



**THE ABILITY OF THE FIFTH SEMESTER OF ENGLISH EDUCATION
DEPARTMENT IN MASTERING ADJECTIVE CLAUSE
AT IAIN PADANGSIDIMPUAN**

A THESIS

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

Written By :

ADELIA FITRI NASUTION
Reg. Number 14 203 00001

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2018**



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2018

Term : Thesis

Padangsidimpun, 22nd November 2018

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Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Adelia Fitri Nasution**, entitled "THE ABILITY OF THE FIFTH SEMESTER OF ENGLISH EDUCATION DEPARTMENT IN MASTERING ADJECTIVE CLAUSE AT IAIN PADANGSIDIMPUN". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpun.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpun. Thank you.

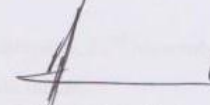
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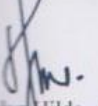
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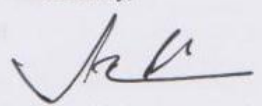
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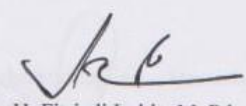

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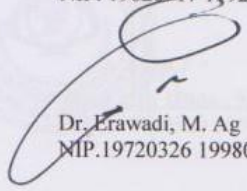

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LEGALIZATION

Thesis : The Ability of The Fifth Semester of English
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at IAIN Padangsidempuan

Written By : Adelia Fitri Nasution

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The thesis had been accepted as a partial fulfillment of the rrequirement for Graduate Degree of Education (S.Pd.) .

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ABSTRACT

This research discussed about the ability of the fifth semester of English Education Department in mastering adjective clause at IAIN Padangsidimpuan. The students problems in this research were: the first, some of students have low ability in adjective clause mastery, they still confused to find the differences the clauses. The second, some of students do not understand about adjective clause well, they have difficulties in identifying the kind of adjective clause. The third, the students did not understand well about relative pronoun.

The methodology in this research was mixing of quantitative and qualitative research. The population of this research was the fifth semester of IAIN Padangsidimpuan where they were three classes. Then the sample of this research was 38 students in TBI-1. The sources of the data was stratified purposive sampling technique. The data collection, the researcher used multiple choice test and interview.

The students' ability in mastering adjective clause in the fifth semester of English Education Department at IAIN Padangsidimpuan was categorized into good category or 70,71 score. The description of students' ability based on indicator using "whose" is the indicator which has lowest score than other 7 indicators (why, which, whose, whom, that, where, and when). There were 59,65% answered correct and there were 40,34% answered incorrect. The Lecturer said that the efforts of the Lecturer to overcome the difficulties in mastery adjective clause was giving extrinsic motivation to the students with give them many exercises and some encouragements to them to learning more about adjective clause.

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2018

Padangsidempuan, November 8th

Researcher

ADELIA FITRI NASUTION
Reg. No. 14 203 00001

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English as an International language has an important role in this globalization era. Many countries in the world use English as a medium of communication among people in different countries because there are many language in this world. English is one of the foreign language which is learned and studied in Indonesia. Indonesian students have to learn this language because English has become part of the curriculum.

Schools are encouraged to continue with the good practices that they have developed which are in line with the recommended curriculum development. More importantly, they are encouraged to enhance learner's experience by providing a language-rich environment through. As a key learning area, English Language Education seeks to develop learners' English proficiency for study, work and leisure, provide them with opportunities for personal and intellectual development, and extend their knowledge and experience of other cultures through the English medium.

Language is our primary source of communication. It's the method through which we share our ideas and thoughts with others. Some people even say that language is what separates us from animals and makes us human. There are thousands of language in this world. Countries have their own national languages

in addition to a variety of local languages spoken and understood by their people in different regions. Some languages are spoken by millions of people, others by only a few thousand.

The government has taken various initiatives to improve the command of the English language among teachers and students. The government improved teacher monitoring and increased capacity to provide in service teacher training. In the school, there is no doubt that instructional leadership requires the school principal to wear many hats. At various times, principals must be administrator, teachers and curriculum leaders, sometimes all within one school day. As a teacher is important and responsible for few things mentioned above but a student is also that much important to play their role on time like if they are giving some homework, and giving any topic for discussion then the students have also put their energy to take initiative so that both purposes will be solved.

Nowadays, conditions of English mastery still poor. There are some reasons: firstly, the majority of students stated that the English teachers are not well-trained; for instance, they use Lao language when teaching, so they cannot perform well attract the interest of the students. Secondly, students lack of English foundation background. Third, students lack of confidence to use English because they are afraid of mistakes and shy feeling. Fourth, the curriculum is inappropriate for helping students to improve their English proficiency. Last but not least, English language is difficult to learn due to students are not well-motivated, encouraged and gained and gained learning strategy. Furthermore, students do not

practice speaking English with English native speakers, and class environment is crowded and noisy that is fulfilled with teaching pedagogy.

Learning English in the class includes the language skills which are divided into two kinds, namely receptive and productive skills. The receptive skills are listening and reading. Therefore, the productive skills are speaking and writing. If the language skills are learnt well, the students will have good English. However, in learning English the students are taught also the language competences, one of which is grammar.

Grammar has an essential role in mastering English. It is the study about how to make words into idea. As Hans P. Guth said that grammar is the system by which word combine to convey ideas and information. In addition, the study of grammar can help a writer make appropriate and mature use of the resources of the language.¹

In learning grammar, a clause is the part that occurs frequently in the English book such text book. "A clause may be defined in the same way as a sentence. It is full predication that contains a subject and a predicate with a finite verb. There are two kinds of clauses; 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' and

¹Hans P. Guth, *Concise English Hand Book* , (USA: Wadsworth Publishing Company, Inc., 1969), Second Edition, p. 1.

independent clause”.² Betty Azar said that “ it is a dependent clause that modifies a noun. Likewise, it has two kinds, namely restrictive and non-restrictive clauses.”³ Nevertheless, when the students learn it, they face the problem which caused by the lack of knowledge in grammar especially in adjective clause. For mastering it, the students need the comprehension about the relative pronouns that describe a noun and pronoun. From interview and information from the students, researcher describes that many students have problems in English learning in adjective clause mastery because of some problems below:

The first, some of students have low ability in adjective clause mastery, they still confused to find the differences the clause. The second, some of students do not understand about adjective clause well, they have difficulties in identifying the kind of adjective clause. The third, the students didn't understand well about relative pronoun.

Based one the background above, the researcher would like to make research on IAIN Padangsidempuan, about “**The Ability of The Fifth Semester of English Education Department in Mastering Adjective Clause at IAIN Padangsidempuan**”.

²Marcella Frank, *Modern English: A Practical Reference Guide*, (Englewood Cliffs: Prentice Hall, Inc., 1972), p. 222.

³Betty Scamper Azar, *Understanding and Using English Grammar 2nd Edition*, (New Jersey: Prentice Hall, Inc. 1993), p. 249.

B. Focus of the Research

Here, the researcher focuses the research “The Ability of The Fifth Semester of English Education Department in Mastering Adjective Clause at IAIN Padangsidempuan.”

C. Formulation of the Problem

In this research, the researcher formulate the problem as follows:

1. How far is the ability of the fifth semester students of English Education at IAIN Padangsidempuan in mastering adjective clause?
2. What are the difficulties of the fifth semester students of English Education at IAIN Padangsidempuan in mastering adjective clause?
3. What are the efforts of the Lecturer to overcome the difficulties of the fifth semester students of English Education at IAIN Padangsidempuan in mastering adjective clause?

D. Objectives of the Research

In this research, the objectives of the researcher as follows:

1. To know how far the ability of the fifth semester students of English Education at IAIN Padangsidempuan in mastering adjective clause.
2. To find difficulties of the fifth semester students of English Education at IAIN Padangsidempuan in mastering adjective clause.
3. To know the efforts of the Lecturer to overcome the difficulties of the fifth semester students of English Education at IAIN Padangsidempuan in mastering adjective clause.

E. Defenition of Key Term

To avoid the vaguencess and misunderstanding between the researcher and the reader, the terminologies as follows:

1. Ability

Ability is fact able to do something physical or mental. Means that we do something consist of physical or mental achievement.⁴ Ability is skill, talent, qualification, competence, power and cleverness to do something.⁵ Then Marriam says that ability is a quality or being able, especially in physical, mental or legal power to perform.⁶ So, the conclusion of some definitions above is ability means skill, potential, capacity or power to do something physical or mental.

2. Mastery

Mastery is comprehensive knowledge or skill in a particular subject or activity. In other words, mastery is a construct that cannot be observed directly but can be inferred from observable performance on a set of items or tasks related to a particular concept, skill, or subject. In education settings, we verify mastery by asking individuals to respond to a series of questions or to perform a sequence of tasks. We then judge the adequacy of their responses or performance as measured against specific criteria. So in essence, we determine

⁴Victoria Neufelat & David G. Guralmik, *Web stern new world collage dictionary*, (USA: MacMilan, 1995), p. 2.

⁵A. S. Hornby, *Oxford Advanced Learners Dictionary*, (New York: Oxford University Press, 2000), p. 2.

⁶Marriam Webste, *Webster's Colaglate Thesaurus* (USA: Masaa Chausttes, 1976), p. 33.

mastery through some form of assessment.⁷ Mastery is the all of comprehending of knowledge. Mastery is complete knowledge or great skill. So that means the indicators reported speech mastery of this research are how there tenses level.⁸ Mastery is comprehension or capability to use knowledge or skill.

