STUDENTS' ABILITY IN MASTERING ADVERBIAL CLAUSES BY THE 12th GRADE STUDENTS OF PONPES DINIYAH V JURAI SUNGAI PUA ACADEMIC YEAR 2016/2017

A Thesis

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LETTER OF ADVISORS LEGITIMACY

A thesis entitled **"Students' Ability in Mastering Adverbial Clauses by The Twelfth Grade Students of Ponpes Diniyah V Jurai Sungai Pua Academic Year 2016/2017"** written by **Leni Afriyani , 2312.020,** has fulfilled the requirements to be tested and has been considered and approved to be presented and retained in Thesis examination.

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ABSTRAK

Leni Afriyani, 2312.020. Kemampuan Siswa Menguasai keterangan kalimat Pada kelas Dua Belas di Ponpes Diniyah V Jurai Sungai Pua Tahun Ajaran 2016/2017.

Penelitian ini bertujuan untuk mengetahui tingkat kemampuan siswa dalam menguasai *adverbial clauses* di Ponpes Diniyah V Jurai Sungai Pua. Walaupun siswa di Ponpes Diniyah V Jurai telah mempelajari *adverbial clauses*, peneliti menemukan bahwa siswa kelas XII di Ponpes Diniyah V Jurai masih belum bisa menentukan adverb clauses dalam kalimat dan mereka masih belum bias mengidentifikasi jenis – jenis adverbial clauses. Kemudian peneliti melakukan penelitian di Ponpes Diniyah V Jurai untuk mengetahui tingkat kemampuan siswa dalam menguasai *adverbial clauses*.

Metode penelitian ini adalah deskriptif kuantitatif. Populasi dari penelitian ini adalah siswa kelas XII di Ponpes Diniyah V Jurai sebanyak 18 siswa. Untuk menentukan sampel, peneliti menggunakan total sampling. Teknik pengumpulan data yang digunakan adalah tes. Peneliti menggunakan table skala bertingkat untuk melihat level kemampuan siswa dalam menguasai *adverbial clauses* yang di kemukakan oleh Suharsimi Arikunto.

Dari hasil analisis data di temukan bahwa tingkat kemampuan siswa dalam menguasai *adverbial clauses* adalah cukup. Juga ditemukan bahwa kebanyakan siswa mendapatkan nilai antara 66 - 79. Dengan kata lain, level dari kemampuan siswa dalam menguasai *adverbial clauses* dengan rata –rata 70 adalah baik. Karena itu dapat dibuktikan bahwa tingkat dari kemampuan siswa dalam menguasai *adverbial clauses* adalah baik.

ABSTRACT

Leni Afriyani, 2312.020. A Thesis, Students' Ability in Mastering Adverbial Clauses by the Twelfth Grade Students of Ponpes Diniyah V Jurai Sungai Pua Academic Year 2016/ 2017.

This research was aimed to find out the level of students' ability in mastering adverbial clauses by the twelfth grade students of Ponpes Diniyah V Jurai Sungai Pua. Although the students already studied about adverbial clauses, the researcher found that the students still can not determine clause which explain an adverbial clause in sentence and still can not identify types of adverbial clauses. Thus, the researcher did the research in Ponpes Diniyah v Jurai Sungai Pua to know the level of students' ability in mastering adverbial clauses.

This research was descriptive quantitative research. The population of this research is the twelfth grade students of Ponpes Diniyah v Jurai Sungai Pua which consists of 18 students. To determine the sample, the researcher used total sampling. The technique of data collection in this research is test. The researcher used rating scale table proposed by Suharsimi Arikunto to see the level of students' ability.

The result of data analysis showed that the students' ability in mastering adverbial clauses was good. The students' score showed that the most students got the score in range 66 - 79. In other word, the level of students' ability in mastering adverbial clauses with the score percentage 70 was good. It was proved that the level of students' ability in mastering adverbial clauses was good.

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The writer hopes that the readers would like to give their critics and suggestions for any mistakes or errors found in this thesis. Besides, it is hoped that this written would give contribution and benefits for those who read it, especially for those who will conduct the similar research.

Bukittinggi, Februari 2017

Leni Afriyani

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CHAPTER I

INTRODUCTION

A. Background of the Problems

In learning English, the students are expected to master four language skills, which consist of: listening, speaking, reading and writing. Not only in language skills, the students also should master English language components, for instance, the grammar in English learning. Grammar is one important aspect that should be known and mastered by English learners. As Richards, Platt, and Weber stated in Nunan that grammar is a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language.[1]Learning grammar or structure was the starting point of the students. Most learners considered grammar is one of several difficulties that are faced in English learning process..

To most people, the word grammar means the sort of thing they learned in English class, when they were taught about subject and predicate or part of speech. Grammar is really useful for the students to build up the words into a sentence even a paragraph. Nunan states that sentences are acceptable if they follow the rules set out by the grammar

[1]David Nunan, *Practical English Language Teaching,* (Singapore: McGraw-Hill Education, 2003), 1st Ed, p.154

of the language.[2]It means that when learners want to create a sentence, they need to understand the structure of the sentence or to know how some words can be combined and what the rules of creating a sentence. By learning grammar, the students will know the system of language, thatwill be able to combine and build words into meaningful sentences.From the statements above, it is shown that by mastering grammar, the students will have a way to be able to speak, to read, and to write English correctly. So, the students can create a good communication and interaction in English actively both oral and written English between each other.

According to penny Ur, grammar is defined as the way a language manipulates and combines word (bits of word) in order to form longer units of meaning.[3] So it can be inferred that without correct grammar, it is impossible to combine word into sentence, and sentence into paragraph, because grammar is the basic knowledge to learn English sentence structure. One of the aspects that learners have to recognize if they learnt about grammar is adverbial clauses.

Adverbial clauses is a dependent clause that explains or gives information about the verb, adjective and adverb in a sentence.[4]Adverbial clauses introduced by an adverbial subordinator. It

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[2]David Nunan, *Practical English Language Teaching,* (Singapore: McGraw-Hill Education, 2003), 1st Ed, p. 154

[3] Penny Ur, *Grammar Practice Activities: A pratical Guide for teache*r, (London: Cambridge University Press, 1988), p.4

[4]SlametRiyanto, *Essential Grammar and Reading Strategy for Toefl Test*(Yogyakarta: Andi 2013), p. 2013

cannot stand alone by itself.[5] It must be combined with an independent clause to form a complex sentence. To combine two clauses the students have to use connector(subordinator conjunction) such as, although, but, when, since wherever, after, if etc. Subordinator conjunction introduces the adverbial clause and connects it with a word in the main clause (independent clauses). An adverbial clauses can come either before or after an independent clause. if it comes before an independent clause, a comma is place after it. For example:

Before he leaves for the class,he always reads the novel

Adverbial clause independent clause

(dependent clause)

However, if it comes after an independent clause, there is no comma separating it from the independent clause. for example:

He always reads the novel*before he leaves for the class*

independent clause Adverbial clause

(dependent clause)

Thus it can be formed as follow:

Independent clause+ subordinate conjunction + independent clause

Allocation of adverbs in a sentence is one of the smallest thing, but it has an effect in the sentence to range in the meaning from words

[5] De Cherlents, *Easy Grammar*, (Bandung: Ruang Kata, 2013), p. 2

having a strong lexical content or to make the meaning of the sentence is clear. Moreover, Marcella Frank noted as: " Adverbs to range in the meaning from words having a strong lexical content (those that describe the action of the verb, or those that indicate such meaning as time and place) to those that are used merely for emphasis. They range in form from words clearly marked as adverbs to those that have the form of other parts of speech. They range in function from close to loose modifiers of the verb; from close modifier of single words, prepositional phrase or clause, to loose modifiers of the entry sentence.[6]

There were several difficulties that students faced when they learn adverbial clauses. The first, an incorrect sentence connector which used. For example, *she bought a car, <u>because</u> she was still young to learn to drive.(it should be she bought a car, <u>although</u> she was still young to learn to drive<u>)</u>.* Second, there are too many sentence connectors. For example, *<u>even though</u> I am studying five hours a night, <u>but</u> I am still getting low grades*. Third, a subordinator is used with the wrong clause. for example: *<u>because</u>we late, we had a flat tire (it should be we arrived late <u>because</u> we had a flat tire)*. Fourth, the use commas should be added or deleted. For example: *he doesn't eat meat<u>,</u> because he is a vegetarian*.

Based on the preliminary interview and students' exercise of the twelfth grade students of Ponpes Diniyah V Jurai Sungai Pua, the

[6] Marcella Frank, *Modern English : a Practical reference guide*,(New York: Practice – Hall, 1972), p.141

researcher found that some students were difficult to comprehend adverbial clauses. Hence, the students were not able to determine and identify kinds of adverbial clause in sentence.The students also could not use subordinator conjunction correctly. There are many subordinate conjunctions that the students can use to combine two clause, but if the students do not understand well about the using of subordinate conjunction and they did not understanding about choosing the appropriate subordinate, the ideas that they deliver to the reader will be misunderstanding.

Based on the phenomenon above, the researcher interested in conducting a research under the tittle "**STUDENTS' ABILITY IN MASTERING ADVERBIAL CLAUSES BY THE 12th GRADE STUDENTS OF PONPES DINIYAH V JURAI SUNGAI PUA ACADEMIC YEAR 2016/2017.**

B. Identification of the problem

Based on the background of the problem above, the researcher found several problems in the preliminary interview at the twelfth grade students Diniyah V Jurai , they are :

1. Some students still difficult to comprehend adverbial clauses; especially in using subordinator conjunction.
2. Some students used a subordinator in wrong clause.

3. Some students still confuse in differentiate kinds adverbial clauses of time, place, manner, reason, result, frequency, etc.

C. Limitation of the problem

Based on the identify of the problem, the researcher limited the problem to be researched that is about students' ability in mastering adverbial clauses by the 12th grade of Ponpes Diniyah V Jurai Sungai Pua academic year 2016/2017.

D. Formulation of the problem

Based on the limitation of problem, the researcher formulated this research in the form question: what is the level of the twelfth grade students at Ponpes Diniyah v Jurai Sungai Pua in mastering adverbial clauses?

E. Purpose of the research

Based on the researcher question above, the purpose of the researcher do this research is : to describe the level of students ability in mastering adverbial clauses by the twelfth grade students of Ponpes Diniyah V Jurai Sungai Pua academic year 2016/2017.

