

THE STUDENTS' ABILITY IN IDENTIFYING CLAUSES IN NARRATIVE TEXT

(A Case Study in Islamic Senior High school Nurul Huda Baros)

A PAPER

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CHAPTER I

INTRODUCTION

A. Background of The Research

Many students use English in daily activity regardless of their structure is correct or wrong. They only think the most important is that they understand what it means. It is justified in english especially in english speaking concept, but it is better they also using english in accordance with applicable rules. According to Capella University Grammar Handbook, "..., usage, and comprehension are vital not only for accurately communicating with each other in many different ways and on many different levels, but also for correctly communicating with and managing our machines, structures and other synthetic systems as well as the organic systems we have inherited.”¹

Structure does not only have to be constructed in the correct structure, rather they should also have meaning. As Penny says that “Grammar does not only affect how units of language are combined in order to ‘look right’; it also affects their meaning.”² Learning grammar in english is needed, in order that we can use english with the right structure and meaningful. Infect, the students of Indonesia are demanded to master not only four competencies of language but also language component such as grammar, vocabulary and pronunciation.

Based on the researcher preliminary research in MA Nurul Huda Baros, it was found that the students seem to have difficulty in grammar. When the

¹Capella University Press, *Grammar Handbook*, 3.

²Penny Ur, *A Course in Language Teaching* (Cambridge: Cambridge University Press, 1991), 76.

researcher was conducted preliminary research in MA Nurul Huda Baros, she found some students problems in grammar especially in identifying clauses in narrative text. It can be seen when the teacher taught them about the grammar especially in clauses and narrative, they looked so confused. Moreover when they assigned to identify clauses in a narrative text, they looked more confused.

There were some students asked other friend to explain what it meant, even some students who just cheating their friend's work without trying to do it first either because they really did not understand it or they lazy to do it. One of the reasons is that their basic grammar skill before is not good, while the lessons in this grade are more complicated. In other words they have to learn English grammar in intermediate-level whereas their basic knowledge is still too low to achieve, there is overlap. Besides that considering that at the senior high school level, when the lesson takes place and there was a student who did not understand it well. The teacher did not have spare time to repeat the same lesson for a long time. It was because of the brief meeting and the overwhelming discussion, so the students and teacher can not only focus on one subject.

Students of a foreign language are typically classified into three bands based on competence: beginner, intermediate, and advance. The beginner should have a clearly articulated pathway to grammatical and core vocabulary building. While intermediate students are extremely diverse, on the one hand their level is still too low for them to enjoy a film, a book or even a conversation in target language unlike advanced students. And the advanced students still benefit from the presence of a teacher or structured environment, along two different lines, on

the other hand advanced students can particularly benefit from a few targeted one-on-one sessions that will focus on correcting remaining errors in pronunciation, syntax, or semantic.

When someone can not pass a level well, he / she can not pass the next level. On the other hand if there is a student especially student in MA Nurul Huda who has the ability is less or is in the beginner level, they can not pass intermediate level well moreover advanced level.

From explanation above we know that grammar is one of the important skill in english. In order to form a sentence that is understandable and coherent also has a meaning must be in accordance with that structure of the language itself. And someone's ability in english determining at which level he / she is.

Based on the problem that the students happened, the researcher wants to observe the classroom activity. It is around the difficulty of the students about grammar especially in identifying clauses in narrative text, it is also the researcher wants to observe the students' ability in grammar especially in identifying clauses in narrative text. The researcher thus plans to conducted the research on “***The Students' Ability in Identifying Clauses in Narrative Text.***”

B. Identification of Problem

Based on the statement above, the problem can be identified as followed:

1. The students are in the beginner level in grammar.
2. The motivation of studying grammar is still low.
3. The lack of teaching media in teaching grammar.
4. The students are less interactive

C. Limitation of Problem

In this research, the researcher focuses on observing the ability of students in grammar, especially in identifying clause in narrative text at the second grade of MA Nurul Huda Baros that is still low category in grammar. This research focused on the students' difficulty and ability in identifying clauses in narrative text. The researcher hopes that the result of the research can be used by the researcher, the students of MA Nurul Huda Baros and the teacher.

D. Research Questions

Based on the backgrounds discussed above. The writer underlines the problem as follow:

- 1) How is the students' ability in identifying clauses in narrative text?
- 2) What is the students' difficulties in identifying clauses in narrative text?
- 3) What types of clauses become the most problem to student?

E. Research Objectives

Based on the research questions above, there are two objectives of this research.

1. To observe the ability of the students in identifying clauses in narrative text.
2. To observe the students' difficulties in identifying clauses in narrative text.
3. To observe the most problem of clauses type to student.

F. Organization of Writing

This paper divided into several chapters and sections with the systematic of writing detail as followed:

Chapter I is introduction. This chapter consists of Background of the Research, Identification of the Problem, The Limitation of the Problem, Research Question, Research Objective, and Organization of Writing.

Chapter II is theoretical framework. This chapter consists of theory of Writing (Definition of writing, text type of writing, narrative text). Clauses (definition of clause, the kinds of clauses, the function of clauses) and the Clauses in Narrative Text (Restrictive Clause, Free Clause).

Chapter III is research methodology. It contains method of research, the setting and the time of research, respondent, technique of data collecting, technique of data analyzing.

Chapter IV is about the result of the research. It contains description of data and interpretation of data.

Chapter V is Closing. It contains of the conclusions and suggestions

CHAPTER II

THEORETICAL FRAMEWORK

A. Writing

1. Definition of Writing

The definitions of writing are variously stated by some experts. Thomas states that “Writing in its broad **sense-as** distinct from simply putting words on **paper-has** three steps: thinking about it, doing it, and doing it again (and again and again, as often as time will allow and patience will endure).”³ From the states above, it can be said that writing is not only writes what the ideas is in a word even a sentence, but it need a deeper review. In other words writing is the skill that through a long process and it is very complex.

According to Oshima and Hogue, “Writing is a progressive activity. It means that when you first write something do own, you have already been thinking about what you are going to say and how you are going to say it. Then after you have written and make changes and corrections. Therefore, writing is never a one-step action. It is a process that has several steps.”⁴ In other words writing through several processes. It does not ending when we write the idea down on a piece of paper. But we also have to correction it, because writing does not stop in one step.

³ Thomas S.Kane, *Oxford Essential Guide to Writing* (New York: Oxford University Press, 2000), 25.

⁴Alice Oshima & Ann Hogue, *Introduction to Academic Writing English*, 2nd ed.,(New York: Addison Wesley Longman, 2001), 2.

Based on those definitions, we can conclude that writing skill is the skill that is complex activity in expressing our idea involving imagination. That complex activity consist of stages as the steps in writing. To improve the students' writing skill, the teaching and learning process of writing needs to be done well with developed input and effective activities.

2. Text Type of Writing

According to ELT Journal, "Text type, on the other hand, represents groupings of texts which are similar in terms of co-occurrence of linguistic patterns."⁵ It can be said that text type is the kinds of text that has different structure every text. There are five kinds of text type, those are procedure text, descriptive text, report text, recount text, and narrative text (Taufik and Hafizon, 2010).⁶

a) Procedure Text

Procedure text can be interpreted as an instructions in how to do something through a sequence of steps.⁷ Some sociocultural functions of procedure texts are to instruct, to warn, and state temporal sequences. Linguistic feature used to instruct is *imperative*, and to state temporal sequences is *sequencers*, such as *first*, *next*, *then*, *finally*, *occasionally*, procedural texts are completed with *diagram*, *flow chart*, or *illustrations*.⁸ We

⁵Brian Paltridge, "Genre, text type, and the language learning classroom", *ELT Journal*, Vol. 50, No. 3, (July, 1996), 237.

⁶Taufik Nugroho and Hafizon, *Introduction to Genre Based Approach*, (Jakarta: Ministry of National Education, 2010), 9.

⁷Ann M. Johns, *Genre in the Classroom*, (London: Lawrence Erlbaum Associates Inc, 2002), 22.

⁸ Taufik and Hafidzon, *Introduction to Genre Based Approach*, 9.

can conclude that procedure text is the text that explains how to make or use something by step.

b) Descriptive Text

According to Ann Hogue, “Description are ‘word pictures.’ You tell how something looks, feels, smells, tastes, and sounds. You need to become a sharp observer and notice many small details so that you can write a good word picture.”⁹ We can say that descriptive text is the text that describes something specifically, as like someone, thing, place, and other.

c) Report Text

Report text has two main elements, general classification and description. Below are limitations related to the text in order that you get a comprehensive picture about it.¹⁰

- General Classification: Tells what the phenomenon under discussion it.
- Description: Tells what the phenomenon under discussion is like in terms of
 - Parts (and their functions)
 - Qualities
 - Habits or behaviors, if living; uses, if non-natural

(Gerrot and Wignell, 1994)

d) Recount Text

⁹Ann Hogue, *First Steps in Academic Writing*, 2nd ed.(New York: Pearson Longman, 2008), 95.

¹⁰ Taufik and Hafrizon, *Introduction to Genre Based Approach*, 14.

Recount text is the text which usually retell an events or experiences in the past to entertain the viewers, such as the experience of first-day school entry, and many other examples. We can conclude that recount beside has a function as an information and entertainment, recount can be found in personal letters, oral and written histories. And it has three generic structure, those are orientation, record of events, and the last re-orientation.

e) Narrative Text

1) Definition of Narrative Text

The narrative text type tells a story. Its purpose is to present a view of the world that entertains or informs the listener or reader.¹¹ According to Thomas S.Kane “Narrative can also means a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well) a straight forward movement from the first event to the last constitutes the simplest chronology.”¹²

In other hand Labov & Waletzky's Theory said that narrative defines a story as a series of action clauses (events), of which at least two must be temporally joined.¹³

¹¹ Taufik and Hafrizon, *Introduction to Genre Based Approach*, 18.

¹² Thomas S.Kane , *Oxford Essential Guide to Writing*, (New York: Oxford University Press, 2000), 366.

