



An Analysis of Second-Year Students Ability in Differentiating Contrast Adverbial Clause (Concession and Opposition) at English Department of Universitas Negeri Padang

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Article History

Submitted: 2020-08-07

Accepted: 2020-09-09

Published: 2020-09-02

Keywords:

Students Ability,
Contrast Adverbial
Clause

Abstract

This study analyzes the student ability in differentiating contrast adverbial clause (Concession and opposition) at the English department of Universitas Negeri Padang. This research is descriptive qualitative research used in analysing the students ability in differentiating contrast adverbial clause. The instrumentation of this research was a test. From 915 items analysed, the research found that second-year students' ability in differentiating contrast adverbial clause at English Department of UNP was adequate. It was also found that the mistakes done by the students in using conjunction were 31.26%. This finding indicated that the second-year students at the English Department of UNP less understand about contrast adverbial clause.

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How to Cite: Putri, Y, S & Fitrawati. (2020). An Analysis of Second-Year Students Ability in Differentiating Contrast Adverbial Clause (Concession and Opposition) at English Department of Universitas Negeri Padang. *Journal of English Language Teaching*, 9 (3): pp. 599-604. DOI: [10.24036/jelt.v9i3.44316](https://doi.org/10.24036/jelt.v9i3.44316)

INTRODUCTION

In order to produce a good and an understandable written form, students need to master the sentence pattern called grammar. Grammar is a set of rules which is needed in writing to make sentences grammatically correct and easy to understand. The sentences made by the writer could be classified into several types. They are simple sentence, compound sentence, complex sentence and compound-complex sentence. Complex sentences are frequently used to combine two or more simple sentences of different levels in order to make an affective writing. It is consisted of an independent clause as the main clause and a dependent clause as the subordinate clause. One of subordinate clauses used in writing is adverbial clauses. Adverbial clause is a dependent clause that modifies the verb of sentences. Azar (2002) states that adverbial clauses are dependent clauses. They cannot stand alone as a sentence in written English. They must be connected to an independent clause.

In this study, the writer focuses on the contrast adverbial clause. Actually, contrast adverbial clause is divided into two parts, there are concession clause and opposition clause. Those types of adverbial clauses are the clauses use to express contrast ideas or information. Werner and Nelson (2007) states that the concession clause is type of adverbial clauses which is used to express the related ideas or information. Besides,

the opposition clause is type of adverbial clauses which is used to express the opposite views about something.

Although the students already know contrast adverbial clauses. There are still some problems in differentiating between concession clause and opposition clause. The problem might be caused by the unfamiliar word The students are still unfamiliar with the other subordinating conjunction which are using in contrast adverbial clauses and it is clear that they are don't know the use and the function of each subordinating conjunction. Some lecturers in English Department of UNP also state that their students are incapable in differentiating between concession and opposition clauses. Therefore, the researcher would like to know the students' ability in differentiating between concession and opposition clauses after they are learning those clauses in Advanced Grammar subject.

This research is somewhat similar with the researches conducted by Zakia (2015) in her thesis about the students' ability in using adverb clauses in the complex sentences at the English Department of Bung Hatta University and Tuchscherer (2016) in his thesis *Adverbial Clauses in 4th Grade Science Textbooks: A Structural and Functional Analysis*. Asti (2019) in her journal an analysis of second-year English Department student's ability in using subordinate conjunctions

METHOD

This research is descriptive qualitative research used in analysing the students ability in differentiating contrast adverbial clause. By using this type of research, the data is described into a percentage. Descriptive qualitative research answers the research questions in the first chapter that consists of some problem that should be solved. Gay and Airisian (2000) state that a descriptive research involved collecting data in order to answer questions concerning the current status of subject of research.

The sample of this research taken by using cluster random sampling. Gravetter (2012) states that sample can be taken not only by selecting individual participants but also by selecting pre-existing group contain individuals in the population

The test was used to know how well the students have already understood in using contrast adverbial clause. According to Gay, et al (2009) a test can be used as instrument to measure people's cognitive which is related to intellect, such as achievement test. The source of data used in the grammar test was contrast adverbial clauses that made by the students. The test was separated into three parts. Firstly, the students are required to differentiate 20 sentences by choosing the word related to concession or opposition clauses. Secondly, the students were inquired to fill in the blank by choosing the correct conjunction related to concession or opposition clauses. This part was consisting of 10 items. Lastly, the students were required to make 10 sentences based on 2 situations given.

RESULT AND DISCUSSION

Finding .

1. The correct answer in differentiating contrast adverbial clause

After analysing the data from twenty-five students and thirty questions of each student, from 750 questions it was found only 444 questions answered correctly. The concession clauses, students got 274 the correct answer from 375 questions, and the

opposition clauses, students got 170 the correct answer from 375 questions. The description of the students' answer in part A can be seen in table below.

Table 1. The Score Description of the Students' Ability in Differentiating Contrast Adverbial Clauses.

No	Categories	Total Questions	Correct Answer	Percentage
1	Concession clauses	375	274	61.71%
2	Opposition Clauses	375	170	38,28%
	Total	750	444	100%

Based on the table above it can be seen that students answered the questions correctly about concession clauses amounted 61.71%. While in the opposition clauses, the students answered the questions correctly only about 38.28%. It was indicated that, most of the students are more understand in concession clauses rather than opposition clauses. It might be happen because the students are confused the usage of each subordinate conjunction which is indicated in concession and opposition clauses. For example, the function of *while and where* in opposition clauses also used in another type of adverbial clause. *While* can be used to indicate adverbial of time and *where* can be used to indicate adverbial of place.

