CHAPTER I

INTRODUCTION

A. Background of the Problem

Grammar is the basic knowledge and important role in understanding the English language. It also consists of set of rules such as in writing English sentences, in listening English voices, in reading several passages, and in having English conversation. According to Penny Ur," Grammar is defined as the way how words are put together to make correct sentences."[1] It does not only mean that grammar used in order to make correct sentences but also affect their meaning. Hence, the learners of language should have a capability of English grammar because it is needed even in communication to avoid misunderstanding.

In order to express ideas clearly and share information, the learners of the language need to study about grammar. Its about the rules to construct the good sentences. By or without learning grammar, actually they still be able to have a communication with other people, but they cannot use the language grammatically and meaningfully. If the students are good in grammar, then the students can create a good communication and interaction in English actively both in oral or written and make other people easy to understand what they want to share.

Learning grammar is important for the learners of the language. According to Sidney Greenbaum and Gerald Nelson, there is a practical reason to emphasize the study of grammar. It is easy to learn to use dictionaries to find the pronunciation, spelling, or meanings of words, but it is difficult to consult grammar books without a

[1]Penny Ur, 1991, *A Course in Language Teaching Practice and Theory*, (Cambridge University Press), p. 75

considerable knowledge of grammar.[2] It means that grammar cannot be reached instantly without learn it deeply.

In grammar materials, the English student in intermediate level would learn about complex sentence. There are three parts of complex sentence there are: adjective clause, adverbial clause and noun clause. In this research, the researcher only choose one topic that would be discussed namely noun clause. Noun clause is a group of words that contains a subject and verb; however, it cannot stand alone as a sentence. For example:

- *What you think* does not matter. Here, the noun clause derived from question and plays the role as a subject.
- I don't know *what you think.* In this example, the noun clause derived from question and plays the role as an object.[3]

There are many functions of noun clause, as Megginson stated that the noun clause takes the place of a noun which is functions as a subject, direct object, indirect object, subject complement, object preposition, and apositive.[4] In short, noun clause has an important role in build a sentences to communicate.

The ability to use the noun clause in English would give a great deal of advantages in the use of the English language, because many kinds of text book written in English. Students ability is an expression of students' capability in doing something independently related to a study in education. The noun clause also can be found in daily conversation or in academic field. Students hoped be able to use noun clause to communicate where they want to say something, ask, request, and

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[2]Sidney Greenbaum and Gerald Nelson, *An Introduction to English Grammar,* Longman 2002, p6

[3]www.buowl.boun.edu.tr/students/grammar/writing%20guides/noun%2oclause.htm

[4]Megginson D., 1996, *Term of Use: Identifying Clause as Noun, Adjective and Adverbs, (*University of Ottawa)

exclamation. In brief, based on researcher's explanation above, the students need to understand and able to use the noun clause.

Based on preliminary research, the researcher did observation and interview to some of fourth semester students of English Education Department in State Islamic Institute (IAIN) Bukittinggi at 3rd November 2016, the researcher found that many students still do not understand about dependent clause, especially about the noun clause. While doing preliminary observation, the students' problem could be seen when they were asked to do exercise in a text, the lecturer asked them personaly to identify the noun clause, the function and to make their own sentences of noun clause, but many students look difficulty to do it. While doing interview, researcher found that many students forgot the types, functions, unable to identify the noun clause, and they sometimes feeling hard to distinguish between noun and adjective clause. In short, the researcher found the same problems which are faced by the students in observation and interview.

Based on the phenomenon above, the researcher interested in conducting a research under the tittle **"Students' Ability in Identifying The Noun Clause at The Fourth Semester of English Education Departement of State Islamic Institute (IAIN) Bukittinggi Academic Year 2016/2017".**

B. Identification of the Problem

Based on the background of the problem, there are some problems that occurred in identifying the noun clause at the fourth semester students in English Education Department of State Islamic Institute Bukittinggi, it can be identified as follow:

1. Some students do not understand about complex sentence, especially in noun clause.

2. Some students are not able to identify noun clause in a text, and unable to make their own sentences which contain noun clauses.
3. Some students forget the types of noun clause and they sometimes feel difficult to distinguish noun clause with adjective clause.

C. Limitation of the Problem

Based on the identification of the problem, the researcher limited the problems to study, that is about the students' ability in identifying the noun clause. The researcher did the research at the fourth semester students of English Education Department of State Islamic Institute (IAIN) Bukittinggi. The researcher limited the problem to avoid the misunderstanding and also to achieve the target of the research effectively.

D. Formulation of the Problem

Based on the limitation of the problem, the researcher formulated the problem as "What is the description of level of the students' ability in identifying noun clause in this case noun clause derived from statement, question, and imperatives by the fourth semester of English Education Department of State Islamic Institute (IAIN) Bukittinggi?"

E. Purpose of the Research

Based on the formulation of the problem, the purpose of the research is to analyze the level of the students' ability in identifying noun clause by the fourth semester of English Education Department State Islamic Institute (IAIN) Bukittinggi in academic year 2016/2017.

F. Significance of the Research

It is hoped that the research findings would give contribution:

1. Academically, the result of this research can be used for knowing students' ability in identifying the noun clause and as a reference for the next researcher who conducts a research in English grammar. For the researcher, doing this research as the requirements to obtain strata one degree on English Education Department in IAIN Bukittinggi.
2. Practically, the result of this research can be used for improving the students' understanding about noun clause and for the lecturer can be used as the tool for knowing the level of their students' ability in identifying noun clause, and the last one this research gave an usefull experience and more knowledge about the noun clause.

G. Definition of Key Terms

The key terms which are used in this research are defined as follows:

1. Students ability means the quality or the capacity of the students to comprehend, to understand, to analyze, to differentiate, or to identify some learning processes. In this research, the ability means the quality of the students in identifying the noun clause.
2. Grammar is defined as words which are put together to make correct sentences.
3. Noun clause is a group of words that contains a subject and verb; however, it cannot stand alone as a sentence.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

a. The Nature of Grammar

1. The Definition of Grammar

Grammar teaches us how to arrange the words become a good sentence. The grammar of a language is an analysis of the various functions performed by the words of the language, as they used by native speakers or writers.[5] That is why, it is one of the language components that should be considered by the English learners or writers because grammar will guide them to be better in using language, especially in speaking and writing.

Grammar explains about what kind of words that match with other words in constructing sentences in language. Ur says that it is set of rules that define how words (or part of words) are combined or changed to form acceptable units of meaning within a language.[6] It also describe as the ways words can change their forms and can be combined into sentences. Harmer concludes that the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language.[7] So, by understanding grammar well, we will easy to communicate that language even spoken or written language.

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[5] Mary Ansell, 2000, ..., p.25
[6] Penny Ur, *A Course in Language Teaching,* (Cambridge: Cambridge University Press, 2000), p.87
[7] Jeremy Harmer, *The Principles of English Language Teaching,* (Malaysia: Longman, 2003)3rd ed. P.12

In summary, grammar is very important to produce the language correctly. Because, grammar is study about how the words change, arrange, and combine in the right way. The accepted language humans produce depends on the grammatical they use. The deepest of the grammar they have, the good language they will produce.

