

A STUDY ON THE ABILITY OF ENGLISH STUDY PROGRAM STUDENTS IN IDENTIFYING NOUN CLAUSES

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Abstract: *This research belongs to descriptive research which uses a quantitative approach. The research was aimed to find out the ability of English study program students in identifying noun clauses. The population of this research was the fifth-semester students of the English study program of FKIP Universitas Riau with a total number of population is 110 students. The number of the sample in this research was 36 students, selected by using the cluster random sampling technique. A multiple-choice question test about noun clauses was used as the instrument which consisted of 30 items. There were eleven forms of noun clauses based on the types of each function of noun clauses. The result of the research shows that the mean score of the students in identifying noun clauses was 64. In brief, the English study program students' ability in identifying noun clauses was categorized into a good level ability.*

Key Words: *Students' Ability, Identifying, Noun Clauses*

SEBUAH KAJIAN TENTANG KEMAMPUAN MAHASISWA BAHASA INGGRIS DALAM MENGENALI KLAUSA NOMINA

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Abstrak: penelitian ini merupakan penelitian deskriptif dengan menggunakan pendekatan kuantitatif. Penelitian ini bertujuan untuk mengetahui kemampuan mahasiswa bahasa Inggris dalam mengenali klausa nomina. Adapun populasi dalam penelitian ini adalah seluruh mahasiswa semester lima pendidikan bahasa Inggris FKIP Universitas Riau dengan jumlah populasi 110 mahasiswa. Sampel dalam penelitian ini berjumlah 36 siswa yang dipilih dengan menggunakan teknik pemilihan secara acak (*cluster random sampling*). Tes soal pilihan ganda tentang klausa nomina digunakan sebagai instrumen dan terdiri dari 30 jumlah soal. Terdapat sebelas bentuk klausa nomina berdasarkan jenis klausa nomina dari setiap fungsinya. Hasil penelitian menunjukkan bahwa nilai rata rata mahasiswa dalam mengenali klausa nomina adalah 64. Secara singkat, dapat disimpulkan bahwa kemampuan mahasiswa bahasa Inggris dalam mengenali klausa nomina dikategorikan dalam kemampuan yang baik.

Kata Kunci: Kemampuan Mahasiswa, Mengenali, Klausa Nomina

INTRODUCTION

According to Radford (2009) sentence structure in English grammar is the arrangement of words, phrases, and clauses in a sentence. It means that sentence structure is the rule for constructing grammatically correct sentences. One of the aspects that learners have to recognize when they learn about sentence structure is clauses. According to Hornby (2005), a clause may be defined as a group of words that contains subject and predicate and has a function as a member of complex or compound sentences. A clause may be defined as part of a sentence because it contains a subject and predicate. A clause is divided into three, namely noun clause, adjective clause and adverb clause. Three of them are very important to learn, especially noun clauses. Oshima and Hogue (1999) define that a noun clause is a dependent clause that functions as a noun.

In the curriculum and syllabus of Advanced Structure, the students learn how to combine two or more sentences joined into one and they learn to write complex sentences. Fifth-semester students of the English Study Program of FKIP Universitas Riau were expected to learn and understand sentence structure clearly since they had passed Structure I, Structure II, and Structure III classes. One of the materials that they had learned in structure class used a noun clause in making sentences. According to Claudia (2017), the frequency of using noun clauses in the English learning context is high in both spoken and written forms. Therefore, noun clauses became something important to learn and master by English learners. It is also important for English students to be able to identify and comprehend the forms of noun clauses because noun clauses are always used in academic learning (Claudia, 2017). So, if the students have mastered and can identify noun clauses clearly, they will be able to write good sentences in English using noun clauses and they will be able to write a good essay.

RESEARCH METHODOLOGY

This research belongs to descriptive research which uses a quantitative approach. The research activities were conducted from September 2020 to March 2021. The data were collected from 31 December 2020 to 3 January 2021 by using Google forms. The population of this research was the fifth-semester students of the English Study Program of FKIP Universitas Riau. It consisted of three classes with a grand total of population 110 students. In this research, the sample is selected by using the cluster random sampling technique. Cluster random sampling means that sampling in which that intact groups, not individuals, is randomly selected (Gay, 2009). The class which is chosen as the sample in this research was class 5A which consisted of 36 students.

The data were collected by using a multiple-choice question about noun clauses. The test was adapted from Azar (2002) in the book entitled *understanding and using English grammar* and modified by the researcher into multiple-choice questions based on the needs of the research. The test was given to the students by using Google forms. The researcher used descriptive statistics to analyze the data. According to Gay (2009) statistics is simply a set of procedures to describing, synthesizing, analyzing, and interpreting

quantitative data. The researcher used Microsoft Excel to process the data of this research. To classified the students' ability level in identifying noun clauses in this research used the classification as on the table below:

Table 1 The Classification of Students' Ability Level			
No.	Scores	Classification	Category
1.	81 – 100		Excellent
2.	61 – 80		Good
3.	41 – 60		Mediocre
4.	21 – 40		Poor
5.	0 – 20		Very Poor

Adapted from Harris (1974)

RESEARCH FINDINGS

The Description of the Students' Ability in Identifying Noun Clauses

After collecting the data, the students' individual score was calculated in the table below:

Table 2 Students' Individual Scores in Identifying Noun Clause					
No	Scores	Frequency	Percentage	Level	Mean
	Classification	(F)	(%)		Score
1	81 – 100	10	28	Excellent	64
2	61 – 80	10	28	Good	
3	41 – 60	10	28	Mediocre	
4	21 – 40	6	16	Poor	
5	0 – 20	0	0	Very Poor	
Total		36	100%		Good

Table 2 demonstrates the students' individual scores in identifying noun clauses. 10 out of 36 students (28%) are at an *excellent* level. 10 students (28%) are at a *good* level. 10 students (28%) are at a *mediocre* level of ability. However, 6 students (16%) are at a *poor* level and no students are at a *very poor* level of ability. From the table, it can be seen that the ability of the students in identifying noun clauses can be categorized into a *good* level of ability with the mean score of the students is 64.

