

UNDERGRADUATE THESIS

**AN ANALYSIS ON THE USE OF CLAUSES IN
WRITING PERFORMANCE AT THE FOURTH
SEMESTER STUDENTS OF STATE ISLAMIC
COLLEGE (STAIN) OF JURAI SIWO METRO**

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**STATE ISLAMIC COLLEGE
(STAIN) OF JURAI SIWO METRO**

1436 H/2015 M

**AN ANALYSIS ON THE USE OF CLAUSES IN WRITING
PERFORMANCE AT THE FOURTH SEMESTER STUDENTS OF STATE
ISLAMIC COLLEGE (STAIN) OF JURAI SIWO METRO**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Study Program

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1436 H / 2015 M

ABSTRACT
AN ANALYSIS ON THE USE OF CLAUSES IN WRITING
PERFORMANCE AT THE FOURTH SEMESTER STUDENTS OF STATE
ISLAMIC COLLEGE (STAIN) OF JURAI SIWO METRO

By: Lilis Kartika Sari

Clauses is an important part in a writing. The writing consists of paragraphs that are supported by sentences. The sentence contains clauses. The use of good clauses would create good paragraph. It could make the paragraph become not monoton. Considering its importance, the students are required to know its use. Yet, about its phenomenon, the use of clauses in State Islamic College (STAIN) of Jurai Siwo Metro needs further explanation. Therefore, this research focuses on the use of clauses at the fourth semester students of State Islamic College (STAIN) of Jurai Siwo Metro by investigating the use of noun clause, adjective clause, and adverbial clause in the students' writing performance. Then, it also to know the kind of clauses that frequently used in the students' writing performance.

This research is qualitative research by using case study. This research used 10 participants who are determined in purposive sampling. The data were collected by observation, interview, and documentation. The data that had been gooten were categorized, decoded, and analyzed deeply. After that, the information of those process were interpreted in chart.

The found of the research is the frequency of the use of clauses namely the found the use of noun clause (34%), adjective clause (29%), and adverbial clause (37%) in the students' writing performance. Nevertheless, adverbial clause is the kind of clauses that frequently used in the students writing performance. It is occured because the students regard that adverbial clause is not as complicated as other clauses to be used in a sentence of the sudents writing.

ABSTRAK
**AN ANALYSIS ON THE USE OF CLAUSES IN WRITING
PERFORMANCE AT THE FOURTH SEMESTER STUDENTS OF STATE
ISLAMIC COLLEGE (STAIN) OF JURAI SIWO METRO**

Oleh: Lilis Kartika Sari

Clauses merupakan bagian penting didalam sebuah karangan. Sebuah karangan terdiri dari paragraf-paragraf yg didukung oleh kalimat-kalimat. Kalimat tersebut mengandung *Clauses*. Penggunaan *Clauses* yang baik akan menciptakan paragraf yang baik. Itu bisa membuat paragraf menjadi tidak monoton. Mengingat pentingnya *Clauses*, mahasiswa diharuskan untuk tahu penggunaan *Clauses* tersebut. Namun demikian, menilik fenomena tersebut, penggunaan *Clauses* di STAIN Jurai Siwo Metro membutuhkan penjelasan lebih mendalam. Oleh karena itu, penelitian ini fokus pada penggunaan *clauses* mahasiswa semester empat di STAIN Jurai Siwo Metro dengan meneliti penggunaan *noun clause*, *adjective clause*, dan *adverbial clause* pada karangan mahasiswa. Kemudian, penelitian ini juga untuk mengetahui jenis *clauses* yang sering digunakan didalam karangan mahasiswa.

Penelitian ini adalah penelilitian kualitatif dengan menggunakan case study. Penelitian ini menggunakan 10 partisipan yang ditentukan dalam purposive sampling. Data dikumpulkan melalui observasi, interview, dan dokumentasi. Data yang diperoleh akan dikelompokkan, diuraikan, dan dianalisis secara mendalam. Setelah itu, informasi yang didapat dari proses tersebut ditafsirkan ke dalam diagram atau grafik.

Temuan penelitian ini adalah frekuensi penggunaan *clauses* yakni ditemukan penggunaan *noun clauses* (34%), *adjective clauses* (29%), dan *adverbial clauses* (37%) dalam karangan mahasiswa. Dengan demikian, *adverbial clauses* adalah jenis *clauses* yang sering digunakan didalam karangan mahasiswa. Itu terjadi karena mahasiswa menganggap bahwa *adverbial clause* tidak sesulit *clauses* yang lain untuk digunakan didalam kalimat dari karangan mahasiswa.



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Assalamu'alaikum, Wr. Wb.

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are the excerpted from the bibliographies mentioned.

Metro, 1 June 2015
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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ
الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

“In the name of God, most Gracious The most Merciful”

“Recite in the name of your Lord who created. Created man from a clinging substance. Recite, and your Lord is the most Generous. Who taught by the pen.

Taught man that which he knew not.”

(Al-Alaq: 1-5)

“Learn from yesterday, live from today, and hope for tomorrow”

Belajar dari masa lalu, hidup untuk masa kini, dan berharap untuk masa yang akan datang

(Albert Einstein)

“Always be yourself and never be anyone else even if they look better than you”

Selalu jadi diri sendiri dan jangan pernah menjadi orang lain meskipun mereka tampak lebih baik dari kamu

DEDICATION PAGE

This undergraduate thesis is dedicated to

**My beloved mother and father who always support, protect, and advice my
life and my study**

**My lovely grandfathers and grandmothers who always pray to good future
for me and give me love sincerely**

My beloved almamater State Islamic College (STAIN) of Jurai Siwo Metro

**My beloved Sponsor, Dr. Zainal Abidin, M.Ag and Co-sponsor Syahreni
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My hero, Sahabatku, Panca Adi Putra, thanks for your support

All my inspiring friends

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ABBREVIATION

- IAIN : Institut Agama Islam Negeri
- PBI : Pendidikan Bahasa Inggris (English Language Study Program).
- STAIN : Sekolah Tinggi Agama Islam Negeri (State Islamic College).

GLOSSARY

Adjective Clause	: A clause which is utilized to modify a noun or pronoun (give further information about a noun or pronoun).
Adverbial Clause	: A clause which has utility as a adverb.
Clauses	: A group of words that contain a subject and a verb.
Dependent Clause	: A clause which cannot stand alone grammatically.
Independent Clause	: (simple sentence) A clause which can stand alone.
Noun Clause	: A clause which is utilized as noun.
Observation protocol	: A form designed by the researcher before data collection that is used for taking field notes during an observation.
Performance	: The overtly noticeable and definite manifestation or realization of capability.
Phenomena	: (pl. Phenomena) A fact or an event in nature or society, especially one that is not fully understood.
Visualization	: Forming a picture of something in mind.
Validity	: The state being legally or officially acceptable.

CHAPTER 1

INTRODUCTION

A. Background of Study

Language is one of the important things in human's communication. It is used by people to express minds and to realize ideas. Using language is equal reflectivity of an act or an idea. If language does not exist, the people will be difficult to communicate so that it will cause no interaction which is created in the world.

Basically, language influences the society because exchange of multinational and international information. Furthermore, the change of language is affected by the development of human thought and its exchange in globalization era. One of the languages that can unite people globally is English.

English is an international language which is learned by all of countries. Therefore, it is used in multicultural society of the world. There are some countries which use English as second language. English has a big role to interlace connection among global society. In other words, English is an absolute key to make a good relation with other people in the world.

Talking about English teaching in Indonesia, it is as a foreign Language. English is learned by the students as one of subjects at school from Elementary school until University. Moreover, English has become a constant curriculum of each education. Besides, it has tested in National Examination by country.

English has four basic skills. There are speaking, reading, listening, and writing. For the last skill, which has written, writing is part of English. Writing is important skill in English. It can be component to communicate with other people. To put it more simply, writing can distribute information without having to speak directly. For example, letter, newspaper, magazine, and many others.

Essentially, writing is the activity of thinking and expressing everything which is contemplated in mind through letters or numbers. Everyone has a same occasion to express everything in his or her mind on the paper. A piece of writing reflects one's mastery on grammatical aspects of a target language. This is often called by the paragraph.

There are some parts of the paragraph that need to learn carefully, namely the sentences, the clauses, the phrases, and the words. These parts have their functions in preparing a paragraph. The sentences in a paragraph consist of several words that are arranged in systematic, regular grammar and accordance with the rules of language structure. One of important parts in a sentence is clause.

Clause is bunch of words which contain a subject and a verb in a sentence. Clauses have many kinds and differences each function. Therefore, some learners are often confused to use various clauses that suitable with the function in writing. It has become a problem in the writing.