F. Significance of The Study

The researcher hoped the result of this research would give benefit for:

1. English teachers

   English teachers can use the finding of the research to make them to know about the quality of their students' ability in mastering adverbial clauses and also can be used as an evaluation whether the students understand about the adverbial clauses or not. So, they can find the best strategy to teach or increase their students' ability, especially in teaching adverbial clauses.

2. For IAIN Bukittinggi

   This research can be useful as a reference for next researchers and as reference for studying.

3. For the Researcher

   Hopefully this research can give more knowledge, experience through the research and as the requirement to obtain strata one degree at English Education Section in IAIN Bukittinggi.

G. Definition of The Key Terms

Some essential terms used in this research were defined as follow:

1. Students ability is the capacity of the students in doing some work to accomplish their purpose.
2. Grammar is the description of the way in which words can change their form and can be combined into sentence in that language.
3. 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, where, why, how, how long, or how far.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of Related Theory

1. Grammar

a. The Nature of Grammar

The word grammar has several meaning and there is no universally accepted definition. Learning grammar and understanding it will help the students to be easy in making a good sentence. It also helps them to know sentences are formed. Grammar is a set of rules of ordering of words to be a sentence. As Nunan defines grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. Besides, grammar is study about structure of a language. As Richards stated in Nunan that grammar refers to a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentence in the language. [7]

According to Harmer, grammar is the description of the ways in which words can change their forms and can be

[7] David Nunan, *Practical English Language Teaching*, McGrawHill, New York:2003), p. 154

combined into sentence in that language. [8]indeed, in grammar learners will meet the changing word forms. In additional, Scott defines as simple meaning that grammar is partly the study of what forms (or structure) are possible in a language.[9] It is clear that the study of grammar is about structure of language. It will talk about words ordering, the changing of words forms, creating sentence, combining phrases, clause, etc.

On the contrary, Nunan stated that grammarians distinguish between prescriptive grammars and descriptive grammars. A prescriptive grammar lays down the law, saying what is right and what is wrong. A descriptive grammar on the other hand, sets out to describe the way that people actually use language. In recent years, the trend has been away from prescriptive and toward descriptive grammars.[10]it can be understood that prescriptive grammar is too strong in its rule..

2. Principles of Teaching Grammar

In teaching grammar, a teacher has to understand the principles for teaching grammar. The principles for teaching grammar will guide ateacher to teach grammar appropriately**.** Nunan says that for teaching grammar, it has three principles. They are:[11]

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[8] Jeremy Harmer, *The Practice of English Language Teaching*, Third Edition, (New York: Logman, 2003) p. 12

[9] Scott Thornbury, *How to Teach Grammar*, (England Blustone Press, 1999), p.1

[10] David Nunan, *Practical English Language Teaching,* (Singapore: McGraw-Hill Education, 2003), 1st Ed, p. 154

[11] David Nunan, …… 1st Ed, p. 154

1. Integrate both inductive and deductive methods into your teaching.

   In deductive classroom, the teacher gives a grammatical explanation or rule followed by a set of exercise designed to clarify the grammatical point and help the students master the point. Reverse this process, in the inductive procedure the teachers present the learners with sample of language and through a process of guided discovery, get them to work out the principle or rule for themselves.

   However, Nunan integrates these both of inductive and deductive methods. Nunan suspects that the learners prefer deduction because it requires less mental effort. Meanwhile, Nunan prefers induction because he believe that it demands greater mental effort and it will has result in more effective learning in the longer term.

2. Use task that make clear the relationship between grammatical form and communicative function.

   Many grammar-based courses are relatively ineffective because the teachers teach grammar as an abstract system, present the language as isolated sentences and fail to give learners a proper context for the grammar point.

   Teaching was largely limited to the form of the new grammatical item. The solution is present the grammar in a

context that makes clear the relationship between the grammatical form and the communicative function.

3. Focus on the development of procedural rather than declarative knowledge.

    Declarative knowledge is knowing language rules. Procedural knowledge is being able to use the knowledge for communication. Here, Nunan gives example with a learners who know that you have to put an "s" at the end of the verb when making third person singular declarative statement. When making such statements themselves, however, more often than not, they leave off the "s". the students have declarative knowledge but not procedural knowledge.

    Students need to develop mastery of target language item not only memorizing the rules, but also using the target items in communicative context.

Based on the explanation above, the teacher will know how to teach grammar and helps the students to understand it. The teacher will also be able to develop the students' ability in mastery of target language by using these principles.

3. Adverbial Clause

1). Definition of adverbial clauses

Mastering grammatical components are important to facilitate communication. By mastering grammar components, the writer believes that students can combine sentence correctly. It can be seen from the opinion Jeremy Harmer that the grammar of language is the description of the way in which word can change their form and can be combined into sentence in that language.[12] In learning English grammar, adverbs are some of grammatical components which are learned by the students.

An adverbial clause is a dependent clause that explains or gives information about the verb, adjective and adverb in a sentence.[13] Adverbial clauses introduced by an adverbial subordinator. It cannot stand alone by itself.[14]It must be combined with an independent clause to form a complex sentence. It contains two clause independent clause and a dependent clause which combined by using adverbial subordinator (subordinating conjunction) such aswhere, when, since, because, like, although, before, wherever, if, after, so etc.

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[12] Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Pearson Education Limited, 2001), p. 12

[13]SlametRiyanto, *Essential Grammar and Reading Strategy for Toefl Test*(Yogyakarta: Andi 2013), p. 2013

[14] De Cherlents, *Easy Grammar*, (Bandung: Ruang Kata, 2013), p. 2

Adverbial clauses are compose of:

independent clause+ subordinator conjunction+ dependent clause
she always reads the novel*before*she leaves for the class

A subordinator conjunction introduces the adverbial clause and connects it with a word in main clause (independent clause). An adverbial clause can come either before or after an independent clause. If it comes before an independent clause, a comma is placed after it.Furthermore, the rule of punctuation in adverbial clause is explained by Simmons that:

- Adverb clause after main clause is no need a comma
- Adverb clause appears before main clause is need a comma. Example:
    - **Before she leaves for the class**, she always reads the novel.
    - She always reads the novel**before she leaves for the class**.

Learning adverb will help the students to give more information about something.

2). Kinds of adverbial Clauses

An adverb can modify a verb, adjective, another adverb, a phrase or a clause. An adverb clause indicates time, place, reason, comparison, purpose, result, concession or contrast, manner, extent, and condition. There are ninekinds of adverbial clauses are differentiated by their each subordinators. Those are:[15]adverb clause of time, adverb clause of contrast, adverb clause of place, adverb clause of reason, adverb clause of result, adverb clause of purpose, adverb clause of condition, adverb clause of manner, and adverb clause of comparison.

a) Adverb clause of Time

An adverb clause of time is a clause that shows thetime when an actiontake places. An adverb clause of time is introduced by the subordinating conjunctions:

Time subordinators
Before after until while Whensince as whenever

These time subordinators indicate different time references or time sequence. Time clause can occur in

[15] Andrea DeCapua, *Grammar for Teacher : A Guide to American English for Native and Non-Native Speakers,* (New York : Springer, college of New Rochelle, 2008), p.292

either initial or second position. When the time clause is in initial position it is followed by a comma.

For example: *we can not leave **until** her mother comes*

Until her mother comes, we can not leave

*She is very tired **after** working hard the whole day*

b) Adverb Clause of Contrast (unexpected result)

An adverb clause of contrast are often subcategorized into two types: *unexpected result and direct opposition*. It used to express ideas or actions that are not expected.

The information in the independent clause indicates a concession or an unexpected result of something described in the dependent clause. An adverb clause of concession is introduced by the subordinate conjunction:

Contrast Subordinators			**Type**
although	Even though	Though	Unexpected result
While	Whereas	In as much as	Direct opposition

Unexpected Result

For example :

Even though *it was raining,* we took a walk

Although *I studied all night, I failed the test.*

Although *he worked hard, his project was not selected*

Direct Opposition

While, whereas, and inasmuch as are used to convey the notion of direct opposition. The information in the subordinate clause is the direct opposite of the information in the main clause. For example:

Janice is friendly ***while*** *her twin sister is shy*

Dion is ready to start the game ***whereas*** *Tito is not*

c) Adverb clause of Place

Adverb clause of place shows the placewhere an actiontakes place. An adverb clause of place is introduced by the subordinating conjunctions:

Place subordinators
Where wherever anywhere nowhere everywhere

For example: The lamb goes ***where*** *Mary goes*

Wherever I go*, I will always remember you*

d). Adverb clause of Reason

An adverb clause of reason explain the question "why"the action takes place of main clause.. Adverb clause of reason is introduced by the subordinate conjunctions:

Reason subordinators
Because since as whereas inasmuch as

.

For example*: **since** it is snowing, we will stay home*

Dian did not attend the extra-curricular club

***because** she was sick.*

*He was sad **because** he missed the show.*

e). Adverb clause of Result

An adverb of result indicates the consequence or result of an action or event. It is introduced by the subordinating conjunctions:

Result subordinators
So that such that
Such + (adjective) + noun + that
So + adjective or adverb + that
So + many, few, much, little + that

For example: *Eat your food quickly* ***so that*** *you can go sleep.*

This is such ***a bad mistake that*** *I do not know how to fix it.*

f). Adverb clause of Purpose

An adverb clause of purpose indicates an intention or purpose of the action in the independent clause. It is introduced by the subordinate conjunctions:

Purpose subordinators
So that in order that in case in the hope that

The modals may/might, can/could, will/would, or have to usually occur in a purpose clause.

For example*: She enter the English speech contest* ***so*** *she can understand her ability in speaking English.*

When the subject of two clauses are the same, purpose is often expressed by infinitive phrase, or by an infinitive phrase with *in order to,* instead of by an adverbial clause.

g). Adverb clause of Condition

An adverb clause of condition states the condition or circumstances for something to happen. It is the principal clause that states what will happen if the condition are fulfilled.Adverb clause of condition are introduced by the subordinating conjunctions:

Condition Subordinators
If unless provided provided that as long as whether in case on condition

For Example *:You can go* ***provided*** *you finish your homework.*

If *it rains,* we shall stay at home.