¹³ Reid Swanson et al. “Identifying Narrative Clauses Types in Personal Stories”, *Forum: Natural Language and Dialog System Lab University of California Santa Cruz*, (June, 2014), 18-20.

From the explanation above we can conclude that narrative text is a story which is composed by several clauses, and it usually about imagination stories and fairy tales, and the purpose is entertaining the readers or listeners about the story.

2) The generic structure of Narrative text:

The generic structures of the text are orientation, complication, resolution. The language features usually found in narrative text are specific characters, time words that connect events to tell when they occur, verbs to show the actions that occur in the story, and descriptive words to portray the characters and settings.¹⁴ From the text above we can conclude that the generic structure of narrative text as follows:

- (a) Orientation is introduce the participants / the actors (it answers the question: who, when, what, and where).
- (b) Complication is the problem is begun and how the main characters solve them.
- (c) Resolution is the crisis is revolved, for better or worse.
- (d) Re-orientation is the ending of the story.
- (e) Evaluation is the stepping back to evaluate the story or moral value of the story.

3) Point of View

¹⁴ Taufik and Hafrizon, *Introduction to Genre Based Approach*, 18.

Stories are written from different points of view. The point of view impact the readers' understanding of the characters and events. There are three point of views, thus are: first-person narrator, third person limited narrator, and third person omniscient narrator. A narrative text have to have point of view, because it is crucial for the way a work of fiction is perceived by the reader.

B. Clause

1. Definition of Clause

Clause is group of words that contains a subject and a verb.¹⁵ In other hand Andrea DeCapua stated that: "A clause minimally consists of two constituents, a noun phrase and a verb phrase, and, as you will recall, a phrase is a word (*child: meow*) or group of words (*the angry child: is loudly meowing*) that functions as a unit within a sentence."¹⁶

We can conclude from the text above that clause is s group a word that consist of minimally subject and predicate and its meaning can be understood.

2. The Kinds of Clauses

There are two kinds of clauses: independent and dependent clause.¹⁷ It is both independent and dependent clause are interrelated. Independent and dependent clause are the building of a sentence. An independent clause can stand by itself. While a dependent clause can not stand by itself, it need an independent clause to build a sentence.

¹⁵ Victoria, Bull. *Oxford Learner's Pocket Dictionary*. (New York: Oxford University Press, 2008), 75.

¹⁶ Andrea DeCapua. *Grammar for Teachers*, (New York: Springer, 2008), 281.

¹⁷ Deborah Philips. *Longman Preparation Course for the TOEFL TEST*. (New York: Pearson Longman, 2001), 152.

1) Independent Clause

Independent clause can also be called “Coordinate Clause”. This clause does not depend on the main clause (it can stand by itself without influencing the meaning of the main clause).¹⁸ According to Mrs. Atun “An independent clause is a complete sentence. it contains the main subject and verb of sentence. (It is also called a main clause).¹⁹ It means independent clause consists of subject and predicator and it need not a sub clause or dependent clause to be a sentence that has meaning, because it can stand by itself.

2) Dependent Clause

A dependent clause begins with a subordinator such as *when, while, if, that, or who*. A dependent clause does not express a complete thought and cannot stand alone as a sentence by itself.²⁰ According to Mrs. Atun “A dependent clause is not a complete sentence. It must be connected to an independent clause.²¹ It can be concluded dependent clause need independent clause to be a sentence, and it is connected by a subordinator. Dependent clause has many kinds, they are *noun clause, adjective clause, and adverb clause*.

3. The Function of Clauses

¹⁸AM. Prayitno, *Mastering English Grammar*, (Surabaya: cv. Armythas Kurnia, 2004), 282.

¹⁹Mrs. Atun. *The Relative Pronoun, The Gerund, The Participle at Glance*. (Pare:BEC, 2002), 1.

²⁰Deborah Philips. *Longman Preparation Course for the TOEFL TEST*. (New York: Pearson Longman, 2001), 153.

²¹Mrs. Atun. *The Relative Pronoun, The Gerund, The Participle at Glance*. (Pare:BEC, 2002), 1.

1) Adjective Clause/Relative Clause

According to Deborah “A relative clause is a dependent clause that functions as an adjective, that is, it modifies a noun or pronoun. For this reason, relative clauses are also called adjective clause.”²² It means adjective clause is a dependent clause that function as an adjective, that is, it modifies a noun or pronoun, and it is also called by relative clause.

The main clause does not make proper sense without the relative clause. The relative clause tells us which family we are talking about. It is defining relative clause. The relative clause may come in the middle or at the end of sentence. it follows the word that it defines.²³

a) Relative Pronoun and Adverbs

A relative clause begins a relative pronoun or relative adverb.

Pronouns	who, whom, whose, that, which,	Refer to humans
	that, whose	Refers to nonhumans and things
Adverb	When, where	Refer to time or a place.

b) Function of Relative Clauses

- As a Subject

Who

²²Deborah Philips. *Longman Preparation Course for the TOEFL TEST*. (New York: Pearson Longman, 2001), 205.

²³ Elaine Walker, Steve Elsworth. *Grammar Practice for Upper Intermediate Students*. (England: Longman, 2000),151.

Which + complement
That
Football, which is the most popular American sport, began at Harvard University

- As an Object

Whom
which + subject + verb + complement
that
0 ^I
The address that gave me was incorrect.

- Replace a Possessive word

Whose + noun + verb + complement
Princess Diana, whose life ended suddenly in a Paris car crash, was the most photographed woman in the world.

2) Noun Clause

A noun clause is a *dependent clause* and cannot stand alone as a sentence.²⁴ In a noun clause, the full subject and predicate are retained. The noun clause fills the same position and serves the same function as noun. According to Elaine and Steve, “A noun clause is sometimes called a *that*-clause. However, noun clauses do not always use *that*.”²⁵

So, it can be concluded that noun clause is a dependent clause that has function as a subject, object, or complement. There are three types of Noun Clause:

- a) Noun Clauses That Preceded by Question Words. Noun clauses that preceded by question words are usually used to answer a question.

Q: Where does Sarik Live?.

A: I don't know *where Sarik lives*.

- b) Noun Clauses That Preceded by *Whether* or *If*. Noun clauses that preceded by whether or if are used to answer yes/no type questions. Whether and if are usually interchangeable.

Q: Does she love her mother?

A: I don't know *whether she loves her mother or not*.

²⁴Azar Betty Schramper. *Understanding Using English Grammar*. (New York: Pearson Education, 1993),346.

²⁵Elaine Walker, Steve Elsworth. *Grammar Practice for Upper Intermediate Students*. (England: Longman, 2000),140.

- c) Noun Clauses That Preceded by *That*. Noun clauses that preceded by that are used to answer questions in which person who is answering is thinking, giving an opinion, or using a mental activity verb.

Q: *Do you know the location of an ATM?*

A: *I believe **that there is an ATM in the supermarket.***

3) Adverbial Clause

According to Elaine and Steve, “Adverbial clauses, like adverbs, tell us something further about the verb and answer the questions *when?*, *Where?*, *How?*, *Why?*, etc.”²⁶ It means an adverbial clause is a dependent clause introduced by an adverbial subordinator. It is used to modify the verb of the independent clause and tells when (time), where (place), why (reason), for what purpose, how long, or how far. It also used to show contrast: concession (unexpected result) and direct opposition. The following subordinators are often to begin adverb clauses:

After	before	though	whatever
Although	even it	unless	whenever
As	even though	until	wherever
As if	as far as	as soon as	weather
Because	since	as well as	while

²⁶Elaine Walker, Steve Elsworth. *Grammar Practice for Upper Intermediate Students*. (England: Longman, 2000),148.

An adverb clause can answer any of the following questions:

When? Where? How? To what degree? And under what condition(s)?

Example of adverb clauses answering a question:

- (a) Cinderella lost her shoe **after the clock struck twelve**.
- (b) Marry hid the key **where noone could find it**.
- (c) My sister drove so fast **that she got a ticket**.

C. Clause in Narrative Text

We have known from above that a narrative text has the generic structure, such as orientation, complication, resolution, re-orientation, and evaluation. But we also have to know where the clauses is placed in narrative text is. According to Labov and Waletzky theory of oral narrative (1997; 1967) the clause catagories are:²⁷

1. Clauses that indicate causal relationship (Action)
2. Clauses that provide traits or properties of the setting or characters (Orientation)
3. Clauses describing the story characters' emotional reactions to the events (Evaluation)

Therefore if the displacement set of a given clause does not contain two clauses that are temporally ordered with respect to each other, then that clause is a *narrative clause*. More simple, we can say that a narrative clause has an unordered displacement set. If the displacement set is ordered-that

²⁷Reid Swanson, Elahe Rahimtoroghi, Thomas Corcoran and Marilyn A. Walker, "Identifying Narrative Clause Type in Personal Stories", *Forum: Natural Language and Dialog Systems Lab*, (June, 2014), 171.

is, if some members are temporally ordered with respect to each other-then the given clause is a *restricted clause* or *free clause*.²⁸

a) Restrictive Clause

A restricted clause is a clause which functions as an adjective to **identify** the word it *modifies*. A restrictive clause is essential for the intended meaning. A restrictive clause is not offset with commas. For example:²⁹

(1) Her boy **who broke the window** is at the door. The bold text is restrictive clause. It describes The boy. More importantly though, it **identifies** the boy. It is not just additional information. It is essential for understanding.

(2) I went to London with the man **who lives next door**. The clause identifies the man.

(3) The window **which you cracked** is over 300 years old. The clause identifies the window.)

(4) The window **that you cracked** is over 300 years old. With restrictive clause, you can use that to replace which. Which, that, and who are called *relative pronouns*. With a restrictive clause, you can often remove the relative pronoun entirely.)

²⁸William Labov, Joshua Waletzky, "Narrative Analysis: Oral Versions of Personal Experience: Journal of Narrative and life History", Vol. 7, No. 1-4, 23.