The researcher conducted a presurvey on October, 19th 2014 at the third semester students in State Islamic College (STAIN) of Jurai Siwo Metro. The researcher asked the students to write the paragraph that consist of clauses (noun clause/ adjective clause/ adverbial clause or all three of them). After the researcher analyzed the data, there are some mistakes on the use of clauses in the students' writing product. Many students use clauses that are not suitable with the rules in clauses. There are many students ignore the important of using clauses which are suitable with the functions in their writing. For example, "...I have a doll who is given by my mother." The sentence is incorrect because it use the adjective pronoun *who* to modify things, whereas the adjective pronoun *who* is used to modify people. The sentence ought to use the adjective pronoun *which* because the adjective pronoun *which* is used to modify things. The correct sentence is "...I have a doll which is given by my mother." Also, in the presurvey data, there are some students who do not use clauses in their writing, whereas the researcher has given instruction to use clauses in their writing. It is shown that most students still require more knowledge about clauses in writing.

A writing needs the use of clauses accurately that supports it to become a good writing. Clauses have a relation in writing like other parts of grammar to make sentence or paragraph. That is why the student should comprehend clauses deeply in order that they can use clauses accordance with each function and rule.

Referring to all descriptions, the researcher conducts the research about an analysis on the use of clauses in writing performance. It is conducted to the students at the fourth semester students of English Education Program of State Islamic College (STAIN) of Jurai Siwo Metro.

B. Focus of the Study

1. Problem Limitation

Based on the problem above the researcher focuses on an analysis on the use of clauses especially noun clause, adjective clause, and adverbial clause in writing performance at the Fourth Semester Students of English Education Study Program of State Islamic College (STAIN) of Jurai Siwo Metro in the Academic Year of 2014/2015.

2. Problem Formulation

Concerning the background of the study, the researcher formulates the problems of the study, as follows:

- a. How the use of clauses in writing performance of the students at the fourth semester students of English Education Study Program of State Islamic College (STAIN) of Jurai Siwo Metro in the Academic Year of 2014/2015?
- b. What kinds of clauses are frequently used in writing performance of the students at the fourth semester students of English Education Study Program of State Islamic College (STAIN) of Jurai Siwo Metro in the Academic Year of 2014/2015?

C. Objectives and Benefits of the Study

1. Objectives of the Study

The main intentions of this research are:

- a. This research is aimed to know the use of students' clauses in their writing performance.
- b. This research is aimed to know the kinds of clauses are frequently used in the students' writing performance.

2. Benefits of the Study

Overall, this research is expected to be helpful in giving good information to increase the quality of the students' writing skill. Specifically, it is expected to have benefits as follows:

- a. This research is hoped to be a contribution and an addition the knowledge for the students about the use of clauses in writing performance.
- b. This research can give an information to the lecturers about the students' weakness to use clauses in their writing performance.
- c. The researcher gets knowledge about the use of clauses in writing performance.

CHAPTER II

RIVIEW OF THE LITERATURE

A. Prior Research

Regarding to the importance of clauses that have been previously analyzed, it is crucial to complete this research with many related literatures that have been taken as a brief explanation created by some experts. The first research, entitled *The Information Structure of Adverbial Clauses in Chinese Discourse* was conducted by Yu Fang Wang in 2006¹. He analyzed the information structure about adverbial clauses. He concluded that adverbial clauses that dominant is causal clauses especially in spoken chinese discourse. Spesiffically the causal clauses usually emerge in final position with respect their associated significant in the spoken data.

The second research was conducted in 2013 entitled *Dependent Verbless Clause: Its Structure, Function And Use* is created by Jarmila Petrlikova². This research analyzed structure, function, and use of dependent verbless clause. He cocluded that dependent verbless clauses is an optional clause element, it functions as an adverbial, saying a range of semantic roles, commonly recommended conveying a double relationship: to prediction, at the same time, to object or subject of its supperordinate clause. Base on the previously research, the researcher analyzes the use of clauses in writing performance at the fourth semester of State Islamic College (STAIN) of Jurai Siwo Metro.

¹ Yu Fang Wang, *The Information Structure of Adverbial Clauses in Chinese Discourse*, (Taiwan: Taiwan Journal of Linguistics), No. 4.1/ 2006, p. 49-88.

² Jarmila Petrlikova, *Dependent Verbless Clause: Its Structure, Function And Use*, (Bohemia: Novita Royal), No. 7(1)/ 2013, p. 55-63

B. General Description

In a qualitative research, the researcher should decide a topic that will be analyzed. The researchers look to begin with an issue or problem, examine the literature in some manner to the problem, pose questions, gather data and examine them, and write up their reports³. It means that after selecting the topic of the research, the researcher should not leave the existence of the literature review. It refers to some scientific resources.

To be credible, a good scientific writing must include the reliable theories to approve that the writing is created by well and based on science. Alternatively, many the qualitative researchers use a theory to guide their study and raise the questions of gender, class, and race⁴. The use of theory is very important to bring the readers in understanding what topic the researches that conveyed through their scientific writings. Moreover, the theory will reinforce the ideas that are conveyed by the researcher to convince the readers. Furthermore, by using the theory, the readers can assess whether this writing is scientific or not.

This research aim to analysis the product of the students' writing performance based on the use of clauses in their writing performance. Therefore, the researcher gives some supporter theories that are related to the aspect clauses in writing performance to ease the reader in understanding the content of this research. Besides, the reader will trust toward the research

³ John W. Creswell, *Qualitative Inquiry & Research Design Second Edition*, (California: Sage Publications, 2007), p. 41.

⁴ John W. Creswell, *Research Design the second edition*, (California: Sage Publication, Inc., 2003), p. 148.

because it is supported by the theoretical literature. Hence, that is why the theories should be presented in the research. It will make the discussion of the research become clearer.

C. Writing

1. The Concept of Writing

Terminologically, writing is the activity to create a letter or number on the surface of thing by using a writing pen. Writing is the activity of writing, in contrast to reading, speaking, and listening⁵. The utility of writing is to communicate with distinguish way in thousands years ago by carving symbols on the cave wall⁶. Hence, writing is one of communication types that make a letter or number on the surface of thing as a symbol.

Nowadays, writing has become exceedingly important in daily activities of the world's population and speakers of worldwide because written materials encircle their languages dominantly⁷. Basically, writing is skill to generate the written language. This is an expertise of a writer to convey information to a reader or group of readers. Her or his expertise is also achieved by the ability of a writer to use the regulation of the language in writing so that it can convey information of the writer's mind to the readers successfully⁸.

⁵ Hornby, *Oxford Advanced Learners' Dictionary 8th edition*, (New York: Oxford University Pers, 2008), p. 1723.

⁶ Cynthia A. Boardman, *Writing to Communicate, Paragraphs and Essays, third edition*, (USA: Pearson Longman, 2008), p. XV.

⁷ Hamid Marashi, Lida Dadari, *The Impact of Using Task-based Writing on EFL Learners' Writing Performance and Creativity*, (Finland: Academic Publisher), No. 12/ Desember 2012, p. 1.

⁸ Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p. 2.

Manufacturing a good product of writing is arranging the basic unit of writing. One of basic units of writing is paragraph. A paragraph is slice of written text⁹. Each sentence in a paragraph is concerning the same theme. In addition, all of sentences describe the writer's main idea about the theme. Thus, the writer should take into that sentence is part of the paragraph in elaborating the theme.

Paragraph consists of three components. The first is topic sentence that contains the main idea of the paragraph. The second is supporting sentence. It evolves, describes, and gives more information about the main idea. The third is concluding sentence that contains a summary of the paragraph, makes forecast, or gives advice and suggestion¹⁰. Three of the components in paragraph have each role to build a good paragraph that conveys information to the readers.

2. The Process of Writing

A high-level of product writing is created through some steps. It begins from the inception of what the topic is going to write until the publication of the writing. As asserted by Donald Graves, the process of writing is described in five steps, they are¹¹:

1. Prewriting

Before organizing a writing activity, the writer should think ideas that will use as a topic of product writing. In this process, the writer is

⁹ *Ibid.*, p. 5.

¹⁰ Dorothy E. Zemach, Carlos Islam, *Paragraph Writing from Sentence to Paragraph*, (New York: Macmillan, 2005), p. 38.

¹¹ Andrew P. Johnson, *Teaching Reading and Writing*, (New York: Rowman & Littlefield Education, 2008), p. 179.

dared to think about the topic that will be determined. In determining the subject of writing, the writer should discuss who would become the reader of the writing. This process has aim to create ideas. That is why the writer ought to have a lot of inspiration.

