



**STUDENTS' DIFFICULTIES IN DIFFERENTIATING
NOUN PHRASES AND NOUN CLAUSES
AT GRADE XI SMA NEGERI 1 SIABU**

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan as
a Partial Fulfillment of the Requirement for the Graduated Degree of
Islamic Education (S.Pd) in English

Written By :

RINA YANTI
Reg. No. 15 203 00095

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2019**



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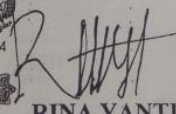
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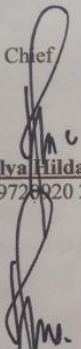
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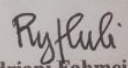
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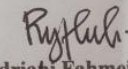
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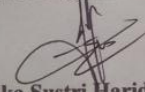

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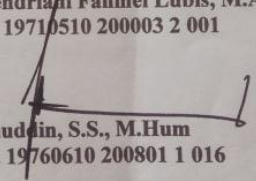

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ABSTRACT

This research focused about students difficulties in differentiating noun phrase and noun clause at grade XI SMA Negeri 1 Siabu. The problems of this research were students are difficulties to understanding noun phrase and noun clause, students did not have vocabularies in learning English, students confused about the different noun phrase and noun clause students did not have motivation in learn English, so when they learn English they felt bored also the English teacher do not have good strategy in teaching grammar. The purpose of this research was to find out the students difficulties in differentiating noun phrase and noun clause and what the reasons made them difficult to differentiating noun phrase and noun clause by used test and interview.

This research conducted with descriptive analysis and qualitative approach. The source of the data in this research is the students of SMA Negeri 1 siabu at grade XI. primary data were from the students and the secondary data from the English teacher this research was XI Sains grade of SMA N 1 Siabu. The total of students were 20 the researcher took one class IPA-2. To collect the data, researcher used test for measuring students' understanding about noun phrase and noun clause. And to know students difficulties researcher used interview.

Based on the result of the research, researcher showed the description of the data was found that 66 % its good category, and the most dominant difficult by students were in noun phrase 71 times and noun clause 61 times because the did not understand meaning of sentences that used in the test so it could made them difficult, the students lack vocabulary. It was concluded that there was good category in SMA Negeri 1 Siabu.

Key words :Students difficulties, noun phrases and noun clauses.

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Language is important system for communication between one people to another. with language human can shared their ideas, feeling, and opinion. And without language human can not to do interaction, so the human very important to study about language, especially English language because it is an international language.

English also important system English can not be ignored English is the most common language in the world. So it has become international language. In learning English, one of the skills that must be mastered is writing. Because writing is an essential factor of language, it means writing is important role in learning English.

In writing, students' elementary school, junior high school, and senior high school and also college in university learn how to write good sentences. When the students make a sentence they should concern with structure of the sentences because structure can deliver message of the sentence, and structure of sentences talked in English grammar, that can know noun phrase and noun clause are part of English grammar.

James E. Purpura¹ stated grammar is defined as a systematic way accounting for predicating an ideal speaker's or hearer's knowledge of the language this is done by a set of rules or principles that can be used to generate all-well formed or grammatical in the language said that definition.

Words are categorized into several types or parts of speech in English grammar: noun, pronoun, verb, adverb, adjective, conjunction, and preposition. After the students understand about part of speech, and will be continued about phrase, clause and sentences, because phrase and clause come from part of speech.

In this research the researcher describe two subjects in English grammar its about noun phrase and noun clause. Phrase is the combination of lexical categories, that is lexical categories such as nouns, postpositions adjectives, adverbs, or quantifier that combine with other syntactic elements to form phrasal categories, the students find phrase on the text, and text that studied in junior high school.

Based on the pre-research, it could be seen that not at all of the students at the grade XI SMA Negeri 1 Siabu could not get accurate information in learning about noun phrase and noun clause. for this case, the students could not know what is noun phrase and noun clause, and types, and differentiating of noun clause and noun

¹ James E. Purpura, *Assesing Grammar* (United Kingdom, 2004) <<http://academia.edu.ac.id>>. P.6.

phrase in deep, the students could not make clear understanding about noun phrase and noun clause when researcher ask the students.

Noun phrase had been studying in junior high school when they second grade, this lesson studying in senior high school also, and noun clause studied in grade X but in the truth, when researcher did interview with students grade XI SMA Negeri 1 Siabu, they still confused what is noun phrase and what is noun clause, thus researcher believe that condition real to show their majority with took this tittle to be her research. Because the researcher wanted to know students ability, and students understanding how far, and what are the factors made them difficult, to understanding noun phrase and noun clause by using test and interview.

Basically, the researcher knew that the students get problem from interview with English teacher and one of student in SMA Negeri 1 Siabu at grade XI when researcher come to school and ask them what the different noun phrase and noun clause, one of them, Irsyad maulana² answered didn't understand what is the different noun phrase and noun clause, but the teacher tell me they had finished study about noun phrase and noun clause.

According to interview researcher between teacher Nurlaila Sihombing as the English teacher of grade XI SMA Negeri 1 Siabu, she said the students confused, or misunderstanding, in

² Irsyad Maulana Siregar” *Private Interview*, 20 August 2019., 09.00 WIB, In SMA Negeri 1 Siabu Kabupaten Mandailing Natal,

differentiating noun phrase and noun clause and many difficulties everywhere, they were lack vocabulary, and background of knowledge in English not well³. They never joined English course.

When they listen simple definition they still confused because the definition is resemble is same group of words but no subject verb combination, and clause is group of word also but no subject verb combination. the student's told to the writer that they do not know the using of phrase and clause which has different meaning in English, though the students who sit.

Understanding about noun phrases and noun clauses are very important, why researcher said like that, because if you know well or understandable about noun phrase and noun clause, you easier for writing. You will have confidence with writing English, so phrase important things in writing. And if you do not know phrases or clauses it can be difficult for you in writing, and if you understand clearly about phrase and clause, it easy for you to continued learn English to the high level.

Clause is group of words, subject verb combination, or does to express a single idea proposition. this may involve giving or seeking information so in phrase and clauses the writer found out that the students made mistake in differentiating phrase and clause, especially when writer ask the student's about phrase and clause,

³ Nurlaila Sihombing "Private Interview, on 30 August 2019.,09.00 WIB, in SMA NEGERI 1 SIABU.

they still confused how to differentiating it.

Based on illustration above, the researcher want to analyze the students' problems' are students' difficult in differentiating noun phrase and noun clause. So the researcher conducted to the research entitled **Students Difficulties In Differentiating Noun Phrase and Noun Clause At Grade XI SMA Negeri 1 Siabu Kabupaten Mandailing Natal.**

B. Focus of The Research

From the explanation above, this research is focused in differentiating noun phrase and noun clause at grade XI SMA Negeri 1 Siabu Kabupaten Mandailing Natal.

C. The Formulation of the Problem

Researcher formulated the problem of the research as follow:

1. What are students' difficulties in differentiating noun phrase and noun clause at grade XI SMA Negeri 1 Siabu.
2. What is the most dominant difficulties in differentiating noun phrase and noun clause at grade XI SMA Negeri 1 Siabu.
3. What makes students difficult factors in differentiating noun phrase and noun clause at grade XI SMA Negeri 1 Siabu

D. The Purpose of The Research

Based on the formulation of the problem above, the purpose of the research as the following:

1. To know the students' difficulties in differentiating noun phrase and noun clause at grade XI SMA Negeri 1 Siabu
2. To know the students' dominant difficulties in differentiating noun phrase and noun clause at grade XI SMA Negeri 1 Siabu.
3. To know the students' factors which influence the difficulties in differentiating noun phrase and noun clause at grade XI SMA Negeri 1 Siabu

E. Significances of the Research

The significances of the research are:

1. For headmaster; to motivate English teacher in teaching English to be better especially in about noun phrases and noun clauses.
2. For English teacher; the result of this study can be used to help students' teaching. cause the students easier to understand it. and hopefully, this research can be increase their knowledge about noun phrases and noun clauses.
3. Students to built their knowledge about noun phrase and noun clause
4. Researcher, to give more information of noun phrase and noun clause and it can be useful to the future of the research.

