THE STUDENTS' ABILITY IN IDENTIFYING CLAUSES IN NARRATIVE TEXT

(A case Study at Islamic Senior High School Nurul Huda Baros Serang)

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ABSTRACT

Iva Maftuhah. 132301568. 2018. *The Students' Ability of Identifying Clauses in Narrative Text (*A case study at the second grade in MA Nurul Huda Baros Serang).

This research investigates the students' ability of identifying clause in narrative text. The research conducted based on the main problems: 1) How are students' ability of identifying clause in narrative text at MA Nurul Huda Baros Serang? 2) What are the students' difficulties of identifying clauses in narrative text at MA Nurul Huda Baros Serang? The population of this research is the students of second grade at MA Nurul Huda Baros Serang and the researcher took 15 students as the sample. The data is collected by giving test and interview. The highest score of identifying clauses in narrative text from the test is 80 and the lowest is 20. The result from interview shows that almost all respondent experienced the same problems of identifying clauses in narrative text. They felt difficult to identifying, determine the clause, did not master vocabulary and grammar well.

Keywords: Students' Ability, Student's Difficulty, Clause, Narrative Text.

INTRODUCTION

Background of the Study

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.

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 researcher was conducted preliminary research in MA Nurul Huda Baros, she found some students problems in grammar especially in identifying clauses in narrative text, they are:

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.

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.***"

Statement of Problem

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?

Objective of Problem

Based on the research questions above, there are three 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.

THEOROTICAL FOUNDATION

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.[1] In other words

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

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. 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)."[2] 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.

Clause is group of words that contains a subject and a verb.[3] 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."[4] There are two kinds of clauses: independent and dependent clause.[5] 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).[6] 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.[7]

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

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

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

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

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

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

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

clause or *free clause.*[8] 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:[9] 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.

Population

The population of the research is all students at MA Nurul Huda Baros. In this research the researcher chooses the second grade as the object of the research. In this school there are two clases of second grade. Two clases are (XI MIA, and XI IIS) 30 students each class. Then all of students in second grade 60 students.

Sampling

The researcher took 15 students for sample research from 60 students in the Second Grade Students of Nurul Huda Islamic Senior High School Baros.

The technique of data collection

a. Test

The test is 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.

b. Interview

The researcher will have an interview with 4 or more students of the Second Grade Students Nurul Huda Islamic Senior High School Baros

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

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

randomly. The questions around the problem or the difficulties of students in identifying clauses in narrative text.

1. **Technique of data analyzing**

   The researcher analyzed the data in form of:

   a. The presentage the result of the test with formula

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

   b. Determine mean score of the test with formula

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

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 Nurjanah	10	0	10	10	10	0	10	10	0	0	60
4	Taqiyah Novebliza	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

No	Name											Total
6	Muhammad Ilyas	10	0	0	10	0	0	0	0	0	0	20
7	Atiti Wahdiati	10	0	0	10	0	0	0	0	0	0	20
8	Rohayati	10	0	10	10	10	10	10	0	0	0	60
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	10	0	10	10	10	0	10	10	0	0	60

Ali Syahid												
Total												720

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 %

The Mean Score of Students' Ability

Total Respondent	Total of Students	Mean
15	720	48

Conclusion

In this chapter, the writer tries to give conclusion based on the research findings that had been gained after conducting the research. 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 then 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.

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.

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