Usually, the writer will search inspiration by reading references to get a proper topic. Unfortunately, the information that is invented from reading is imperfect remembered. Therefore, it makes sense to make note-taking from what we have read. Scribbling a few sentences might be done to set them aside for a later draft. These sentences will become coarse ideas of possible topics for the writing¹². They are needed to get outlook broader in writing.

2. Drafting

The writer's the first effort to catch ideas on the paper is called drafting. A draft is early version of a slice of writing¹³. The people cannot arrange anything well at the first time. They should write and rewrite. Some of writing activities entail only the first and the second steps. The drafts that will be taken are only the interesting drafts. The drafts will be brought to the following step.

3. Revising

The part has a big role in writing process because a component undergoes revision repeatedly. Revising is where the writer make small thing, adding parts, taking parts away, adding parts, and constantly

¹² Alastair Fowler, *How to write*, (New York: Oxford University Press, 2006), p. 12.

¹³ Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: Oxford University Press, 1988), p. 34.

molding and altering. Revising is innovative activity because it is contemplative and critical. The writer should do correction to give the good writing for the readers who await perfection¹⁴.

4. Editing

This part focuses on the reviewing and correcting in grammar, spelling, and punctuation. A word caution: the fastest manner to wreck a good writing project or damage the writer is to urge the editing process be involved in step 1, 2, or 3. If the writers are editing concerning writing mechanics at the prewriting, drafting, and revising phases, the flow and the quality of the ideas in the brain will be disturbed. Therefore, editing is conducted at the fourth step.

5. Publishing and Sharing

Writing is the first step to evolve ideas for our topic. When we write for publishing, we require to start with several good ideas. In this part, the writer shares his or her writing with an audience. Writing seems actual and alive at this point. After undergo some processes, the writing can be published.

3. The Types of Writing

1. Description

A description paragraph colors an image with words in order that the image can be imagined in the readers' mind, either the object or place

¹⁴ *Ibid.*, p. 36.

that is illustrating¹⁵. Description assists the reader imagination to visualize illustration of something so that it can make the reader comprehend a sensation or an emotion.¹⁶ It means that description writing entail visualization of thing or person to be combined with the reader's attention.

2. Narration

Narration is the shape of writing that has function to connect the story of the experience. The experience has become part of events. In addition, narration has places happening in time and telling what occurred according to the chronology. There are kinds of narration such as short stories, novels, and new stories.

3. Exposition

Exposition is utilized in conveying information, creating elaboration, and understanding senses. It contains editorials, essays, and informative and instructional significant. Exposition defines about how things operate such as an engine can work appropriate with its function. Whatever its subject, exposition discloses about specific thinks, knows or believes. Exposition is structured in reasonable way¹⁷.

4. Argumentation

Argumentation is utilized to persuade and convince the readers. It is usually make a case or evince a mistake in a statement. This type gives

¹⁵ Cynthia A. Boardman, Jia Fry Denberg, *Writing to Communicate.*, p. 19.

¹⁶ George E. Wishon, Julia M. Burks, *Let's Write English Revised Edition*, (Canada: Van Reinhold Ltd., 1980), p. 377.

¹⁷ Thomas S. Kane, *Essential guide.*, p. 6.

reason logical for every statement. It illustrates that argumentation consists of several statements to obtain the point of view.

D. Writing Performance

1. The Concept of Writing Performance

Etymologically, writing is derived from the word “write”. Based on Oxford Advanced Learner’s Dictionary, write is to produce something in written form so that people can read, perform or use it. Then, writing is the activity of writing books, article, etc¹⁸. Its means that writing is a action which is used by person to generate a writing.

Performance is derived from word “perform”. Based on Oxford Advanced Learner’s Dictionary, perform means as do something as a piece of work, task or duty. Then, performance is a noun that includes the act or process of performing a task, an action, etc¹⁹. Besides, Brown argued that performance is the overtly noticeable and definite manifestation or realization of capability²⁰. Its means that performance is needed by someone to show his or her ability or knowledge that they have. In other words, it can be inferred that writing performance is the result of the writing process that involve the physic and mental activities namely a written language form.

¹⁸ Hornby, *Oxford Advanced.*, p. 1723.

¹⁹ *Ibid*, p. 1089.

²⁰ H. Douglas Brown, *Principle by Language Learning and Teaching Fourth edition*, (New York: Addison Wesley Longman, Inc., 2000), p. 30.

2. The Types of Writing Performance

There are four classes of written performance that catch variety result of writing that are regarded here, namely²¹:

1. Imitative

Imitative is used to make written language. The learner should achieve expertise in the essentials, basic task of writing letters, words, punctuations, and so short sentences. This class involves the capability to spell in right way also to sense phoneme-grapheme correspondences in the English spelling organization.

2. Intensive

On the other side, the basic of imitative writing are skills in manufacturing suitable vocabulary in a context, collocations, and idioms and right grammatical highlights the length of a sentence. In this kind, context and meaning are several necessity in deciding precision and harmony.

3. Responsive

In this kind, an evaluation tasks need the learners to perform at a restricted discourse degree, relating sentences so that it become a paragraph. In addition, it can create a reasonable way related order of two or three paragraphs. The kinds of writing involve short narratives and descriptions, brief report, lab report, resumes, short responses to reading,

²¹ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco: Pearson Longman, 2003), p. 220.

and explanations of diagrams or graphs. Shape-focused notice is largely at the discourse degree with a strong stress on context and meaning.

4. Extensive

Extensive writing connotes maintenance of all processes and strategies of writing for all aims. The writer concentrates on attaining an aim, managing and evolving ideas logically. It is using more information to bolster or describe ideas. This kind focus on grammatical form is restricted to intermittent editing or proofreading.

E. Clauses

1. The Concept of Clauses

A sentence consists of one or more clause. A clause is an element of sentence²². The main structure blocks of sentences are called clauses. A clause is forming a set of words that connected between one with other²³. The words that are related together in proper rule will create a clause.

Clause is a bevy of words that consist of a subject and a verb²⁴. It means that a subject and a verb are main components to make a clause. Those are necessary terms that should exist in clause. Accordingly, this requirement cannot be ignored for generating a good clause.

²² Raymond Murphy, Roann Altman and William E. Rutherford, *Grammar and Practice for Intermediate Students of English*, (New York: Cambridge University Press, 1989), p. 178.

²³ Blanche Ellsworth, John A. Higgins, *English Grammar Simplified*, (New York: Harper 1988), p. 26.

²⁴ Alice Oshima, Ann Hogue, *Writing Academic English*, (New York: Longman, 1999), p. 152.

2. The Kinds of Clauses

There are two types of clauses namely independent clause (main) and dependent clause (subordinate)²⁵.

a. Independent Clause

Independent clause is a clause that sounds complete and conveys the meaning. Furthermore, it can stand alone. Every simple sentence is form of an independent clause. However, in common way, the term clause refers to a word cluster as component of a bigger sentence. Its means that independent clause can stand alone as a complete sentence and does not begin with a subordinator. An independent clause is shaped with subject + verb (+ complement).

Example: *The snow is falling.*

b. Dependent Clause

Dependent clause is also known as subordinate clause²⁶. Dependent clause is cluster of words that consist of a subject and a verb but grammatically cannot stand alone. It occurs when a sentence does not say a complete thinking. That is why a dependent clause must be connected with an independent clause so that it can become a complete sentence. The dependent clause is shaped with subordinator + subject + verb (+ complement).

Example: *When I saw the snow was falling.*

²⁵ Blanche Ellsworth, John A. Higgins, *English Grammar.*, p. 26.

²⁶ Judith F. Olson, *Grammar Essential third edition*, (New York: Learning Express, 2006), p. 14.

There are three types of dependent clause, they are as follows²⁷:

1) Noun Clause

A noun clause has utility as a noun. In the sentence, it can be a subject, object, or complement²⁸. Noun clause must be related to an independent clause to make a complex sentence because noun clause is dependent. A noun clause's utilization as an object is begun by an independent clause verb, which is frequent occasion a verb of speaking (say, tell, report) or mind activity (know, believe, wonder). It is presented and related to the independent clause by using relative pronoun such as *who(ever)*, *which(ever)*, *what(ever)*, or *that* or by *when*, *where*, *why*, *how*, or *whether*. There are three kinds of noun clauses, as follows²⁹:

- a) That-clauses are created from assertions and are presented by the subordinator *that*. The word *that* is often omitted if the meaning is clear without it. Example: *The bulletin states **that science courses require a laboratory period.***
- b) Wh- word clauses are made from wh- questions and are presented by wh- words for instance *who*, *whoever*, *what*, *whatever*, *where*, *wherever*, *when*, *which*, *how*, *how much*, *how many*, and *so on*.
Example: *The professor explained **how shock waves are formed.***
- c) If whether- clauses are shaped from yes/ no questions and are presented by the subordinate *whether* or *if*. The phrase *or not* may

²⁷ Blanche Ellsworth, John A. Higgins, *English Grammar.*, p. 27.

