

**STUDENTS' ABILITY IN CHOOSING SUBJUNCTIVE MOOD
FOR WISH AND THAT-CLAUSE:**

*A Descriptive Study on Third Year English Department Students
of State University of Padang*

THESIS

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Degree*



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STUDENTS' ABILITY IN (SHOWING) DEDUCTIVE REASONING FOR WHAT THEY LEARN

*A Descriptive Study on Third Year English Department Students
of State University of Padang*

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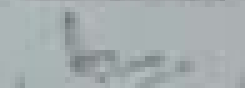
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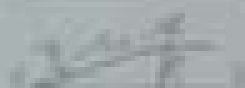
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ABSTRAK

Kurnia, Yenni Fitri. 2011. "Students' Ability in Choosing Subjunctive Mood for wish, Statements and Requests of Urgency: A Descriptive Study on Third Year English Department students of State University of Padang." *Unpublished Thesis*. Padang: FBS UNP.

Penelitian ini bertujuan untuk mengetahui kemampuan mahasiswa tersebut dalam memilih *subjunctive mood* untuk *wish* dan *that-clause*(*statements and requests of urgency*). Mahasiswa tingkat III Jurusan Bahasa Inggris tahun 2010/2011 merupakan populasi penelitian.

Pemilihan sampel penelitian dilakukan dengan menggunakan metode *cluster sampling* (metode pemilihan sample berdasarkan kelompok-kelompok atau kelas-kelas}. Sampel penelitian ini adalah mahasiswa KP 2 yang berjumlah 32 Orang. Instrumen penelitian adalah tes tata bahasa yang digunakan untuk mengetahui kemampuan siswa. Tes ini berjumlah 50 soal terbagi dalam 2 jenis; pilihan ganda dan melengkapi kalimat. Tes yang diberikan kepada sampel penelitian telah dikonsultasikan kepada pembimbing dan dosen *grammar*. Kemudian tes tersebut diujicobakan dan direvisi sehingga menjadi instrumen dari penelitian ini. Setelah itu, data penelitian, hasil tes atau lembar jawaban siswa, dianalisis dengan menggunakan metoda kuantitatif. Dari hasil analisis tersebut, didapatkan persentase siswa yang memilih *Subjunctive Mood* dengan benar.

Hasil penelitian menunjukkan bahwa secara umum kemampuan mahasiswa memilih *subjunctive mood* dikategorikan *sangat rendah* karena 25, 9% siswa menjawab *subjunctive mood* dengan benar. Secara spesifik, kemampuan mahasiswa memilih *subjunctive mood* untuk *wish* dikategorikan *rendah* dengan persentase siswa yang menjawab benar yaitu 41%. Disamping itu, kemampuan mahasiswa memilih *subjunctive mood* untuk *statements of urgency* dikategorikan *sangat rendah* karena hanya 20, 4% dari jumlah siswa yang bisa menjawab soal tersebut dengan benar. Selain itu, kemampuan mahasiswa memilih *subjunctive mood* untuk *requests of urgency* dikategorikan *sangat rendah* dimana 16, 4% siswa yang memilih *subjunctive mood* dengan benar.

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The researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Grammar as one of language elements plays a crucial part in achieving language skills namely; reading, listening, speaking, and writing. Since it deals with the form of sentences and smaller units: clauses, phrases and words (Huddleston and Pullum, 2005:1), it is expected to help the students to improve their language skills. By mastering how words are arranged, the students are expected to be able to read any books and easily recognize what they listen. The students can share their ideas orally and written in well composition by understanding the way sentences are put together. They are hoped to be able to produce good form of a speech or a conversation. They are also expected to be able to write meaningful sentences to make a paragraph or an essay by mastering grammar.

In English department of State University of Padang, grammar becomes an individual subject. It is given to the students continuously in structure courses that are divided into 4 levels of courses: *Structure 1*, *Structure 2*, *Structure 3*, and *Functional Grammar*. These subjects must be studied by all students, education and non-education program. The students should pass the previous structure course before taking the next course as prerequisite. It will help them to acquire this subject.

Grammar consists of many complicated rules. As example can be described through rules in tenses. In English, there are 3 major tenses: present tense, past tense. Future tense. Present tenses express the present situation, daily activities, and habitual condition. To tell past experiences or action that began and ended in the past, the students may use past tenses and the future tenses indicate action or situation at one particular time in the future. The students are able to use these rules in simple sentences, but they get confused applying them in a paragraph or a complete text that requires the application of all. Therefore, grammar is considered as a difficult subject. The students are confused to understand, to identify, to choose and to use them. Krashen, Alderson, Clapham and Stell in Krashen (1998) say that studies in second language acquisition also show that even experienced students have an incomplete knowledge of the grammar rules that are taught, they also do not remember the rules well and have difficulty applying them.

One of the complicated rules is a verb that shows attitude toward a subject. Verbs are categorized into three moods-in what manner the verb is communicating the action. First, indicative mood is used to make a statement or asks a question. Second, imperative mood is used to make a request or a command. The last mood is subjunctive mood which expresses a condition that contrast to fact and a wish (Batko, 2008: xxxi).

