

**TEACHING ADJECTIVE CLAUSES TO THE FIRST YEAR
STUDENTS OF SMAN 1 KAMPAR OF
KAMPAR REGENCY**

Thesis

Submitted to fulfill one of requirements
For undergraduate degree in English education
(S.Pd)



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PEKANBARU
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SUPERVISOR APPROVAL

The thesis “*Teaching Adjective Clauses to the First Year Students of SMUN 1 Kampar*”, is written by Ningsi Safitri NIM. 10514000358. It has been accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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Assalamualaikum warahmatullahiwabarakatuh

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This paper is researched and intended to fulfill one of the requirements for the awards of the bachelor Degree at the Department of English Education of Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau. The title of this paper is “*Teaching Adjective Clause to the First Year Students of SMAN I Kampar*”. The researcher realizes that this project paper is still far from the perfectness. Therefore, constructive criticism and suggestion are needed very much to improve this thesis. In this occasion, the researcher also expresses her sincere thanks and deep gratitude to:

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ABSTRACT

NINGSI SAFITRI. 2011. "Teaching Adjective Clauses to the First Year Students of SMUN 1 Kampar".

The title of this thesis is "Teaching Adjective Clause to The First Year Students of SMUN 1 Kampar".

To teach adjective clause, the teacher needs to use some techniques such as teaching adjective clause by using audio-lingual method, and teaching adjective clause through writing and through action, and teacher must give students some examples to make them understand more about adjective clause.

This thesis has two research questions, the first is "how is teaching adjective clause to the first year students of SMAN 1 Kampar? The second is "what the factors that influence the teaching adjective clauses to the first year students of SMAN 1 Kampar? The subject of this study was an English teacher; the object of the study was how to teach adjective clauses to the first year students of SMUN Kampar

In this thesis, the writer took one teacher as sample. The techniques of collecting data were observation and interview. Observation was used to know how to teach adjective clauses, and interview was used to know what are the factors that influence the teaching adjective clauses. The researcher uses observation as main data and interview was as to support the data needed. The data analysis was by using descriptive quantitative which uses statistical data. To know the percentage, the researcher using the following formula:

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

As the result of this research, the researcher takes some conclusions as following: English teacher must be able to manage the class, and must be able to produce a great variety of ideas, and then create good or interesting situation for the students.

Based on the analysis of data, the researcher concludes that the teaching of adjective clauses to the first year students of SMUN I Kampar is categorized into "enough".

ABSTRAK

NINGSI SAFITRI. 2011. “Pengajaran Adjective Clause Kepada Kelas Satu SMUN 1 Kampar”.

Judul skripsi ini adalah “Pengajaran Adjective Clause kepada Kelas Satu SMUN 1 Kampar”.

Untuk mengajar adjective clause, guru menggunakan beberapa teknik, seperti mengajarkan adjective clause dengan audio-lingual metode, dan mengajarkan adjective clause dengan pendekatan penulisan dan pendekatan perbuatan. Dan guru harus memberikan beberapa contoh kepada siswa untuk membuat siswa-siswa lebih paham mengenai adjective clause,

Skripsi ini mempunyai dua pertanyaan penelitian yaitu “bagaimana cara mengajarkan adjective clause kepada siswa kelas satu SMAN 1 Kampar?” dan yang kedua adalah “apa faktor-faktor yang mempengaruhi pengajaran adjective clause kepada siswa kelas satu SMUN 1 Kampar?” Subjek penelitian ini adalah “guru bahasa inggris”, objek penelitian ini adalah “bagaimana pengajaran adjective clause kepada siswa kelas satu SMUN 1 Kampar”.

Dalam skripsi ini penulis mengambil satu orang guru sebagai sampel. Teknik pengumpulan data adalah observasi dan interview. Observasi digunakan untuk mengetahui pengajaran adjective clause, dan interview digunakan untuk mengetahui apa faktor – faktor yang mempengaruhi pengajaran adjective clause. Penelitian ini menggunakan observasi sebagai data utama dan interview sebagai pendukung data yang dibutuhkan. Untuk mengetahui persentase penulis menggunakan rumus :

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

Sebagai hasil penelitian ini, peneliti mengambil beberapa kesimpulan sebagai berikut: guru bahasa inggris harus mampu mengatur kelas, dan harus mampu memberikan ide yang bervariasi, kemudian harus bisa menciptakan situasi yang menarik untuk siswa.

Berdasarkan analisa data, peneliti menyimpulkan bahwa pengajaran adjective clause kepada siswa kelas satu SMUN 1 K ampar dikategorikan kedalam “cukup baik”.