2. Teaching Grammar

There are many techniques applied by teacher to teach grammar such as songs, games, storry telling, etc. All of them are aimed at communicative goals. As Brown states, appropriate grammar-for using techniques:

1) are embedded in meaningful, communicative context
2) contribute positively to communicative goals
3) promote accuracy within fluent, communicative language.
4) do not overwhelm students with linguistic terminology
5) are as lively and intrinsically motivating as possible.

As the aspects of language, teaching grammar will depend on language study techniques. Harmer states that there are a number of study techniques which can be used to ensure that students not only understand the meaning of language form and how to use it, but can also clear about its constructions. Those studies are as follow:

1) Demonstrative: we can demonstrate the language forms which we want students to study by offering them a situation which shows the language in action and the modeling the language ourselves. The language can be used in a text which clearly shows what it means. We can also use pictures or various items of realia to demonstrate meaning.

2) Explanation: the way we offer explanation to our students will depend upon the language form we use focus on and the age, level and preferences of the class.
3) Discovery: students can be encouraged to understand new language forms either by discovering them for themselves in a text, or by looking at grammatical evidence in order to work out a grammar rule.
4) Accurate reproduction: here we ask students learn new language forms best is through an accurate reproduction stage. Here we ask students to repeat new words, phrases, or sentence in controlled way. Correcting them when they get wrong and showing approval when they use the form.
5) Immediate creativity: where students show an understanding of meaning, use and construction of the language form, we are focus on we can ask them to create their own sentences in using the language form.
6) Check question: we can use check questions to see if students have understood meaning and use.[8]

3. The Principles of Teaching Grammar

In teaching grammar, a teacher has to understand the principles of teaching grammar. The principles for teaching grammar will guide the teacher to teach grammar appropriately. Nunan says that for teaching grammar, it has three principles.

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

In the deductive classroom, you work from principles to example. Teacher explains the grammatical structures first and gives example, and then the exercise is really helpful to clarify the lesson.

[8] Jeremy Harmer, *The Practice of English Language Teaching,* (Malaysia: Longman, 2003) 3rd ed. P.154-156

In contrast, inductive procedure is work from the example. Teacher gives the example and then through a process of guided discovery, get students work out the principle or rule for themselves. Both of rules principles are good. The use of each principle depends on the students' condition, the material that will be taught, and the suitableness with the grammar focus.

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

   Many grammar-based courses are relatively ineffective because they each 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 to present grammar in a context that makes clear relationship between grammatical forms and communicative function. In grammar teaching students must get opportunities to use and practice the forms that they have learnt based on the context.

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

   Declarative knowledge knows language rules and procedural knowledge is being able to use the knowledge for communication. Most of students have known rules of the language but they fail to use it communicatively. Students need to develop mastery of target

language items, not by memorizing the rules, but by using the target items in communicative contexts or learning by doing.[9]

b. The Nature of Noun Clause

1. Definition of Noun Clause

Noun clause is a group of words that contains a subject and a verb, that is used instead serves as a noun or its own. As stated by Richard Side and Guy Wellman, noun clause (sometimes called nominal clause) are groups of words within a sentence referring to a fact –they can sometimes be replaced by a noun, we can use pronouns like *it* and *that* to refer to these clause.[10] Alice and Ann added, a noun clause is a dependent clause that function as a noun. It can be a subject, object, or subject complement. Because a noun clause is dependent, it must be connected to an independent clause to form a complex sentence. A noun clause used as an object is preceded by an independent clause called an introductory clause. The noun clause is the object of the introductory clause verb, which is often a verb of speaking (*say*, *tell*, *report*) or mental activity (*know*, *believe*, *wonder*).[11]It can be concluded, does not matter how long the clause are made, and what roles that clause are play, that is still be the noun and can be replaced by pronoun it or that.

2. Types of Noun Clause

Some experts classify the types of noun clause whether based on the original sentence and the functions. Generally, Richard and Wellman classified the noun clause into some types, those are:

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[9] David Nunan, *Practical English Language Teaching 1st ed,* (NY: Mc Graw-Hill Companies, 2003), p.158

[10] Side Richard and Guy Wellman, *Grammar and Vocabulary for Cambridge Advanced and Proficiency*, (Pearson Education Limited, 1999), p.163

[11]Alice Ozhima and Ann Hogue, *Wriring Academic English, Fourth Edition,* (Addison Wesley Longman, 1999), p. 178-179

1) *that*-clause

   Example: **that he is no the best choice** goes without saying.

2) *wh*-clause

   Example: I'm not really sure **what he's talking about.**

3) Exclamation clause

   Example: I can't believe **how quickly he learned the language**

4) *to*-infinitive clause

   Example: I like **to get up early.**

5) –*ing* clause (gerunds)

   Example: **Driving too fast** is something most new drivers tend to do.

6) Nominal relative clause

   Example: That is exactly **what I've been trying to tell you all day.**

Besides, they also classified the noun clause based the position it is used in the sentence. Those are:

1) As subject of the sentences

   Example: **where we go next** depends on you

2) As object of verb

   Example: He phoned me to ask **what we should do.**

3) After be

   Example: The question is **who will take over when he retires.**

4) After some nouns

   Example: His first excused, **that he had been caught in traffic was untrue.**

5) After some adjectives

   Example: I'd be very happy **to be any of asssistance.**

6) After preposition

Example: The traffic warden came over to **where I was parked**.[12]

Moreover, Fu'ad Mas'ud said that noun clause can be classified in four types: Statement, question, request and exclamation.

1) Statement

a) Noun clause from statement introduced by conjunction *That*. Conjunction *that* is used as subject from sentence by only the certain verbs, the important verbs is linking verbs, especially BE. For example:

- Statement: He is a good actor.

  Noun clause: I think that he is a good actor. *That he is a good actor* is a noun clause. It is used as the object of the verb *think*. The word *that*, when it introduced a noun clause, has no meaning in itself. It simply marks beginning of the clause. Frequently it is omitted.

- Statement: She doesn't understand spoken English.

  Noun clause: *That she doesn't understand spoken English* is obvious.

  The noun clause (*that she doesn't understand spoken English*) is used as the subject of the sentence. The word *that* is not omitted when it introduces a noun clause used as the subject of a sentence.

- Statement: The world is round.

  Noun clause: It is a fact *that the world is round.*

  More commonly, the word *it* functions as the subject, and the noun clause is placed at the end of the sentence.

b) Noun clause by conjunction *that* often be an object from verb. Some these verbs are usually had the subject that point out of human.

[12] Side Richard and Guy Wellman, *Grammar and Vocabulary for Cambridge Advanced and Proficiency*, (Pearson Education Limited, 1999), p.163

c) Omission of *that*

In informal conversation, *that* often be omitted from object clause if the meaning can be understood without *that.* For example: I am sorry (that) I couldn't meet you at the station.

2) Question

a) Noun clause from question that placed after verb, that need two objects, perhaps function as one of or both of the verbs. For example:

- Give the man *what* is in envelope

b) Noun clause from question perhaps begins by the question words that function as:

Pronoun : who(ever), what (ever), which (ever)

Adjective: whose, what(ever), which(ever)

Adverb : how(ever), when(ever), where(ever), why

For example:

- Who
- We don't know *who* will be coming from the employment agency. (*who* is the subject from will be coming)
- We don't know *whom* the employment agency will send. (*whom* is an object from will send)
- Who(ever)
- We will ask *whoever* comes from the employment agency. (whoever is the subject from comes)
- We will ask whomever the employment agency sends. (whomever is an object from sends)

c) In the noun clause from question, subject and verb have general composition, that is placed after introductory word.