F. Definition of Terminologies

To avoid confusion and misunderstanding between researcher and the reader, the researcher made definition to be specific below:

1. Students

Students' is a person who studies, or investigates or a person who is enrolled for study at college, etc⁴. Based on definition above, the researcher that concludes that students' are a person that did study in every school such as elementary school, junior high school, senior high school and college in university. And students' that researcher means here, were students' did study at grade XI SMA Negeri 1 Siabu.

2. Difficulties

Difficulties are something hard to deal with understanding. So, from the definition above researcher could take the difficulties are some of problems that students' got when learned in the school, and has many factors made them difficult.

3. Students difficulties

Students' difficulties are something hard to do or to understand faced by the students. There are students with behavioral or emotional disorder, or specific difficulties in learning. The educational need is considered to a rise primarily

⁴Victoria Newfield, *Webster' Word College Dictionary* (USA: Macmillan,1996), p.1330

from problems in the interaction between the students and the educational context.

4. Differentiating

Differentiating is the action or process of differentiating or distinguishing between two or more things or people. or the stated or way in which two people or things are not the same or not like each other, unlike inform, quality, or dissimilar. Differentiating here means to differentiated noun phrase and noun clause.

5. Noun

Noun is made up the largest class of words in most languages, including English. Noun is refers to things such as: person, animals, places, or things commons noun or to name a particular one of things. and noun in the research means is noun phrase.

6. Phrase

Phrase is a small group of words standing together as a conceptual unit, typically forming a component of a clause, or can be a group of two or more words that express a single idea but do not usually form a complete sentence.

7. Noun phrase

Noun phrase is group of words that does the work of a noun. A noun phrase consists of a noun and all modifiers. All noun phrase are content on either a head noun or pronoun.

8. Clause

Clause is comprised of group of words which includes a subject and finite verb. clause is a group of words containing a subject and predicate and functioning as a member of a complex or compound sentence. Clause here mean in noun clause.

8. Noun clause

Noun clause is a dependent (or subordinate clause) that works as a noun. It can be the subject of a sentence, an object, or a complement.

G. The outline of the Thesis

The systematic of thesis are divided into five chapter, each chapter consist of many sub chapters detail as follow:

Chapter one, discusses about introduction, it consist of: the background of the problem, the limitation of the research it mean focus of problem, included specific problem, that intended to the research, formulation of the problems are about something to be researched, objectives of the research is talked about goal of the research, significances of the research are about the advantages of the research, definition of the key term.

Chapter two, discusses about theoretical description, it consist of morphology, students' difficulties, factors of difficulties, phrases kinds of phrases, clauses and kinds of clauses. And also keywords about differences phrases and clauses and the last in chapter two review of related findings.

Chapter three, discusses about research methodology, it consist of research design, the source of the data, place and time of the research, the technique of data collection, instrument collecting data, and technique of checking trustworthiness.

Chapter four, consist of analysis of discussion and result of the research consist description of students difficulties in differentiating noun phrase and noun clause, the factors that make students difficult in differentiating noun phrase and noun clause, and students dominant difficult.

Chapter five, consist of conclusion and suggestion. The conclusion include the result of the research, dominant difficulties that find by the students and the factors that make of students' difficulties.

CHAPTER II

THEORETICAL DESCRIPTION

A. Students' Difficulties

1. Students

Elementary school, junior high school, senior high school until college at university that can said Students. Students is a person who studies, or investigates or person who is enrolled for study at school, college, etc¹. It can concluded that students is a person that studying at school not only elementary school, junior high school, senior high school but also at university.

2. Dynamics of Students' in Learning

In studying process, student's use the cognitive, effective, and psychometric ability². There three aspects have been studied by some scientist. They arrange the aspects systematically. Such as Bloom, Krathwol, and Simphosn. They make the categorization of students' behavior and its relations with the aims of learning. The result of their study is called taxonomy bloom.

¹Victoria Newfield, *Webster' Word College Dictionary*, 1996.

²Dimiyanti and Mudijono, *Belajar Dan Pembelajaran*,(Jakarta: Rineka Cipta, 2009),P.22.

Cognitive dominant (Bloom) consist of six kinds of behaviors,

they are :

- a. Knowledge
- b. Comprehending
- c. Applying
- d. Analyzing
- e. Evaluating
- f. Affective Domain³

(Krathwohl and Bloom) consist of five there are:

- a. Receiving
- b. Responding
- c. Organization
- d. Characterization
- e. Behavior

Psychometric domain (Simpson) consist of seven behaviors they are:

- a. Perception
- b. Readiness
- c. Guidance Movement
- d. Habitually movement
- e. Complex movement
- f. Movement adapting
- g. Creativity⁴

3. Difficulties

Difficulties is a condition where competence is not attain agree with standard criteria which decided. A.S. Hornby stated a difficulty is the state or condition of being difficult⁵. The researcher

³ Sardiman, *Interaksi Dan Motivasi Belajar Mengajar* (Jakarta: PT Raja Gravindo Persada, 2011). P.111.

⁴Dimiyanti and Mudijono, *Belajar Dan Pembelajaran* (Surabaya: Gramedia Persada). P.13.

⁵A.S Hornby, "*Oxford Advanced Learners Dictionary*," 2000,.P. 1187.

conclude the difficult is condition where competence is not attain agree with standard criteria which decided.

4. Students Difficulties in Learning Noun Phrase and Noun Clause

According to Collins, difficulties is something that is difficult, as a hard problems' or an obstacles or objections faced by students⁶. So in this research students difficulties is problem that second grade students of SMA Negeri 1 Siabu founds in differentiating noun phrase and noun clause, and students feel difficult to understand it.

A difficulty is that some of the conceptions, which allow the students' to solve correctly a given set of problems, are found mistake when applied to more general situations. Difficulties always bring error. The study of difficulty and error has correlation because of the gives some contributions on attempts to deal students mistake.

Based on the statement above, it can be concluded that difficulties and error has relation each other, both of them has same goals to deal with students' problem or mistake.

The difficulties of action are difficulties in practicing of the learning like sport, art.

⁶Collin cited in Asma Abdul Aziz's, "Learning Difficulties and Strategies at Higher Secondary School," *Journal of Policy Research* 1, no. 2 (2014):,www. Journal EPR.com.p. 59.pdf.

5. Kinds of the Difficulties

a. The difficulties of Transfer of training and understanding are the difficulties in transferring or understand the subject of learning

b. The difficulties of forgetting and extinction are difficulties in remembering or memorizing the subject that has been learned.⁷

The conclusion are difficulties in every people is different like difficulties in the practicing, difficulties in transfer of training and understanding, difficulties in memorizing or remembering. But every people has many solutions for every problems.

6. The Factors of Causing Difficulties

Many different factors contributes as the factors of learning difficulties. In this study the researcher used theories of factors causing students' difficulties in learning grammar because noun phrase and noun clause is part of English grammar. The researcher use theories Hue-He. He stated in his journal that there was 5 factors causing students difficulties in grammar. Motivation, learning strategies, teaching method, educational background and family environment' The theory that used in this research.