²⁸ Alice Oshima, Ann Hogue, *Writing Academic English.*, p. 178.

²⁹ *Ibid.*, p. 179.

be added. Example: *An engineer determines **if the measurements are correct (or not)**.*

There are punctuation terms of noun clause. The punctuations of sentences with noun clause are³⁰:

- a) No comma is used to separate the introductory clause from clause.
- b) The introductory clause, which may be a statement or a question, determines the end-of-sentences punctuation namely period or question mark.

2) Adjective Clause

An adjective clause is also called relative clause³¹. The adjective clause is one of parts dependent clause that utilized to modify a noun in independent clause in a sentence³². It describes, identifies, or gives further information about a noun³³. It has function as an adjective. Besides modifying a noun, the adjective clause also modifying pronoun.

The adjective clause has connector to indicate there is a link between an independent clause and a dependent clause in a sentence. It is called relative pronouns (adjective pronouns)³⁴. The adjective

³⁰ Alice Oshima, Ann Hogue, *Writing Academic English.*, p. 179.

³¹ Betty Schramper Azar, *Understanding and Using English Grammar Third Edition*, (New York: Longman, 2002) p. 267.

³² Maggie Tallerman, *Understanding Syntax third edition*, (London: Hodder Education, 2011), p. 251.

³³ Betty Schramper Azar, *Understanding and Using*, p. 267.

³⁴ *Ibid.*

pronoun relates two clauses so that it can relate the dependent clause and the independent clause.

Adjective clause present after adjective pronoun such as *who/whom* for people, *which/that* for things, *whose* for possession. Adjective clause can refer to the subject of the sentence or the object. The act of them is applied in diverse ways.

There are two kinds of adjective clause namely³⁵:

a) Defining Adjective Clause

Defining clauses give essential information about the subject or object, and are not separated by commas. The defining adjective pronouns:

	SUBJECT	OBJECT	POSSESSIVE
For people	Who That	Whom/ Who That	Whose
For things	Which That	Which That	Whose, Of which

The utility of Defining Adjective Clause is classified become two forms namely Defining Adjective Clause for people and Defining Adjective Clause for things.

1. Defining Adjective Clause: people

a) Subject: who or that

Who is generally used but *that* is a perhaps alternative after all, everyone, everybody, no one, nobody and those.

³⁵ www.writingforresult.net downloaded on 8th December 2014.

Example: *The man **who robbed you** has been arrested.*

*Everyone **who/that knew him** liked him.*

b) Object of a verb: whom

The object type is *whom*, but it is regarded very formal.

Commonly in spoken English use *that*. Example:

*The man **whom I saw** in the market was her neighbor.*

*The man **that I saw** in the market was her neighbor.*

c) With a preposition: whom or that

The preposition is positioned before the adjective pronoun that should be put into the form *whom*. *Whom* is frequently replaced by *that*. Example:

*The man **to whom** I spoke yesterday was good.*

*The man **that** I spoke to yesterday was good.*

d) Possessive

Whose is the only perhaps form. Example:

*People **whose rents have been raised** can appeal.*

2. Defining Adjective Clause: things

a) Subject

Either *which* or *that* but *which* is more formal. Example:

*The stairs **which/ that lead to the cellar** are rather slippery.*

b) Object of a verb

Which or *that* or no relative at all. Example:

*The car **which/ that I hired** broke down.*

c) Object of preposition

The formal form is preposition + *which*, but it is more common to place at the end of the clause, the using of *which* or *that* or omitted. Example:

*The ladder **which/ that I was standing on** began to slip.*

The ladder I was standing on began to slip.

d) Possessive

Whose + a clause is perhaps but with + a phrase is more common. Example:

*A house **whose walls** were made of glass.*

e) Relative adverb

This kind can use *when*, *where*, and *why*. Example:

*The year **when** he was born.*

b) Non-Defining Adjective Clause

Non-Defining clauses give extra information, which we could leave out, and are separated by commas. The defining adjective pronouns:

	SUBJECT	OBJECT	POSSESSIVE
For people	Who	Whom/ Who,	Whose
For things	Which	Which	Whose, Of which

The utility of Non-Defining Adjective Clause is classified become two forms namely Non-Defining Adjective Clause for people and Non-Defining Adjective Clause for things.

1. Non-Defining adjective clauses: people

a) Subject: who

In this form, there is no other pronoun is possible.

Example:

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

b) Object: whom, who

The pronoun cannot be omitted. *Whom* is the right form, in spite of *who* is sometimes used in conversation.

Example:

*Peter, **whom everyone** suspected, turned out to be innocent.*

c) Object of a preposition: whom

The pronoun cannot be omitted. General way, the preposition is positioned before *whom*. Example:

*Mr. Jones, **for whom I was working**, was very generous about overtime payments.*

If the clause includes an expression of time or place, this will stay at the end. Example:

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

d) Possessive: whose

Example: *This is George, **whose class you will be taking**.*

2. Non-Defining Adjective Clause: things

a) Subject: which

In this form, *that* is not utilized. Example:

*The 8.15 train, **which is usually very punctual**, was late today.*

b) Object: which

That is not utilized here, and the *which* could never be omitted. Example:

*She gave me this handkerchief, **which she had knitted herself**.*

c) Object of preposition

In this form, the preposition comes before *which*, or (more informally) at the end of the clause. Example:

*Ashdown Forest, **through which we will be driving**, is not a thick forest.*

d) Possessive: whose or of which

Commonly *whose* is utilized for both animals and things. *Of which* is possible for things, but it is uncommon exclude in very formal English. Example:

*His house, **whose windows are all broken**, was a saddening sight.*

There are important terms that need to remember about the punctuation in the usage of adjective clause, as follows³⁶:

³⁶ Betty Schramper Azar, *Understanding and Using*, p. 281.

- a) If the adjective clause is essential to make information about a noun in the sentence become clearer, do not use commas in the adjective clause. Example:

*The professor **who teaches Chemistry 101** is an excellent lecturer.*

- b) If the adjective clause in simple manner conveys extra information in the sentence, moreover it is not essential to identify the noun in the main clause, thus use commas in the adjective clause. Example:

*Professor Wilson, **who teaches Chemistry 101**, is an excellent lecturer.*

3) Adverbial Clause

An adverbial clause has utility as an adverb. It describe about when (time), where (place), why (reason), for what purpose, how, how long or how far³⁷. It can be related with the independent clause use an adverbial subordinator.

Adverbial clause cannot stand alone because it is a dependent clause. It should be united with an independent clause to structure a complex sentence. The adverbial clause can present either before or after an independent clause. If it present before an independent clause a comma is placed after it³⁸.

³⁷ Alice Oshima, Ann Hogue, *Writing Academic.*, p. 194.

³⁸ *Ibid.*, p. 195.

There are several distinct kinds of adverbial clause, as follows³⁹:

a) Time Clauses

An adverbial time clause narrates when the act explained by the independent clause verb took position. The act or condition in a time clause can happen at the same time or the dissimilar time, as component of a sequence of events. A time clause is presented by the subordinators *when (ever), while, as soon as, after, since, as, before, and until*. Example: ***After people moved to urban areas, they had less protein in their diet.***

b) Place Clauses

An adverbial place clause narrates where the act explained by the main verb took position. A place clause is presented by the subordinators *where (a definite place), wherever (anyplace), everywhere (everyplace), and anywhere (anyplace)*. Example: ***Most people prefer to shop where they can be sure of quality.***

c) Manner, Distance, and Frequency Clauses

An adverbial manner, distance, and frequency clause narrates about the answer of the questions “How?, How far?, How often?”. The answer of the question above will express the usage of the adverbial in this kind. This kind introduced by *as+ adverb+ as, as, as if/ as though*. Example:

The demonstrators left as the police had ordered. (manner)

³⁹ *Ibid.*

*Pat jogs on the beach **as far as she can.** (distance)*

*She jogs on the beach **as often as she can.** (frequency)*

d) Reason Clauses

An adverbial reason clause reply the question “Why” A reason clause is presented by the subordinators *because, since, and as.*

Example: *Europeans are better environmentalists than North Americans **because they are some ways for conserving energy.***

e) Result Clauses

An adverbial product clause says the result of what is declared in the independent clause. A result clause is presented by *so+ adjective/ adverb+ that, such a(n)+ noun phrase+ that, so much/ so many+ noun phrase+ that, so little/ few+ noun phrase+ that.*

Example: *New textbooks are **so expensive that many students buy used one.***

f) Purpose Clauses

An adverbial purpose clause says the purpose of the action in the independent clause. The purpose clause is presented by the subordinators *so that* or *in order that*. The modals *may/might, can/could, will/would, or have to*. Example:

*Farmers use chemical pesticides **so that they can grow bigger harvests.***

g) Concession (unexpected result) Clauses

Adverbial clauses of concession are used to say ideas or actions that are not expected. The information in the independent clause shows a concession or an unexpected result of something that is explained in the dependent clause. Adverbial clause of concession are presented by the subordinators *although*, *even though*, and *though*. Example: ***Although I studied all night, I failed the test.***

h) Contrast (direct opposition) Clauses

In this kind of adverbial clause, the information in the first clause is the direct opposite of the information in the second clause of the sentence. Use the subordinators *while* or *whereas* to introduce clause. Place a comma between the two clauses. (This is an exception to the rule). Example:

*San Francisco is very cool during the summer, **whereas San Juan is extremely hot.***

There are the important rules in punctuating of the adverbial clauses, as follows⁴⁰:

a) Clauses presenting sentences are followed by a comma.

