

**THE USE OF ADVERBIAL CLAUSE  
BY THE FIRST YEAR STUDENTS  
AT SMA NEGERI I BENTENG SELAYAR  
(A CASE STUDY)**



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**By**

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**Faculty of Letters**

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Skripsi

**THE USE OF ADVERBIAL CLAUSE BY THE FIRST YEAR STUDENTS AT  
SMA NEGERI I BENTENG SELAYAR (A CASE STUDY)**

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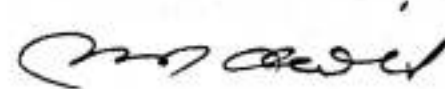
  
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**FAKULTAS SASTRA**

Pada hari ini, Jum'at 09 Juni 2006. Panitia Ujian Skripsi menerima baik skripsi yang berjudul :

**THE USE OF ADVERBIAL CLAUSE  
BY THE FIRST YAER STUDENTS  
AT SMA NEGERI I BENTENG SELAYAR**

Yang diajukan dalam rangka memenuhi salah satu syarat ujian akhir guna memperoleh gelar Sarjana Sastra Jurusan Sastra Inggris Pada Fakultas Sastra Universitas Hasanuddin.

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Ketua .....

Sekretaris .....

Penguji I .....

Penguji II .....

Konsultan I .....

Konsultan II .....



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**Patmawati Paradjai**

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**This thesis is presented to:**