⁷ Sardiman, *Interaksi Dan Motivasi Belajar Mengajar*p.56.

a. Motivation

Motivation plays an important role in learning English as second/ foreign language. Motivation is an important factors that many contribute to success at school and to life long learning. Hall suggested that motivation is key factors in order to accomplish a particular activity. He stated it is difficult to imagine anyone learning a language without some degree of motivation. And argues motivation as one of the main factors that influence the speed and amount of success of foreign language learning. He also said that motivation has direct effect on second language achievement.⁸ From the theories above, the researcher concluded motivation has contribution as factor causing students difficulties in learning noun phrase and noun clause.

b. Learning strategies

Learning strategies are the basic tools for active, self-directed involvement needed for developing second language communicative ability. From the stamen above that can see learning strategies need in the classroom to made students not bored.

c. Teaching method

Teacher is one of school environment factors who has important role to increase students learning achievement. Teacher

⁸Hall G, *Exploring Language Teaching Language in Action*, 2011.

is a subject in education who has duty transfer the knowledge to the students. Teachers also bring individual characteristic to the second language classroom that may have influences on students performance and in their final results. A teacher is an important person in teaching learning process, especially in grammar.

d. Educational Background

Hue stated that there is relationship between their previous studying schools and their present grammar level, educational background will also influence one's future learning. It means educational background that students did in the past which related to the grammar will give influence to their difficulties in learning grammar. For example: joined in English course, will help them to minimize their difficulties in learning grammar. It can be conclude that educational background can be factors of students difficulties in learning grammar.

e. Family Environment

Hue stated that family environment plays an important role the learners grammar learning students as parents build up effective learning environment for her and her grammar is the best of the four.⁹ Therefore only studying those changeable factors such as what motivation they hold what learning strategies they adopt and how they attribute their success and failures is far

⁹ Hue_He, "On FL Learners Individual Differences in Grammar Learning and Their Grammatical Competence Training Theory and Practice in Language Studies" 3, no. 8 (2013):P 1132.

from enough in helping learners improve their language competence. In other theory, there are factors made students' difficulties in learning its theory by Brown there were: Internal factors and external factors, internal factors can be physic condition and healthy, motivation he believes that psychological factors of students' can be identified from affective factors of the students. while external factors can be categories into condition of school, family, or social life¹⁰. This problem come from out of students them self.

Example: a good teacher make a good learning, but if the teacher does not able to make a comfortable situation, students' can be bored in learning process. Based on explanation above, it can be concluded that students' difficulties means the problem that are faced by students' they come from internal and external factors of students' each selves.

Here the researcher used the Hue Hue theory to find out the result of research in chapter IV because researcher felt Hue Hue theory easiest to understand the Douglas Theory.

¹⁰H.Douglas Brown, *Principes of Language Learning and Teaching*, fifth edit (san francisco state university: State United amerika, 2007).

B. Noun phrase

1. Definition of Noun Phrase

A noun phrase is either a pronoun or any group of words that can be replaced by a pronoun¹¹. For example, they, cars, the cat, an animal. Noun phrase is group of word (two or more) which is ended by a noun that becomes central idea. Noun Phrases a noun phrase consists of a noun plus any determiners or modifiers directly related to it. noun phrases always have the grammatical function of nouns in a sentence noun phrase examples:

- a. a big three
- b. the black belt
- c. the book

From the definition, it can be seen the similarities definition and conclude that noun phrase is any group of words, which consist of head (noun, pronoun, or adjective) and modifier. From the noun phrases above can be conclude noun phrases, is either a pronoun or any group of words that can be replaced by a pronoun. Noun phrase are group of words that function like a noun.

¹¹Paul Bress, "Daily Phrases" 2005...,P. 15.

2. The Element Noun Phrase

According to Leach, on the book "the title English Grammar for today."¹² the structure of noun phrase there are three elements they are:

- a. The head of noun phrase
 1. Noun e.g: house, library, book, box etc
 2. A pronoun e.g: myself, his, him, our
 3. An adjective e.g: an adjective : smart. Stupid, beautiful
 4. An enumerator e.g: all sixteen
 5. Genitive phrase e.g: marcel's,
- b. The pre-modifiers of a noun phrase
 1. Determiner: this day, what a girl
 2. Enumerator: two boxes, the second book
 3. Adjective: ugly man, smell room
 4. Noun: a black cat
 5. Genitive phrase: dimas's house,
 6. Adverb: run quickly
- c. The post modifier of noun phrase are:
 1. Preposition: you sit beside him
 2. Relative phrase: quantity of time
 3. Adverb: the boy cry in the corner
 4. Adjective: she sometimes childish

¹² Leach, *English Grammar for Today* (United Kingdom: Longman, 2001).P.76.

3. The Function of Noun Phrase

The word phrase can be classified by their external function and by their internal form. The structure of the phrase is made of word and other constituent. Typically in a phrase composed of head and post modifier tend to be phrase or clause¹³. Noun phrase can be subject, as object and as complement as explained in the following:

In the clause, NP acts as subject (S) as object (O) or as complement (C)

- a. S (the house) p (was) c (quite empty) . NP =S
- b. S (we) p (have bought) o NP (the house) NP = O
- c. S (this) p (must be) c NP (the house)NP = C
- d. S (we) p (walked) NP (five miles) NP (last week) NP

Noun phrase including noun and pronouns performs eleven main grammatical function within sentences in the English language.

Noun phrase is traditionally defined as ' person, place, things, and ideas. Noun phrase is defined as phrase that consist of a noun , or pronoun and any number of constituent including adjective, determiner, preposition phrases, verb phrase, and adjective phrase clauses.

¹³Huddleston and Rodney, "Introduction to the Grammar of Eenglish...", 2002.P. 28.

The function of noun and noun phrase can be categorized into several sections such as:

a. Noun phrase head

A noun phrase consist of noun including a pronou plus any determiner, modifiers, and complements. For example: The beautiful bird and cat fly to the sky.

b. Subject

A subject is a word, phrase or clause that problems actions of or act upon the verb. For example: the baby cried. Dogs and cars make excellent p[ets

c. Subject complement

A subject complement is a word, phrase, or clause that follows a copular, or linking, verb and describes the subject of a clause. The tems predicate nominative and predicative noun are also used for noun phrase that function as subject complement. For example : my grandmother is a baker. Our favorite pets are cute cats.

d. Direct object

A direct object is a word, phrase, or clause that follows a transitive verb, the question ‘who’ or “ what” receives the actions of the verb. For example : the children eat all the cookies. The woman has always hated mice rats.

e. Object complement

Object complement is defined as noun, pronoun, noun phrase, adjective and adjectival phrase that directly and modify the direct object. For example: we consider our puppy our baby. My aunt calls my my uncle sweet heart.

f. Indirect object

An indirect object is word, phrase or clause that indicate to or for whom or what the action of a intransitive verb is performed. For example: my husband brought me food. The child drew his mother a picture.

g. Preposition phrase

A preposition phrase complement is a word, phrase, or clause that directly follows a preposition and completes the meaning of prepositional phrase. For examples: the students studied during their spring break.

h. Noun phrase modifier

A noun modifier a word, phrase or clause that modifies or describes a noun including pronoun or noun phrase. For examples: the child actor won an award. We reserved twenty hotel rooms.

i. Determiners

Determiners provide information such as familiarity location, quality, and number. Possessive noun which are a noun. Or noun phrase and possessive clitic function as determinative. Possessive noun

indicate possession of or some other relationship to another noun or noun phrase. For example: my brother's house is small. I found every one's reports informative.

j. Appositive

An appositive is a word, phrase, or clause that modifies or explains another noun phrase. For examples: my sister, the farmer, bought more farm land. my teacher, assigned a lot of work.

k. Adverbial

An adverbial is a word, phrase, or clause that modifies an entire clause by providing additional information about time, place, manner, condition, purpose, reason, result, and concession. For example: today the children woke up early. Yesterday the children slept late. Noun phrases are very important because the foundation of each sentence is phrase construction. Students must understand about phrases to make a good sentence.

Based on several definitions and the explanation of noun phrase construction it can be concluded that a noun phrase is any group of words which consist of a head and a modifier. The head in noun phrase construction consists of an adjective, and the noun itself. Modifiers in noun phrase construction are divided into two kinds of modifier. They are pre-modifier and post-modifier. Pre-modifiers consist of determiners, adjectives, V-ing, V-ed, and the noun itself. Post-modifiers consist of adjectives, adverbs, prepositional phrases, infinitive clauses, and -ing participles.

clause, -ed participle clause, relative clause and clause introduced by temporal conjunction.

C. Noun Clauses

1. Definition of Clauses

Clause is a grammatical unit that contains a subject and a predicate.¹⁴ Clauses are groups of words that contain both a subject and a predicate.¹⁵ There are two main types of clauses: independent clauses, which can function independently. An independent clause is a word-group which has the same structure as a sentence but which is part of a larger sentence.