3) Request

a) Noun clause from request introduced by *that.* This clause is usually as object from verb that indicate the request, suggestion, or intention, etc.

For example:

- He is requesting *that a company car be replaced at his dispo*sal.
- The doctor recommended *that he take a vacation.*

b) Sometimes, *that* as the beginning of clause can be changed by composition of infinitive after the words that show the request.

Verb of requesting

- Advise	- Ask	him to leave soon or that he leave soon
- Beg	- Command	
- Desire	- Forbid	
- Order	- Request	
- Require	- Urgue	

c) Subject of that-clause often find in passive form of requesting by pattern anticipatory it. For example:

1. It was requested that all gentlement wear coats tied.

   (that all gentleman wear coats and ties is requested.)

2. It has been suggested that each member contributed some money for renovation of clubhouse.

3. It is advisable that he stay for the entire conference.

4) Exclamation

Noun clause from exclamation be introduced by the same words that introduce exclamation, those are: what, what a, or how. For example:

a) Exclamation - How beautiful his wife is!

Noun clause - I am amazed at how beautiful his wife is.

b) Exclamation - What a beautiful figure his wife has!

Noun clause - He is always boasting about what a beautiful figure his wife has.

c) Exclamation - How small their house was!

Noun clause - I was astonished at how small their house was.

Between main clause and subordinate clause, noun clause must follow the requirements below:

1. If the verb in main clause in present, present perfect, and future forms, so the tenses of verb in subordinate clause is not change.
2. If the verb in main clause in past tense, so the subordinate clause/noun clause is change.[13]

On the other references, Betty Schrampfer Azar proposes that the types of noun clause can be classified from its function, there are:

1) Noun clause beginning with a question word

Example:

Question Word	Noun Clause
Where does she live?	I don't know *where she lives.*
Who is at the door?	I wonder *who is at the*

[13] Fuad Mas'ud, *Essesntial English Grammar*, (BPFE Yogyakarta, 1996), p.198-203

	door
What should they do?	*What they should do* is obvious.

2) **Noun clause beginning with *whether* or *if***

Example:

Yes/No Question	Noun Clause
Will she come?	a) I don't know *whether she will come.* b) I don't know *if*she will come.
Does he need help?	a) I wonder *whether he needs help.* b) I wonder *if he needs help*

3) Question words followed by infinitives

Example:

a. I don't know *what I should do.*
b. I don't know *what to do.*

c. Pam can't decide *whether she should go or stay home.*
d. Pam can't decide *whether to go or (to) stay home.*

e. Jim told us *where we could find it.*
f. Jim told us *where to find it.*

4) Noun clause beginning with *that*

Example:

Statement	Noun Clause
He is a good actor. The world is round.	I think *that he is a good actor.* I think *he is a good actor.* We know (that)*the world is round*
The world is round.	That the world is round is a fact. *It* is a fact *that* the world is round.

5) Quoted Speech

Example:

Quoting One Sentence (a) She said, “My brother is a student.” (b) “My brother is a student,”she said. (c) “My brother,” she said, “is a student.”
Quoting More than One Sentence (d) “My brother is a student. He is attending a university,” she said. (e) “My brother is a student,” she said. He is attending a university.
Quoting a Question or an Exclamation (f) She asked, “when will you be here?” (g) “when will you be here?” she assked. (h) She said, “Watch out!”

6) Reported speech: verb forms in noun clause

Example:

Quoted Speech	Reported Speech
(a) "I watch TV every day." (b) "I am watching TV." (c) "I watched TV."	(a) She said she *watched* TV every day. (b) She said she *was watching* TV. (c) She sad she *had watched* TV.
Immediate Reporting What did the teacher just say? I didn't hear him.	Reported Speech He said he *wants* us to read Chapter Six.
Later Reporting I didn't go to class yesterday. Did Mr. Jones make any assignments?	Reported Speech Yes. He said he *wanted* us to read Chapter Six.

7) Using the subjunctive in noun clause

Example:

(a) The teacher *demands* that we be on time. (b) I *insist* that he pay the money. (c) I *recomneded* that she not go to the concert. (d) *It is important* that they be told the truth.
Common verbs and expression followed by a subjunctive in a noun clause advice (that) it is essential (that)

ask (that)	it is important (that)
demand (that)	it is imperative (that)
insist (that)	it is crucial (that)
suggest (that)	it is necessary (that)
request (that)	it is vital (that)
propose (that)	
recomended (that)	

8) Identifying –*ever*words

Example:

Whoever	***Whoever*** wants to come is welcome. *Anyone who* wants to come is welcome.
Who (m) ever	He makes friend easily with ***who (m) ever*** he meets. He makes friend easily with *anyone who (m)* he meets.
Whatever	He always says ***whatever*** come into his mind. He always says *anything that* comes into his mind.
Whichever	There are four good programs on TV at eight o'clock. We can ***watch whichever program (whichever one)*** you prefer. We can watch *any of the four programs that* you prefer.
Whenever	You may leave ***whenever*** you wish. You may leave *at any time that* you wish.
Wherever	She can go ***wherever*** she wants to go. She can go *anyplace that* she wants to go.
However	The students may dress ***however*** they please.

	The students may dress *in any way that* they please.[14]

In conclusion, noun clause can be classified into many types. They are depend on what kind of classification. There are many experts divided types of noun clause on its kind of sentence origin and on its functions. But the use of noun clause still the same, it roles as noun.

B. Review of Related Studies

In this study, the researcher took three previous studies. The first is the study that had been done by Muhammad Daim Abadi (2013), entitled "*A Descriptive Analysis of Students' Ability in Identifying Independent Clause and Dependent Clause in Complex Sentence of Elevent Year Students of SMK Salatiga in the Academic Year 2012/2013"*. The aim of this study is to find the students profile ability in identifying independent clause and dependent clause, and to know the students' difficulties in identifying independent clause and dependent clause.

The result of this study is the percentage of the students' ability in identifying independent clause and dependent caluse is 50.17%. based on presented data, the researcher concluded that most of eleventh year students of SMKN 2 Salatiga in academic year 2012/2013 in identifying clause in complex sentences are fair ability.

The second is the study that had been done by Fitriawati Saragih (2015) *entitled An Error Analysis on Students Ability in Identifying and Writing Independent Clause and Dependent Clause in an Argumentative Essay.* The purpose of this

[14]Betty Schrampfer, Understanding anIdentifying English Grammar-3rd ed, (Pearson Education, 2002), p.239

research was to find out the types of errors and causes of errors by students in constructing noun clause.