According to Ellen (2008:128), subjunctive mood is applied in *if*-clause, wish, and *that*-clause (statements and requests of urgency). Based on writer's experience when learning subjunctive mood, the writer's classmates

and the writer herself do not have problem in understanding the subjunctive mood for statement and request of urgency. The students would recognize this grammar point through the adjectives and the verbs that indicate urgency such as; important, necessary, ask, propose, etc. The students must use the base form of verbs in *that*-clause for all subjects. There are no auxiliaries *do*, *does*, or *did* used in *that*-clause for negative statements and requests. If the statements or request in the negative form, the students must use auxiliary *be* instead of *am*, *is*, or *are*. Then, modal auxiliaries are not used in the statements and requests of urgency.

However, the students have problems when they are asked to identify, to use, and to choose the verbs of subjunctive mood. The rules of the subjunctive mood are considered strange and uncommon that confused them. The researcher had done an informal preliminary research about subjunctive mood in *that*-clause to 15 students of the fourth year of English Department of UNP. The writer gave 2 statements written in a piece of paper: “A) *It is vital that she make a decision soon* and “B) *It is vital that she makes a decision soon*. Statement A was taken from Mosaic 2, while B was written as the other option. The students were asked to choose A or B as the correct statement. Most of the students (86, 7 % or 13 students) chose B as the correct sentence. The students’ answer was influenced by the subject *she* which verbs for the 3rd person singular (e.g. *she*) should be added –s. In contrast, all the verbs of subjunctive mood in *that*-clause are in the form of the basic verb, no matter

the subjects. From this research, it can be seen that the students have problem in choosing appropriate verb in statements of urgency

In addition, the students also had problems in choosing subjunctive mood for *wish* because of complicated rules. *Wish* is used to express unreal condition. There are three conditions for *wish*; presents, past, and future. In the present and future conditions, the subjunctive mood is in the form of simple past tenses. *Were* is used for all types of auxiliaries *be*. Past perfect tense is used for past conditions. The positive sentences in real condition must be changed into negative form in *wish* and vice versa.

The writer found a research of subjunctive mood. Esa (2005:33) found that more than 50 % of the students at the English Department of UNP had problems in using the verb in conditional clause. She gives more explanation that the students still confused about tenses used in the *if*-clause. The most difficult tense is in past unreal condition which should use past perfect, but they wrote it in simple present and present perfect tense. Present and past unreal conditional are included in subjunctive mood.

From the writer's experience and the preliminary researches above, the writer concluded that the students still have problems in choosing subjunctive mood although they have studied it for several years. The significant problem is the misuse of the verb in *that*-clause and *if*-clause. They did not use the correct form of the verb in both clauses. In addition, the students have problem toward this point of grammar because it is rarely used in daily communication. It is commonly found in literally word.

The subjunctive mood is used to give suggestion, ask something and express unreal condition and desire. The subjunctive mood for giving suggestion and asking something considers more polite and fairly strong. As the students of English Department, understanding this verb is useful in speaking and writing. The students can express their ideas formally and politely in the form of subjunctive mood. For example, a student who is writing a thesis proposal can suggest a new method in teaching or the importance of teaching a point in subjunctive. Hinkel (2005:379) says that in English, the writer addresses something to all family members, all close friends and who has more power (e.g. *legislative representative*) politely in subjunctive mood.

From the explanation above, it can be concluded that the students' ability to use subjunctive mood needs to be researched. Subjunctive is needed for communicating in the formal context and in creating a more polite suggestion, but it is seldom used in daily conversation. However, it is one of grammar point that should be acquired and mastered by the students. In fact, the students still have difficulties in using the subjunctive mood. That is why this research is important to be conducted in order to find out students' ability in choosing subjunctive mood.

B. Identification of the Problem

The problems identified in subjunctive mood made by the students are they could not choose the verb in if-clause, wish and *that-clause-statements*

and *request of urgency*. In *if*-clause students have problems in using present unreal conditional and past unreal conditional. They write simple past or present perfect for past unreal conditional, but it should be in past perfect form of the verb. The students also face difficulties in expressing wish that also use past and perfect tense. The students cannot differentiate between using simple present or simple past after wish. Then, they did not change the conditions. These cases also happen to *that*-clause. The students use inappropriate verbs in *that*-clause; add *-s/es* for third person singular, use auxiliary *do/does* in negative statements and request of urgency, use *is* and *are* in passive, use past tense, and modal.

C. Limitation of the Problem

The problem of this research was limited to the students' ability of third year of English Department students at State University of Padang in choosing subjunctive mood for wish and *that*-clause (statements and requests of urgency). The researcher did not research about subjunctive mood in *if*-clause since there is a research of it.

D. Formulation of the Problem

The formulation of the problem was: What was the third year of English Department students' ability in choosing subjunctive mood "wish and *that*-clause (statements and requests of urgency)"?