3. Adjective Clause

Adjective clause also called relative clause is one kind of complex sentences where the subordinate clause functions as adjective, a word which is used to modify a noun. Adjective clause begins with relative pronouns like: **who, whom whose, which, that. Whom, which** (object) and **that** (object) can be deleted, especially in restrictive clauses.

S. Nevins said that “Adjective Clause: An incomplete sentence (or dependent clause) that describes, identifies, or gives more information about a noun, just like an adjective does. However, an adjective clause is more than one word, and there are some pronouns that signal an adjective clause. These include **who, that, which, whom, whose, where, and when.**⁹

Based on explanation above, my title means that to analysis skill, potential, capacity or power to do something physical or mental in comprehensive knowledge or skill in a particular subject or activity about

⁷A. S. Hornby, *Oxford Advance Learner's Dictionary of Current English*, (New York: Oxford University Press, 1995), p.260.

⁸Ibid, p. 68.

⁹Sri Hayanti and Ana Setyanndari, Student difficulties in Mastering Clause in International Journal of Active Learning, Volume 3, No. 1, April 2018, p. 41 accessed from (<http://journal.unnes.ac.id/nju/index.php/ijal/article/download/12197/7021>), on July, 22nd 2018) at 9.30 a.m.

Adjective clause. Adjective clause modifies a noun. It describes or gives information about a noun.

F. The Significances of Research

The significances of this research are:

1. Rector of the college, to motivate English lecturers to teach English more innovative.
2. Lecturer, as an information for them to teaching Adjective Clause.
3. Researchers, to do further same topic of discussion.

G. The Outline of the Thesis

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

Chapter I discuss about Introduction consists of: Background of problem, focus of the research, formulation of the problem, objectives of the research, defenition of key term, the significant of the research and the outline of the thesis.

Chapter II discuss about theoritical review which explain about the definition of adjective clause, the type of adjective clause, the purpose of adjective clause, relative clause, conceptual framework and related finding.

Chapter III, consists of research methodology and in research methodology consist of time and place of the research, research methodology, population and sample, instrument of research, the techniques of data collection, and the last is the techniques of data analysis.

Chapter IV discuss about result of the research, consists of: Data description, the Analysis of the Data, Discussion, and Threats of the Research.

Finally, chapter V consists of conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Definition of Adjective Clause

Clause is component of a (complex) sentence, with its own subject and predicate, especially one doing the work of a noun. Clause is a full predication that contains a subject and a predicate with a finite verb. Clauses consist of two, independent and dependent.

Frank stated that 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 clause. In Complex sentences we can find main clauses and subordinate clauses. Greenbaum and Quirk stated that a complex sentence is like a simple sentence in that it consists of only one main clause, but unlike a simple sentence it has one or more subordinate clauses functioning as an element of the sentence. Subordinate clauses consist: Adjective clause, Adverb clause, and Noun clause.¹¹

A clause is a sentence or a part of sentence having a subject and a finite or principal verb. A clause is a ‘part of a sentence which contains a subject and a verb, usually joined to the rest of a sentence by a conjunction. A clause is a group of words containing a verb. A clause is a group of words that contains a finite verb. In grammar, a clause is the smallest grammatical unit that can express a complete proposition. A typical clause consists of a subject and a predicate, where the predicate is typically a verb phrase – a verb together with any objects and other modifiers. A group of words that forms a part of a

¹¹Ibid, p. 40

sentence, and has a subject and a predicate of its own, is called a clause. A clause is a group of words that includes a subject and a verb. A clause is a group of related words containing a subject and a verb. A clause can be usefully distinguished from a phrase, which is a group of related words that does not contain a subject-verb relationship, such as "in the morning" or "running down the street" or "having grown used to this harassment." A review of the different kinds of phrases might be helpful.

Examples:

- a. She received a mail from her boy-friend the day before yesterday.
- b. Natural resources that provide energy will run out eventually.¹²

Clauses come in two types: main clauses and subordinate clauses. Both types of clause are organized around a verb. They are made of a verb phrase (see below), some noun phrases (see below) that are arguments or complements of the verb and, if required, some adjuncts (which can also be phrases). Some specific types of clause can be constructed without a verb.

Subordinate clauses (i.e. embedded clauses) depend on main clauses and are therefore referred to as dependent clauses. These clauses have a verb and can have arguments or complements, but they do not express a complete thought. They are often linked to main clauses by a subordinating conjunction or a relative pronoun (e.g. that, since, who, ... – in the examples below, the

¹²Mohammad Mozammel Haque, Clause and Sentence: Correlation and Correspondence in International Journal of Innovation and Research in Educational Sciences, Volume 4, No. 2, 2017, p. 123, accessed from (<http://www.ijires.org/index.php/issue?>), on July 22nd 2. 00 a.m.

subordinating conjunction or relative pronoun is in bold). There are three types of dependent clauses, depending on their functions: adjectival (relative), noun and adverbial.¹³

An adjective clause is a group of words which contains a Subject and a Predicate of its own, and does the work of an Adjective.¹⁴ Adjective clause also called relative clause is one kind of complex sentences where the subordinate clause functions as adjective, a word which is used to modify a noun. Adjective clause begins with relative pronouns like: *who, whom whose, which, that*. *Whom, which* (object) and *that* (object) can be deleted, especially in restrictive clauses.

Example:

- a. The man (whom/that) you met yesterday
- b. The man you met yesterday
- c. The novel (which/that) I bought last Sunday
- d. The novel I bought last Sunday

Adjective clause, like adjective, are used to describe a noun. As George E Wishon stated that an adjective clause is a dependent clause used as an adjective; it modifies a noun and pronoun, these clauses kinds of words which always occur just after the noun that the clause modifies.¹⁵

¹³Christelle Maillart, Christophe Parisse, *Clauses and phrase*, (The SAGE Encyclopedia of Human Communication Sciences and Disorders. 2017), p. 1.

¹⁴Wren and Martin, *High school English Grammar & composition*, (New Delhi: S. Chand and company LTD, 1979), p. 195.

¹⁵George E. Wishon and Julia M. Burks, *Let's Write English*, (New York: Litton educational Publishing, Inc, 1980), p. 165.

Adjective clauses can also begin with *where*, *when*, *why*, *after*, or *before* but mind that adverb clauses and also noun clauses (especially with *where*, *when* or *why*) can also begin with those subordinate conjunction.

Example:

- a. I don't know the house *where* she lives.
- b. Do you know the reason *why* she is absent?
- c. She became sick the day *after* she had long vacation.
- d. This is the year *when* she gets married.¹⁶

According to Thomson and Martinet, There are three of relative clause: Defining, non-defining and connective". That means, defining relative clause is to give essential information about someone or something. Information that we need in order to understand what or who is being referred to. And different between non- defining relative clause we can use non-defining relative to give extra information about the person or thing. It is not necessary information. We don't need it to understand who or what is being referred to. Adjective clause and adverbial clauses: it is considered important to clarify the features of adjective clauses, in order that the readers can differentiated adjective clause from other clauses.¹⁷

An adjective clause is a dependent clause or subordinate clause. A dependent clause is a clause that can't stand by itself because it does not express complete thoughts. As Betty said that "A dependent clause must be connected to an independent clause is a dependent clause".

¹⁶Ahmad Syarif, "An Analysis of Students' Errors in Using Adjective Clause" (A thesis, University Syarif Hidayatullah Jakarta, 2011), p. 21- 23, accessed from (<http://jurnal.upi.edu/ije/view/3434/an-analysis-of-students%E2%80%99-errors-in-using-adjective-clause.html>), on July, 24th 2018, at 09.45 a.m

¹⁷A. J, Thomson and A. V, Martinet, *A Practical English Grammar*, (Hong Kong: Oxford University Press Printed, 1995), p. 81.

For examples:

- a. Who is kind to animal?
- b. whom I met
- c. When the Olympic games are held

On the clauses above (a, b, c) constructions, that is dependent clause or subordinate. Those can't stand alone because does not have complete meaning. Since an adjective clause that belongs to a dependent clause cannot stand alone as a complete sentence. It must be connected to an independent clause. In connecting with the adjective clause as dependent clause to independent clause, some certain introductory words are used. Actually, those introductory words are provided into categories namely relative pronoun and relative adverbs.¹⁸

Moreover, relating to the above explanation. George E. Wishon and Julia M. Burks stated in their book "*Lets Write English*" that:

An adjective clause is dependent clause used as an adjective: it modifies a noun or pronoun. Theses clause are introduced by two different kinds of words which always occur just after the noun that the modifies. Adjective clause are usually introduced by the relative pronouns who, whom, whose, which, and that. These pronoun functions in noun position in the clause they introduce. That means, adjective clause is same as dependent clause and the function to modifies noun and pronoun.¹⁹ So, clauses come in two types: main clauses and subordinate clause.

Adjective clause I subordinate clause which begins with relative pronoun like:

who, whom, whose, which and relative adverbs like: where, when and why.

¹⁸Betty Schrampher Azar, Op. Cit, p. 309.

¹⁹George E. Wishon and Julis M. Burks, *Lets Write English*, (New York: Litton Educational Publishing, Inc, 1980), p. 165.

2. The usage of Adjective Clause

In this point, the writer gives the usage of adjective clauses that is based on the kind of its own. In order to more understand, each of relative pronouns are explained below based on the points.

a. Relative Pronouns used in defining relative clauses

The forms are as follow:

Table 1. The forms of Relative Pronoun

Antecedent	Subject	Object Of Verb/Prep.	Possessive
For Person	Who	Whom/Who	Whose
	That	That	
For Things	Which	Which	Whose/Of Which
	That	That	

1) Defining relative clauses: persons

a) Subject: 'who' or 'that'

When 'who' and 'that' are used as subject and refer to person, they are always followed a verb. For examples:

1)) The man who robbed you has been arrested.

