

The Ability in Using Adjective Clause in Writing Narrative Paragraph at Grade XI Students of SMA Negeri 1 Siantar

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Abstract: This study is about the ability in using adjective clause in writing narrative paragraph at grade XI students of SMA Negeri 1 Siantar. The problem of this thesis is whether the students are able or not in using adjective clauses in writing narrative paragraph. The writer makes the hypothesis that the students are able in using adjective clauses and the students are unable in using adjective clauses in writing narrative paragraph. The population of this research is made up of grade XI students. The result of the test comes from the students by giving them the test as the instrument. Most of the students are unable in using adjective clauses in writing narrative paragraph.

Key Words: Adjective Clause, Narrative Paragraph, Writing, Students

INTRODUCTION

The aim of English lesson is to develop the language skills and the most important thing for the English teacher is how to teach well to the students so they can be competent in English. When the students learn English, they must master the four language skills, namely: listening, reading, speaking and writing. The four skills comprise of some components such as structure, vocabulary and fluency to support the mastery of the four language skills. Speaking means using language orally, Reading means the act of gaining meaning from the written words, listening means the understanding of the spoken language and Writing means expressing something in the written language to make the readers understand the idea.

It is true that one skill cannot be performed without another. It is impossible to speak in a conversation if we do not listen well and people seldom write without reading. Thus, the students are expected to be able to use language through listening, reading, speaking and writing and also pay attention on the components for the purpose of communication and make an effort to gain competence. But in this research, the writer focuses on the grammar/ structure.

To acquire writing ability, students find some difficulties. The difficulties in arrange ideas in unity, coherence and cohesive paragraph. Beside that they also find difficulties in using adjective clause, through experiences most of the students may learn English in class but they have learnt into writing such as creative writing.

According to Carrol, [et all] (2001:3) writing is often effective way to communicate. While Heffernan and Lincoln (1982:3) said that writing is means of communication you must consciously learn. Students' problem in writing paragraph mostly caused by their limited writing ability and less experience in writing. Moreover, writing ability does not appear spontaneously, it needs a number of practice and regular training on it.

There are some teaching items in structure; one of them is adjective clause. Adjective Clause is a group of words which contain a subject and a predicate of its own and does the work of an adjective (Wren, P.C and Martin, 1990:195). In an adjective clause, a full subject and predicate is changed by means of a special introductory word which has the same referent as the preceding noun or pronoun. Frank (1972:277) said that adjective clause is introduced by relative pronoun (whom, who, whose, which, that) and relative adverb (when, where and why). Murthy (2003:69) added that relative pronoun is a pronoun used to combine or relate sentences or clauses together. Relative clauses are a special type of introduced clause, introduced by relative pronouns which not only act as the function word within the clause. It may be subject, complement, object and preposition or modifier.

Problem of the Research

Based on the background above, the writer formulates the problem of research in form of question namely: "Are the students of grade XI in SMA N 1 Siantar able to use adjective clause in writing narrative paragraph?"

Objective of the Research

It is only nature that human lives with some purposes. Teacher, students, farmer or whoever live purposely and so does the writer. Here, the writer makes this research purposeful that to find out the ability of the students in using adjective clause in writing narrative paragraph.

Scope and Limitation of the Research

This thesis is about the ability to use adjective clause. Here, the writer makes the limitation of finding out the ability of grade XI students in using adjective clause in writing narrative paragraph with the introductory words of relative pronoun (who, whom, whose and that)

and relative adverb (when, where and why) in complex sentence.

Significance of the Research

Here, the writer hopes that this research is useful to the teacher to improve the methods and strategies in teaching English especially about adjective clause; to the students is to solve their difficulties in using adjective clause in order to gain what we call as the competent of the students.

Hypothesis

The hypothesis of this study is: The students are able to use adjective clause in writing narrative paragraph. The students are not able to use adjective clause in writing narrative paragraph.

Key Terms

1. Ability is special natural power of the mind to do something well. 2. Adjective is the word added to the name of noun and signifying an attribute of the noun. 3. Clause is component of a sentence with its own subject and predicate especially in doing the work of a noun, adjective and adverb. 4. Adjective clause is a group of words which contains a subject and a predicate of its own does the work of an adjective.