Clause is a sentence within a sentence, as sentences, and dependent clauses, which depend on an independent clause.¹⁶ So clause there is subject and verb.

2. Kinds of Clauses

a. Independent clause

Independent clauses are complete sentences by themselves, they don't need any other clause for their existence to form a sentence. Or can be a sentence, to learn more about how clauses are formed and used, continue on to each individual section. Independent clauses also known (**as a main clause**) is a clause that forms a complete, independent thought. It does not require anything else to be considered complete, and so it can stand alone as a sentence. A single

¹⁴Delahunty and Garvey, "10 Basic Clause Patterns," 2006, 321–82.pdf.

¹⁵Peter Herring, *Complete English Grammar Rules* (Singapore, 2016), 1465.pdf.

¹⁶George Davidson, *Phrases Clauses and Sentences* (Singapore: Pte.Ltd 222 Tagore Lane #03-01 TG Building, 2003), 72.pdf.

independent clause is known as a simple sentence. It contains a subject and a predicate, each of which can have modifiers. for example:

a). He eat dinner

b). Rika walk alone

Sometimes we form a sentence with two (and occasionally more) independent clauses, which is known as a compound sentence. We join the independent clauses together with a comma and a conjunction or a semicolon without a conjunction. for example:

a) She wanted to play tennis, but he wanted to play basketball.”

b) My brother lives in Detroit; I wish I lived there.

b. Dependent Clauses

In dependent clause here talk about noun clause, adjective clause, and adverb clause here just focus about noun clause. Dependent clause (also called a **subordinate clause**) is a clause that relies on the information from an independent clause to form a complete, logical thought. as such, it cannot stand alone on its own to form a sentence.¹⁷ Dependent clauses are usually marked by dependent words, dependents or can be say dependent clause cannot be a sentence. And to make in the full sentence must combine independent clause wit

¹⁷Peter Herring, 1466.

dependent clause. kinds of subordinate clauses can be divided into three, namely: noun clause, adjective clause, and adverb clauses.

3. Noun Clause

A noun clause is a dependent clause and cannot stand alone as a sentence. In noun clause the full subject and predicate are retained. The noun clause fills the some position and serves the some function as noun. A noun clause is a group of word which has a subject and predicate of its own. A noun clause can be introduced by conjunction that, relative pronoun, interrogative, and conjunction if and whether.

Noun clause is a group of words which contains a subject and predicate of its own and des the work of a noun is called a noun clause¹⁸. Rozakis states that a noun clause is a dependent clause that functions as a noun. Because the it functions as a noun¹⁹. This clause can be a subject, direct object, indirect object, object of a preposition and appositive. Noun clauses are group of words subject and verb acts as noun, dependent clauses that function as nouns. Because of this, noun clauses can perform all the roles that a normal noun could play in a sentence, such as the subject or the object of a verb.

¹⁸Jayanthi Dakhsina Murthi, *Contemporary English Grammar*, 1999.

¹⁹Hasyatun Hasanah, "The Analysis of Noun Clause Translation in the Novel of the Kill Order," *Pioneer* 09, no. 2, 2017(n.d.): 113–123.

Below are the examples of noun clauses

- a. I know that she is a teacher in the school
- b. What I like most in her is modesty
- c. I know when to apply for a bank loan
- d. That she left her husband is known to all her friends
- e. She put the candy on my bag

4. The used of noun clause

Jayanthi Dakhsina Murthi stated,²⁰ There are five use of noun clause such as :

- a. The subject of the verb
- b. The object of transitive verb
- c. The object of a preposition
- d. In apposition to a noun or pronoun
- e. The complement of a verb of incomplete prediction.

(1.) The subject of the verb example: that she left her husband is known to all. Whether to apply for the post is a problem to me. what I like in Madhavi is her modesty

(2.) The object of transitive verb examples:

I know that she is a teacher in the school. We don't understand how long she wants to remain unmarried. I know when to apply for a bank loan. We believe that love is blind. John Keats declared that a thing of beauty is a joy forever.

²⁰ jayanthi dakhsina murthi, *Contemporary English Grammar* (Jakarta: PT grafindo, 1999).P.113.

(3.) The object of a preposition examples

- a. She is not satisfied with what I received in my life. She did not
- b. Payattention to what I explained to her.
- c. There is no point in what my friend suggested to me.
- d. I have confidence in what I do.
- e. Do you have any idea about what you see have read now?

(4.) In apposition to a noun or pronoun examples:

It is really a pity that Madhavi has never recognized my love

The fact that she has a desire to marry a rich man.

I accept the theory that man is social animal

We believe that principle that all men are born free.

(5.) The complement of a verb of incomplete prediction examples:

1. My belief is that hard work brings success
2. The problem is whether to attend the function or stay at home.
3. Her fear is that she will lose her job
4. The question is where to find the money for the project.
5. Love is what we think of it.
6. My worry is whether I shall be able to see Madhavi again.

Based on above definition the researcher concluded that noun clause is dependent clause that has function as a subject, object, or complement. And also noun clause is type of dependent clause that acts as a noun.

There are three types of noun clause such as :

1. Noun clause that preceded by question words. Noun clauses that preceded by question words are usually used answer a question.

Q: where does ani live

A: I don't know **where ani lives.**

2. Noun clauses that preceded by whether or if. Noun clauses that preceded by whether or if are used to answer yes/no type Question Whether and if are usually interchangeable.

Q: Does she love her parents?

A: I don't know **whether she loves her parents or not**

3. Noun clauses that preceded by that. Noun clauses that preceded by that are used to answer question in which person who answering is thinking, giving an opinion, or using a mental activity verb.

Q: Do you know location of SMA Negeri 1Siabu?

A: I believe **that there is street aek Milas in Siabu.**

Adjective clauses are group of words subject verb and acts as adjective. provide descriptive information about a noun. These clauses can either be essential to the sentence or nonessential (non-restrictive clauses)²¹. They are introduced by either a relative pronoun or a relative adverb. Here are some examples:

a). he met a girl whose eyes were blue

b). a delicious cake felt in front of me

²¹Peter Herring..., P.1469.

Adverb clause is group of words subject and verb and acts as an adverb like a regular adverb, to modify adjectives, verbs, adverbs, and sometimes entire clauses. Adverbial clauses use subordinating conjunctions to connect to an independent clause. for example:

a). they rested when the evening came

b). I will give you a map so that you can find a way

Based on the above definition, the researcher can conclude that clause is a sentence structure that has a subject and predicate. there are four kinds of clause such as main clauses, subordinate clauses, relative clauses, and noun clauses. from the explanation above the researcher conclude on the table to make the reader easier to differentiating or to more understandable.

The examples about differentiating noun phrase and noun clause

No	Noun Phrases	Noun Clauses
1	An orange	They Started that lesson
2	The cute cats	What she has come today
3	The handsome boy	He work that alone to the office
4	A big flashlight	Rita that come to party
5	A small bag	What I did my mother happy

D. Review of Related Finding

Related to this research, some researches had been done as below:
Nanda Aldila Sari the research attempts to know students' difficulties in speaking skill, to describe the students difficulties in speaking, to describe the factors causes of students difficulties in speaking, to describe students strategy²². The students difficult because the are internal factor and external factor.

The second students make in constructing nominal clause, here are the conclusion: Nominal Clause beginning with Q-Word: most students are still confused how to put sentence pattern correctly. – Nominal clause beginning with whether/if: students understand well how to construct nominal clause beginning with whether/if but they make some errors of using appropriate verb.

Nominal clause beginning with Q Words follow by should/could: most students understand well how to construct noun clause beginning with Q Words follow by should/could. The meaning expressed by the infinitive is either should or can/could, but some students are still confused to change the use of should/could with to – infinitive.²³ Nominal clause beginning with -that: most students understand well how to construct noun clause with that-clause, but some students make grammatical error while constructing the clause.

²²Nanda Aldila Sari, "Students Difficulties in Speaking Skill at the The Elevent Grade of SMA Muhammadiyah 1 Karang Anyar in the Academic Year of 2016/2017," p 23 n.d.

