for the lessons. There is also an expanded scheme of the topics to guide teachers on what they are expected to cover. It would help teachers if the philosophical underpinning of the areas taught were included in the scheme. This would enable teachers to appreciate the wisdom behind the subject, thereby motivating them to work very hard at every aspect with equal enthusiasm.

5.4.4 Implication for Teachers

It is important for teachers to be more proactive in helping find solutions to students' problems. There is the need for teachers to learn to motivate students to eschew certain negative perceptions they might have for certain subjects. This means that the teachers themselves must be positive in their outlook towards what they teach. It is not enough for teachers to teach a subject just because it is on the timetable.

There is the need to educate teacher trainees on the philosophy surrounding the teaching of certain subject areas, if not all subject areas. If they learn the rationale behind some of the things they teach, teachers will then appreciate their importance and approach in the teaching environment. They will also be in a position to provide help for their students who are developing concern towards lessons. It is expedient for teachers to be motivated to pursue researches in the classroom. This will help them understand the problems encountered in the teaching and learning process.

5.4.5 Implications for Textbook Writers

There should be a direct link between syllabus designers and textbook writers. It is imperative that textbook writers help teachers who may be weak in teaching relative

pronouns to deliver helpful guidance to their students. They can do this by providing teachers with quality handbook.

5.5 Recommendations

In line with the use of relative pronoun, the researcher makes the following recommendations to help improve the performance of students, especially among students of Adankrono M/A JHS 2.

- Teachers must use student centered approach so that student can participate fully lessons and positive learning classroom to facilitate learning to reduce disparities. This will optimize student learning, help build cohesive classroom community and create a pleasant work environment for both the teacher and the student as well.
- It is recommended that teachers should explore the value of different feedback models with clearly stated criteria to correct students' errors for better achievement.
- Libraries in the schools must be well resourced to promote encouragement among students.
- Ministry of Education and other stakeholders should provide sufficient and relevant teaching and learning material to schools to help both teachers and students to use as reference material.
- The teacher learner ratio must be taken into consideration. This would reduce overcrowding and large class sizes which hinder teachers from paying special attention to individual learners.
- An appropriate academic workload is one among other factors that contributes to efficient learning and teaching. When workload increases, teaching and learning might not be as efficient as it should be.

- Professional development opportunities must be increased for teachers, Limited professional development opportunities affect the work efficiency of teachers. Teachers knowledge of teaching techniques and strategies should be enhanced through ample professional development opportunities at different time that suit all their teaching schedules’

5.6 Areas Suggested for further Research

The study makes the following suggestion for further research:

- The impact of the use of the relative pronoun
- The role of the relative pronoun in writing

5.7 Conclusions

This study investigates the extent to which the differences between Chinese and English relativization affect the acquisition of Adankrono M/A JHS learners of English. Contrary to Heydari, & Bagheri, (2012) study, which observed little L1 interference in the process of second/foreign language acquisition, the results showed that several errors in the composition data could be attributed to L1 transfer. Aside from the L1 influence, the finding that learners prefer the relative clause embedded in the matrix object position indicates the universal principles are at work. In other words, L1 transfer works in conjunction with the universal constraints in learners’ interlanguage development.

While the results from the multiple-choice test data were not as straightforward as those from more commonly used elicitation tasks such as sentence-combining and grammaticality judgments, the findings show that forming an accurate relative clause requires more knowledge than just about which relative pronoun to use.

