Laporan Hasil PenelitianIndividual

AN ANALYSIS OF THE STUDENTS'ABILITY IN WRITING CLAUSES AT GRADE X SMA NEGERI 3 PADANGSIDIMPUAN

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Title   : **An Analysis on the Students' Ability in Writing Clauses at Grade X SMA Negeri 3 Padangsidimpuan**

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ABSTRACT

Theresearch discussabout an analysis on the students' ability in writing clauses at Grade X SMA Negeri 3 Padangsidimpuan.The students have difficulties in writing clauses sentences. They don't understand about adverb, adjective and noun clauses and how to arrange the sentence with using clauses. What is the ability of the students in writing clauses and what are the difficulties of the students in writing clauses To know the ability of students in writing clauses and to know the difficulties in writing clauses at Grade X SMA Negeri 3 Padangsidimpuan.

The method of the research was conducted by qualitative approach and descriptive analysis.The participant of the data, there were 30 students of analytical unit from 329 students at X (1) class of at Fifth Semester of English Education Department IAIN at Grade X SMA Negeri 3 Padangsidimpuan source of the data and the English teacher and Headmaster as secondary source of data. Collecting data, the research was done the instrument of the research such as test and interview for the students at Grade X SMA Negeri 3 Padangsidimpuan and the English teacher about ability in writing sentences in past tense and about the location of to the Headmaster. Then observation to know about the location of at Grade X SMA Negeri 3 Padangsidimpuan and the teaching and learning process.

The result of the research,showed that students' ability in writing clauses was enough category 63.76% (see appendix IV).The students' difficulties were using clauses, they lack adverbs clauses, adjective clauses and noun clauses. Therefore,the English teachergave the exercises to the students in writing clauses. Finally,the ability of students at Grade X SMA Negeri 3 Padangsidimpuan in writing clauses was categorized into enough category.

Key Words: *Analysis, Writing, Clause*

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First, the researchers would like to convey grateful to Allah, The Most Creator and Merciful who has given us the health, time and chance for finishing this research. The research entitle"An Analysis on the Students' Ability in Writing Clauses at Grade X SMA Negeri 3 Padangsidimpuan."This research is written in order to fulfill one of the requirements for individual research IAIN Padangsidimpuan.

In finishing this research, the researchers are guided by advisor. Therefore, in this opportunity the researchers would like to express gratitude to advisor. This research is still so far from being perfect based on the weakness of the researcher. Therefore, the researchers expected constructive criticisms and suggestions from the readers in order to improve this research.

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Padangsidimpuan, Juni 2019

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language is a system or arbitrary vocal symbol used for human communication. When a person needs to driver his messages to other people, he/she needs a media or tool to deliver it. Language is a media used consist of symbols that the other people understand.

Thus language learning very important to human beings, and especially for Indonesia students to make them easier in communicating with other nations by using foreign language. Absolutely, English is one of the languages in the world, the existence of English states as an international language, because there are many people used English by different countries.

In studying English, there are four basic skills that must be mastered, they are listening, speaking, reading, and writing. Definitely, writing skill is also very crucial to master by students in learning English, because writing is an activity of students learning process to improve their ability in writing forms. The students can be expressing their feeling or ideas, perception and point of view to pass writing.

According to the English Curriculum and syllabus in Senior High School, there are many materials about four skills (reading, listening, speaking and writing) will be taught since first up to third grade. It is taught in purpose to improve the student's ability in using English in daily communication. Beside it, the purpose of studying English especially in

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Senior High School is to make students are able to communicate in English both orally or written.

Syllabus is a specification of the content of a course of instruction and lists what will be taught and tested. Syllabus should be a frame for teacher in learning process because it contain with learning material, syllabus come and arrange by the teacher and it should be collateral with the curriculum what was given by Department of Education. Base on the syllabus of senior high school, the aim of the writing learning process is expressing meaning in the text monologue/essay form of writing narrative, spoof and hortatory exposition accurately, fluently and acceptable in the context of everyday life and access to knowledge.

Writing is one of basic language skills beside listening, speaking and reading. Writing is expanding the idea that would be filled into the written form. Writing also is an activity to express something in written form; it is studied by many students from kindergarten, Elementary School, Junior High School, Senior High School and up to university. That basic communication skill must be mastered to improve the communication skill.

In writing needs grammar. Grammar concerned with the structure of utterances or a group and classification of the recurrent elements of utterances by virtue of the functional places they occupy and the relations they contract with one another in the structures.

Grammar discusses clause. Clause is a group of words contain a subject and a verb. The clause which in is complete sentence called

independent and the contrary is dependent clause need to know. Studying independent and dependent clause especially in writing clause.

Consequently the researcher got interested in discussing about **"An Analysis of the Students' Ability in Writing Clauses at Grade X SMA Negeri 3 Padangsidimpuan".**

B. Focus of the Research

As stated in background the problems are about student's weakness in writing clause, it caused by their inability in mastery cohesion, grammar and structure and vocabulary. In this research the writer will not seek those problem sources, but the writer will seek about student ability in writing clause only.

C. Formulation of Problem

By attend the problem above, so the writer takes the formulation of the problems as below:

1. How is students' ability in writing clausesin SMA N 3 Padangsidimpuan?
2. What difficulties aredominant in writing clauses in SMA N 3 Padangsidimpuan?
3. Why are difficulties dominant in writing clause in SMA N 3 Padangsidimpuan?

D. The Aim of Research

Base of the formulation of problem above, the aim of the research as follows:

1. To analyzestudents' ability in writing clausesin SMA N 3 Padangsidimpuan.

2. To find dominant difficulties in writing clauses in SMA N 3 Padangsidimpuan.

3. To explain the dominants difficulties in writing clauses in SMA N 3 Padangsidimpuan.

E. The Significances of the Research

The significances of this research as follows:

1. Head Master of the school, to encourage English teacher to teach English well.

2. English teacher, to teach and encourage students to master clause in sentences.

3. Students and readers, to broaden their understanding to identifying clause in sentences.

4. Researchers, to do the same and different research.

F. Definition of Key Term

To prevent misunderstanding about some terminologies in this research so the writer makes the definition below:

1. Students

According to Hornby that the student is a person who is studying at school or college.[1] While in Indonesia dictionary the student is a learner especially on the grade, Elementary, Junior and High School.[2] And according Rama Yulis in "IlmuPendidikan Islam" that student is the

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[1]Hornby.*Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1995),p. 1187.
[2]Tim PenyusunKamusPusatPembinaandanPengembanganBahasa*KamusBesarBahasa Indonesia*, (Jakarta: BalaiPustaka, 2011), p. 1077.

member of society that to develop his or her self through education level process and kind of certain try education.[3] So, based on those above definition, the writer concludes that the students is a person on grade of elementary junior and senior high school not only on the formal educational institution but also on the informal educational.