E. Research Questions

The following research questions were developed from the formulation of the problem to make the research applicable and easy to conduct:

1. What was the third year of English Department students' ability in choosing subjunctive mood "wish"?
2. What was the third year of English Department students' ability in choosing subjunctive mood "*that-clause (statements of urgency)*"?
3. What was the third year of English Department students' ability in choosing subjunctive mood "*that-clause (requests of urgency)*"?

F. Purposes of the Research

This research was conducted to find out the answer for the research questions and to have appropriate description and explanation about:

1. The third year of English Department students' ability in choosing subjunctive mood for wish.
2. The third year of English Department students' ability in choosing subjunctive mood for *that-clause (statements of urgency)*.
3. The third year of English Department students' ability in choosing subjunctive mood for *that-clause (requests of urgency)*.

G. Significance of the Research

The result of this research is expected to give contribution to the process of teaching and learning English. This research describes the students'

ability in using subjunctive mood. By knowing the students' ability, it is hoped that lecturers can do some improvements in teaching subjunctive mood in statements and requests of urgency. Then, it is hoped that the research could enrich the teachers' and the students' literature of grammar studies.

H. Definitions of the Key Term.

1. Grammar is the rules by which words change their form and are combined into sentences.
2. Subjunctive mood in wish is used to indicate desire.
3. Subjunctive Mood in *that*-clause is used to express strong suggestions or commands, in *if*-clause that expresses untrue condition, and in wish to convey desire.
4. Statements of urgency are formal accounts that you say or write officially, publicly, and immediately.
5. Requests of urgency are accounts that you immediately and formally ask for.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theories of Grammar

There are many languages in the world used to communicate by human in their life. Each of them has its own grammar to help them understanding the language easily and use it correctly. Someone who wants to be able to speak in one language should master grammar since it determines the quality of the sentence. For example, someone can explain his willingness smoothly in well form that will make the conversation runs well. Savignon in Sysovev (1999) makes clear that communication cannot take place in the absence of structure or grammar. It means that structure cannot be separated with language. When someone wants to make a conversation, he/she should consider grammar in transforming their intended meaning.

Many experts give their view about grammar in various ways. Cross (1991:26) says that the body of the rules which underlie a language is called grammar. He gives more explanation that this grammar includes rules which govern the structure of words to form clauses and sentences that are acceptable. It means that grammar consists of rules of combining words into a clause and a sentence in a language. The students can make a clause and a sentence correctly based on the rules of governing the words.

Huddleston and Pullum (2005:1) state that grammar deals with the form of sentences and smaller unit: clauses, phrases and words. It means that

grammar has relationship with words to construct clauses, phrases, and sentences. Rules are needed to combine the words which are the beginning of phrases, clauses, and sentences construction. For example, to form a noun phrase (consists of a head-noun and its modifiers), the students should know the location of the head-noun and the modifiers. There are six modifiers to give more description of a head-noun which is put before the head-noun. Three or four of them can be used to describe one head-noun. The order of the modifiers should be followed to have meaning.

DeCapua (2008:15) also gives his definition about grammar. He mentions that grammar is the written rules governing when to use which form or structure. It means that there is also a rule to use the rules of grammar. In English, there are many rules to form a sentence that should be used in appropriate time, for example, someone may say her/his hobby by using simple present tense.

Furthermore, Thornbury (1999:1) explains that grammar is partly the study of what forms (or structures) are possible in a language. He gives more explanation that grammar is a description of the rules that govern how a language's sentences are formed. The sentences are acceptable based on the syntax and morphology rules. He adds that grammar is not only about rules governing a language, but it also has to communicate meaning. It means that grammar is not only about the rules how to form sentences suitable to the order, but also how the sentences have or communicate meaning. The meaning will be acquired if the sentence used in the context.

Moreover, Dixon (1991: 1) says that a language consists of words and grammar. A grammar itself has two parts: Morphology and Syntax. Morphology deals with the structure of the word and syntax deals with the way in which words are combined together. This view of grammar gives us information that grammar has subcategories of combining words; morphology and syntax. In addition, Williams (2005:2) mentions that grammar is an important area in linguistic which includes semantic (meaning), phonology (sound), dialects and pragmatics. It means that grammar is included in linguistic study discusses meaning of the words, how to pronounce the words, and form of the language in a part of country.

Based on the definitions of grammar explained by experts above, the researcher concludes that grammar is an important aspect in communication. It is a system of rules which studies acceptable rules to combine words into a phrase, a clause, or a sentence. In order to arrange the words to have meaning (semantic), grammar should be used in appropriate context. Grammar also has several components; syntax (the order of words), morphology (the formation of words), phonology (sound of the language), dialects, and pragmatics.

B. Theories of Verb

Verb as one part of speech functions as a predicate in a sentence. It shows the attitude of a subject. Baugh (1993:11) mentions that verbs are words or groups of words that express action or a state of being condition. It means that verb consists of some words that describe what a subject does.

Bulia (1996) says that a verb is used to express an action or a state of being. In addition, Klieser (2008:2) states that a verb or compound verb asserts something about the subject or the sentence and express actions, events, or states of being.