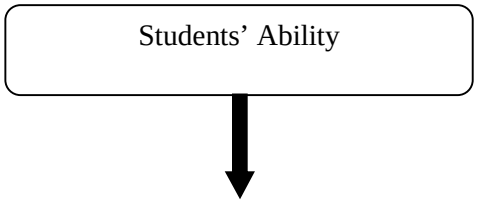
The result of this study is; on the part A of the test, there were 44% students who were able and 56% students who were unable to identify types of dependent clause. on the part B of the test, the result shows that there are 398 errors. 42,21% misformation errors, 35,42% omission errors, 16,83% addition errors, 3,02% dangling errors, 2,26% misordering errors, and the last is 0,25% double clause connectors errors.

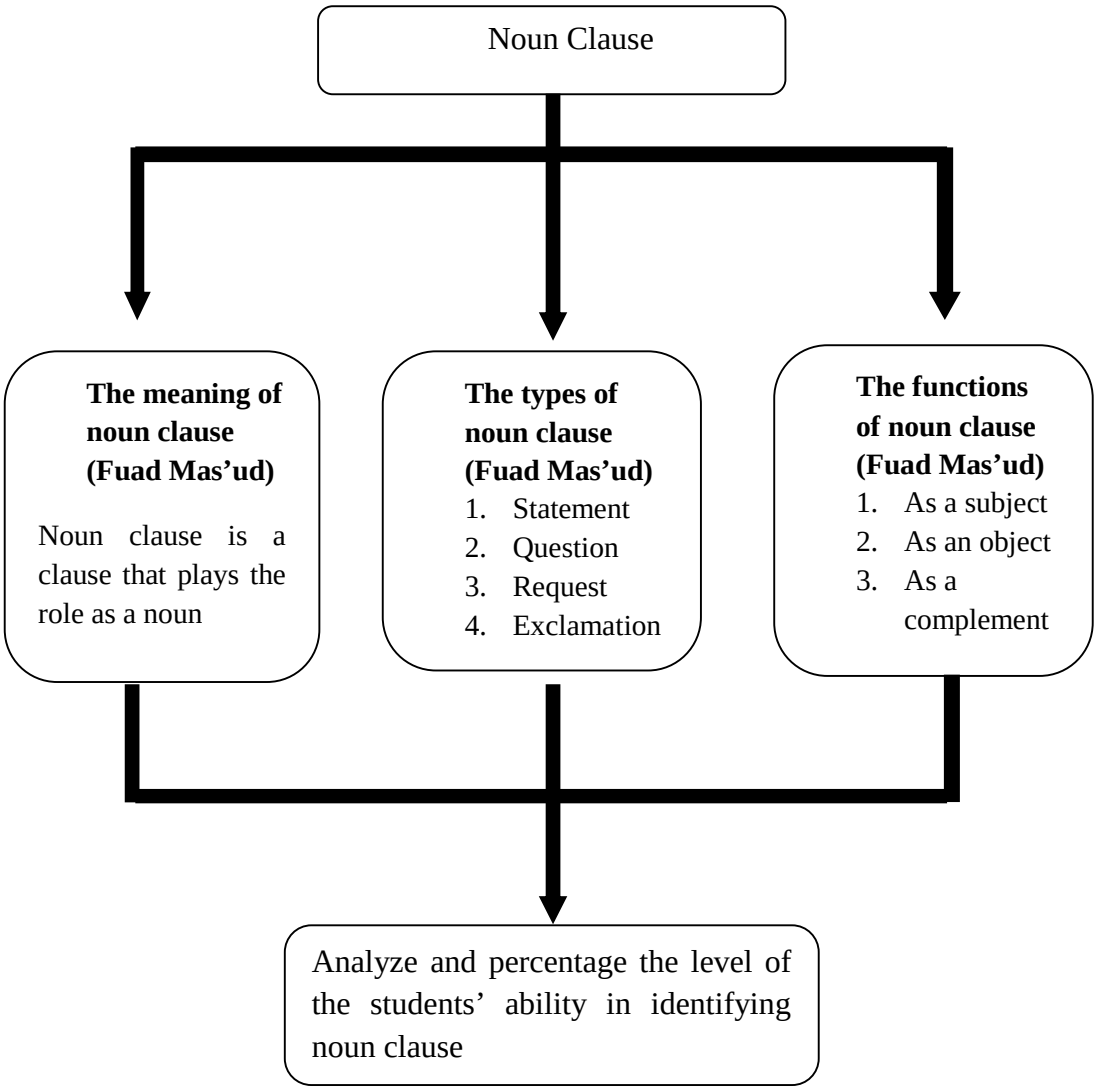
The third is the study that had been done by Nur baithy (2014) *entitled An Analysis of Students' Error in Learning Noun Clause*. The result of the research shows that the most common type of error is ommission; its frequency is 94/48%. The second is miss information; its frequency is 45,28%. The fourth is addition with 24 errors or 16 persons. Then, the lowest error frequency is miss ordering with 16 error or 8 persons. In conclusion, there were still many errors done by the second grade students of SMA Darul Ma'arif in learning noun clause.

The present study is dealing with an analysis of students' ability in identfying noun clause at the fourth semester of English education department of IAIN Bukittinggi. The researcher used descriptive quantitative method in analyzing the data to find the level of students' ability in identifying noun clause. Thus, it could be said that the present study is quite different from previous studies above.

C. Conceptual Framework

Conceptually, the research framework was illustrated at the following figure: 2.1





From the figure above, this research was done to find the description of the level of the students' ability in identifying noun clause. In identifying noun clause, the students should know about the noun clause first, what the meaning of noun clause is, what the functions in identifying noun clause are, what the rules in identifying noun clause are, and the change of form in certain type.

The researcher wanted to know about the level of students' ability in identifying noun clause. In this research, the reseracher used the test to find

the students' ability. After that, the researcher analyzed the students' test result. Finally, the researcher made the description of the students' ability in identifying noun clause by the fourth semester students of English Education Department of State Islamic Institute Bukittinggi in academic year 2016/2017.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

In this research the researcher applied the descriptive a quantitative research. Descriptive research is useful for investigating a variety of educational problem. Descriptive research involves gathering data that describes events and then organizes, and also describe the data. Gay states that descriptive research decided and described about something which involves collecting data, testing the

hypotheses, or answering the question research.[15] 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 research summarizes results numerically.[16] The research has major characteristics, they are: describing a research problem through a description of trends or a need for an explanation of the relationship among variables; providing a major role for the literature through suggesting the research questions to asked and justifying the research problem and creating a need for the direction (purpose statement and research questions or hypotheses) of the study; creating purpose statements, research questions, and hypotheses that are specific, narrow, measurable, and observable; collecting numeric data from a large number of people identifying instruments with present questions and responses; analyzing trends, comparing groups, or relating variables identifying statistical analysis, and interpreting results by comparing them with prior predictions and past research; and writing the research report identifying standard, fixed structures and evaluation criteria, and taking an objective.[17] In conclusion, quantitative method is one kind of research that needs numeral data and statistics to answer the research question.

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:

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[15]L. R. Gay, 2000, *Educational Research: competencies for analysis and application 6th edition*, New Jersey: Prentice Hall, p. 261

[16]Marguerite G. Lodico, Dean T. Spaulding, Katherine H. Voegtle, 2006, *Methods in Educational Research: from theory to practice*, San Francisco: Jessey-Bass. p 12

[17]John W. Creswell, 2012, *Educational Research: planning, conducting, and evaluating quantitative and qualitative research 4th edition*, Boston: Pearson. p 26

a. Population

Before doing the research, the researcher should decide the population of the research. Population is the group of interest to the researcher. The group which he or she would like to find the result of the study to be generalizable.[18] The population of this research is the fourth semester students of English Education Department State Islamic Institute Bukittinggi in Academic Year 2016/2017 which consist of four classes.