2)) The girl that serves in the shop is my friend.

But 'that' is a possible alternative after all, everyone, everybody, no one, no body and those. For example:

Everyone who/that knew him liked him.

Therefore, when the antecedent is preceded by any or all such as any man, any one, all people, all those, the following clause is always

a defining clause. For example: the boy who broke the window is called Tom.

b) Object of a verb ‘whom’ or ‘who’ or ‘that’

When, whom and that are used as object of a verb and refer to person, they are always followed a noun and pronoun. The object form is whom, but this is considered very formal. In spoken English, we normally use who or that (that being more usual than who), and it is still more common to omit the object pronoun altogether:

1)) The man whom I saw told me to come back today or

2)) The man who I saw Or The man that I saw or

3)) The man I saw (relative pronoun omitted).

c) With a preposition: ‘whom’ or ‘that’

When ‘whom’ or ‘that’ is used as object of preposition and refer to person, it is always followed a noun and pronoun. In formal English the preposition is placed before the relative pronoun, which must than be put into the form ‘whom’: the man to whom I spoke.

In informal speech, however, it is more usual to move the preposition to the end of the clause. Whom then is often replaced by ‘that’, but it is still more common to omit the relative altogether.

Example:

1)) The man who/whom I spoke to *or*

2)) The man that I spoke to *or* the man I spoke to.

d) Possessive

Whose and of which have similar function. We use 'whose' to refer to person and 'of which' to animal and inanimate objects. 'whose' and 'of which' are used to show possession.

Whose is used to show possession and it is always followed by a noun. For example: people whose rents have been raised can appeal.²⁰

2) Defining relative clause: things

a) Subject

'Which' and 'that' are used for subject. When 'which' and 'that' are used as subject and refer to things, they are always followed by a verb. Either 'which' or that, 'which' is the more formal. For example: this is the picture which/that caused such a sensation. The stairs which/that lead to the cellar are rather slippery.

b) Objective of a verb

'Which' or 'that' are used for object of a verb. When 'which' or 'that' are used as object of a verb and refer to things, they are always followed a noun or pronoun. For example: the car which/that I hired broke down.

'Which' is hardly ever used after all, everything, little, much, none, no and compound of no, or after superlatives. Instead we use

²⁰Ahmad Syarif, Op. cit, p. 21- 23.

‘that’, or omit the relative altogether, if it is the object of a verb: all the apples that fall are eaten by the pigs. This is best hotel (that) I know.

c) Object of a preposition

The formal construction is preposition + ‘which’, but it is more usual to move the preposition to the end of the clause, using ‘which’ or ‘that’ or omitting the relative altogether. In addition, after relative pronoun is always followed by a noun or pronoun. For example:

1)) The ladder on which I was standing began to slip *or*

2)) The ladder on which/that I was standing on began to slip *or*

3)) The ladder I was standing on began to slip

d) Possessive

‘Whose’ is used to show possession and it is always followed by a noun. It can refer to person or things. Instead of ‘whose’, ‘of which’ can be used to refer to things, and it is sometimes. The word-order is normally ‘noun + of which’. For examples:

1)) We had a meeting the purpose of which was completely unclear *or*

2)) We had a meeting whose purpose was completely unclear.

b. Non-defining relative clauses

Actually, comma is used in non-defining relative clauses. It is the key word when we want to determine whether the sentence is defining or non-defining relative clauses. If the sentence uses it, automatically, the sentence is not non-restrictive. However, to give the reason why it is used

comma in the sentence is the crucial question because this make different between them when it is used in sentence. The usage of comma based on the antecedent. The first, if the antecedent is a proper noun. The second, if the antecedent is one of a kind. The third, if the antecedent identified by preceding context. Finally, if the antecedent refers to all of a class. Moreover, the non-defining clause refers to person and things which function as subject, object of a verb, object of a preposition, and possessive. In order be more clearly, the usage of non-defining clauses explained by expert as follows:

Table 2 Non-defining clause

Antecedent	Subject	Object of verb/prep	Possessive
For person	Who	Whom/who	Whose
For things	Which	Which	Whose/of which
	That	That	

1) Non-defining relative clause: person

a) Subject: 'who'

When 'who' is used as subject and refer to person, it is always followed by a verb. Therefore, the usage of relative pronoun 'that' is not used when it refers to person. In non defining clause, commas set the relative clauses off from the main clause based on the antecedent. For example:

My neighbor, who is very pessimistic, says there will be no apples this year.

Clauses such as these, which come immediately after the subject of the main verb are found mainly in written English. In spoken English we would be more likely to say: My neighbor is very pessimistic and says there will be no apples this year.

But clauses placed later in the sentence, clauses coming after the object of the main verb, are quite common in conversation. I've invited Ann, who lives in the next flat. Clauses following a preposition + noun are also common: I passed the letter to Petter, who was sitting beside me.

b) Objet: 'whom', 'who'

When 'whom' or 'who' are used as object and refer to person, it is always followed by a noun or pronoun. Therefore, in no defining clause, commas set the relative clauses off from the main clause based on the antecedent. The pronoun can not be omitted. 'Whom' is the correct form, though who is sometimes used in conversation. For example: Peter, whom everyone suspected turned out to be innocent.

As noted above, a non-defining clause in this position is unusual in spoken English. We would be more likely to say: everyone suspected Peter, but he turned out to be innocent. But in

non-defining clauses coming later in the sentence, i. e. after the object of the main verb or after a preposition + noun, are common in conversation:

- 1)) She wanted Tom, whom she liked, as a partner; but she got Jack, whom she didn't like.
- 2)) She introduced me to her husband, whom I hadn't met before.

c) Objet of a preposition: 'whom'

When 'whom' is used as subject and refer to person, it is always followed by a noun or pronoun. Therefore, in non-defining clause, commas set the relative clauses off from the main clause based on the antecedent. The pronoun cannot be omitted. The preposition is normally placed before 'whom'. For example: Mr. Jones, for whom I was working, was very generous about overtime payments.

It is however possible to move the preposition to the end of clause. This is commonly done in conversation, and 'who' then usually takes the place of 'whom':

"Mr. Jones, who I was working for, was very generous about overtime payments".

If the clause contains an expression of time or place, this will remain at the end:

“Peter, with whom I played tennis on Sundays, was fitter than me”.

Could become

“Peter, who/whom I played tennis with on Sundays, was fitter than me”.

d) Possessive: ‘whose’

‘Whose’ is used to show possession and it is always followed by a noun. Therefore, in non-defining clause, commas set the relative clauses off from the main clause based on the antecedent. For example: Ann, whose children are at school all day, so she is trying to get job.

2) Non-defining relative clauses: things

a) Subject: ‘which’

When ‘which’ is used as subject and refer to thing it is always followed by a verb. Therefore the usage of relative pronoun ‘that’ is not used when it refers to person. In non-defining clause, commas set the relative clauses off from the main clause based on the antecedent. For example:

1)) The 8. 15 train, which is usually punctual, was late today

2)) In speech we would be more likely to say

3)) The 8. 15 train is usually punctual; but it was late today.

b) Object 'which'

When 'which' is used as object and refer to person, it is always followed by a noun or pronoun. Therefore in non-defining clause, commas set the relative clauses off from the main clause based on the antecedent. 'that' is not used here, and 'the which' can never be omitted. For example: she gave me this jumper, which she had knitted herself *or* She gave me this jumper; she had knitted it herself.

c) Object of a preposition

When 'which' is used as a object and refer to things, it is always followed by a noun or pronoun. Therefore, in non-defining clause, commas set the relative clauses off from the main clauses based on the antecedent. The preposition comes before 'which', or (more informally) at the end of the clause. For example: Ashdown forest, through which we'll be driving, isn't a forest any longer *or*.

d) 'Which' with phrasal verb

When 'which' with phrasal verbs used as subject and refer to thing, it is always followed by a noun or pronoun. Therefore, in non-defining clause, commas set the relative clauses off from the main clauses based on the antecedent. Combination such as *look after, look forward to, put up with* should be treated as a unit, i. e. the preposition/adverb should not be separated from the verb:

1)) This machine, which I have looked after for twenty years, is still working perfectly.

2)) Your inefficiency, which we have put up with far too long, is beginning to annoy our customers.

e) 'Whose' or 'of which'

'Whose' and 'of whose' is used to show possession and it is always followed by a noun. Therefore, in non-defining clause, commas set the relative clauses off from the main clauses based on the antecedent. 'Whose' is generally used both of animals and things. 'Of which' is possible for things, but is unusual except in very formal English.

1)) His house, whose windows were all broken, was a depressing sight.

2)) The car, whose handbrake wasn't very reliable, began to slide backwards.²¹

Besides the relative pronoun, adjective clauses also have relative adverbs. The relative adverb when, where and why are used like relative pronoun. They also modify the antecedent that refers both of person or things. The relative adverb *where*, *when*, *why* and *whereby* may introduce either restrictive or non-restrictive clauses,

²¹A. J. Thomson and A. V. Martinet, *Practical English Grammar/ Latest Edition*, (Hongkong: Oxford University Press, 1986), p. 81-88.

the meaning which is to be conveyed being test. Often if the definite article or some other similar modifier precedes the noun-antecedent, the clause which follows will be restrictive. For example: *The place where I lived, the time when, the means whereby, the reason why.* If the antecedent is a proper noun, the clause which follows is likely to be nonrestrictive. For example: *Berlin, where we once lived, was almost destroyed.*

- a. *Why* is used to refer a reason and it can replace *for which*. For example: give me one good reason why you did that. ‘why’ is used with the noun *reason*. It may replace *for which*. For example: the reason why/for which he comes here is.....
- b. *When* is used to refer time and it can replace *in/on which*. For example: the day when (on which) they arrived.
- c. *Where* is used to refer a place and it can replace *in/at which*. For example: the hotel where (in/at which) they were staying.