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CHAPTER 1

INTRODUCTION

A. The Background

In Indonesia, English is the first foreign language taught from elementary school to university. English subject is taught twice a week (time allocation is 2 x 45 minutes). English teachers use KTSP in teaching process because KTSP describes and integrates all of the language skills. The skills are listening, speaking, reading, and writing. It is clearly stated that one of the objectives of the English subject in Senior High School is to develop the students' ability to communicate in English.

SMAN 1 Kampar is one of the State Senior High Schools in Kampar where English is taught in the first grade, the second and in the third grade. KTSP has been known by students in this school. KTSP has been applied since 2007 until now. KTSP (School Based Curriculum) in which school or an institution has authority to implement the teaching and learning and activity for particular lessons or subjects.

In teaching process, teacher is one of the human components who takes a part in the effort forming of potential human resource. Kunandar (2007:113) says that according to KTSP (School Based Curriculum), teacher has functioned as facilitator and mediator to help the students in learning process. They are as follows:

1. Providing students with learning experience which is conducive to responsible in making process and design.

2. Providing students with stimulating activities in orders to develop their knowledge and help them to express their ideas.
3. Providing students with facilities which stimulating students' thinking productively.
4. Providing students with opportunity and experience.
5. Monitoring, evaluating, and showing what the students' ideas are.

The purpose of teaching English at Senior High School is to make the students able to access knowledge with the medium of English language.

In this case teaching grammar is one of the application forms delivered by teacher intended to guide the students to know the forms of words, phrases, and sentences correctly. In short, the students can use correct sentences in every situation. The grammatically ordered sentences refer to understandable messages accepted by listeners, readers, and so forth. Finally, the interaction and comprehension will go on together. Consequently, the construction of correctly ordered sentences is necessary to consider.

A sentence is a number of words making a complete grammatical structure generally begun with capital letters and ended with a full stop or its equivalence (Hilton and Hyder, 1995:16). Every sentence must have a finite verb and make complete sense. It can be a statement, command, or question. In regard with the statement above, the students should have good grammar in learning English for communication. They should master the basic sentence or structure. This means that they have to acquire the rules of the language it self.

Teaching English grammar has been done from Junior High Schools up to Senior high schools because in fact grammar is the important component that must be mastered by the students.

In SMAN 1 Kampar as one of senior high school has two departments: natural science department and social science department, both of which has various methods and techniques in teaching English to improve the students' ability and to provide students with knowledge and capability to use English actively. But based on the writer's observation to students of SMAN 1 Kampar, there were still a lot of students who faced difficulties in studying English although this school has facilities in order to help students in learning process. Besides, the students are taught English twice a week for two hours. In fact, the students still have difficulties in English subject. Perhaps, one of the causes is that they do not fully understand the English grammar. As the result, they get difficulties to express their thought or ideas correctly. By learning English grammar, students are expected to be able to construct sentences correctly.

In teaching and learning process the students are hoped to know and use many grammatical aspects, such as about "adjective clause ". In this case, based on my observation in this school (SMAN 1 Kampar), most of the students can not use "adjective clause". In other words, they still have problems and difficulties especially in using adjective clauses.

Based on the information from the English teacher of SMAN1 Kampar and from the writer's preliminary observation, many of the students were confused with the use of adjective clauses. They did not fully understand the function of each relative clause that had been taught and they did not know what appropriate relative clause that should be applied to combine the sentences.

In short, English teacher should be able to make the students understand about the use of adjective clauses. The problems can be seen from the phenomena as follows:

- a. English teachers did not explain the lesson clearly.
- b. English teachers seldom used media of instruction in learning process.
- c. English teachers did not identify the appropriate relative pronouns clearly.
- d. English teacher did not identify the kinds of adjective clause clearly.

Based on the phenomena, the writer is interested in doing a research entitled:
“TEACHING ADJECTIVE CLAUSES TO THE FIRST YEAR STUDENTS OF
SMAN 1 KAMPAR”

B. The Identification of Problems.

1. How is the teaching adjective clause to the first year students of SMAN 1
Kampar?
2. What are the factors that influence the teaching adjective clauses to the first
year students of SMAN I Kampar?

C. The Limitation of the Problems.

A clause is the structure that has a subject and verb (Azar, 1989: 220). A complex sentence may contain one independent clause and one or more dependent clause. An independent clause is a complete sentence which contains the main subject and verb. It is also called a main clause. Dependent clause is not a complete sentence and must be connected to an independent clause.

