

**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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The writer

## TABLE OF CONTENT

<b>ACKNOWLEDGEMENT</b> .....	<b>i</b>
<b>TABLE OF CONTENTS</b> .....	<b>ii</b>
<b>LIST OF APPENDICES</b> .....	<b>iv</b>
<b>ABSTRACT</b> .....	<b>v</b>
<b>CHAPTER I. INTRODUCTION</b>	
A. Background of Study .....	1
B. Problem of Study .....	3
C. Purpose of Study .....	4
D. Significance of study .....	4
E. Hypothesis .....	4
F. Terminology .....	5
<b>CHAPTER II. LITERATURE REVIEW</b>	
A. Definition of Grammar .....	8
B. Sentence.....	9
C. Clauses of Contrast.....	14
D. Types of Writing Text .....	20
<b>CHAPTER III. RESEARCH METHOD</b>	
A. Kind of Research .....	25
B. Place and Time of Research .....	25
C. Population and Sample.....	26
D. Techniques of Collecting Data and Instruments .....	27
E. Techniques of Data Analysis.....	28
<b>CHAPTER IV. RESULT AND DISCUSSION</b>	
A. Result of Research.....	30
B. Discussion .....	56

<b>CHAPTER V. CONCLUSION AND SUGGESTION</b>	
A. Conclusion.....	59
B. Suggestion .....	59
<b>BIBLIOGRAPHY.....</b>	<b>61</b>

## **LIST OF APPENDICES**

Appendix 1	Bibliography
Appendix 2	The Instrument Of The Research
Appendix 3	Surat Izin Penelitian
Appendix 4	Surat Keterangan Telah Mengadakan Penelitian
Appendix 5	Sertifikat Mengaji
Appendix 6	SK Penelitian

## **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 2<sup>nd</sup> October to 3<sup>rd</sup> 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.<sup>1</sup> 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

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

for forming words and making sentences.<sup>2</sup> 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.<sup>3</sup> 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.<sup>4</sup> Narrative is present in myth, legend, fable, tragedy,

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

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

<sup>4</sup> 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."<sup>5</sup> Thus the writer has a hypothesis in this study, as follow:

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<sup>5</sup> 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.<sup>6</sup> 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.<sup>7</sup>

### **2. Sentence**

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

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

<sup>7</sup> Betty Schramper Azar, p. 239.

<sup>8</sup> 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.<sup>9</sup>

**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.<sup>10</sup>

**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.

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<sup>9</sup> 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.

<sup>10</sup> 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.<sup>11</sup> In this research, the term means that narrative can be presented into myth, legend, fable, tragedy, drama, comedy, history.

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<sup>11</sup> 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.

In these reading comprehension worksheets, students can increase their understanding of colloquial and idiomatic expressions and get a feel for conversational English. They also allow several students to participate at the same time - which makes them really fun! Great for use in school or at home. Answer Key - This is the answer key to the role play worksheets. "What Time Is It?" - Beginning Level. 4 questions. Under 100 words. Writing about narrative texts can help students unpack meaning and solidify their comprehension in writing as quoted by Wallace, et.al. (2007:42-43). 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. 2. To analyze the types of clauses of concession found in the narrative text that can be applied by students of second grade SMK Muhammadiyah Salatiga. 3. To know the implications of the research for English language teaching is as the references for English teaching material in learning process, especially in grammar of clauses of concession in second grade level students. E. Benefits of The Study. Once your students understand how narratives work, assign a narrative essay for students to demonstrate and hone their skills. Steps. Part 1 of 3: Introducing the Genre. {"smallUrl":"https://www.wikihow.com/images/thumb/0/08/Teach-Narrative-Writing-Step-1.jpg/v4-460px-Teach-Narrative-Writing-Step-1.jpg","bigUrl":"images/thumb/0/08/"} For example, start by looking at the action and characters in the introduction. How does the author introduce the story? The characters? Then, move to the body paragraphs to identify how the story develops. What happens? Who does it happen to? How do the characters respond? Finish your map by looking at the conclusion to the story.