Moreover, Rozakis (2003:32) defines verbs as words that name an action or describe a state of being. He adds that there are four basic types of verbs: action verbs (tell what subject does), linking verbs (join the subject and predicate), helping verbs (are added to another verb to make the meaning clearer), and verb phrases (phrasal verbs). He explains more that verbs also convey information through changes in their form they are tense (when the action takes place; present, past, or future), person (who or what experiences the action), number (how many subjects act or receive the action), mood (the attitude expressed toward the action), voice (whether the subject acts or is acted upon the active or passive).

Stoblle (2007:6) states that verb is the most fundamental part of speech. He adds that only verb can make a statement about the subject. He categorizes verb into 3 types; action verbs, non-action verbs, and linking verb. Action verbs express the action that the subject does such as; to eat, to swim, to write, and etc. Non-action verbs tell about states of mind or sense to think, to look, to understand, and etc) and linking verbs convey a state of being. They link the subject of a sentence with a word that renames or describe the subject; to be, to appear, to become, to look, and etc).

Furthermore, Guffey (2008:126) says that verbs express an action, an occurrence or a state of being. He divides verbs into two kinds; voices and mood. He adds that there are two kinds of verbs (transitive and intransitive), two voices (active and passive), three moods (indicative, imperative, and subjunctive).

In conclusion, verbs assert something about the subject or the sentence. Verbs are words or groups of words that express actions, events, or states of being. Verbs are groups into transitive and intransitive linking verbs, action and non-action verbs, helping verbs, verbs phrases. Verbs have changes through tenses, person, number, and mood. Verbs are important part of speech. They give expression toward an action of a subject.

C. The Concept of Mood

When someone hears a word mood, he/she thinks about someone's feeling, good or bad, but in grammar, the students will learn mood as a part of verbs which indicates a writer's or a speaker's behaviour of the verbs. Baskerville (2005:135) says that the word mood comes from the Latin *modus*, meaning manner, way, and method. He clarifies that mood means the manner of conceiving and expressing action or being of some subject. It means that mood is the way of pretending to be someone or to have something.

In addition, miller (2002:136) also supports Baskerville's point about the origin of mood. He explains that the former of mood derives from the Latin word which is known as *mode* in Modern English. It presents speakers'

situation in different modes. From this opinion, we can see that in order to show a speaker's circumstances and things, s/he uses mood. It means that mood is divided into several categories.

Moreover, Rozakis (2003:72) asserts that mood shows the attitude expressed toward the action. It refers to the ability of the verbs to convey a writer's attitude toward a subject. She says that English has 3 moods; indicative (used for statements and questions of fact), imperative (expresses commands and direct requests), and subjunctive (expresses recommendations, and indirect requests).

Example:

- a. *Ohio **rejected** this license plate motto: Do not judge us by Cleveland. (indicative)*
- b. *Kentucky **did not like** this motto: Tobacco is a vegetable.*

Furthermore, American Heritage Dictionary (1996: 41) asserts that a mood is a property of verbs that indicates the attitude of the speaker about the factuality or likelihood of what is expressed. American Heritage Dictionary classifies the mood into 3 classifications. They are:

1. Indicative mood is used to make statements.

Example:

- a. *Wilson **enjoys** music.*
- b. *The dog **ran across** the street.*

2. Imperative mood is used to give direct commands.

Example:

- a. ***Get out** of here!*
- b. ***Stop** shouting!*

3. Subjunctive mood is used to indicate doubt or unlikelihood, as were in *if she **were** here, we would not be in this fix.*

The word mood is originally from Latin, *modus*, which is a property of verb. It indicates a speaker's or a writer's attitudes in terms of real, unreal, and obligation. The mood in English is divided into 3 divisions. One is indicative mood that is used to express real statements and to ask questions. Another is imperative mood to give direct commands. The other is subjunctive that expresses recommendations, indirect requests, doubt or unlikelihood.

D. A Brief View of Subjunctive Mood

Subjunctive mood is used to give suggestion, to ask something, and to express untrue condition and desire. Fowler and Aaron (1998:228), subjunctive expresses a suggestion, or a requirement, or it states a condition that is contrary to the fact. According to DeCapua (2008:424) mentions that subjunctive refers to the use of the simple form of the verb in *that*-clauses following certain verbs. He adds that it also used to indicate contrary to fact situations. In addition, Loberger and Shoup (2009:61) defines subjunctive as the expression of a condition contrary to fact, a wish, a supposition, a prayer, or a doubt, as well as in *that*-clauses.

Kollin and Funk (2008:65) divide subjunctive into two conditions:

1. In *that*-clauses after verb conveying a strong suggestion, or recommendation. It does not involve modal auxiliaries, but uses the base form.

Example:

- a. We **suggested** that Mary **go** with us.
- b. Kathy **insisted** that Bill **consult** to the doctor.

2. In *if*-clauses that express a wish or a condition contrary to the fact. *Were* is used as the standard verb *be* in all subjects.

Example:

- a. If I **were** you, I would be careful.
- b. If Joe **were** not so lazy, he would probably be a millionaire.

Ellen (2008:128) divides subjunctive into:

1. *If* and *wish* clauses

Doubtful or a contrary to the fact statement is introduced by *if* or *wish*, subjunctive *were* substitutes *was* for the 3rd person singular subjects.