In English, there are two types of clauses. Those are the principle clause or main clause, or independent clause and subordinate clause or dependent clause. The principle clause is a group of words which contain a finite verb and need other words with it to make a complete message. The subordinate clause is a group of words which is like the usual literary sentence and principle clause different from the phrase which contains a finite verb. Principle clause and subordinate clause cannot be separated each other, event the principle clause can stay alone.

To avoid misunderstanding toward the problem in this research, it is quite necessary for the writer to limit the problem. It is focused on **‘teaching adjective clauses to the first year students of SMAN 1 Kampar’**.

D. The Formulation of the Problem

This research problem is formulated as the following question:

1. How is the teaching adjective clause to the first year students of SMAN1
Kampar?
2. What are the factors that influence the teaching adjective clauses to the
first year students of SMAN I Kampar?

E. The Reason of Choosing this Title

There are several reasons why the writer is interested in doing this research.

The reasons are based on the following considerations:

1. The writer is interested to know how is teaching adjective clause to the
first year students of SMAN 1 Kampar.
2. This title of research has never been researched yet.
3. The writer has capability of doing this research in terms of budget
available and the reachable location of the research.
4. This study is related to the writers major.

F. The Objectives of this research.

1. To find out how is the teaching adjective clauses to the first year students
of SMAN 1 Kampar.
2. To find out the factors that influences the teaching adjective clauses.

G. The significance of the study

The study seems significant:

1. To provide readers with some information about grammar especially about adjective clause.
2. To be a contribution to the English teachers of SMAN 1 Kampar in developing the students' grammar knowledge especially in the teaching of adjective clause.
3. To improve the writer's knowledge in terms of grammar especially about adjective clause.
4. To fulfill one of the partial requirements for the graduate of S1 Degree at the English Department of UIN SUSKA RIAU.

H. Definition of the Terms Used

In order to avoid misinterpretation and misunderstanding in reading this paper, it is necessary to define the following terms:

1. Teaching and learning process is an activity that can doing in class room or out door. This activity includes a teacher and students.(Oxford Advanced Learner Dictionary1991:425).
2. Independent clause is a complete sentence. It contains the main subject and verb of sentence. It also called a main clause.
3. Dependent clause is not a complete sentence. It must connected to an independent clause.

4. Adjective clause is a dependent clause that modifies a noun. It describes, identifies, or gives further information about noun. Pollock (1982:119) state that an adjective clause is a subordinate (dependent) clause used as an adjective clause.

CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Framework

1. Nature of teaching.

Teaching is a complex process because, in teaching, teacher teaches groups of students with various psychology and ability. Teaching is not only transforming the knowledge, but it is more than that. As Brown (1994:7) says that teaching is showing or helping someone to learn how to do something, giving instruction, guiding to study something, and providing knowledge causing to know or understand.

The teacher knows that teaching is a process, so the teacher should know and can do the process of teaching if the teacher wants the teaching and learning process to be successful. Kalayo (2007:42) says that there are three stages of teaching: (a) presentation, (b) practice, (c) production.

The first presentation, in presentation, the teacher focuses on a single point of grammar, or the realization of a function, usually presented explicitly in a context. It is supposed to develop an understanding of the language point of the learners.

The second is practice, it presumed to enable learners to use rule or pattern. In this process, the teacher should control the students in doing the tasks.

The last is production, in this time the learners are expected to reproduce the target language more spontaneously such as in a communication tasks.

Phase of teaching process according some expert, they are;

- a. according Jerome S Bruner
 - a). information phase
 - b). transformation phase
 - c). evaluation phase
- b. According Arno F Wittig (1981) say that;
 - a). acquisition phase
 - b). storage phase
 - c). retrieval phase
- c. According Albert bandura (1977) say that;
 - a). attention phase
 - b). retention phase
 - c). reproduction phase
 - d). motivation phase

According to Promadi (2008:38) in teaching and learning process, the teacher can use steps of lesson as follows:

- a. Motivating strategies

The learning process started with giving motivation to students to make them interested. This can be done by asking them about their experiences related to the topic.

- b. Presentation

In presentation, teacher can start with giving information about the purposes of learning. And then, the teacher introduces the topic and explains one by one of the lesson items to make students fully understand. In this stage, the students can ask the teacher if they do not understand.

c. Practice

In this stage, students practice lesson which has been known.

d. Production

After practice, teacher gives exercise to students to know whether or not the students understand.

e. Review or sum up

Before ending, teacher must review the lesson or sum up of the lesson.

f. Assessment.

After all of these stages, the end is the teacher gives assessment or evaluation.

