

## AN ANALYSIS OF THE STUDENTS' GRAMMAR DIFFICULTIES IN USING NOUN CLAUSE AT SECOND YEAR STUDENTS' OF AKADEMI PARIWISATA JAKARTA

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### Abstract

Noun clauses are a component that needs to be learned in English. According to the 2004 curriculum or the Competency Based Curriculum (KBK) in English subjects, noun clauses are taught to University students in Semester IV, so this research was conducted to look at the difficulties of students in Semester IV using noun clause in reading and combining two sentences into one sentence. The form of this research is a study that describes a phenomenon that actually occurred in the field with a population of 60 students in Akademi Pariwisata Jakarta. So population taking, the authors use cluster random sampling to get valid and reliable tests, the authors carry out try out in classy classes. To try out the writer took data in Semester IV. The form of this research instrument is a written test. The test is in the form of multiple choice (multiple choice) consisting of 40 questions. These questions have been tested before, and then the questions were made into test questions for data collection after collecting data and deceiving data, the writer gets a percentage of students' ability scores in using Noun Clause 57.5% while students have difficulty using noun clause 42%, then students have difficulty using Noun Clause in learning English. Each category where the use of noun clauses. Which students get 41.48 who 42.14, whom 32.22, that 45.24, where 63.33 what 40.00 when 38.89 whose 41.67. Then the percentage of each category is generally greater than 40%, so the conclusion is that the Students of semester IV of Akademi Pariwisata Jakarta find the difficulty to use noun clauses caused by lack of facilities, vocabularies and motivation in studying English.

**Keywords:** *Grammar, difficulties, Noun Clauses*

### INTRODUCTION

Grammar is the framework in a language (Hodgson, 2020). Furthermore, grammar would be a set of rules for making English sentences. By following the rules, the pattern of the sentences can be identified and readers will easily understand the sentences. Grammar is very useful to facilitate people to express their ideas in speaking and writing forms. From the explanation above, said that it can be concluded that grammar is very important for people to master language skills (Zhang, 2020).

Grammar is taught from the beginning of junior high school up to university students. At Junior high school and senior high school, the English grammar is taught by using integrated teaching (Arshad et al., 2015). There is no special subject for grammar and language in senior high school students. All the English teachers can give them grammar by reading the text. From the text the English teachers can give more explanation about the grammar to their students (Handayani et al., 2020).

In fact, based on the researcher's experience during teaching at Akademi Pariwisata Jakarta, most of the students are still weak in English, especially in grammar as a framework of a language. Many students have many problems with the rules of grammar. One of the student's problems is the difficulties in using noun clauses. In the field, the writer found that most of the students had a lack of knowledge about grammar. The students could not differ the function of each noun clause and how to use them correctly in sentences, for example: They could not differ when they use who, if / whether/ that/

Some students are still confused about the kinds of noun clauses that they have learned before and how to put them correctly in a sentence because they didn't understand the meaning of the sentence and noun clause itself. The result is the students are not able to put the correct noun clause in a sentence completion. Based on the identification of the problem above, the writer limited the research on analysing the student's grammar difficulties using noun clauses to the second year students of Akademi Pariwisata Jakarta Academic years. This research was aimed to answer the followed questions:

How far were students' difficulties in using noun clauses from information questions (which, who, whom, where, what, when, whose) and that. It is expected that this research will be useful for English Lecturers, students, curriculum developers, and researchers. Through the result of the research, English Lecturers will get information about the students' difficulties to use noun clauses. The teacher can give more explanation and attention to the understanding of using noun clauses. Then, the students hope to be able to use noun clauses correctly. Curriculum developer gives the motivation of the students to study English especially noun clauses. Finally, it is hoped that this research gives meaningful experiences to the researcher himself in doing research. Other researchers contribute to do another researcher related to this aspect.

## RESEARCH METHODOLOGY

This research belonged to descriptive research design. "Descriptive research involves collecting data in order to answer questions concerning current status of the subject of the study" (Mills & Gay, 2019). This research was aimed at describing student's grammatical difficulties, especially in using noun clauses. The researcher conducted this research to determine and describe students' difficulties in using noun clauses among second year students of Akademi Pariwisata Jakarta.