The conjunction 'if' can be to convey a variety of meanings.[16]

1). To talk about the present/ future. (***real***)

For example: *if Marta likes the idea,I will present it to everyone else*

2). To talk about things that are not real or likely to happen at the moment. (***unreal***)

[16]www.ikenstore.com, *Adverbial Clauses*Mexus Education Pvt. Ltd,copyright 2011

For example:

If *Dino paid his bills,he would not be in trouble.*

3). To talk about things that did not happen.

For example: ***if****Jason had called, Beth would have been happy.*

4). When there are two possible of expressions.

For example: ***if*** *you are late, meet me at the theatre*

Unless is always used to convey a negative condition. For example: ***unless*** *you work hardyou will fail in this exam*

h*).* Adverb Clause of Manner

An adverb clause of manner shows the manner in which an action is performed. It is a kind of comparative clause as it indicates comparison of manner. Adverb clauses of manner are introduced by subordinate conjunctions:

Manner Subordinators
As as if as though

For example: *The man behaves very well* ***as if*** *he is a good father in his new film*

You do it ***as*** *I tell you*

i). Adverb clause of Comparison

An adverb clause of comparison indicates a comparison between people or things[17]. Adverb clause of comparison are introduced by the subordinate conjunctions: *than*, *no less than*, and relative adverb *as*.

For example: *He is smarter* ***than*** *he looks.*

Anna is as though ***as*** *she is sensitive.*

Based on the explanation above, it can be concluded that there are nine types of adverbial clauses. The students need to understand these types to make them master about adverbial clauses. If the students have already understood about these types, they will be easy to mastering adverbial clause.

[1717] www.ikenstore.com, *Adverbial Clauses*Mexus Education Pvt. Ltd,copyright 2011

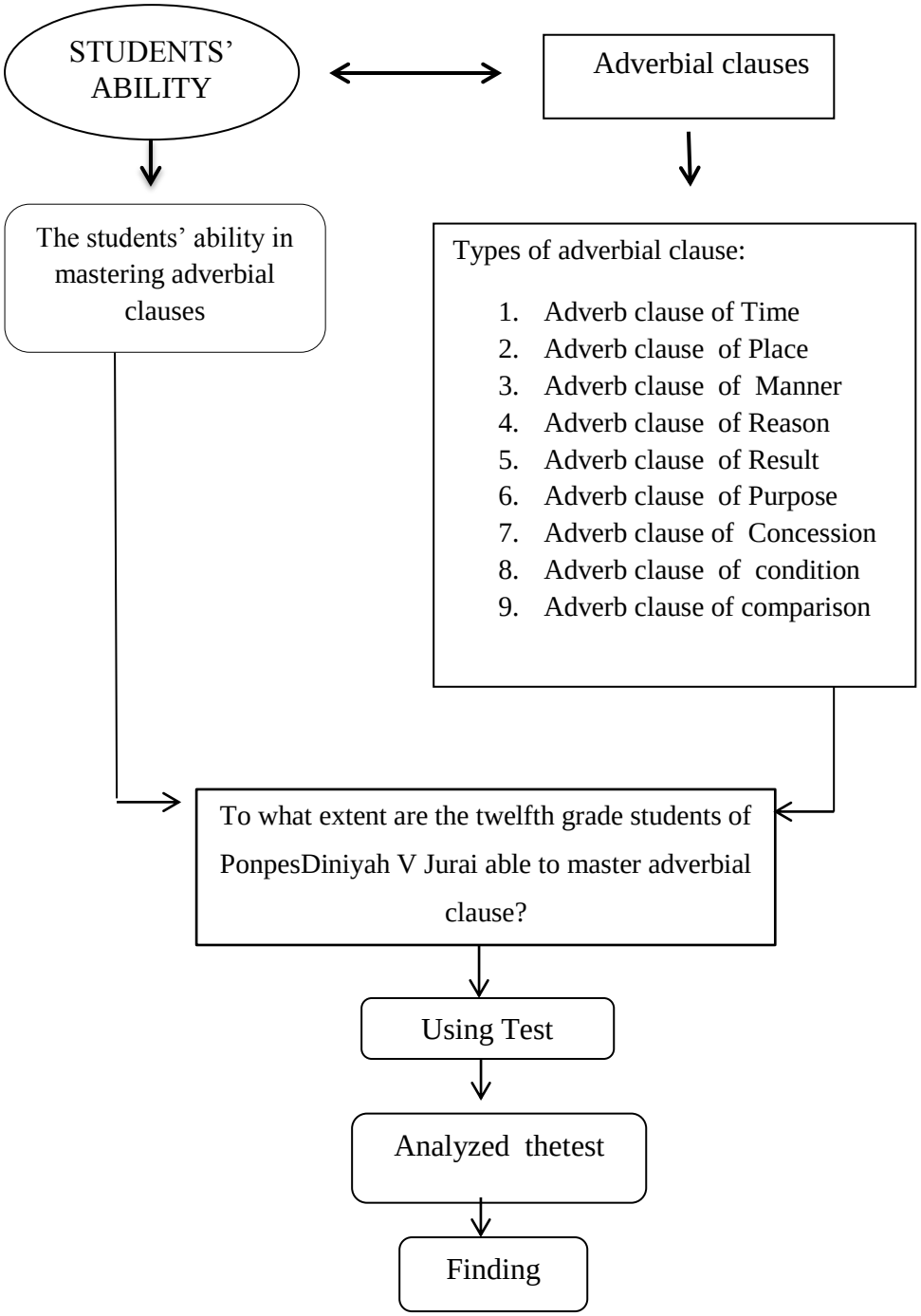
B. Review of Related Studies

In supporting this research, the researcher presents two relevant studies conducted by researchers. The first was a research conducted by DyahAyuningtyas from UniversitasMuhammadiyahMalangwhich the title was " The Ability of English Department Students Using Adverb Clause to show time relationship". The result of this study shows that the ability of 4th semester students of English Department in using adverb clause to show time relationship was fair.

Another research was conducted by HabibahNirwana Sari which the title was " Improving Students Ability in Adverbial Clause of Time Through Berlitz Method (A Classroom Action at the Second Year of SMA N 3 Kota Tanggerang Selatan). The purpose of this research is to find out whether there is a significant difference of students' ability in adverbial clause of time between the class which is taught by using traditional method which has been taught in the school. The result of this research was the students were more active and interest in learning grammar activity in the classroom. Indeed, they could write and communicated as real context. The students grammar in term of adverbial clause of time has improved and also assisted the teacher in finding the appropriate strategy in teaching grammar.

C. Conceptual Framework

Conceptually, the framework of the researcher is illustrated in the following figure:



The diagram above showed the conceptual framework. In this research, the researcher focused on the students' ability in mastering adverbial clauses by the 12th grade students ofPonpesDiniyah V Jurai Sungai Pua. The researcher analyzed the students' ability in mastering adverbial clauses by the 12th grade students ofPonpesDiniyah V Jurai Sungai Pua academic year 2016/2017.Based on the conceptual framework above, researcher wants to know the level of students' ability in mastering adverbial clause. the researcher used test to collect the data, after that analyzed the data to conclude the finding.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

Research design is an essential part in every research. The research can be runned well by the researcher if its has been planned. This research employed descriptive quantitative. Descriptive research is designed to get information concerning the current status of phenomena. The aim of the research is to describe about something with respect to variables or conditions in a situation.[18] Gay also states that descriptive research decides and describes about something which involves collecting data, testing the hypotheses, or answering the question of research. In brief, descriptive research is one kind of research methods that needs accumulation of data which will be described and organized the events then described the data which is acquired based on the facts.

Quantitative method is one kind of research that needs numeral data and statistics to answer the research question.According to Margono, quantitative research is a process to find knowledge using the numeral data as the instrument to find information about everything that will be found.[19] So, this research was done to get information, to find out, to analyze, and to describe the students' ability in using adverbial clauses at

[18] Donald Ary, Lucy Cheser Jacobs, and AsgharRazavieh, 1985, *Introduction to Research in Education 3rd edition*, New York: CBS College. p 322

[19]Margono, *MetodologiPenelitianPendidikan*, (Jakarta: PT. RinekaCipta,2007), p. 103

the twelfth grade students of PonpesDiniyah V Jurai SungaiPua academic year 2016/2017.

B. Population and sample

The population and sample are necessary elements to get the data for the research. The population and sample of this research are:

1. Population

Population is the group of interest to the researcher and the number of people or individual that has at least the same characteristic. As stated by Arikunto, population is the totality of research object. [20]

Based on the opinion above it could be concluded that a population is all individuals that was prepared as research subject. The population of this research was all the twelfth grade students of PonpesDiniyah V Jurai Sungai Pua in academic year 2016/2017which consisted of one class.The researcher chosed the students at the twelfth grade students of PonpesDiniyah V Jurai Sungai Pua as the population becausethey have learned subject about adverbial clause.

[20]SuharsimiArikunto, *ProsedurPenelitian,* (Jakarta: PT.RinekaCipta, 2010), p.173)

2. Sample

Based on the population that was explained above, the next step that should be done by the researcher was to choose the sample of the research.Sample is a part of the population, as stated Gay, sample is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group which is selected.[21]There are some techniques to determine sample in the research. In this descriptive research, the researcher usedtotal sampling because the population was less than one hundred students.

According to Arikunto statement that if the research less from one hundred respondents, it will take all of the respondents as the sample. On the other case, if the research has more than one hundred respondents, 10% to 25% can be taken as the sample by the researcher.[22]So, the researcher took all of the population that consists of 18students.

C. Instrument

Instrument is one important part in a research. The instrument in a research is needed in order to get the data to answer the research questions. The instrument that is used in a research should be designed

[21] L. R. Gay, *Education Research*, (New York: Mncmillan Publishing company, 1990). P. 102

[22]Suharsimi Arikunto, 1998, *Prosedur Penelitian; suatu pendekatan praktek EdisiRevisi IV*, Jakarta: Rineka Cipta. P 120

optimally in order to get the real data. In this research the researcher used test as research instrument.

Test is sequence of questions or exercise to measure skill, knowledge, intelligence, ability or aptitude of individual or group.[23] There were 20 items that was given to the students and the time was about 45 minutes. The test was covered in 2 items adverb clause of time, 2 items adverb clause of place, 2 items adverb clause of reason, 2 items adverb clause of comparison, 2 items adverb clause of Purpose, 2 items adverb clause of result, 2 items adverb clause of concession, 2 items adverb clause of contrast, 2 items adverb clause of manner and 2 items adverb clause of condition.