²⁹Grammar Monster."What is a Restrictive Clause? (with Examples)" <https://www.grammar-monster.com/glossary>.

(5) Those **who dream by day** are cognizant of many things **which escape those *who dream only by night***. This quote has three restrictive clause, including a restrictive clause (in bold) within a restrictive clause.)

b) Free Clause

A free relative clause is a type of relative clause (that is, a word group beginning with a wh-word) that contains the antecedent within itself. Also called a nominal relative clause, a fused relative construction, an independent relative clause, or (in traditional grammar) a noun clause. A free relative can refer to people or things, and can function as a subject, a complement, or an object. For example:³⁰

(1) Nobody knows it, because nobody knows *what really happened*.

(2) We want to make sure that *what we're doing is really what we ought to be doing*.

A relative clause which apparently lacks a head is called a **free relative clause**, also sometimes called a headless relative (though some argue that the head is present syntactically but phonologically empty, and hence that this is misleading term). Two types of free relative clauses, definite and indefinite. Definite free relative clause is introduced by a wh-word such as what, or when (Example: Mark eats what he orders). Indefinite free relative clause is substituting that (thing) which for what (Example: Sally ordered that (thing) which Him chose).

³⁰Grammar Tip of the Day. "Free (nominal) relative clause" <https://www.thoughtco.com>.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

The methodology of this research is qualitative research and this research includes in the case study. Case study is a type of research design and analysis.³¹ According to Geoffrey, David, and Festinger “Case studies involve an in-depth examination of a single person or a few people. The goal of the case study is to provide an accurate and complete description of the case.”³² This research attempts to find more about a case of a subject. The case of this research was students’ difficulties in identifying clauses in narrative text.

The qualitative method is used in this research because it is believed that it can achieve the objective of research that focuses on the students’ ability in identifying clauses in narrative text that being a problem for the second grade students of Nurul Huda Islamic Senior High School. Qualitative is the research methods such as in-depth interviewing and participant observation are particularly well suited to exploring questions in the human services which relate to the meaning of experiences and to deciphering the complexity of human behavior.³³

³¹ Patricia A. Duff, *Case Study Research in Applied Linguistic*, (New York: Taylor & Francis Group, 2008), 21.

³² Geoffrey Marczyk, David DeMatteo, and David Festinger, *Essentials of Research Design and Methodology*, (New Jersey: John Wiley & Sons inc, 2005), 147.

³³ Yvonne Darlington and Dorothy Scott, *Qualitative Research in Practice Stories from the Field*, (Australia: Allen and Unwin, 2002), 3.

Besides that, to collect the data from the research subject, the researcher will use two techniques. They are test and interview as the instrument of this research.

B. Setting of The Research

The Researcher will choose MA Nurul Huda Baros as the place of the research. It is located in Jl. Raya Serang-Pandeglang KM. 13 RT 002/03, Sukamanah, Baros, Serang, Banten 42173. It will be conducted on 16th of April 2018 – 20th of April 2018.

C. Respondent

The subject of this research is the Second Grade Students of Nurul Huda Islamic Senior High School Baros. The researcher took 15 students for sample research from 60 students in the Second Grade Students of Nurul Huda Islamic Senior High School Baros. It will be focused on the students' difficulties in identifying clauses in narrative text. Besides that in doing the research, the researcher will use field research. The research choose the Second Grade Students of Nurul Huda Islamic Senior High School because the material is suitable with the curriculum.

D. Techniques of Data Collecting

In collecting data the writer is going to use the instrument as:

1. Test

According to Geoffrey, David and Festinger “Test is the instruments are attractive to researchers because they tend to have established reliability and validity, and they eliminate the need to develop and validate an instrument from scratch. Many of these instruments also produce data at the interval and ratio level, which is a prerequisite feature for certain types of statistical analyses.”³⁴ Based on the statement, the data is collected by the researcher from the result of the test. It is going to written test, and the score of the test is a document to know the students’ difficulties in identifying clauses in narrative text. The test will be given to the students about the clauses in narrative text, that is to know the students’ ability in identifying clauses in narrative text and to know the types of the clauses become the most problem to students in identifying clauses in narrative text.

2. Interview

Interview is one of the technique of collecting data in this research. The researcher using this technique because it is a simple technique but it is effective and the researcher will get many informations from it. According to Geoffrey, David, and Festinger “A thorough *interview* is a form of self-report that is a relatively simple approach to data collection. Although simple, it can produce a wealth of information.”³⁵ Appropriately the researcher using the structured interview. Such interviews involve the use of a set of predetermined questions and of highly standardised techniques of recording . Thus the interviewer in a

³⁴Geoffrey Marczyk, David DeMatteo, and David Festinger, *Essentials of Research Design and Methodology*, (New Jersey: John Willey & Sons inc, 2005), 116.

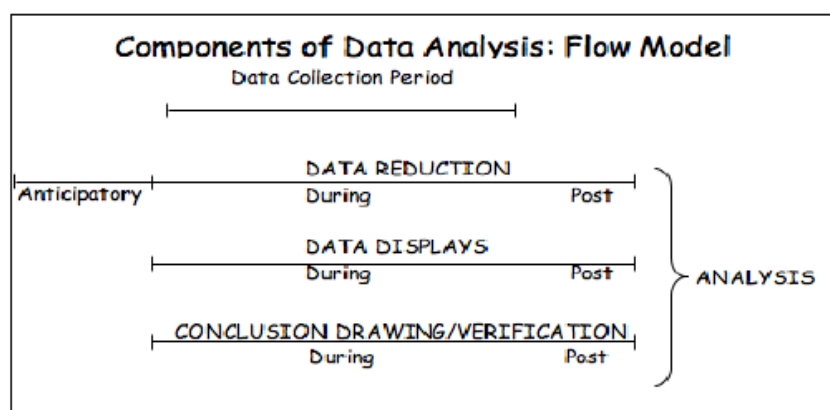
³⁵Geoffrey Marczyk, David DeMatteo, and David Festinger, *Essentials of Research Design and Methodology*, (New Jersey: John Willey & Sons inc, 2005), 117.

structured interview follows a rigid procedure laid down, asking questions in a form and order prescribed.³⁶

The researcher will have an interview with 4 or more students of the Second Grade Students Nurul Huda Islamic Senior High School Baros randomly. The questions around the problem or the difficulties of students in identifying clauses in narrative text. The next questions is around the process of learning the subject by the teacher.

E. Technique of Analyzing Data

After the data was collected, the next step is analyzing the data using qualitative method. In this research the researcher using the qualitative descriptive analyzing method. The qualitative data analysis process consists of organizing, sorting, synthesizing, searching, and then finding the patterns, exactly find what the important is and what we have learnt and deciding what others can be learnt. According to Miles and Huberman “Analysis as consisting of three concurrent flows of activity, they are:”³⁷



³⁶C.R. Kothari, *Research Methodology Method and Techniques (second Revised Edition)*, (New York: New Age International, 2003), 97.

³⁷Matthew B. Miles and A. Michael Huberman, *An Expanded Sourcebook QualitativeData Analysis Second Edition* (London: Sage Publications, 1994), 10.

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. In this stage the researcher election and concentration to simplification, abstraction, and transformation of the rough data that obtained. It is the steps of data reduction:

- a) The researcher doing the observation when the students and the teacher is processing learning the material
- b) Providing a test in the form of the questions about related material.
- c) The researcher doing an interviews with some students and the teacher.

2. Data Displays

According to Miles and Huberman “A display is an organized, compressed assembly of information that permits conclusion drawing and action.”³⁸ After the data is collected, the researcher displaying or presenting the data which organized into research paper. The researcher developing a structured information description to draw conclusions and take action. Data display commonly used in this step is in the form of narrative text. The data of data display obtained from the results of data reduction, then the data that can answer the problem in this research is conclude.

3. Conclusion Drawing/ Verification

³⁸ Matthew B. Miles and A. Michael Huberman, *An Expanded Sourcebook Qualitative Data Analysis Second Edition* (London: Sage Publications, 1994), 11.

The third step is drawing conclusion and verification. The researcher describe all of the data which were still unclear in the beginning. Besides that, the researcher attempts to draw conclusions and verify by searching for the meaning of each symptom obtained from the field, recording the possible order and configuration, the causal flow of the phenomenon. In this stage, by comparing the results of observation, interview and test can be concluded about the difficulties of students in identifying clauses in narrative text. The writer used the formula to calculate the percentage of the score of students, by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P=Percentage

F= Frequency total presentage score

N= Number of students

$$X = \frac{\sum x}{N}$$

Where:

X = The mean score

$\sum x$ = The sum of student score

N = Number of the students

Gay, (2006:320)

Table Score Classification Score Grade

91 – 100	Very good
76 – 90	Good
65 – 75	Enough
50 – 61	Poor
Less than 50	Very poor

Depdiknas, (2004:143) 2.

CHAPTER IV

RESEARCH FINDING AND DATA INTERPRETATION

A. Research Finding

The technique of data collecting has been clearly described in the design of the research in chapter III. Furthermore the research finding and data interpretation is as the following:

1. Finding of the Test

The participants of writing test included 15 students of second grade MA Nurul Huda on 16th – 20th of April 2018. In the test the students were instructed to arrange the random English words into correct sentence and making complete sentences.

After the test was conducted, the writer classified the results of the test into their classifications, there are: High score, Medium score, and Low score. The following table is the result of students' score.

Table 4.1

Students' Answer and Correction

a. Identifying clauses in narrative text

1. ML

No.	Students' Answer	Correction	Analysis
a)	Noun clause: dog, story, she, boy, girl.	Her answer is incorrect	The student initial ML did not understand the command in that question. The researcher asked her to write the noun clause in the sangkuriang story that the researcher has given. She even wrote the pronoun without any s + v + o. It seems she could not distinguish the noun clause and pronoun.
b)	Adjective clause: careless, old, pretty.	Her answer is incorrect	The student is still confused to answer the question. It is the same as the previous question. She is asked to write a clause in that story especially about adjective clause. But she is still confused distinguish the clause and pronoun. She even wrote the pronouns, she did

			not write clause.
c)	Adverbial clause: home, palace, river, west java.	Her answer is incorrect	The student is still confused about adverbial clause and adverb as pronoun. She still wrote the pronouns, she did not write a clause especially adverbial clause. She should write adverbial clause in that story, such as in the 3 rd paragraph: Dayang Sumbi was curious because she did not see Tumang.

