4. Grammar is a study about language structure and how sentences are formed and acceptable.

5. Noun clause is a clause that fills a noun phrase.

6. Phrase is a word or group of word that functions as a unit within the sentence

7. Complement is a structure that complete a sentence.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter consists of some sub topics. They are, the definition of grammar, concept of grammar, aspect of grammar, definition of complements, types of complements, using of adjective complements, defintion of noun clause, and definition of phrase.

2.1   Grammar

The discussion in this sub chapter will be devided into three main sub heading. They are definition of grammar, concept of grammar and aspect of grammar.

2.1.1 The Definition of Grammar

Grammar is the way in which meanings are encoded into wordings in the English language. Grammar is certainly a common word. Grammar is usually considered one of the language components beside the vocabulary. Knowing grammar means understanding what the text means correctly.

According to Kolln and Funk (2009:5) states that *Grammar is the system of rules of our heads.* Its means that the study of grammar a lifetime of "knowing" how to produce sentences. This subconcious system of rules in your "language competence". It is important to recognize that these internalized rules vary from one language community to another. *Grammar is the formal description of the rules*. This defintion refers to the branch of linguistic science concerned with the formal descrition of language, the subject matter of of books like this one, which identify in an objective way the form and structure, the symtax of sentences. *Grammar is the social implications of usage, sometime called "linguistic etiquette".* This definition could be called do's and don't's of usage, rather than grammar.

Considering those definitions and explanations, the writer shows that grammar is a set of rules derived from a language that enable people to understand what they read or what they construct in sentences or expressions when they communicate. Grammar is the way of the spoken and written language to be organized. It is concerned with the order of words groups, clauses and sentences and morphemes in word. It is closely related to generic structure and cohesion.

2.1.2 Concept of Grammar

Grammar is taught not only in literacy and english. Focused illustration draw on material and resources from all these strands. In grammar, the students are provided with many rules of a language one of them is tenses. According to Hornby (2000:586), grammar is rules in a language for changing the form of words and joining them into sentences.

Thomson and Martinet (1986:5) state that there are several components of language that can be found in grammar, such as tenses, chronological connectives, adjectives, articles, preposition, adverb, verb, and conjunction.

Based on the explanation above, the writer concludes that grammar is a system of language rules which includes tenses, chronological connective, adjectives, articles, preposition, adverb, verb, and conjunction, in which process of word arrangement take place to procedure the meaningful pattern and correct sentences. Absolutely, it is as a basic organization in expressing the idea through words in a language in oral or written communication.

2.1.3 Aspect of Grammar

According to Fall (1998:3), there are some aspects of grammar that should be considered in producing the good sentences. They are word classes, tense, reported speech, active and passive voice, etc.

2.1.3.1 Word classes

There are eight word classes in English, sometimes called 'parts of speech':

- Noun

    Noun is every word that refers to person, place, animal, plant, think all called noun.

    Example : Rahmad, school, butterfly, flower.

- Adjective

An adjective describes or gives information about noun.

Example : Mother is *angry.*

- Pronoun

Pronoun is word that we uses to replace a noun.

Example : Tari is Arabian. *She* is beautiful.

- Verb

Verb is any word notifying about movement, act, effort or intention.

Example : I *get* a new handphone from my mother.

- Adverb

Adverb is a word to notify the condition of verb, an adjective or anther adverb.

Example : He is reading *now.*

- Preposition

Preposition shows the relationship of a noun or a pronoun to some other words in a sentence.

Example : The girl walked *to* the building.

- Conjunction

Conjunction is like preposition that are also joining words or connectives. Conjunction are used to join words, phrase, or clause. Conjunction can be found in any position in a sentence except the end.

Example : I like the beach, and I like mountain.

- Interjection

Interjection is also termed exclamation, sometimes inserted into a sentence.

Example : Hi! How are you?

2.2 Adjective Complement

The discussion in this sub chapter will be divided into two main sub heading. They are definition of adjective complement and using of adjective complement.

2.2.1 Definition of Adjective Complement

According to Maurer (2000), an adjective complement is a clause or phrase that adds to the meaning of an adjective or modifies it. The adjective complement always follows the adjective it complements and it is a noun or a phrase.

2.2.2 Using of Adjective Complement

One type of noun clause functions as an adjective complement. It follows the pattern *It* + linking verb + adjective. (Common linking verbs are *be, appear, seem, feel, smell, look, taste,* etc). The clause further identifies or explains the adjective.