From explanation above, we know the usage of kind adjective clauses both restrictive and non-restrictive adjective clauses have some differences each other. As Robert J. Dixon, has given explanation about relative pronoun briefly as follows:

The relative pronoun in English are *who*, *whose*, *which*, *whom* and *that*.

- a. *Who* is used to refer to persons.
- b. *Whose* is the possessive form of *who*. It may, however, also refer to animals or things.
- c. *Which* is used to refer to animals or things. It has the same function when used as subject or object of the verb (*that* may not be used as a relative pronoun in so-called non-restrictive clauses. That is when the person or thing which is referred to is clearly indicated or defined).
- d. *Whom* is used to refer to person or persons. The function of *whom* as object either object of preposition or object of verb. As Marcella Frank writes summary of classification of adjective clauses according to the antecedent that the introductory word refers to.

Table 3. Noun antecedent Meaning

Noun antecedent Meaning	Introductory word	Illustrative sentences
A person	(1) Relative pronoun: who (whom or whose) or that	<p><i>Subject-</i> He paid the money to the man who (or that) had done the work.</p> <p><i>Object of verb-</i> He paid the man whom (or that) He had hired.</p> <p><i>Objet of Preposition-</i> He paid the man from whom He had borrowed the money.</p> <p><i>Possessive adjective-</i> this is the girl whose picture you saw.</p>
A thing	Which or That	<p><i>Subject-</i> here is a book which (or that) he broke is being repaired.</p> <p><i>Object of preposition-</i> She was wearing the coat for which she had paid \$2.000</p>
	(2) Relative adverb	
A time	When	This is the year when the Olympic Games are held.
A place	Where	Here is the house where I live.
A reason	Why	Give me one good reason why you did that.

W. Stannard Allen P writes summary of classification of relative pronoun that can be omitted and can be alternatives.

Table 4. Classification of Relative Clause

1. Defining Relative Clause		
	People	Things
Subject	<i>Who (that)</i>	<i>That (which)</i>
Object	<i>(that)</i>	<i>(that)</i>
Preposition	<i>(that).... Preposition</i>	<i>(that)... preposition</i>
Possessive	<i>(whose)</i>	<i>Of which (whose)</i>
2. Non-defining Relative Clause		
	People	Things
Subject	<i>---, who---</i> ,	<i>---, which---</i> ,
Object	<i>---, whom---</i> ,	<i>---, which---</i> ,
Preposition	<i>--, preposition + whom--, [--, who (m)-prep,]</i>	<i>--, preposition + which- -, [--, which-prep]</i>
Possessive	<i>---, whose---</i> ,	<i>[---, whose ---,]²²</i>

3. Type of Adjective Clause

There are two types of adjective clause. They are restrictive and non restrictive clauses. As Homes C. House and Susan Emolyn Harman said that adjective clause, when analyzed as to the particular way in which they modify noun and pronouns, may be classed as restrictive and non restrictive. Thus, there are the distinguish between them as follow:

a. Restrictive clauses

They have the function to limit or identify. As Robert M. Gorell and Calton Laird said that when modifier limit closely, especially when they

²²Ahmad Syarif, Op. cit, p. 28-30.

supply the information that identifies or distinguishes subject or complement, they are called restrictive. Restrictive clauses help identify to define the noun phrase which they modify. For instance, “the professor who teach chemistry 101 in excellent lecturer”. (no commas are used. The adjective clause is necessary to identify which professor is meant.²³

Therefore, when the antecedent is limited by the adjective clause to some of class, the restrictive clause do not use comma. For example, the children who want to play soccer ran to an open field as soon as we arrived at the park. The others play the different game. (The lack of commas means that only some of the children want to play soccer. The adjective clause is used to identify which children ran to the open field).²⁴

So, in conclusion that when the antecedent is limited by the adjective clause to some of class, the restrictive clause do not use comma. Restrictive clauses help identify to define the noun phrase which they modify.

b. Nonrestrictive clauses

Nonrestrictive clauses on the other hand, called additive or appositive relative clauses. It set of by commas in writing and by pauses in speaking. It also called non-defining relative clauses functioning like noun. As Thomson and Martinet said that non-defining relative clause are placed after noun which are definite already. They do not therefore define the noun, but merely

²³Ahmad Syarif, Op. Cit, p. 16.

²⁴Betty Scamper Azar, Op. Cit, p. 250.

add something to it by giving some more information about it. Unlike defining relative clause, they are not essential in the sentence and can be omitted without causing confusion. Also unlike defining relatives, they are separated from their noun by commas. The pronoun can never be omitted in a non defining relative clause. The construction is fairly formal and more common in written than in spoken English.²⁵ Non defining or non restrictive clause (explaining a proper or specified noun. It should be written between two commas or dashes for its functions as appositives).

Example:

- 1) Mr. Probo, who lives next door, is a good doctor.
- 2) Mrs. Anita, whose husband is a doctor, is very pretty.

Non restrictive clause functioning like a noun, it's set off from the other clauses by commas. In the first sentence, "who lives next door" is extra information. If the sentence is gone, there is no problem for the sentence. For the second sentence, "whose husband is a doctor" is extra information.²⁶

The function of nonrestrictive clauses does not limit or identify. They do not affect the intention, or restrict the number of the nouns or pronoun they modify. A nonrestrictive clause contains additional information which is not required to give the meaning of sentences. A nonrestrictive clause is set off from the other clauses by commas and restrictive clause is not. Who,

²⁵ Ahmad Syarif, Log. Cit, p. 16.

²⁶ Sri Hayanti and Ana Setyanndari, Op. Cit, p. 42.

Whom, and Which can be used in restrictive or nonrestrictive clauses. That can be used only in restrictive clauses.

Normally, that is the preferred word to used in a restrictive clause, although which is acceptable.²⁷ According to Michael Swam, non identifying expressions are often separated from the rest of the sentence by pauses (or intonation-changes) in speech, and by commas in writing (as in the last two examples above. In writing, noon-identifying relative clauses are always separated by commas in this way. Then, one of the ways how determine the different between restrictive and non-restrictive in writing is by seeing the comma.

Table 5. Summary of differences between restrictive and non-restrictive clause

NO	Restrictive	Non restrictive
1	Provides information necessary for identifying a noun in the main clause	Provides additional information but information is unnecessary to determining to identify of a noun in the main clause
2	No pauses (no comma) or special intonation to set off the relative clause from the main clause	Commas in writing and special pauses and intonation in speech set the relative clauses off from the main clause
3	<i>That</i> is freely used as relative pronoun instead of who (m) and which e. g: the teacher who/ that uses a good shoes is my friend.	<i>That</i> can not be used as a relative pronoun instead of who (m) and which, e. g: Ahmad Syarif, that uses good Islamic dress, is my teacher. The correct answer: Ahmad Syarif. Who uses a good Islamic dress, is my teacher.
4	Does not usually modify	It may modify proper noun, one of

²⁷ Ahmad Syarif, Log. Cit, p. 16.

	<p>proper noun, one of a kind, antecedent identified by the preceding context, antecedent refers to all of a class except in modifies some of a class e. g:</p> <p>The chairs which were in bad condition were sent out to be repaired and refinished. (some chairs were in bad condition; the others were not</p>	<p>a kind, antecedent identified by the preceding context, antecedent refers to all of class as well as common noun, e. g: Husnul who wears a fez, is the teacher.</p> <p>a. His aunt, who lives in California, came visit him recently.</p> <p>b. Late in the evening they sent out for some coffee. The coffee which ha been boiling for a long time, tastes rancid</p> <p>c. The chairs, which were in bad condition were sent out to be repaired and refinished. (All the chairs were in bad condition).²⁸</p>
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So, adjective clause divided by two types, they are restrictive clause and non restrictive clause. Restrictive clauses help identify to define the noun phrase which they modify, no commas are used. Non restrictive clause functioning like a noun, it's set off from the other clauses by commas.

4. A relative pronoun

A relative clause always begins with a relative pronoun such as *who*, *whom*, *whose*, *which*, or *that* or a relative adverb *when*, *where*, or *why*. So, it is clear that an adjective clause does the work like an adjective. But the important point to remember is that an adjective generally takes places before noun, but an adjective clause takes place after a noun. It is also called

²⁸Ahmad Syarif, Op. Cit, p. 18.

relative clause as this clause starts with relative pronoun or relative adjective.

For Example:

Do you know the man who came here last night?

Here, 'who' is a relative pronoun as it refers to the noun 'man' before it. The clause 'who came here last night' comes after the noun 'man'. The noun before relative pronoun is called its 'antecedent'. So, for a relative clause, there must be an antecedent for the relative pronoun.

Look at the sentence-

Do you know who came here last night?

Here, the clause 'who came here last night' is same to look at, but it is a noun clause as it is working as an object for the verb 'know'; it is not adjective clause because the pronoun 'who' is not a relative pronoun since it doesn't have any 'antecedent' here. Notices the difference between noun clause and relative clause here:

Table 6. The differences between noun clause and relative clause

Noun Clause	Relative or Adjective Clause
Tell me who did it. Tell me where he lives. I know how he did it.	Tell me the name of the boy who did it. Tell me the name of the place where he lives. I know the way how he did it.