2. NNM

No.	Students' Answer	Correction	Analysis
a)	Noun clause: Sangkuriang did not know that Tumang was actually a reincarnation of her father.	Her answer is correct	The student initial NNM already has be able to identify the noun clause in that story well. She has understood how to identify the noun clause. Besides that she wrote the sentence with

			the good grammar, there is s + v + o.
b)	Adjective clause: The place become a mount that is called Tangkuban Parahu mount	Her answer is correct	The student initial NNM could identify the adjective clause well. She has understood how to identify the adjective clause. Because most of the students are still confused distinguish a noun clause and an adjective clause. It is different of student initial NNM, she could distinguish the noun clause and the adjective clause. She also can write the noun clause with good structure. It has subject and verb.
c)	Adverbial clause: I have two requirements that you must fulfill	Her answer is incorrect	The student initial NNM has not understood what adverbial is. The researcher asked her to write the adverbial clause in that story

			(sangkuriang story), but she wrote the noun clause. She is still confused about the adverbial clause.
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3. PN

No.	Students' Answer	Correction	Analysis
a)	Noun clause: Sangkuriang did not know that Tumang was actually a reincarnation of her father.	Her answer is correct	The student initial PN has good answer in the question because she has understood how to identify the noun clause in that narrative text. Besides that she could identify the noun clause of the narrative text that had given, then found the noun clause in the text,.
b)	Adjective clause: He found that the palace had changed totally	Her answer is incorrect	The student has not understood in identifying the adjective clause. Actually the sentence that she wrote is a noun clause, it is not adjective clause form. The

			characteristic of adjective clause is writing the verb after the clause. In that sentence we can see clearly that after the clause “that” directly followed by adverb.
c)	Adverbial clause: Dayang sumbi was so curious because she did not see Tumang	Her answer is correct	The student has understood in identify the adverbial clause. She read the text that the researcher had given, and she identified it well. And the sentence that she wrote is correct grammarly.

4. TN

No.	Students' Answer	Correction	Analysis
a)	Noun clause: Sangkuriang did not know that Tumang was actually a reincarnation of her father.	Her answer is correct	The student initial TN has good answer in the question because she has understood how to identify the noun clause in that narrative text. Besides that she also could find the noun clause in the

			text well. It is correct that is noun clause because in it after the clause “that” directly followed by pronouns, so it is called noun clause.
b)	Adjective clause:	Her answer is incorrect	The student initial TN could not understand the question. The researcher asked him to identify the adjective clause in that narrative text and write in that answer sheet. She even did not write anything. She instead emptied the answer sheet.
c)	Adverbial clause:	Her answer is incorrect	The student has not understood how to identify the adverbial clause. The researcher asked him to identify the adverbial clause in that sentence and write in that answer sheet. She even did not write anything. She

			instead emptied the answer sheet
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5. SMJ

No.	Students' Answer	Correction	Analysis
a)	Noun clause: Sangkuriang did not know that Tumang was actually a reincarnation of her father.	Her answer is correct	The student initial SM has good answer in the question because she has understood how to identify the noun clause. She has be able to wrote the example of noun clause in the narrative text that the researcher had given.
b)	Adjective clause: He found that the palace had changed totally	Her answer is incorrect	The student has not understood in identify the adjective clause. She even wrote the example of an adjective clause that contained in that narrative text, she even wrote the example of the noun clause.
c)	Adverbial clause: Dayang sumbi was so	Her answer is correct	The student has understood in identify the adverbial

	curious because she did not see Tumang		clause. She identified the narrative text that the researcher had given well. She also wrote the example of adverbial clause clearly.
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6. MI

No.	Students' Answer	Correction	Analysis
a)	Noun clause: Sangkuriang did not know that Tumang was actually a reincarnation of her father.	His answer is correct	The student initial MI has good answer in the question, because he has understood how to identify the noun clause in that narrative text. He could wrote the example of noun clause well grammarly.
b)	Adjective clause: I have two requirement that you must fulfill.	His answer is incorrect	The student could not identify the adjective clause in that narrative text that the researcher had given. His answer is not the adjective clause, it is a noun clause because after clause "that"

			directly followed by pronoun “you”. He is still confused to distinguish the noun clause and adjective clause.
c)	Adverbial clause: They guess that the morning had come and so did Sangkuriang	His answer is incorrect	The student is still confused to identify the relative clause. He should wrote any adverbial clause. He even wrote a noun clause. He could not understand where an adverbial clause and noun clause is.

7. AW

No.	Students' Answer	Correction	Analysis
a)	Noun clause: Sangkuriang did not know that Tumang was actually a reincarnation of her father.	Her answer is correct	The student initial AW has understood how to identify the noun clause. Her answer has been really good. She identify the narrative text that the researcher has given, then she wrote it in her answer sheet. The sentence is true,

			after clause “that” directly followed by “pronoun”. It is called by the noun clause.
b)	Adjective clause: Sangkuriang told his mother that he had changed tumang..	Her answer is incorrect	The student has not understood how to identify the adjective clause. She is still confused about noun clause and adjective clause. The sentence that she wrote is a noun clause, it is not an adjective clause. In that sentence after clause “that” followed by pronoun “he”, so it is named noun clause.
c)	Adverbial clause:	Her answer is incorrect	The student is still confused to indentify the relative clause. She has not undertood about an adverbial clause. Actually in the narrative text that the researcher has given, there are many adverbial clause there, but she did not write a single adverbial

			clause.
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8. KS

No.	Students' Answer	Correction	Analysis
a)	Noun clause: Sangkuriang did not know that Tumang was actually a reincarnation of her father.	Her answer is correct	The student initially has understood to identify the noun clause in the sentence. Her answer has been really good. She identified the narrative text that the researcher has given, then she wrote it in her answer sheet. The sentence is correct, after clause "that" directly followed by "pronoun".
b)	Adjective clause: He found that the palace had changed totally	Her answer is incorrect	The student has not understood in identifying the adjective clause. She might not be able to distinguish the noun clause and adjective clause, because the sentence that she wrote is a noun

			clause.
c)	Adverbial clause: Dayang sumbi was so curious because she did not see Tumang	Her answer is correct	The student has understood in identify the adverbial clause. She has understood about the adverbial clause. She identified the narrative text that the researcher has given, and she wrote the true answer. She also could find the adverbial clause in the text well.

9. SMR

No.	Students' Answer	Correction	Analysis
a)	Noun clause: Sangkuriang did not know that Tumang was actually a reincarnation of her father.	Her answer is correct	The student initial SMR has good answer in the question because she has understood how to identify the noun clause. She could find the noun clause in that narrative text that the researcher had given. It should be she wrote the noun clause more from

			that narrative text.
b)	Adjective clause: He found that the palace had changed totally	Her answer is incorrect	The student could not identify the adjective clause in the narrative text that the researcher had given. The student could not distinguish a noun clause and an adjective clause. The sentence that she found and wrote in her answer sheet is a noun clause, it is not an adjective clause.
c)	Adverbial clause: Dayang sumbi was so curious because she did not see Tumang	Her answer is correct	The student has understood about the adverbial clause. She could identify and found an adverbial clause in the narrative text that the researcher had given well. It is also correct grammarly.

10. NM

No.	Students' Answer	Correction	Analysis
a)	Noun clause:	Her answer is	The students initial NM has

	Sangkuriang did not know that Tumang was actually a reincarnation of her father.	correct	understood about the noun clause, because she could identify that narrative text and found the noun clause in the text.
b)	Adjective clause: He found that the palace had changed totally	Her answer is incorrect	The student has not understood about the adjective clause. The researcher asked her to identify the narrative text, and then found the adjective in the text. She has identified the text but she could find it in the text. The clause that she wrote in the answer sheet is noun clause, it is not adjective clause.
c)	Adverbial clause: Dayang sumbi was so curious because she did not see Tumang	Her answer is correct	The student has be able to identify the adverbial clause. She could find it in the text that she has identified.

11. SAS

No.	Students' Answer	Correction	Analysis
a)	Noun clause: Sangkuriang did not know that Tumang was actually a reincarnation of her father.	Her answer is correct	The student in itial SAS has understood the noun clause. She could identify the narrative text and then she found the noun clause in the text. Her asnwer is really good.
b)	Adjective clause: I have two requirement that you must fulfill.	Her answer is incorrect	The student has not understood about the adjective clause. She could not identify the narrative text and then she could not found the aadjective clause in the text. She even wrote the noun claause in her answer sheet.
c)	Adverbial clause: They guess that the morning had come and so did Sangkuriang	Her answer is incorrect	The student has not understood about the adverbial clause. She could not identify the narrative text well and then she could not found the adverbial clause in the text. She even wrote the

			noun clause in her answer sheet.
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12. MA

No.	Students' Answer	Correction	Analysis
a)	Noun clause: Sangkuriang did not know that Tumang was actually a reincarnation of her father.	Her answer is correct	The student initial MA already has been able to identify the noun clause in that story well. She has understood how to identify the narrative text and found the noun clause. Besides that she wrote the sentence with the good grammar, there is S + V + O.
b)	Adjective clause: The place became a mountain that is called Tangkuban Parahu mountain	Her answer is correct	The students could identify the narrative text well and found the adjective clause in the text. Because most of the students are still confused to distinguish a noun clause and an adjective clause. It is different with her, she could

			distinguish where the noun clause is and where the adjective clause is. She also can write the noun clause with good structure. It has subject and verb.
c)	Adverbial clause: I have two requirements that you must fulfill	Her answer is incorrect	The student has not understood what adverbial is. The researcher asked her to identify the narrative text that had given and she is asked to find the adverbial clause in that story (sangkuriang story), but she wrote the noun clause. She is still confused about the adverbial clause and the noun clause.