Example:

- a. If Lori **were** here, we could proceed.
- b. Joe wishes he **were** able to snowboard.

2. *That*-clauses

When a verb expressing commands, recommendation, request, suggestion, or requirement is followed by *that*-clauses, it uses the subjunctive form *be* and *-s* is omitted.

Example:

- a. The director **recommended** that everyone **be** (not *is*) on time for the meeting.
- b. Our manager **ordered** that all reports **be** (not *are*) proofread twice.
- c. The secret service requires that everyone near the president **receive** (not *receives*) top security clearance.

More complex description of subjunctive mood is stated by Yates (2006:137). He explains that subjunctive is used to express suggestions and commands after certain verb, to indicate necessity after certain expression, and to express untrue condition after *wish* and *if*. He categorizes subjunctive mood into three categories:

1. Present Subjunctive

Present subjunctive form uses the basic verb to all people.

a. Be

Singular		Plural	
I	be	We	be
He (Tom)	be	They	be
She(the girl)	be	The girls	be
It	be	The men	be

b. All other verbs

Singular		Plural	
I	work	We	work
He (Tom)	work	They	work
She(the girl)	work	The girls	work
It	work	The men	work

Example:

1. *I suggest that you be quite.*
2. *He recommends that we be on time.*

2. Past Subjunctive

Past subjunctive form uses the simple past. The verb *be* is used with I, he, and she. There are two subcategories of past subjunctive:

- a. Use the past subjunctive after *wish* to express regret that something is not true.

Example:

1. *I wish I **were** thin.*
2. *She wishes Kathy **lived** nearer.*
3. *We wish we **had** a car.*

- b. Use the past subjunctive after *if*-clauses to express probable reaction to an untrue situation. The formulation is: If + subject + subjunctive, subject + would + basic form of verb

Example:

1. *If I **wanted** that dress, I would buy it.*
2. *If I **were** you, I would call her.*
3. *If you **worked** here, you would understand.*

3. Perfect Subjunctive

Perfect subjunctive form uses past perfect form. It is divided into two subcategories:

- a. Use the perfect subjunctive after *wish* to express regret that something was not true in the past.

Example:

1. *I wish I **had been** thin in my youth.*
2. *She wishes Kathy **had stayed** with her when she was sick.*
3. *We wish we **had had** a car when we were in Los Angeles.*

- b. Use the perfect subjunctive after *if*-clauses to express probable reaction to a past untrue situation

The formula is: *if* + subject+ subjunctive, subject + *would* + present perfect tense.

Example:

1. *If I **had wanted** that dress, I would have bought it.*
2. *If I **had been** you, I would call her.*
3. *If you **had worked** here, you would have understood.*

Furthermore, Werner and Nelson (2002:314) give clear explanation about subjunctive mood in *wish*. They say that the verb *wish* is followed by a verb in the subjunctive mood. They add that modal auxiliaries are sometimes used with present and future forms. They divide subjunctive mood into three wishes:

1. Wishes about the Future

Subjunctive mood in future wishes is in simple past tense as the subjunctive mood. *Were* is used for all forms of verb *be*.

Example:

1. *I wish that the situation **were going** to change.*
2. *I wish the situation **would** change.*

2. Wishes about the Present

Present wishes also use subjunctive mood in simple past tense as the subjunctive mood. All form of verb *be* is change into *were*.

Example:

1. *Tony wishes he **were** still young.*
2. *I wish I **could** leave right now.*
3. *I wish that we **saw** them more.*

3. Wishes about the Past

Past wishes use past perfect form as the subjunctive mood.

Example:

1. *I wish they **had arrived** earlier.*
2. *I wish that they **had not stayed** so late.*
3. *She wishes she **could have gone**.*

In conclusion, subjunctive mood is used to express suggestions, commands (requests), unreal condition, and wish. It is categorized into three types. One is *that*-clauses. The basic verb is used in *that*-clause, no matter the subject. Another is *if*-clauses; past and perfect form. Subjunctive mood in past *if*-clause is the form of simple past. Perfect tense is applied in perfect *if*-clause. Both of them are indicated untrue or imaginary conditions. Other is *wish*. *Wish* is used in past and perfect form. The subjunctive mood in past is simple past, while the subjunctive in perfect is perfect tense. Both past and perfect *wish* express regret. There are three conditions for wishes; future wishes, present wishes, and past wishes.

E. Subjunctive in *that*-clause (Statements and Requests of urgency)

Subjunctive mood in statements and requests of urgency is found in *that*-clause. It uses the base form of the verb for all subjects in *that*-clauses. There are no modal auxiliaries are used. Definitions of subjunctive in this clause are presented by some experts. Jones (2002:75) states that subjunctive is used to make or report suggestion and recommendation. It uses the base form of the verb. In addition, Kollin and funk (2006:382) define subjunctive

as an expression of the verb in which the base form is used in certain *that*-clauses conveying strong suggestions or commands.