Table 3.1: The Total Population of the fourth semester of English Education Department of IAIN Bukittinggi.

Num	Classes	Students Totally
1.	**A**	**31**
2.	**B**	**33**
3.	**C**	**34**
4.	**D**	**32**
Total		**130**

Sources: Fourth semester students of Englih Education Department in Academic Year 2016/2017

The researcher chose the fourth semester of English Education Department State Islamic Institute Bukittinggi as the population because they have learned about noun clause and the researcher found the problem on it.

[18]L. R. Gay, 2000, *Educational Research: competencies for analysis and application 6th edition*, New Jersey: Prentice Hall, p. 122

b. Sample

Based on the population that was showed on the table, the next step that should be done by the researcher was to choose the sample of the research. Sample is the process of selecting number of individuals to study in such a way that the individual represents the large group of which they were selected.[19] There are some techniques to determine sample in the research. In this research, the researcher uses random sampling because the population is more than one hundred students.

According to Arikunto, the random sampling technique is a technique which is used by the researcher randomly to give the same chance and rights for the subjects who the samples can be taken.[20] Arikunto also states that if the research less than 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.[21]

In taking the sample, researcher used lottery technique. Researcher wrote the number of subjects on the pieces of paper, one number for every pieces and roll them. Then, by no assumption, researcher took the roll of paper as many as sample that is 26 times. So, the researcher took about 20% of the population that consists of 26 students.

C. Instrumentation

Instrument that was used in the research is a test. According to Arikunto, a test can be described a series of questions or other instruments, which are used to measure the intervals or group's skill, knowledge, intelligence, capability or

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[19]L. R. Gay, 2000, *Educational Research: competencies for analysis and ap plication 6th edition*, New Jersey: Prentice Hall, p. 121

[20]SuharsimiArikunto, 2013, *ProsedurPenelitian; suatupendekatanpraktik,* Jakarata: RinekaCipta, p. 174

[21]SuharsimiArikunto, 1998, *ProsedurPenelitian; suatupendekatanpraktekEdisiRevisi IV*, Jakarta: Rineka Cipta. P 120

talent.[22] The test is about the identifying of noun clause from the texts. The test consist 17 items of noun clause (derived from statement, question and imperaatives), so the students asked for looking them and certain the function of them, if the noun clause functioning as a subject, object or complement in the sentence. Before giving the test, the researcher make sure that the test is fulfill the criteria of a good test (validity, reliability and practicallity)[23] The texts was adapted from lecturer's grammar book and from textbook -English for Islamic Studies-, so that the test do not come out of the indicators on the syllabus.

The sample of the research answered the questions in the paper sheet. After that, the researcher analyzed the data, mark the students' grammar task, calculated the result, and finally the researcher got the percentage the students' grammar task. The total of items in this test is 34 and the high score for this test is 34, then while marking the students' worksheets, the resarcher used formula:

$$P = \frac{F}{N} X\ 100$$

P = the percentage

F = frequency

N = the total of all questions per item test.

The test was given to the students then, the researcher found the ability of students in identifying noun clause. The test made by considering the validity and reliability of the test. Margono said, the main requirements of the test are validity and reliability, as explained below:

a. Validity

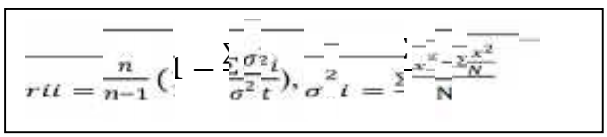
[22] Suharsini Arikunto. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta p 150

[23] David P. Harris, Testing English as a Second Language, p.12

Validity concerns with a test which measures what it supposes to be measured and for whom it is appropriate. In this case, to make the test valid the researcher used content and construct validity. In order to get the best result, the researcher made each items based on the syllabus of the fourth semester students in IAIN Bukittinggi. According to Arikunto, content validity can be used if the test measures the material that should be measured.[24] Then, to make the construct validity, researcher used judgement experts. The researcher gave the test that have been arranged to the three of validators (Ms. Loli Safitri, M.Pd. as the first validator, mrs. Absharini Kardena, M.Pd. as the second validator, and Mr. Yuhendra, M.Sc as the third validator), and by litle improvement from the validators the test can be used for testing the respondents. In conclusion, the test that be made by researcher in this research is valid.

b. Reliability

In order to make the test reliable, the researcher used testing of reliability that was explained by Sugiono, he said that the reliability of instrument can be done externally either internally. Then, before giving the test to the students, the reseracher testing the reliability of the test by used internal *consistency technique*, where the test be hold by trying the instrument once, then the data are analyze with formula from Arikunto as follows:



[24]Suharsini Arikunto, 2006. *Dasar-dasar Evaluasi Pendidikan*. Jakarta: PT Rineka Cipta p. 64

Where :

r*ii* = Reliability

$\Sigma\sigma^2 i$ = Subject proporsion the correct items

$\sigma^2 t$ = Total variancy

n = Number of items

N = Samples

The criterion of reliability of the test as follow:

$0{,}80 < r_{ii} \leq 1{,}00$ = Very high

$0{,}60 < r_{ii} \leq 0{,}80$ = High

$0{,}40 < r_{ii} \leq 0{,}60$ = Sufficient

$0{,}20 < r_{ii} \leq 0{,}40$ = Low

$0{,}00 < r_{ii} \leq 0{,}20$ = Very low

The test can be said reliable if each item fulfill sufficient, high, and very high criterion. It had been done to know whether the test was reliable or not. The researcher gave the test to the 26 students. The step was done because the researcher wanted to creating good instrumentation which was related to the students' ability in identifying noun clause. In brief, the reliability of the instrument had been done for 26 students by 1,00 which very high reliability criterion.

D. Technique of Data Collection

The researcher used test in collecting the data. Test was used to answer the question in this research. The students' ability were analyzed by giving the students a test. As gay states that a test is not only necessarily a written set of questions to which an individual responds in order to determine whether he or she "passes" but also a means of measuring the knowledge, skill, feeling, intelligence, or aptitude of an

individual or group.[25] It means that a test is not only to measure whether the students pass the test which has given but also to measure their intelligence, comprehension, and their skill.

In this research, the students were asked to identify the noun clause from the text that given by researcher. The students should underlined the noun clause and wrote the function of noun clause in a sentence, if that functioning as a subject, object or complement. The test was used to find percentage the level of students' ability in identifying noun clause based on their answer on the paper. So by using test, the research question were answered.