2. Nature of Adjective Clause

Pollock (1982:119) states that an adjectives clause is a subordinate (dependent) clause used as an adjective. An adjective clause is a dependent clause that modifies a noun. It describes, identifies or gives further information about a noun.

An adjective is a word that describes, identifies, modifies, something (a noun or pronoun). An adjective usually precedes the noun or the pronoun it modifies.

Adjective clause is a grammatical unit that includes at minimum, a predicate, and an explicit or implied subject.

According to Azar (1989:238), an adjective clause is a dependent clause that modifies a noun. It describes, identifies, or gives further information about a noun. An adjective clause is also called a relative clause. Thus, Payle (1995:174-175) points out that an adjective clause is used to form one sentence from separated sentences. On the other hand, an adjective clause is used to combine a main clause and a relative clause, whose subject and object of those sentences are the same.

The pronouns that can be used in adjective clause are which, who, whom, whose, that. Adjective may also be introduced by subordinate conjunctions when, where, and why (George E. Wishon and Julia M. Burks). After teaching the materials, the students are hoped to be able to use the adjective clause correctly.

The pronouns that can be used in adjective clause are:

- a. Who. It is used for people as the subject.

Example:

- a. The girl was happy. She won the race.

The girl **who** won the race was happy

- b. I thanked the man. He helped me yesterday.

I thanked the man **who** helped me yesterday.

- c. The taxi driver was friendly. He took me to the airport.

The taxi driver **who** took me to the airport was friendly.

b. Whom. It is used for people as the object.

Example:

a) The man is Mr. Jones. I saw him.

The man **whom** I saw is Mr. Jones.

b). I like the women. I meet her at the party last night.

I like the woman **whom** I meet at the party last night.

c).The people were rich. We visited them yesterday.

The people **whom** we visited yesterday were rich.

2. Whose. It is used to show possession.

Example:

a) I know the man. His bicycle was stolen.

I know the man **whose** bicycle was stolen.

b) The people were nice. We visited their house.

The people **whose** house we visited were nice.

3. Which. It is used for things or animals.

Example:

a) I am using a sentence. It contains an adjective clause.

I am using a sentence **which** contains an adjective
Clause.

b) The picture was beautiful. She was looking at it.

The picture at **which** she was looking at was beautiful.

The picture **which** she was looking at was beautiful.

c) The building is very old. He lives there.

The building **which** he lives in is very old.

The building in **which** he lives is very old.

4. That can be used to replace who, whom, which.

Example:

a) The girl **that** won the race was happy

b) The man **that** I saw is Mr. Jones

c) The dog **that** lay under the tree is Tom's.

d) The picture **that** she was looking at was beautiful.

According to George E. Wilson (1980), the title of his book is "Let's Write English, adjective may also be introduced by the subordinate conjunctions where, when, and why. Example:

a. where

Example: The Ocean covered the place where the volcano had been.

The building where he lives is very old.

b. when

Example: People still speak of the day when the explosion occurred.

I will never forget the day when I meet you.

c. why

Example: Only scientists can explain the reason why this disaster happened.

According to A. Paidlal Rahman (2010) adjective clause has two types, defining relative clause and non defining relative clause.

1. Defining relative clause.

Defining relative clause is also called restrictive relative clause. It identifies or classifies nouns (which kind of person or thing).

Example:

- a. The student **who** answered the question was John.
- b. The book **which** you lent me was interesting.
- c. Thank you for the help **that** you have again.

2. Non defining relative clause.

Non defining relative clause is placed after nouns which are definite already. They do not therefore define the noun, but merely add something 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 relative clause, 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 spoken English.

Example:

- a. Bernard Shaw, who wrote S.T. Joan, died in 1950.
- b. My brother, who had been on a visit to America, arrived at
Southampton yesterday.

3. How to teach adjective clauses?

A teacher who wants to be successful in teaching must know properly how to present the lesson to the students. It is not easy to do because the teacher should know or master great amount of materials to be taught before teaching in the class. The teacher can use a variety of techniques to teach adjective clause.

When we talk about techniques of teaching adjective clause, we are dealing the questions:

- a). what (what materials that we will use)

The material we will use is concerning adjective clause in sentence.

- b). who (who will we teach)

We teach the first students of SMAN 1 Kampar.

Some techniques at teaching adjective clause are presented in the following part:

a. Teaching adjective clause by using the audio-lingual method

To teach adjective clause the teacher can using the audio lingual method. The audio-lingual method was developed in the United States (according to Diane Larsen-Freeman 1986:31). At that time there was a need for people to learn foreign languages rapidly for military purpose. But now teacher can using this method at teaching and learning process inclusive in teaching adjective clauses.