2. Ability

According to Hornby said that, ability is able to do, a level of skill or intelligence.[4] According to Merriam Webster, Ability is physical, mental or legal to perform (he has ability to accomplish whatever he sets his mind to).[5]

3. Writing

In Oxford Dictionary by Hornby that writing mean activity of writing, books article, etc in general, written works of another, person hand wiring, Or the activity or occupation of composing text for publication[6]

In other definition stated writing is both a physical and mental act.[7] Mary Louise Holly in her book Action Research for Teacher stated writing is powerful process for learning, for describing, synthesizing, interpreting, and communicating experience.[8] So base on definition above the writer can take a conclusion about Writing. Writing can be meaning something

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[3]Ramayulis.*IlmuPendidikan Islam*, (Jakarta: KalamMulia, 2010), p. 169.
[4]AS Hornby, p. 2
[5] A. Merriam Webster. *Webster's Colegiate Thesaurus*, (USA: Massa Chusetts, 1976), p. 33.
[6] Hornby A.S., p. 502.
[7] David Nunan, *Language Teaching Methodology,* (Sydney: Macquarie University, 2000), p. 91.
[8] Mary Louise and Friends, *Action Research for Teacher*, (New Jersey: Colombus Ohio, 2005), p. 235.

written or an activity to express ideas, opinion, or something else in written form.

4. Clause

According to AS. Hornby said that, clause is a group of words that includes a subject and a verb, forming a sentence or part of a sentence.[9]

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[9]AS Hornby., p.25

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Students Ability

Students' ability comes from two words; students and ability. Students, according to Oxford Dictionaries is person who is studying at a collage of university, person studying at secondary school, any person interested in a particular subject.[10] A student is a learner, or someone who attends and educational institution. In some nations, the English term (or its cognate in another language) is reserved for those who attend university, while a schoolchild under the age of eighteen is called a pupil in English (or an equivalent in other language), although in the United States a person enrolled in grades K – 12 is often called a student. In its widest use, student is used for anyone who is learning.[11]

In Oxford dictionary stated that ability is level of skill or intelligence.[12] Ability is the quality of being able to something especially the physical, mental and even financial responsibilities. May even the legal way of doing something.[13]

According to Wood wooth and Marquis, the word "ability" has three meanings, they are:

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[10]A.S Hornby,*Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1995),p. 1187.

[11]http://en.wikipedia.org/wiki/Sudetnt

[12]A.S Hornby*, Oxford Learners Pocket Dictionary, (New Edition)*, (New York: Oxford University Press, 1983), p. 1.

[13]http://answer.ask.com/science/phsycology/what_is_ablity

a. Achievement is actual ability and can be measured by straight use of the instrument or devised test.

b. Capacity is potential ability and can be measured by unstraight, the individual's capacity.

c. Aptitude is quality and can be expressed by especially training.[14]

So, students' ability in this thesis meant the achievement of person who is studying at secondary school.

2. Definition of Clause

According to Wren & Martin in his book "High School English Grammar" said that a group of word that forms part of a sentence, and has a predicate of its own, is called a clause.[15] According to Slamet Riyanto that, clause is a sentence structure that has a subject and predicate.[16] According to Jayanthi Dakhsina Murthi that clause is a group of words which form a part of a sentence and contain a subject and a predicate is called a Clause.[17] According to Marcela Frank that clause may be defined in the same way as a sentence: It is a full predication that contains a subject and a predicate with a finite verb. There are two kinds of clause, independent and dependent. The independent clause is a full predication that may stand alone as a sentence; the dependent clause has a special introductory word that makes the predication "depend" on an independent

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[14]H. Dauglas Brown, *Teaching by Principles and Interactive Approach To Language Pedagogy* (New Jersy: Engle Wood Cliffs, 2001) p. 236.238.

[15]Wrent& Martin. *High School English Grammar* (NDV: Prasada Rao, 1990).p,192.

[16]Slamet Riyanto. *A complete Grammar for TOEFL Preparation*, (Yokyakarta: Pustaka Pelajar, 2009). p, 187

[17]Jayanthi Dakhsina Murthi. *Contemporary English Grammar* (New Delhi: Book Palace, 1998), p. 227

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clause.[18] Next to Oxford dictionary it is stated that clause is a component of a (complex) sentence, with its own subject and predicate, especially one doing the work of a noun, adjective or adverb.[19]Next, Betty Schrampfer Azar said, a clause is a group of words containing a subject and a verb.[20]

Based on the above definition, the researcher can conclude that clause is a sentence structure that has a subject and predicate. There are two kinds of clauses, that is: independent clause, dependent clause.[21]

a. Independent Clause

Independent clause is a full predication that may stand alone as a sentence.

Example : I meet man who is very kind to everybody.

b. Dependent Clause

Dependent clause has a special introductory word that makes the predication "depend" on and independent clause.

Example : The girl who lives next to me comes from Jakarta.

3. The Kinds of Clause

Clause is a group of words that consist of subject here are two of follows.

a. Independents Clause

Independent clause is a full predication that may stand alone as a sentence.

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[18] Marcela Frank. *Modern English* (New York: Prentice-Hall), p. 222
[19] AS Hornby., p. 153
[20] Betty Schrampfer Azar. *Understanding and Using English Grammar* (Jakarta: Binarupa Aksara & Prentice Hall, 1993), p. 238.
[21]

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b. Dependent Clause

Dependent clause has a special introductory word that makes the predication "depend" on and independent clause.

Example : The girl who lives next to me comes from Jakarta.

Before I come here. (this clause need a dependent clause)

I receive a letter before I come here

Independent   dependent clause

4. Adverb Clause

According to Slamet Riyanto that Adverb clause is a dependent clause explains or give information about the Verb, Adjective, Adverb in a sentence.[22] According to Alice Oshima that adverbial clause is another type of dependent clause introduced by a subordinator. It is used to modify the verb of the noun clause, and it answers such questions as where? Why? How? For what purpose?.[23] Next, Marcela Frank said, Adverbial clause is a special introductory word and it is added to a full subject-predicate structure.[24] Next, Wren & Martin said, Adverb clause is a group of words which contains a Subject and a Predicate of its own, and does the work of an Adverb.[25] Next, George E. Wishon & Julia M. Burks said, an adverbial

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[22]SlametRiyanto., p. 193.
[23] Alice Oshima and Ann Hogue., p. 155.
[24] Marcella Franc., p. 234.
[25] Wren & Martin.,p. 192.

clause is a dependent clause used as an adverb; it therefore can modify a verb, an adjective, a verbal, another adverb, or a sentence.[26]Next, Slamet Riyanto said, adverbial clause is a dependent clause that explains or gives information about the verb, adjective, adverb in a sentence.[27]

There are some words that used to introduce adverb clauses as the function of the adverb clauses as show time

a) Using adverb clauses to show time relationship. The connection are after, before, when, while, as, by the time, that, since, until, as soon as, once, as long as and whenever.

Example: I shall wait here until you return.

b) Using adverb clauses to show cause andeffect relationship. The conjunction word are because, since, now that, so that, so long as, in order that.

Example: Because she neededsome money, Susi cashed the check.

c) Using adverb clauses to show opposition. The words are even though, although, though, whereas, while.

Example: I will go, although my mother will be angry.

d) Using adverb clauses to show condition. The words are if, unless, only if, whether, even if, in case, in the event.

Example: If it rains tomorrow, I will go by taxi.

Some adverb clauses may be changed to modifying phrases. An adverb clause can be changed to a modifying phrase only when the

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[26]George E. Wishon & Julia M. Burks., p. 155.

