

PROBLEMS FACED BY STUDENTS IN IDENTIFYING AND
UNDERSTANDING ADVERBIAL CLAUSES:

A Descriptive Study at the Eleventh Grade

Of SMA I Kamang Magek Agam

THESIS

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By

MIRA DEWI JAYANTI
48134/2004

ENGLISH DEPARTMENT
FACULTY OF LANGUAGES, LITERATURES, AND ARTS
PADANG STATE UNIVERSITY
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ABSTRAK

Mira Dewi Jayanti. 2009. Problems Faced by Students in Identifying and Understanding Adverbial Clauses.

Pembimbing: 1. Dr. Jufrizal, M. Hum.
2. Rima Andriani Sari, S.Pd. M.Hum.

Penelitian ini termasuk penelitian deskriptif. Penelitian ini adalah tentang permasalahan siswa dalam mengidentifikasi dan memahami *adverbial clauses*. Peneliti tertarik untuk meneliti topik ini karena *adverb clauses* sudah dipelajari siswa walaupun tidak semua *adverb clauses* yang digunakan di Sekolah Menengah Atas. Berdasarkan pengamatan, peneliti menemukan bahwa siswa mengalami kesulitan dalam menggunakan *subordinating conjunctions* di dalam *adverb clauses*. Tujuan dari penelitian ini adalah untuk mengetahui permasalahan-permasalahan siswa dalam mengidentifikasi dan memahami *subordinating conjunctions* dalam *adverbial clauses of time, reason and contrast*.

Untuk mendapatkan hasilnya, instrumen yang dipakai dalam penelitian ini adalah tes dan kuesioner. Populasi dari penelitian ini adalah siswa kelas 11 dari SMA I Kamang Magek Agam. Sampel dari penelitian ini adalah siswa kelas 11 sosial dua. Responden berjumlah 28 orang karena waktu penelitian 2 siswa tidak hadir. Sebelum dibagikan kepada responden, tes terlebih dahulu diujikan kepada 30 siswa dari populasi yang sama.

Dari analisa data yang dilakukan, didapat bahwa permasalahan siswa dalam mengidentifikasi dan memahami *adverbial clauses* adalah (1) di dalam *adverbial clauses of time*, kebanyakan siswa (57,14%) mengalami kesulitan dalam menggunakan *subordinating conjunction while* (2) di dalam *adverb clauses of reason*, sejumlah siswa (67,86%) mengalami kesulitan dalam menggunakan *subordinating conjunction since* dan (3) sejumlah siswa (67,86%) juga mengalami kesulitan dalam menggunakan *subordinating conjunction although*. Dari kuesioner yang diisi siswa didapatkan kesimpulan bahwa sebagian siswa mengalami kesulitan dalam *adverbial clauses* karena mereka tidak mengetahui fungsi *subordinating conjunctions of time, reason and contrast*.

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She realized that there are some mistakes in this thesis so that any constructive critics, suggestions and advices from readers are highly appreciated for the improvement of this thesis.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English language is one of foreign languages which is useful because it is used by people all over the world as a tool of communication. It is also popular since the use of this language is applied in many fields. In Indonesia, most students have learned English language since elementary school until university level. Indonesian government considers that English becomes more important to be mastered in communication because mastering English can be considered as a main requirement for the success of society and the nation of Indonesia to compete with other countries in the *Free Trade Era*.

In fact, English is not an easy subject for Indonesian students. To improve the quality of English education in Indonesia, the government has applied curriculum which is called KTSP (*Kurikulum Tingkat Satuan Pendidikan*). This curriculum is the follow up of the previous curriculum (Competence Based Curriculum). The orientation of this curriculum for teaching English is to develop students' competency to communicate in English both spoken and written correctly and fluently. This competency covers the four basic skills: listening, speaking, reading and writing (Departemen Pendidikan Nasional , 2003).