REVIEW OF RELATED LITERATURE

In including a research, theories are needed to clarify terms that are in the research. The clarification of terms can avoid misunderstanding. The following terms are applied in this study.

Adjective

An adjective is a word used with a noun to describe or point out the person, animal, place or thing which the noun names, or to tell the number of quantity.

Examples: I met a kind man.

The Kinds of Adjective

There are many kinds of adjectives, such as: Demonstrative Adjective, Distributive Adjective, Qualitative Adjective, Possessive Adjective, Interrogative Adjective, Quantitative Adjective.

Clause

Clause is a group of words that forms a part of a sentence and has a subject and a predicate of its own (Murthy, 2003:227). There are two kinds of clause, namely independent clause which makes good senses by itself and dependent clause (subordinate clause) which can not stand by itself and make good sense.

Noun Clause

Noun clause is the group of words which contains a subject and a predicate of this own and does the work of a noun (Wren, P.C and

Martin, 1990:197). Frank (1972:283) added that in a noun clause, the full subject and predicate are retained, but the structure is changed by the addition of a special word order or by both. These changes permit the noun clause to fill the same positions and to serve the same function as noun. e.g. 1. We talked about what a pretty girl she was.

2. He suggested that I write the letter soon.

Adverb Clause

Adverb clause is a group of words which contains a subject and a predicate of its own and does the work of an adverb (Murthy, 2003:229). In an adverb clause, a special introductory word is added to a full subject and predicate structure. This introductory word requires the clause to be attached to another full predication, the main clause.

Adjective Clause

Adjective clause is a group of words which contains a subject and a predicate of its own (subordinate clause) which function is to modify the preceding noun or pronoun. An adjective clause is introduced by a relative pronoun and relative adverb and it is put directly after preceding noun or pronoun.

e.g. The man who invited you to dinner is my uncle.

This is the book that I told you about.

Adjective Clause

The adjective clause comprises two meaningful words, namely "adjective" and "clause". Adjective is a group of words that modifies the noun or pronoun, clause is a group of words that forms part of sentence and has a subject and a predicate of its own. So, based on these two meaningful words, it is defined that adjective clause is the clause that performs the function of an adjective.

Wren, P.C and Martin (1990:205) said that an adjective clause is a subordinate clause which does the work of an adjective and qualifies some noun or pronoun in the main clause. It means that adjective clause is the part of complex sentence for it contains are principal (independent) clause and one or more adjective clause.

Examples:

The Types of Adjective Clause

An adjective clause can be classified into five types based on what the introductory words refers to Frank (1972:276), they are: 1. Introductory words referring to person uses relative pronoun "who" as subject, "whom" as an object and "whose" as possessive pronoun and "that" as a subject or object. All these introductory words have different uses, such as: The beautiful girl who sit there is my aunt. 2. Introductory word referring to thing. When the introductory word refers to a thing, we use "which", "that" more ever these two words can be used interchangeably. 3. Introductory word referring to time; When is

appropriate only to denote time. The examples below illustrate it more clearly: This is the year when the World Cup games are held. 4. Introductory word referring to place. The introductory word that serves to narrow down the reference of place it modifies, we use "where". Examples: This is the house where I live. 5. Introductory word referring to reason. The introductory word "why" is used to indicate reason. Having known that the introductory word "why" is used to denote reason, we can build up an adjective clause in which the introductory word refers to a reason as shown below: Give me one good reason why you did that.

The Function of Adjective Clause

There are two classification of adjective clause based on function that adjective clause function like any adjective and this is used to modify a noun and a pronoun; 1. Adjective Clause modifying the preceding Noun; 2. Adjective Clause Modifying Preceding Pronoun

The Position of Adjective Clause

Normally, the adjective clauses should be placed directly after their noun or pronoun. But sometimes the adjective clauses are separated from their noun or pronoun by a word or phrases. Examples: There are many students in the hall who take seminar.

Writing

Heffernan and Lincoln (1982:30) stated that writing is a means of communication you must consciously learn. No one learns to write automatically. You cannot write even a single letter of the alphabet with a conscious effort of mind and hand and to get beyond the single letter, you must show how to form words, how to put words together into sentences and how to punctuate those sentences. As Sanggam (2008:2) said that writing is the written productive language skill. It is the skill of a writer to communicate information to a reader or group of reader.