13. SMT

No.	Students' Answer	Correction	Analysis
a)	Noun clause: Sangkuriang did not know that Tumang was	Her answer is correct	The student initial SMT has understood about the noun clause. She is asked to

	actually a reincarnation of her father.		identify the narrative text that had given and she have to wrote the noun clauses of that text in the answer sheet. She has identified the text well and then the answer that she wrote is correct, it is one of the example of noun clause.
b)	Adjective clause: He found that the palace had changed totally	Her answer is incorrect	It is the same as the question before. She is asked to identify the narrative text that had given then she must find the adjective clause there. The sentence that she wrote is not an adjective clause, but it is a noun clause. It seems that she could not distinguish a noun clause and an adjective clause.
c)	Adverbial clause: Dayang sumbi was so curious because she did	Her answer is correct	The student has be able to identify the narrative text that the researcher had given and

	not see Tumang		could find the adverbial clause well. She could find it in the text that she has identified.
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14. HTZ

No.	Students' Answer	Correction	Analysis
a)	Noun clause: Sangkuriang did not know that Tumang was actually a reincarnation of her father.	Her answer is correct	The student initial HTZ is asked to identify the narrative text above then she had to find the noun clause in it. Her answer is correct grammatically, the sentence that she wrote is noun clause. It had better she wrote more noun clause in the narrative text.
b)	Adjective clause: The place become a mount that is called Tangkuban Parahu mount	Her answer is correct	The student is asked to identify the narrative text above then she had to find the adjective clause on it. Her answer is correct grammatically, the sentence that she wrote is an adjective clause.

c)	Adverbial clause: I have two requirements that you must fulfill	Her answer is incorrect	The student has not understand about the adverbial clause. Actually she is asked to find the adverbial clause in the narrative text that the researcher had given, and many adverbial clauses in that text. The student could not find the adverbial clause although a single, she even wrote a noun clause.
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15. MAS

No.	Students' Answer	Correction	Analysis
a)	Noun clause: Sangkuriang did not know that Tumang was actually a reincarnation of her father.	His answer is correct	The student initial MAS already has be able to identify the noun clause in that story well. He has understood how to identify the narrative text and found the noun clause. Besides that he wrote the sentence with

			the good grammar, there is s + v + o.
b)	Adjective clause: He found that the palace had changed totally	His answer is incorrect	The student has not understood what the adjective clause is. The researcher asked him to identify the narrative text that had given and he is asked to find it in that story (sangkuriang story), but he wrote the noun clause in her answer sheet. He is still confused about the adjective clause and the noun clause.
c)	Adverbial clause: Dayang sumbi was so curious because she did not see Tumang	His answer is correct	The student could identify the narrative text well and found the adverbial clause in the text. Because most of the students are still confused distinguish a noun clause and an adverbial clause. It is different with him, he could distinguish where the noun

			clause is and where the adverbial clause is. He also can write the noun clause with good structure. It has subject and verb.
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- b. Determine the kinds of clauses and identifying the function of paragraph 10 line two.

1. ML

No.	Students' Answer	Correction	Analysis
a)	Noun clause	Her answer is correct	In this point of question, the student is asked to determine the kind of clause in the narrative text. The student could answer the question well. The researcher asked her to determine the clause in the piece of the sentences in the story. She answered that the kind of the clause of it is noun clause, and it is correct.

b)	<u>He found</u> S V that <u>the palace</u> S had <u>changed</u> <u>totally</u> V O	Her answer is incorrect	The student could not identify the function of that sentence well. The researcher asked her to identify the function of the sentence, she even identified the function of it word by word. The correct one is <u>He found that the palace</u> S <u>had changed</u> <u>totally</u> V Adv
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2. NNM

No.	Students' Answer	Correction	Analysis
a)	Noun clause	Her answer is correct	The student can determine the clause in the question. She could answer well. The researcher asked her to determine the kind of clause in the sentence "He found that the palace had changed totally." and her answer is a noun clause. It is indeed a noun clause, because after

			word “that” followed by pronoun “you” it is not followed by a verb.
b)	<u>He found that the palace</u> S V NC O had <u>changed totally</u> V O	Her answer is incorrect	<p>The student initial NNM did not understand about the question. Her answer is incorrect because she could not identify the function of that sentence. The researcher asked her to identify the function of the sentence, she even identified the function of it word by word. The correct one is</p> <p><u>He found that the palace</u> S</p> <p><u>had changed totally</u> V Adv</p> <p>Instead the student answered</p> <p><u>He found that the palace</u> had S V NC O</p> <p><u>changed totally</u> V O.</p>

3. PN

No.	Students' Answer	Correction	Analysis
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a)	Noun clause	Her answer is correct	The student can determine the clause in the question. The sentence “He found that the palace had changed totally” is noun clause. It is noun clause because there is adverb after the clause “that”.
b)	<u>He found that the palace</u> S <u>had changed totally</u> V Adv	Her answer is correct	The student could identify the function of the sentence that the researcher had given. She could determine where the subject, verb, and object is in that sentence of narrative text.

4. TN

No.	Students' Answer	Correction	Analysis
a)	Noun clause	Her answer is correct	The student can determine the clause in the question. In the sentence “He found that the palace had canged totally” is true that is noun clause. because in that

			sentence there is adverb after word “that”.
b)	<p>S = He</p> <p>V = Found, changed</p> <p>O = The palace, totally</p>	Her answer is incorrect	<p>The student has not understood to determine the function of that sentence.</p> <p>The researcher asked her to determine the function of that sentence in the question. She instead wrote a subject, verb, and object in other word that she arranging by herself.</p>

5. SMJ

No.	Students' Answer	Correction	Analysis
a)	Noun clause	Her answer is correct	<p>The student can determine the clause in the question.</p> <p>She has be able to identify that narrative text that had given and she also could find the noun clause in the text well.</p>
b)	<p><u>He found that the palace</u> S</p> <p><u>had changed</u> <u>totally</u> V Adv</p>	Her answer is correct	The student could identify the function of that text well.

			She could determine where the subject, verb and object is. She clearly wrote it with each function.
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6. MI

No.	Students' Answer	Correction	Analysis
a)	Noun clause	His answer is correct	The student initial MI has been able to identify the clause. He also has understood the question and the researcher's order. He is asked to determine the clause in the sentence "he found <i>that</i> the palace had changed totally". In that sentence is clearly seen that after word "that" directly followed by adverb. It is called by noun clause.
b)	S = He V = Found, changed O = The Palace	His answer is incorrect	The student could not identify the noun clause. The researcher asked him to determine the function of

			<p>sentence that the researcher had given in the question. He even wrote something from their own idea. She could not understand the researcher's order.</p>
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7. AW

No.	Students' Answer	Correction	Analysis
a)	Noun Clause	Her answer is correct	<p>The student has understood to identify the clause. The researcher gave her a sentence from the story, and asked her to determine the kind of the clause. The sentence is "he found that the palace had changed totally". We can see that sentence is clearly a noun clause, because there is adverb "the palace" after clause "that".</p>
b)	<p><u>He found</u> <u>that</u> <u>the place</u></p> <p><u>S</u> <u>V</u> <u>S</u></p> <p>had <u>changed totally</u></p> <p> <u>V</u> <u>O</u></p>	Her answer is incorrect	The student initial AW could determine the function of that

			<p>sentence. The researcher asked her to determine the function of it, where is the subject, verb and object related to the clause. She even write the function of it word by word.</p>
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8. KS

No.	Students' Answer	Correction	Analysis
a)	Noun clause	Her answer is correct	<p>The student can determine the sentence that the researcher has given. The sentence is “he found that the palace has changed totally”. It is true that is noun clause, after the clause “that” directly followed by adverb “the palace”. So it is named by the noun clause.</p>
b)	<p><u>He found that the palace</u> S</p> <p><u>had changed</u> <u>totally</u> V Adv</p>	Her answer is correct	<p>The student could determine the function of the sentence in the question. She really</p>

			wrote the function in the right position. She is not like most of students that determined the function of it word by word. She is considered to understand it.
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9. SMR

No.	Students' Answer	Correction	Analysis
a)	Noun clause	Her answer is correct	The student can determine the clause of the sentence that the researcher had given. The sentence is "he found that the palace had changed totally". The answer is noun clause because there is adverb "the palace" directly after the clause "that". So it is called by noun clause, and her answer is correct.
b)	<u>He found that the palace</u> S <u>had changed totally</u> V Adv	Her answer is correct	The student could determine the function of the sentence that the researcher had given.

			<p>The researcher asked her to determine the function of it.</p> <p>She could answer it well. She wrote it according to its respective functions.</p>
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10. NM

No.	Students' Answer	Correction	Analysis
a)	Noun clause	Her answer is correct	The student can determine the clause in the sentence that the researcher has given. The researcher asked her to determine the kind of clause of the sentence "he found that the palace had changed totally". She answered that it is noun clause, and it is correct answer.
b)	<u>He found that the palace</u> S <u>had changed totally</u> V Adv	Her answer is correct	The student could determine the function of the sentence that the researcher had given. The researcher asked her to determine the function of it.

a)	Noun clause	Her answer is correct	The student can determine the clause in the sentence that the researcher has given. The researcher asked her to determine the kind of clause of the sentence “he found that the palace had changed totally”. She answered that it is noun clause, and her answer is correct.
b)	<u>He found that the palace</u> S <u>had changed</u> <u>totally</u> V Adv	Her answer is correct	The student could determine the function of the sentence that the researcher had given. The researcher asked her to determine the function of it. She could do it well. She wrote it according to its respective functions. The subject is “he found that the palace” or it is called by dependent clause, “had changed” is the verb, “totally” is adverb, and the

			independent clause is “it had changed totally” (it refers to the palace that is omitted by the clause).
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13. SMT

No.	Students' Answer	Correction	Analysis
a)	Noun clause	Her answer is correct	The student initial SMT could determine the kind of clause of the text that had given. The sentence is “he found that the palace had changed totally”. Her answer is correct because there is adverb “the palace” directly after the clause “that”. So it is called by noun clause.
b)	<u>He found that the palace</u> S <u>had changed totally</u> V Adv	Her answer is correct	The student could determine the function of the sentence in the question. The student is asked to determine the function of clause of it (subject, verb and object).