The first, teacher come to the class and tried to focus on students' attention. And than, greeted and asked the students condition

Teacher: Good morning students, how are you?

Students: Good morning sir. Fine thank you, and you?

Teacher: I'm fine too.

After that, the teacher introduced the topic of the day is about adjective clauses. In teaching adjective clause the teacher using a technique, the technique is audio-lingual method.

Example:

Teacher : repeat after me: I thanked the woman

Class : I thanked the woman

Teacher : She helped me

Class : She helped me

Teacher : I thanked the woman who helped me

Class : I thanked the woman who helped me

And then the teacher asks student to analyze the sentence above and what meaning is. Next, after teacher explained the material, teacher giving to students some questions and an exercise.

b. Teaching adjective clauses by teachers' creative ideas.

The teacher can use some technique in teaching and learning process include in teaching adjective clauses. One of them is teaching adjective clause by using a song (www.esltunes.com/shanecdactivities/.../adjective%20clauses.doc).

The first before the song, teacher asks students to think of appropriate adjective for the nouns. And then, teacher explain to students that adjective clause like all clauses, contains (at the very least) of a connector, a subject, and a verb.

This song expresses a sentiment that is very common. It talks about how some people view us, and how we view ourselves. You may wish to have people come up with two list of adjective others use to describe them, and the list that they would use to describe themselves. Discuss different between the two lists.

In couple of song have adjective clause, and then teacher ask the students to find adjective clause in that song. This song title is “*never say never*”.

Let me tell you something that I've seen.

Maybe you've been there, and will know what I mean...

There are those who laugh when you can't say a word

There are people who say the way I talk is absurd

There are those who say that we just don't belong.

There are the reasons that I sing a song.

So if you want to sing with me,

Sing out loud if you agree:

I'm a man who never says never

I'm a boy that will work hard forever.

There are things that I don't understand

But I'm the kind of person that knows that I can

There are people that laugh right into my face

There are those who feel I'm just taking up space

There are those who say I'm not one of their kinds

Can't I join those who have some peace of mind?

Well, if you want to sing with me,

Sing out loud if you agree:

I'm a man who never says never

I'm a boy that will work hard forever

There are things that I don't understand

But I'm the kind of person that knows that I can

I'm the kind of person that knows that I can.

After that, the teacher asked the students to find the adjective clause by circling the noun and then underlining the adjective clause. Next, teacher asks students to discuss about the meaning of the song by answering these questions in pairs:

- a. What does the singer think about himself?
- b. What does singer say other think about him?
- c. Have you ever felt this way? When?
- d. What does it mean to "belong"?

- e. Have you ever felt that you didn't belong? When?
- f. Have you ever been laughed at? Share an experience.
- g. What kind of person are you?

4. The Position of Adjective Clause

An adjective clause is commonly put after the noun or pronoun to which it refers. Eckersley (1973:324) states that nouns are qualified by adjective clause. This noun is called noun antecedent. It is the noun qualified.

The antecedent is normally followed by relative clause or adjective clause. A relative pronoun generally introduces an adjective clause.

Examples: The girl very attractive. She lives opposite my house.

Main clause subordinate clause

The girl **who** lives opposite my house is very attractive.

The painting is very beautiful. You bought it.

Main clause subordinate clause

The painting **which** you bought is very beautiful.

The man called the police. His wallet was stolen.

Main clause subordinate clause

The man **whose** wallet was stolen called the police.

B. The Relevant Research

There are many relevant researches in grammar area; the researches are various, either in general or specific one. This happens because grammar is a part of language component in English. Dealing with this research, the writer takes one of relevant research which has been investigated concerning the Teaching Adjective to SLTP. Susilawati(2001).

C. Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. According to Hornby (1989:240), concept is idea underlying something general notion. In this research, the teaching adjective clause done by teacher is called success based on some indicator as follows:

- a. English teacher always ask the students' condition at the teaching beginning before.
- b. English teacher always focus on students' attention.
- c. English teacher explains the material clearly.
- d. English teacher controls the students when teaching and learning process.
- e. English teacher gives time to students to ask him if they do not understand.

- f. English teacher supervises the students' activity during the class process.
- g. English teacher helps the students when they have difficulties in and learning process
- h. English teacher motivates and builds the students' confidence by giving reward (high score and complement 'good') when the students can answer the teachers' question

Syah Muhibbin in his books *Teori Belajar* says that the factors that influence the teaching can be seen in the following indicator:

1. Internal Factor

From the theories, internal factor that can influence students in learning English grammar include attitude and motivation.