For collecting of the data, the researcher would be analyzed the students' test.The test was created by considering the validity and reliability of the test. In order to make the test becomesvalid and reliable, the researcher did the validity and reliability test. Arikunto states which is quoted by Widoyoko that the main requirements of the test are validity and reliability which is explained as bellow: [24]

a. Validity

Validity in testing has been understood to discover whether the test is measured accurately, what is intended to measure, or what is purposed to measure. Arikunto states that a test can be said as a valid test if it measures what is intended to measure, and the

[23] Suharsimi Arikunto,*Managemen Pendidikan,* (Jakarta:RinekaCipta), p.193
[24]Eko Putro Widoyoko, *Evaluasi Program Pembelajaran,* (Yogyakarta: Pustaka Pelajar, 2014), p. 98

instrument is called as valid instrument when it can give the true description about the data based on the reality or fact.[25]

In this research, the researcher used content validityby expert to check the validity of the test. The test that was arranged by the researcher should be disscussed with the lecturer of IAIN Bukittinggi and the English teacher of Ponpes Diniyah V Jurai Sungai Pua. In other word, test is valid if it measures accurately what is intended to be measured in grammar skill at the twelfth grade students of Ponpes Diniyah V Jurai Sungai Pua

b. Reliability

Reliability refers to the stability of the test scores. If the test can give the same result as the same as the previous test that has been conducted, it means that the test has a high reliability.Reliability is concern with the test which consistently measures whenever it is used.[26]Gay says that reliability is the degree to which a test consistently measures whatever it measure.[27] In this research, the researcher used test and retest in order to check the stability of the test. So, a test which was reliable made the scores more or less same with the scores that got from test.

[25]Suharsimi Arikunto, *Dsar-dasr Evaluasi Pendidikan* (Pustaka : BumiAksara 1997), p.57

[26]Eko PutroWidoyoko, *Evaluasi Program Pembelajaran*, Yogyakarta: Pustaka Pelajar, 2014), p.99

[27]L. R. Gay, *Education Research*, (New York: Mncmillan Publishing company, 1990). P. 135

To see the coefficient correlation of two assessors, the researcher used Pearson Product Moment formula as below:

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

Where:

r_{xy} = the coefficient correlation between x and y variable

x = the score which is given by the first scorer

y = the score which is given by the second scorer

N= the number of the students

Σxy = the total scores of cross product xy

D. Technique of Data Collection

In this research, the researcher used the test. Test is an activity which is done to measure skill, intelligence, and talent of individual or groups of people.Here, the researcher used a test to measure the students' ability in mastering adverbial clauses. Before conducting the research, the researcher first informed about the research to the students and received the required permission to conduct the research.

The research explained to the students the goal of the research and demanded an extra emphasis on persuading them to take the research seriously and responded frankly.

The steps taken by the research to collect the data were as follows:

a) The researcher prepared the test as instrument of the research.

b). The researcher distributed the test to the students

c). The researcher asked the students to answer the test.

d).The researcher collected the answer sheet.

E. Technique of Data Analysis

After getting the data, the researcher analyzed the data. In analyzing the students' ability in using adverbial clauses, the researcher followed these following steps:

1) The researcherchecked and read the students' answers
2) The researcher codedstudents' test based on their answer.
3) The researcher scored the data. In this case, each item get 1 points. The number of the items are 20. So, the total score are 100. To get the score, the formula is:

   $$\text{Score} = \frac{\text{Total of right answer}}{\text{Total of the items}} \times 100$$

4) The researcher calculate the percentage of frequency for each score by using the formula as follow:[28]

[28]AnasSudijono, *Pengantar Statistik Pendidikan*,(Jakarta: PT Raja Grafindo persada, 2008), p.52

R = (H –L) + 1

B = 1 + 3.3 log n (n = Total sample)

I = R/B

5) The researcher put the score into the distribution table.

6) The researcher got the frequency of the data, the researcher determined the mean of the data. To find mean of the percentage, the researcher will use the formulas as follow:[29]

Mean :$x = \frac{\sum fx}{n}$

Where :x = The mean score

$\sum fx$ = The sum of the score

n = The total subject

7). The researcher arranged into the table of rating scale. As the result, the researcher used rating scale to arrange the level of students' ability in mastering adverb clause. The researcher gave interpretation of the result by using table which is described as follow:

[29]Anas Sudijono,*Pengantar Statistik Pendidikan*,(Jakarta: PT Raja Grafindo persada, 2008) ,p.170

Table 3.1

The Data Interpretation

Score	Interpretation
80 -100	Excellent
66 – 79	Good
56 – 65	Sufficient
40 – 55	Bad
30 – 39	Failed

Source :Suharsimi Arikunto

7) The researcher made conclusion, by doing the steps above the researcher knew the level of students' ability in mastering adverbial clauses accurately and could make the conclusion in what level are the students' ability in mastering adverbial clauses at the twelfth grade students of Ponpes Diniyah V Jurai Sungai Pua.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Finding

In this section, the researcher describes the analysis of the data which were gotten in the field through the test in order to answer the formulation of the problem which was formulated as " what is the level of students' ability in mastering adverbial clauses by the twelfth grade students of PonpesDinyah V Jurai Sungai Pua?". The data were collected by using test. The finding of the research is the students ability in mastering adverbial clauses by the twelfth grade students of PonpesDinyah V Jurai Sungai Puaacademic year 2016/2017 is categorized good. The mean score of the students is 70.

1. The Data Description

In this part, the researcher described the finding and discussion about the level of students' ability in mastering Adverbial clauses by the twelfth grade of PonpesDiniyah V Jurai Sungai Pua Academic Year 2016/2017. The researcher conducted this research on December 26th 2016.The students were asked for answer the test that was given.

To get the data, the researcher gave a test about adverbial clauses to 18 students of the twelfth grade. The test consisted of 20 items, which were covered in 2 items adverb clause of time, 2 items adverb clause of place, 2 items adverb clause of reason, 2 items adverb clause of comparison, 2 items adverb clause of Purpose, 2 items adverb clause of result, 2 items adverb clause of concession, 2 items adverb clause of contrast, 2 items adverb clause of manner and 2 items adverb clause of condition. So, the total items was 20.

The following table showed the scores from the given test including the correct and incorrect answer:

Table 4.1

Students' Test Result in Adverbial clauses Test

No.	Name of students'	Total of correct answer	Total of incorrect answer	Score
1.	Abdul Muarif	15	5	75
2.	Aidil Putra	14	6	70
3.	Amelia Kemala Sari	13	7	65
4.	AnnisaAzzakiyah	13	7	65
5.	Dike LisnaPutri	13	7	65
6.	Muhammad Ibnu	13	7	65
7.	Maharani	11	9	55
8.	Marissa	16	4	80

9.	MutiaraRahmatika	14	6	70
10.	RahmiHasanah	12	8	60
11.	Rahmisafitri	11	9	55
12.	Raidussyarif	13	7	65
13.	RiskaRiani	15	5	75
14.	RiskaFauziah	13	7	65
15.	Sri Wahyuni	14	6	75
16.	TaufikRahmat H	14	6	75
17.	ZahratulHasanah	14	6	70
18.	ZulfaReihan	14	6	70

Based on table 4.1, it can be seen that the students got the various scores in answering 20 questions.There is one students who get the highest correct answer and two students who get the lowest correct answer. The highest correct answer is 16 items and the lowest correct answer is 11 items.

To make it clear, the percentage of the students who had excellent, good, sufficient, bad, and failed in mastering adverbial clauses in the following figure:

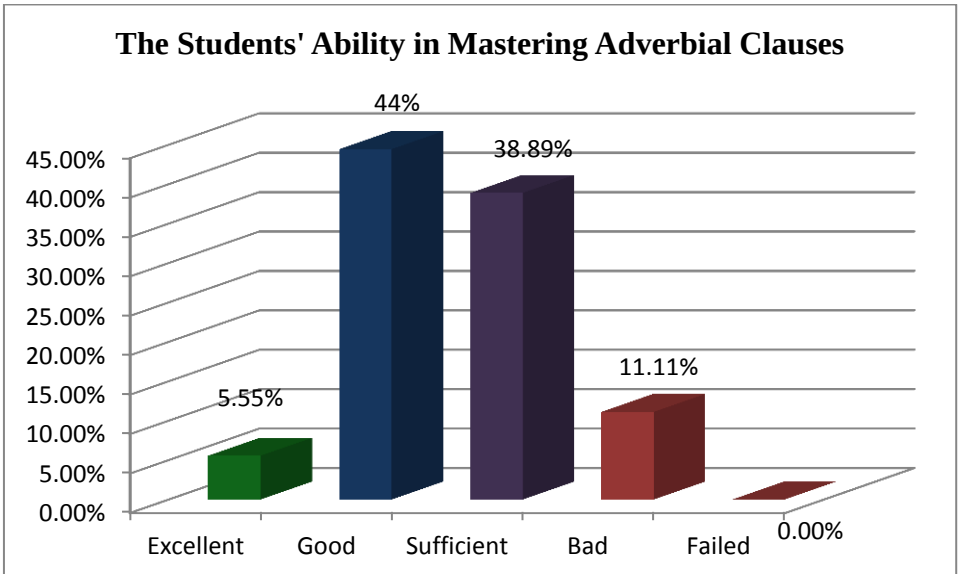


Figure 4.1
The Percentage of Students' Ability in Mastering Adverbial clauses

The researcher found the result of the research based on the figure 4.1By classifying the students' ability into excellent, good, sufficient, bad and failed ability. The result of the finding shows that there are 1 student (5.55%) has excellent ability, 8 students (44%) has good ability, 7 students 38.89%) has sufficient ability, 2 students (11.11%) has bad ability, and 0 student (0.00%) has failed ability.

The researcher also counted the correct and incorrect answer of the test that was given.It can be seen in the following table:

Table 4.2

The Students Response Distribution on Each Item of the Test

No.	Number of Item	Total students who get correct answer	Total students who get incorrect answer
1.	Number 1	13	5
2.	Number 2	18	0
3.	Number 3	4	14
4.	Number 4	15	3
5.	Number 5	18	0
6.	Number 6	17	1
7.	Number 7	4	14
8.	Number 8	13	5
9.	Number 9	13	5
10.	Number 10	18	0
11.	Number 11	3	15
12.	Number 12	12	6
13.	Number 13	18	0
14.	Number 14	11	7
15.	Number 15	18	0
16.	Number 16	17	1
17.	Number 17	13	5

18.	Number 18	2	16
19.	Number 19	14	4
20.	Number 20	4	14

There were nine kinds of adverbial clauses; adverb clause of time, adverb clause of contrast, adverb clause of place, adverb clause of reason, adverb clause of result, adverb clause of purpose, adverb clause of condition, adverb clause of manner, adverb clause of comparison.

