A STUDY ON THE ABILITY ON THE FOURTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM OF UNIVERSITY OF RIAU IN USING REDUCED ADVERB CLAUSES IN SENTENCES

Verindha Octria[1], Syofia Delfi[2], Desri Maria Sumbayak[3]
Email: verindha.ririn@gmail.com , syofia_delfi@yahoo.com , desrisumbayak@gmail.com
Contact: 082386908887

English Education Study Program
Teachers Training and Education Faculty
Riau University

Abstract: *This descriptive study aimed to find out the ability of fourth semester students of English Study Program of University of Riau in using reduced adverb clauses in sentences, and to analyze kinds of students' difficulties in using reduced adverb clauses in sentences. This study was based on the students' problem where they were still confused in using reduced adverb clauses in sentences even they had learnt it on second and third semesters. They will have any subject in the next semester that related to this topic, in this case that is TOEFL Preparation. Therefore, it was needed to do some research in order to know their abilities in using reduced adverb clauses in sentences. This research was conducted in two sessions; try out and real test. The instruments of this study were 40 questions and it was in transformation/ changing the passage test. The research finding shows that fourth semester students of English Study Program of University of Riau were still less average in using reduced adverb clauses. Their mean score was only 48 in the try out test, then in the real test students' mean score was 50. This research also proves that the most difficult kind of reduced adverb clauses for students was reduced in passive since their mean score was only 30. Based on this finding, it was suggested to fourth Semester Students of English Study Program of Teachers' Training and Education Faculty in University of Riau to re read and practice materials about reduced adverb clauses and re recognise and surely practice about how to make passive sentence again properly.*

Keywords: grammar, using reduced adverb clauses, fourth semester students' ability

STUDI TENTANG KEMAMPUAN MAHASISWA SEMESTER EMPAT FKIP BAHASA INGGRIS UNIVERSITAS RIAU DALAM MENGGUNAKAN KLAUSA ADVERBIA YANG DI REDUKSI DI DALAM KALIMAT

Verindha Octria[1], Syofia Delfi[2], Desri Maria Sumbayak[3]
Email: verindha.ririn@gmail.com , syofia_delfi@yahoo.com , desrisumbayak@gmail.com
Kontak: 082386908887

Program Studi Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Studi deskriptif ini ditujukan untuk menemukan seberapa bisa mahasiswa semester empat jurusan Pendidikan Bahasa Inggris Universitas Riau didalam menggunakan klausa adverbia yang telah direduksi didalam kalimat, dan menganalisis jenis kesulitan mahasiswa didalam menggunakan klausa adverbia yang telah direduksi didalam kalimat. Studi ini didasarkan pada permasalahan yang dihadapi mahasiswa yang masih memiliki kesulitan dalam mempelajari materi mengenai klausa adverbia yang telah direduksi walaupun mereka telah mempelajari dan telah lulus dalam mata kuliah struktur di semester dua dan tiga. Mereka akan mempelajari mata kuliah yang berhubungan dengan topik ini di semester enam, dalam konteks ini yaitu TOEFL Preparation. Maka perlu diadakan penelitian untuk mengetahui tentang kemampuan mereka dalam menggunakan klausa adverbia yang telah direduksi didalam kalimat. Penelitian ini terbagi menjadi dua bagian; uji coba dan tes yang sebenarnya. Instrumen penelitian ini adalah tes transformasi dimana sampel tes akan diberi 40 pertanyaan. Hasil penelitian menunjukkan bahwa mahasiswa semester empat jurusan pendidikan bahasa inggris Universitas Riau masih mengalami kesulitan didalam menggunakan klausa adverbia yang sudah direduksi didalam kalimat karena nilai rata – rata tes mereka berada di level rata - rata. Nilai rata – rata dari tes uji coba adalah 48 sedangkan nilai tes yang sebenarnya adalah 50. Hasil penelitian ini juga menunjukkan kesulitan mahasiswa didalam mereduksi klausa adverbia adalah didalam reduksi secara pasif sebab nilai rata – rata mereka di level ini hanya 30. Berdasarkan hasil penelitian ini, diberikan beberapa saran, yaitu agar mahasiswa membaca dan berlatih kembali mengenai materi tentang klausa adverbia dan tentang
cara membuat kalimat pasif dengan baik.