Population of this research was the second year students of Akademi Pariwisata Jakarta. The total number of the population was 60 students. The researcher took a sample by using cluster random sampling because the population has been grouped into class. The population consisted of 2 classes. The researcher chose the sample classes randomly because these classes are homogeneous. They had the same syllabus and materials. Here, the researcher chose among the class Perhotelan and Travel Program as the sample and wrote these names of class on 2 pieces of paper. Then the researcher took a piece of paper that was mixed up. The selection of the population was based on the assumption that they study the basic competence such as noun clauses. The instrumentation of the study used was noun clauses test in the type of multiple choice. This test used to know the students' difficulties using noun clauses. The content of the test was taken from the material taught in the second class.

### Validity of the Instrument

In this research, the writer used the content validity, because the grammar has been studied by IV Semester students at Akademi Pariwisata Jakarta and they were stated on the syllabus. To determine the test, the writer used content validity (Bryman, 2015), based on the material that was given in the test and it was discussed with English Lecturer at Akademi Pariwisata Jakarta academic years by looking at the syllabus and curriculum. Then, trying out test analysis was arranged to be the instrument of the research.

Next, the instrument should also have reliability. According to (Nasution, 2009) an instrument is said to be reliable if it has the consistency of score. To make the instrument reliable, it was tried out before using for the research. There were 60 items to try out. The test was given to the students out of the sample taken for the research. Furthermore, in order to make the instrument reliable, it was tried out before using it for research. There were 60 items to try out. The result of try out test was analysis by using formula from (Sumampouw, 2015)

$$P = \frac{Ru + Rl}{T} \times 100\%$$

#### WHERE

- P : Item difficulty  
 Ru : Numbers of the students who got right answer of the upper group  
 Rl : Numbers of the students who got the right answer of the lower Group  
 T : The total numbers of the students who analysed

The classification of item difficulties is as follows:

- P : 00-30 Difficult  
 P : 30 - 70 Moderate  
 P : 70-100 Easy

The item discrimination power is the difficulties of item differentiate between students who have high achievement and students who have low achievement. (Sumampouw, 2015) the formula as follows:

#### WHERE:

- D : Item discrimination Power  
 RL : The proportion of the low group who answer correctly  
 Ru : The proportion of the high group who answer correctly  
 T' : The total numbers of the students who analysed

(<sup>1</sup>) Brown (2004) suggests the following classification of the items discriminations

Category	Explanation
0.3 – 1	Accepted
0.2 - 0.3	Revised
0.0- 0.2	Discarded

The following are steps how to analysis the item difficulties and discrimination power for each item of try out test:

1. Taking population and sample
2. Writing the students name in piece
3. Arrange the students high score
4. Taking 25 % from high score and 25% from Low score
5. Putting the students score on the table draw
6. Counting each the students correct from the question
7. Counting of discrimination Power
8. Starting the good items for the instrument of the research
9. Analyzing the data obtained by using percentage formula
10. Making conclusion from the result of the research
11. Composing the final report of the research

Method of data gathering was through a test. It was a multiple choices test. The test was administered by the writer. The procedures of gathering data are: first, the writer collects the result. There are 60 items and the writer gives a score of 1 in each item for correct answers and 0 in false answers. There are procedure of the research as following:

1. Choosing the problem of the research
2. Preparing the test item as the instruments of the research
3. Consulting the test item with advisor
4. Taking the population and sample
5. Giving the try out to the sample
6. Analyzing the students answer
7. Giving the test instrument to the sample
8. Collecting the data
9. Categorizing the data to see the level of students' difficulties using noun clauses.

The technique of analysing the data, the writer determine the mean by following formula suggested by (Nasution, 1969)

$$p = \frac{f}{N} \times 100\%$$

WHERE :

P : Percentage of students score  
F : Frequency of students answer  
N : Total Number of student answer

Then, the students mark was comprehended to the students' level of ability the students ability level is based on the follow classification

Test Score	Probable class performance
80- 100%	Excellent
60 - 79 %	Good
50 - 59 %	Fair
< 49 %	Poor

(<sup>3</sup>) (Harris, 1969)

This research was about analysis of the students' difficulties in using noun clauses and the item analysis concerned with the calculation of the item difficulties. The item difficulty is calculated by using the formula from Hughes in (Raipina, 2006).

$$D = \frac{E}{N.I} \times 100\%$$

Where:

D = The percentage of difficulty level  
E = Total number of mistake  
N = number of respond  
I = the number items for each category

Based on Hughes' opinion if the percentage of the difficulties is higher than 40 % the test is considered difficult for the students. But if the percentage of the difficult is lower that 40 % the test is easy for the student