Attitude can be seen in following indicators:

- a. The students seriously in studying English grammar
- b. The students prepare their self before join the class.
- c. The students present and join the class on time.
- d. The students heard their teacher explanation seriously.
- e. The students concentrate in teaching learning English grammar process.

Motivation can be seen in following indicators:

- a. The students study English to get good academic performance.
- b. The students review lesson about grammar three times a week.

- c. The students have some of grammar books or dictionary
- d. The students like grammar more than other lessons.
- e. Students study English to be successful in their lives.

2. External factor

From the theories factors that can influence students in learning English grammar, especially adjective clause and noun clause include: parents, teachers, friends and environment

Parents can be seen in following indicators:

- a. Parents give motivation in study English.
- b. Parents ask about ability of their children.
- c. Parents give money to buy English book or dictionary.
- d. Parents compare my ability with other family
- e. Parents influence me to be good English teacher.

Teacher can be seen in the following indicators:

- a. Teacher gives motivation in study English.
- b. Teacher explain lesson clearly.
- c. Teacher explanation helps me in mastery English grammar
- d. .Teacher asks which one the lesson that still confused
- e. Teacher gives punishments if don't make homework.

Friends can be seen in the following indicators:

- a. Friends give motivation and help corrected their friend.
- b. Friends have better grammar than me
- c. Friends and I discuss in mastery English grammar.
- d. Friends corrected my grammar.
- e. Friend helps me if still confuse in study English grammar.

Environment can be seen in the following indicators:

- a. Environment influences student in mastery English.
- b. Environment gives motivation in study grammar.
- c. Environment of campus make me enjoy in studying English.
- d. The courses or private help me in study English.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research is descriptive quantitative. According to Margono (2005: 8), descriptive method is a method which researches a status of human group, an object, set condition, system idea or a class event at this period. Whitney in Nazir (2005:54) stated that descriptive method is looking for the facts by using accurate interpretation. It is kinds of method that involves the collection of data for the purpose of describing exiting condition. It has one variable which describes “the teaching adjective clauses at the first year student of SMUN 1 Kampar”.

B. The time and location of the research.

The writer conducted the research in SMAN 1 Kampar which is located on Pekanbaru – Bangkinang Street Km 40. This school has been familiar with the writer that made her happy to conduct the research here. This research was conducted on May 2010.

C. The subject and the object.

The subject of this research was the English teacher teaching the first year students of SMUN 1 Kampar, while the object of this research was teaching adjective clause to the first year students of SMUN 1 Kampar.

D. The population and sample of the research.

The population of this research was the English teacher teaching at the first year students of SMUN 1 Kampar. So, the writer took him as a respondent to get the data.

E. The Techniques of Data Collection

This research is descriptive qualitative, so in order to obtain the data in this research, the writer applied some techniques as follows:

1. Observation

According to Suharsimi (2006:156), observation was an activity which concerns toward some objects by using the five senses. This method was carried out to observe teaching adjective clause to the first year students. So, in this research, the writer observed directly about the activities of the teachers in teaching adjective clause. The writer did these four times to observe the teaching adjective clause at this school.

In this observation, there were several steps done by the writer. Firstly, the writer saw how the teacher explains the material. Secondly, the writer made notes about the learning activity. Thirdly, the writer used checklist form to complete the information.

2. Interview

This technique was used to obtain the data by asking some questions directly to the teacher. It was intended to identify further real technique applied by the teacher. Rea and Parker (1992) in Nana Syaodih (2006:84) state several advantages from direct interview they are:

- a. Flexibility: the question can be asked verbally or written and answered fort with some questions which is not clear or doubt can be clarified directly.
- b. Greater complexity: the researcher can be asked the complex question.
- c. Ability to contact hard-to-reach populations: enabling to collect the data form the sample which is difficulties to be contacted by the telephone or letter.
- d. High responses: possibility to give bigger answer than unquote through post.
- e. Assurance that instructions are followed: possibility the responder gives the answer which is expected by the researcher.

In this interview, the writer used semi structured. In this case, firstly interviewer asked some structured questions. Then, one by one the interviewer asked for more information. So, the answers could cover all variables with complete information. After that, the writer wrote the information from the interview.

F. The Techniques of Data Analysis

The research data were analyzed by expected number with percentage. The data analysis technique used was as follows:

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

Where: P = Percentage

F = Number of Frequency

N = Total of Score.