Kata Kunci: grammar, klausa adverbia yang telah direduksi, kemampuan mahasiswa semester empat jurusan bahasa inggris

INTRODUCTION

Grammar is one of the main points that we need to consider in constructing sentences and considered as necessary aspect both in spoken or written by people around the world, including Indonesia. Manser (1991:182) defines grammar as the rules for farming word and making sentences. In university, grammar is taught as one subject at English Study Program after the learners passing structure 1, 2, and 3 classes. While making conversation with each other, everyone also needs to consider about their grammar both in spoken or written.

One of the aspects that learners have to recognise if they learn about grammar is a clause. A clause consists of a subject and a predicate. Primary divisions for kinds of clauses are dependent clause and independent clause. According to Richard Nordquist (2011), dependent clause is a group of words that has both a subject and a verb. It cannot stand alone and it is also known as subordinate clause. Dependent clauses include adverb clauses, adjective clauses, and noun clauses.

Fourth semester students of English Study Program were expected to learn grammar clearly, since they had passed Structure I, Structure II, and Structure III classes. One of materials that they had learnt was reducing adverb clause. They had learnt this also in structure II and III. On Structure II, they had learnt about adverb clauses and how to reduced them to modifying phrases. On structure III, they were more expected to apply reduced adverb clauses in several questions that also made them got prepared on TOEFL's questions and preparations.

There were some problems that faced by the students in learning grammar for Indonesian students. There were some articles that writer reviewed about difficulties in learning grammar, since in grammar we had to learn not only about language skills, but also tenses. Then, we also have to enrich our vocabulary everyday that can make us might be confused (Abdi Tunggal, 2013). Then, Wahyudi (2008), which had a course in Australia and took English for Business Communication states his own experience that there are several points why learning grammar is difficult. Firstly, students are sometimes difficult each words, then the pronounciation which different from what written. There are also words that have the same sound but have different meaning. Then, there are also words that have similarities in spellings but pronounced differently. For example *put* and *cut* have different ways of pronounciation, or blood that has sound /*a*/ and so on.

With practice, the fourth semester students were understood and passed these two structure subjects. In fourth semester, they were not learnt structure anymore, since they had grammar class. Reduced adverb clause were also seldom used in oral communication and writing context. In fifth semester, students will learn about subjects that use English in oral and written for assignment or class word. In sixth semester, one subject that they will have is TOEFL Preparation Class, which not only needs skill in reading or listening only, but also structure, including reduced adverb clauses, since it is related to make a good sentence.

According to Skinner (1957), he described language learning as a form of behavior similar to the rat pressing the bar as a form of behavior, in that: Language learning consists of acquiring habits, initially by imitation (like the parrot), the good response elicits a reward of some kind, and the habit is reinforced by having the stimulus recur so often that the response becomes automatic. According to O'Malley et al. (1990), strategies of language learning are Metacognitive (knowledge) strategies, cognitive (comprehension or acquisition) strategies, and social/ affective (social interaction) strategies.

According to Simon Ager (1999), learning the grammar of a language will enable learner to understand how sentences are constructed and to construct your own sentences. Without the knowledge of grammar, all you can do is learn individual words and phrases. Esibase (2014), states that grammar is like a backbone of language and without it any single thing you know may be flux, in a sort of jelly without much consistency.

According to Iwa Lukmana et al. (1995), adverb clause is a kind of dependent clause that functions as an adverb. Adverbial clauses function mainly as adjuncts or disjuncts, which parts also perform in a sentence as adverbial phrases or as adverbial prepositional phrases (Greenbaum and Quirk, 1990). From definitions above, we can conclude that adverbial clause is a group of words which cannot stand alone, which function and perform in a sentence as adverbial phrase or adverbial prepositional phrases.

Adverb clauses can also appear in reduced form. According to Richard Nordquist (2011), an adverbial clause that has been shortened to a phrase, usually by omitting its subject and a form of be. In conventional usage, an adverb clause can be reduced to a phrase only when the subject of the adverb clause is the same as the object of the independent clause.

As Longman stated on his book *A Comprehensive Grammar of the English Language* (1985), there are four kinds of reduced adverb clauses. They are reduced adverb clauses with a – be verb, reduced adverb clauses with no – be verb, reduced in active and reduced in passive.

In reducing adverb clauses, we have to know some rules. Firstly, we have to know if the main verb of the adverb clause is the be – verb, so we can omit the subject and the be – verb. Then, if the main verb of the adverb clause is not the be – verb, we can omit the subject and change the verb to –ing. Last, and this is the necessary one, the reduction is possible only when the subject of the adverb clause and the main clause is the same. So, we can not reduce adverb clauses whether both subjects of the adverb clause and main clause are different.