Azar (1999:263) states that a subjunctive uses the simple form of a verb. It does not have present, past, or future forms. It is not singular or plural. Sentences with subjunctive are generally *stress importance* or *urgency* which is used in *that*-clauses conveying suggestions or commands.

Example:

1. *The teacher **demand**s that we **be** on time.*
2. *I **recomm**ended that she **not go** to the concert.*
3. *It is **important** that they **be told** to be truth.*

Klieser (2008:138) declares that present tense subjunctive is formed by dropping “s” from the end of the third person singular, except for the verb “be”. It uses a verb, such as ask, command, demand, insist, order, recommend, require, and suggest. It also uses adjective that expresses urgency, such as crucial, essential, important, imperative, necessary, or urgent.

Example:

1. *We **suggest** that Mr. Betty **move** the car out of the no parking zone.*
2. *It is **urgent** that Harraway **attend** Monday’s meeting.*

Nazaro, Borchers, and Lewis (2010:551) state that subjunctive in *that*-clause is used to express a wish, make a demand, suggestion or request, or state urgency. Demand, suggestion, or request is some of the verbs that require subjunctive to make demand. In this case, the base form of the verb is required.

Example:

1. Eugene **advised** that she **find** another job
2. Eugene **requested** she **be** on time for the meeting.

Some expressions indicating urgency or importance also take the subjunctive in *that*-clause.

Example:

1. It is **best** that she **be** on time for the meeting.
2. It is **urgent** that she **find** another job.

Moreover, Sardegna and Slutsky (2009:29) say that subjunctive mood uses the base form of the verb (present) for all people in *that*-clause after adjectives and verbs that indicate urgency, necessity, or desirable. They are:

1. Verbs that require a present subjunctive in the following noun clauses:
advise, demand, insist, order, prefer, propose, recommend, request, require, suggest.

Example:

1. I **recommend** that you **stay** in business without expanding the catering operations.
2. The manger **insisted** that Tuti's café **not expand** the catering segment.

2. Adjectives that require a present subjunctive in the following noun clauses: advisable, desirable, essential, important, necessary, urgent, and vital.

Example:

1. It is **advisable** that the sales manager **determine** the market demand for the new product before launching it.
2. It is **important** that the company's manager **be** present during the audit.

Furthermore, Scarry and scarry (2007:210) mention that subjunctive mood uses special verbs to express demand or urgency after certain verbs and adjectives. The –s is not added in the third person singular present tense. The types of subjunctive are:

1. For clause starting with *that* after verb such as ask, request, demand, suggest, order, insist, or command. Infinitive form of the verb is used in the clause.

Example:

1. *I **demand** that she **be** on time.*
2. *Sullivan **insisted** that John **report** on Tuesday.*

2. For clause starting with *that* after adjectives expressing urgency such as necessary, urgent, important, and essential, use infinitive form of the verb.

Example:

1. *It is **necessary** that she **wear** a net covering her hair.*
2. *She **insisted** that Robert **be** ready by 5 a.m.*

Werner and Nelson (2002:222) give more specific categories of subjunctive mood that is divided into two types:

1. Statements of urgency with *That*

In formal English, the subjunctive mood is used in *that*-clauses following adjectives of urgency. Not comes before the verb in the negative. Modal auxiliaries are not use in this verb.

Example:

- a. *It is **essential** that he **be** on time.*
- b. *It is **important** that you **not arrive** late.*
- c. *It was **urgent** that they **discuss** the matter*

Common adjectives used in subjunctive are advisable, best, crucial, desirable, essential, imperative, important, necessary, urgent, and vital.

2. Requests of urgency with *That*

Subjunctive mood is also found in *that*-clauses which follow certain verbs of request. It is formal, polite and fairly strong.

Example:

- c. We **asked** that the manager **attend** the meeting.
- d. We **desire** that every one **be** aware of the problems.
- e. We **suggested** that Mary **go** with us.

Verbs followed by subjunctive are advise, ask, command, require, urge, demand, insist, desire, propose, recommend, request, suggest.

In conclusion, subjunctive mood in statements and requests of urgency are applied in *that*-clause which is a certain rule influenced by certain words. Both of them use the basic form of verb in all subjects (singular and plural). Subjunctive mood in statements of urgency is expression to give suggestions or recommendations followed by certain adjectives. Subjunctive mood in requests of urgency is expression to ask something politely and fairly strong followed by certain verbs.

F. Grammar Teaching for College Students in General and in UNP

Grammar as one of the language elements should be mastered by the students in learning a language. It is a study about the possible combination of words to make phrases, clauses, and sentences. It is really necessary to master grammar because the learners will understand the language easily and be able

to use it. It also gives much contribution to the development of the students' language skills. In fact, it is not an easy subject for the students that make the students have many difficulties in learning it. It causes the students have lack of motivation studying this subject. So that, the use of an attractive way is needed in teaching grammar to built up the students' motivation and interest toward grammar.