²³Hermariyanti Kusumadewi, "Analysis Of Students ' Error In Constructing Nominal Clause" IX, no. 2 (2017): 120.hermariyantigmail.com.pdf.

The third researcher was done by at Van Hien University the result explain that error concludes omission errors. Misformation , addition misordering errors the error analysis contribution to raising awareness about the precise use of general English syntax and noun clauses in particular to improve learners language ability²⁴. In his thesis.

The fourth researcher was done by students universitas negeri semarang the result is the most dominant type of noun phrase construction found in the three textbooks is pre-modifier Head²⁵. It can find the most difficult error in students test.

The last, the researcher was done by the students of English Department in University Islam Negeri. Sunan Ampel Surabaya she found three difficulties in learning adjective clause.

Those were: comprehension, using unnecessary pronoun, and using the wrong relative pronoun. The findings showed that the students had more difficulties in using wrong relative pronoun, it can be seen from the problems they had gotten in using wrong relative pronoun. Then they had some problems in comprehension of adjective clause. the last had problems in using unnecessary pronoun.

Based on the previous studies above, the researcher can conclude that difficulties in differentiating noun phrase and noun

²⁴Phan Thi Thu Ha Tran Nguyen Anh Thu, Luong Kim Hieu, "An Analysis of Errors in the Use of Noun Clause Made by Senior English Major Students At Van Hien University," 2017, 1.

²⁵Diah Mawarni Ayuningsih, "Noun Phrase Constructions Found in Report Genres in the First Year Senior High School Students Textbooks," *Thesis*, n.d., P.40.

clause is important to be known by students and teacher. Since every students probably has different difficulties in learning noun phrase and noun clause, the researcher got an inspiration to do a research based on this topic.

This research was different from all of those previous researchers from some aspects. First some of this research about students difficulties in speaking, second about students error in nominal clause, so all researches above has different subject of the study, the subject of this research is grade XI SMA negeri 1 Siabu, with this tittle Students Difficulties in differentiating Noun Phrase and Noun Clause at Grade XI SMA Negeri 1 Siabu Kabupaten Mandailing Natal.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research is conducted in SMA Negeri 1 Siabu located at Jl. Aek Millas No. 1 Siabu Phone (0636) 7324073, post code 22976, Indonesia. The school located in Siabu, Regency Mandailing Natal. In this case, the writer took the school as location of the research because these reasons. First, the writer might be found the data of the research in the school. Second, the writer got permission to conduct a research in the school. Third, the location was near and it gave opportunity to have the data or information which need in this research. Furthermore, the writer conducted this research schedule is started from November 2018 until November 2019.

B. Research Design

The methodology of this research is qualitative approach and this research includes in the case study is a type of research design and analysis. The goal of the case study is to provide accurate and complete description of the case. This research attempts to find more about case of a subject. The case of this research was students error in differentiating noun phrase and noun clause.

The qualitative method in this research because it is believed that it can achieve the objective of research that focuses on the students error analysis in differentiating non phrase and noun clause only on spoof text that being a problem for the grade XI SMA Negeri 1 Siabu. Qualitative is the research

methods such as in-depth interviewing and participant observation particularly well suited to exploring question in the human services which relate to the meaning of experiences and to deciphering the complexity of human behavior.

Besides that, to collect the data from the research subject, the researcher will use two techniques. They are test and interview as the instrument of this research.

C. Subject and Setting of the Research

The research was taken at SMA Negeri 1 Siabu academic year 2018/2019. It located on JL. Aek Milas Siabu. The subject of this research is second grade in English class. The researcher had chosen second grade because their English competence start to be increased in order face their future life. By knowing their difficulties in early time, it will avoid them to make mistake in the future especially grammar.

In designing quality of the research sample, the sample of the research had chosen by purposively. Purposively means that the researcher chose the sampling by considering some considerations. The consideration to choose the sample of the research was the students who got the problem in noun phrase and noun clause test. The researcher took 20 students because based on the result of the test in the preliminary research there was a tendency that they have difficulties in learning noun phrase and noun clause.

D. Data and Sources of the Data

There were two data about differentiating noun phrase and noun clause that should be collected for this research. The first is students' difficulties in learning noun phrase and noun clause. The researcher found their results from an interview and then identified their difficulties. The second is the factors that cause them to get difficulties.

The source of data in this research consists of two parts: they are primary data and secondary data:

1. Primary source

Primary source of the data is students at grade XI in SMA Negeri 1 Siabu. The researcher took one of the classes at grade XI in SMA Negeri 1 Siabu. The researcher used an interview to know students' difficulties. And then the researcher also used a test to know students' dominant difficulties. The total number of students in one class at grade XI in SMA Negeri 1 Siabu is 35 students. The researcher took 20 students because it provides accurate data.

2. Secondary sources

Secondary sources of data, the researcher also collected the data and information from the English teacher of second grade students to strengthen and complete the primary data. The researcher interviewed the English teacher to get some information related to students' difficulties in learning grammar, especially in noun phrase and noun clause.

E. Instrument of Collecting Data

1. Test

Test is use by the researcher to find out any problem weakness regarding the students understand or no in noun phrase and noun clause. Researcher takes the test in essay test criteria rubric as a reference in the process of learning to get students' score.

Based on definition above, the researcher concluded that, test is a method that doing to know the ability of the students. In this research, the researcher give test about noun phrases and noun clauses by using spoof text.

The kind of test was essay test where the students were asked to made underline (NP) and (NC) beside non phrase and noun clause. and then cross the word do not need in sentences, the researcher will analyze the studentsdifficulties in differentiating noun phrase and noun clause and the factors made them difficult.

They were do it 60 minutes of the lesson time. After that the researcher able to know about students difficulties in the test, after that researcher anlyze the students difficulties in each sentences to obtain value the result.the researcher made the test related to the grade XI SMA Negeri 1 Siabu. To know dominant difficulties as folow:

(Table2)

The Indicator of Test.

No	Indicators	Items	Number items	Score	Total
1	Noun Clauses	10	1,2,3,4,5,6,7,8,9,10	X5	50
2	Noun Phrases	10	11,12,13,14,15,16,17,18,19,20	X5	50
Total ¹		20	20		100

2. Interview

Interview is one of the technique of collecting data in this research. Interview is verbal communication between researcher, students, and teacher to get more information to get an accurate data. The researcher using this technique because it is a simple technique but it is effective and researcher will get many information from it.

Interview will be done with XI and the English teacher in SMA Negeri 1 Siabu Kabupaten Mandailing Natal. The researcher have an interview with 5 students of the grade XI SMA Negeri 1 Siabu, the questions around the problem or difficulties of students in differentiating noun phrase and noun clause. the next question is around the process of learning the subject by the students' and English teacher.

¹ H. Douglas Brown, *Teaching by Principles an Interactive Approach to language Pedagogy Edition* (California: longman, 2000),p.307-310

For the data collection, the researcher used the test and interview when the grade XI finished the test the researcher looked the answer sheet the lowest value, and then interview the students the lowest score there are 5 students. And then researcher what are the factors made students difficulties in understanding. The good research, must be have a good instrument can go guarantee for taking the valid data. Based on above definition, the researcher concluded that, Instrument is a tool to collect the data in a research. So the process is easier, better, more careful, complete and systematic to get the data. tools to get the data of collecting data. The researcher used a test and interview to get the data.

F. Data analysis Technique

As discussed above, this research used descriptive qualitative method. Organize data, transcribing the data, coding the data, coding to build description, interrelating with the theory, interpreting the findings. The six steps has applied in the research as the following steps:

1. Collecting the data based on the completion test's result of the students 'works.
2. Checking the students work, the researcher judge whether the students make difficult or not.
3. Identifying the students difficult work by marking their difficult. They are using noun phrases, and noun clauses.
4. Counting the total number of difficult made by the students.