This study answers the research questions about find the ability of fourth semester students of English Study Program of University of Riau in using reduced adverb clauses in sentences and analyze what kinds of students' difficulties in using reduced adverb clauses in sentences.

METHODOLOGY

The subject of this research was fourth semester English Study Program Students at University of Riau. The data of the research was collected on June, 17th, 2015.

This research was a descriptive research. In this study, the writer used variable which was about the students' ability on reduced adverbial clauses. Gay

(2000) says that a descriptive study determines and describes the way things are. The population of all fourth Semester in English Study Program Students of Riau University was around 70 students in 3 classes. Since the population of the students was quite large, so the writer took 33% of each class or about seven or eight students per class (total 23 students) to became samples for try out, and about 66% of each class or about 16 students (total 48 students) per class to became samples of the real test. The writer took the samples of try out and for the real test after met chairmen and they chase their friends to became samples and try out randomly. The technique that writer use was *cluster random sampling* (Arikunto, 2010).

Fourth semester students that became sample, had given 40 sentences. In this research, the writer used transformation/ changing the passage test. Transformation test (Harold S. Madsen, 1983) is a test which a candidate has to rewrite a sentence based on instruction or key word given, such as changing the form of sentence/ clause.

According to Heaton (1975), the item test is rejected if the index difficulty (FV) is below 0,30 (difficult) or over 0,70 (easy). The test is accepted if the degree of difficulty (FV) is between 0,30-0,70. So, the writer used the formula below to check the facility value of the test. Let's see the following formula:

$$FV = \frac{R}{N}$$

FV= Facility Value
R= the number of the correct answer
N= the number of the students

To obtain the **average (Mean)** scores of the students.

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

Mx= mean score
$\sum X$= total of the students' score
N= the number of the students

<div align="right">(Hatch & Farhady: 1982)</div>

In order to make the valid data, the writer processed and analyzed the result of the test. The data were consisted of 40 items. To know the students mastery level in the use of reduced of adverb clause, the writer calculated by using the formula as follows:

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

P= individual score
X= correct answer
N= number of items

<div align="right">(Hatch & Farhady: 1982)</div>

FINDINGS AND DISCUSSION

The data of try out was carried out to all classes of fourth semester students of English Study Program of University of Riau. There were 23 students who did this test, since the population of try out was a third of each class of fourth semester students of English Study Program of University of Riau.

After analyzing the try out test items, the writer found that there were 12 items rejected. There were three items which were too easy and nine items which were too difficult. After calculated the students' scores, the mean score of the try out was 4.8 and standard deviation of try out was 1.05. The reliability of try out 0.60 and based on Heaton (1975), the reliability of the test was in a high level. Based on mean score, it can be concluded that in the try out test, students still had less average in ability in using reduced adverb clauses in sentences.

The data was carried out to all classes of fourth semester students of English Study Program of University of Riau. There were 48 students who did this test. The result of the test was analyzed based on kinds of reduced adverb clause, and they were reduced adverb clause with a be verb in the adverb clause, with no be verb in the adverb clause, reduced in active, and reduced in passive based on Longman's book *A Comprehensive Grammar of the English Language* (1985).

Based on the result of real test, the writer found that there were two students in an excellent level. It means that 4.17 percent of students were in this level. Then, there were eight students in a good level. It means that 16.67 percent of students in this level. There were 18 students in an average level. It defines, about 37.50 percent of students were in this level. The majority of this test result was on poor level. There were 20 students in this level. It means that 41, 67 percent of students in this level. It can be seen from the table below:

Table 1
The Percentage of Students' Ability in Reducing Adverb Clauses in Sentences

Range	Level of Ability	Frequency	Percentage
80 - 100	Excellent	2	4.17%
60 - 79	Good	8	16.67%
50 - 59	Average	18	37.50%
0 - 49	Poor	20	41.67%

In using reduced adverb clauses with a − be verb, there were five students (10%) who were in an *Excellent* level, eight students (17%) who were in *Good* level, five students (10%) who were in *Average* level, and mostly students or about 30 students (63%) who were in *Poor* level. The mean score of the students was 41.4. Based on the mean score, it can be concluded that the students' ability in reduced adverb clause with a − be verb in the adverb clause was in *Poor* level (0 − 49).

