

**THE STUDENTS' COMPREHENSION ON CLAUSES OF CONTRAST
IN THE NARRATIVE TEXTS AT THE ELEVENTH GRADE STUDENTS
IN MAN KUALA SIMPANG**

THESIS

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2015 M

ACKNOWLEDGEMENT

First and foremost, all praises thanks are due to Allah SWT who has given the writer health, strength, and capability to finish the thesis. Peace and blessing be upon our prophet Muhammad SAW and his companion who guided mankind from ignorance to the straight path of islam.

The writer would like to express his thanks to Cut Intan Meutia, MA and Dessy Kurniasy, M.Hum, who have guided and supervised him in writing this thesis. His thanks also dedicated to all lecturers in IAIN Zawiyah Cot Kala Langsa who have been taught him for all this time.

Furthermore, many thanks to the teacher of eleventh grade students in MAN Kuala Simpang who has given opportunity to conduct the research at this school. Moreover, the writer is very indebted to beloved parents and sisters who give him their love, spirit and support to his study.

Finally, the writer hopes the readers to give their criticism and responses and mistakes of this thesis for the writer realizes that this thesis is still far from being perfect. May this thesis useful in the future and may it be one of references for the next research and add our knowledge. May Allah SWT bless us forever.

Langsa, October 2015

The writer

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ABSTRACT

The research analyzed the students' comprehension on clauses of contrast in the narrative texts at the eleventh grade students in MAN Kuala Simpang. In this research, the writer used qualitative method. The researcher had chosen the eleventh grade students of MIA 1 class in MAN Kuala Simpang and the objects of the study were 23 narrative texts produced by eleventh grade students of MAN Kuala Simpang. Writing test and questionnaire as the instrument of the research. The instrument was carried out to describe students' comprehension on clauses of contrast in the narrative texts. It was started from 2nd October to 3rd October 2015 at the eleventh grade students in MAN Kuala Simpang. Afterwards, the result of this research was analyzed by using descriptive analysis to find the result of the data. The result of the research showed from 23 students there were only 9 students (39,1%) who can make narrative texts by using clauses of contrast and 14 students (60,9%) still cannot use a clauses of contrast. The result of the research showed that students' comprehension on clauses of contrast in the narrative texts was still low. This case was caused by the students failed to apply formula of complex sentence in writing clauses of contrast. They had difficulties to combine two sentences which consist of one independent clause and one dependent clause in complex sentence because the students did not know kinds of conjunction especially in clauses of contrast.

Keywords: Students' comprehension, clauses of contrast

CHAPTER I

INTRODUCTION

A. Background of Study

How important the language is. Generally, language as a tool of communication that helps people to interact, express, and communicate their ideas. As stated by Keraf that language is used as media of expressing, communicating, holding integration and social adaptation, and holding social control.¹ The use of language can not be separated from human life because it is a tool used by people in speaking or writing. By using language, we can ask other people to do something, exchange our ideas, and can communicate each other about our plans in the future or experiences.

In general, the most popular language is English, because it is the most widely spoken language in the world. English is used by most of people from different countries who have different languages as well. English is an international language and it has an important role for communication in the world. In Indonesia, English is the first foreign language and it is taught as a compulsory subject in Junior and Senior High Schools. Even in the recent years, many elementary school students have had English classes.

Since English is foreign language, it is realized that most Indonesian students generally get some difficulties in learning it. The difficulties occur when they lack of knowledge about vocabulary and grammar. Grammar is the rules

¹ Gorys Keraf, *Komposisi Sebuah Pengantar Kemahiran Bahasa* (Flores: Nusa Indah, 1970), p. 2.

for forming words and making sentences.² Grammar is an important component in learning English to make and arrange structure of sentences. In fact, they have to master the language skills, including listening, speaking, reading, and writing because the goal of learning English is to use it in spoken and written communication.

Writing is a basic and very important language skill because it is integral to the learning process and it can improve the students' academic performances but it can not be learned in a short time. According to Ellis, writing skill requires more capabilities than other language skills and need special preparation.³ Writing is one of the communication means by which the students can communicate their ideas and messages.

There are various ways to organize the sentences in a piece of writing. One of them is narrative text. Narrative text is the form of text that aims to amuse or to entertain the reader. Narrative is basically a kind of text organization, and that organization, that schema, needs to be actualized: in written words, as in stories and novels; in spoken words combined with the movement of actors imitating characters against sets which imitate places, as in plays and films; in drawings; in comic strips; in dance movements, as in narrative ballet and in mime; and even in music.⁴ Narrative is present in myth, legend, fable, tragedy,

² Clarendon Great Street, *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 2003), p. 187.

³ R. Ellis, *Understanding Eighth Language Acquisition* (New York: Oxford University Press, 1985), p. 81.

⁴ Lucy Avraamidou and Jonathan Osborne, "The Role of Narrative in Communicating Science," *International Journal of Science Education* Vol. 31, No. 12 (August, 2009): p. 1688.

drama, comedy, history. The structure of narrative is about two things: the content of the story and the form used to tell the story.