In KTSP, the approach that should be applied in teaching learning English is GBA (Genre Based Approach). In this approach, the students are introduced some genres or types of text where they are explicitly taught about the social

functions, the generic structures, and the language features of the texts. Based on curriculum for SMA/MA, there are 12 genres or kind of texts for teaching English from the first to the third grade. The texts that are taught to the students are recount, narrative, procedure, spoof, news item, descriptive, analytical exposition, hortatory exposition, explanation, discussion, review and report (Depdiknas, 2003). All of these genres have different social functions, generic structures, and language features. In language features, the students deal with the grammar of the text. Therefore, learning English can not be separated from learning its grammar because grammar is one of the aspects that should be mastered by students to determine the successfulness in mastering the four major skills.

One type of the patterns in the English grammar which is needed to make complex sentence is clauses. The clause that needs other sentence is subordinate clauses. The subordinate clauses consist of noun clauses, adjective clauses, and adverb clauses. However, in senior high school, based on 2006 curriculum the students do not learn all of these subordinate clauses. One of the subordinate clauses that the students learn is adverb clauses.

The adverb clauses are commonly used in English and they are useful in communication activity. By using adverb clauses, the ideas become clear and it will be easier for learners to understand these ideas. Adverb clauses are subordinate clauses which have function as adverbs to give explanation about verb, adjective, adverb, also sentence. Adverb clauses consist of adverb clauses of time, purpose, place, manner, reason, contrast, condition, and comparison (Solahudin , 2007).

The general aim of teaching grammar especially adverb clauses in senior high school is to make the students know, understand and apply them both writing and speaking. By learning adverb clauses, the students are expected to be able to combine two clauses become complex and meaningful sentences. An adverb clause is necessary in writing because writing with complex sentences especially the adverb clause is generally considered more mature, interesting, and effective in style. Also in speaking, people are able to deliver their ideas so that other people understand what is being talked about (Oshima and Hogue ,1991)

Students who are at the eleventh grade should master adverb clauses in studying language features of analytical exposition text. In this learning process, the students deliver their arguments in speaking class so that they can persuade the listeners that this idea is important matter. Moreover, the students make a good analytical exposition text in which they should use adverb clauses to make their argument clear and complex. The students also use adverb clauses in telling a story to make story goes based on chronological order when they study a narrative text. Hence, adverb clauses are very important to be mastered.

Unfortunately, based on the researcher' teaching practice on semester July- January 2008, the students of senior high school I Kamang Magek still have problems in identifying and understanding adverb clauses appropriately in order to make complex sentences. It was proved by the result of a test that was given during her teaching practice such as:

- a. Before took the examination, he had studied very hard.*
- b. Margareth is wearing a winter coat so that the weather is very cold.*
- c. Because he arrived at the airport early so he took an earlier flight.*

In sentence number 1, the students did not use subject in subordinating clauses so that the correct sentence should be *Before he took the examination, he had studied very hard.* In sentence number 2, the students chose inappropriate subordinating conjunctions so that the correct sentence should be *Margareth is wearing a winter coat when the weather is very cold.* In sentence number 3, they did repeating conjunctions so and because so that the correct sentence should be *Because he arrived at the airport early, he took an earlier flight.*

There are certain reasons the researcher chooses adverb clauses. Firstly, students could use adverb clauses to improve their writing style because one way to get good writing in English is the using of subordinate clauses which adverb clauses are classification of subordinate clause. Secondly, in teaching a text, the teacher focused on generic structure and ignored the language features from the text. Finally, not all of the students understood the meaning, the form, and the function of an adverb clause. It can be caused by factors such as limitation of time and lack of proper exercises in teaching the adverb clauses. Therefore, it is important to conduct a research on students' problems in identifying and understanding adverbial clauses.

A. The Focus of the Problem

Based on the background of the problem above, teaching adverb clause is not simple because in identifying and understanding adverbial clause in teaching grammar should be based on the text that the students learn. Since there are many classifications of adverb clauses, these clauses are focused on the students' problems in identifying and understanding subordinating conjunctions in adverbial clauses of time, reason, and contrast.