5. Taking percentage of the data in getting the percentage the researcher were calculated using the pattern:

$$P = F/N \times 100\%$$

F=frequency

N :sum of the students

P: percentage

Then the students' score are classified quality on the table below:

Table 3
The classification quality of the student's score

No	Percentage	Criteria
1	0%-20%	Very low
2	21%- 40%	Low
3	41%-60%	Enough
4	61%- 80%	Good
5	81%-100%	Very Good ²

G. Techniques of checking trustworthiness.

Trustworthiness in qualitative research is very important because checking to trustworthiness of the data is used to contradicted the assumption of qualitative research is not scientific . to reduce the bias of

² H.Douglas Brown, *Principes of Language Learning and Teaching*, fifth edit (san francisco state university: State United amerika, 2007).P.87.

the data, and to improve the validity of the data collected, Gay suggested several strategies as follow:³

1. Extend the study by staying in the field for a longer period to obtain additional data that can be compared to the earlier data or to compare participant's consistency of responses.
2. Include additional participant to broaden the representativeness of the study and thus the database.
3. make a concerted fort to obtain participant trust and comport, thus providing more detailed, honest information from participants.
4. Try to recognize one own biases and preferences and be honest with oneself in seeking them out.
5. Work with other researcher and independently gather and compare data collected from subgroups of the participants.
6. Allow participants to review and critique field notes or tape recordings for accuracy and meanings, but only, at the end of the entire data collection period.
7. Use verbatim accounts of observation or interview by collecting and recording data with tape recordings or detailed field notes.
8. Record in journal one's own reflection, concerns, during the study and refer to them when examining the data collected.
9. Examine unusual result for explanation

³ L.R and peter airasian, *Educational Research Compenties for Analysis and Application*, 2000..., .P.225.

10. Triangulate by using different data sources to confirm one another, when interview, and recollections other participants responds similarly to a personal question asked on three different occasions.

But the researcher just take triangulate to check the trustworthiness data with compare the result of test and interview teacher and interview students.

CHAPTER IV

THE RESULT OF RESEARCH

A. The Findings

The researcher has done the research and has gotten the complete data from all the research instruments. The researcher has conducted the research through the techniques of collecting data as stated in the research method. The data collected were dedicated to answer the research questions of what are the students' difficulties in differentiating noun phrase and noun clause at grade XI SMA Negeri 1 Siabu. The findings of this research were taken from the interview and test the (students test) to answer the first and second research question. Is by using interview and the last question will be answered by using the test to answer.

To gain the objectives of the research, the researcher analyzed the data systematically and accurately. Then the data was analyzed in order to draw conclusion about the objectives of the study. The research had been conducted from November until finish. There were 35 students but researcher just took 20 students because the students' accurate data in class just 20 they did exam, and other did sport, etc. researcher will interview the students the lowest score from the result test who become the research respondent here, to show the result of the result of the research clearly, those findings are categorized based on the research question follows:

1. The Students' Difficulties in Differentiating Noun Phrase and Noun Clause

After giving the test to students researcher analyzed the result of test from number 1 until number 10 it was about noun clause test.

First students DA got 1 difficulties in noun clause in number 9 so DA got 9 corrects in noun clause. Second students MR got 3 difficulties in noun clause in number: 2, 3 and 9 so he got 7 correct items in noun clause. Third students IP got 8 difficulties in noun clause in number 2,3,4,5,6,7,8,and 9 he got correct 2 items. Fourth students RH got 2 difficulties in noun clause in number 3 and 7 she got 8 correct items in noun clause.

Fifth students AA got 3 difficulties in noun clause in number 7,8 and 9 she got corrects 7 in noun clause. Sixth students RHP 1 difficulties in noun clause in number 9 she got total corrects 9 in noun clause. Seventh students NF got 4 difficulties in clause in number 3,7,8 and 9 she got total correct 6 in noun clause. Eighth students REA got 2 difficulties in noun clause in number 8 and 9 he got corrects 8 in noun clause.

Ninth students AAS got 5 difficulties in noun clause in number 3,5,7,8,and 9 he got total corrects 5 in noun clause. Eleventh students MS got 2 difficulties in noun clause in number 2 and 9 so he got 8 correct in noun clause. Twelfth students SN got 2 difficulties in noun clause in number 3 and 7 so she got 8 corrects in noun clause.

Thirteenth students SS got 1 difficulties in noun clause in number 8 she got 9 correct in noun clause. Fourteen students AP got 1 difficulties in noun clause in number 8 he got 9 corrects in noun clause. Fifteenth students SJ got 4 difficulties in noun clause in number 3,7,8 and 9 she got 6 total correct in noun clause.

Sixteenth students DA got 1 difficulties in noun clause in number 8, he got 9 correct in noun clause. Seventeenth students MN got 2 difficulties in noun clause in number 3 and 7 she got 8 corrects in noun clause. Eighteenth students SA got 4 difficulties in noun clause in number 3,7,8,9 she got 6 corrects in noun clause. Nineteenth students AS got 5 difficulties in noun clause in number 3,6,2 8, and 9 he got 5 corrects in noun clause. The last students STH got 6 difficulties in noun clause in number 2,3,5,7,8 and 9 she got corrects 5 in noun clause. From the explanation above researcher found 61 times difficulties in noun clause.

Next, the researcher analyzed from number 11 until 20. It is about noun phrase test. First by students DA got 5 difficulties in noun phrase in number 11,12,13,14 and 19 she got 5 corrects in noun phrase. Second students MR got 1 difficulties in noun phrase in number 20 he got 9 corrects in noun phrase. Third students IP got 2 difficulties in noun phrase in number 18 and 20 he got corrects 8 in noun phrase. Fourth students RH got 4 difficulties in noun phrase in number 12,13,14,15, and 19 she got 5 corrects in noun phrase.

Fifth students AA got 3 difficulties in noun phrase in number 12,13 and 15 she got 7 corrects in noun phrase. Sixth students RHP got 4 difficulties in noun phrase in number 12,13,18, and 19 he got 6 corrects in noun phrase. Seventh students NF got 3 difficulties in noun phrase in number 13,17,19 she got 7 corrects in noun phrase. Eighteenth students REA got 3 difficulties in noun phrase in number 17 and 19 he got 8 corrects in noun phrase.

Ninth students AAS got 1 difficulties in noun phrase in number 13 he got 9 corrects in noun phrase. Tenth students MS got difficulties 2 in noun phrase in number 18 and 20 he got 8 corrects in noun phrase. Eleventh students SN got 8 difficulties in noun clause in number 12,13,14,15,16,17,19 and 20 she got 2 corrects in noun phrase. Twelfth students SS got 5 difficulties in noun phrase in number 11,12,14,15 and 19 she got 5 corrects in noun phrase.

Thirteenth students AP got 4 difficulties in noun phrase in number 11,13,15,19 he got 6 corrects in noun phrase. Fourteenth students SJ got 3 difficulties in noun phrase in number 13, 18, 19 she got 7 corrects in noun phrase. Fifteenth students DA got 4 difficulties in noun phrase in number 11,13, 15 and 19 so he got 6 corrects in noun phrase.

Sixteenth students MN got 3 difficulties in noun phrase in number 13, 18,19 she got corrects 7 in noun phrase. Seventeenth students SA got 3 difficulties in noun phrase in number 13,17 and 19 she got 7 corrects in noun phrase. Eighteenth students AS got 5 difficulties in noun phrase in

number 12,13,15,17 and 20 he got 5 corrects in noun phrase. nineteenth students STH got 2 difficulties in noun phrase in number 13, and 17 she got 8 corrects in noun phrase. The last students NA got 5 difficulties in noun phrase in number 11,13,15,18, and 19 she got 5 corrects in noun phrase. From explanation above researcher found 71 times difficulties in noun phrase.

The students' difficulties in noun clause there were 61 times and in noun phrase 71 times, so the total of their difficulties there were 132 times It can be seen from the result of students test. Looked the table below

Table 4

Result of students' difficulties

No	Noun clause	Noun phrase	Total
1	61	71	132

2. Students Dominant Difficulties in Differentiating Noun Phrase and Noun Clause.

Based on the students difficulties description above, it can be concluded that dominant difficulties that faced by the students' grade XI SMA Negeri 1 Siabu. Was in noun phrase. It can b proved by looking at their score in every test. There were 10 lists of test prepared by researcher but the students almost have 4-5 correct in noun phrase. Most of them made noun phrase become a noun clause.