## RESEARCH FINDING

This chapter presents data and their analysis. The data consisted of the students' average difficulties in using noun clauses. The test was given to 30 students. The score of the right answer was 1 and the wrong answer was scored 0. There were 40 items with multiple choices using noun clauses. After the research was checked and given a score for the student's answer, the writer analyzed by using the formula given about the level of students' ability. The data can be seen on the table below:

**Table 1: The Analysis Of The Ability In Using Noun Clause Level Based On The Student's Answer On Noun Clause.**

No	No Item	Items can answered	%	Explanation
1.	I	21	70.00	Good
2.	2	22	73.33	Good
3.	3	19	63.33	Fair
4.	4	21	70.00	Good
5.	5	23	76.67	Good

6.	6	13	43.33	Poor
7.	7	15	50.00	Fair
8.	8	17	56.67	Fair
9.	9	20	66.67	Fair
10.	10	18	60.00	Good
11.	11	18	60.00	Good
12.	12	14	46.67	Poor
13.	13	14	46.67	Poor
14.	14	18	60.00	Good
15.	15	22	73.33	Good
16.	16	20	66.67	Fair
17.	17	19	63.33	Fair
18.	18	19	63.33	Fair
19.	19	23	76.67	Good
20.	20	22	73.33	Good
21.	21	24	80.00	Excellent
22.	22	11	36.67	Poor
23.	23	11	36.67	Poor
24.	24	16	53.33	Fair
25.	25	13	43.33	Poor
26.	26	13	43.33	Poor
27.	27	16	53.33	Fair
28.	28	17	56.67	Fair
29.	29	15	50.00	Fair
30.	30	18	60.00	Good
31.	31	11	36.67	Poor
32.	32	18	60.00	Good
33.	33	14	46.67	Poor
34.	34	13	43.33	Poor
35.	35	16	53.33	Fair
36.	36	17	56.67	Fair
37.	37	18	60.00	Good
38.	38	15	50.00	Fair
39.	39	16	53.33	Fair
40.	40	20	66.67	Good
			2300	Average ability
N=40			57.5 %	Fair Level

Based on the table above, it can be seen that the average of student's difficulties in using noun clauses was 57,5 %. It belongs to Fair level.

The students' difficulties at using noun clauses, can be seen in the table below:

**Table 2: The Percentage Of Students' Ability On Noun Clause**

N o	Number Item	% range	Number of Students	Level Ability	%
1	40	80-100	1	Excellent	2.5
2		60-79	14	Good	35
3		50-59	15	Fair	37,5

4	<49	10	Poor	25
40				100%

From the table above, it can be seen that one student (2,5 %) got a score between 80 - 100, they belonged to excellent level. Fourteen (35%) students got scores between 60 - 69, they belonged to a good level. Fifteen students (37,5%) got scores between 50 -59, they belonged to fair level and ten students (25 %) got scores between 0 - 49, they belonged to poor level.

### Data Analysis

Based on the research finding students' scores using noun clauses.  
The writer analysis the data by using formula give the level of students ability formula :

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

The writer found that the percentage of final score by using the formula from the students difficulties given by <sup>(3)</sup> Haris (1969:134):

#### 1. A. Excellent category

$$P = \frac{1}{40} \times 100\% = 2,5\%$$

First' excellent ' there was one student who got ' excellent category' . They had correct answers between 80- 100 % from the number of items.

#### B. Good category

$$P = \frac{14}{40} \times 100\% = 35\%$$

There were 14 students got good category. They were the students no2,15 and 20 got 22 correct answers got their final score 73.00 %. The students no 1 and 4 got 21 correct answers. Their final score was 70,00 %. The students no 5 and 9 got 23 the correct answer was 76.66 %. The students no 9 and 40 got 20 correct answers. Their final score was 66,67 % The students no 3,17 and 18 got 19 correct answers. Their final score was 63.33 %. The students no 10,11,14,30,32 and 37 got 18 correct answer their final score was 60.00%

#### C. Fair category

$$P = \frac{15}{40} \times 100\% = 37,5$$

Six students got' fair category'. Because their score was 50 -59. the students no 8,28 and 36 got 17 correct answers their final score was 56,67 %. The students no 24,27,25 and 39 got 16 correct answers their final score was 53.33 %. The students no 7,29 and 38 got 15 correct answers their final score was 50,00%. The students no 12,13 and 33 got 14 correct answers, their final score 46,67 %. The students no 6,25,26 and 34 got 13 correct answers, their final score was 43.33 %. The students no 22,23 and 31 got 11 correct answers their final score was 36,67%.