Example: ***Although*** you may not agree, I must make my report today.

b) Clauses interrupting sentences are pair off by two commas.

Example: *Once, **because** I was strolling downtown, I saw the president go by.*

⁴⁰ George E. Wishon, Julia M. Burks, *Let's Write.*, p. 158.

c) Clauses following main clause are governed by the following rules:

1. If the clause is essential to the meaning of the sentence, no comma is utilized. Example:

*He studied hard **because** he wanted to become a doctor.*

2. If the clause is non-essential, included as additional information, a comma is utilized. Usually, these subordinate conjunctions are preceded by commas: *although, even though, though, even if, no matter if, as* (causal), *since* (causal), *whereas, while* (contrast).

Example: *I was tired, **although** I had a good night's sleep.*

F. Sentence with Multiple Clauses

A sentence is the fundamental component of thinking in the English language⁴¹. A set of words that use to communicate the thoughts is called a sentence⁴². Every sentence is created from one or more clauses and conveys an entire thinking. It means that a sentence has important role to communicate with other people.

A sentence is series or words that is begun with a capital letter and ends with a full stop, question mark or exclamation mark⁴³. All of those are the punctuation of the sentence. A sentence should have a subject and a verb. However, it may or may not have an object. A sentence has components within

⁴¹ Judith F. Olson, *Grammar Essentials.*, p. 11.

⁴² Alice Oshima, Ann Hogue, *Writing Academic.*, p. 155.

⁴³ Marjolijn Verspoor, Kim Sauter, *English Sentence Analysis*, (Amsterdam: Publishing Company, 2000), p. 34.

such as subject, verb, object, complement and adverbial⁴⁴. Every component has each role in the sentence.

The types of sentence are established by the type of clauses used to construct it. There are four types of sentences in English, namely⁴⁵:

1. Simple Sentence

Simple sentence is including of independent clause. Simple sentence is similar to types of sentence, start with capital letters and end with periods.

Example: *I enjoy tennis.*

2. Compound Sentence

A compound sentence is two or more independent clause connected collectively. There are three manners to connect the clauses:

a. With a coordinator

*I enjoy tennis, **but** I hate golf.*

b. With a conjunctive adverb

*I enjoy tennis; **however**, I hate golf.*

c. With a semicolon (;)

I enjoy tennis; I hate golf.

3. Complex Sentence

A complex sentence consist of one independent clause and one (or more) dependent clause(s).

3. ⁴⁴John Eastwood, *Oxford Practise Grammar*, (New York: Oxford University Press, 1999), p.

⁴⁵ Alice Oshima, Ann Hogue, *Writing Academic.*, p. 155.

Example: ***Although women in the United States could own property, they could not vote until 1920.*** (The words bold are dependent clause)

4. Compound-Complex Sentence

A Compound-complex sentence is an integration of two or more independent clause and one (or more) dependent clauses.

Example: *I wanted to travel **after I graduated from college**, I wanted to travel, but I had to go to work immediately.*

CHAPTER III

RESEARCH METHODOLOGY

A. Background Description and Role of the Researcher

There are several research methods that can be used in researching writing, either quantitative or qualitative. It is based on the purpose of the research. In conducting this research, the researcher used a qualitative method. In qualitative method, the researcher observed social phenomena completely.

Creswell states that the researcher creates an explanation of the data. This contains evolving a delineation of an individual or setting, analyzing data for topics or categories and finally creating an explanation or drawing conclusions about its meaning personally and theoretically¹. It means that qualitative research focuses on analyzing the data and finally making conclusion about the data.

In this research, the researcher has important role. The researcher has role as the primary data collection instrument. In other words, this research depends on the ability of the researcher as the primary data collection instrument. The researcher's contribution to the research setting could be beneficial and positive. Besides that, the researcher made the close situations among the researcher and the participants.

¹ John W. Creswell, *Research Design the second edition*, (California: Sage Publication, Inc., 2003), p. 208.

B. Data Collection Instruments

The instruments that are used in conducting research as follows:

1. Observation

In conducting this research, the researcher took some notes about the activities, condition, and behavior of individuals at research site. The researcher observed directly the students at the fourth semester students of State Islamic College (STAIN) of Jurai Siwo Metro in the Academic Year of 2014/2015.

2. Interview

In this research, the researcher conducted interview to get information deeply about the phenomenon that was researched. The researcher used structured interview to the students at the fourth semester students of State Islamic College (STAIN) of Jurai Siwo Metro in the Academic Year of 2014/2015.

3. Documentation

The researcher collected the data by using document such as the task of writing for the students. In this research, the researcher required subject at the fourth semester students of State Islamic College (STAIN) of Jurai Siwo Metro in the Academic Year of 2014/2015 because those students had gotten materials and experiences about clauses in their subject. The researcher gathered the data from the writing task for the students.

C. Data Validity Procedures

Quantitative researchers have statistics media that is often used to acquire the validity aspect of the data. In qualitative research, there is also method usually used to approve what the researcher found is real and suitable with the fact. The method usually used is member checking. The researcher used member checking to determine the accuracy of the data. In addition, it would make the researcher knew whether the participants felt that they were accurate. Hence, after the researcher analyzed the data, the researcher checked the data together with the participants so that the researcher could know whether the data were suitable and accurate with the fact.

D. Research Procedures

Case study is a method that applied by the researcher in this research because the researcher had goal to explore the use of clauses in the students' writing performance. The researcher chose this method because the researcher desired to know deeper about the use of clauses in writing performance at the fourth semester students of State Islamic College (STAIN) of Jurai Siwo Metro. Case study has some research procedures, they are²:

1. Determining focus to the research and formulating the questions

The researcher determined the question to her research as the first step. The question form focused to all of the data that was be collected in the research. The research was hooked with situation or problem of a program, person, and group of people.

² Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing-Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p 290.

2. Determining case, the way of the data collecting and the data analyzing

After arranging the questions, the researcher determined the case that was be researched. The researcher determined way or instrument to collect the data such as observation, interview, documentation and others.

3. Preparing the data collecting instrument

The researcher prepared various preparations for instance schedule of the data collecting, instruments to collect the data, and others.

4. Collecting the data

After choosing the instruments, the researcher collected the data needed in the research. The data was be collected with the instruments that have been prepared previously.

5. Evaluating and analyzing the data

The researcher accomplished evaluating and analyzing the data based on the characteristic of the material. The evaluating and analyzing the data are the important process in cases study research. Its success depends on the researcher's ability.

6. Making report

The researcher made a report after conducted the evaluating and the analyzing the data to show the result of the process. Usually, the style of reporting is adapted with the reader. In this research, the researcher used formal report.

E. Data Recording and Analysis Procedures

1. Data Recording

In this research, the researcher used the document from primary and secondary materials. The researcher used the product of the students' writing performance as the primary sources. Then, the researcher used the book and the journal that was related with the topic as the secondary sources. Besides, the researcher also used data recording protocols namely observation and interview protocols.

2. Analysis Procedures

According to Creswell there are the generic steps involve the following steps³:

- a. First, the researcher arranged and prepared the data for analysis. It entailed the sheets of interview, writing field notes, or arranged the data depended on different sources of information. The data was gathered from the students' writing performance task.
- b. Second, the researcher read the whole data. It was done to acquire the general view of the information to reflect on its overall meaning. In this part, the researcher tried to understand the use of clauses of the student in their writing performance.
- c. Third, the researcher started detailed analysis with used a coding process. The researcher underlined the parts that included the kinds of clauses in the students' writing performance. The researcher composed some

³ John W. Creswell, *Research Design.*, p. 218.

categories such as noun clause, adjective clause and adverbial clause of the data analysis.