B. Formulation of the Problem

The problem of this research was formulated as follow: "What problems were faced by the eleventh grade students of SMA I Kamang Magek Agam in identifying and understanding adverbial clauses?

C. Research Questions

These following research questions were used to find the answer of the question in the formulation of the problem:

1. What problems were faced by the students in identifying and understanding subordinating conjunctions in adverbial clauses of time?
2. What problems were faced by the students in identifying and understanding subordinating conjunctions in adverbial clauses of reason?
3. What problems were faced by the students in identifying and understanding subordinating conjunctions in adverbial clauses of contrast?

D. Purposes of the Research

Based on the research questions above, the main purposes of this study were:

1. To find out the students' problems in identifying and understanding subordinating conjunctions in adverbial clauses of time.
2. To find out the students' problems in identifying and understanding subordinating conjunctions in adverbial clauses of reason.
3. To find out the students' problems in identifying and understanding subordinating conjunctions in adverbial clauses of contrast.

E. Significance of the Research

This research is expected to give some contributions which had both practical and theoretical values. This research is expected to give valuable input

for English teacher in improving adverbial clauses. Moreover, this research is intended to provide contribution for language learning. Finally, it will enrich the teachers' literature of grammar studies.

F. Definition of the Key Terms

It is necessary to fix a clear definition of some key terms used in this study to avoid misunderstanding on some conceptual terms that might occur later on.

The following definitions will be useful in understanding this research:

1. A clause : a group of related words that contains a subject and a verb. Since every sentence must minimally contain a subject and a verb, all sentences are clauses. Clauses are divided into dependent and independent clauses. (Solahudin , 2007)
2. Identifying and Understanding : recognizing and knowing the meaning of something. In this research, it is the problems of the students to recognize and to know the meanings intended by some adverbial clauses.
3. An adverb clause : a subordinate clause which performs an adverbial function in a complex sentence. It provides information about time, place, manner, reason, contrast, condition, comparison, or result.(Maurer ,1994)

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

As mentioned in chapter I, the purpose of this study was to find out the students' problems in identifying and understanding subordinating conjunctions in adverbial clauses of time, reason, and contrast. After analyzing the data, it was found that the problems of the eleventh grade students of SMA I Kamang Magek in identifying and understanding subordinating conjunctions in adverbial clauses of time, reason, and contrast were categorized quite difficult.

Based on the data analysis and discussions, some conclusions can be drawn as follows:

1. In adverbial clauses of time, the students got problems in using subordinating conjunctions *when, after, while, since, and before*. More than a half the students got the problems in identifying and understanding subordinating conjunction *while*.
2. In adverbial clauses of reason, the students got problems in using subordinating conjunctions *because, as, and since*. Most of the students had problems in using subordinating conjunction *since*.
3. In adverbial clauses of contrast, the students got problems in using subordinating conjunctions *although, whereas, and eventhough*. More than a half the students got the problems in identifying and understanding subordinating conjunction *although*.

4. The causes of the students' problems were determined three factors. It was found that the students got the problems in identifying and understanding adverbial clauses because they had less knowledge about teaching learning process of adverbial clauses, they had less knowledge about the basic concept of adverbial clauses, also they had less knowledge in function kinds of subordinating conjunctions of adverbial clauses of time, reason and contrast.

B. Suggestions

Related to the findings and discussions, some suggestions are proposed:

1. In the teaching and learning process, the teacher should give more attention to the students' problems in identifying and understanding subordinating conjunction *while* in adverbial clauses of time, *since* in adverbial clauses of reason, and *although* in adverbial clauses of contrast.
2. It is suggested to the English teacher to give clear explanation about adverb clause of time, reason, and contrast.
3. The teacher should give more exercises and explanations the students about adverb clauses so that the students would able to understand and identify the function of each kind of subordinating conjunction of adverb clauses of time, reason, and contrast.
4. This study may be useful to help the readers more understand and interest to do a study about adverbial clauses. It is suggested to the next researchers who want to do a research in this field can complete by conducting further and more detailed studies.

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