So, there is no confusion in the fact that a relative clause or an adjective clause cannot stand alone as it is one of the types of Subordinate clause.

Table 7. Case of Relative Pronouns²⁹

NO	Relative Pronoun	Function	Examples
1	Who	Subject	The man who is standing there is our new employer. I don't know the man who is standing there.
2	Whom	Object	The man whom you met yesterday is my father. Do you know the man whom you met yesterday?
3	Whose	Possessive	The man whose car is parked there is a doctor. The woman whose husband is a doctor is very beautiful.
4	Which	Non human being	The wrist watch which we bought yesterday has stopped running. She has returned the dictionary which I lent her last Monday.
5	That		Replacing <i>who</i> , <i>whom</i> and <i>which</i> in restrictive clauses only. Relative pronoun can be omitted only in restrictive clauses

So, relative clauses begins with a relative pronoun such as: who, whom, whose which, that or relative adverbs like: when, where or why. Who

²⁹ Mohammad Mozammel Haque, Op. Cit, p. 125.

for subject, whom for object, whose for possessive, which for non human being, that for person. Why is used to refers a reason, when is used to refers time and where is used to refers a place.

B. Conceptual Framework

Grammar is bridge to master skills of English, adjective clause is one of part or grammar. Adjective clause consist of restrictive and non restrictive clauses. Having problem in mastering adjective clause make students can not make good adjective clause, especially the relative pronoun. It is happened to students at IAIN Padangsidempuan. The researcher got some problem to used adjective clause by students. It makes students have not good grammar skill, especially about adjective clause. Therefore the researcher thought the students at IAIN Padangsidempuan didn't mastering adjective clause. So, the researcher giving some test to know the result of this research.

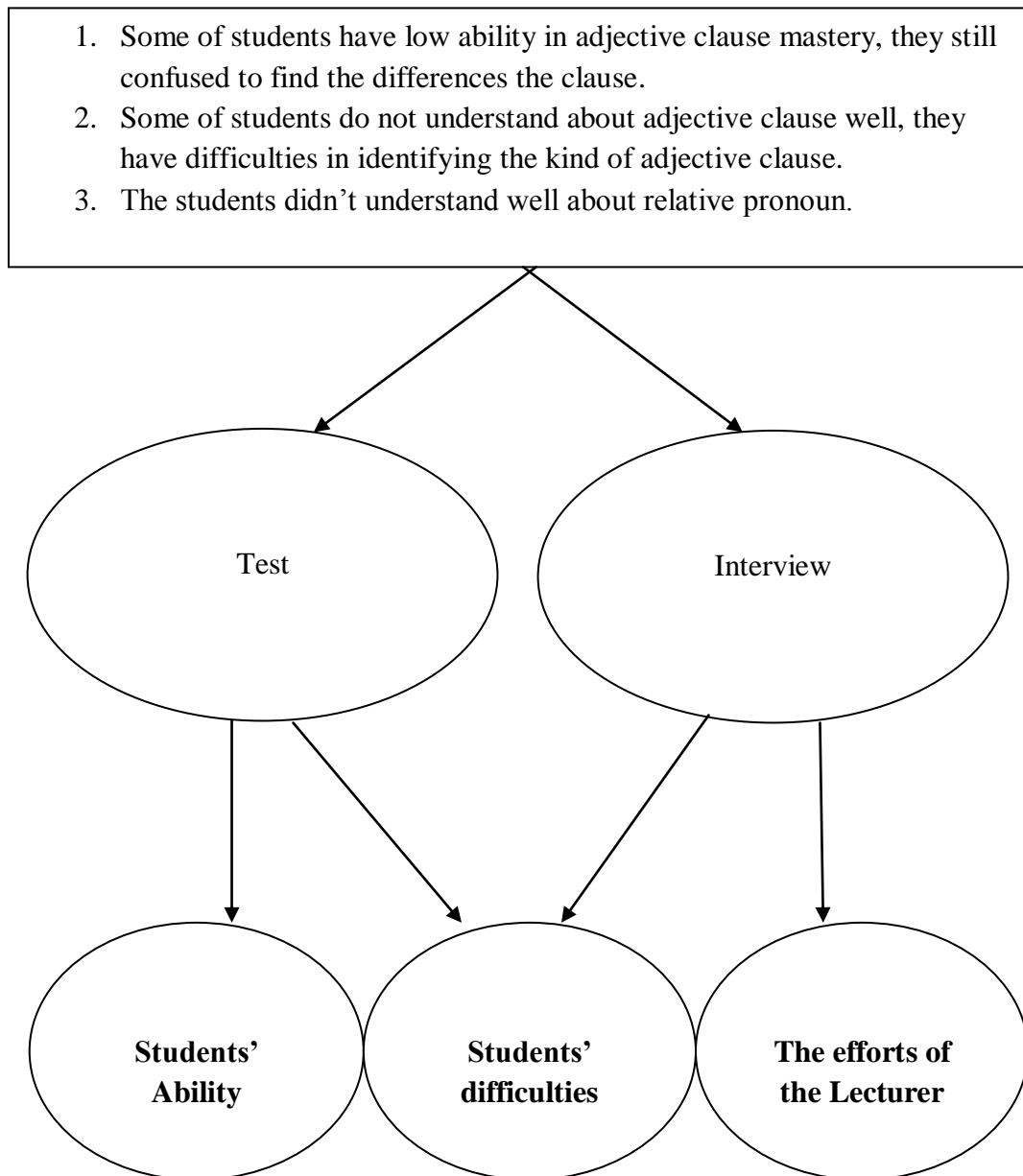


Figure 1. The picture about the process of mastering Adjective clause

C. Review of Related Findings

The review of related finding is about previous study that done by other researchers in order to help the new researcher with same topic of research. The researcher can recognize and qualify the research. It is good or bad, same or not, and it used to help researcher for a better research too.

The first is Novi Suhartati, she found that the students error analysis in using adverb clauses at grade XI Mas Muhammadiyah Paraman Ampalu was enuogh (56, 66%) and those where the students' difficulties of grade XI Mas Muhammadiyah Paraman Ampalu in error analysis in using adverb clause of time, place, purpose, reason, condition, result, manner and supposition in using adverb clause. The students' difficulties in learning error analysis adverb clause of time place, purpose, reason, condition, result, manner and supposition were: the students do not understand the sentence and they do not understand how to put adverb clause of time, place, purpose, reason, condition, result, manner, and supposition.³⁰

The second is Sri Nirwani, she found that the score of the students from mean score was 67. So, it could be categorized that the ability of the tenth grade students in SMA Negeri I Batang Angkola in writing recount text at 2015-2016 Academic year was enough category.³¹

³⁰Novi Suhartati, *Students' Error Analysis in Using Adverb Clauses at Grade XI MAS Muhammadiyah Paraman Ampalu*, Published Thesis, 2016.

³¹Sri Nirwani, *The ability of the tenth grade students in SMA Negeri I Batang Angkola in Writing Recount Text*, Published Thesis, 2016.

The third is Rina Sari Nasution, she found that The Students' Ability in Using Question Tag in Simple Sentences at Grade VIII Mts N Kase Rao-Rao Batang Natal was enough category, it was 72, 74 category. Then the Hypothesis was accepted by using Z_{test} , because $Z_{\text{count}} = 2,45 > Z_{\text{table}} = 0,3264$.³²

The fourth is Nur Hamimah Hasibuan, he found the students' ability in mastering reported speech at grade VIII SMP N 4 Sipirok grade is categorized into very high category. It is 88, 5 score. The, the hypothesis which "The Students' ability in mastering reported speech at grade VII SMP N 4 Sipirok is up to enough score category". From the result of the hypothesis testing, the researcher finds that the hypothesis is unaccepted. It can be proved from $Z_{\text{count}} = 5 > Z_{\text{table}} = 3,12$ by level of significant 0.05 or 5 %. So, from the result above, the researcher concludes that the hypothesis is unaccepted. Therefore, the students' ability in mastering reported speech at grade VIII SMP N 4 Sipirok are very high category.³³

³²Rina Sari Nasution, *The Students' Ability in Using Question Tag in Simple Sentences at Grade VIII Mts N Kase Rao-Rao Batang Natal*, Published Thesis, 2017.

³³Nur Hamimah Hasibuan, *The Students' ability in Mastering Reported Speech at Grade VIII SMP N 4 Sipirok*, Published Thesis, 2017.

CHAPTER III

RESEARCH METHODOLOGY

A. The Time and The Location of the Research

The time of the research had been held from August 2018 up to September 2018 and the location of the research had been conducted at IAIN Padangsidempuan, it was located at Jl. H. Tengku Rizal Nurdin KM 4,5 Sihitang, Padangsidempuan Selatan, Kotamadya Padangsidempuan North Sumatra, Indonesia. This subject of research was the fifth semester of TBI 1 in IAIN Padangsidempuan.

B. Kind of the Research

In this research, quantitative approach is used for investigation a variety of educational problems an issue it's used to the terming and descript the way things The descriptive method is a kind of method used in the research and this research used a quantitative research approach. The quantitative research is the research the analysis of the data by using figure data.

Meanwhile, based on research objectives, this research includes the descriptive study; that is study conducted to reveal phenomenon as it is. This study used a qualitative approach, namely observing around environment and analyze it by using scientific logic. Next, the researcher had been used descriptive research to search the students mastery in learning verb Adjective Clause.

So, it can be concluded that the kind of this thesis is mixing of quantitative descriptive and qualitative approach research means analyze or make the sense (descriptive) about situations or events. It used to describe how the ability of the fifth semester students in IAIN Padangsidempuan in mastering adjective clause.