Paragraph

Heffernan and Lincoln (1982:98) stated that paragraph is a set of sentences set off from preceding sentences by an indentation at the beginning. Setiawan (2002:10) said that paragraph has characteristics, such as: 1. Paragraph is a division or distinct portion of written work. 2. Paragraph may consist of one or several sentence dealing with one main idea. 3. Paragraph is started on a new line and it may be intended to show the readers that is the beginning of new paragraph.

Narrative paragraph

Narrative paragraph tells a story or part of a story. It is usually written in chronological order (Cramer [at all], 1984:380). One way to

check your writing for clarifies of purpose is to compare what you have written to four categories of prose, one of the categories is narrative. Each of those categories called theoretical modes (Bear, 1988:21).

METHODOLOGY OF RESEARCH

Arikunto (2006:149) said that methodology is a specific set of a procedure of researching. Research methodology refers to the set of rules and procedures employed in systematically arriving at the solution of research problem. It explains the design of the research, population and sample, data collection or instrument which deals with validity, reliability and data analysis.

Design of the Research

The research follows the methodology that is descriptive quantitative, in which the writer needs to determine the population in writing narrative paragraph by using adjective clause.

This research follows survey design in which the writer needs some days to get the data. The observation is the using adjective clause in writing narrative paragraph. Thus, the writer wants to know the students' ability of grade XI of SMA Negeri 1 Siantar.

Population and Sample

Population and sample are two related terms in research. In Encyclopedia of Educational Evaluation Written "A population is a set (collection) of all elements possessing one or more attributes of interest. Arikunto (2006:109-112) stated that sample is a part of the population that is researched. The limitation of population must be known and prescribed clearly and assertively. And sample also beside we must collect the data correctly, we must also make the sample correctly and follow justified ways in order to make the believable conclusions. Something about the drawing of sample, that if the subject less than one hundred, it is better to make all the subject as the sample but if the subject more than one hundred, just take approximate 10-15 % or 20-25% more, depends on: 1. The ability of the researcher viewed from the time, power and fund. 2. The scope of the research. 3. The risk of the research.

Population

Population is the total of research subject. The population of this research is made up of 2010/2011 grade XI students of SMA Negeri 1 Siantar. There are five classes which are classified into two departments, namely IPA which refers to natural science and IPS which refers to social science.

To make it clear, look at the table below!

Class	Male	Female	Total
XI A1	8	26	31
XI A2	10	22	32
XI A2	9	33	32
XI S1	9	25	34
XI S2	7	24	31
			160

Sample

Sample is the small number of population or the part of population which represented (Sukmadinata 2006:260). The writer has decided 25% of the population as the sample because she thinks that it has been representative enough in order to get the accurate data. In this case, the writer used the technique of random sampling where all the subject of population has same opportunity to be the sample in this research. There are 160 students of the grade XI of SMA Negeri 1 Siantar as population. Therefore, there are 40 students as sample. The writer writes the name of every student in a small piece of paper and put into a box. Then, she takes 25% students' name from A1, from A2 25%, from A3 25%, from S1 25% and 25% from S2 randomly. The names,

which are got from the box, will be supposed as the sample. From every class consists of 8 students. So, altogether are 40 students to be the sample.

Research Instrument

Instrument is a device used for collecting the data. In this research, the writer needs the data about the students' ability in using adjective clause in writing narrative paragraph. To get this purpose, the writer uses the students and test paragraph writing as the instrument to get the data. The test consists of the five types of adjective clause. Consequently, a possible weakness of such a test way results from failure to supply adequate guidelines to the test. In other words, all good tests possess' two qualities: validity and reliability.

Table of Specification

Content Area	Multiple Choice Test	Completion Test
Types of Adjective Clauses		
1. Introductory words referring to person *Relative Pronoun		
a. as subject (who/that)	4	8
b. as object (whom/that)	3	1
c. as possessive (whose)	3	1
2. Introductory words referring to things *Relative Pronoun		
a. to replace subject (which/that)	3	2
b. to replace object (which/that)	3	2
c. to replace object preposition (of which/ on which)	1	1
3. Introductory word referring to time *Relative adverb		
- when	1	2
4. Introductory word referring to place *Relative adverb		
- where	1	2
5. Introductory word referring to reason * Relative adverb		
- why	1	1
Total	20	20

Validity

According to Harris (1969:18-19), in the selection of any test, two questions must be considered: 1. What precisely does the test measure? 2. How well does the test measure?