After that the percentage is interrupted into qualitative words. The researcher decided out the category of the teaching adjective clauses as follows:

Good (76% - 100%)

Enough (56% - 75%)

Bad (40% - 55%)

Less (0% - 39%)

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

This chapter presents the research finding. The instruments used by the writer were observation and interview. The first one was utilized to get some primary data. The second was used to get the data by the first instrument which probably cannot be obtained and to strengthen the first data collected.

A. DATA PRESENTATION.

1. Data Presentation of observation.

Observation : I
 Day/Date : Tuesday, June 8th 2010
 Name of Teacher : Mr. Syarifudin
 Theme : Nature of adjective clauses.

TABLE IV.01
DATA PRESENTATION OF OBSERVATION I

NO	Observation Aspects	Yes	No
1	English teacher always ask the students' condition..	√	
2	English teacher always focus on students' attention.	√	
3	English teacher explains the material clearly.	√	
4	English teacher controls the students when teaching and learning process.	√	
5	English teacher gives time to students to ask him if they don't understand.	√	
6	English teacher supervises the students' activity during the class process.	√	
7	English teacher helps the students when they have difficulties in teaching and learning process.		√
8	English teacher motivate and builds the students confidence by giving reward (high score and compliment "good") when the students can answer teacher's question.		√
	Total	6	2
	Percentage	75%	25%

Based on the first observation above, the researcher takes conclusion that the answer Yes is 75% and the answer No is 25%.

Observation : II
 Day / Date : Thursday, June 10th 2010
 Name of Teacher : Mr. Saripudin
 Theme : Kind of Adjective clauses

TABLE IV.02
DATA PRESENTATION OF OBSERVATION II

NO	Observation Aspects	Yes	No
1	English teacher always ask the students' condition..	√	
2	English teacher always focus on students' attention.		√
3	English teacher explains the material clearly.	√	
4	English teacher controls the students when teaching and learning process.		√
5	English teacher gives time to students to ask him if they don't understand.	√	
6	English teacher supervises the students' activity during the class process.		√
7	English teacher helps the students when they have difficulties in teaching and learning process.		√
8	English teacher motivate and builds the students confidence by giving reward (high score and compliment "good") when the students can answer teacher's question.		√
	Total	3	5
	Percentage	37,5	62,5

Based on the first observation above, the researcher takes conclusion that the answer "Yes" is 37.5% and the answer "No" is 62.5%.

Observation : III
 Day / Date : Tuesday, June 15th 2010
 Name of Teacher : Mr. Saripudin
 Theme : Using Relative Pronouns in Adjective Clauses.

TABLE IV.03

DATA PRESENTATION OF OBSERVATION III

NO	Observation Aspects	Yes	No
1	English teacher always ask the students' condition..	√	-
2	English teacher always focus on students' attention.	-	√
3	English teacher explains the material clearly.	√	-
4	English teacher controls the students when teaching and learning process.	-	√
5	English teacher gives time to students to ask him if they don't understand.	-	√
6	English teacher supervises the students' activity during the class process.	-	√
7	English teacher helps the students when they have difficulties in teaching and learning process.	√	-
8	. English teacher motivate and builds the students confidence by giving reward (high score and compliment "good") when the students can answer teacher's question.	√	-
	Total	4	4
	Percentage	50%	50%

Based on the first observation above, the researcher takes conclusion that the answer “Yes” is 50% and the answer “No” is 50%.

Observation : IV
 Day / Date : Thursday, June 17th 2010
 Name of Teacher : Mr. Saripudin
 Theme : Expressing sympathy and give responses.

TABLE IV.04
DATA PRESENTATION OF OBSERVATION IV

NO	Observation Aspects	Yes	No
1	English teacher always ask the students' condition..	√	-
2	English teacher always focus on students' attention.	-	√
3	English teacher explains the material clearly.	√	-
4	English teacher controls the students when teaching and learning process.	-	√
5	English teacher gives time to students to ask him if they don't understand.	-	√
6	English teacher supervises the students' activity during the class process.	-	√
7	English teacher helps the students when they have difficulties in teaching and learning process.	√	-
8	English teacher motivate and builds the students confidence by giving reward (high score and compliment “good”) when the students can answer teacher's question.	√	-
	Total	4	4
	Percentage	50%	50%

Based on the first observation above, the researcher takes conclusion that the answer “Yes” is 50% and the answer “No” is 50%.