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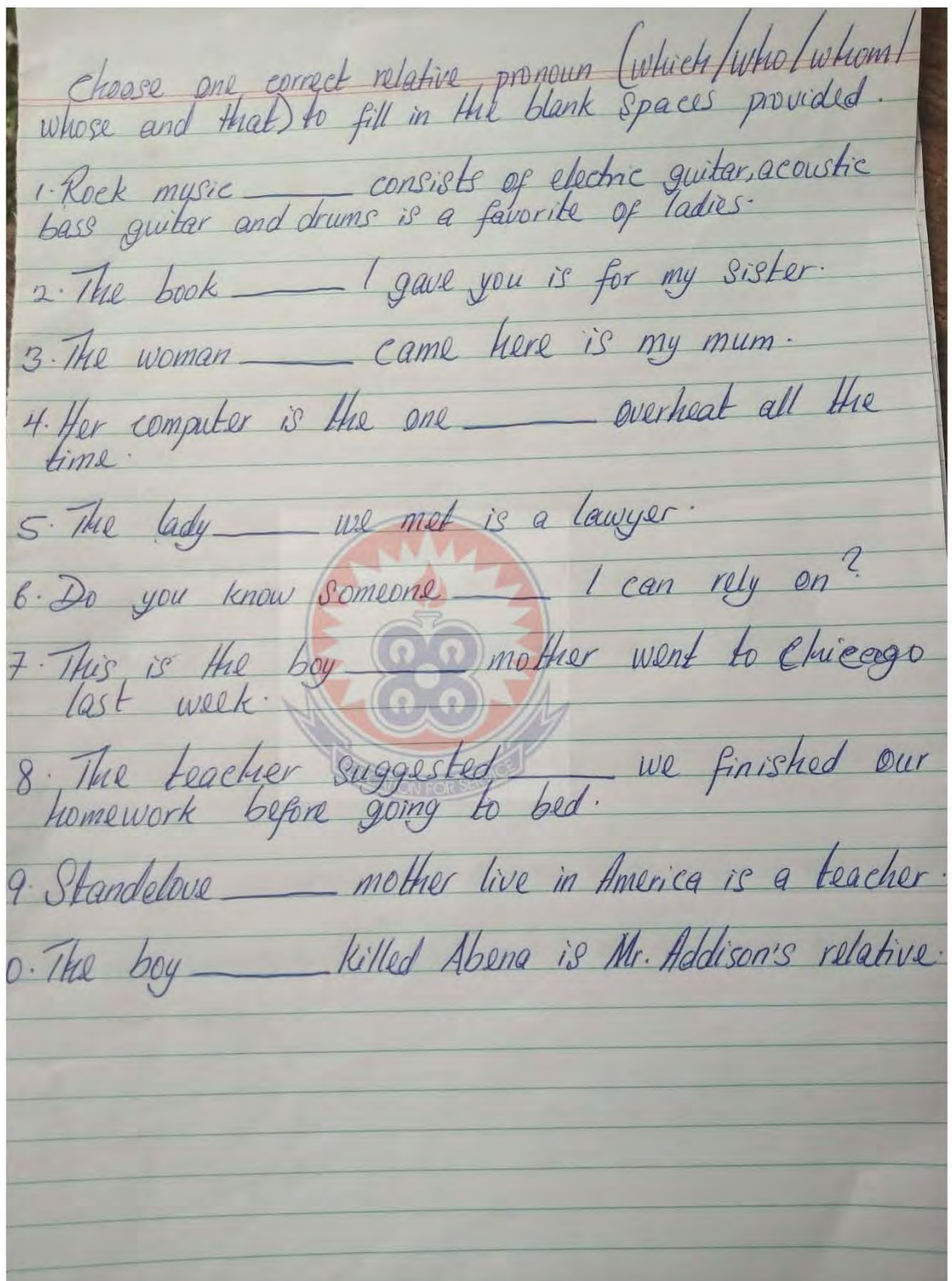
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APPENDIX A

SAMPLE OF STUDENTS' TEXT



APPENDIX B

Choose one correct relative pronoun which, who, whom, whose and that, to fill in the blank spaces provided.

1. Rock music ~~whose~~ consists of electric guitar, acoustic bass guitar and drums is a favourite of ladies.

2. The book ~~who~~ I gave you is for my sister.

3. The woman ~~whom~~ came here is my mum.

4. Her computer is the one ~~whose~~ I overheat.

5. The lady ~~which~~ we met is a lawyer.

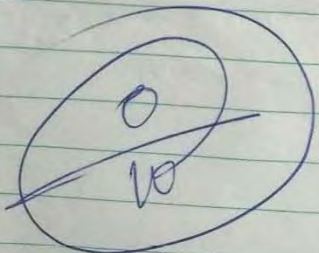
5. Do you know someone ~~who~~ I can rely on?

1. This is the boy ~~whom~~ mother went to Chicago last week.

6. The teacher suggested ~~whose~~ we finished our homework before going to bed.

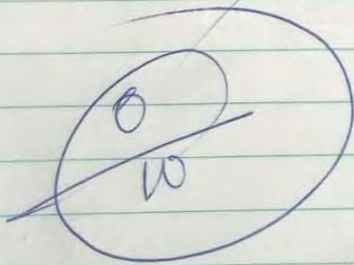
1. Standalone ~~that~~ mother lives in America is a teacher.