No.	Students' Answer	Correction	Analysis
a)	Noun clause	His answer is correct	The student can determine the clause in the sentence that the researcher has given. The researcher asked her to determine the kind of clause of the sentence "he found that the palace had changed totally". She answered that it is noun clause, and it is correct grammarly.
b)	<u>He found that the palace</u> S <u>had changed totally</u> V Adv	His answer is correct	The student could determine the function of the sentence that the researcher had given. The researcher asked her to determine the function of it. She could do it well. She wrote it according to its respective functions.

- c. Determine the kinds of clauses and identifying the function of paragraph 17 line two.

1. ML

No.	Students' Answer	Correction	Analysis
a)	Noun clause	Her answer is correct	The student could answer the question well. The researcher asked her to determine the clause in the piece of the sentences in the story. She answered that the kind of the clause of it is noun clause, and it is correct.
b)	<p><u>They guess</u> that</p> <p style="text-align: center;">S V</p> <p><u>the morning</u> had <u>come</u></p> <p style="text-align: center;">S v</p> <p>and so <u>did Sangkuriang</u></p> <p style="text-align: center;">v o</p>	Her answer is incorrect	She could not understand the question. The researcher asked her to identify the function of the sentence, it is not identifying the function word by word in that sentence. The correct one is

They guess that the morning

S

had come and so did Sangkuriang

V conj O

2. NNM

No.	Students' Answer	Correction	Analysis
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			adverbial clause in that question. Actually the sentence “They guess that morning had come and so did Sangkuriang” is also a noun clause, it is not an adverbial clause.
b)	<u>They guess that the morning</u> S <u>had come and so did Sangku</u> V conj O	Her answer is correct	The student could determine the function of that sentence. she wrote the subject, verb and object clearly. She has understand the function of that sentence, so she could identify the sentence and wrote the subject, verb and object in that quesstion well.

4. TN

No.	Students' Answer	Correction	Analysis
a)	Noun clause	Her answer is correct.	The student could determine of the clause in that question. We can see in that sentence in the question that had given

			is clearly a noun clause. So, she could identify it well.
b)	S = They guesses V = Came O = The morning, Sangkuriang	Her answer is incorrect	The student still confused to determine the function of the sentence. The researcher asked her to determine the function of that sentence in the question. She instead wrote a subject, verb, and object in another word that she arranging by herself.

5. SMJ

No.	Students' Answer	Correction	Analysis
a)	Adverbial clause	Her answer is incorrect	The student is still confused to determine the kind of clause. In the text "they guess that the morning had come and so did Sangkuriang", we can see that in the sentence there is clause "that" directly followed by the noun "the morning", so it is called by

			adverb.
b)	S = They V = Come O = The morning, Sangkuriang	His answer is incorrect	The student is still confused to determine the kind of clause in the sentence. The researcher asked him to determine the function of sentence that the researcher had given in the question. He even wrote something from his own idea, the word is not from that sentence. He could not understand the question.

7. AW

No.	Students' Answer	Correction	Analysis
a)	Adverbial clause	Her answer is incorrect	The student is still confused to determine the kind of clause. She is still confused to distinguish an adverbial clause and noun clause. The sentence that the researcher has given is a noun clause. the student even answered

			function of the text in the question. She is asked to determine the function of each clause (dependent clause and independent clause). She could do it well grammatically.
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9. SMR

No.	Students' Answer	Correction	Analysis
a)	Noun clause	Her answer is correct	The student could determine the kind of clause of the sentence. The sentence is "they guess that the morning had come and so did Sangkuriang". In the sentence we can see that after the clause "that" directly followed by adverb "the morning". So it is called by noun clause.
b)	<u>They guess that the morning</u> S <u>had come and so did Sangku</u> V conj O	Her answer is correct	The student could determine the function of the sentence

			<p>that the researcher had given.</p> <p>The researcher asked her to determine the function of it.</p> <p>She could answer it well. She wrote it according to its respective functions.</p>
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10. NM

No.	Students' Answer	Correction	Analysis
a)	Adverbial clause	Her answer is incorrect	The student is still confused to determine the kind of clause of the sentence. She is asked to determine the kind of clause. she could do it well. She answer that it is an adverbial clause, in the fact it is not an adverbial clause, it is a noun clause.
b)	<u>They guess that the morning</u> S <u>had come and so did Sangku</u> V conj O	Her answer is correct	The student could determine the function of the sentence in the question. She is asked to determine the function of it. She could do it well. She

			word by word.
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12. MA

No.	Students' Answer	Correction	Analysis
a)	Noun clause	Her answer is correct	The student can determine the clause in the sentence that the researcher has given. The researcher asked her to determine the kind of clause of the sentence "they guess that the morning had come and so did Sangkuriang". She answered that it is noun clause, and her answer is correct.
b)	<u>They guess that the morning</u> S <u>had come and so did Sangku</u> V conj O	Her answer is correct	The student could determine the function of the sentence in the question. She is asked to determine the function of it. She could do it well. She wrote it according to its respective functions. It is also correct grammarly. It is had

			better she wrote the function of the word “and”, it is as conjunction.
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13. SMT

No.	Students' Answer	Correction	Analysis
a)	Adverbial clause	Her answer is incorrect	The student is still confused to determine the kind clause of the sentence in the question. The student initial SMT could not determine the kind of clause of the text that had given. Actually the sentence is a noun clause, it is not an adverbial clause.
b)	<u>They guess that the morning</u> S <u>had come and so did Sangku</u> V conj O	Her answer is correct	The student could determine the function of the sentence that the researcher had given. The researcher asked her to determine the function of it. She could do it well. She wrote it according to its respective functions. The

			subject is “he found that the palace” or it is called by dependent clause, “had changed” is the verb, “totally” is adverb, and the independent clause is “it had changed totally” (it refers to the palace that is omitted by the clause).
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14. **HTZ**

No.	Students' Answer	Correction	Analysis
a)	Noun clause	Her answer is correct	The student could determine the kind of clause of the sentence in the question. She has understood about the noun clause. She could identify the sentence in the question and she also could determine it.
b)	<u>They guess</u> S V that <u>the morning</u> had <u>come</u> S V	Her answer is incorrect	The student could not determine the function of that sentence. She is still

	and so $\frac{\text{did Sangkuriang}}{\text{v} \quad \text{o}}$		confused determine the function of it. The researcher asked her to determine the function of it, where is the subject, verb and object related to the noun clause. She even write the function of it word by word.
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15. MAS

No.	Students' Answer	Correction	Analysis
a)	Adverbial clause	His answer is incorrect	The student is still confused to determine the kind of clause of the sentence. She is asked to determine the kind of clause. She could not do it well. She answer that it is an adverbial clause, in the fact it is not an adverbial clause, it is a noun clause.
b)	$\frac{\text{They guess that the morning}}{\text{S}}$ $\frac{\text{had come and so did Sangku}}{\text{V} \quad \text{conj} \quad \text{O}}$	His answer is correct	The student could determine the function of the sentence in the qusetion. She is asked

			to determine the function of it. She could do it well. She wrote it according to its respective functions. It is also correct grammarly.
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d. Construct a noun clause, adjective clause, and adverbial clause.

1. ML

No.	Students' Answer	Correction	Analysis
a)	Noun clause: dog, story, she, boy, girl	Her answer is incorrect	The student is still confused about the instruction of the question. She also could not distinguish noun clause and noun as pronoun. Actually the researcher asked to construct a noun clause, the researcher did not ask her to write the example of noun as pronoun.
b)	Adjective clause: careless, old, pretty	Her answer is incorrect	The student is still confused about the instruction of the question. She is also

			confused about adjective clause and adjective as pronoun. The researcher asked her to construct an adjective clause, she even wrote an adjective as pronoun.
c)	Adverbial clause: home, palace, river, west java	Her answer is incorrect	It seems he is still confused to construct an adverbial clause. Obviously the researcher asked her to construct an adverbial clause, she even wrote an adverb as pronoun. She could not distinguish an adverbial clause and an adverb as pronoun.

2. NNM

No.	Students' Answer	Correction	Analysis
a)	Noun clause: The loser will be whoever get pointed by this	Her answer is incorrect	The student did not understand how to construct the noun clause. She even

			wrote a sentence that could not be understood. That sentence is clearly incorrect. It should after writing verb she should write object. Besides that she wrote that sentence in a passive voice form.
b)	Adjective clause: Library is the place she likes to visit	Her answer is incorrect	The student did not understand how to construct the adjective clause. Actually it is almost right, she did not write the clause “that”. If she wrote the clause that after word “library”, the answer would be correct.
c)	Adverbial clause: She is so naughty so that why he got a punishment.	Her answer is correct	The student has good answer. She could construct the adverbial clause well. The sentence is also correct grammarly.

3. PN

No.	Students' Answer	Correction	Analysis
a)	Noun clause: I pay whom I love is my friend.	Her answer is correct	The student could identify the clause in a sentence and could make the good sentence. She wrote the pronoun "I" after the clause "whom". It is one of the characteristic of the noun clause.
b)	Adjective clause:	Her answer is incorrect	The student did not understand how to construct the adjective clause. She even did not write a word.
c)	Adverbial clause:	Her answer is incorrect	The student did not understand how to construct the adverbial clause. It is the same as her answer before, she did not write anything although a word.