The result of table 4.2 is the highest correct answere are 5 items in which 18 respondents in items number 2, 5, 10, 13, 15 while the lowest correct answer are 1 item in which there are only 2respondentsin item number 18.

2. The Data Analysis

To find out the students' ability in mastering adverbial clauses by the twelfth grade students of ponpesdiniyah v juraisungaipua, the researcher computed the result all of the data based on statistic rules. The researcher arranged the score from the highest to the lowest, then the researcher found the interval of the data.

Table 4.3

The Result Score of 18 Students

80	75	75	75	75	70
70	70	70	65	65	65
65	65	65	60	55	55

The table shows that the highest score is 80 and the lowest score is 55. After that, the researcher needs to find the range of the data. The formula is:

R : (H – L) + I

R :(80 – 55) + 1

R : 26

From the formula above, it is know that the total range is 26. Then, after knowing the range of the data the researcher find out B (*Barlet*) and interval using the formulas below:

B : 1 + (3.3) Log n

B : 1 + (3.3) log 18

: 1 + (3.3) 1.2

: 1 + 3.96

: 4.96

: 5

$$I = \frac{R}{B}$$

$$I = \frac{26}{5}$$

$$= 5.2$$

$$= 5$$

From the formulas above, it is known that the value of B is 5and interval of the data is 5. Then, the researcher put the data into distribution table.The distribution table of students' ability in mastering adverbial clauses is shown as below:

Table 4.4

Distribution Table of Students' Ability in Mastering Adverbial clauses Test

No.	Score Interval	F	X	FX
1.	80 – 84	1	82	82
2.	75 – 79	4	77	308
3.	70 – 74	4	72	288
4.	65 – 69	6	67	402

5.	60 – 64	1	62	62
6.	55 – 59	2	57	114
		N =18		∑fx= 1256

From the distribution table of students' ability in mastering adverbial clause by the twelfth grade students of PonpesDiniyah vJurai Sungai Pua above, it can be seen that ∑fxis 1256 and the total of sample (N) is 18.

After the data were arranged, the researcher found out the Mean ($\bar{x}$)of the students score as follow:

a) Mean : $\frac{\sum f x}{N}$

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

$= \frac{1256}{18}$

= 69,78

= 70

Thus, the students' mean score in mastering Adverbial clauses is70.

After that, the researcher would like to analyze the students' scores above one by one per item and per indicator of research variable. Then, the researcher put the data into table and find out the

percentages of students answer and the average of score of each item.

Furthermore, the score of nine indicators will be calculated in order to see the students' ability in general. It will be started from the students' score of the indicator in using adverb clause of time. It can be seen in the following table:

2.1 The students' Ability in Using Adverb clause of time

First indicator explains the students' score in using adverb clause of time. The researcher makes description of the students' ability in using adverb clause of time. This explanation can be seen in the following table.

Table 4.5

The Percentage of Students' Ability in using Adverb clause of Time

Indicator	Amount of Item	Number of Question	Frequency of Students' Answer		Percentage (%)	
			T	F	T	F
Adverb clause of time	2	1a 3b	13 18	5 0	72.22% 100%	27.78% 0%
Total		**2**	**31**	**5**	**172.22%**	**27.78%**
Average		**2**	**15.5**	**2.5**	**86.11%**	**13.89%**

Table 4.5 shows that there are 2 items, that are item number 1a and 3b. For item number 1a, there are 13 students who got the correct answer and 5 students who got incorrect answer. The percentage of correct answer is72.22% and 27.78% for incorrect answer. For item number 3b, there are 18 students who got the correct answer with the percentage 100% and 0 student who got the incorrectanswer with the percentage 0%. The average percentage of correct answer in using adverb clause of timeis86.11%.

2.2 The Students' Ability in using adverb clause of place

Second indicator explains the students' score in using adverb clause of place. The researcher makes description of the students ability in using adverb clause of place. The totalof students who got the correct answer can be seen in the following table:

Table 4.6

The Percentage of Students' Ability in using Adverb clause of Place

Indicator	Amount of Item	Number of Question	Frequency of Students' Answer		Percentage (%)	
			T	F	T	F
Adverb clause of place	2	2a 6b	18 17	0 1	100% 94.44%	0% 5.56%

Total	**2**	**35**	**1**	**194.44%**	**5.56%**
Average	**2**	**17.5**	**0.5**	**97.22%**	**2.78%**

Based on table 4.6, the researcher explains the students' ability in using adverb clause of place. Table shows that there are2 items, that are item number 2a and 6b. For item number 2a, thereare 18 students who got the correct answer and 0 student who got incorrect answer. The percentage of correct answer is 100% and 0% for incorrect answer. For item number 6b, there are 17 students who got the correct answer with the percentage 94.44% and 1 student who got the incorrect answer with the percentage 5.56%. The average percentage of correct answer in using adverb clause of placeis 97.22%

2.3 The Students' Ability in using adverb clause of Reason

An adverb clause of reason answers the question "why" the action takes reason. The researcher explains the students' score in using adverb clause of reason in the following table:

Table 4.7

The percentage of students' Ability in using adverb clause of reason

Indicator	Amount of Item	Number of Question	Frequency of Students' Answer		Percentage (%)	
			T	F	T	F
Adverb clause of reason	2	3a 5b	4 18	14 0	22.22% 100 %	77.78% 0%
Total		**2**	**22**	**14**	**122.22%**	**77.78%**
Average		**2**	**11**	**7**	**61.11%**	**38.89%**

Based on table 4.7, the researcher explains the students' ability in using adverb clause of reason. The table shows that there are 2 items, that are item number 3a and 5b. Foritem number 3a, there are 4 students who got the correct answer and 14 students who got wrong answer. The percentage of right answer is 22.22% and 77.78% for wrong answer. For item number 5b, there are18 students who got the correct answer with the percentage 100% and0 student who got the wrong answer with the percentage 0%. The average percentage of correct answer in using adverb clause of reasonwas 61.11% .

2.4 The Students' Ability in using adverb clause of Manner

Fourth indicator explains the students' score in using adverb clause of manner. The researcher makes description of the students ability in using adverb clause. the total students who get the correct answer can be seen in the following table:

Table 4.8

The percentage of students' Ability in using adverb clause of Manner

Indicator	Amount of Item	Number of Question	Frequency of Students' Answer		Percentage (%)	
			T	F	T	F
Adverb clause of manner	2	4a 8b	15 2	3 16	83.33% 11.11 %	16.67% 88.89%
Total		**2**	**17**	**19**	**94.44%**	**105.56%**
Average		**2**	**8.5**	**9.5**	**47.22%**	**52.78%**

Based on table 4.8, the researcher explains the students' ability in using adverb clause of manner. The table shows that there are 2 items, that are item number 4a and 8b. For item number 4a, there are 15 students who got the correct answer and 3 students who got wrong answer. The percentage of correct answer is 83.33% and 16.67% for wrong answer. For item number 8b, there are2 students who got the correct answer with the percentage 11.11% and there are 16 students who got the wrong answer with the percentage 88.89%. The average

percentage of correct answer in using adverb clause of manneris 47.22% .

2.5 The Students' Ability in using adverb clause of Result

An adverb of result expresses the result or consequence of what is stated in the independent clause. The researcher explains the students' score in using adverb clause of result. in the following table: **Table4.9**

The percentage of students' Ability in using adverb clause of Result

Indicator	Amount of Item	Number of Question	Frequency of Students' Answer		Percentage (%)	
			T	F	T	F
Adverb clause of result	2	5a 9b	18 14	0 4	100% 77.78 %	0% 22.22%
Total		**2**	**32**	**4**	**177.78%**	**22.22%**
Average		**2**	**16**	**2**	**88.89%**	**11.11%**

Based on able 4.9, the researcher explains the students' ability in using adverb clause of result. The table shows that there are 2 items, that are item number 5a and 9b. For item number 5a, there are 18 students who got the correct answer and 0 student who got wrong answer. The percentage of right answer is 100% and 0% for wrong answer. For item number 9b, there are 14 students who got the correct answer with the percentage 77.78% and there are 4 students who got the wrong answer with

the percentage 22.22%. The average percentage of correct answer in using adverb clause of resultis 88.89% .

2.6 The Students' Ability in using adverb clause of Purpose

In this table, the researcher explains the students' ability in using adverb clause of purpose.

Table 4.10

The percentage of students' Ability in using adverb clause of Purpose

Indicator	Amount of Item	Number of Question	Frequency of Students' Answer		Percentage (%)	
			T	F	T	F
Adverb clause of purpose	2	6a 2b	17 12	1 6	94.44% 66.67 %	5.56% 88.89%
Total		**2**	**29**	**7**	**161.11%**	**94.45%**
Average		**2**	**14.5**	**3.5**	**80.555%**	**47.225%**

Table shows that there are 2 items, that are item number 6a and 2b. For item number 6a, there are 17 students who got the correct answer and 1 student who got the wrong answer. The percentage of right answer is 94.44% and 5.56% for wrong answer. For itemnumber 2b, there are 12 students who got the right answer with the percentage 66.67% and 6 students who get the wrong answer with the percentage 88.89%. The average percentage of students who get the correct answer in using adverb clause of purpose is 80.555%.

2.7 The Students' Ability in using adverb clause of condition

In this table, the researcher explains the students' ability in using adverb clause of condition.

Table 4.11

The Percentage of Students' Ability in using adverb clause of Condition

Indicator	Amount of Item	Number of Question	Frequency of Students' Answer		Percentage (%)	
			T	F	T	F
Adverb clause of condition	2	7a 4b	4 11	14 7	22.22% 61.11 %	77.78% 38.89%
Total		**2**	**15**	**21**	**83.33%**	**116.67%**
Average		**2**	**7.5**	**10.5**	**41.665%**	**58.335%**

Table 4.11 shows that there are 2 items, that are item number 7a and 4b. For question number 7a, there are 4 students who got the correct answer with percentage 22.22% and 14 students who got the wrong answer with percentage 77.78% . For item number 4b, there are 11 students who got the right answer with the percentage 61.11% and 7 students who got the wrong answer with the percentage 38.89%. The average percentage of students who got the correct answer in using adverb clause of conditionis 41.665%.