[27]Slamet Riyanto. A Hand Book of English Grammar (Yogyakarta: Pustaka Pelajar, 2007).p. 312.

subject of the adverb clause and the subject of the main clause are the same.[28]

Especially in senior high school in XI grave have studied about noun clause and adverbial clause but about adjective clause studied X grade of senior high school. Based on the English book English Alive. Senior High School based on the KTSP curriculum. There are two parts of clause namely adverbial clause to show cause-effect and noun clauses.[29]

(a) Adverbial clauses to show cause effect relationship usually use because since as for and because of the relative clause.

Example: The prices of basic commodities as the fuel prices increase

(b) Noun clauses can do anything that nouns can do. Noun clause start with a question word start with "wheter" or "if" and start with "that". Noun clause as subject, object of preposition, and as predication nominative.

Example: I don't know where Santi lives.

5. The kinds of Adverb Clause

There are eight kinds of adverb clauses, they are:[30]

1. Adverb clause of time: a clause is used to indicate time and uses conjunction like *when, whenever, before, after, as, since, until, once.*

   Example: I fell very happy *when I saw Agil*.

   Whenever you want to marry, please remember me.

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[28]Slamet Riyanto, p.351
[29]Tri Indaryati, *English Alive Senior High School* (Jakarta Timur: Yudhistira, 2010), p.60
[30]JayanthiDaksina Murthy., p. 229.

2. Adverb clause of place: a clause is used to indicate place and introduced by *where* or *w Where there is a will*, there is a way, w*herever.*

Example: *Where there is a will*, there is a way.

Wherever you go, I will continue to wait you.

3. Adverb clause of purpose: a clause is used to indicate purpose and is introduces by words like*that, in order that, so that,* and *lest.*

Example: We read *that we may understand the world*

He worked hard to earn money *in order that he might make his wife happy.*

4. Adverb clause of reason: a clause is used to indicate cause or reason and is introduced by words like *because, since, as, in, as much as,* and *that.*

Example: I loved my mother *because she was friendly.*

Since she has a desire to marry, she discontinued her studies.

5. Adverb clause of condition: a clause is used to indicate condition and is introduced by word like *if, unless, whether, provided that* and *so long as.*

Example: *If you help me*, I shall be happy.

Unless you try hard, you won get the job.

6. Adverb clause of result or consequence: a clause is used to indicate result or consequence and is introducing by word like *so that* and *such that.*

Example: Fitry was *so* beautiful *that I loved her at first sight*.

I spoke to her in *such a way that she wanted to see me again*.

7.   Adverb clause of comparison: a clause is used to indicate comparison and is introduced by words like *as, as – as, so – as,* and *than.*

 Example: Elvi is *as beautiful as Diana*.

 India is not *so rich as America*

8.   Adverb clause of supposition or concession: a clause is used to indicate supposition or concession is introduced by words like *thought, although, even thought, even if, while* and *whereas.*

 Example :*Though* she is clever, she is not proud.

 Although I tried hard, I could not succeed in my attempt.

6. Adjective clause

An adjective is a dependent clause used and adjective: it modifies a noun or a pronoun. These clause are introduced by two different kinds of words which always occur just after the noun that the clause modifies.[31] It is a group of words which contain a subject and a predicate of its own and does the work of an adjective. An Adjective clause is a dependent clause modifies a noun. Its describes, identifies, or gives further information about a noun.[32]

The relatives clause of adjective clauses are who, whom, whose, which, andThat "*who andwhose" are use*d people. This used things. 'That' is used both people and things.

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[31]Wren and Martin., p.165.
[32] Raymond Murphy*, Grammar in Use* (Australia Cambridge: University Press, 1989), p.165.

Relatives clauses of adjective seem to modify nouns. It can be assumed that they occupy a position within the phase headed by the noun. There is evidence that thisis so as the noun and the relative clauses can be pronominal zedand coordinated separately from the determiner. Example :This is a book that a told you about.

I thank the women who help me.

The book which is on the table is mine.

Adjective clause can be changed to adjective clause. An adjective phrase is the reduction of an adjective clause that has a subject pronoun, who, which, or that are reduced to modifying adjective phrase.

7. Noun Clause

It is a group of words which contains a subject and predicate of its own anddoes the work of a noun. In other words, a noun clause is used as a subject and an object. In a noun clause, the subject precedes the verb.

Noun clause use some relative clause as a question words (when, where, who, whose, whom, what, which, why, how). Wheter, if and that. But, do not question word over in a noun clause.

Example : I know she is a teacher in this school.

I wonder whose house that is.

I don't know where she lives.

8. **Learning difficulties**

Learning difficulties is a shortage that is not out wardly visible. Inability to learn cannot be recognized in a different physical form with people who do not have problems learning difficulties. Learning difficulties is notalways caused bylowintelligencefactor, but canalsobe causeddue tootherfactorsoutsideintelligence.[33]Thehigh-IQ does not necessarily guaranteethe success oflearning. Thus it can be said that learning difficulties and learning process sis a condition characterized certain obstacles in achieving learning outcomes.

a. Causes Learning Difficulties

Problems of this learning difficulty, it is caused by various factors. To provide an aid to children who have learning difficulties, the teacher must know in advancing what factors are the cause of the problem of learning difficulties.

Factors that cause learning difficulties can be classified into twocategories,[34]namely:

b. Internal factors (factors from within the child itself) that includes:

a) Physiology factors

Physiological factors are the physical factors of the students themselves.A child who is sick, of course, will experience physical weakness, so the process of receiving lessons, understand the lessons to be imperfect.

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[33]Muhibbin Syah,*Psikologi Belajar*(Jakarta: Raja Grafindo Persada, 2008), p. 182
[34]Muhibbin Syah .,p. 182-184.

b) Psychological factors

Psychological factors are the various things pertaining to the various behaviors that are needed in the study. Psychological factors that IQ can be the cause of the problem of learning difficulties is a talent, interest, motivation, mental health conditions of children, and also the type of children in learning.

b. External factor (factors outside the child)include;

a) Social factor

Social factors have affect to learners. Children who do not receive adequate attention would have been different with children swho are getting enough attention, or children who are given too much attention. Ithas relationship with the child's parents, whether harmonious or meet rarely or even separated. So it influences to the child's study habits.

b) Factors of non-social

Factors of non-social can be the cause of the problem of learning difficulties is the factor of teachers in schools, then the tools of learning, where learning conditions, as well as the curriculum.

c. Overcoming Learning Difficulties

There are some efforts to overcome learning difficulties.

Tutoring is one effort of teachers to help students who have difficulty in learning. The procedure tutoring can be reached through the folllowing steps, such as the teacher give the

information about how to learn effectively not only in the school but also in the house, the teacher helps placement namely the teacher place the students in learning group or discuss group, the teacher show the learning concretely to students namely the teachers use various learning methods to help the students to understand the learning, and the teachers give specipic attantion to students that have slow learning and the teachers effort to motivate the students in learning.[35]

Beside, to overcome learning difficulties, it can be done by the teacher through remedial. It is an activity that given to students who have not understand the learning that have been learned. The aim of this activity to increase the students' mastery of the learning. The other, the teachers can do enrichment. It is given to the students so that they have richer the knowledge and skills.[36]

9. The nature of writing

In Oxford Dictionary by Hornby A.S writing mean activity of writing, books article, etc in general, written works of another, person hand wiring, or the activity or occupation of composing text for publication.[37] Writing is personal act in which writer take ideas or prompts and transforms them in to self initiated topic.[38]

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[35]Mulyasa, *Menjadi Guru Propesional*(Bandung: Remaja Rosda Karya, 2008) p. 121-126
[36] Yatim Riyanto, *Paradigma Baru Pembelajaran* (Jakarta: Pranada Media Group,2009) p. 140
[37]Hornby A.S., p. 502.
[38]J. Michael O. Melley and Friends, *Authentic Assesment for English Language Learning*, (USA: Addison-Wisley Publishing Company, 1996), p. 136.