In using reduced adverb clauses with no − be verb, there were 27 students (56%) who were in *Excellent* level, seven students (15%) who were in *Good* level, none of students who were in *Average* level, and 14 students (29%) who were in *Poor* level. The mean score of the students was 62, 5. Based on the mean score, it

can be concluded that the students' ability in reduced adverb clause with a – be verb in the adverb clause was in a *Good* level (60 – 79).

In using reduced adverb clauses in active, there were ten students (21%) who were in an *Excellent* level, the highest percentage on this kind of reduced adverb clause or 24 students (50%) who were in a *Good* level, five students (10%) who were in an *Average* level, and nine students (19%) who were in *Poor* level. The mean score of the students was 61.9. Based on the mean score, it can be concluded that the students' ability in reducing adverb clause with a – be verb in the adverb clause was in a *Good* level (60 – 79).

In using reduced adverb clauses in passive, there were none of them who were in an *Excellent* level, four students (8%) who were in a *Good* level, nine students (19%) who were in an *Average* level, and the majority of students was in this level or 35 students (73%) who were in *Poor* level. The mean score of the students was 30.8. Based on the mean score, it can be concluded that the students' ability in reduced adverb clause with a – be verb in the adverb clause was in *Poor* level (0 – 49).

Table 2
The Analogy of Students' Scores in Each Kind of Reducing Adverb Clause in Sentences

No.	Kinds of Reduced Adverb Clauses	Max. Score	Min. Score	Total Score	Mean Score
1.	With a – be verb	9	1	199	4.15
2.	With no – be verb	10	0	300	6.25
3.	Reduced in active	9	0	296	6.17
4.	Reduced in passive	7	0	148	3.08

From the table above, it can be seen that there was student that answered all questions correctly, but there was student that can not answer all questions. They got 300 on total score and 6.25 on mean score. The second was reduced in active. Students got 296 on total score and 6.17 on mean score. There was student that answered 9 questions correctly, but there was student that asnwered none of them. Then, they got 199 on total score and 4.15 on mean score in reduced adverb clause with a – be verb. There was student that answered all questions correctly, but also there was student that can answered only question. The lowest one was reduced in passive.

They got 148 on total score and 3.08 on mean score in reduced it. There was student that answered seven questions correctly, and there was student which answered none of them. So, it can be concluded that fourth semester students of English Study Program of University of Riau got the highest score on reduced adverb clauses with no – be verb and got the lowest score on reduced in passive.

After analyzing the data, the writer interprets that the ability of the fourth semester of English Study Program of University of Riau in using reduced adverb clause was still under average. Eventhough they had learnt about reduced adverb clause in second and third semesters, but they were only can reach the excellent level in using reduced with no – be verb, while they were good in using reduced in active and mostly students were poor in using reduced adverb clause with a – be verb and reduced in passive.

As the finding of this study, it means that this finding answered the research questions of this study. The ability of the fourth semester students of English Study Program of University of Riau in using reduced adverb clauses was around 50 or in under average level. They still had problem or still in poor level in reduced adverb clauses with a – be verb and in passive.

CONCLUSIONS

The purpose of the research was to find out how was the ability of the fourth semester students of English Study Program of University of Riau in using reduced adverb clauses in sentences and analyzed what kinds of students' difficulties in using reduced adverb clauses in sentences. From the research findings after students did the try out and real test, the study found that fourth semester students of English Study Program of University of Riau still had problem in using reduced adverb clauses since their average score was only 50, or it means they were in Average level. They were capable in making sentences using reduced adverb clauses in sentences using no – be verb and reduced in active. In reducing with no be verb, they were in Excellent level, while in reducing in active, they were in Good level. However, they still had problem in using reduced adverb clauses with a – be verb and in passive since in these two kinds of reduced adverb clauses, they were in Poor level. But the lowest one was reduced in passive. They were still had a problem in constructing reduced adverb clauses form in passive pattern. So, from the explanation above, it can be concluded that fourth semester students of English Study Program of University of Riau were still less average in using reduced adverb clauses in sentences.

Based on this research, it was suggested that fourth Semester Students of English Study Program of Teachers' Training and Education Faculty in University of Riau to re read and practice materials about reduced adverb clauses to make them aware with that materials and can use them properly in the next materials that related to this topic. Secondly, since the lowest score was on reduced in passive, the writer suggests them to recognise about how to make passive sentence properly and try to practice them, since with practice, they will more understand about this topic. Hopefully, with these suggestions, fourth semester students of English Study Program of Teachers' Training and Education Faculty in University of Riau can using reduced adverb clauses in sentences properly and prepared themselves for next material in the next semester that related to this topic.

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