2.8 The Students' Ability in using adverb clause of concession

In this table, the researcher explains the students' ability in using adverb clause of concession .

Table 4.12

The Percentage of Students' Ability in using adverb clause of Concession

Indicator	Amount of Item	Number of Question	Frequency of Students' Answer		Percentage (%)	
			T	F	T	F
Adverb clause of concession	2	8a 1b	13 3	5 15	72.22% 16.67 %	27.78% 83.33%
Total		**2**	**16**	**20**	**88.89 %**	**111.11%**
Average		**2**	**8**	**10**	**44.445%**	**55.555%**

Table 4.12 shows that there are 2 items, that are items number 8a and 1b. For item number 8a, there are 13 students who got the correct answer with percentage 72.22% and 5 students who got the wrong answer with percentage 27.78% . For item number 1b, there are 3 students who got the right answer with the percentage 16.67% and 15 students who got the wrong answer with the percentage 83.33%. The average percentage of students who got the correct answer in using adverb clause of concession is 44.445%.

Table 4.13

The Percentage of Students' Ability in using adverb clause of Contrast

Indicator	Amount of Item	Number of Question	Frequency of Students' Answer		Percentage (%)	
			T	F	T	F
Adverb clause of contrast	2	9a 10b	13 4	5 14	72.22% 22.22%	27.78% 77.78%
Total		**2**	**16**	**19**	**94.44%**	**105.56%**
Average		**2**	**8**	**9.5**	**47.22%**	**52.78%**

Table 4.13 shows that there are 2 items, that are items number 9a and 10b. For question number 9a, there are 13 students who got the correct answer with percentage 72.22% and 5 students who got the wrong answer with percentage 27.78% . For item number 10b, there are 4 students who got the right answer with the percentage 22.22% and 14 students who got the wrong answer with the percentage 77.78%. The average percentage of students who got the correct answer in using adverb of contrast is 47.22%

2.9 The Students' Ability in using adverb clause of comparison

This table explains the students' score in using adverb clause of comparison. The researcher makes description of the students ability in using adverb clause of comparison. The total

students who get the correct answer can be seen in the following table:

Table 4.14

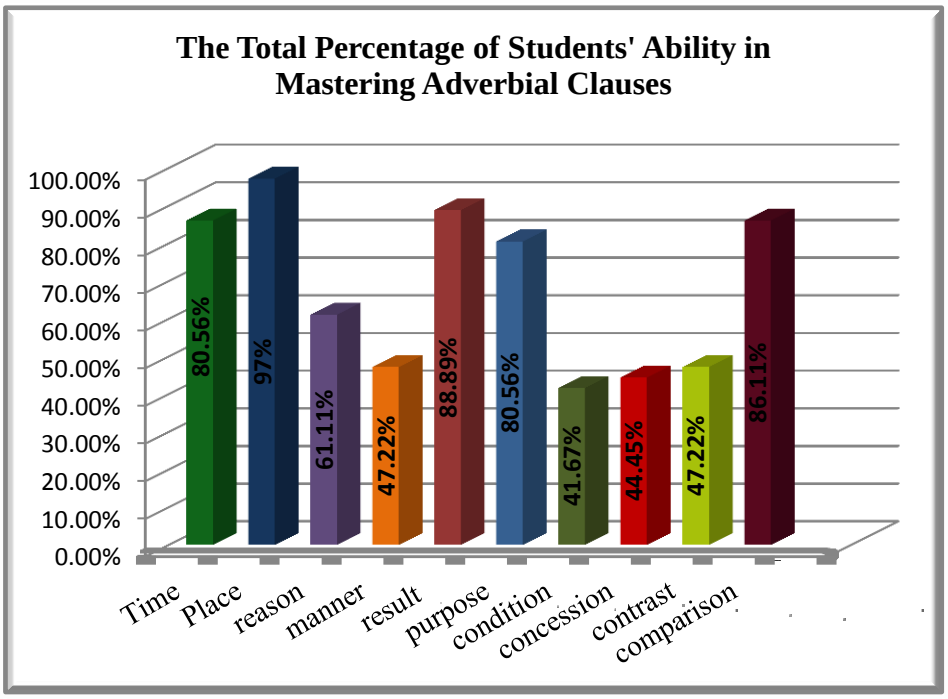
The percentage of students' Ability in using adverb clause of Comparison

Indicator	Amount of Item	Number of Question	Frequency of Students' Answer		Percentage (%)	
			T	F	T	F
Adverb clause of comparison	2	10a 7b	18 13	5	100% 72.22 %	0% 27.78%
Total		**2**	**31**	**5**	**172.22%**	**27.78%**
Average		**2**	**15.5**	**2.5**	**86.11%**	**13.89%**

Based on Table 4.14, the researcher explains the students' ability in using adverb clause of comparison. The table shows that there are 2 items, that are items number 10a and 7b. For item number 10a, there are 18 students who got the correct answer and 0 student who get wrong answer. The percentage of right answer is100% and 0% for wrong answer. For item number 7b, there are 13 students who got the correct answer with the percentage 72.22% and there are 5 students who got the wrong answer with the percentage 27.78%. The average percentage of correct answer in using adverb clause of comparison is 86.11% .

To make it clear, the researcher would like to shows the average percentage of per indicator. It can be seen in the following figure:

Figure 4.2 The Total Percentage of Students' Ability in Mastering Adverbial Clauses per Indicator



Based on the description and analysis of the data above, it can be seen that the highest percentage is 97%. It is about the students' ability in mastering adverb clause of place. The lowest percentage is 41.67%. this item about adverb clause of condition.

Then, the researcher put the result of the students' mean score in mastering adverbial clause into the table of rating scale. As the result, the researcher used

rating scale to arrange the level of students' mastery. The researcher gives interpretation of result by using table which is described as follow:

Table 4.15

Data Interpretation of the Students' Mastering in Adverbial clauses

Rating Scale	The students' mean score	Interpretation
80 -100		Excellent
66 – 79	70	Good
56 – 65		Sufficient
40 – 55		Bad
30 – 39		Failed

Based on table 4.15, it is clear that there are five data interpretation of students' ability in mastering adverbial clauses. The data interpretations are if the students get mean score around 80 -100, it will be categorized excellent. If the students get mean score around 66- 79, it will be categorized good. If the students get mean score around 56 – 65, it will be categorized sufficient. If the students get mean score around 30 – 39,It will be categorized failed.

Table 4.15 showed that the mean score of the students is 70. It can be concluded that level of students' ability in mastering Adverbial clauses wasgood because the students' mean score was70 and it is placed in the range 66 – 79.

B. Discussion

In order to know the students ability in mastering adverbial clauses, the researcher counts the mean score and it is categorized into data interpretation to know to what level the students' ability in adverbial clauses are able to master adverbial clauses. Based on the finding of the research, the researcher explains the data which got from the students' test about adverbial clauses.

The students' mean score in mastering adverbial clauses is 70. It is categorized good. The highest score was 80 and 55 as the lowest score. The researcher also counted the percentage of students' ability in mastering adverbial clauses. The researcher found that the highest percentage of students ability in mastering adverbial clauses is adverbial clause of place with percentage 97,22% students because the researcher used familiar subordinator conjunction to make the students easy in using and identifying kinds of adverbial clauses. The lowest percentage of students ability in mastering adverbial clause is adverb clause of condition with percentage 41.67% students. It is difficult for some

students because the researcher used the subordinator conjunction " unless" which was unfamiliar by them.

Although the students' mean score was 70, the researcher found that some students still could not master adverbial clauses. The researcher found that some students did not understand how to determine adverb clause in sentence, to chose the appropriate subordinator conjunction, and to identify kinds of adverb clause. Some students could not determine adverb clause in sentence. For example:

1. I did no study. I did well on the test. (because, although, if)
   I did not study although I did well on the test. (answer)
   It has to be although I did not study I did well on the test.
2. I study very hard. I will not pass all of my exams. (because, unless, so)
   Unless I study very hard, I will not pass all of my exams
   (answer)
   It has to be I study very hard unless I will not pass all of my exams

In selecting subordinator conjunction, the students chose the unappropriate subordinator conjunction. For example:

1. Our Tv was broken. We listened to the news on the radio.
   (before, because, so)

Before our Tv was broken, we listened to the news on the radio. (answer)

It has to be because our Tv was broken, we listened to the news on the radio

2. Florida has a warm climate. Alaska has a cold climate.(than, whereas, in order)

   Florida has a warm climate than Alaska has a cold climate. (answer)

   *It has to be Florida has a warm climate whe*reas *Alaska has a cold climate.*

In identifying kinds of adverbial clauses, some students could not identify kinds of adverbial clauses.

1. Janice is friendly while her twin sister is shy.

   Janice is friendly <u>while her twin sister is shy</u>.

   Adverb clause of time

   It has to be Janice is friendly <u>while her twin sister is shy</u>.

   Adverb clause of contrast

2. *Ms*. Vaughn borrowed some money in order that she could buy her lunch.

   Ms. Vaughn borrowed some money <u>in order that she could buy her lunch.</u> *(Adverb clause of result)*

   It has to be Ms. Vaughn borrowed some money <u>in order that she could buy her lunch. (</u>Adverb clause of purpose)

The researcher assumption it is because adverb clause has more than two subordinator conjunction for each types. So, Some students could not memorize them easily.

Although the students' ability in mastering adverbial clauses at the twelfth grade students of Ponpes Diniyah V Jurai Sungai Pua is categorized in good level, the students' ability in mastering adverbial clause can be improved through the teacher strategy to be used in teaching English especially about adverbial clause. Not only for the teacher but also for students must be understand all material about adverbial clauses to improve their ability in mastering adverbial clause become very good. The teacher also should aware and find the solution to increase the students ability in mastering adverbial clause. Although adverbial clause seem to be simple, yet they are needed and important to be known and mastered adverb clause by students.

Telling about the potention, the students in Ponpes Diniyah V Jurai Sungai Pua have potency and can be guide to master the adverbial clause well. It can be assumed that the ability of the students in mastering adverbial clause can be increased and it depends on the approach that is used.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This chapter discussed the conclusion drawn from the research findings in the previous chapter. It has been mentioned before that the purpose of this research was to know the students' ability in mastering adverbial clauses by the twelfth grade students of ponpes diniyah v juraisungai pua academic year 2016/2017. In this research, the researcher took 18 students as sample. Then, the researcher gave a test in order to measure the level of students' ability in mastering adverbial clauses.