E. Technique of Data Analysis

The analysis used for answering the purpose of the problem, that is to know the level of students' ability in identifying the noun clause at fourth semester students of English Education Department of State Islamic Institute Bukittinggi in academic year 2016/2017. In this technique, the data analyzed by these following steps:

a. The researcher learnt all of the data from the test
b. The researcher tabulated the data
c. The resarcher find out the percentage of each indicator by using the formula:

$$P = \frac{F}{N} X\ 100$$

P = the percentage

F = frequency

N = the total of all questions per item test[26]

[25]L.R. Gay, *Educational* Research...p. 127

[26]Anas Sudjono, pengantar statistik pendidikan, Jakarta: Raja GrafindoPersada, 2007, p43

d. After the researcher knew about the result of percentage of students' ability in identifying noun clause, the resercher made the interpretation of students ability by using the table that proposed by Harris[27]:

Table 3.2: Table interpretation

Test score	Probable class performace
80%-100%	Excellent
60%-79%	Good
50%-59%	Fair
0%-49%	Poor

Furthermore, the researcher made the conclusion of the students' ability in identifying noun clause. The students who got percentage of score between 80%-100% are categorized as students who had excellent ability and the students who got percentage of score 60%-79 were categorized as the tudents who had good ability. Fair ability was categorized to the students who got percentage of score around 50%-59%. However, the students who got percentage of score between 0%-49% were categorized as students who had poor ability in identifying noun clause.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

[27] David P, Haris, *Testing English as a Second Language,* (New Delhi: McGraw-Hill Publishing Compani), P. 134

This chapter discusses about the students' ability in identifying noun clause at the fourth semester of English Education Department of IAIN Bukittinggi in academic year 2016/2017. Students' ability was defined as the quality or the capacity of the students to comprehend, to understand, to analyze, to differentiate, or to identify some learning processes. In this research, the ability means the quality of the students in identifying the noun clause. This part describes about the data which was gotten in the field in order to answer the formulation of the problem. The formulation is: what is the description of level of the students' ability in identifying noun clause in this case noun clause derived from statement, question and imperatives by the fourth semester of English Education Department in IAIN Bukittinggi. The data which is explained in this research is based on the students' answers from the test.

1. Description of the data

This part focuses on the data description. The data is collected from the fourth semester students of English Education Department of IAIN Bukittinggi in academic year 2016/2017. The finding of the data about the students' result in identifying noun clause by the fourth semester students of English Education Department of IAIN Bukittinggi was described by the researcher in table 4.1.

Table 4.1: Students' Test Result in Identifying Noun Clause

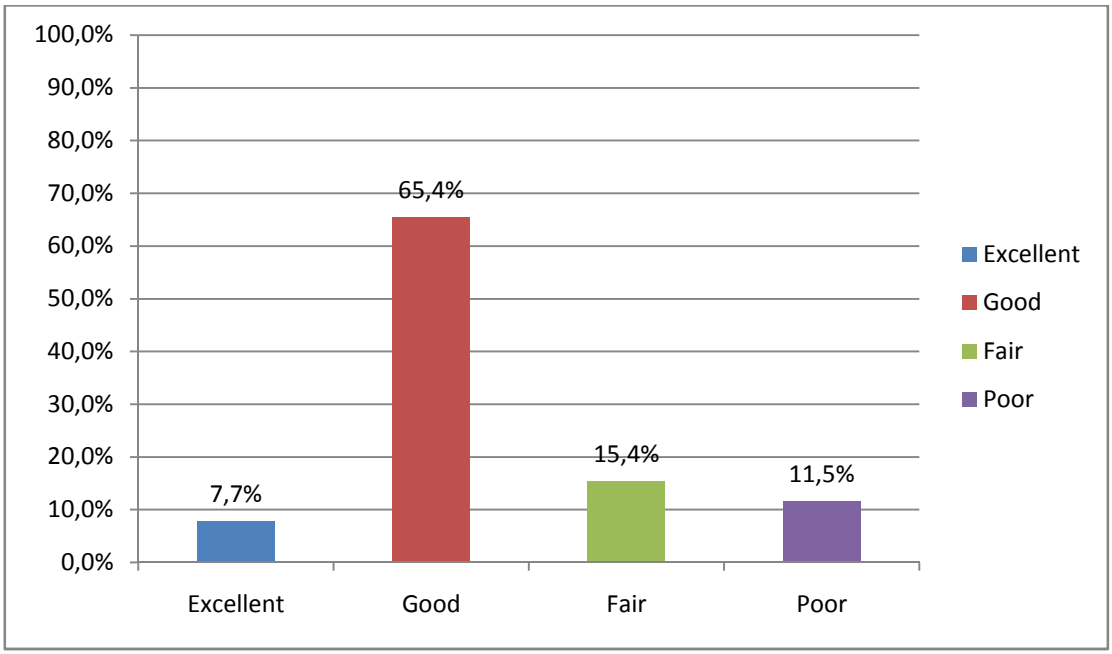
No	Students	Students' Answer		S core $P = \frac{f}{N}$x100%
		True	False	
1	A1	19	15	56
2	A2	26	8	76

3	A3	19	15	56
4	A4	21	13	62
5	A5	29	5	85
6	A6	24	10	71
7	**A7**	**13**	**21**	**38**
8	B1	24	10	71
9	**B2**	**30**	**4**	**88**
10	B3	22	12	65
11	B4	25	9	74
12	B5	26	8	76
13	B6	27	7	79
14	C1	18	16	53
15	C2	23	11	68
16	C3	23	11	68
17	C4	23	11	68
18	C5	27	7	79
19	C6	27	7	79
20	C7	24	10	71
21	D1	25	9	74
22	D2	22	12	65
23	D3	25	9	74
24	D4	18	16	53

25	D5	15	19	44
26	D6	16	18	47

Table 4.1 explains that the students' test result in identifying noun clause at the fourth semester students of English Education Department of IAIN Bukittinggi. It consists of 26 students as the sample. The table contains of the number of students, students' answer (true answer and false answer), and score per student. The highest score which is gotten by the student is 88 and the lowest score is 38. To make it clear, the percentage of the students who have excellent, good, fair, or poor ability in identifying noun clause are presented in the figure 4.1.

Figure 4.2: The Percentage of the Students' Ability in Identifying Noun Clause Per Category



By classifying the students' ability into excellent, good, fair, or poor ability, the result of the finding shows that there are 2 students (7,7%) have excellent ability,

17 students (65,4%) have good ability, 4 students (15,4%) have fair ability, and 3 students (11,5%) have poor ability.

2. The Analysis of the Data

To analyze the data, the students' score was explained one by one per item and per indicator of the research variable. Then, the researcher put the data into the table. After getting the percentage of the students' answer and the average of the score of each item, the researcher interpreted the data based on the table interpretation. Furthermore, the score of four indicators was calculated in order to see the students' ability in general.

a. The Students' Ability in Identifying Noun Clause

1) The Students' Ability in Identifying Noun Clause Derived from Statement

The first indicator explained the students' ability in identifying noun clause derived from statement. Noun clause derived from statement introduced by conjunction *That*. Conjunction *that* is used as subject from sentence by only the certain verbs, the important verbs is linking verbs, especially BE. The researcher made the description about the students' ability in identifying noun clause derived from statement based on the interpretation scale. This explanation can be seen in table 4.3.