Writing is the ability of students to express their idea, opinion that would be filling into the written form. One of the factors that influence the ability of students in writing sentence is parts of speech. Mastering parts of speech is very important because without understanding Parts of speech and understanding itself function, the students will fail in writing sentence.

Writing is the ability to write something which containing the main idea with two or three supports which reflects the structures of the composition. Writing is something that has been written and containing main idea also supporting idea.

There are some types of writing performance as state below:[39]

First, imitative writing; produce written language the learners must attain the skills in the fundamental, basic task of writing letters, words, punctuation and very brief sentences. This category includes the ability to spell correctly. In this stage form is primary, while context and meaning are secondary concern.

Second, intensive (controlled) writing; beyond the fundamentals of imitative writing are skills in producing appropriative vocabulary within a context, collocations and idiom and correct grammatical features up to the length of a sentence. Meaning and context are some importance of determining correctness and appropriateness, but most assessment task are more concerned with a focus on form and rather strictly controlled by test design.

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[39]H. Douglas Brown, *Language Assesment Principles and Classroom Practice*, (San Fransisco: Longman, 2004), p. 220.

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Third, responsive writing; this stage refers to perform limited discourse level, connected sentences with logically concerned.

H. Review of Related Findings

This research is not the first research but there were some related findings to this research. The first, Benny Hardy had done the research about "Students' Ability in Identifying Independent Clause and Dependent Clause in Sentences". Based on the research, he found that the students' ability in identifying independent clause and dependent clause in sentence of grade XI MAS Pendidikan Islam in 2005/2006 academic year can be stated into poor ability.[40]

Next, Mira Wati Ritonga" A brief study of the students' ability in using adverb of time to the grade VIII students of SMA Negeri 2 Batang Angkola in 2008/2009 academic year". The concluding of her research, the grade VIII students of SMP N 2 Batang Angkola in 2008/2009 academic year are not able to use the adverb of time. It can be seen from the mean score of the students that is 44,375 in which it is categorized in to incapable category.[41]

The second, Elly Fauziah Dalimunthe had done the research about "The Correlation between Relative Pronoun Mastery and the Students' Ability in Forming Adjective Clauses at the Grade XI Students of SMK N 1

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[40] Benny Hardy. Students' Ability in Identifying Independent Clause and Dependent Clause in Sentences (Medan: UNIMED, 2006).

[41]Mira Wati. A Brief Study of the Students' Ability in Using Adverb of Time to the Grade VIII Students of SMA Negeri 2 Batang angkola in 2008/2009 academic year (Padangsidimpuan: UMTS,2008)

Padangsidimpuan".[42] She found that, based on the research she concluded that the ability of first students at SMK N 1 Padangsidimpuan in 2010/2011 academic year was poor.

So that, from the above description, the researcher concluded that the research can increase the students' ability in adverb clause in sentence. So the researcher interest will be done the research about, "Grade XI Students' Ability in Identifying Adverb Clause in Sentences at MAS Muhammadiyah Paraman Ampalu Pasaman."

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[42]Elly Fauziah Dalimunthe. The Correlation between Relative Pronoun Mastery and the Students' Ability in Forming Adjective Clauses at the Grade XI Students of SMK N 1 (Padangsidimpuan: UMTS, 2011).

CHAPTER III

RESEARCH METHDOLOGHY

1. **Research Design**

Based on analysis of data, this research will use qualitative approach. *Pendekatan kualitatif adalah penelitian yang bermaksud untuk memahami fenomena tentang apa yang di alami oleh subjek penelitian dengan memanfaatkan metode ilmiah.*[43] (Qualitative research is the research that's means to understand the phenomenon about what is the subject research undergone by using natural method).

Based on the method, this research will use descriptive method. *Metode deskriptif adalah penelitian yang menggambarkan objek sesuai apa adanya.*[44] (Descriptive method is a research want to describe objects). Descriptive research purposes to describe the current situation about the object of research.[45] Descriptive this method will be used to describe teaching writing process in SMA N 3 Padangsidimpuan.

Based on the place, this research is field research.[46] This research will be done in SMA N 3 Padangsidimpuan, which takes place on Padangmatinggi, Padangsidimpuan No.56 Kota Padangsidmpuan.

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[43]Lexy J Moleong.*MetodePenelitianKualitatif*, (Bandung: RemajaRosdaKarya, 2009), p. 126.
[44]Sukardi,*MetodePenelitianPendidikan*, *KompetensidanPrakteknya*, (Jakarta: BumiAksara, 2003), p. 157.
[45] Mardalis, *Metode Penelitian; Suatu Pendekatan Proposal*, (Jakarta: Bumi Aksara, 2003), p. 26.
[46]SuharsimiArikunto. *ProsedurPenelitianSuatuPendekatanPraktek*, (Jakarta: RinekaCipta, 2002), p. 8-9.

2. Time and Place of the Research

This research will take place on SMA Negeri 3 Padangsidimpuan which address in Jl. Perintis Kemerdekaan No. 56 Kota Padangsidimpuan. This research was conducted from December 2019 up to finish that located in SMA Negeri 3 Padangsidimpuan.

3. Sources of Data

Sources of data are the subject who was given the data to researcher.[47] In this research will take two kinds of sources data, that's:

1. Primary sources of the data Grade X Students' in SMA N 3 Padangsidimpuan.

2. Secondary sources of data of the English teacher

4. Instrument of Collecting Data

The instrument of collecting will be used in this research are:

a. Observation

To complete the data of research, researcher took an observation. According to Margono "Observation was monitoring and record-keeping as indication of research object systematically."[48] Next Abdurrahman Fathoni that,"observasi adalah tekhnik pengumpulan data yang dilakukanmelaluisuatupengamatandengandisertaipencatatanpencatatant erhadapkeadaanatauperilakuobjeksasaran,"[49](Observation is a technique

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[47]SuharsimiArikunto., p. 107.

[48]Margono, *MetodePenelitianPendidikan* (Jakarta: RinekaCipta, 2005), p. 158.

[49]Abdurrahman Fathoni, *MetodologiPenelitiandanTeknikPenyusunanSkripsi* (Jakarta: RinekaCipta, 2006),p. 104.

of collecting data which is done through an observation and take a note about a condition or the aim of the object behavior). Observation were about all in which had a relationship to the process of increasing students' ability in identifying adverb clause in sentences include places, facilities, subject of research, event, time and experience.

b. Interview

Interview is a purposeful between two people, focused on one person trying to get information from the other person.[50]The questions were appropriated with the list of interview. Interview was done for getting data about An Analysis of the students' ability in writing clause in SMA N 3 Padangsidimpuan. Interview was given for students and teacher.

c. Test

Suharsimi Arikunto said: "Test adalah serentetan pertanyaan atau latihan serta alat yang digunakan untuk mengukur keterampilan, pengetahuan, intelegence, kemampuan, atau bakat yang dimiliki oleh individu.[51] This research, the researcher giving essay test about adverb clause to get the information about the students ability in writing clause. The research gave 10 items test to them.