C. Population and Sample of the Research

1. Population of the Research

In learning process, students were the factor who had the role as a target in education. The data of the fifth semester students of English education study program as follows:

Table 8. Situation of students

No	Class	Male	Female	Total
1	TBI-1	4	34	38
2	TBI-2	2	33	35
3	TBI-3	8	29	37
Total		14	96	110

Based on the description of the table above, all of the students were 110 students which consist of 14 male and 96 female in 2017/2018 academic year. The researcher found that there were many different number between male and female.

2. Sample of the Research

From the population 110 students at fifth semester, the researcher just took 38 students, they are TBI-1. This research had been done with using purposive sampling and the sources of the data have been assigned by the

researcher before hand down to the field. Ridwan said “purposive sampling is one of technical that can be used by researcher, if researcher has some of considerations take the certainly sampling to get the aim.

D. The Instrument of Data Collection

In this case, in order to get the data of this research, the researcher would prepared the available instrument. There were many kinds of instrument, they were questionnaire, checklist, interview, guide or interview schedule, observation sheet achievement test.

1. Test.

The test is given to the class first year of student IAIN Padangsidimpuan in academic year 2017/2018 in the class TBI 1. The type of the test is multiple choice test that consist of 50 items. The researcher chooses multiple choice test because it is the appropriate test to measure students’ mastery in mastering adjective clause.

Table 9. Relative Pronouns and the number of each items

No	Relative Pronoun	Items	Number of items	Score	Total score
1	Who	7	1, 3, 9, 10, 16, 22, 23	2	14
2	Which	7	2,4,5,8,25,26,29	2	14
3	Whom	6	6,11,14,18,20,30	2	12
4	That	6	7, 12, 15, 17, 24, 28	2	12
5	Whose	6	13,19,27,31,37, 47	2	12
6	Why	6	21,39, 41, 42, 46, 49	2	12
7	Where	6	33, 35, 36, 43, 45, 48	2	12
8	When	6	32, 34, 38, 40,44, 50	2	12
TOTAL					100

2. Interview

For the collecting the data, the researcher used interview. Interview is a purposeful interaction usually between two peoples, focused on one person trying to get information from the other person. In this research, the research used structural interview. Interview was given for the students. So, when the researcher would do interview, the researcher would ask the students about their problem in mastering adjective clause. Interview is one of the techniques of collecting data by oral interview in individual meeting.

Interview is given to the Grammar Lecturer of English department IAIN Padangsidempuan. The questions are appropriated with the list of interview. Interview is done for getting data about the difficulties of fifth semester of English department IAIN Padangsidempuan in mastering adjective clause.

E. Validity of the test

Validity is the important one measuring in a research process. Validity is important in all forms of research and all types of test and measures, in some situations a test or instrument is used to make a number different interpretations.

In this research, the researcher used multiple choice. To make sure that the test had been available for the students, the researcher used construct validity. The researcher asked a lecturer in IAIN Padangsidempuan whether he thought that a test was well constructed and useful.

F. The Technique of Data Analysis

After doing collecting data, the researcher analyzed the result of the test with calculation, the researcher counted the answer of the students answer then classified it based on their score and the average scores of the students are interprets in descriptive data. After the researcher got the data, it would be entered in frequency table with the formula as follows:

1. To know the range of the data, the formulation is:

$$\text{Range} = \text{high score} - \text{low score}$$

2. To know the total of classes (BK), with the formula:

$$1 + 3.3 \log n$$

3. To know the interval (i) used formula:

$$I = \frac{R}{BK}$$

4. To know the Mean score:

$$M = \frac{\sum fx}{n}$$

5. To know the Median score:

$$Me = Mo = \ell + \frac{\frac{1}{2}n - f_{kb}}{f} \times i$$

6. To know the modus score used formula:

$$Mo = \ell + \frac{fa}{fa+fb} \times i$$

7. Description of the data, it is done to describe or interpretation of data that have been collected systematically.³⁴
8. After calculating and scoring the students' answer test, then the students' score were interpretation consulted into the criteria on the table below:

Table 10. The Classification ability of the students' score

No	Interval	Predicate
1	80 – 100	Very Good
2	70- 79	Good
3	60 – 69	Enough
4	0 – 59	Bad

(Source: Panduan Akademik IAIN Padangsidempuan Tahun Ajaran 2016/2017)

It is consultate the criteria as follows:

- a. If the value of the score 80-100, it can be categorized into very good.
- b. If the value of the score 70-79, it can be categorized into good.
- c. If the value of the score 60-69, it can be categorized into enough.
- d. If the value of the score 0-59, it can be categorized into bad.

³⁴Syah, Darwyan, et. Al. *Pengantar Statistik Pendidikan*, (Jakarta: Gaung Persada Press, 2009), p. 74.

CHAPTER IV
RESULT OF THE RESEARCH

This chapter presents the research result, in order to know the ability of the fifth semester English department in IAIN Padangsidempuan in mastering adjective clause. The researcher has calculated the data using adjective clause test. It would be described as follow:

A. The Description of the Data

1. Students' Ability in Mastering Adjective Clause

The score resume of student ability in mastering adjective clause of the fifth semester students in IAIN Padangsidempuan has been gotten as table below:

Table 11. The resume of variable score in mastering adjective clause

No	Statistic	Variable
1	High score	90
2	Low score	48
3	Range	42
4	Mean score	70,71
5	Median	81,37
6	BK	6
7	Interval	7
8	Modus	85,83

From the table above, students based on the total of sample research were high score 90, and low score 48 mean score 70,71 median score 81,37 and total

of class BK was 6 interval was 7 and modus 85,83 based on the calculating mean score above, the mean score was 70,71 it means the score include to good category. So, the ability of the fifth semester English department in mastering adjective clause was good category.

To know revelation of data was done calculate the variable score of adjective clause test which interval 7. It was done for test at the fifth semester in IAIN Padangsidempuan.

Table 12. The frequency distribution in mastering adjective clause

Interval	Mid Point	Frequency	Percentage
42 – 49	46	1	2,63%
50 – 57	54	2	5,26%
58 – 65	61	5	13,15%
66 – 73	70	10	26,31%
74 – 81	78	16	13,16%
82 – 89	86	2	5,26%
90 – 99	96	2	5,26%
Total		38	100%

From the table above it can be known the frequency score of students. which students have 42 up to 49 were 1 student (2,63%), students have 50 up to 57 were 2 students (5,26%), students have 58 up to 65 were 5 students (13,15%), students have 66 up to 73 were 10 students (26,31%), students have 74 up to 81 were 16 students (13,16%), students have 82 up to 89 were 2 students (5,26%), and students have 90 up to 99 have 2 students. From the table above, it could be known the score of the students were 38 have 46 up to 96. In

continuation, the distribution data, the researcher describe the numbers into followed histogram:

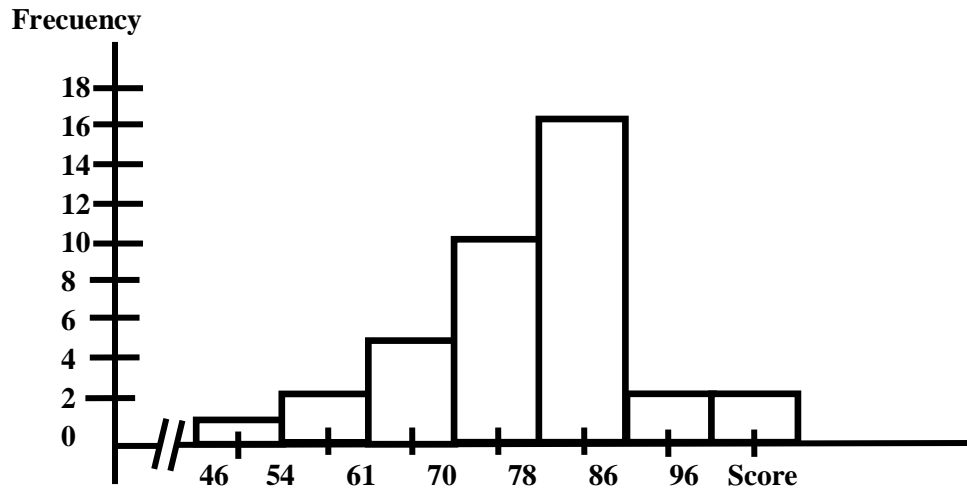


Figure 2. data description of adjective clause mastery

2. Students' difficulties in mastering Adjective clause

The researcher had given some list of interview for the students. some of them have reason why adjective clause is difficult. The first is SKJ, she said that the reason that makes her difficult in learning is because in learning adjective clause we must find the clue of subject. The second is AA, she said that the reason makes her difficult in learning adjective clause is changes the sentences to other sentence. And the third student is SH, she said that the reason that makes her difficult in learning adjective clause is because she don't know about adjective clause well.

Based on the result of the students' ability in adjective clause which the researcher had given multiple choice about adjective clause. The researcher

used the instrument to collect the data. It is the test consist of 50 items. It is consist of 8 indicators. That is adjective clause which has relative pronoun (who, which, whom, that, whose, why, where and when).

Table 13. The percentage distribution in mastering adjective clause

No	Indicator	Incorrect	Percentage (100%)	Correct	Percentage (100%)	Amount
1	Who	64	24,05%	202	75,94%	100%
2	Which	74	27,81%	192	3,98%	100%
3	Whom	76	33,42%	152	66,67%	100%
4	That	41	17,98%	187	82,02%	100%
5	Whose	92	40,34%	136	59,65%	100%
6	Why	50	21,93%	178	78,07%	100%
7	Where	57	25%	171	75%	100%
8	When	43	18,86%	185	81,14%	100%

From the result of students it could know that the description of students' ability based on indicator. In using "whose" is the indicator which has lowest score than other 7 indicators (why, which, whose, whom, that, where, and when).