For example:

It is clear (that) the concept of happiness is central to human existence.

The noun clause (*that*) *the concept of happiness is central to human existence* explains the adjective *clear*. *That* can be ommited.

When noun clause functioning as adjective complements follow adjectives of urgency, necessity, or advice, the noun clause must contain the base (=subjunctive) form of the verb, since it is not known whether the action in the noun clause will ever take place. Expressions showing these meaning include *it is essential, it is necessary, it is important, it is advisable, it is desirable, it is crucial.*

For example:

The proffesor felt it was *important that he not get into an argument with her.*

Important is an adjective of urgency. It is followed by the base (=subjunctive) form, *get.*

2.3   Noun Clause

Noun clause is a dependent clause that functions as a noun (Oshima and Hogu, 1989:178). It can be as subject and object of a sentence. Then Azar (1989:263) defines noun clause is used in the same ways as a noun. Here are examples of noun clause:

- *Whatever you want* is fine with me.

  Noun clause a subject

- *What I said* upset her.

  Noun clause as subject

- The article described *how carpenter build chairs.*

  Noun clause as object

- We talked about *what she would do with her free time.*

  Noun clause as object

A noun clause is a group of word acting together as a noun. Noun clause are common in everyday speech. They add crucial information to sentences. Remember, noun clause are dependent clause, contain a subject and a verb, andthe function as a noun in a sentence.

According to Azar (1992), noun clause has its subordinators. They are question words, 'if/ whether' , and 'that'. Each of them has its own use.

1. Subordinator 'That' in Noun Clause

   The main clause usually comes first. The word *that,* used to introduce a statement. When *that* introduces a noun clause, has no

meaning in itself. It just mark the beginning of the clause. In this case, *that*

as the subordinator can be ommited. For example:

> I know *that Rama is a smart boy.*

> I know Rama is a smart boy.

Both sentences have the same meaning. It is different when *that* is

used as the subjectof the sentence, *that* is not omitted.

For example:

> *The plants need water in order to grow* is true.

2. Subordinator 'Question Words' in Noun Clause

A noun clause may be introduced with question words, they are:
when, where, why, how, who, whom, what, which, whose. Although this
kind of clause begins with a question word, but it does not mean that it is
an interrogative sentence.

For example:

Direct question : *How old is she?*

Noun clause in a statement : *I need to know **how old she is.***

3. Subordinator 'if or whether' in Noun Clause

If or whether is used to change yes/no question into a noun clause. It
does not follow question word order. But it follows statement word order. "In
formal English, *whether* is more acceptable, but *if* is quite commonly used.

Example:

(If or whether place as a subject)

Whether he saw me as not important.

(If or whether placed as subjective complement)

The question is whether he will call.

(If or whether placed as an object of verb)

I want to know if Syifa can accompany me or not.

2.4 Noun Phrase

Noun phrase is a group of words that functions in a sentence as subject, object, or prepositional object. Adebijele (2016 : 45) says that the English noun phrase can be described as a word group with a noun or pronoun as its head. Laka (1996) states a noun phrase is a phrase constructed around a noun. Gomez (2009 : 20) states noun phrase is that of static nature, as opposed to the dynamism of verbs. This noun phrase description is implicitly based on the idea that constituents are built upof a continuous sequence of words (Monnink, 2000 : 1).

Noun phrase is a phrase that functions in the same way as a noun. A noun phrase is a grammatical whole constituted by juxtaposing a substantive as the main word alongside subordinate words (Hirtle, 2009). Haan (1989 : 8) says a noun phrase is a string of words which , syntactically, is a constituent with an internal structure containing a deteminer, a modifier and a head. Gangopadhyay (1990 : 2) states that selected criteria for identifying noun phrase are eleven, they are :

a. Noun phrases are expressions which have a noun as their head.

b. Noun phrases may consist of a noun and any possible modifiers.

c. Noun phrases may be parts of either a clause (which is a part of a sentence) or a sentence (which sometimes does not contain a full clause).

d. The noun phrase will usually have an inflexional suffix (the exact deatail will be given later) at the end.

e. Sometimes more than one noun can act as the head of a noun phrase.

f. All the components constituting the unit (the noun phrase) can form either an endocentric or an exocentric constraction or both.

g. Noun phrases hold semantic relations such as agent, instrument, etc.

h. Noun in apposition and relative clause in appositionare included in the noun phrase.

i. The noun phrase occurs either in subject partor in the predicate part in a clause or in a sentence.

j. A single nominal can be considered as a noun phrase.

k. A noun phrase may be the whole sentence (which consist of noun unit, i.e. noun pharse only).