2. Data Presentation from Interview.

Here, the writer presents the data gathered from observation and from interview, which is intended to figure out the teaching knowledge about the teaching adjective clauses to the first year students. So, the questions given by the researcher to the teacher were regarding the techniques applied. This interview was qualitative aiming to support the data from observation. The data from this interview were directly from the English teacher, through interview as follows:

1. Why do you combine Indonesian and English in teaching and learning process?

“In my classroom, not all of the students can understand what I say if I use English all. So, I combine it with Indonesian. Sometimes, I use English in teaching and learning process when I give them simple instructions. But, when I explain the material, I combine Indonesian and English. It can make the students easy to understand and make them enjoy in learning speaking because they understand what I say to them”.

2. In your opinion, why are the students shy to speak English?

“Not all of the students are brave to speak English, and sometimes, they are shy to speak. They are shy to speak English because they

don't have high self-confidence and they are afraid of making mistakes in speaking. We know that when one of the students get mistake in speaking, other friends laugh him/her. Sometimes they are afraid because they don't have many vocabularies to speak in front of the class. So, they choose to keep silent”.

3. What is your opinion about mistakes made by the students in teaching and learning process?

“We know that the students still learn about English. So, they are often making mistakes. But, we can see from their knowledge, if they have high knowledge and want to study hard, so, they can avoid the mistakes. Some of the students are lacking of knowledge and get difficulties in learning process, so, they get many mistakes. When they get mistakes, I always correct their mistakes after all of them perform”.

4. What is your idea to motivate the students to active in learning process?

“I motivate them by giving score. If they want to get a high score, they must speak in front of the class or in teaching and learning process. So, some of them can study hard to speak English. But when some of them are still shy to speak and don't want to speak in front of the class, I give them a chance to make homework. So, they can

study at home first, after that they can be active in teaching and learning process”.

5. Why teaching through writing and teaching through action in teaching adjective clauses?

“I think the techniques that I used in teaching adjective clause are suitable because teaching through writing and teaching through action can make students easy to understand about the topic”.

B. DATA ANALYSIS

The data analysis of this study refers to analysis of the data of the research that has been collected through observation and interview. There were two instruments used to collect the data. As it was stated in previous chapter that descriptive quantitative technique was used to analyze the data in this research finding.

TABLE IV.05

RECAPITULATION OF TEACHER OBSERVATION

No	Number of items	1	2	3	4	Total (F)	Percentage (%)
1	1	√	√	√	√	4	100%
2	2	√	–	–	–	1	12.5%
3	3	√	√	√	√	4	100%
4	4	√	–	–	–	1	12.5%
5	5	√	√	–	–	2	50%
6	6	√	–	–	–	1	12,5%
7	7	–	–	√	√	2	50%
8	8	–	–	√	√	4	50%
	Total	6	3	4	4	19	
	Percentage	75%	37,5%	50%	50%		59.375%

From recapitulation above, the score is $P = 19 : 8 \times 100\% : 4 = 59.375\%$.

So, the result of teaching adjective clauses to the first year students of SMAN 1 Kampar is “enough”.

To analyze the factors influence the teaching of adjective clauses through interview. There are some factors that influence the teaching adjective clauses to the first year students of SMAN I Kampar. The factors are:

1. The Students

Based on the data have been collected from observation and interview, it can be seen that the students are shy to speak in English. So, not all of students can practice in learning process.

2. The Teacher

Based on the findings, it is clear that the English teacher do not use some techniques those are important in teaching adjective clauses.

2. The facilities

In teaching and learning process, facility is one of the supports to get successful attainment in education, for example, language laboratory and some media. Therefore, the function of the laboratory is very important to get real exercise in learning process. While using media is very important to help the students in learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions.

The researcher takes conclusions that the teaching adjective clause to the first year students of SMAN I Kampar is categorized into “enough”. It can be seen from the observations done by the researcher that the teacher uses some techniques in teaching adjective clauses, they are as follows:

1. Teaching adjective clauses by using audio-lingual method.
2. Teaching adjective clauses by teachers’ creative ideas.

It is also supported by the theories from the experts. Even though the teacher does not implement with the best method, but the teacher are success in teaching adjective clauses. The second formulation is about the factors influencing the teaching adjective clauses. The factors are:

1. Internal factor

From the theories, internal factor that can influence students in english grammar learning include attitude and motivation

2. External factor

From the theories external factor that can influence students in english grammar learning especially adjective clause include; parents, teachers, friends, and environments.

B. Suggestion

Based on the result of the research, the researcher would like to offer some suggestions to be considered. They are as follows:

1. The teacher should learn how to enhance their ability in teaching adjective clauses and to establish a good atmosphere in the class. Thus, the students feel happy and enthusiastic in teaching and learning process.
2. The teacher should give different techniques in teaching and learning process.
3. The teacher must develop students self confidence in learning process.

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