The students are asked to answer the entire question.

Table: 1
Indicator of test

No.	Indicators	Items	Number of test	Score

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[50]Abdurrahman Fathoni, p.219.

[51]SuharsimiArikunto, *ManajemenPenelitian*, (Jakarta: RinekaCipta, 2005), p. 156.

No	Clause			
1.	Adverb clause - Time - Place - Manner - Comparison - Reason - Result - Conditioning - Contrast Consesion	1 1 1 1 1 1 1 1	1 2 3 4 5 6 7 8	10 10 10 10 10 10 10 10
2	Adjective Clause	1	9	10
3	Noun Clause	1	10	10
	Total	10	10	100

Based on the above table, it can be know that there are 10 question as instrument of the research, the score of a question is 10 x 10 is 100, it means that the score of all the questions, further, if a students can answer all of the questions she/he will get 100 as the highest score.

I. The Technique of the Data Trustworthiness

There are nine techniques to determine the data trustworthiness stated by Lexy J. Moleong as:

1. The extension of participation is the extension not only done at the short time, but need the long time.

2. The application of research is the researcher must do the research with careful, detail and continuous to the object of the research.

3. Triangulation is the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data.

4. Checking with friends through discussion is done with expos the interim result or the final result that gotten in discussion with friends.

5. Analyze the negative casus is the research collects the example and in appropriate cause with the model and the inclination of information that have collected a used as a substance of comparison.

6. The adequate and referential are the tools of them, which using the free time to compare the result of the research with critics are collected.

7. Checking the member is the most important in checking the credibility.

8. The detail description is a technique to demand the researcher to repot the result his/her research, so description is done carefully and accurately to draw the context of the research.

9. Auditing is used to check the truth and certainty of data, this point is done well to the process or result and extent.[52]

From the all of techniques to determine the data trustworthiness above, the research her uses the third number is triangulation. It is a technique of investigation data trustworthiness that using something beside the data to verification or as a comparison of the data.

J. Technique Data Analysis

After collecting data the writer will analysis the data using some steps as follows:

a. Analyzing, it was done to arrange the data systematically.

b. Finding, it was done two seek the uncompleted data and unnecessary ones.

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[52]Lexy J. Moleong.*MetodologiPenelitianKualitatif*(Bandung: RemajaRosdakarya, 1999), p. 175-183.

c. Explaining, It was done to account and give the scores to students answer through the test and take on the table that consist of alternative answers, frequency any percentage those all, to obtain the percentage of the students answer and put them on the table by using the formula:

P =

Explanation: F: Frequency

N: Sum of the samples

P: Percentage.[53]

d. Description of data, it is done to describe or interrelate data that have been collected systematically.

e. Taking conclusion, it is done to conclude the discussion solidly and briefly.

K. The Outline of Script

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters and they are drawn as follow.

The first chapter consists of background of problem, focus of research, formulation of problem, the aims of research, significance of the research, definition of key terms.

The second chapter is a theoretical description which is consisted of the definition of the clauses, the kinds of clauses.

The third chapter is the research method consists of the research design, place and time of the research, the sources of data, instrument of collecting data.

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[53]AnasSudijono.*PengantarStatistikPendidikan* (Jakarta: Raja GrafindoPersada, 1991),p. 40.

The fourth chapter is result of research that consists of an analysis the students' ability in writing clauses in SMA N 3 Padangsidimpuan.

The fifth chapter is conclusion consists of researcher's conclusions and suggestion.

CHAPTERIV

RESULT OF RESEARCH

A. **Findings**

1. **General Findings**

This research was conducted in SMA Negeri 3 Padangsidimpuan which located at Jln. Perintis Kemerdekaan No. 56 Padangsidimpuan. SMA Negeri 3 Padangsidimpuan is one of the senior high school in Padangsidimpuan. This school was built in 1977. Initially, this school would build in north Tapanuli, but North Tapanuli did not have area as large as 2 Ha. Therefore, this school built in South Tapanuli and located in Jl. Perintis Kemerdekaan. For the first step, the government built 15 classrooms, 1 teachers' room and 1 principle's room. Before the building was finished, the activities of teaching and learning was done in SMP Negeri 1 Padangsidimpuan for 6 months and then moved to SMP Negeri 2 Padangsidimpuan for 6 months too.[54]

This school has location borders as below:

1. North side is abutted with Perintis Kemerdekaan Street or SMP Negeri 5Padangsidimpuan.

2. East side is abutted with Sekolah Pertanian Menengah Atas (SPMA) Padangsidimpuan.

3. South side is abutted with SPMA's football field.

4. West side is abutted with department of agriculture office.

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[54]Hasbullah Sani Nasaution, Headmaster of SMA Negeri3 Padangsidimpuan,*Privateinterview*, 30 May 2019.

The location was not too far from main street and easy to be reached. The wide of area is about 2 Ha. It is wide enough to create the effective learning environment. SMA Negeri 3 Padangsidimpuan was also had good infrastructures; those were the infrastructures that we could find in SMA 3 Padangsidimpuan.

Especially for Headmaster and English teacher, SMA Negeri 3 Padangsidimpuan had 8 teachers,they were:

1. Drs. Hasbullah Sani Nst
2. M. Suad Siregar
3. Masriana Siregar
4. Kasmine Tanjung, S,Pd
5. Herlinda Lubis, S.Pd
6. Syaripuddin Siregar, S.Pd
7. Efrida Rambe, S.Pd
8. Soritua, S.Pd
9. Siti Zubaidah Pemilu, S.Pd.

2. Specific Findings

a. The Data Description of Students' Ability in Writing Clauses at Grade X SMA Negeri 3 Padangsidimpuan

1) Tes Results

As stated the previous chapter that the instrument of this research was test. In this case, the students were asked to answer the questions about the students' ability in writing clauses. The

description score of them in writing clauses could be seen as table

below:

Table 2
The descriptions of students score in writing clauses

No	Student's Initial Name	Items										Total Score
		1	2	3	4	5	6	7	8	9	10	
1	ARS	10	0	0	0	10	10	10	10	10	0	60
2	AM	10	10	10	0	10	10	10	10	0	10	80
3	BDP	10	0	0	10	10	0	10	10	0	0	50
4	DJ	10	10	10	10	5	0	0	5	0	0	50
5	DPS	10	10	5	10	0	0	0	10	10	10	65
6	EMN	0	10	10	0	0	5	5	10	10	5	55
7	EMS	0	10	10	0	0	5	5	10	10	5	55
8	FNJ	5	5	10	10	0	0	0	10	5	0	45
9	FN	0	10	10	0	0	5	5	10	10	5	55
10	FNS	10	10	10	0	10	10	10	0	5	10	75
11	GB	10	10	10	0	10	10	10	10	0	10	80
12	IPS	10	0	0	0	10	10	10	10	10	0	60
13	JB	10	10	5	10	0	5	0	10	10	10	70
14	JKC	0	5	10	5	0	5	5	10	10	5	55
15	JAS	10	5	10	0	10	10	10	0	5	10	70
16	JFA	10	0	0	0	10	5	10	10	10	0	65
17	LZ	0	5	10	5	0	5	5	10	10	5	55
18	MNS	0	5	10	5	0	5	5	10	10	5	45
19	MSS	0	5	10	5	10	5	5	10	10	5	65
20	MD	10	5	10	5	10	5	5	10	10	5	75
21	MYS	5	5	10	5	0	5	5	10	10	5	50
22	MS	10	5	10	5	10	5	5	10	10	5	75
23	MKA	10	5	10	5	10	0	5	10	0	5	60
24	MSH	10	5	10	5	10	0	5	10	0	5	60
25	NSH	10	10	10	5	10	10	5	10	5	5	80
26	PP	10	10	10	5	10	0	5	10	5	5	70
27	PYJ	10	10	10	5	10	10	5	10	5	5	80
28	RR	10	5	10	5	10	0	5	10	0	5	60
29	RWF	5	5	10	5	5	0	5	10	0	5	50
30	STS	10	5	10	5	10	0	5	10	0	5	60
Total												1913
Means Score												63.76
Highest Score												80
Lowest Score												45

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Then the research calculated the score by using the following formula:

$$= \frac{\text{score x } 100\%}{\text{Respondent}}$$

$$= \frac{1913 \text{ x } 100\%}{30}$$

$$= 63.76 \%$$

Based on the result of the test given to respondents, it can be known that the score of the respondents was between 45 up to 80. It means that the highest score gotten by respondents was 80, the lowest score was 45. The means score (63.76).

Based on the test result that given to the students, to determine the students' ability in writing clauses at grade X SMA N 3 Padangsidimpuan can be categorized into enough categories, means score 63.76. Based on the result of the test given to respondents, it can be seen that score of respondents between 45 up to 80. It means that the highest score gotten by respondent is 80 and lowest score is 45.

The description of grade X- 6 students of SMA Negeri 3 Padangsidimpuan in writing clauses about the question number: 1 Write two sentences about adverb clause in adverb of time, the students answered correctly adverb clause in adverb of time are 15.with percentage (50%) and 15 students answer are wrong with

percentage (50%) it means the students ability in write clauses about time is fifty with answer correctly and wrong.

Next, the test number 2 about adverb of place the students answered correctly adverb clause in adverb of place are 10 with percentage (33.33%) and 20 students answer are wrong with percentage (66.66%) it means the students ability in write clauses about place still have problem to answer it.

Further, the test number 3 about adverb of mannerthe students answered correctly adverb clause in adverb of manner are 13 with percentage (43.33%) and 17 students answer are wrong with percentage (56.66%) it means the students ability in write clauses about manner still have problem to answer it.

Then, the test number 4 about adverb of comparison the students answered correctly adverb clause in adverb of comparison are 11 with percentage (36.66%) and 19 students answer are wrong with percentage (63.33%) it means the students ability in write clauses about comparison still have problem to answer it.

Beside, the test number 5 about adverb of reason the students answered correctly adverb clause in adverb of reason are 9 with percentage (30%) and 21 students answer are wrong with percentage (70%) it means the students ability in write clauses about reason still have problem to answer it.

Next, the test number 6 about adverb of result the students answered correctly adverb clause in adverb of result are 8 with percentage (26.66%) and 22 students answer are wrong with percentage (73.33%) it means the students ability in write clauses about result still have problem to answer it.

Further, the test number 7 about adverb of condition the students answered correctly adverb clause in adverb of result are 14 with percentage (46.66%) and 16 students answer are wrong with percentage (53.33%) it means the students ability in write clauses about condition still have problem to answer it.

Then, the test number 8 about adverb of contrast the students answered correctly adverb clause in adverb of result are 7 with percentage (23.33%) and 23 students answer are wrong with percentage (76.66%) it means the students ability in write clauses about contrast still have problem to answer it.

Next, the test number 9 about adjective clause the students answered correctly adjective clause are 6 with percentage (20%) and 24 students answer are wrong with percentage (80%) it means the students ability in write clauses about adjective clause still have problem to answer it.

Beside, the test number 10 about noun clause the students answered correctly adjective clause are 16 with percentage (53.33%) and 14 students answer are wrong with percentage

(46.66%) it means the students ability in write clauses about noun clause still have problem to answer it.

Based on the test result that given to the students, the students' ability in writing clausesat Grade XI SMA Negeri 3 Padangsidimpuan was 63.76% is known from the mean score. Then, the mean score is interpreted to the table below:

Table 3

Criteria Score Interpretation

Percentage	Criteria
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61%- 80%	Good
81% - 100%	Very Good[55]

Based on the calculating score (see appendix IV) an analysis of students' ability in writing clauses at Grade X SMA Negeri 3 Padangsidimpuan was 63.76%, it can be categorized into enough category.

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[55]Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*(Bandung: Alfabeta, 2005), p.89.

b. The difficulties of the students in writing clause at grade X of SMA Negeri 3 Padangsidimpuan.

1) Interview Result to Students

Based on the result interview at grade X SMA Negeri 3 Padangsidimpuan, the problems that usually faced by the grade X students are the kinds of clauses and changing of adverb into adjective or noun and the kinds of adverb, adjective and noun. As said by Amalia Rahma Siregar,[56] she said that she usually feel confused to decide what clauses that she must usedin a determined happen. The same problem was felt by Andrean Reski Siregar, he also feel difficult in identifying adverb clause and noun clause because he alway forgot the form of clause.[57] The other students said that feel difficult in identifying adverb and noun clause.[58]

Then, Benjamin Davidson said that he always found the problemswhat adverb clause that he used when a happen in the writing sentence but still ocuure in clauses.[59] The other problem faced by Firda Natalia, she said that se feel difficult in learning

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[56]Amalia Rahma Siregar, The X6 student in SMA Negeri 3 Padangsidimpuan, *private interview*, 30 May 2019.

[57]Andrean Reski Siregar, The X6 student in SMA Negeri 3 Padangsidimpuan, *private interview*, 30 May 2019.

[58]Ayu Mentari, The X6 student in SMA Negeri 3 Padangsidimpuan, *private interview*, 30 May 2013.

[59] Benjamin Davidson, The X6student in SMA Negeri 3 Padangsidimpuan, *private interview*, 30 May 2019.

adverb clause because many kind of adverb so, she feel difficult to using that in writing sentences.[60]

2) Interview result to English Teacher

 Based on the result of interview to English teacher, Syarifuddin Siregar said that: There were some problems that usually faced by students in learning   clauses, they were:

The first, the students are still lack of ability to determine the changing of clauses adverb, adjective or noun happened in one happen. Some of students have mastered in using clauses but they feel confuse in the changing clauses that happened in adverb, adjective and noun clause. The others students have not mastered in using clauses. So, they feel difficult in learning clauses especially in adverb, adjective and noun clause because one of the important things in learning clauses is mastering formula. For example, in question number 8, the adverb of contrast clauses. But many of students could not answer the question well. From 30 students, only 7 students are right and 23students are wrong.

The second, the students are still lack of ability to determine the auxilary verb that happened in adjective clause . For example in question number 9, many students could not answer the question well. From 30 students only 6 students are right and 24 students are wrong.