A test can not be good one unless it is valid. The essence of validity is a measurement that shows the grade of validity of an instrument. A valid instrument has a high validity but the less valid instrument has the low validity.

There are three kinds of validity namely; content validity, empirical validity and face validity (Harris, 1969:18-21). In content validity, if a test is designed to measure mastery of a specific skill or the content of a particular course of study, we should expect the test to be based upon a careful analysis of the skill or an outline of the course. Empirical validity depends on large part on the reliability of both test and criterion measure. In face validity, we mean simply the way of test looks to the examination, test administration, educators and the like.

In this research, the writer uses content validity. Content validity is a test designed to measure the mastery of specific skill that is adjective clause. In relation to the research, the test is to measure the writing performance of students based test on narrative paragraph by using adjective clause. Here, the writer uses the formula of person called "Product Moment Formula".

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

Where:

N: number of students

x: scores of Pre-test

y: scores of Post-test

xy: coefficient correlation between x and y

r: correlation

Reliability

Reliability is the dependability of the test, or by other words, the test can be trusted. By reliability is meant the stability of the test score. A test can be measure anything well unless it measures consistently. The test reliability can be estimated by retesting the same individuals with the same test (test-retest method), dividing the items into two parts by odd even (split-half method), Sukmadinata (2006:230). In this research, the writer used the split-half method to estimate the reliability of the test and she uses the formula of Spearman Brown:

$$r_{11} = \frac{2 \cdot r_{\frac{11}{22}}}{\left(1 + r_{\frac{11}{22}}\right)}$$

Where:

r_{11} = Reliability of instrument

$r_{\frac{11}{22}}$ = the coefficient correlation between the two halves test.

Techniques of Analyzing Data

All tests which are distributed to the students are analyzed by the writer and she gives score for all items. The writer will give one score if the answer is correct, while the wrong answer the writer will give 0.

After the writer got all the students' score, the writer will find out the mean, median and standard deviation in order to know the students' ability in using adjective clause. Heaton (1979:11) said that, "objective test usually have only one correct answer, they score mechanically". Mean (\bar{x}) or average is computed by adding a list scores and then dividing by the number of scores, standard deviation(s) is a measure of the spread of scores.

The Level of Ability

The result of the test will show the students' ability in using adjective clause. It will be found out by counting the mean and standard deviation with formula as follows:

Mean

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

Where:

X = score

N = number of the sample

(Sudjana. 2002:67)

Standard Deviation

$$S = \frac{1}{N} \sqrt{\{N \sum x^2 - (\sum x)^2\}}$$

Where:

S = standard deviation

N = number of sample

X = score

(Harris, 1969:138)

DATA ANALYSIS AND INTERPRETATION

This chapter discusses about the result of study, which consists of analysis data, the level of students' ability, validity of the test, reliability of the test, research finding, and data interpretation. The writer has given narrative paragraph as the instrument to the students of grade XI to measure the students' ability in using adjective clause in writing narrative paragraph.

Data Analysis

The data of Student writing has listed the marks of pre-test and post-test of experimental class. It shows that the lowest score of the pre-test is 10 and the highest is 78, while the lowest score in post-test is 10 and the highest is 78.

The Level of Students' Ability in Pre-test

Mean (\bar{x}) = 47.27

Standard deviation (S) = 17.75

Level Ability	The criteria	
High	$\bar{x} + S$ 47.27+ 17.75 65.02	
Median	$\bar{x} - S$ 47.27 - 17.75 29.52	$\bar{x} + S$ 47.27+ 17.75 65.02
Low	$\bar{x} - S$ 47.27 - 17.75 29.52	

Classification of the level ability of students in pre-test

Level ability	The criteria	Number of students	%
High	More than 65.02	9	22.5
Median	Between 29.52-65.02	19	47.5
Low	Less than 29.52	12	30

(\bar{x}) = 50.62

Standard deviation (S) = 16.34

Level Ability	The criteria	
High	$\bar{x} + S$ 50.62+ 16.34 66.96	
Median	$\bar{x} - S$ 50.62 - 16.34 34.28	$\bar{x} + S$ 50.62+16.34 66.96
Low	$\bar{x} - S$ 50.62 - 16.34 34.28	

Classification of the level ability of students in post-test

Level ability	The criteria	Number of students	%
High	More than 66.96	12	30
Median	Between 34.28-66.96	16	40
Low	Less than 34.28	12	30

Validity of the Test

In this thesis the, writer did validation for the students. To find out the validity of the test, the writer compared them between the first scores with the second score by using the Coefficient.