- d. Fourth, the researcher decoded the data that have been analyzed to create a description of the use of clauses in the students' writing performance. The description became the result of the decoding process.
- e. Fifth, in this step, the result in decoding process was be represented by qualitative narrative. The researcher conveyed a chronology of descriptive information about the use of clauses in the students' writing performance.
- f. Sixth, this was the last step of data analysis that entailed interpreting or meaning of the data. The researcher made an interpretation by presenting a list of the use of clauses in the students' writing performance in graphic or diagram.

CHAPTER IV

DATA PRESENTATION

A. Description of Research Setting

1. STAIN Jurai Siwo Metro

STAIN Jurai Siwo Metro is the one of university in Metro. As the university which offering the different things in this era, STAIN comes with the high Islamic culture in daily academic activities. It is widely know that the Islamic culture is more ease up in this globalization era. In other word, the philosophies of Islam are beneficial for some peoples particularly in the academic section. Based on reference above, it is not extremely amazement if some people are enrolling their children to study at STAIN Metro.

However, it is widely recognized that the existence of STAIN Jurai Siwo Metro is inseparable with the history of IAIN Raden Intan Bandar Lampung in the past. It was not far from the change of name IAIN Raden Intan Tanjung Karang to IAIN Raden Intan Bandar Lampung that give a handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996 on August 21, 1996 about Settlement of Institutional Faculties IAIN outside central institute to be Sekolah Tinggi Agama Islam Negeri (STAIN).

In this moment, STAIN Jurai Siwo Metro has vision and mission as one of the favorite universities. The vision is creating a qualified and competitive Islamic institution. To attain the vision, it forms some

missions. The missions of STAIN Jurai Siwo Metro there are developing three pillars of university, creating academic person who is smart, skillful, and has a good moral, also utilizing and spreading technology and Islamic culture.

2. English Educational Study Program (PBI)

English Educational Study Program was established in 2007. It is one of Strata 1 (S1) majors of Tarbiyah Faculty in State Islamic College (STAIN) Jurai Siwo Metro. Historically, S1 PBI STAIN Jurai Siwo Metro came from Diploma 3 (D3) English Education that was opened in 2000. The legal and operational license of English Educational Study Program (PBI) based on the explanation letter of Islamic Education General Director no. Dj.I/220.C/2007 in Jakarta on May 28th, 2007.

Accordance with the Implementation License of Study Program from the General Director, PBI located in STAIN Jurai Siwo Metro Jl. Ki Hajar Dewantara 15A Metro City, 34111, Lampung-Indonesia, call: (+62-725) 41507, fax: (+62-725) 47296, institution email: stainjusi@stainmetro.ac.id, email of PBI: emailmutupbistainmetro@yahoo.co.id, website: www.stainmetro.ac.id, official blog of PBI: pbistainmetro.blogspot.com.

English Educational Study Program (PBI) STAIN Jurai Siwo Metro has a vision in implementing education, namely: creating professional and competitive students in English education who can integrate Islamic values and academic dimensions. The vision accordance with the institution

vision of STAIN Jurai Siwo Metro is in creating high grade and bargaining Islamic Institution.

Based on the vision, PBI had some missions they are developing the students' personality through knowledge, reinforcement, and actualization toward religious, national and cultural value in Islamic culture. Next, building and developing humanist, democratic, and modern academic atmosphere. Then growing the professionalism ethic through theoretical knowledge basic mastery. Also, providing qualified service of education to produce smart and skillful educator candidates. The last, applying integrated education system which is able to give a significant input for educational development.

B. Description of Data Analysis

The data of this research is the information collected by doing qualitative research. In this research, the researcher analyzes the use of clauses in writing performance. There are some kinds of clauses that used in the students writing performance. The use of clauses is the important element in writing. Therefore, the researcher requires the writing as the research data.

The researcher conducted research on April 22, 2015 at the fourth semester students of State Islamic College (STAIN) of Jurai Siwo Metro. The researcher used 10 students as the participants. In this research, the researcher used observation, interview, and documentation as the data collection instruments. In the observation, the researcher took field notes in the class. In the interview, the researcher gave some questions about clauses. In the

documentation, the researcher gathered the students' writing performance product. The data that have been gathered by the researcher are data analysis in this research.

C. Description of Findings

The data are analyzed based on the framework proposed by Creswell. In this case, the data are analyzed by using some steps. The data of qualitative research is different from quantitative. In the qualitative, the data is always in words. Numeric data is an option if available in the research. The researcher uses words to make conclusion of each item. Numeric data, if available is only as the additional. The researcher only uses numeric to count the percentage of each item.

After analyzing the data of the students' writing performance, the researcher found the use of clauses in the students' writing performance.

The researcher classified the data become three categories as follows:

a. Noun Clause

Noun clause had utility as a noun. In the sentence, it could become a subject, object, or complement. It is presented and related to the independent clause by using relative pronoun such as *who(ever)*, *which(ever)*, *what(ever)*, *or that* or *by when, where, why, how, or whether*. In this case, there are some sentences in the students' writing performance contained noun clause namely:

No	The Students Code	Noun Clauses Found	Correction
1	MH	a) I feel <i>that space in STAIN</i> begin narrow. b) My parents hope <i>what hope will become real.</i>	a) ✓ b) My parents hope <i>what I hope will become real.</i>
2	AAA	c)I know <i>what the advantages of the consumption fruit.</i>	c) ✓
3	RNA	d) There are several criteria <i>how I choose a boy</i> to become my boyfriend. e) I do not know <i>why every presence make me nerveous.</i> f) I have the reason <i>why I love him.</i> g)many people say <i>that he is kind.</i> h) I think <i>what my feeling is false.</i>	d) There are several criteria <i>why I choose a boy</i> to become my boyfriend. e) I do not know <i>why every his presence make me nervous.</i> f) ✓ g) ✓ h) ✓
4	ZF	i) I think <i>whether my hobby will be lost.</i>	i) ✓
5	DA	j) As we know <i>that holiday go to the new place will give a new experience.</i> k)people think <i>that this program just worse time and money.</i>	j) ✓ k) ✓

6	MAP	–	–
7	VDH	l) I do not know <i>why my parents often leave me alone.</i> m) I thought <i>that my parents did not love me.</i> n) My grandmother always advised me, <i>that my parents loved me.</i> o)I awared <i>that my parents love me more than.....</i>	l) √ m) √ n) My grandmother always advised me <i>that my parents loved me.</i> o) I was aware <i>that my parents loved me more than.....</i>
8	CKS	p) I wonders <i>that the flower can blossomed.</i>	p) I wonder <i>that the flower can blossom.</i>
9	AA	q) I don't know <i>why, he always laught honestly.</i> r) I don't know <i>that he work in each city for me.</i>	q) I do not know <i>why he always laughs honestly.</i> r) I do not know <i>that he work in each city for me.</i>
10	RMS	s) I don't know exactly <i>why he likes to call by that name.</i>	s) I do not know exactly <i>why he likes to be called by that name.</i>

Table 1. Frequency of noun clause found in the research data

From the table above, the researcher tried to analyze the use of noun clause that was used by the students as follows:

a) *I feel that space in STAIN begin narrow.*

This sentence is correct. It presents a that- clause as object of a verb *feel*.

b) *My parents hope what hope will become real.*

The above sentence contains a noun clause (WH- word clause) by using Wh- word *what*. It is as an object of a verb *hope*. *Hope* in the second clause

need subject *I*. The correct sentence is “My parents hope ***what I hope*** will become real”.

- c)*I know **what the advantages of the consumption fruit.***

The using of Wh- word clause *what* is suitable with the rule and context as object in this sentence.

- d) *There are several criteria **how I choose a boy to become my boyfriend.***

This sentence consist of Wh-word clause. The context in this sentence show the reason why she choose. So, *how* must be replaced by *why*. The correct sentence is “*There are several criteria **why I choose a boy to become my boyfriend***”.

- e) *I do not know **why every presence make me nerveous.***

The above sentence contains Wh- word clause by using *why* as a object. The clause become incorrect because there is no possessive pronoun before *presence*. Moreover, the spelling of word *nerveous* is wrong. The correct sentence is “*I do not know **why every his presence make me nervous***”.

- f) *I have the reasons **why I love him.***

The above sentence is correct the using *why* that is proper with the context.

- g)*many people say **that he is kind.***

The above sentence is correct by using *that- clause* as object of a verb *said*.

- h) I think ***what my feeling is false.***

The above sentence is correct by using *what* as object of a verb *think*.