They do not understand that some meanings that contains in the test, and also definition about noun phrase. It can be looked from their result of test, some students did test incorrectly.

According to the explanation above, it could be conclude that the total of students difficulties done by students SMA Negeri 1 siabu in noun clause 61 times from 200 (30.5%). Noun phrase 71 times from 200 (35.5%). Dominant difficulties done by students of grade XI SMA Negeri 1 Siabu is in noun phrase with percentage (35.5%) . From the data above can conclude the most dominant difficulties is in noun phrase(35.5 %).

To know students category in differentiating noun phrase and noun clause the researcher have found the result of the test in noun clause 30.5 % and in noun phrase 35.5% with the result $30.5 \% + 35.5 \% = 66 \%$. So the category of students grade XI SMA Negeri 1 Siabu is good category.(the calculation of percentage of dominant difficulties see appendix V).

3. Students' Difficulties Factors in Differentiating Noun Phrase and Noun clause.

The question in this research is what are the factors made students difficulties in differentiating noun phrase and noun clause. It can be answered by using interview, and researcher will be interview students has got low score there were five students got lower score with initial: AS, IP, SN, SH and SA. AS got score 50, IP got score 50, SN got score 50, SH got score 60 and the last SA got score 60.

First reason students by AS he “said lack interest in learning English, he said when he study about English he felt bored and sleepy. And said background about knowledge in English low¹. He felt like that because teaching method in class not interest when he in elementary school junior high school and until now”.

Second students by initial IP with presented the reason: he “said learning English just forget score or mark he afraid got horrible value from the teacher, and he never join English course.² The last factor because when teacher explained the lesson he said always unclear explanation so it can mad him lazy to follow English lesson”.

The third factors made difficulties will presented by student SN. He” said no desire to learn noun phrase and noun clause, and then never learned noun phrase and noun clause she graduated fromswastaschool³. And the last because when she learn English the teacher always gives instruction unclear”.

The fourth by students initial SH with presented the reasons: she “said lazy to learned English , and background of her English lesson not well from the past she didn’t like study English, and the last reason because the teacher give explanation unclear⁴. And it can made her confused in the past and until now she lazy learning English”.

¹AS, “*Private Interview*,” on 03 october 2019.10.00 Wib, in SMA Negeri 1 Siabu.

²IP “*Private Interview*”on 03 October 2019., 10.00 WIB, in SMA Negeri 1 Siabu

³SN, “*Private Interview*” on 03 October 2019., 10.00 WIB, in SMA Negeri 1 Siabu.

⁴SH,” *Private Interview*” on 03 October 2019., 10. 00 WIB, in SMA Negeri 1 Siabu.

The last will be presented by student SA with the reasons: she said” Lack of interest in doing exercise, Lazy to listen English and English made bored, and When the English teacher come she felt sleepy, and before she understand the teacher ask her to did exercise in front of her friends⁵. So she felt teaching English made her nervous”.

When researcher know the reasons of students difficult factors in learned noun phrase and noun clause, the researcher classified into three categories. The researcher used Hue He theories. The researcher divided the factors commonly causing difficulties into three factors. Motivation, teaching method, and educational background. So the factors made them felt difficulties in differentiating noun phrase and noun clause because: first they lack motivation from their teacher, second teaching method from the past until now there is no change, and the last their educational background not well, they never follows English course and they just little talked about English in their past. Lets see the table in appendix: VIII, IX and X, to seen their reasons factors difficult.

B. The Discussion

This section presents the discussion based on the findings of the study, it concerned about three questions, they are students’ difficulties in differentiating noun phrase and noun clause, students factors causing students difficulties, and the last students dominant difficulties in differentiating noun phrase and noun clause.

⁵SA “ *Private Interview*” on 03 October 2019, 10.00 WIB, In SMA Negeri 1 Siabu.

The result of this research with title “ Students’ Difficulties in Differentiating Noun Phrase and Noun Clause at Grade XI SMA Negeri 1 Siabu can be categorized into good category (66 %). This category different result with researcher before that had been research by Evi Dewi Putri had done research about “ Students Error Analysis in Part of Speech in IAIN Padangsidempuan.

Based on the research, she found that the analysis on students’ word formation at fifth semester TBI IAIN Padangsidempuan in 2017/2018 academic year can be stated into enough category (42,5 %). Then, Trilanti had been research in academic year 2012/2013 with title “An Analysis on The Students’ Ability in Understanding Vocabulary at First Year Students of English Education Study Programmer (TBI) STAIN Padangsidempuan” the conclusion of her research that understanding vocabulary in first year students especially in word formation (suffix) can be categy into very high, by getting percentage 81, 1%.⁶ Third, Novi Suhartati had been done the research in 2015/2016 academic year with title “Studenents’ Error Analysis in Using Adverb Clause at Grade XI MAS Muhammadiyah Paraman Ampalu”, in her research, she found that the students’ error analysis in using adverb clause was in enough category with percentage 56, 66%.⁷

⁶Trilanti, “*An Analysis On The Students’ Ability In Understanding Vocabulary At First Yearstudents Of English Education Study Programe (TBI) STAIN Padangsidempuan*”, (A Thesis, STAIN Padangsidempuan, 2013), p. 63

⁷Novi Suhartati, “*Studenents’ Error Analysis in Using Adverb Clause at Grade XI MAS Muhammadiyah Paraman Ampalu*”,(A Thesis IAIN Padangsidempuan 2016), p. 49.

The students' difficulties in differentiating noun phrase and noun clause. Students difficulties in noun clause were 61 times and in noun phrase 71 times. So dominant difficulties done by the students is in noun phrase with the result 71 times (35.%).

When the students analyze noun phrase and noun clause he must know every formula or characteristic noun phrase and noun clause to make them true to do the test. Every grammar has a unique characteristic to master and if the students did not master noun phrase or noun clause well, it would be make him difficult in analyzing differentiating noun phrase and noun clause. Third, students didn't understand about the meaning that written in test. Some students didn't know the formula well. When the students didn't know the meaning well, it would be make the students analyze in differentiating noun phrase and noun clause, the different noun phrase and noun clause is in verb in noun phrase not used verb, and in noun clause used the verb, in every noun clause, and the most important in here must understand well the meaning that written in the test so it can make students correct all if they understand the meaning. And many students done it in this test.

The result of the test arrangement words section has showed their skill and their difficulties all at once. They still confused about how to write English sentences correctly because their vocabulary is low and in this case, the participants of the research has been told to the writer about their

difficulties when they face some English exam in the form arrangement noun clause, noun phrase through an interviewee.

C. Threats of the Research

In this research, there were many threats that researcher done. It started from the title the technique of analyzing data, so the researcher knew that it was so far from the perfectness in doing the test, there were threats of time, because of the range time when the researcher did the research did they were doing many tasks students many tasks. The other reason because they must did their physics mid task. Besides the time which was given to the were not enough also students did not have much time for doing the test. It made them difficult to doing the test, so the researcher took sheets answer directly without care about it.

The researcher was aware all things would wont to be researcher but to get the excellent result from the research were the threats of the research. The researcher had research this research only. Finally, this research had been done because helping from the entire teachers, especially English teacher grade XI, and students of SMA Negeri 1 Siabu, and the headmaster of SMA Negeri 1 Siabu.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusions

Based on the result of test and interview the researcher found students difficulties in noun phrase.s about the Students Difficulties in differentiating noun phrase and noun clause at grade XI SMA Negeri 1 Siabu, the researcher takes the conclusion as follow:

1. The students' difficulties were in noun phrase because they do not know the meaning in the test, lack vocabulary, they don't understand about noun phrase.
2. The students dominant' difficulties in differentiating noun phrase and noun clause is in noun phrase (35.5 %) the students got difficulties 71 times from 200 times in noun phrase. The students category is good category (66 %).
3. The factors made students' difficult in differentiating noun phrase and noun clause are: Educational Background, Teaching Method and Motivation.