Teaching grammar communicatively is one of the methods that had been applied by Sylvester (1990) to first-year college students in Gujarat, India. He says that teaching grammar in college/university can be taken up at a remedial and the students can be given a chance to use English appropriately in meaningful context. He teaches simple past tense communicatively with 9 sections:

1. Greeting and motivating the students to learn English.
2. The teacher asks certain simple questions related to the listener' area of interest which are in the form of simple present tense.
3. The students are asked to read silently part of a lesson or extract from their reader or textbook and are asked to mark the simple present tense.
4. The teacher tests the students' ability in distinguishing the simple present tense from the simple past tense.
5. Students are asked to mark the verbs in the simple past in the same passage in which they marked the simple present tense.

6. The teacher asks certain questions of the students to make sure of their ability to change a present-tense form into a past-tense form.
7. Testing the simple past tense in situational context.
8. Students are asked to write a paragraph not exceeding five sentences about their experience.
9. Asks the students to rewrite the paragraph that is given.

At the end of the class, the students are given homework. They are asked to rewrite a particular lesson (in the simple present tense) in their own words using simple past tense. The homework will be discussed by using remedial work to correct the students' error. It will be done in the next meeting.

Another method of teaching grammar is explained by Cross (1991:27). He writes the simple way to teach grammar for academic and scholarly. He uses Deductive method to teach Latin and Greek. This method is begun by giving examples to the students written on the board and then explains the rules of the example. Then, the students have time to practice the rules by giving their own example orally and written. This method is considered as a quick and an easy way to teach grammar points even for presenting and explaining difficult grammar points.

In English Department of State University of Padang, grammar is one of compulsory subjects divided into 4 subsequence levels that should be studied by all students continuously. This subject is commonly studied in the second semester until the fifth semester. This subject has 3 credits hours for

every level that will be taught in 2 meetings a week with different lecturers in each meeting. The aim of offering this subject at university is to introduce and teach English sentence patterns to the students (*Buku Pedoman Akademik*, 2004). The students are expected to know the organization of the sentence patterns after studying. They can differentiate the elements of every sentence and are hoped to be able to recognize how to arrange the elements appropriately. Learners are hoped to be able to understand English sentence patterns as well as possible. Students are also able to use it communicatively in the four language skills.

The lecturers apply class discussion to teach grammar. The procedures of instructional grammar class are described as follows. At first, the lecturers ask the students to analyze the point that are going to be learnt. The students have a chance to explain their own understanding of it. After that, the lecturers give clear information about the grammar point. Then, the students are asked to do exercises available in the book. The work are discussed together to know the students' comprehension toward the topic. Finally, the lecturers give homework to the students.

There are various methods implemented to teach grammar for advanced students. Deductive and communicative techniques are two of them. Deductive method is the quick, easy and simple way. This method can explain difficult grammar point. Another way for teaching grammar is through communicative method that is interesting technique. Both of these methods

require the students' participation at class. They will be active discussing and practicing the lesson.

G. Previous Related Studies

There are a number of researches about grammar had been done to measure students' ability in using it. However, the researcher writes 3 of them as the previous study. Firstly, Esa (2005) in her research entitled *Difficulties Encountered by the Second Year Students of English department of UNP in Using Conditional Sentences* found that the students had problems in using conditional clause. 48,6 % students got difficulties in using future factual conditional, 49,4 % students got difficulties in using perfect unreal conditional, and 57,5 % students who got difficulties in using past unreal conditional. From the data, it can be seen that most the students had difficulties in past unreal conditional sentences. Esa explains that it happens since they do not know that the past perfect used in *if*-clause of conditional clause. They wrote the sentences in simple past and present perfect.

Next, Dan (2008) conducted a research entitled *On Error Analysis of English Majors' Writing from the Perspective of Interlanguage Theory* for English student at Huizhou University. He compared the error made by the students when they were freshman and when they were in the third year. He gave the test two times. Firstly, a Basic English Test was given to the first year students, and then advanced English test given when they were third-year students. The result shows the number of error in verb (tense, aspect voice,

and mood) increased 4 %. Verb error is included in intralingual error that 63 % of the students made this error in the first year, while 67% of the students made this error in the third year.