#### D. Poor category

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

$$P = \frac{10}{40} \times 100\%$$

$$= 25\%$$

The last students that got 'poor'. The students no 12,13 and 33 got 14 correct answers, their final score 46,67 %. The students no 6,25,26 and 34 got 13 correct answers, their final score was 43.33 %. The students no 22,23 and 31 got 11 correct answers their final score was 36,67%.

After getting the average of the students' difficulties the writer got 57,5 %. So, it can be concluded that, the difficulties of the students at noun clauses in the fourth Semester of Akademi Pariwisata Jakarta the class is category 'Fair Level'.

- To get the level difficulties of the students at using noun clause, the writer used formula suggested by Hughes in <sup>(6)</sup> (Raipina, 2006) as following:

$$Z) = \frac{E}{N.I} \times 100\%$$

Where: I = Number of item in each category

N = Number of respondent

E = Number of mistake

- The student's difficulties at Using noun clause with Which

**Table 3. The Student's Difficulties In Identifying Which**

No	Number of test	Category Which	I	N	E	%
1	8		1	30	13	43.33
2	9		1		10	33.33
3	19		1		7	23.33
4	22		1		15	50.00
5	25		1		17	56.67
6	31		1		19	63.33
7	36		1		13	43.33
8	37		1		12	40.00
9	40		1		6	20.00
			9		112	41,48%

The table above shows the level of difficulty of the students at using noun clauses. The total of the correct answers that the students had was 270 (9x30 = 270). It indicated that the total mistake that they made was 112 (E = 112). It was found that the level of difficulty in the noun clause was 41,48 % which means that some students still found difficulties in answering the test. They were 41, 48 % so the student's still did not understand using noun clauses.

- The students difficulties at using who

**Table 4: The student's difficulties in identifying who**

No	Number of test	Category	I	N	E	%
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1	1	Who	1	30	9	30.00
2	3		1		11	36.67
3	4		1		9	30.00
4	7		1		15	50.00
5	11		1		12	40.00
6	12		1		16	53.33
7	13		1		11	36.67
8	14		1		12	40.00
9	20		1		8	26.67
10	24		1		14	46.67
11	27		1		14	46.67
12	29		1		15	50.00
13	33		1		16	53.33
14	38		1		15	50.00
			14	30	177	42,14%

The table above shows the level of difficulty of the students at using noun clauses. The total correct answers that the students had was 420 ( $14 \times 30 = 420$ ). It indicated that the total mistake that they made was 177 ( $E = 177$ ). It was found that the level of difficulty at using noun clauses was 42,14 %. It means that some students still found difficulties in answering the test. They were 42,14% at using who

### 3. The students difficulties at using whom

**Table 5 : The student's difficulties in identifying whom**

No	Number of test	Category	I	N	E	%
1	21	Whom	1	30	8	26.67
2	5		1		7	23.33
3	32		1		14	46.67
			3	30	29	32,22%

The table above shows the level of difficulty of the students at using noun clauses. The total correct answers that the students had was 90 ( $3 \times 30 = 90$ ). It indicated that the total mistake that they made was 29 ( $E = 29$ ) it was found that the level of difficulties of noun clauses at using whom was 32.22 %. It means that some students still found difficulties in answering the test. They were got 32, 22 % at using whom

### 4. The students' difficulties at using that

**Table 6: The Student's Difficulties In Identifying That**

No	Number of test	Category	I	N	E	%
1	10	That	1	30	12	40.00
2	16		1		10	33.33



3	21	1	6	20.00
4	26	1	17	56.67
5	31	1	19	63.33
6	34	1	17	56.67
7	35	1	14	46.67
		1		
	16	30	95	45,24%

The table above shows the level of difficulty of the students at using noun clauses. The total correct answers that the students had was 95 ( $7 \times 30 = 95$ ). It indicated that the total mistake that they made was 95 ( $E = 95$ ) it was found that the level of difficulty of noun clauses at using that was 45.23 %. It means that some students still found difficulties in answering the test. They were got 45,24 % at using that

5. The students difficulties at using where

**Table 7: The student's difficulties in identifying where**

No	Number of test	Category	I	N	E	%
1	23	where	1	30	19	63.33
			1	30	19	63,33%

The table above shows the level of difficulty of the students at using noun clauses. The total correct answers that the students had was 30 ( $1 \times 30 = 30$ ). It indicated that the total mistake that they made was 19 ( $E = 19$ ) it was found that the level of difficulties of noun clauses at using where was 63.33 %. It means that some students still found difficulties in answering the test. They were got 63,33 % at using where