The Function of Noun Phrase

In the clause, NPs act as subject (*S*), as object (*O*), or as complement (*C*) :

(1) [^{S} $_{NP}$ (*The house*) ^{P} (was) ^{C} (quite empty)]. $\quad$ NP = *S*

(2) [^{S} (*We*) ^{P} (have bought) ^{O} $_{NP}$ (*the house*)]. $\quad$ NP = *O*

(3) [^{S} (*This*) ^{P} (must be) ^{C} $_{NP}$ (*the house*)]. $\quad$ NP = *C*
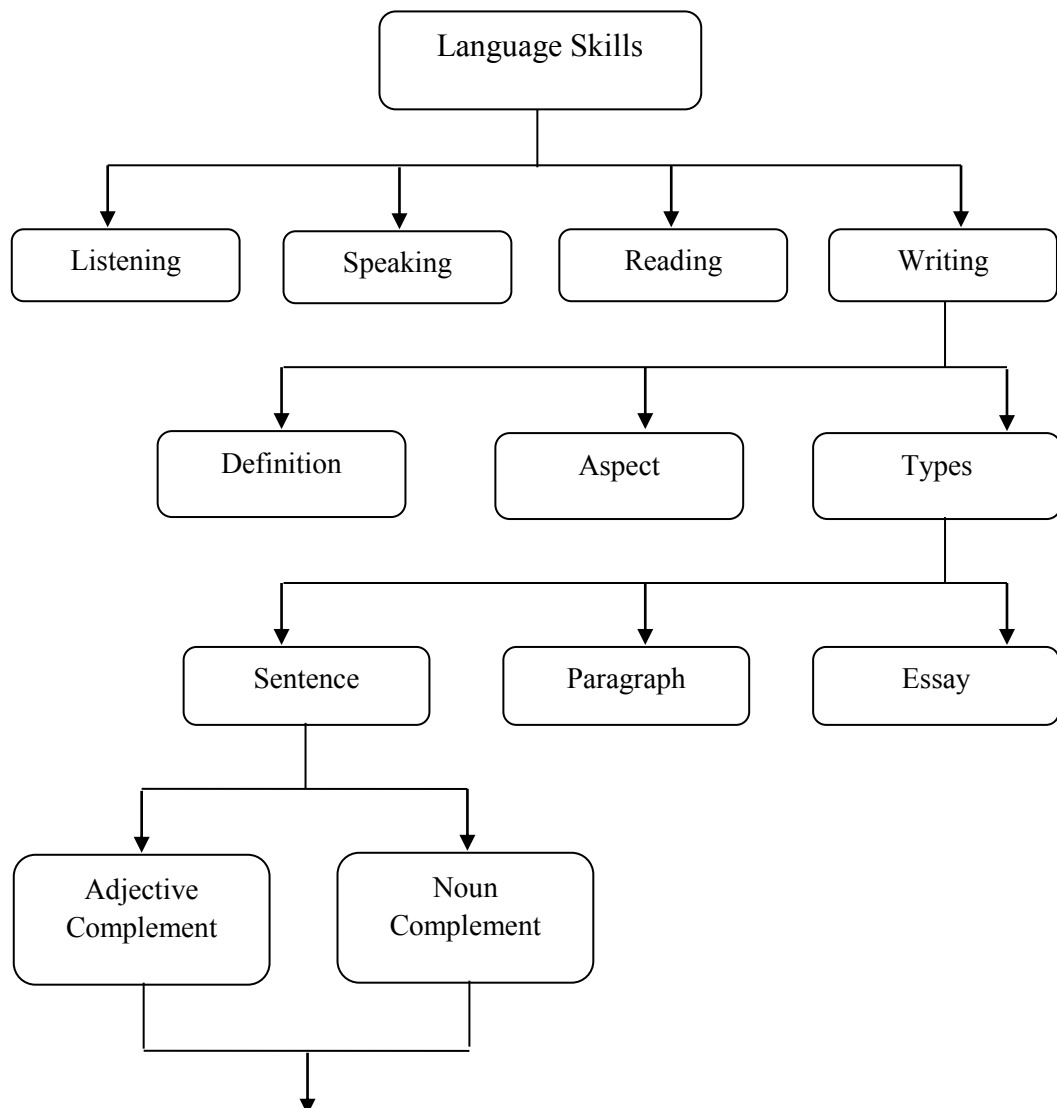
Some kinds of NPs (e.g. some NPs of time) can act as adverbials (*A*) :