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[60]Firda Natalia, The X6 student in SMA Negeri 3 Padangsidimpuan, *private interview*, 30 May 2019.

From the explanations above, it can be concluded that the grammatical changes that occur in identifying clauses in adverb, adjective and noun clause were difficult for grade X students of SMA Negeri 3 Padangsidimpuan. The grammatical changes were auxiliary verb, tenses, verb, time signal and to be.The problems were happened because there were many students who have not mastered the formula of the tense and then they get confused in using clauses in writing sentences.

c. **The Efforts of English Teacher to Increase the Students'Ability in Writing Clauses at Grade X SMA Negeri 3 Padangsidimpuan**

To anticipate the problems of the students in learning clauses especially in adverb, adjective and noun clause the English teacher uses some efforts: Based on the result of interview with English teacher, to overcome the problems of the stdents in identifying clauses, the teacher always make drill and practice more and more. Then the teacher always repeats the lesson and gave more examples about the change of tense or time. The teacher hopes that efforts can overcome students' problems in learning clauses.

Then, the teacher asked the students to memorize the change change of clauses into adverb, adjective and noun, the kinds of adverb, formula each tenses and before the teacher gave the lesson the teacher

always asked some students about the changing that happened in clauses and asked them to make some example about it.[61]

B. Discussion

After analyzing the data, it was gotten that the students' ability in writing clauses can be categorized enough. It can be known from the score calculation (see apendix IV) that the students' ability in writing clauses at grade X SMA Negeri 3 Padangsidimpuan is 63.76%.

In learning clauses, there were some problems that usually faced by students, the students lack of ability to determine the changing of verb that happen in clauses,the students were lack of ability in usingformula. It is supported by Muhibbin Syah that the learning problems can be caused by 2(two) factors, they were: *the first*, internal factor (factors from the child it self) involve; physiology factors such as healty; and psychological factors such as IQ (Inteligence Question). *The second*, external factors (factor outside the child) involve; social factor such as the relationship with the child's parents; and non social factor such as the tools of learning, and learning condition.[62]

However, the internal and external factor influenced the students' problems in their learning. First, they faced the problems because of their worse mind set or opinion. They believe that grammar is difficult subject. Then, they have low enthusiasm and motivation in learning clauses. Lastly, they have not understood yet the explanation given by the teacher.

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[61]Herlinda Lubis, English Teacher in SMA Negeri 3Padangsidimpuan, *Private Interview.*30 May 2019.

[62]Muhibbin Syah, *Psikologi Belajar* (Jakarta: Raja Grafindo Persada, 2008), p. 182-184.

To anticipatethe learning difficulties, the English teacher efforts are the English teacher often repeated the lesson especially in determining the changing of tenses, nounverb and adverb. While to overcome the students problems in using auxiliary verb in writing clauses, the teacher gave the explanation many time and make exercises more about it so the students understood truly. Then, the English teacher motivated the students to improve students' interested in learning grammar especially in learning clauses. The others, the English teacher always motivated the students in learning process. It is supported by Mulyasa that the learning problems can be anticipated through tutoring. It is done by teacher to guide the slow learner.[63] In addition, according to Yatim Riyanto that to overcome learning problems can be done through remadial.

Thus, according to researcher, method used in teaching clauses is a demonstration method. As proposed by Wina Sanjaya that demonstration method is a method of presenting and demonstrating the lesson by demonstrating to the students about a process, situation or thing, whether real or just a copy. However, the demonstration cannot be separated from the verbal explanation by the teacher. Although the role of students demonstrations in the process of simply paying attention, but the demonstration will be able to present more concrete learning materials, making students more easily understand and remember.

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[63]Mulyasa, *Menjadi Guru Profesional* (Bandung:Remaja Rosda Karya,2008), p. 121.

In addition to learning methods, media is also one thing that the success in the learning process. From observations and interviews conducted by the researchers, in teaching simple past tense and present perfect tense the teacher used makeshift media receipts are available in the classroom, such as books, whiteboard, and other learning tools in the classroom.

C. The Threats of the Research

In this research, the researcher believed that there were many threats of the researcher. It started from the titled until the techniques of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the test, there were the threaths of time, because the students had activities. Beside, the time which was given to the students was not enough. And also the students did not do the test seriously. So, the researcher took the seets answers directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult because there were the threats the researcher. The researcher has searched this research only. Finally this has been done because the helping from the entire advisors, principle and English teacher.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After treating the collecting data, the researcher take the conclusions about this research as the following:

1. The result of this research which the title "An Analysis On Students' Ability In Writing clausesat Grade X SMA Negeri 3 Padangsidimpuan in 2018/2019 Academic Years", they can be categorized into enough category. It can be seen from the value of the Percentagegot by the students, that is 63.76%.

2. The students difficulties in writing clauses application letterat grade X SMA Negeri 3 Padangsidimpuan in 2018/2019 academic years were:

   a. The studentsdifficulty in comprehending of the composition of writing clauses.

   b. The students had poor vocabularies so they felt difficult when they have been asked to writing clauses.

3. The efforts of the English teacher in overcoming difficulties of students in writing clausesat grade X SMA Negeri 3 Padangsidimpuan in 2018/2019 academic years were:

   a. The English teacher is often repeat the lesson and give more examples which example about clauses.

   b. Before the English teacher gave the new lesson, she gave chance or time students to something left or not clears about the lesson.

c.   The English teacher invites the students to learn by heart about clauses.

d.   The English teacher gave task for students.

B. Suggestions

After take the conclusions, the researcher want give the suggestion above the result of this research. It can be seen as bellow:

1. It is suggested to the headmaster top motivate his teacher to increase their ability in study English.

2. It is suggested to the English teacher to:

    a.   Before studying the students to pray together in the class.

    b.   Before studying the writing clauses, the students had know and mastery about find of parts of clauses.

    c.   Apply the suitable strategies, methods, ways or etc, which can improve help them understand in English learning. Especially in writing clauses.

3. It is important to other researcher to make the deepest research with the topic of this research, because it is still far from perfect one due to the limitation of the researcher material, knowledge and experience.