6. The students difficulties at using what

**Table 8: The student's difficulties in identifying what**

No	Number of test	Category	I	N	E	%
1	30	What	1	30	12	40.00
			1		12	40,00%

The table above shows the level of difficulty of the students at using noun clauses. The total correct answers that the students had was 30 ( $1 \times 30 = 30$ ). It indicated that the total mistake that they made was 12( $E=12$ ). It was found that the level of difficulty in the noun clause using what was 40.00 %. It means that some students still found difficulties in answering the test. They got 40,00 % using what.

7. The students difficulties at using when

**Table 9: The student's difficulties in identifying when**

No	Number of test	Category	1	N	E	%
1	17	When	1	30	11	36.67
	18		1		11	36.67
	28		1		13	43.33
			3		35	38,89%

The table above shows the level of difficulty of the students at using noun clauses. The total correct answers that the students had was 90 ( $3 \times 30 = 90$ ). It indicated that the total mistake that they

made was 35 (E = 35). It was found that the level of difficulties of noun clauses at using when was 31.5 %. It means that some students still found difficulties in answering the test. They were got 38,89 % at using when.

#### 8. The students difficulties at using whose

**Table 10: The Student's Difficulties In Identifying Whose**

N o	Number of test	Category	1	N	E	%
1	6	whose	1	30	8	56.67
	15		1		17	26.67
			2		25	41,67%

The table above shows the level of difficulty of the students at using noun clauses. The total of the correct answers that the students had was 60 ( $2 \times 30 = 60$ ). It indicated that total mistake that they did was 25 (E = 25) it was

2. The student can't comprehend grammar

3. The teachers don't use various techniques in teaching grammar.

After the analysis all the item each category the students got difficulties, the students got score that using 'which' was 42,48 %, the students got score that using 'who' was 42,14%, the students got score the using 'whom' 32,22%, the students got score the using 'that' was 45,24%, the students got scores the using 'where' was 63,33 %, the students got score the using 'what' was 40,00%, the students got scores the using 'when' was 38,89 %, the students got score the using 'whose' was 41,67 % found that the level of difficulties noun clause using whose was 41.67 %. It means that the students did not find difficulties in answering the test. They got 41,67 % at using whose.

### Discussion and Interpretation

Grammar is a ruler of a language that can help the speaker of the language in speaking, listening, reading and writing. The writer for this research chose the difficulties of the student's using noun clauses. Grammar is a ruler of a language that can help the speaker of the language in speaking, listening, reading and writing. Grammar is a description of the structure of language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. In using the language orally or written form it is needed the good arrangement of words in order to have meaningful sentences. So, the language used can understand what is said or written.

This research was analysing the student's difficulties at using noun clauses for the second year students of Akademi Pariwisata Jakarta. After doing this research the data collected was analysed, it was found to score 57,5 %, it means the students find difficulties at using noun clauses. This was caused by some factors: Lack of facilities in studying English, lack of vocabulary from the students, and lack of motivation in studying English (Nanda & Azmy, 2020)

### CONCLUSION

After the analysing students difficulties at using noun clause on the second year students of Akademi Pariwisata Jakarta was completely executed, some matters could be taken into consideration as conclusion:

The total score of all the students' ability at using noun clauses was 57,5 % fair level. The total score of all the student's difficulties at using noun clauses was 42 % . The percentage of the students' difficulty using which was 41,48 % the students do not know how to put which as a noun clause in the sentence. The percentage of the students' difficulty using who was 42,14 % the students do not know how to put who as a noun clause in the sentence. The percentage of the students using whom was 32,22%. The students do not know how to put whom as a noun clause in the sentence. The percentage

of the students' difficulty using that was 45,24 %. The students do not know how to put that as a noun clause in the sentence. The percentage of the students' difficulty using where was 63,33 % the students do not know how to put a noun clause in the sentence. The percentage of the students' difficulty using what was 40,00 % the students do not know how to put what as a noun clause in the sentence. The percentage of the students' difficulty using when was 38,89 % the students do not know how to put when as a noun clause in the sentence. The percentage of the students' difficulty using whose was 41,67 % the students do not know how to put whose as a noun clause in the sentence. Then, There are 1 students 2,5 % Excellent, 14 students 35 % good, 15 students 37,5 % fair and 10 students 25 % poor.

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