- i) I think ***whether my hobby will be lost.***

The above sentence is correct by using *whether clause* as object of a verb.

j) *We know **that holiday to the new place will give a new experience.***

The above sentence is correct by using that- clause as object of a verb *hope*.

k) *.....people think **that this program just worse time and money.***

The above sentence is correct by using that- clause as object of a verb.

l) *I do not know **why my parents often leave me alone.***

The above sentence is correct by using wh- word clauses *why* as object of a verb *know*.

m) *I thought **that my parents did not love me.***

The above sentence is correct by using that- clause as object of a verb *thought*.

n) *My grandmother always advised me, **that my parents loved me.***

The punctuation *comma* in this sentence is incorrect. A noun clause does not use comma as the punctuation. The correct sentence is " *My grandmother always advised me **that my parents loved me***".

o) *.....I awared **that my parents loved me more than.....***

The above sentence is incorrect by using that- clause as object of a verb because aware is not verb so it should add *to be (was)*.

p) *I wonders **that the flower can blossomed.***

That is used as object. Based on the context in the sentence, *how* is more suitable than *that*. The word *wonders* is incorrect. It should not be added by *s* because the subject is *I*. Then, the word *blossomed* is verb 2, whereas there is modal *can* before it. The correct sentence is "*I wonder **that the flower can blossom***".

q) *I don't know why, he always laught honestly.*

The subordinate why is used as object of a verb *know*. Those two clauses do not need a comma to separate them. Therefore, the correct sentence is “*I do not know why he always laughs honestly*”.

r) *I don't know that he work in each city for me.*

This sentence is correct. That- clause is used as object of a verb *know* but in writing *don't* should be wrote *do not*.

s) *I don't know exactly why he likes to call by that name.*

In this sentence, the using of wh- word clause is correct that used as object but the using of pasive voice is wrong. *Call* should replaced by *called*. Moreover, in writing *don't* should be wrote *do not*. The correct sentence is “*I do not know exactly why he likes to be called by that name*”.

b. Adjective clause

The adjective clause is utilized to modify a noun and pronoun in independent clause. Adjective clause is presented after adjective pronouns such as *who/whom* for people, *which/that* for things, *whose* for possession. In this case, there are some sentences in the students' writing performance contained adjective clause namely:

No	The Students Code	Adjective Clauses Found	Correction
1	MH	a) The lecturers <i>who teach in STAIN</i> have high competence.	a) ✓

2	AAA	<p>b) All of them have many advantages <i>whose is needed by us.</i></p> <p>c) Almost all kinds of fruit <i>which grow in my grandfather's garden</i> are my favorite fruit.</p>	<p>b) All of them have many advantages <i>which</i> is needed by us.</p> <p>c) √</p>
3	RNA	d)I like someone <i>whose they are hateful.</i>	d)I like someone <i>whom they are hateful.</i>
4	ZF	<p>e) I have a friend <i>who lives in Palembang.</i></p> <p>f) Sinta <i>who is very humble</i> give me many motivation....</p>	<p>e) √</p> <p>f) Sinta, <i>who is very humble,</i> give me many motivations...</p>
5	DA	g)a place <i>that never come before.</i>	g)a place <i>where I never come before.</i>
6	MAP	h) Each of us has a daily routine <i>that we all follow.</i>	h) √
7	VDH	i) I want to be like my friends <i>who could gather their parents every day.</i>	i) √
8	CKS	<p>j) Flower, <i>which most girl love.....</i></p> <p>k) My friend, <i>who has rose flower at home,</i> named Ema Puspida.</p> <p>l) Ema is the girl <i>who loved the flower.</i></p> <p>m).....the steps <i>whom make the flower grow up well.</i></p> <p>n) The red flower <i>whom Ema</i></p>	<p>j) Flower <i>which is most girl love.....</i></p> <p>k) √</p> <p>l) Ema is the girl <i>who loves the flower.</i></p> <p>m).....the steps <i>which make the flower grow up well.</i></p> <p>n) The red flower, <i>which Ema</i></p>

		<i>buy is expensive.</i>	<i>buy, is expensive.</i>
9	AA	–	–
10	RMS	o) Lee Jin Ki, who is a singer from Korea , was born in Seoul, December 14 th 1989. p) “In Your Eyes”, which is used to fill Original Sound Track.....	o) √ p) √

Table II. Frequency of adjective clause found in the research data

From the table above, the researcher tried to analyze the using of adjective clause that is used by the students as follows:

a) *The lecturers **who teach in STAIN** have high competence.*

The sentence above is correct by using adjective clause with adjective pronoun *who* that modify noun *the lecturers*.

b) *All of them have many advantages **whose is needed by us**.*

The use of possessive pronoun *whose* is not suitable with the rule because it is not modify a possessing. Hence, *whose is* should be changed become *which are*. It is because “*many advantages*” is noun plural. The correct sentence is “*All of them have many advantages **which is needed by us***”.

c) *Almost all kinds of fruit **which grow in my grandfather’s garden** are.....*

This sentence is correct by using *which* to modify *fruit*.

d) *.....I like someone **whose they is hateful**.*

This sentence is not to show the possessive so that *whose* should be

changed by *whom* to modify *someone*.

- e) I have a friend ***who lives in Palembang***.

This sentence is correct by using *who* to modify a noun *a friend*.

- f) Sinta ***who is very humble*** give me many motivations in life.

In this kind, it require comma because this sentence is non-defining adjective clause. This sentence should repair become “*Sinta, who is very humble, give me many motivations in life.*”

- g)a place ***that never come before***.

This sentence is incorrect because this sentence requires adjective pronoun that modify place. Consequently, *that* should be replaced by *where*. The correct sentence is”a place ***where never come before***”.

- h) *Each of us has a daily routine that we all follow*.

The sentence above is correct. This is an adjective clause that modify “*a daily routine*” with use adjective pronoun *that*.

- i) *I want to be like my friends who could gather their parents every day*.

This sentence is correct by using *who* to modify a noun *my friends*

- j) *Flower, which most girl love.....*

The sentence is not non-defining adjective clause so that it do not need comma. The correct sentence is “*Flower which most girl love.....*”.

- k) *My friend, who has rose at home, named Ema Puspida*.

The sentence above is correct. Comma is used because it is non-defining.

- l) *Ema is the girl who loved the flower*.

The using of *who* to modify *the girl* (noun) is correct but *loved* is not

suitable with the tenses pattern in an independent clause. It should be changed by using *love*. The correct sentence is “*Emma is the girl who loves the flower*”.

m)*the steps whom make the flower grow up well*.

Whom should be replaced by *which* because it is used to modify *the steps*.

n) *The red flower whom Emma buy was expensive*.

The sentence above should not use *whom* because it is used to modify *the red flower* (thing). So, *whom* should be change by *which*. In addition, this is a non-defining adjective clause so that it need comma to separate. The correct sentence is “*The red flower, which Emma buy, is expensive*”.

o) Lee Jin Ki, *who is a singer from Korea*, was born in Seoul, ...

The sentence above is correct. *Who* is used to modify *Lee Jin Ki* as a noun. Moreover, the use of comma to separate the clause is right because the sentence is non-defining adjective clause.

p) “*In Your Eyes*”, *which is used to fill Original Sound Track*.....

The sentence is non-defining adjective clause so that it should be separated by comma. Adjective pronoun *which* is used to modify thing.

c. Adverbial Clause

An adverbial clause is used as an adverb to describe about when (time), where (place), why (reason), for what purpose, how, how long or how far. In this case, there are some sentences in the students’ writing performance contained adverbial clause namely:

No	The Students Code	Adverbial Clauses Found	Correction
1	MH	a) The fee in STAIN is <i>so cheap so that</i> many people want to register. b) <i>Because many motorcycle here</i> . There are many new area parking is built. c)the employees in STAIN are friendly, <i>so that I feel comfortable</i> .	a) The fee in STAIN is <i>so cheap that</i> many people want to register. b) <i>Because many motorcycle here</i> , there are many new parking area is built. c)the employees in STAIN are friendly <i>so that I could feel comfortable</i> .
2	AAA	d) <i>Although my grandfather is 80 years old</i> . He still looks fresh. e) My grandfather is health, <i>while my neighbor is 65 years old often sick</i> .	d) <i>Although my grandfather is 80 years old</i> , he still looks fresh. e) √
3	RNA	f) <i>When he meets the people</i> , he always gives his smile. g) I love him <i>whereas my friends hate him</i> . h) <i>Although, I love him</i> I can't leave my friends.	f) √ g) I love him, <i>whereas my friends hate him</i> . h) <i>Although I love him</i> , I cannot leave my friends.
4	ZF	i) <i>Although I live in the modern era</i> , I do not like those. j) We are being friend <i>since we are elementary school</i> .	i) √ j) √
5	DA	k)it's useful <i>because my</i>	k) √