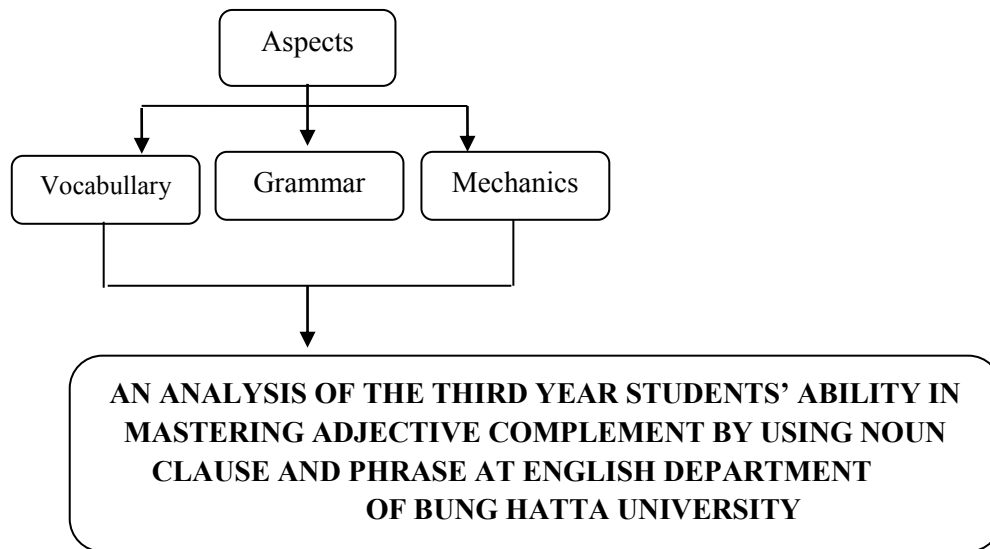*(4)* [^{S} (We) ^{P} (walked) ^{A} $_{NP}$ (five miles) ^{A} $_{NP}$ (*last week*)]   NP = *A*

2.5 Conceptual Framework

The conceptual frameworki s a fundamental consideration of this research. In this research, the researcher has conceptual framework to describe about steps that guiding the researcher how to conduct this research. The researcher made the conceptual framework as follow:

Table 2.1 Conceptual Framework

```
                    ┌─────────────┐
                    │   Aspects   │
                    └─────────────┘
            ┌──────────────┼──────────────┐
            ▼              ▼              ▼
    ┌─────────────┐ ┌─────────────┐ ┌─────────────┐
    │ Vocabullary │ │   Grammar   │ │  Mechanics  │
    └─────────────┘ └─────────────┘ └─────────────┘
            └──────────────┼──────────────┘
                           ▼
```

AN ANALYSIS OF THE THIRD YEAR STUDENTS' ABILITY IN MASTERING ADJECTIVE COMPLEMENT BY USING NOUN CLAUSE AND PHRASE AT ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY

CHAPTER III

RESEARCH METHOD

In this chapter explains about research design, population and sample, instrumentation, technique of collecting data, and technique of analyzing data.

3.1 Research Design

The design of this research is descriptive research. According to Gay (1987:189) descriptive research involves collecting data in order to test hypotheses or to answer question concerning the current status of the subject of the study. Descriptive research is used to describe characteristics of a population or phonemenon being studied. The researcher used this type of research because the researcher wanted to describe the third year students ability in mastering adjective complement by using noun clause and phrase at English Department of Bung Hatta.

3.2 Population and Sample

The population is the group of all individuals, organizations, or artifacts that could be involved in the study (Blankeship 2010:82). The population of this research was the third year students' at English Department of Bung Hatta University. The researcher chose them as population because they have learned about adjective complement by using noun clause and phrase. Warner (2012) says that sample is subset of member of a population. The number of population was 24 students. The researcher used total sampling technique because the population is less than 100 subjects.

3.3 Instrumentation

In this research, the researcher used writing sentence test and multiple choice part as intruments to collect data. In this test, the students were asked to write 20 sentences. The sentences are divided into: 10 adjective complement by using noun clause and 10 adjective complement by using noun phrase. Then, the researcher gave 40 minutes to do the test.