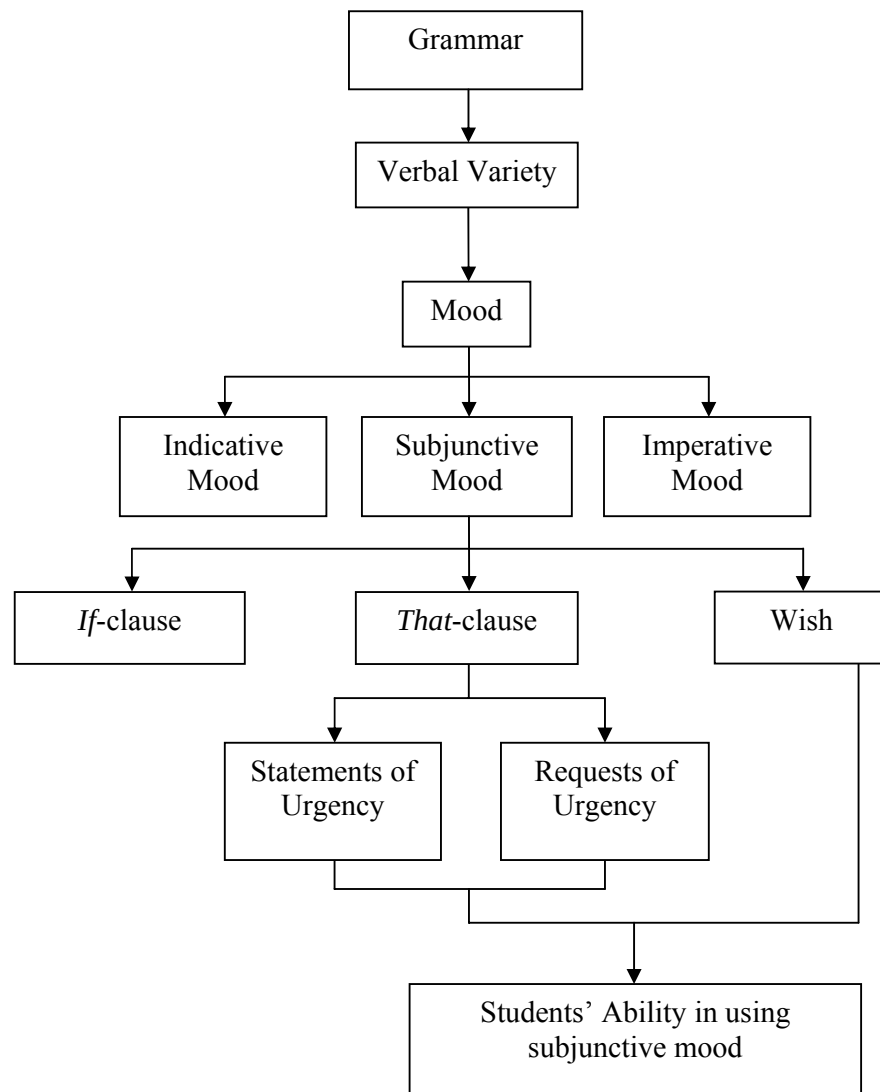
Both of the researches above are about the mood of the verb. Dan did a research about the use of all verb included tense, aspect and mood in the intralingual language. Then, Esa conducted a research to know the students' difficulties in using conditional sentences. Conditional sentences are one type of mood-subjunctive mood. This research was also about mood, especially subjunctive mood. However, this research is different with the previous researches. The research was about the students' ability in choosing subjunctive mood for wish and that-clause (statements and requests of urgency).

H. Conceptual Framework

Grammar is an important aspect in learning a language. Without grammar, language will not have meaning and good composition. Teaching grammar includes many materials, one of them is subjunctive mood. It expresses imaginary condition, desire, suggestions and commands. It is found in *if*-causes, wish, *that*-clauses (statements and requests of urgency). Subjunctive mood in statements and request of urgency is more formal, polite and fairly strong.

Subjunctive mood in statements and requests of urgency which use the basic form of the verbs are difficult grammar point. Many students have

problem in understanding and using the verbs. They tend to choose inappropriate verb in wish and *that*-clause. Thus, this research is conducted to know the ability of the students' in using subjunctive mood in statements and requests of urgency. This study is conceptualized as follows:



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The research was conducted by using descriptive method to find out students' ability in choosing subjunctive mood for statements of urgency, requests of urgency, and wish. The quantitative method was used to analyze the data gathered through *Structure* test. The percentage of students' ability could be known from the result of analysis. Then, it was described by using descriptive method.

Based on the result of analysis in research findings, it can be concluded that the English Department students' ability in choosing subjunctive mood generally was very poor. In addition, the ability of English department students in choosing subjunctive mood for wish was considered poor. They got difficulties in choosing subjunctive in present, past, and future conditions. Moreover, the students' ability in choosing subjunctive for statements of urgency was very poor. They were still difficult to choose the form of subjunctive in negative, positive, and passive suggestions. Furthermore, the students' ability in choosing subjunctive mood for requests of urgency was also very poor. They also had difficulties in choosing the subjunctive in negative, positive, and passive commands.

B. Suggestions

From the findings and conclusion of the research, the researcher would like to propose some suggestions. They are given to:

1. The English Department

The researcher would like to give suggestions to the department in order to create more intensive and interesting teaching and learning in the classroom. It is expected that the department reduce the number of the students in the classroom. The number of the students in the classroom gives impact to the process of teaching and learning. If the class consists of too many students or large class, it will hamper the teaching and learning process. The class will be a noisy class that makes the lecturers cannot focus to teach the material. In short, it is expected to use small class.

2. The Lecturers

The grammar lectures are expected to give more intensive and deeply explanation of subjunctive mood since here is no special point for subjunctive mood in the courses book. It is taught separately into conditional clause, wish and statements and requests of urgency. In addition, the lecturers are also expected to provide more exercises of subjunctive mood outside the courses book.

3. The students

The researcher suggests the students to be more serious in learning the subjunctive mood. If the lecturers are explaining the material, they

are expected to pay attention or listen it carefully. Then, they are hoped to brush up the material that had been learnt in order to help them understanding the material.

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