There were 40,34% answered incorrect and there were 59,65% answered correct. The second lowest is "whom", there were 33,42% answered incorrect and there were 66,67% correct. The third lowest is "which", there were 27,81% incorrect and there were 3,98% answered correct. The fourth lowest is "who", there were 24,05% answered incorrect and there were 75,94% answered correct. The fifth lowest is "where" there were 25% answered incorrect and there were 75% answered correct. The sixth lowest is "why" there were

21,93%. 78,07% answered incorrect and there were 78,07% answered correct. The seventh lowest is “when” there were 18,86% answered incorrect and there were 81,14% answered correct. And the highest score is “that”, there were 17,98% answered incorrect and there were 82,02% answered correct. (Appendix 3)

3. The efforts of the Lecturer to overcome the difficulties of the fifth semester students of English Education at IAIN Padangsidimpuan in mastering adjective clause.

Another aim of this research was to know efforts of the Lecturer to overcome the difficulties of the fifth semester students of English Education at IAIN Padangsidimpuan in mastery adjective clause. The instrument that used to found those difficulties is interview. Researcher made interview the Grammar Lecturer at IAIN Padangsidimpuan.

In the interview, Miss Yusni Sinaga, S. Pd, M. Hum as a Lecturer said that their difficulties in learning the adjective clause is to determine the suitable relative pronoun and they are difficult to distinguish that formed the adjective clause. The factors that effect their difficulties are they are lazy. They spend their time to play gadget. They play it in all day so they are lazy to learn more about their lesson such as the adjective clause in grammar structure. To overcome their difficulties in mastering adjective clause is by giving a lot of practices and giving encouragement so they want to learn. Her method to teaching grammar are discussion, problem solving, lectures, depend on the

material. kind of task do you give to students in learning grammar are Take home task, orally task, retell task in sitting class. After learning grammar, students are given task translate some sentences to prove that they understood about the grammar by forming some sentences based on the grammar. Such as adjective clause, relative pronoun, gerund, causative help, reported speech they using of some sentences.

The researcher concluded that there are two reasons why the students have difficulties in mastering adjective clause according to the Lecturer in IAIN Padangsidempuan. Firstly, some of students still have difficulties and confused in learning adjective clause. Second, the students are lazy in learning process following adjective clause. To overcome their difficulties in mastering adjective clause is by giving a lot of practices and giving encouragement so they want to learn.

4. The Analysis the Data

From the data above, it could be found that the formula of mean score as below:

$$\text{Mean} = x = \frac{\sum x}{N}, \quad x = \frac{2687}{38} = 70,71$$

Thus, the value of mean score could be categorized into good category. It could be said that the students' ability in mastering adjective clause was good. In addition, the description data of the students' ability in mastering adjective clause could be applied into the distribution frequency as follows:

$$\begin{aligned} \text{Range} &= \text{high score} - \text{low score} \\ &= 90 - 48 \\ &= 42 \end{aligned}$$

$$\begin{aligned} \text{Total of Classes (BK)} &= 1 + 3,3 \log (n) \\ &= 1 + 3,3 \log (38) \\ &= 1 + 3,3 (1,58) \\ &= 1 + 5,21 \\ &= 6,21 = 7 \end{aligned}$$

Interval

$$I = \frac{\text{Range}}{\text{BK}} = \frac{42}{6} = 7$$

Based on the explanation above, the researcher is deal with the statement that if the value of mean score can be categorized into good. Here the researcher found 70,71 score of mean score. So, it can be concluded that the students' ability in mastering adjective clause at IAIN Padangsidimpuan was categorized into good category.

B. Discussion

After analyzing the data, it was known that the students' ability in mastering adjective clause in the fifth semester of English Education Department at IAIN Padangsidimpuan was categorized into good category or 70,71 score; it was gotten

from the result of students' means score in doing test by choosing a, b, c, or d multiple choice test.

Also the researcher adopted thesis from Novi Suhartati, she found that the students error analysis in using adverb clauses at grade XI Mas Muhammadiyah Paraman Ampalu was enough (56,66%) and those where the students' difficulties of grade XI Mas Muhammadiyah Paraman Ampalu in error analysis in using adverb clause of time, place, purpose, reason, condition, result, manner and supposition in using adverb clause. The students' difficulties in learning error analysis adverb clause of time place, purpose, reason, condition, result, manner and supposition were: the students do not understand the sentence and they do not understand how to put adverb clause of time, place, purpose, reason, condition, result, manner, and supposition.³⁵

Another article from Sri Nirwani, she found that the score of the students from mean score was 67. So, it could be categorized that the ability of the tenth grade students in SMA Negeri I Batang Angkola in writing recount text at 2015-2016 Academic year was enough category.³⁶

Next is from Rina Sari Nasution, she found that The Students' Ability in Using Question Tag in Simple Sentences at Grade VIII Mts N Kase Rao-Rao

³⁵Novi Suhartati, *Students' Error Analysis in Using Adverb Clauses at Grade XI MAS Muhammadiyah Paraman Ampalu*, Published Thesis, 2016.

³⁶Sri Nirwani, *The ability of the tenth grade students in SMA Negeri I Batang Angkola in Writing Recount Text*, Published Thesis, 2016.

Batang Natal was enough category, it was 72,74 category. Then the Hypothesis was accepted by using Z_{test} , because $Z_{\text{count}} = 2,45 > Z_{\text{table}} = 0,3264$.³⁷

The last related finding is from Nur Hamimah Hasibuan, she found the students' ability in mastering reported speech at grade VIII SMP N 4 Sipirok grade is categorized into very high category. It is 88,5 score. The, the hypothesis which "The Students' ability in mastering reported speech at grade VII SMP N 4 Sipirok is up to enough score category". From the result of the hypothesis testing, the researcher finds that the hypothesis is unaccepted. It can be proved from $Z_{\text{count}} = 5 > Z_{\text{table}} = 3.12$ by level of significant 0.05 or 5 %. So, from the result above, the researcher concludes that the hypothesis is unaccepted. Therefore, the students' ability in mastering reported speech at grade VIII SMP N 4 Sipirok are very high category.³⁸

C. The threats of the Research

In this research, the researcher believed that there were many threats of the research, it started from the title until technique of analyzing data, so the researcher knew that it was so far from excellence thesis. On doing the test, there were the threats of time, because the students had activities when they answered the test, the students did not do the test seriously.

³⁷Rina Sari Nasution, *The Students' Ability in Using Question Tag in Simple Sentences at Grade VIII Mts N Kase Rao-Rao Batang Natal*, Published Thesis, 2017.

³⁸Nur Hamimah Hasibuan, *The Students' ability in Mastering Reported Speech at Grade VIII SMP N 4 Sipirok*, Published Thesis, 2017.

The researcher look the answer directly without cares it. The researcher was aware all things would want to be searched but to get the excellence result from the research were more difficult become there were threats the researcher, the researcher was helping from entire advisers and English teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. The students' ability in mastering adjective clause in the fifth semester of English Education Department at IAIN Padangsidempuan was categorized into good category or 70,71 score.
2. The description of students' ability based on indicator using "whose" is the indicator which has lowest score than other 7 indicators (why, which, whose, whom, that, where, and when). There were 59,65% answered correct and there were 40,34% answered incorrect.
3. Miss Yusni Sinaga, S. Pd, M. Hum said that the efforts of the Lecturer to overcome the difficulties in mastery adjective clause was giving extrinsic motivation to the students with give them many exercises and some encouragements to them to learning more about adjective clause.

B. Suggestion

Based on the result of research, the researcher would give some suggestion to become advice and motivation for:

1. The Lecturer, to motivate the students for learning more about adjective clause.
2. The Lecturer, must be more creative and innovative when teaching English.
3. To readers, to improve their knowledge about adjective clause in sentences.

4. The researcher hopes that the other researchers who want to conduct a research related to this research to find the other factors that influence of adjective mastery. Because, it still there was many factors that affect students' adjective clause mastery.

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CURRICULUM VITAE

A. Identity

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C. Educational Background

1. Elementary School : SDN No 200515 (2006)
2. Junior High School : SMP N 05 Padangsidimpuan (2009)
3. Senior High School : SMA Negeri 3 Padangsidimpuan (2012)
4. Institute : IAIN Padangsidimpuan (2018)

Appendix 1

Name :

Class :

INSTRUCTION : Please choose correct answer a, b, c, or d!