		<i>program can refresh my mind</i> for daily activity.....	
6	MAP	l) <i>Since there is a routine</i> , it is easy and..... m) <i>After the morning chores</i> , I get up read.....	l) √ m) √
7	VDH	n) It was the best weekend for me. <i>Because I could gather with my parents</i> . o) I lived with my grandmother <i>so that I grew without my parents' love</i> . p) <i>Although I could not gather them everyday</i> , I would always love them. q) I trained <i>often as</i> I could.	n) It was the best weekend for me <i>because I could gather with my parents</i> . o) √ p) √ q) I <i>trained as often as</i> I could.
8	CKS	r) I like play in her home <i>because the air was chilly</i> .	r) √
9	AA	s) He is always happy <i>when I sad</i> . t) I always miss him <i>when he leaves me</i> .	s) √ t) √
10	RMS	u) <i>When I listen to his voice</i> , I feel so calm and fresh.	u) √

Table III. Frequency of adverbial clause found in the research data

From the table above, the researcher tried to analyze the using of adverbial clause that is used by the students as follows:

- a) *The fee in STAIN is **so cheap so that** many people want to register.*

The sentence above uses result clause. One of the patterns of result clause is *so+adjective/ adverb+that* so that *so* before *that* should be omitted. The correct sentence is “*The fee in STAIN is **so cheap that** many people want to register*”.

- b) ***Because many motorcycle here.** There are many new area parking is built.*

The sentence contains reason clause by using *because*. Two clauses should not separated by using period because they must be combined.

- c) *.....the employees in STAIN are friendly, **so that I feel comfortable.***

This is a purpose clause presented by *so that*. The sentence uses the wrong punctuation. Properly, a comma that is presented before *so that* should be omitted.

- d) ***Although my grandfather is 80 years old.** He still looks fresh.*

This is a concession clause. Two clauses above should be connect become a sentence because the first clause is dependent clause.

- e) *My grandfather is health, **while my neighbor is 65 years old often sick.***

This sentence uses contrast clause. It is shown by using subordinator *while* with the exception rule namely the using of comma.

- f) ***When he meets the people,** he always gives his smile.*

This sentence is correct by using *when* to show a time.

- g) *I love him **whereas my friends hate him.***

This sentence contains a contrast clause. It should be added a comma to separate clauses. Therefore, the correct sentence is “*I love him, **whereas my friends hate him***”.

h) ***Although, I love him I can't leave my friends.***

The using of the subordinator *although* in concession clauses is correct but the using of a comma after *although* is incorrect. The correct sentence is
 “***Although I love him, I cannot leave my friends.***”

i) ***Although I live in the modern era, I do not like those.***

This sentence is correct because *although* is used to show the unexpected result in the independent clause.

j) ***We are being friend since we are elementary school.***

This sentence is correct because *since* is use to show time clause.

k) ***.....it's useful because my program can refresh my mind.....***

This sentence is correct because the using of *because* is use to show reason clause.

l) ***Since there is a routine, it is easy and.....***

The above sentence is correct *since* used to show the time.

m) ***After the morning chores, I get up read.....***

The sentence above is correct. *After* is used to show a sequence of events.

n) ***It was the best weekend for me. Because I could gather with my parents.***

The using of subordinator *because* is right because it show the reason.

A comma does not needed. The correct sentence is “***It was the best weekend for me because I could gather with my parents***”.

o) ***I lived with my grandmother so that I grew without my parents' love.***

The sentence above is correct. *So that* is used to show the concession.

p) ***Although I could not gather them everyday, I would always love them.***

The sentence above is correct. *Although* is used to show the concession

clauses.

q) *I trained **often as** I could.*

This sentence use frequency clause. The rule of the frequency clause is *as often as*. The correct sentence is “*I trained **as often as** I could*”.

r) *I like play in her home **because the air was chilly**.*

The sentence above is correct. *Because* is used to show the reason.

s) *He is always happy **when I sad**.*

This sentence is correct. *When* uses to show the time clause.

t) *I always miss him **when he leaves me**.*

This sentence is correct by using *when* to show a time.

u) ***When I listen to his voice**, I feel so calm and fresh.*

This sentence is correct by using *when* to show a time.

D. Interpretation

The result of the research in the data analysis in previous elaboration, the researcher found the use of clauses in the students’ writing performance requires enhancement. It can be reflected from their mistakes that they have made in using the appropriate clauses and the right punctuations of clauses in their writing performance. In this research, the researcher present the chart that represented the kind of clauses is frequently used of the data after analyzed as follows:

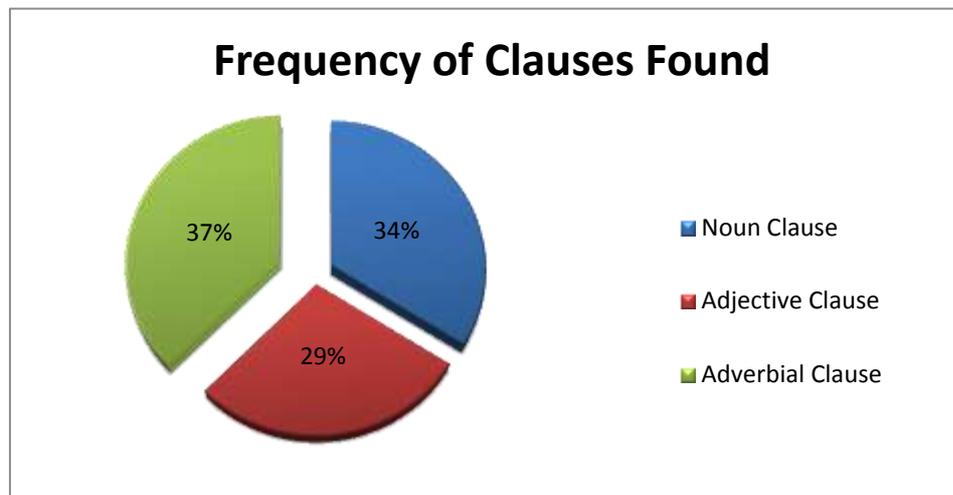


Chart I. The use of kinds of clauses in the students' writing performance at the fourth semester in State Islamic College (STAIN) of Jurai Siwo Metro.

The found clauses are noun clause 19 items (34%), adjective clause 16 items (29%), and adverbial clause 21 items (37%). It is clear that the kind of clauses are frequently used in writing performance is adverbial clause. Adverbial clause is frequently used by the students because adverbial clause is considered easier and simpler to be used than other clauses.

E. Limitations

In this research, the researcher uses purposive sampling so that this research is conducted only at the fourth semester students of Education Study Program of State Islamic College (STAIN) of Jurai Siwo Metro in the Academic Year of 2014/2015. It means that the result of this research is defined and limited only on these participant in that place and time. This study would not be general to all area. In other words, the result might be different when it is conducted in the different place, time and participant even though it has the same matter.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the data analysis in gathering this research on the use of clauses in the students' writing performance at the fourth semester students of State Islamic College (STAIN) of Jurai Siwo Metro in academic year of 2014/2015, the researcher concluded:

1. The use of clauses in the students writing performance still need improvement because there are few mistakes in using clauses in the students writing performance. Also, the limited usage of the kind of clauses is caused by the students' minimal knowledge about the kinds of clauses.
2. In the students' writing performance, the found clauses are noun clause (34%), adjective clause (29%), and adverbial clause (37%). As the result, adverbial clause is the kind of clauses that frequently used in the students' writing performance. The students feel that adverbial clause is not as difficult as other clauses so that adverbial clause is facile to be used in their writing performance.

B. SUGGESTION

The suggestions which are covered from the conclusion of the research, the succesful in writing performance with sufficient and various kinds of clauses generated from the collaboration of the students and the lecturers. Through this research, the researcher proposes suggestions as follow:

1. The students ought to study about clauses deeply so that they can increase their writing performance.
2. The lecturers could consider the students clause mistakes in writing performance are necessary to spend more time to introduce clauses.
3. The researcher should enhance his knowledge to support his research.



Date :
Place :
Interview :
Interviewer :
Position of the interview :

Please, answer the question!

1. What do you know about clauses?
2. What do you often use clauses in your writing performance?
3. What do you know about noun clause, adjective clause, and adverbial clause?
4. In clauses, which is frequently used one in your writing performance?
Noun clause, adjective clause, or adverbial clause? Why?

^^ **Thank You** ^^

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