4. TN

No.	Students' Answer	Correction	Analysis
a)	Noun clause: The man	Her answer is	The student did not

	that is handsome my father.	incorrect	understand how to construct the noun clause. she even wrote an adjective clause, it is not a noun clause. She wrote a verb 'is' after the clause "that". It should be after the clause "that" directly followed by an object. The sentence that she construct is not a noun clause, but it is an adjective clause. It seems that she could not distinguish the noun clause and the adjective clause.
b)	Adjective clause: Ridwan is my boyfriend that use glasses.	Her answer is correct	The student has understand how to construct the adjective clause. She wrote that sentence well. The question is correct because in that sentence she directly wrote a verb after writing word "that". She did not

			wrote other after “that”. It is called by adjective clause.
c)	Adverbial clause:	Her answer is incorrect	The student did not understand how to construct an adverbial clause. She even did not write anything. It seems that she is still confused to write something. She instead emptied the answer sheet and she did not write although a single word.

5. SMJ

No.	Students' Answer	Correction	Analysis
a)	Noun clause: The cat that Rina pulls the tail is mine.	Her answer is correct	The student initial SMJ could make the good sentence according to the resercher's order. The researcher asked her to construct a noun clause with their own idea. She could do

			it well with good grammar.
b)	Adjective clause: The library has many collection books.	Her answer is incorrect	The student did not understand how to construct an adjective clause. She is still confused about it. The sentence that she construct could not be called by adjective clause, because there is not a clause there. Besides that it is only a simple present tense.
c)	Adverbial clause: I will meet you in the bookstore.	Her answer is incorrect	It is the same as the question before the student did not understand how to construct an adverbial clause. She is also still confused about the adverbial clause. She did not construct an adverbial clause, she even constructed a simple future tense, although the sentence is correct grammarly, but the researcher asked her to

			construct an adverbial clause, it is not a simple future tense.
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6. MI

No.	Students' Answer	Correction	Analysis
a)	Noun clause: I have to homework that I must do.	His answer is incorrect	The student did not understand how to construct the noun clause. Besides that he could not make a good sentence that is coherent. The sentence that he made is incorrect. It is not a noun clause, it is a simple present tense, but there is something that has be repaired. In the sentence "I have to homework that I must do" it should be "I have a homework that I must do". So he has not be able to make a coherent sentence, moreover a noun clause.
b)	Adjective clause:	His answer is	The student did not

		incorrect	understand how to construct an adjective clause. He did not write anything, even though a single word. He might not be able to make a sentence specifically adjective clause.
c)	Adverbial clause:	His answer is incorrect	The student initial MI could not understand to make an adverbial clause, he even did not write anything, he emptied his answer sheet.

7. AW

No.	Students' Answer	Correction	Analysis
a)	Noun clause: who spilled milk was Randy	Her answer is incorrect	The student did not understand how to construct the noun clause. It seems that he wanted to write an adjective clause, it is not a noun clause. It is also incorrect grammarly. He wrote "who spilled milk was

			Randy”, it should be “the man who spilled the milk was Randy”. She is also seemed unable to distinguish the noun clause and adjective clause.
b)	Adjective clause: the house which you buy is big	Her answer is incorrect	The student could not construct an adjective clause. She could not distinguish an adjective clause and a noun clause again. The sentence that she construct is a noun clause.
c)	Adverbial clause: my mom bought a cake where my grandmother bought it.	Her answer is incorrect	The student could not construct an adverbial clause. She could distinguish an adverbial clause and a noun clause. The sentence that she wrote is a noun clause. The sentence that she construct also has another mistake, it should be “grandmother” it is not “granmother”.

8. KS

No.	Students' Answer	Correction	Analysis
a)	Noun clause: the student that the name called by the teacher is Yuyun.	Her answer is correct	The student could make the good sentence well. The researcher asked her to construct a noun clause minimal one sentence. She did it very well. The sentence is true because she wrote the noun "the name" directly after the clause "that", so it is called by noun clause.
b)	Adjective clause: Library is the place that you can visit everywhere.	Her answer is incorrect	The student could construct an adjective clause. The researcher asked her to construct an adjective clause, she even wrote an noun clause. She is still confused to distinguish a noun clause and adjective clause.
c)	Adverbial clause: The woman that cooking in	Her answer is incorrect	The student could construct an adjective clause. The

	the kitchen is my mother.		researcher asked her to construct an adverbial clause, she even wrote an adjective clause. She is still confused to distinguish an adverbial clause, a noun clause and adjective clause.
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9. SMR

No.	Students' Answer	Correction	Analysis
a)	Noun clause: The class that the office boy is cleaning is my class.	Her answer is correct	The student could construct the noun clause. She has understood the noun clause and made the sentence well. The sentence that she wrote is clearly noun clause.
b)	Adjective clause: The baby that was crying in the late night is my nephew.	Her answer is correct	The student has understood how to construct the adjective clause. She wrote that sentence well. The answer is correct because in that sentence she directly wrote a verb after writing

			word “that”. She did not wrote other after “that”.
c)	Adverbial clause: We will did the homework in my home.	Her answer is incorrect	The student did not understand how to construct an adverbial clause. The researcher asked her to construct an adverbial clause, she even wrote a simple future tense. The sentence also has other mistake. That is the verb “did”, it should be “do”. So the correct sentence is “we will do the homework in my home”, because in the simple future tense form after verb directly followed by v ₁ . It is also she could not understand the question instruction, She is asked to construct a noun clause, it is not a simple future tense.

10. NM

No.	Students' Answer	Correction	Analysis
a)	Noun clause: The girl whose nose is pointed is my sister.	Her answer is correct	The student has understood the noun clause and could make the good sentence well. She is asked to construct a noun clause (make an example of noun clause in the sentence). She could construct it, and it is also correct grammarly.
b)	Adjective clause: I don't know who Lisa scoled last time.	Her answer is incorrect	The student could not construct an adjective clause as the researcher asked. The sentence that she constructed is a noun clause, it is not an adjective clause.
c)	Adverbial clause: I will visit my grandmothers' home tomorrow.	Her answer is incorrect	The student could not construct an adjective clause as the researcher asked. The sentence that she constructed is a simple future tense, it is not an adverbial clause. Besides that the sentence has

			<p>irregularities, that is the word “grandmothers’ ”. If she means she will visit her grandmother (only one), so it will be “I will visit my grandmother’s home tomorrow” (the apostrophe is after the word ‘r’). If she uses grandmothers’ (the apostrophe is after the word ‘s’), so it means that she will visit the home of her grandmothers’ (more than one, it can be two or three or more).</p>
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11. SAS

No.	Students’ Answer	Correction	Analysis
a)	Noun clause: cat, wall, she, he, it, baby.	Her answer is incorrect	The student is still confused the question instruction. She is asked to construct a noun clause, she even wrote the

			noun as pronouns.
b)	Adjective clause: beautiful, pretty, ugly, lazy.	Her answer is incorrect	The student is still confused the question instruction. She is asked to construct a adjective clause, she even wrote the adjective as pronouns.
c)	Adverbial clause: Bandung, Jakarta, School, kitchen.	Her answer is incorrect	The student is still confused the question instruction. She is asked to construct a adverbial clause, she even wrote the adverb as pronouns.

12. MA

No.	Students' Answer	Correction	Analysis
a)	Noun clause: The man whom I called last night is Anti's brother	Her answer is correct	The student has understood the noun clause and could make the good sentence well. She is asked to construct a noun clause (make an

			example of noun clause in the sentence). She could construct it, and it is also correct grammarily.
b)	Adjective clause: The man that your mother saw last time is my brother.	Her answer is incorrect	The student did not understand to construct an adjective clause. Her sentence is not an adjective clause, it is a noun clause. She may be able to not distinguish a noun clause and an adjective clause in this question.
c)	Adverbial clause: After I finish talking with him, I will meet you	Her answer is correct	The student has good answer. She could construct the adverbial clause well. She has understand how to construct an adverbial clause.

13. SMT

No.	Students' Answer	Correction	Analysis
a)	Noun clause: Those equipments that we	Her answer is correct	The student has understood the noun clause and could

	need has bought by mr. Budi.		make the good sentence well. She is asked to construct a noun clause (make a noun clause in the sentence). She could construct it, and it is also correct grammarly.
b)	Adjective clause: Ritonga got a new handphone from his father.	Her answer is incorrect	The student is asked to construct the adjective clause minimal one sentence. The student has not understand to construct an adjective clause. She should make an adjective clause, she even construct a simple past tense. It is correct grammarly, but she could understand the quesstion istruction. She is asked to construct an adjective clause, it is not a simple past tense.
c)	Adverbial clause: Fanny is pregnant likes to eat durian.	Her answer is incorrect	The student is asked to construct an adverbial clause. The sentence that she made almost correct. The sentence

			<p>that she made is “Fanny is pregnant likes to eat durian”.</p> <p>The correct one is “Fanny is pregnant but likes to eat durian.”</p>
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14. HTZ

No.	Students' Answer	Correction	Analysis
a)	Noun clause: The loser will be whoever get pointed by this	Her answer is incorrect	<p>The student is asked to construct the noun clause.</p> <p>The student did not understand how to construct the noun clause. She did not construct a noun clause she even made other sentence that the researcher could not understand it means.</p>
b)	Adjective clause: Library is the place she likes to visit	Her answer is incorrect	<p>The student has not understand about the adjective clause. She asked to construct it, but she made a noun clause. It still has mistake. Her sentence is</p>

			“library is the place she likes to visit”. If it becomes a noun clause, it should be “library is the place that she likes to visit”.
c)	Adverbial clause: After I finish talking with him, I will meet you	Her answer is correct	The student has good answer an she has understand the instruction of the question. She is asked to construct the adverbial clause. She could construct it well. She has understood how to construct an adverbial clause. It is also correct grammarly.