Table 4.3: The Percentage of the Students' Ability in Identifying Noun Clause Derived from Statement

Indicator 1	Amount of Number	Number of Question	Frequency of Students' Answer		Percentage (%)	
			True	False	True	False

Statement	7	1 2 3 4 5 6 7	21 24 24 22 24 19 23	5 2 2 4 2 7 3	80.8% 92.3% 92.3% 84.6% 92.3% 73.1% 88.5%	19.2% 7.7% 7.7% 15.4% 7.7% 26.9% 11.5%
Total			**157**	**25**	**603.9%**	**96.1%**
Average			**22.4**	**3.6**	**86.3%**	**13.7%**

Table 4.3 showed that there are 7 items for noun clause derived from statement, those are item number 1, 2, 3,4, 5, 6, and 7. There are 21 students who get right answer for the question number 1 and 5 students wrong. The percentage for the question number 1 is 80,8% right and 19.2% wrong. For the question number 2, there are 24 students who get right answer with the percentage 92.3% and 2 students get wrong answer with the percentage 7.7%. For the question number 3, there are 24 students who get right answer with the percentage 92.3% and 2 students get wrong answer with the percentage 7.7%. For the question number 4, there are 22 students who get right answer with the percentage 84.6% and 4 students get wrong answer with the percentage 15.4%. For the question number 5, there are 24 students who get right answer with the percentage 92.3% and 2 students get wrong answer with the percentage 7.7%. For the question number 6, there are 19 students who get right answer with the percentage 73.1% and 7 students get wrong answer with the percentage 269%. The last, for the question number 7, there are 23 students who get right answer with the percentage 88,5% and 3 students get wrong answer with the percentage 11,5%.

The average percentage of correct answer in identifying noun clause derived from statement is 86.3% and if it is related to the interpretation scale, it is in range 80-100 category or in “excellent” category.

2) The Students’ Ability in Identifying Noun Clause Derived from Question

The second indicator explains the students’ ability in identifying noun clause derived from question. Noun clause derived from question is placed after verb, question verb, or initroductory word. The researcher makes the description about the students’ ability in identifying noun clause statement based on the interpretation scale. This explanation can be seen in table 4.4.

Table 4.4: The Percentage of the Students’ Ability in Identifying Noun Clause Derived From Question

Indicator 2	Amount of Number	Number of Question	Frequency of Students’ Answer		Percentage (%)	
			True	False	True	False
Question	5	8	19	7	73.1%	26.9%
		9	22	4	84.6%	15.4%
		10	22	4	84.6%	15.4%
		11	14	12	53.8%	46.2%
		12	23	3	88.5%	11.5%
Total			**100**	**30**	**384.6%**	**115.4%**
Average			**20**	**6**	**76.9%**	**23.1%**

Table 4.3 shows that there are 5 items for noun clause derived from question, those are item number 8, 9, 10, 11, and 12. There are 19 students who get right answer for the question number 8 and 7 students wrong. The percentage for the question number 8 is 73.1% right and 26.9% wrong. For the

question number 9, there are 22 students who get right answer with the percentage 84.6% and 4 students get wrong answer with the percentage 15.4%. For the question number 10, there are 22 students who get right answer with the percentage 84.6% and 4 students get wrong answer with the percentage 15.4%. For the question number 11, there are 14 students who get right answer with the percentage 53.8% and 10 students get wrong answer with the percentage 15.4%. And the last, for the question number 12, there are 23 students who get right answer with the percentage 88.5% and 3 students get wrong answer with the percentage 11.5%.

The average percentage of correct answer in identifying noun clause question is 76.9% and if it is related to the interpretation scale, it is in range 60-79 category or in "good" category.

3) The Students' Ability in Identifying Noun Clause Derived from Imperatives

The third indicator explains the students' ability in identifying noun clause derived from imperatives. Noun clause derived from imperatives introduced by conjunction *That.* Sometimes, *that* as the beginning of clause can be changed by composition of infinitive (ask, advise, beg, command, desire, forbid, order, request, require and urgue) after the words that show the request. Subject of that-clause often find in passive form of requesting by pattern anticipatory it. The researcher makes the description about the students' ability in identifying noun clause derived from imperatives based on the interpretation scale. This explanation can be seen in table 4.5.

Table 4.5: The Percentage of the Students' Ability in Identifying Noun Clause Derived from Imperatives

Indicator 1	Amount of Number	Number of Question	Frequency of Students' Answer		Percentage (%)	
			True	False	True	False
Imperatives	5	13 14 15 16 17	14 19 12 9 3	12 7 14 17 23	538% 73.1% 46.2% 34.6% 11.5%	46.2% 26.9% 53.8% 65.4% 88.5%
Total			**57**	**73**	**219,2%**	**280.8%**
Average			**11.4**	**14.6**	**43.8%**	**56.2%**

Table 4.5 shows that there are 5 items for noun clause derived from imperatives, those are item number 13, 14, 15, 16, and 17. There are 14 students who get right answer for the question number 13 and 12 students wrong. The percentage for the question number 13 is 53.8% right and 46.2% wrong. For the question number 14, there are 19 students who get right answer with the percentage 73.1% and 7 students get wrong answer with the percentage 26.9%. For the question number 15, there are 12 students who get right answer with the percentage 46.2% and 14 students get wrong answer with the percentage 53.8%. For the question number 16, there are 9 students who get right answer with the percentage 34.6% and 17 students get wrong answer with the percentage 65.4%. For the question number 17, there are 3 students who get right answer with the percentage 11.5% and 23 students get wrong answer with the percentage 88.5%. The average percentage of correct answer in identifying noun clause derived from imperatives is 43.8% and if it is related to the interpretation scale, it is in range 0-49 category or in "poor" category.

b. The Students' Ability in Identifying The Functions of Noun Clause

This part will discuss about the students' ability in identifying the functions of the noun clause which is gotten from the students' answer sheet. In this research, the researcher found three kinds of functions of noun clause, those are; as a subject, as an object, and as a complement.

In the test that had given by the reseracher, there 6 noun clauses functioning as subject, 10 as an object, anad 1 as a complement.

Based on the data whic is gotten by the researcher from the students' answer sheet, the percentage of the students' ability in identifying the functions of noun clause as a subject is 58.3% with the total average is 3.5. The percentage of the students' ability in identifying the function of the noun clause as an object is 68% with the total average is 6.8. The percentage of the students' ability in identifying the function of the noun clause as a complement is 20% with the total average is 0.2.

c. The Students' Ability Identifying Noun Clause in General

This research has discussed about the students' ability in identifying noun clause per indicator. Here, the researcher explains the total average of the students' ability in identifying noun clause for all three indicators. The calculation of these indicators can be seen in table 4.6