Some students get the problem when they write narrative text. They still confused to make a good narrative text. Teachers must explain it because there are some differences of language structures between Indonesia and English.

In many cases, some students in eleventh grade of senior high school still confuse to use some parts of grammar like using clauses of contrast. They often make some errors when they are using clauses of contrast in sentences such “although, though, even though”.

Teachers have important roles to make their students understand about English lesson especially in grammar. They have to teach part of grammar like clauses of contrast until students understand and use it correctly. MAN Kuala Simpang is one of Senior High Schools which has this problem. Some students in eleventh grade of this school have not understood about using clauses of contrast correctly. Based on the explanation above the writer do a research entitle **“The Students’ Comprehension On Clauses Of Contrast In The Narrative Texts At The Eleventh Grade Students In Man Kuala Simpang ”**

B. Problem of Study

Based on the background of the study above, the writer states a problem to be studied as below:

How do the students’ comprehension on clauses of contrast?

C. Purpose of Study

There is a purpose of this study, such as:

To describe the students' comprehension on clauses of contrast.

D. Significance of Study

This research is hoped can be useful and give benefit as follows:

1. To the writer, this research can develop the knowledge and as input for the writer to know the way to teach students in teaching and learning process.
2. To the students, the result of the research is expected to be valuable to anyone who is interested in learning English especially about grammar.
3. To the teachers, it can help the teacher to prepare the English writing material and can be used to give more attention on clauses of contrast in English learning.
4. To the school, it can be input to complete facilities involving books and teaching media and needed in teaching and learning process, so the students will be easier in understanding the material of English learning.

E. Hypothesis

James H. McMillan states that "A hypothesis is typically the investigator's prediction of what the result will show."⁵ Thus the writer has a hypothesis in this study, as follow:

⁵ James H. McMillan, *Educational Research: Fundamental for The Consumer Fifth Edition* (USA: Pearson Education, 2008), p. 44.

It is assumed that the eleventh grade students in MAN Kuala Simpang still unable in using clauses of contrast in the narrative texts.

F. Terminology

Terminology is several terms correlate to the title that the writer wants to explain clearly. This explanation is essential to make limitation about the definition to avoid misinterpretation in the discussions and make the same understanding in the words.

1. Clauses of Contrast

Clauses of Contrast is part of grammar in adverbial clauses. According to Azar, adverb clause are dependent clauses. They cannot stand alone as a sentence in written English. They must be connected to an independent clause.⁶ Independent clause (or main clause) is a complete sentence. It contains the main subject and verb of a sentence. Dependent Clause (or subordinate clause) is not a complete sentence, it must be connected to an independent clause.⁷

2. Sentence

According to McGraw Hill, a sentence is a group of words that express a complete thought.⁸ There are 3 types of sentences:

⁶ Betty Schramper Azar, *Understanding and Using English Grammar Third Edition* (USA: Pearson Education, 1999), p. 359.

⁷ Betty Schramper Azar, p. 239.

⁸ McGraw Hill, *Grammar Practice Book* (USA: McGraw-Hill Education, 2012), p. 1.

a. Simple Sentence

A simple sentence is the first type of sentence one learns to speak. It is the first type of a sentence that children learn to speak, remaining by far the most common type of sentence in the spoken and written language of people of all ages. The basic English language sentence is called a simple sentence. Primarily, it requires a subject and a verb. It can be as short as one word, or it may appear in any of these five combinations: Subject + Verb, Subject + Verb + Object, Subject + Verb + Complement, Subject + Verb + Indirect Object + Direct Object, and Subject + Verb + Object + Complement.⁹

b. Compound Sentence

A compound sentence contains two sentences joined by and, but, or or. It expresses more than one complete thought. Two simple sentences may be joined to form a compound sentence, which contains two subjects and two predicates. It contains two complete thoughts.¹⁰

c. Complex Sentence

A complex sentence contains two related ideas joined by a conjunction although, after, because, since is called a complex sentence. A complex sentence features an independent clause and one or more dependent clauses. It does not always need a comma.

⁹ Mehmet Demirezen, “*An Analysis of the Problem-Causing Structures of Simple Sentences for Turkish University Students,*” *International Journal of Humanities and Social Science* Vol. 2, No. 3 (February, 2012): p. 136.

¹⁰ McGraw Hill, *Grammar Practice Book*, (USA: McGraw-Hill Education, 2012), p. 18.

3. Narrative

Narrative is a fictional type of text which tells about an event (or some events) that happened to a person (or a group of people) as if a writer lives with(in) main characters. Narration need not be factual and may be written from the perspective of a character in the text.¹¹ In this research, the term means that narrative can be presented into myth, legend, fable, tragedy, drama, comedy, history.

¹¹ Muhammed Eyyup Sallabas, “*Analysis of Narrative Texts in Secondary School Textbooks in Terms of Values Education*,” *African Journal of Bussiness* Vol. 1, No.3 (October 2013): p. 59.