15. MAS

No.	Students' Answer	Correction	Analysis
a)	Noun clause: Ipay who loves me is my friend	His answer is correct	The student could construct the noun clause. She has understood the noun clause and made the sentence well. The sentence that she wrote is clearly noun clause. It is

			also correct grammarly.
b)	Adjective clause: the woman whom Rina meet is my aunt.	His answer is incorrect	The student did not understand to construct an adjective clause. Her sentence is not an adjective clause, it is a noun clause. She may be able to not distinguish a noun clause and an adjective clause in this question.
c)	Adverbial clause: The car that I am driving is Didi's.	His answer is incorrect	The student did not understand to construct an adverbial clause. Her sentence is not an adverbial clause, it is a noun clause. She may be able to not distinguish a noun clause and an adverbial clause in this question.

Table 4.2.
Distribution of Score

No	Name	Distribution of Score										
		1	2	3	4	5	6	7	8	9	10	Total
1	Maelani	0	0	0	10	0	10	0	0	0	10	20
2	Najwa Nidaul M	10	10	0	10	0	0	0	0	0	10	40
3	Pipin Nurjana h	10	0	10	10	10	0	10	10	0	0	60
4	Taqiyah Novebli za	10	0	0	10	0	10	0	0	10	0	40
5	Siti Munjiah	10	0	10	10	10	0	10	10	0	0	60
6	Muham mad Ilyas	10	0	0	10	0	0	0	0	0	0	20
7	Atiti Wahdiat i	10	0	0	10	0	0	0	0	0	0	20
8	Rohayat	10	0	10	10	10	10	10	0	0	0	60

	i											
9	Siti Mariam	10	0	10	10	10	10	10	10	10	0	80
10	Nining Maryam	10	0	10	10	10	0	10	0	0	0	50
11	Siti Amelia Sari	10	0	0	10	0	0	0	0	0	0	20
12	Meutia Alifa	10	10	0	10	10	10	10	10	0	10	80
13	Siti Masitoh	10	0	10	10	10	0	10	10	0	0	60
14	Husnul Tatu Zulfah	10	10	0	10	0	10	0	0	0	10	50
15	Marwan Ali Syahid	10	0	10	10	10	0	10	10	0	0	60
Total												720

Based on the table above, the writer had analysis all of students' answer in writing test questions. The English score from the test about identifying clauses in narrative text: the highest score is 80, the medium score is 50, and the lowest score is 20.

Table 4.3 Rate Presentage of Students' Ability in Identifying Clauses in Narrative Text

No	Range	Grade	Frequency	Precentage
1	91-100	Very Good	-	-
2	76-90	Good	2	13,3 %
3	65-75	Enough	-	-
4	51-61	Poor	7	46,7 %
5	Less than 50	Very Poor	6	40 %
Total			15	100 %

Based on the table above, it indicate that overall responses were in very good, good, enough, poor, and very poor, which in 2 students got (13,3 %) from 15 students were good category in identifying clauses in narrative text, and 7 students got (46.7 %) from 15 students were poor category in identifying clauses in narrative text. The last 6 students got (40 %) from 15 students were very poor category in identifying clauses in narrative text.

Table 4.4 The Mean Score of Students' Ability

Total Respondent	Total of Students	Mean
15	720	48

Based on the table above, after the researcher count the result of the mean score of students ability in identifying clauses in narrative text. It shows that the total score was 720, so that the mean score wa 48. It means that the students' ability in identifying clauses in narrative text has a poor category.

3. The Result of Interview

To find out the reason why the students got difficulties in identifying clauses in narrative text, the writer did interview to 6 students from MA Nurul Huda as a representative sample of 15 students in 2nd grade at MA Nurul Huda. As already described by the writer in chapter 3, there was three categories of scoring in the test: High Score, Medium Score, and Low Score. The writer has taken the representative from each category. The writer has taken two participants of high score category, two participants of medium score category, and two participants of low score category. In doing his interview, the writer gave for about 5 questions related to the topic which must be answered by the students.

After the writer finished interviewing, the writer found several same reasons why they got difficulties in identifying clauses in narrative text. Bellows are the summary of their own difficulties.

a. First interviewee

The first interviewee told the writer about their own difficulties in identifying clauses in narrative text. They told to the writer that they can make a sentence but they felt difficult in understanding the clauses, and they did not understand about grammar. When the writer asked them about the test, they answered if identifying clauses in narrative text is a difficult thing and the main reasons is vocabulary building, and they have not mastered grammar. They told the writer that they need a dictionary to write a sentence, the device which connected to the internet to find out about clauses.

b. Second interviewee

The second interviewee told the writer about their own difficulties in identifying clauses in narrative text. they told the writer if they felt difficult when they start to reading and determine the kind of clause in a narrative text, and the reasons is their vocabulary mastery is low and they didn't understand about grammar. They said that they didn't distinguish yet where adjective clause, noun clause, and adverbial clause. When they start to read and write their own sentence in English, they felt difficult to do it because English isn't their mother tongue. In other words, the second interviewee felt difficult in vocabulary mastery, make the sentence in English, and understanding clauses in English, because English is foreign language.

c. Third interviewee

The third interviewee told the writer about their own difficulties in identifying clauses in narrative text. They told to the writer that they felt difficult in identifying clauses in narrative text and the reasons is vocabulary mastery. According to their reasons, identifying clauses in narrative text is difficult thing. They told to the writer if they trying to understand the kind of clauses in English in many ways such as: internet, book, but they said it's difficult when they tried to identifying clauses in narrative text. They also said that they have not distinguished yet between noun clause, adjective clause, and adverbial clause. When they start to

identifying clauses in narrative text, they felt difficult to do it because it is not their habit and English is not their mother tongue.

B. Data Interpretation

After analyzing the result of the test and the interview, the writer would be interpreted based on the research questions below:

1. The Students' Ability in Identifying Clauses in Narrative Text

From the results of analysis shows that the average scores in identifying clauses in narrative text is classified as poor category / low category. There were 2 students (13,3 %) has got as good category in identifying clauses in narrative text. There were 7 students (46.7 %) were poor category in identifying clauses in narrative text. Then there were students 6 students (40 %) were very poor category in identifying clauses in narrative text. None of students got very good and enough category. From the data students were dominated as poor category. It is shown by the score that 13,3 % students got good score (76-90), and 46,7 % students got poor score (51-61), and the last 40 % students got very poor score (less than 50).

It can be concluded that the students' ability in identifying clauses in narrative text at MA Nurul Huda Baros under average or in other hand the students' ability is still low.

2. The Students' difficulty in Identifying Clauses in Narrative Text

The second research questions is: "How are students 'difficulties in identifying clauses in narrative text at MA Nurul Huda?" It all happened because they didn't understand how to identifying clause in narrative text, they didn't

mastery vocabulary, and grammar, they felt difficult when they start to identify clause, determine the kind of clause, and the last it all happened because English isn't their mother tongue and they felt unfamiliar with English language. Thus, they wouldn't like read and understand the text in English well.

The result of the test of Noun Clause, Adjective Clause and Adverbial Clause arrangement words section has showed their skill and their difficulties all at once. They still confuse about how to write English sentence correctly because their vocabulary is low and this case, the participants of the research has been told to the writer about their difficulties when they face some English exam in the form of arrangement Noun Clause, Adjective Clause and Adverbial Clause through the interview.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the writer conclude the study result base on the results of the research and data interpretation at MA Nurul Huda Kampung Sawah Baros Serang and suggest the readers, especially for English teachers. It consists of suggestion and conclusion.

A. Conclusion

After conducting her research, the writer finally gives conclusion based on research questions. The conclusion is as follow.

1. Based on what the writer got from the data and the xcores of writing tests, she concludes that students'writing skill is low, they felt difficulties in understanding and writing English text. their difficulties are in understanding of English sentences, identifying the meaning of every word in the text, and arranging several the ability of the students in identifying clauses in narrative text into correct sentences.
2. Based on what the writer found from the result of the interview, it all happened because the students didn't understand how to make a good and Noun Clause, Adjective Clause and Adverbial Clause complete sentence, their vocabulary mastery is low, they couldn't identified between Noun Clause, Adjective Clause and Adverbial Clause. They felt difficulties when they start to write some English language isn't their mother tongue

and then they felt unfamiliar with English language. Thus, they wouldn't like writing and speak English language well.

3. The final conclusion from the writer, she got the causes of students' difficulties in making complete sentence and in arrangement English Noun Clause, Adjective Clause and Adverbial Clause into correct sentence are :

- a. Because of their vocabulary master is too low. The they felt difficulties when they start to write an English sentence without dictionary.
- b. They didn't understand about the characteristics of Noun Clause, Adjective Clause and Adverbial Clause.
- c. They didn't know where Noun Clause, Adjective Clause and Adverbial Clause.

B. Suggestion

In order to decrease the students' difficulties in making Noun Clause, Adjective Clause and Adverbial Clause complete sentence, the writer would like to give some suggestions to :

1. The English teacher
 - a. Teachers have to know about the students writing achievement in the classroom and should be able to measure the students writing skill.
 - b. Teachers should give more practices to the students in learning writing English sentence correctly to decrease errors because students need more exercise for getting a perfect writing.

- c. Teachers have to know about the cause or the problem that face by the students in English language learning especially in making complete sentence and arranging English Noun Clause, Adjective Clause and Adverbial Clause into the correct sentence and should be able to solve their problem.
 - d. Teachers should motivate their students to keep learning and writing although they found difficulties during the process of learning writing.
2. The students
- a. Students should learn vocabulary mastery and grammar rules well.
 - b. Students should learn what Noun Clause, Adjective Clause and Adverbial Clause.
 - c. Students should focus when the teachers conveys the material.
 - d. Students should practice to create their own writing.
 - e. Students should be more motivated by teachers in English learning especially Noun Clause, Adjective Clause and Adverbial Clause.
 - f. Students should be more motivated in English learning especially in learning writing.
3. The researcher
- a. Researcher can do the same research with reorder the planning better than before to get the best result.
 - b. Researcher can do the research further, deeper, and more comprehensive in analyzing students' difficulties in making complete

sentence, especially in their difficulties in Noun Clause, Adjective Clause and Adverbial Clause into correct sentence.

4. The School

- a. The school should support to the teacher for their students' using media.
- b. The school should often hold an English competition to improve their skill.