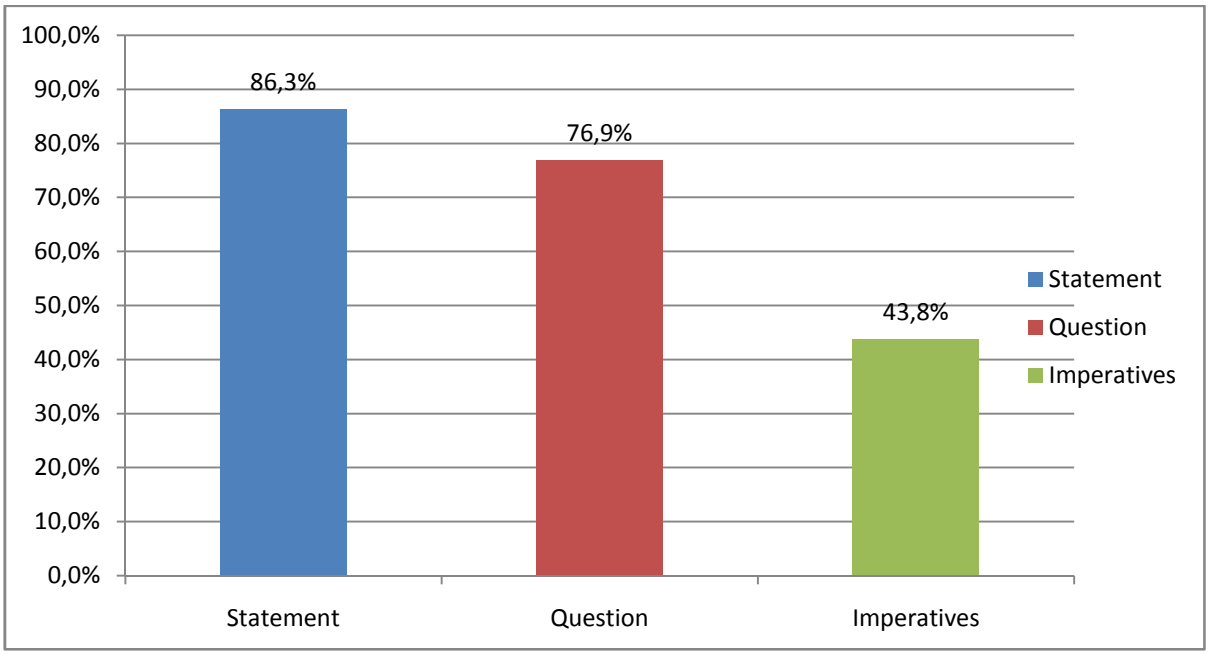
Table 4.6: Total Average of The Students' Ability in Identifying Noun Clause in General

No	Indicator	Average Percentage of Correct Answer	Total Average	Interpretation

1	Noun Clause Derived From Statement	86.3%	**69%**	**Good**
2	Noun Clause Derived From Question	76.9%		
3	Noun Clause Derived From Imperatives	43.8%		

The researcher had calculated the students' ability in identifying noun clause. To make it clear for the reader, the researcher would like to show the total percentage of the students' ability in identifying noun clause per indicator. It can be seen in figure 4.7.

Figure 4.7: The Percentage of The Students' Ability in Identifying Noun Clause Per Indicator



Based on the description and analysis of the data, it could be seen that the highest percentage is 86.3% that is about the students' ability in identifying noun clause derived from statement. Range of score in identifying noun clause

statement is 80-100 or in “excellent” category. The average of students who get right answer in this indicator is 22.4 students.

The lowest percentage is 43.8% that is about the students’ ability in identifying noun clause derived from imperatives. Range of score in identifying noun clause imperatives is 0-49 or in “poor” category. The average of students who get right answer in this indicator is 11.4 students.

Based on the finding of the data, the researcher calculated the total average of percentage of the students’ ability in identifying noun clause is 69%. If it was correlated into the interpretaion scale, it is in range 60-79 or in “good” category. However, based on the answer sheet, some students sometimes still did some mistakes. Those mistakes are; the student did not know the subjunctive that indicates the noun clause derived from imperatives and or the student forgot that “that” in noun clause could be omitted. That is why this kind of noun clause had the lowest score.

A. Discussion

Based on the table interpretation above, the researcher counted the score of the fourth semester students' of English Education Department of IAIN Bukittinggi in identifying noun clause. The researcher found the result of the students' test that the highest score is 88 and the lowest score is 38. It indicated that the percentage of students' ability in identifying noun clause is 69% or cetegorized as good category.

Based on the researcher assumption, although the students' ability in identifying noun clause at the fourth semester of English Education Department of IAIN Bukittinggi was categorized in good level, some students didn't identify the noun clause carefuly that makes some of them got low mark. The lowest score is gotten by noun clause derived from imperatives which is get 43.8% or categorized as poor ability.

Noun clause is a group of words that contains a subject and a verb, that is used instead serves as a noun or its own. As stated by Richard Side and Guy Wellman, noun clause (sometimes called nominal clause) are groups of words within a sentence referring to a fact –they can sometimes be replaced by a noun, we can use pronouns like *it* and *that* to refer to these clause.[28] This statement also supported by Alice, she said that a noun clause is a dependent clause that function as a noun. It can be a subject, object, or subject complement. So, it concluded that noun clause is the clause that is used for explaining other clause in a sentence by using subordinate.

The finding of the reserach shown that the students' ability in identifying noun clause was categorized as good level, excellent score for identifying noun clause derived from statement, good score for identifying noun clause derived from question and poor score for identifying noun clause from the imperatives. The same case also appeared in the previous research that proposed by Fitriawati Saragih which entitled

[28]Side Richard and Guy Wellman, *Grammar and Vocabulary forCambridge Advance and Proficiency,* (Pearson Education Limited, 1999), p. 163

"An Error Analysis in Constructing Noun Clause Made by the Fifth Semester Students of English Department STAIN Zawiyah Cot Kala Langsa, Academic Year 2014/2015". In her research, she also mentioned that the easiest part of noun clause is identifying noun clause derived from statement because that also the simplest one to identify, students only need to see the subordinate "that" or omit the subordinate.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This research was aimed to analyse what level of students' ability in identifying noun clause at the fourth semester of English Education Department of IAIN Bukittinggi in academic year 2016/2017. In the average calculating, although the students' ability was categorized into good, but some of students still were not be able to identify some noun clause in the text especially on the third types of noun clause (imperatives). Based on the result of data analysis in previous chapter, the

researcher concluded that category based on interpretation scale of the students' ability in identifying noun clause is good by total average percentage 69%.

Based on the three indicators of noun clause, it can be conclude that the students' ability in identifying noun clause derived from "statement" is excellent by getting percentage (86.3%), the students' ability in identifying noun clause derived from "question" is good by getting percentage (76.9%), and the students' ability in identifying noun clause derived from "imperatives" is poor by getting percentage (43.8%).

Meanwhile, the result of the data analysis showed that there are 12 students (7.7%) had excellent ability, 17 students (65.4%) had good ability, 4 students (15.4%) had fair ability, and 3 students (11.5%) had poor ability.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestions;

1. To the students
    a. Students should always be active in learning poccess in order to improve their knowledge and comprehension about noun clause, so that, the students would be easy to identify and using noun clause in daily.
    b. The students should know and understand what the importance of mastery in learning about noun clause
    c. When the lecturer taught about noun clause, the students hoped to concentrate and pay attention to the lecturer.
2. To the lecturer
    a. The lecture should give more explanation the material about noun clause

b. The lecture hoped give more exercise about identifying noun clause

c. The lecturer hoped be focus to teach various kind of noun clause particularly of noun clause derived from imperatives because based on the resul of the research above, the students got lowest percetation in this part.

3. To the institution

This research was hoped to give an input or consideration for many people especially who concerns in English Education. It was hoped to the next researcher to do the research in other setting to have variation and give more information for the lecturer and as a reference for the next researchers.

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