The Validity of Students:

$$\begin{aligned}
 r_{xy} &= \frac{N \cdot \sum XY - (\sum x)(\sum Y)}{\sqrt{(N \cdot \sum X^2 - (\sum X)^2)(N \cdot \sum Y^2 - (\sum Y)^2)}} \\
 &= \frac{40 \cdot 101135 - (1891)(2025)}{\sqrt{(40 \cdot 94509 - (1891)^2)(40 \cdot 110955 - (2025)^2)}} \\
 &= \frac{4045400 - 3332175}{\sqrt{(3780360 - 2996361)(4438200 - 3705625)}} \\
 &= \frac{713225}{\sqrt{(883999)(832575)}} \\
 &= \frac{713225}{\sqrt{9359954611}} \\
 &= \frac{713225}{987901.78} \\
 &= 0.72
 \end{aligned}$$

After analyzing the validity of the students, it was found that the validity is 0.72.

Reliability of the Test

In this thesis, the writer did reliabilities for the students. To find out the reliability of the test, the writer compared them between the first scores by using the Formula of Spearman Brown: The Reliability of Students:

$$\begin{aligned}
 r_{11} &= \frac{2 \cdot r_{\frac{11}{22}}}{1 + r_{\frac{11}{22}}} \\
 r_{11} &= \frac{2(0.72)}{1 + 0.72} \\
 r_{11} &= \frac{1.44}{1.72} \\
 r_{11} &= 0.83
 \end{aligned}$$

After analyzing the reliability, it was found that the reliability of students is 0.83. It means that the score of writing test are high (0.83).

Research Finding

After making research, from the pre-test the writer found that there are 9 students who are at the high level ability about 22.5% and who are at the medium level 19 students or about 47.5%, while the students who are at the low level of ability 12 or about 30%. So, the level ability of students in using adjective clauses is at the medium level because the percentage of the students at the medium level is more than others level. From the test, the writer found the mean is 47.27 and standard deviation is 17.75.

After giving pre-test, the writer taught about adjective clauses to the students and then she gave post-test. From the post-test, the writer found that there are 12 students who are at the high level or about 30%, the students who are at the medium level ability is 16 or about 40%, while the students who are at the low level of ability is 12 or about 30%. So, the level ability of students in using adjective clauses is at the medium level because the percentage of the students at the medium level is more than others level. From the test, the writer found the mean is 50.62 and standard deviation is 16.34.

The test, which is given to the students, is valid where the validity is 0.72. It is got by using Product Moment Formula. The test is also reliable where the reliability is 0.83.

CONCLUSIONS

After doing the research, the writer makes some conclusion that: 1. In order to understand about adjective clauses. It is important to know the meaning of adjective, clause, and adjective clause. Adjective is the word used to modify the noun or pronoun, clause is a group of words that forms a part of a sentence and has a subject and predicate of its own; adjective clause is a group of words which contains a subject and a predicate of its own (subordinate clause) which function is to modify the preceding noun or pronoun. 2. Besides the meaning, it is also necessary to know the kinds of them. There are six kinds of adjectives, namely demonstrative adjective, quantitative adjective, qualitative adjective, possessive adjective, interrogative adjective and distributive adjective. There are two kinds of clauses, namely independent clauses which make good senses by itself and dependent clause which cannot stand and make good sense by itself. There are three kinds of clauses, namely noun clause, adverb clause and adjective clause. 3. There are five types of adjective clauses, namely introductory words referring to person, introductory words referring to things, introductory word referring to place, introductory word referring to time and introductory word referring to reason. 4. The introductory words can function as subject, object and possessive. 5. The students are unable in using adjective clauses in writing narrative paragraph. It can be seen from their scores of answering the tests given to them. 6. The students do not know the form of adjective clauses especially in determining what relative pronoun or relative adverb should be used in the sentences. 7. They are also difficult in understanding the function of adjective clauses. 8. They also felt difficult in understanding the five types of adjective clauses.

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