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Appendix I

THE LIST OF INTERVIEW

A. For Teacher

    1. How is the student's ability in learning writing clause?

    2. Do the student's identifying in writing clause?

    3. Do the student's able to write clause?

    4. Can the students mention parts clause?

B. Four students

    1. Is it difficult to learn clause?

    2. Which one is difficult?

    3. Do you know kinds of clause?

    4. Mention 3 of clauses

INTERVIEW TO HEADMASTER

1. How many office in SMA Negeri 3 Padangsidimpuan?

2. How many classroom in SMA Negeri 3 Padangsidimpuan?

3. How many teachers in SMA Negeri 3 Padangsidimpuan?

4. How many students in SMA Negeri 3 Padangsidimpuan?

5. How many rooms in SMA Negeri 3 Padangsidimpuan?

WAWANCARA DENGAN KEPALA SEKOLAH

1. Berapabanyakkantor yang ada di SMA Negeri 3 Padangsidimpuan?

2. Berapabanyakruangkelas yang ada di SMA Negeri 3 Padangsidimpuan?

3. Berapa banyak guru yang ada di SMA Negeri 3 Padangsidimpuan?

4. Berapa banyak siswa yang ada di SMA Negeri 3 Padangsidimpuan?

5. Berapa banyak ruangan yang ada di SMA Negeri 3 Padangsidimpuan

APPENDIX II
THE STUDENTS' SCORE IN WRITING CLAUSES

NO	Initial	Adv. T&P	Adv. M&C	Adv. R&R	Adv. C&C	Adj. clause	Noun clause	Sum
1.	ARS	10	9	9	10	10	12	60
2.	AM	15	15	10	15	10	15	80
3.	BDP	10	5	5	5	15	10	50
4.	DJ	5	10	5	5	10	21	56
5.	DPS	10	15	5	5	15	15	65
6.	EMM	10	10	5	5	15	11	56
7.	EMS	10	15	10	5	6	6	52
8.	FNJ	5	5	5	5	10	15	45
9.	FN	5	20	10	15	0	5	55
10.	FNS	10	20	10	10	15	10	75
11.	GB	15	10	10	10	15	20	80
12.	EPS	5	15	15	0	15	10	60
13.	JB	10	10	10	10	15	15	70
14.	JKC	10	10	8	10	10	10	58
15.	JAS	10	15	20	5	10	10	70
16.	JFA	10	5	20	10	5	18	68
17.	LZ	5	5	15	10	10	10	55
18.	MNS	10	10	10	10	15	15	70
19.	MSS	8	10	10	10	15	15	68
20.	MDS	20	10	10	15	10	10	75
21.	MYS	5	5	5	10	10	15	50
22.	MS	15	10	15	10	15	10	75
23.	MKA	10	15	10	5	10	10	60
24.	MSH	10	10	10	10	10	10	60
25.	NSH	15	15	10	10	15	15	80
26.	PP	10	10	15	10	10	15	70
27.	PYM	10	10	15	10	15	20	80
28.	RR	5	5	10	15	10	15	60
29.	RWF	5	10	5	15	5	10	50
30.	STS	15	5	5	15	10	10	60

Appendix III

The descriptions of students score in writing clauses

No	Student's Initial Name	Items										Total Score
		1	2	3	4	5	6	7	8	9	10	
1	ARS	10	0	0	0	10	10	10	10	10	0	60
2	AM	10	10	10	0	10	10	10	10	0	10	80
3	BDP	10	0	0	10	10	0	10	10	0	0	50
4	DJ	10	10	10	10	5	0	0	5	0	0	50
5	DPS	10	10	5	10	0	0	0	10	10	10	65
6	EMN	0	10	10	0	0	5	5	10	10	5	55
7	EMS	0	10	10	0	0	5	5	10	10	5	55
8	FNJ	5	5	10	10	0	0	0	10	5	0	45
9	FN	0	10	10	0	0	5	5	10	10	5	55
10	FNS	10	10	10	0	10	10	10	0	5	10	75
11	GB	10	10	10	0	10	10	10	10	0	10	80
12	IPS	10	0	0	0	10	10	10	10	10	0	60
13	JB	10	10	5	10	0	5	0	10	10	10	70
14	JKC	0	5	10	5	0	5	5	10	10	5	55
15	JAS	10	5	10	0	10	10	10	0	5	10	70
16	JFA	10	0	0	0	10	5	10	10	10	0	65
17	LZ	0	5	10	5	0	5	5	10	10	5	55
18	MNS	0	5	10	5	0	5	5	10	10	5	45
19	MSS	0	5	10	5	10	5	5	10	10	5	65
20	MD	10	5	10	5	10	5	5	10	10	5	75
21	MYS	5	5	10	5	0	5	5	10	10	5	50
22	MS	10	5	10	5	10	5	5	10	10	5	75
23	MKA	10	5	10	5	10	0	5	10	0	5	60
24	MSH	10	5	10	5	10	0	5	10	0	5	60
25	NSH	10	10	10	5	10	10	5	10	5	5	80
26	PP	10	10	10	5	10	0	5	10	5	5	70
27	PYJ	10	10	10	5	10	10	5	10	5	5	80
28	RR	10	5	10	5	10	0	5	10	0	5	60
29	RWF	5	5	10	5	5	0	5	10	0	5	50
30	STS	10	5	10	5	10	0	5	10	0	5	60
Total												1913
Means Score												63.76
Highest Score												80
Lowest Score												45

$$= \frac{score \times 100\%}{Respondent}$$

$$= \frac{1913 \times 100\%}{30}$$

$$= 63.76\%$$

DAFTAR RANCANGAN ANGGARAN BIAYA PENELITIAN MANDIRI TAHUN 2019
KLUSTER PENELITIAN PENGEMBANGAN PROGRAM STUDI

PENELITI : Rayendriani Fahmei Lubis, M.Ag.

Judul   : An Analysis of the Students' Ability in Writing Clauses at Grade X SMA Negeri 3 Padangsidimpuan

NO	URAIAN KEGIATAN	Vol	Frek	Sat.	Harga (Rp)	Jumlah
A	**PRA-KEGIATAN**					
1	*Pengadaan ATK Selama Penelitian*					
	Kertas A4 Mirage 80 gram	1	3	Rim	40.000	120.000
	Tinta Hitam Printer	1	1	Btl	40.000	40.000
	Tinta Warna Printer	1	1	Btl	45.000	45.000
	Catrigt Canon Black	1	1	Bh	255.000	255.000
	Catrigt Canon Color	1	1	Bh	275.000	275.000
	Buku Agenda	2	1	Bh	40.000	80.000
	Stapler	1	1	Bh	25.000	25.000
	Anak Stapler	1	1	Ktk	10.000	10.000
	Stabilo	2	1	Bh	5.000	10.000
	Map Plastik	3	1	Bh	10.000	30.000
	Materai 6000	10	1	Eks	7.000	70.000
	CD-RW	4	1	Bh	10.000	40.000
						1.000.000
	PELAKSANAAN PENELITIAN					
2	*A. Pengumpulan Data Penelitian ke Lapangan*					
	Uang Harian dan Transportasi Survey Lokasi	3	2	OK	370.000	2.220.000
	Memperbanyak Instrument Penelitian	25	8	Eks	2.500	500.000
	Review Proposal	1	1	OK	400.000	400.000
	Uang Harian dan Transportasi Pengumpulan Data	4	4	OK	370.000	5.920.000
	Review Laporan Antara dan Hasil	1	1	OK	750.000	750.000
	B. Analysis Data dan Penyusunan Laporan					
	Penggandaan Laporan Mini/Excetive Summary	2	1	Eks	30.000	60.000
	Penggandaan dan Penjilidan Laporan Keuangan	2	1	Eks	75.000	150.000
	Penjilidan Laporan	10	2	Eks	70.000	1.400.000
						11.400.000
	PASCA PENELITIAN					
	Publikasi Artikel Jurnal					
3	Pengurusan Jurnal Terakrditasi	1	1	Ar	300.000	300.000
	Pengurusan HAKI	1	1	Ar	300.000	300.000
						600.000

	JUMLAH TOTAL					13.000.000

Keg: kegiatan

OK: Orang per Kegiatan

OJP: Orang per Jam Pelajaran

OH: Orang per Hari

OJ: Orang per Jam

OR: Orang per Responden

Eks: Eksamplar

Padangsidimpuan,   Juni 2019

Peneliti,

Rayendriani Fahmei Lubis, M.Ag.

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