B. Suggestions

Based on the research findings, the following suggestions are recommended for English teacher, the students, the researcher, the school

1. To the head master give motivations to the English teacher to find out new method to make students not bored.
2. The English teachers have to know about the students' writing achievement in the classroom and should be able to measure the students' writing skill especially in noun phrase and noun clause.
3. The students should learn what noun clause and what noun phrases, Students should focus when the teacher conveys the material, and students have to increase their abilities in English especially in noun phrase and noun clause.
4. researcher can do the same research with reader the planning better than before to get the best result of test

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Appendix I

1. That today her anniversary is not right .
2. He arrived at the party, that nobody looked at him
3. Nobody give him a seat if he used old clothes.
4. What she cooked was delicious.
5. I want to know how he was in real.
6. I listened carefully to what my mother said.
7. The people comes from where many country
8. I wonder if he lives in Jakarta
9. That today is my birthday
10. Diana believes that her life will be happier
11. The big book on my table
12. A big three beside my home
13. Some books on my box
14. The black belt
15. A banana tree in the garden
16. The blackboard in front of class
17. A newest coat in my bedroom
18. Some apples are sweet
19. The cute cat is mine
20. The handsome, tidy smart boy

KEY ANSWER

1. That today her anniversary is not right .(NC)
2. He arrived at the party, that nobody looked at him (NC)
3. Nobody give him a seat if he used old clothes. (NC)
4. What she cooked was delicious.(NC)
5. I want to know how he was in real. (NC)
6. I listened carefully to what my mother said.(NC)
7. The people comes from where many country (NC)
8. I wonder if he lives in Jakarta (NC)
9. That today is my birthday (NC)
10. Diana believes that her life will be happier (NC)
11. The big book on my table (NP)
12. A big three beside my home (NP)
13. Some books on my box (NP)
14. The long black belt (NP)
15. A banana tree in the garden (NP)
16. The blackboard in front of class (NP)
17. A newest coat in my bedroom (NP)
18. Some apples are sweet (NP)
19. The cute cat is mine (NP)
20. The handsome, tidy smart boy (NP)

Appendix IV

List of Students

1. AhmmadAugandi
2. Ahmad Alex Sumantri
3. AnggiAnisah
4. AmansyahPulungan
5. DesiAnggraini
6. Dimas Aprizallulhaq
7. IkmalPulungan
8. Muhammad Suaib
9. Muhammad Rajab
10. MasitohNasution
11. NoviaFaiza
12. NurulAzizah
13. RiskaHammidah
14. RaihanHamonangan
15. ReynaldiFasyaAbdullah
16. SitiHairani
17. SilviAgora
18. SamsiahNasution
19. SitiSawiyah
20. SitiJalilah

Appendix V

Table 4

RESULT OF TEST NOUN CLAUSE

No	Students Initial	Noun Clause										Score
		1	2	3	4	5	6	7	8	9	10	
1	DA	5	5	5	5	5	5	5	0	5	5	45
2	MR	5	0	0	5	5	5	5	5	0	5	35
3	IP	5	0	0	0	0	0	0	0	0	5	10
4	RH	5	5	0	5	5	5	0	5	5	5	40
5	AA	5	5	5	5	5	5	0	0	0	5	35
6	RHP	5	5	5	5	5	5	5	5	0	5	45
7	NF	5	5	0	5	5	5	0	0	0	5	30
8	REA	5	5	5	5	5	5	5	0	0	5	40
9	AAS	5	5	0	5	0	5	0	0	0	0	20
10	MS	5	0	5	5	5	5	5	5	0	5	40
11	SN	5	5	0	5	5	5	0	5	5	5	40
12	SS	5	5	5	5	5	5	5	5	0	5	45
13	AP	5	5	5	5	5	5	5	0	5	5	45
14	SJ	5	5	0	5	5	5	0	0	0	5	30
15	DA	5	5	5	5	5	5	5	0	5	5	45
16	MN	5	5	0	5	5	5	0	0	0	5	30
17	SA	5	5	0	5	5	0	0	0	0	5	25
18	AS	5	0	0	5	5	0	5	0	0	5	25
19	STH	5	0	0	5	0	0	0	0	5	5	20
20	NA	5	5	5	5	5	5	5	0	5	5	45
Total Wrong						61						

Appendix VI

Table 5

RESULT OF TEST NOUN PHRASE

No	Students Initial	Noun Phrase										Score
		11	12	13	14	15	16	17	18	19	20	
1	DA	0	0	5	0	0	5	5	5	0	5	25
2	MR	5	5	5	5	5	5	5	5	5	0	45
3	IP	5	5	5	5	5	5	5	0	5	0	40
4	RH	5	0	0	0	0	5	5	5	5	5	30
5	AA	5	0	0	5	0	5	5	5	5	5	35
6	RHP	0	5	0	5	5	5	5	0	0	5	30
7	NF	5	5	0	5	5	5	5	5	0	5	40
8	REA	5	5	0	5	5	5	0	5	0	5	35
9	AAS	5	5	0	5	5	5	5	5	5	5	45
10	MS	5	5	5	5	5	5	5	0	5	0	40
11	SN	5	0	0	0	0	0	0	5	0	0	10
12	SS	0	0	5	0	0	5	5	5	0	5	25
13	AP	0	5	0	5	0	5	5	0	0	5	25
14	SJ	5	5	0	5	5	5	5	0	0	5	35
15	DA	0	5	0	5	0	5	5	5	0	5	30
16	MN	5	5	0	5	5	5	5	0	0	5	35
17	SA	5	5	0	5	5	5	0	5	0	5	35
18	AS	5	0	0	5	5	0	0	5	5	0	25
19	STH	5	5	0	5	5	5	0	5	5	5	40
20	NA	0	5	0	5	0	5	5	0	0	5	25
Total Wrong						71						

Appendix VII

The Calculation of Dominant Difficulties by Students According to the test

1. Noun Clause

$$P \frac{F}{N} \times 100\%$$

P =percentage of the dominant difficult

F = frequency of the error did by the students noun clause

$$F= 61$$

$$N = 20 \times 10 = 200$$

$$P \frac{F}{N} \times 100\%$$

$$P = \frac{61}{200} \times 100\%$$

$$P = 0,305 \times 100\%$$

$$P = 30,5 \%$$

2. Noun Phrase

$$P \frac{F}{N} \times 100\%$$

P =percentage of the dominant difficult

F = frequency of the difficult did by the students noun clause

$$F= 71$$

$$N = 20 \times 10 = 200$$

$$P \frac{F}{N} \times 100\%$$

$$P = \frac{71}{200} \times 100\%$$

$$P = 0,355 \times 100\%$$

$$P = 35,5 \%$$

From the data above can conclude the most dominant difficulties is in noun phrase 35,5%. To know students category in differentiating noun phrase and noun clause the researcher have found the result of the test in noun clause 30,5 % and in noun phrase 35,5% with the result 30,5 % + 35,5 % = 66 % . So the category of students grade XI SMA Negeri 1 Siabu is good category

Appendix VIII

Table VI

Background Education

No	Students initial	Factors difficulties
1	SS	Lac background knowledge about English
2	RJB	Never join in English grammar course
3	HMD	Never learned about noun clause and noun phrase (Swasta School)
4	AP	Background about english lesson not well
5	REA	When the English teacher come she felt sleepy

Appendix IX

Table VII
Teaching Method

No	Students initial	Factors difficulties
1	SS	Un interesting method/ step to learn
2	RJB	Unclear explanation
3	HMD	Unclear instruction
4	AP	Do not give clear example
5	REA	Teaching made me Nervous

Appendix X

Table VIII
Lack Motivation

No	Students initial	Factors difficulties
1	AS	Lack of interest in learning noun phrase and noun clause
2	RJB	Learning English just for good mark
3	REA	No desire to learn noun phrase and noun clause
4	AP	Lazy to learn noun phrase and noun clause
5	HMD	Lack of interest in doing exercise
		Lazy to listen English
		English made bored

DOCUMENTATION

1. Preparing the Test



2. Giving the test to the students



3. Explaining what the test, what students will do with the test and determining time of doing the test.



4. Giving the chances to the students to answer the test



5. Interview with English teacher



6. Closing after collect the answer sheet