10. The boy ~~killed~~ whose ~~father~~ killed Abena is Mr. Addison's relative.



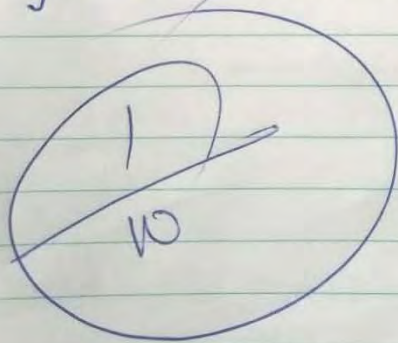
Choose one correct relative pronoun which who, whose and that to fill in the blank spaces provided.

1. Rock music who consists of electric guitar, electric base guitar and drums is a favorite of ladies
2. The book whose I gave you is for my sister
3. The woman whom came here is my mum.
4. Her computer is the one whose I use all the time
5. The lady whom we met is a lawyer.
6. Do you know someone whom you can rely on?
7. This is the boy that mother went to Chicago last week
8. The teacher suggested who we finished our homework before going to bed.
9. Standalone that mother lives in Amena is a teacher.
10. The boy that killed Abena is Mr. Addison's relative.



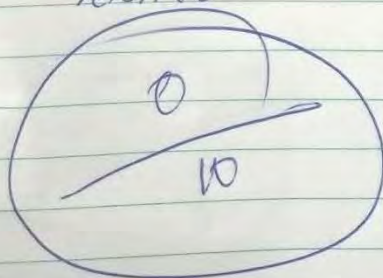
Choose one correct relative pronoun which who, whom and that to fill in the blank spaces provided.

1. Rock music who consists of electric guitar, an electric bass guitar and drums is a favorite of my sisters and ladies.
 2. The book who came here is for my sister.
 3. The woman whose came here is my mum.
 4. Her computer is the one who overheats all the time.
 5. The lady whom we met is a lawyer.
 6. Do you know someone whose I can rely on?
- This is the boy whom mother went to Chicago last week before going to bed.
- The teacher suggested whom we finished our homework before going to bed.
- standalone who mother lives in America is a teacher.
- The boy whom killed Abena is Mr. Addison's relative.



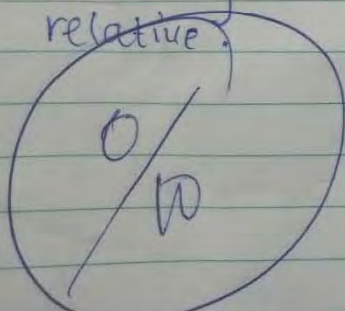
Choose one correct relative pronoun which, who, whom, whose and that to fill in the blank spaces provided.

- 1) Rock music whom consists of electric guitar, a ~~wustie~~ bass guitar and drums is a favorite of ladies.
- 2) The book whom I gave you is for my sister.
- 3) The woman whose came here is my mum.
- 4) Her computer is the one whom over heat all the time.
- 5) The lady that we met is is a lawyer.
- 6) Do you know some one whose I can rely on?
- 7) This is the boy who mother went to Chicago last week.
- 8) The teacher suggested whom we finished our homework before going to bed.
- 9) Stadelove who mother lives in America is a teacher.
- 10) The boy whom killed Abena is Mr. Addison's relative.



Choose one correct relative pronoun 'which, who, whom, whose and that' to fill in the blank space provided

1. Rock music who consists of electric guitar, acoustic bass guitar and drum is a favorite of ladies.
2. The book who I gave you is for my sister.
3. The woman that came here is my mum.
4. Her computer is the one who overheats all the time.
5. The lady whose we met is a lawyer.
6. Do you know someone whose I can rely on?
7. This is the boy which mother went to Chicago last week.
8. The teacher suggested who have we finished our homework before going to bed.
9. The Standalone whom mother lives in America is a teacher.
10. The boy which killed Aberg is Mr. Addison's relative.



Choose one correct relative which, who, whom, whose and that, to fill in the blank space provided.

1. Rock music who consist of electric guitar, a course bass guitar and drum is a favorite of ladies.
2. The book who I gave you is for my sister.
3. The woman whose came here is my mum.
4. Her computer is the one whose overheat all the time.
5. The lady whom we met is a lawyer.
6. Do you know someone that I can rely on?
7. This is the boy whose mother went to Chicago last week.
8. The teacher suggested whom we finished our homework before going to bed.
9. Standalone that mother lives in America is a teacher.
10. The boy whom killed Abena is Mr. Addison's relative.

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