1. Ahmad : Do you know Him?
Budi : “ Yes, he is the man.....me yesterday.”
 - a. who helped
 - b. is helping
 - c. who helping
 - d. was helps
2. I have 2 books red and green.
 - a. which are colour
 - b. colour are
 - c. which colour are
 - d. colour
3. The girl..... talked to Andi last night is my friend.
 - a. who
 - b. which that
 - c. whom
 - d. whose
4. This is the house.....caused such a sensation.
 - a. who
 - b. which
 - c. whose
 - d. whom
5. The Mississippi River, Minnesota to the Gulf of Mexico, is the major commercial river in the United States.
 - a. which flows south from
 - b. which it flowing
 - c. it flow
 - d. it flows south from
6. Bambang Pamungkas,.....everyone suspected turned out to be innocent.
 - a. that
 - b. whom
 - c. which
 - d. whose
7. He called the company..... the pipes.
 - a. usually supplies
 - b. that usually
 - c. that usually supplies
 - d. supplies it
8. The 8. 15 train,.....is usually very punctual, was late today.
 - a. that
 - c. whom

- b. which
- d. whose

9. The man lives across the school is my uncle.

- a. whom
- c. whose

- b. who
- d. where

10. My neighbor, Is very pessimistic, says there will be no apples this year.

- a. who
- c. whose
- b. that
- d. which

11. She is the woman.....

- a. about whom I told you
- c. you about
- b. whom I told you about
- d. you

12. The car..... I hired broke down.

- a. who
- c. whose
- b. whom
- d. that

13. I know the manwhile he was sleeping yesterday.

- a. His car was stolen
- c. whose was stolen
- b. whose car was stolen
- d. car was stolen

14. The girls.....are always complaining about their pay.

- a. who he employs
- c. whose he employs
- b. whom he employs
- d. that which he employs

15. He is the best student..... in TBI 1.

- a. that has ever studied
- c. that her has ever studied
- b. has ever studied that
- d. he has

16. Peter, had been driving all day, suggested stopping at the the next town.

- a. whose
- c. who
- b. that
- d. which

17. The stars..... lead to the cellar are rather slippery.

- a. whose
- c. that
- b. whom
- d. who

18. The man.....is a teacher.
- | | |
|------------------------|------------------|
| a. whom I in Bogor | c. whom in Bogor |
| b. whom I saw in Bogor | d. he |
19. Ann,..... children are at school all day, is trying to get a job.
- | | |
|---------|---------------|
| a. who | c. whose |
| b. that | d. that which |
20. The woman..... is John's mother.
- | | |
|------------------|-------------------------|
| a. just now | c. whom we saw just now |
| b. whom just now | d. we just now |
21. Give me the reason you study in English Online.
- | | |
|---------|----------|
| a. why | c. where |
| b. when | d. whose |
22. Abu Bakar As Siddiq,..... the prophet of Muhammad, is the first of Caliph.
- | | |
|----------------------|----------------------|
| a. always helps | c. he always helping |
| b. whom always helps | d. who always helps |
23. I live in a dormitory.....many countries.
- | | |
|------------------------------|-----------------------------|
| a. which residents come from | c. who residents come from |
| b. whose residents come from | d. whom residents come from |
24. The stairs..... are lather slippery.
- | | |
|----------------------------|--------------------|
| a. that lead to the cellar | c. lead the cellar |
| b. that it | d. lead it |
25. The movie.....we watched last night wasn't very good.
- | | |
|----------|----------|
| a. who | c. whom |
| b. which | d. whose |
26. The music.....last night was very good.
- | | |
|-------------------------|-------------------------|
| a. which we listened to | c. it listened to |
| b. it listening | d. to which we listened |
27. The car.....very reliable began to slide backwards.
- | | |
|---------------------------|--------------------------------|
| a. whom handbrake wasn't | c. that which handbrake wasn't |
| b. whose handbrake wasn't | d. who handbrake wasn't |

37. The girl umbrella is on the rain is my little sister.
- a. whom
 - b. whose
 - c. who
 - d. which
38. Today is the day..... most people in Indonesia get the day off.
- a. that
 - b. which
 - c. when
 - d. where
39. The slurping noise he makes is the main reason..... Susi does not like to eat soup with her brother.
- a. when
 - b. why
 - c. whom
 - d. who
40. Grandpa remembers the old daysno television.
- a. where is
 - b. when there was
 - c. where there was
 - d. there where was
41. Give me reason.....you leave me alone!
- a. when
 - b. why
 - c. that
 - d. which
42. My dad told me She married my mom.
- a. where
 - b. which
 - c. why
 - d. who
43. This is the city..... I was born.
- a. when
 - b. where
 - c. who
 - d. whose
44. I can not remember the day He was gone.
- a. where
 - b. when
 - c. whose
 - d. that
45. This is the town..... the film was shot.
- a. that
 - b. which
 - c. where
 - d. when
46. I have no idea.....Math is so difficult.
- a. who
 - b. that
 - c. which
 - d. why

47. The girl..... father bought a car for Her is happy.
- a. whom
 - b. which
 - c. who
 - d. whose
48. Show me the place.....you put the books.
- a. whose
 - b. who
 - c. where
 - d. when
49. I don't know the reason..... She is angry to me.
- a. when
 - b. why
 - c. what
 - d. that
50. Adi's father passed away..... He was a kid.
- a. where
 - b. which
 - c. when
 - d. that

Mengetahui,

Researcher,

Validator,

Adelia Fitri Nasution

NIM. 14 203 00001

Zainuddin, S. S., M. Hum

NIP. 19760610 200801 1 016

Appendix 2

Key answer of Multiple Choice Test in Mastering Adjective Clause

1. A	26. A
2. C	27. B
3. A	28. A
4. B	29. C
5. A	30. D
6. B	31. C
7. C	32. C
8. B	33. B
9. B	34. A
10. A	35. A
11. B	36. C
12. D	37. B
13. B	38. C
14. B	39. B
15. A	40. B
16. C	41. B
17. C	42. C
18. B	43. B
19. C	44. B
20. C	45. C
21. A	46. D
22. D	47. D
23. C	48. C
24. A	49. B
25. B	50. C

APPENDIX 4

THE FIFTH SEMESTER OF ENGLISH EDUCATION DEPARTMENT STUDENTS' SCORE IN MASTERING ADJECTIVE CLAUSE

No	Students' Initials	Total score
1	SA	80
2	J	70
3	MR	80
4	JSP	80
5	ISP	72
6	MMA	86
7	RAH	90
8	AA	80
9	SSH	54
10	SK	78
11	LSL	72
12	YILH	80
13	SR	72
14	RH	48
15	IRS	78
16	FHN	80
17	NA	72
18	AAS	72
19	SH	80
20	N	72
21	SN	86
22	RHH	64
23	FHH	70
24	RRP	80
25	AHH	60
26	MAD	80
27	IPH	56
28	RS	78
29	MUPH	80
30	PR	62
31	TW	80
32	ST	80
33	LS	80
34	EH	90
35	SHS	70
36	TM	60
37	SWM	72
38	LM	64

Highest Score	90
Lowest Score	48
Sum	2771
Mean Score	70, 71
Mode	85, 83
Median	81, 37

APPENDIX 5**THE DETAIL DESCRIPTION OF STUDENTS ABILITY IN MASTERING ADJECTIVE
CLAUSE**

NO	Students' Initials	Correct Items	Incorrect Items	Total score
1	SA	40	10	80
2	J	35	15	70
3	MR	40	10	80
4	JSP	40	10	80
5	ISP	36	14	72
6	MMA	43	7	86
7	RAH	45	5	90
8	AA	40	10	80
9	SSH	27	23	54
10	SK	39	11	78
11	LSL	36	14	72
12	YILH	40	10	80
13	SR	36	14	72
14	RH	24	26	48
15	IRS	39	11	78
16	FHN	36	14	80
17	NA	36	14	72
18	AAS	36	14	72
19	SH	40	10	80
20	N	36	14	72
21	SN	43	7	86
22	RHH	32	18	64
23	FHH	35	15	70
24	RRP	40	10	80
25	AHH	30	20	60
26	MAD	40	10	80
27	IPH	28	22	56
28	RS	39	11	78
29	MUPH	40	10	80
30	PR	31	19	62
31	TW	40	10	80
32	ST	40	10	80
33	LS	40	10	80
34	EH	45	5	90
35	SHS	35	15	70
36	TM	30	20	60
37	SW	31	19	72
38	LMM	21	29	64
Highest Score		45 Items	29 Items	90

	correct	Incorrect	
Lowest Score	21 Items correct	5 Items Incorrect	50
Sum			2771
Mean Score			70, 71
Mode			85, 83
Median			81, 37

DOCUMENTATIONS











KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Padangsidimpuan, 27 September 2017

: .../ In. 14/E.6a/ PP.00.9/09/2017
: Biasa
: -
: Pengesahan Judul dan Pembimbing skripsi

Kepada Yth. Bapak/Ibu
1. Dr. H. Fitriadi Lubis, M. Pd (Pembimbing I)
2. Zainuddin, S.S., M. Hum (Pembimbing II)
Di -
Padangsidimpuan

Assalamu'alaikum Wr. Wb.

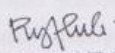
Dengan hormat, sehubungan dengan hasil siding bersama tim pengkajian judul skripsi Jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi Pembimbing Skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama/NIM : Adelia Fitri Nasution/14 203 00001
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : **The Ability of The Fifth Semester of English Education Department in Mastering Adjective Clause at IAIN Padangsidimpuan**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terimakasih.

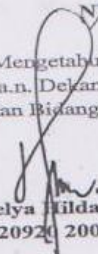
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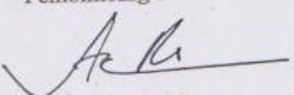
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a.n. Dekan
Wakil Dekan Bidang Akademik

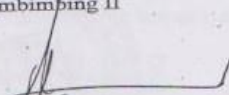

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Pembimbing I

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Hal : Izin Penelitian
Penyelesaian Skripsi.

8 November 2018

Yth. Ketua Program Studi Tadris/Pendidikan Bahasa Inggris
IAIN Padangsidempuan
Kota Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Adelia Fitri Nasution

NIM : 1420200001

Program Studi : Tadris/Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Alamat : Jalan Meranti Raya I No 28 Perumnas Pijorkoling

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Ability of The Fifth Semester of English Education Department in Mastering Adjective Clause at IAIN Padangsidempuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Padangsidempuan, 8 Nopember 2018

a.n. Dekan

W. Bidang Administrasi Umum,
Pencanaan dan Keuangan



S.Ag., M.Pd.

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