The researcher showed the description of students' level in mastering Adverbial clauses by checking the students' test result. The result showed that the mean score of students test in mastering adverbial clause was 70. According to the result, the researcher concluded that the students' ability in mastering Adverbial clauses was goodbecause the mean score of students' test was 70 which placed between 66-79.

B. Suggestions

Based on the finding of this research, the researcher would like to give suggestions related with Adverbial clauses that hopefully those can be used to assist both English teacher and students in the classroom, especially for topic of Adverbial clauses.

1. The English teacher is supposed to teach Adverbial clauses to the students in more detail explanation, it means that the students are not only taught about the Adverbial clauses but also the students know the form/ structure .as the result, the students' ability in mastering adverbial clauses will be improved.
2. The students are supposed to study more about the adverbial clauses seriously especially about how to comprehend the adverb clause in sentences and combining two clauses using subordinator conjunction.
3. The students need to practice a lot in order to improve their ability in mastering adverbial clauses
4. The teacher should uses some strategies, techniques and media to make the students easy and interested in learning English. Furthermore, the creative and appropriate strategies can reduce students' negative expectation about English as a difficult subject.
5. The researcher would like to remind that it is not complete yet and still needs more revision and following up discussion.

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www.ikenstore.com. 2011. *Adverbial Clauses*Mexus Education Pvt. Ltd,copyright

RESEARCH GUIDELINE

Variable	Sub variable	Indicators	Instrument
Students' ability in Mastering adverbial clauses	Adverbial clauses Types of Adveb Clause	• Adverb Clause : An adverbial clauses is a dependent clause introduced by an adverbial subordinator. It is used to modify the verb of the independent clause and tells when, where, why, how, how long, or how far. Etc. it has function as adverb. • The types : Adverb clause of time, adverb clause of place, adverb clause of manner, adverb clause of reason, adverb clause of purpose, adverb clause of result, adverb clause of concession or contrast, adverb clause of condition, adverb clause of extent, adverb clause of comparison. • The subordinators conjunction of adverb clause are : *When, wherever, while, as soon as, after, before, until, since, where, wherever, everywhere, anywhere, as, as if, as though, as soon as, as long as, Because, since,*	1. Test

		as, so that, in order that, so, although, even though, though, if, unless, While, whereas, whether, in case, that, even if, however, such that, than provided. Example : • Dian did not attend the extra-curriculaclub **because** she was sick. • I was sleeping **when** you arrived. • **Wherever** I go, I will always remember you	

KISI – KISI SOAL

Nama Sekolah : PONPES DINIYAH V JURAI SUNGAI PUA

Mata Pelajaran : Bahasa Inggris

Kelas / semester : XII/ 1

Materi : Adverbial Clauses

Standar Kompetensi	Kompetensi Dasar	Materi	Indikator	Bentuk soal	Nomor Soal
Mengungkapkan makna dalam produk bahasa tulis dan wicara sesuai dengan structure yang benar.	Mengungkapkan makna dalam produk bahasa tulis dan wicara secara akurat , lancer, dan berterima sesuai dengan structure yang benar	Adverbial Clause Types of adverb clause: 1. Adverb clause of time: shows the time when an action takes place. The subordinating conjunctions: *when, while, before, after, since, as, whenever, as long as, as soon as, no sooner than, till, until* 2. Adverb clause of Place*:* shows the place where an action take place. The subordinating conjunctions: *where, wherever, whence, somewhere, everywhere, whither*. 3. Adverb clause of Reason: shows why an action takes	1. To identify kinds of adverb clause in sentence 2. To combine two sentences into one complex	Test Tertulis	1a, 3b 2a, 6b 3a, 5b

		place. the subordinate conjunctions: *because, since, as, for, that.* 4. Adverb clause of Comparison: indicates a comparison between people or things. the subordinate conjunctions: *than, no less than*, and relative adverb *as*. 5. Adverb clause of purpose is used when the purpose of an action is to be described. The subordinate conjunctions: *so that, in order that, lest* 6. Adverb Clause of Result: Tells the result or consequence of something. The subordinating conjunctions: *so, that, such that. etc*. 7. Adverb Clause of Concession: implies that something surprising or unexpected result. the subordinate conjunction: *although, though, even if, however, whether, whereas* 8. Adverb Clause of Manner: shows the manner in which an action is performed. The subordinate conjunctions: *as, as….so, as if, as though, in the way that, how*.	sentences using adverb clause		10a, 7b 6a, 2b 5a, 9b 8a, 1b 9a, 10b 4a, 8b 7a, 4b

		9. Adverb clause of Condition: states the condition or circumstances for something to happen. the subordinating conjunctions: *if, unless, provided, provided that, as long as, whether, in case, on condition.*			

Adverbial clauses

A. Choose kinds of adverbial subordinator in order to form an adverbial clause .then, combine the adverbial clause with the independent clause

1. it began to rain. he closed the window (when, although, unless)
   - ……
2. he works in the office. his father works (in order that, where, after)
   - ……
3. Our Tv was broken. We listened to the news on the radio (before, because, so)
   - ……
4. They do not know everything. They are fool. (before, than, as if)
   - ……
5. Tommy ate too much candy. He got a stomachache (so, since, until)
   - ……
6. Ms. Lin bought a camera. She can take pictures (so that , where , after)
   - ……
7. I study very hard. I will not pass all of my exams (because, unless, so)
   - ……
8. I did not study. I did well on the test (because, although, if)
   - ……
9. Florida has a warm climate. Alaska has a cold climate (than, whereas, in order)
   - ……
10. You must work harder. I do (after, than, where)
    - ……

B. Draw a line under the dependent clause. then, identify what kind of that adverb clause

1. I did not do well on the test though I studied.
2. Ms. Vaughn borrowed some money in order that she could buy her lunch.
3. The students danced all night after they finished their exams
4. Your neighbors will help if you need them.

5. Ms. Frances stayed in bed because she was sick.
6. The group will eat wherever the committee decides to go.
7. He is older than he looks.
8. You do it as I tell you.
9. He did not want to say the truth so his father was very angry with him.
10. Janice is friendly while her twin sister is shy

KEMENTERIAN AGAMA
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Nomor : IN.31.1/PP.02.3/23/058/2016 Bukittinggi, 12 Februari 2016
Lamp. : 1 (Satu) exp. Proposal Skripsi
Hal : **Permintaan Kesediaan Jadi Pembimbing**

Kepada Yang Terhormat :
Bapak/~~Ibu~~ Genta Sakti, MA
di-
Tempat

Assalamu'alaikum Wr. Wb

Dengan Hormat,

Sesuai dengan usulan pembimbing yang diajukan oleh mahasiswa Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAIN Bukittinggi, maka dengan ini diminta kesediaannya sebagai pembimbing skripsi mahasiswa atas nama :

Nama	: **Leni Afriyani**
NIM	: 2312.020
Judul Skripsi	: An Analysis of Using Adverbial Clause of Writing Performance at the Second Class Students of Madrasah Aliyah Diniyah V Jurai Sungai Pua
Pembimbing	: 1. Veni Roza SS, M.Pd
	2. Genta Sakti, MA

Demikianlah surat ini disampaikan, untuk dapat dilaksanakan dengan sebaik-baiknya. Atas perhatiannya terlebih dahulu kami ucapkan terima kasih.

Wassalam,
Ketua Jurusan PBI

Veni Roza, SS, M.Pd
NIP.19840105200912003

PERMOHONAN VALIDASI

Kepada Yth,

Bapak/Ibu

Di

Tempat

Assalamu'alaikumWr. Wb

Saya yang bertanda tangan di bawah ini:

Nama : Leni Afriyani

Nim : 2312.020

Fakultas/ Jurusan :Fakultas Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Judul Skripsi : Students' Ability in Mastering Adverbial Clauses by the 12th Grade Students of Ponpes Diniyah V Jurai Sungai Pua in Academic Year 2016/2017

Pembimbing : 1. *Veni Roza, SS, M.Pd*

2. Drs. Genta Sakti, MA

Dengan ini saya mengajukan permohonan kepada Bapak/ Ibu, sekiranya Bapak/Ibu berkenan melakukan validasi instrument.

Demikianlah permohonan ini diajukan kepada Bapak/Ibu, sekiranya Bapak/Ibu dapat mengabulkannya. Atas pertimbangan Bapak/Ibu terlebih dahulu saya ucapkan terima kasih.

Bukittinggi, 18 November 2016

Pemohon

LENI AFRIYANI
NIM.2312.020

Mengetahui:

Ketua jurusan

Veni Roza, SS, M.Pd

NIP. 19840105200091220003

LEMBAR VALIDASI

SOAL UJI COBA TEST AKHIR

unjuk:

1. Untuk memberikan penilaian terhadap soal uji coba test akhir, Bapak/Ibuk cukup memberikan tanda ceklis (✓) pada kolom yang telah di sediakan
2. Angka- angka yang terdapat pada kolom yang di maksud berarti:
   0: Tidak Valid
   1: Kurang Valid
   2: Cukup Valid
   3: Valid
   4: Sangat Valid
3. Huruf- huruf yang terdapat pada kolom secara umum yang dimaksud berarti:
   A: Dapat digunakan tanpa revisi
   B: Dapat digunakan dengan sedikit revisi
   C: Dapat digunakan dengan revisi sedang
   D: Dapat digunakan dengan banyak revisi
   E: Tidak dapat digunakan

No	Aspek Penilaian	Skala Penilaian					ket
		0	1	2	3	4	
1.	Isi soal uji test						
	a. Kesesuaian dengan SK					✓	
	b. Kebenaran soal uji coba test akhir					✓	
	c. Soal mengacu pada KD					✓	
	d. Soal mudah diukur					✓	
	e. Soal menggunakan kata-kata operasional					✓	
2.	Bahasa yang digunakan					✓	
	a. Kebenaran tata bahasa					✓	
	b. Kesederhanaan struktur kalimat					✓	

Penilaian secara umum

No.	Uraian	A	B	C	D	E
1.	Penilaian secra umum terhadap test	✓				

Saran-saran:

.....

.....

.....