The Mean Scores of the Students' Ability in Identifying Noun Clauses

The mean scores of students in each forms of the question based on the instrument of the test in identifying noun clauses can be seen in the following table:

Table 3 Students' Mean Scores in Identifying Noun Clauses

No.	The Forms of Noun Clauses	Mean Score	Level of Ability
1	Noun clause as a subject in affirmative sentence form	52	Mediocre
2	Noun clause as a subject in wh-word question form	72	Good
3	Noun clause as a subject in yes/no question form	68	Good
4	Noun clause as an object in affirmative sentence form	68	Good
5	Noun clause as an object in wh-word question form	60	Mediocre
6	Noun clause as an object in yes/no question form	76	Good
7	Noun clause as a complement in affirmative sentence form	56	Mediocre
8	Noun clause as a complement in wh-word question form	85	Excellent
9	Noun clause as a complement in yes/no question form	58	Mediocre
10	Noun clause as an object of a preposition in wh-word question form	63	Good
11	Noun clause as an object of a preposition in yes/no question form	46	Mediocre
Total Mean Score		64	Good

The table above shows the level of students' ability in identifying noun clauses. Based on the table above, there are eleven forms that have been tested by the fifth semester of English study program students in identifying noun clauses based on the types of each function of noun clauses. The highest mean score among the eleven forms is a noun clause as a complement in wh-word question form with the mean score is 85 and categorized into an *excellent* level of ability. Furthermore, there are noun clause as a subject in affirmative sentence form with the mean score is 52, noun clause as a subject in wh-word question form with the mean score is 72, noun clause as a subject in yes/no question form with the mean score is 68, noun clause as an object in affirmative sentence form with the mean score is 68, noun clause as an object in wh-word question form with the mean score is 60, noun clause as an object in yes/no question form with the mean score is 76, noun clause as a complement in affirmative sentence form with the mean score is 56, noun clause as a complement in yes/no question form with the mean score is 58, and noun clause as an object of a preposition in wh-word question form with the mean score is 63. The lowest mean score was noun clauses as an object of a preposition in yes/no question form in which the mean score is 46 and categorized into a *mediocre* level of ability.

DISCUSSION

The objective of the research is to find out the ability of English study program students in identifying noun clauses. This research found that the mean score of English study program students of FKIP Universitas Riau in identifying noun clauses is 64. Therefore, it is categorized into a *good* ability level. It was also found that the highest mean score among the eleven forms of noun clauses in this research was a noun clause as a complement in wh-word question form with the mean score is 85 and categorized into an *excellent* level of ability. However, the lowest mean score was noun clauses as an object of the preposition in yes/no question form in which the mean score is 46 and categorized into a *mediocre* level of ability.

The result of this study has a different result from the previous study by Melantri & Fatimah (2020) in the research entitled “An Analysis of Students’ Ability in Understanding Noun Clause and Its Function”. The result from the previous study shows that the mean score of the students’ ability in understanding noun clauses and their function was 52,56 and the value is categorized into *poor* ability. while the result of this study shows the students’ ability is categorized into a *good* level of ability. The differences may be because of the difference in the instrument of the test.

While Claudia (2017), in the research entitled “An Analysis of Students’ Mastery in Noun Clauses (A Descriptive Study of the Sixth Semester Students of English Department of FKIP UMP in Academic Year 2016/2017)” has almost a similar result with this study. The result of the research of the students’ level in mastering noun clauses that were conducted by Claudia is categorized into a *good* level. However, the mastery point from Claudia’s research was 66,71%.

Finally, this research answered the question on how the ability of English study program students in identifying noun clauses is. Then, the students’ level ability in identifying noun clauses in this study is categorized into a *good* level.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

After conducting the research entitled “A Study on the Ability of English Study Program Students in Identifying Noun Clauses”, the researcher can make some conclusions. The researcher found out that the ability of English study program students in identifying noun clauses is categorized at a *good* level with a mean score is 64. Although the mean score is categorized at a *good* level of ability, there are 10 out of 36 students (28%) at an *excellent* level, 10 students (28%) are at a *good* level, 10 students (28%) are at a *mediocre* level, and only 6 students (16%) are at a *poor* level.

Moreover, there were eleven forms of noun clauses based on the types of each function in this research. The highest mean score among the eleven forms is a noun clause as a complement in wh-word question form. It is categorized into an *excellent* level of

ability with a mean score is 85. Whereas, the lowest score is in noun clauses as an object of the preposition in yes/no question form with a mean score is 46 and categorized into a *mediocre* level of ability.

Although some students were able and have a good ability in identifying noun clauses, some other students still have a lack ability in identifying noun clauses. The students need to pay more attention to learning noun clauses, especially in the forms of noun clauses that they still did not understand. In short, this research reveals that the English study program students have a *good* ability in identifying noun clauses.

Recommendations

Considering the conclusion, the researcher would like to deliver some recommendations based on the result of the research.

Firstly, students who did not recognize noun clauses are suggested to learn more about noun clauses and pay attention to some aspects and forms of noun clauses that are difficult for them to recognize and understand. Secondly, The English lecturers are recommended to pay more attention to teaching noun clauses. Thirdly, The next researchers are recommended to conduct research using different research designs such as experimental research, action research, development research, etc. Noun clauses that are connected with the four skills such as comprehension and identifying noun clauses in speaking, listening, reading, and writing.

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