Table 3.1 : Table of Test Specification

No	Specification	Number of Item
1	Adjective complement by using noun clause	10
2	Adjective complement by using phrase	10
Total		20

A good test should be valid and reliable. According to Mcdonald (2001:24) validity refers to appropriateness of the interpretation of the test scores

the extent of the eveidence that exists to justify the inferences the researcher make based on the result of the test. In this research, the researcher used content validity. Mcdonald (2002:25) says that content validity represents the degree to which the items on a test reflect a course's content domain. It means that the test is constructed on the syllabus of advanced grammar subject.

Reliability is used as a measure of quality and the term means repeatability or consistency (Scott and Morrison, 2007). To show the reliability of the test, the researcher used inter-rater technique by using two scorers (scorer 1 and scorer 2). The first scorer was the reseacher and the second scorer was Rati Kardila Sari. The researcher chose her because she got A in writing and grammar subject, and she is a qualified student.

To find out the reliability index of two scorer, the researcher used Pearson Product Moment as follow:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where :

r_x = The coefficient of correlation between x and y variable

x = The total number of scores 1 given by first scorer

y = The total number of scores 2 given by second scorer

n = The total number of students

$\sum$x   = The total of X

$\sum$y   = The total of Y

$\sum$xy   = Total scores of cross product of XY

After that, the researcher used Arikunto's idea (2013:75) to classify the degree of coefficient correlation of the test as follow:

.81 – 1.00   = Very high correlation

.61 - .80   = Moderete correlation

.21 - .40   = Low correlation

.00 - .20   = Very low (no correlation)

According to Gay (2009), a test perfect reliabilityif the correlation coefficient index is very high. It was found that correlation index of the test was very high correlation 0.89 (see appendix 5). It means the test can be included as reliable test.

3.4 Technique of Collecting Data

The researcher collected the data through some procedures as follow:

1. The researcher administered the writing sentence test.

2. The researcher gave the instruction to the students.

3. The researcher asked the students to do the test in 40 minutes.

4. The researcher collected the students answer sheets.

5. The researcher copied the students answer sheets. The researcher checks out the original answer sheets and second scorer checks the copy of answer sheets.

6. The researcher and second scorer gave score based on the following criteria:

Table 3.2: Table of Scoring Criteria

No	Aspect of writing	Criteria scoring of each item	Score
1.	Idea	- The meaning of the sentence is logical. Example: It was important *that he not get into an argument with her.* (The noun clause *that he not get into an argument with her* adds information about important) It's essential *for us to be happy in life.* (The noun phrase *for us to be happy in life* adds information	1

No			Score
		about essential)	
		- The meaning of sentence is not logical. Example: It's important for him to work in rainy day. (there is no meaning in the sentence)	0
2.	Grammar	- The use of linking verb and noun clause or phrase, is correct	1
		- The use of linking verb or noun clause and phrase, is correct	0.5
		- The use of linking verb and noun clause or phrase, is not correct	0
3.	Vocabulary	- Students use appropriate vocabulary	1
		- Students use inappropriate vocabulary	0
4.	Mechanics	- The use of capitalization, punctuation and spelling are correct.	1

		- The use of sub mechanics are two correct.	0.7
		- The use of sub mechanics are one correct.	0.3
		- The use of capitalization, punctuation and spelling are wrong.	0
	Total		4

3.5 Technique of Analyzing Data

To analyzing the data, the reseacher used the following procedure:

1. The researcher counted the average scores given by two scorers by using the formula:

   Students average score = score 1ˢᵗ scorer + score from the 2ⁿᵈ scorer

   $$\frac{}{2}$$

2. The researcher converted the students score by using the formula as follows:

   $$\text{Students' Converted Score} = \frac{students\ score}{maximal\ score} \times 100$$

3. The researcher classified the students ability using criteria of Bung Hatta University as follows:

Table 3.3 : Table of Scoring Criteria of Bung Hatta University

Score	Grade	Ability

85-100	A	Very Good
81-84	A-	
76-80	B+	Good
70-75	B	
65-69	B-	
60-64	C+	Moderete
55-59	C	
44-54	D	Low
$\leq$44	E	

4. The researcher counted the percentage of students who have each ability by using the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where : P: percentage of students

R: the sum of the students who had very good,

good, moderete and bad ability

T: the total of students

5. Finally the researcher discussed the result of the data analysis.