2. The Total of Mistakes of Constructing Contrast and Opposition Clauses

The total of mistakes made by the students in constructing contrast adverbial clauses, which is looking from the part B test, is presented in the table below. The test consisted of ten sentences. Each item in this part was analysed based on the categories of contrast adverbial clauses which were stated in a scoring rubric adapted from LeBlanc (2008).

Table 2. The Total of Mistakes of Constructing Contrast and Opposition Clauses

No	Categories	Total Mistakes	Percentage
1	Presentation of Ideas	30	4.5%
2	Sentence Structure and Word Order	36	5.4%
3	Tense and Conjugation of Verb	120	18.12%
4	Capitalization and Punctuation	269	40.63%
5	The Use of Conjunction	207	31.26%
TOTAL		662	100%

Based on the table above, it can be seen that the most frequent mistake often made by the students was in the use of conjunction. It was because the sentences had clauses containing conjunction that were not in correct context. Meanwhile, the least frequent mistake was about sentence structure and word order. It was assumed the most students already understand the using of sentence structure and word order in contrast adverbial clauses.

Discussion

This discussion focused on the adverbial clauses written by the second-year students at the English Department of Universitas Negeri Padang. Adverbial clauses can be classified based on the conjunction used in the sentence. They are concessions clause by using the word *even though, though, although, despite of the fact that, and in spite of the fact that* and opposition clause by using the word *whereas, where, and while*. Those types of adverbial clauses were classified because they had different rules of use. There were 456 data collected in the first type, and there were also 449 data collected in the second type. The rest 85 unanswered items were automatically classified as incorrect items (0) because the students were considered unable to construct adverbial clauses due to limited understanding. The student answers are listed in appendix 2.

The first question aimed to find out the students' ability. The findings that have been obtained from the analysis of contrast adverbial clauses were adequate because the average score of the students was 32%. It can be concluded that the second-year students who learn advance grammar subject are not good enough in differentiating contrast adverbial clauses. It was proved in table 1.5, most of the students answered the questions correctly in the concession clauses rather than opposition clauses. It might happen because the students were still confused in using opposition clauses. According to Abbas (2012) he claims the opposition clause is two different clauses bring contradictory ideas, which is one of the sentences is the opposite of the other sentence. As stated by Abbas opposition clauses is a contradictory idea, it means the idea between the main clause and the dependent clause is totally contrasting. In fact, from the data collected the students seem confused to indicate the idea in the opposition clauses.

This finding same with previous study conducted by Bustang (2017) who found that the students were still found it difficult to construct complex sentences. Contrast adverbial clauses are one of the types of the complex sentence. This sentence is consisting of two independent clauses that combining by using conjunctions.

The second research question aimed to find the mistakes that the students did in constructing contrast adverbial clauses. From the finding, it was found that the most frequent mistake made by the second-year students at English Department of Universitas Negeri Padang was capitalization and punctuation (40.63%) and the use of conjunctions (31.26%). It was because the sentences written by the students had clauses containing capitalization, punctuation and the use of conjunction that were not in the correct form, placed correctly, and appropriate capitalization and punctuation. This finding did not meet the requirement of adverbial clauses from the theory by Byrd and Benson (2001) who propose that adverbial clauses are clauses which are connected by using a subordinating word, a word that relates the meaning of the subordinate clause to the meaning of the independent clause. Since contrast adverbial clauses consist of two clauses that should be related to each other, it is important to consider the use of conjunction needed so that the readers understand when the sentence is happening.

Not only capitalization and punctuation and the use of conjunction but also all other categories performed as the mistakes which the students made while constructing

contrast adverbial clauses. One of them is the tense and conjugation of verb. This finding is quite in line with the result of the research conducted by Embriany (2018) who found the sentences written by the students had clauses containing verbs that were not in the correct tense, appropriately singular/plural, and otherwise agree with the subject. It can be concluded that the students were still not able to construct tense and conjugation of verb.

In conclusion, the second year-students' ability in differentiating contrast adverbial clauses at English Department of Universitas Negeri Padang was adequate. It was also found that in constructing contrast adverbial clauses, the most frequent mistake made by the students was capitalization and punctuation and also the use of conjunction. Overall, these finding indicates that the second-year students at English Department of Universitas Negeri Padang not quite understand about contrast adverbial clause construction.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on 915 items analysed, it was found that second-year students' ability in differentiating contrast adverbial clause at the English Department of UNP was adequate. It was also found that the mistakes done by the students in using conjunction were 31.26%. This finding indicated that the second-year students at English Department of UNP less understand about contrast adverbial clause.

Suggestion

The use of various types of sentences in writing is very important to produce an interesting writing. Interesting writing can increase readers' understanding about the meaning of sentence itself. There are some suggestions offered by the researcher to the following parties:

1. For the second-year student of English Department in UNP. The students should improve their ability in differentiating contrast adverbial clause by applying the knowledge about contrast adverbial clauses that they have learned in Advanced Grammar subject. The most important aspect that should be earned more is about the use of subordinate conjunctions that used in the contrast adverbial clauses, both concession and opposition clauses.
2. It is also expected that the result of this research could use by the next researchers as a reference to conduct similar research about compound sentences.

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