Bukittingi, 8 [illegible] 2016

Validator

Afschariyo. Kandera, M

NIP:

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II : Jalan Gurun Aur Kubang Putih Kab Agam - Sumatera Barat - Telepon / Fax : (0752) 22875
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Nomor : 3119/In.26.1/PP.07/11/2016 — 21 November 2016
Lampiran : -
Hal : PERMOHONAN IZIN PENELITIAN

Yth, Ponpes Diniah V Jurai Sungai Pua
Di
Tempat

Assalamu'alaikum Wr. Wb

Dengan hormat,

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Bukittinggi, kami harapkan Bapak/Ibu untuk dapat kiranya memberi kesempatan penelitian kepada mahasiswa :

N a m a	:	Leni Afriyani
NIM	:	2312.020
Jurusan	:	PBI
Judul Skripsi	:	Students' Ability in Mastering Adverbial Claouses by The 12Th Grade Students of Ponpes Diniah V Jurai Sungai Pua Academic Year 2016/2017
Lokasi Penelitian	:	Ponpes Diniah V Jurai Sungai Pua
Waktu	:	November 2016 - Januari 2017

Demikian surat ini disampaikan, atas kerjasamanya diucapkan terima kasih.

Wassalam
DEKAN

Dr. H. Nilnu Burhanuddin, Lc., M.Ag
NIP. 197305102000121002

PEMERINTAH KABUPATEN AGAM

KECAMATAN SUNGAIPUA

Alamat Kantor : Jl.Raya Sariak, kode Pos 28182
www.kabupaten.agam.go.id

REKOMENDASI
Nomor : 041/RKM-SP/XII/2016

TENTANG
IZIN PELAKSANAAN PENELITIAN / OBSERVASI

Kami atas nama Bupati Agam, setelah mempelajari surat dari Dekan Institut Agama Islam Negeri (IAIN) Bukittinggi Nomor 3119/In.26.1/PP.07/11/2016 tanggal 21 November 2016, Perihal Permohonan Izin Penelitian, dengan ini menyatakan tidak keberatan atas maksud melaksanakan **Penelitian**/Observasi di Kabupaten Agam, yang dilakukan oleh :

Nama	:	**LENI AFRIYANI**
Tempat/Tanggal Lahir	:	Bukittinggi / 15 April 1993
Pekerjaan	:	Mahasiswi
Alamat	:	Jl. Raya Sungai Pua Gang Baiturrahman II No.27 Sungai Pua
NIK	:	1306125504930003
Judul Penelitian	:	**"Students' Ability In Mastering Adverbial Claoses by The 12Th Grade Students of Ponpes Diniah V Jurai Sungai Pua Academic Year 2016/2017"**
Lokasi Penelitian	:	Ponpes Diniah V Jurai Sungai Pua
Waktu Penelitian	:	15 Desember 2016 s/d 21 Januari 2017
Anggota Penelitian	:	-

Dengan ketentuan sebagai berikut :

1. Tidak boleh menyimpang dari kerangka serta tujuan **Penelitian**/Observasi
2. Memberitahukan kedatangan serta maksud Penelitian/Observasi yang akan dilaksanakan dengan menunjukkan surat-surat keterangan yang berhubungan dengan itu, serta melaporkan diri sebelum meninggalkan Daerah/Wilayah penelitian kepada pemerintah setempat.
3. Mematuhi semua peraturan yang berlaku dengan menghormati adat dan kebijakan pada masyarakat setempat.
4. Mengirimkan laporan hasil penelitian sebanyak 1 (satu) eksemplar, masing-masing untuk Bupati Agam Cq. Kantor Kesbangpol Kabupaten Agam dan Camat/Instansi yang bersangkutan.
5. Bilamana terjadi penyimpangan/pelanggaran terhadap ketentuan tersebut diatas maka surat keterangan Rekomendasi ini dicabut kembali.

Demikianlah surat keterangan Rekomendasi Izin Penelitian/Observasi ini diberikan kepada yang bersangkutan untuk dapat digunakan oleh yang berkepentingan dimana perlu.

Sariak, 09 Desember 2016 M
09 Rabiul Awal 1438 H

CAMAT SUNGAIPUA

HANDRIA ASMI, S.STP. M. Sc
NIP. 19821228 200202 1 001

Tembusan :
1. Bupati Agam Cq. Kaban Kesbang Pol Kab.Agam di Lubuk Basung;
2. Dekan Institut Agama Islam Negeri (IAIN) Bukittinggi di Bukittinggi;
3. Kepala Ponpes Diniah V Jurai Sungai Pua di Sungai Pua;
4. Yang Bersangkutan.

مَعْهَدُ لِيْمُوْ جُوْرَىْ الدِّيْنِىْ بِسُوْنْجَىْ بُوَا
PONDOK PESANTREN
DINIYAH LIMO JURAI SUNGAI PUA
Jl. Raya Sungai Pua No. 51 Tangah Koto Kec. Sungai Pua Kab. Agam 2618 Telp. (0752) 691011
Website: www.diniyahlimojurai.sch.id email: info@diniyahlimojurai.sch.id.

SURAT KETERANGAN

Nomor : 138/MD.LJ-MA /II.SP/2017

Yang bertanda tangan dibawah ini, Mudir Pondok Pesantren Diniyah Limo Jurai Sungai Pua Kabupaten Agam menerangkan bahwa :

Nama	: LENI AFRIYANI
Tempat/Tgl Lahir	: Bukittinggi / 15 April 1993
NIM	: 2312.020
Jurusan	: Bahasa Inggris

nama yang tersebut diatas adalah benar telah melakukan penelitian/observasi di Pondok Pesantren Diniyah Limo Jurai Sungai Pua, dengan judul **"Student" Ability in Mastering Adverbial Claoses by The 12Th Grade Students of Ponpes Diniyah V Jurai Sungai Pua Academic Year 2016/2017"**, yang dilakukan mulai tanggal 15 Desember 2016 s/d 21 Januari 2017.

Demikianlah surat keterangan ini kami buat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Sungai Pua, 17 Januari 2017
Mudir Pondok,

METRIADI

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI
Nomor : 3120/In.26.1/PP.02.3/11/2016

TENTANG
PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA JURUSAN PBI IAIN BUKITTINGGI

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI

Membaca : Surat permohonan mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Bukittinggi an. Leni Afriyani, NIM. 2312.020 tanggal 17 November 2016 perihal permohonan penerbitan SK Pembimbing Skripsi

Menimbang :
a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Institut Agama Islam Negeri (IAIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing
b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing I dan Dosen Pembimbing II

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. Tambahan Lembaran Negara Republik Indonesia Nomor 4301)
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115 Tambahan Lembaran Negara Republik Indonesia Nomor 3859)
3. Keputusan Presiden Nomor 181 Tahun 2014 tentang Pendirian Institut Agama Islam Negeri (IAIN) Bukittinggi
4. Peraturan Menteri Agama Nomor 12 Tahun 2015 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri (IAIN) Bukittinggi

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA JURUSAN PBI IAIN BUKITTINGGI

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan **"Students' Ability in Mastering Adverbial Clouses by The 12th Grade Students of Ponpes Diniah V jurai Sungai pua Academic Year 2016/2017".**

KEDUA : Menunjuk Saudara :

1. Nama : Veni Roza, S.S, M.Pd
   NIP : 19840105 200912 2 003
   Pangkat/Gol Ruang : Penata (III/c)
   Bidang Keahlian Pokok : Bahasa Inggris
   Sebagai Dosen : PEMBIMBING I

2. Nama : Drs. Genta Sakti, MA
   NIP : 19641010 199407 1 001
   Pangkat/Gol.Ruang : Penata (III/c)
   Bidang Keahlian Pokok : Bahasa Inggris
   Sebagai Dosen : PEMBIMBING II

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

DITETAPKAN DI BUKITTINGGI
Pada tanggal : 21 November 2016
Dekan,

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat : Jl. Gurun Aur Kubang Putih Kabupaten Agam, Sumatera Barat | Telp. (0752) 33136 Fax. (0752) 22875
Website : http://ftik.iainbukittinggi.ac.id | e-mail : fakultastarbiyah@iainbukittinggi.ac.id

KARTU BUKTI KONSULTASI BIMBINGAN SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI

NAMA : Leni Apriyani
NIM : 2312.020
JURUSAN : FTIK / Pendidikan Bahasa Inggris
DOSEN PEMBIMBING : 1. Veni Roza SS, M.Pd
2. Drs. Genko Sakti, MA

NO	Hari/ Tanggal	Hal yang dikonsultasikan			
		Pembimbing I	Tanda Tangan	Pembimbing II	Tanda Tangan
1	Kamis 18 Agust 2016	Bab II / Bab III Research Guidline and key Instrument		Study Comprehensively about Adverb clause Formulation of the Problem	
2	Jum'at 16 sept 2016	Research Guidline Kisi - kisi soal, Instrument key instrument		find the Instrument about Adverb clause.	
3	Kamis 29 sept 2016	Kisi - kisi soal / Lembar Validasi Test.		Instrument => Add the Instrume nts by using Interview.	
4	Jum'at 30 sept 2016	Research Guidline Instrument test		Instrument Test and Interview	
5	kamis 23 NOV 2016	Bimbingan/Revisi setelah seminar		29/11 Bab IV, V Bimbingan Setelah Seminar	
6	25 januari 2017	Revisi Bab I - III		28/1 Bab IV, V	
7	31 januari 2017	Revisi Bab IV		26/1 Abstrak Chapter IV, V	
8		Revisi Bab V		1/01 Abstract and Chapter IV	
9				02/01 Discussion	

Bukittinggi, 20 Oktober 2016
Ketua Jurusan

Veni Roza, SS, M.Pd
NIP. 19840105 200912 2003

BIOGRAPHY



Nama :*Leni Afriyani*

Place / Date of Birth : *Bukittinggi / 15 April 1993*

Address : *Tanjuang Balik kec. Sungai Pua*

Facebook : *Leni Afriyani*

e-mail : *leniafriyani15@gmail.com*

Quotes : *If you loss something in your life, doesn't mean you loss Hope*

Educations	***School***
TK	*TK Al- irsyad Bulaan Kamba*
SDN	*SDN Kota Baru VI Bekasi Barat*
Mts s	*Ponpes Diniyah V Jurai Sungai Pua*
MAK	*Ponpes Diniyah V Jurai Sungai Pua*
College	*IAIN Bukittinggi*