- 1. My beloved parents**
- 2. My brothers and sisters**

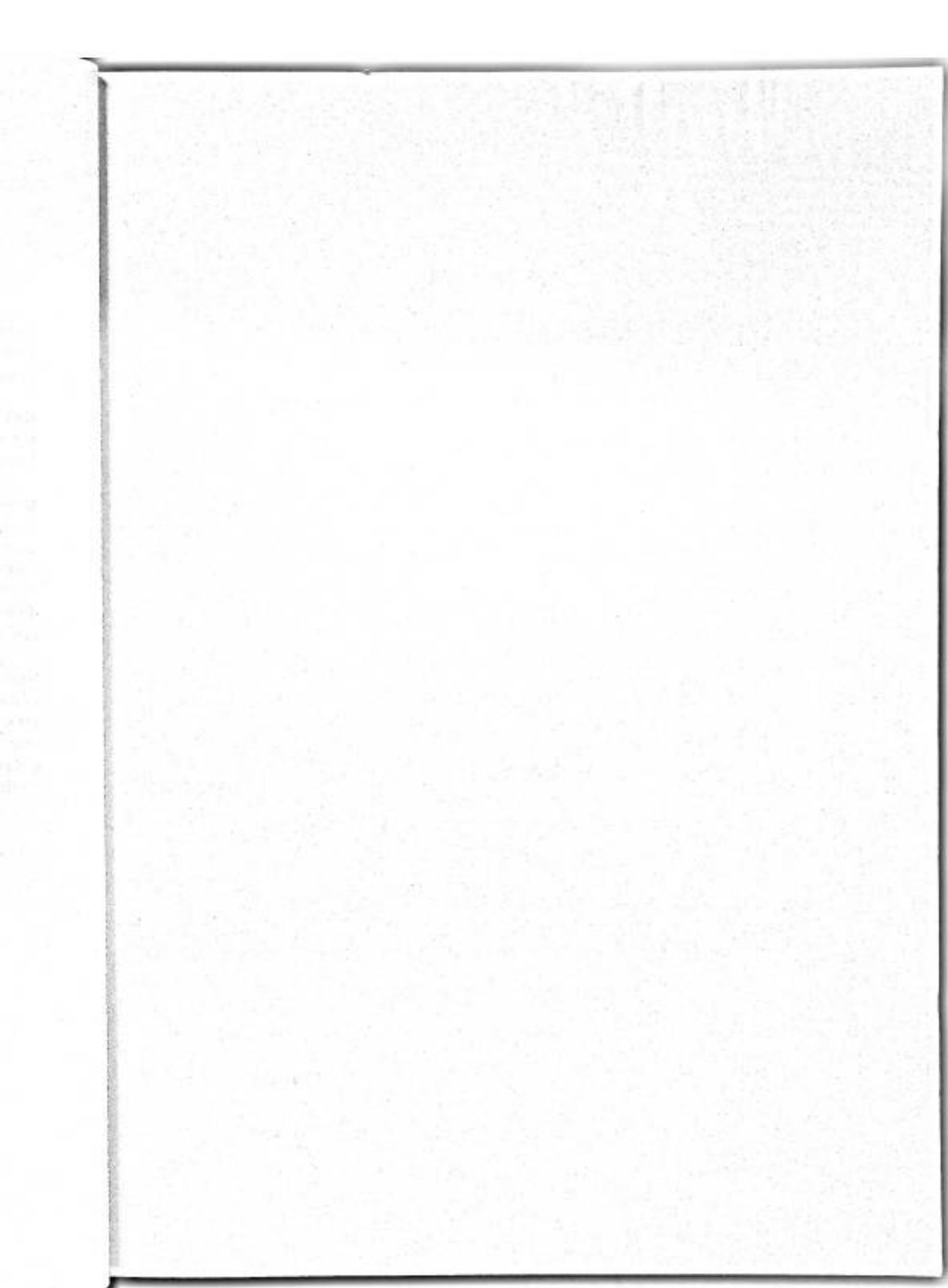
## ABSTRAK

Thesis dengan judul " **The Use of Adverbial Clause by the First Year Students at SMA Negeri I Benteng Selayar**", bertujuan untuk mengetahui kemampuan para siswa dalam menggunakan klausa keterangan bahasa Inggris dan kesalahan apa saja yang mereka lakukan dalam membentuk klausa keterangan.

Untuk mencapai tujuan tersebut, penulis melakukan **penelitian pustaka dan penelitian lapangan** guna mendapatkan teori dan data dengan cara memberikan **tes tertulis** yaitu soal pilihan ganda dan soal esai yang diberikan kepada **30 siswa** kelas satu SMA Negeri I Benteng Selayar.

Data yang telah diperoleh kemudian dianalisis dengan menggunakan **metode deskriptif kualitatif dan kuantitatif** dengan langkah-langkah sebagai berikut: **pertama** data diklasifikasikan menjadi 2 bagian yakni tes I dan tes II, **kedua** memeriksa hasil tes para siswa kemudian memperlihatkan jumlah jawaban benar dan salah dari para siswa disertai dengan alasan mengapa jawaban tersebut dikatakan benar dan salah, **langkah yang terakhir** yaitu mengklasifikasikan nilai yang diperoleh para siswa berdasarkan kriteria yang dipergunakan serta mencari nilai rata-rata dari seluruh siswa.

Berdasarkan analisis data tersebut, maka akan diperoleh **hasil** sebagai berikut: **pertama**, **nilai tertinggi** dari para siswa adalah **82, 5** dan **nilai terendah** adalah **65**. **Kedua**, kemampuan siswa rata-rata adalah baik berdasarkan **nilai rata-rata** yang diperoleh para siswa adalah **71, 25**. Presentasi kemampuan siswa adalah sebagai berikut: **6, 6%** termasuk dalam kategori sangat baik, **53, 3%** **baik dan 40% sedang**. **Ketiga**, **kesalahan** yang dilakukan oleh para siswa adalah penggunaan kata sambung **as soon as, before, while dan unless** dalam membentuk klausa keterangan.



## CHAPTER I

### INTRODUCTION

#### **1.1 Background**

In studying language particularly English, the learners sometimes encounter problems in some aspects of language. One of the aspects, which the writer would like to discuss in this study, is grammatical structure of English.

Sometimes, when the learners study grammar, they often face some difficulties, not only in speaking ability but also in writing. One of the English structures that the writer intends to write is "Adverbial Clauses Used by the First Year Students at SMA Negeri I Benteng Selayar".

Adverbial clauses usually consist of a subject and a verb, which is introduced by subordinate conjunctions. It also occurs in initial and middle position. Conjunction is a word that is used to link words, phrases, clauses and sentences together.

Although English had been studied, they still encounter many things concerning the using of English grammatical aspect such as English adverbial clause. For instance, many students are still confused in constructing adverbial clause and the usage of appropriate conjunction in the sentence because both English and Indonesian language have different features, such as syntax, semantic, etc. Therefore, the students need to pay full attention to the rules of English syntactic structure in constructing adverbial clause.

As said above that Indonesian students still have problems in mastering English language. One of the difficulties faced by the students is how to construct adverbial clause correctly. It is because the adverbial clause must be combined with a main clause by using the appropriate conjunction. Based on the problem above the writer wants to know the students' ability in using adverbial clause at SMA N I Benteng Selayar.

### **1.2 Identification of Problem**

Based on the title "The Use of Adverbial Clause by the First Year Students at SMA N I Benteng Selayar" (a case study) the writer pays full attention to the following problems:

1.2.1 The students do not know how to use a marker of adverbial clause.

1.2.2 They often make errors in using appropriate conjunction to construct adverbial clause.

### **1.3 Scope of Problem**

There are nine types of adverbial clause. They are adverbial clause of time, place, cause, condition, contrast, purpose, result, comparison and manner. However, the writer wants to discuss adverbial clause of *time, cause, contrast and condition*. The use of subordinate conjunctions, which are used in constructing the adverbial clause above, are limited as follows: *since, when, before, as soon as, because, as, while, although, if and unless*.



#### **1.4 Statement of Problem**

- 1.4.1 What is the students' ability in constructing adverbial clause?
- 1.4.2 What are the errors made by the students in constructing adverbial clause?
- 1.4.3 What are the students' mean score in constructing adverbial clause?

#### **1.5 Objectives and Significance of Writing**

##### **1.5.1 Objectives of writing**

Based on the statements of problems above, the writer tries to formulate the objectives as follows:

- 1.5.1.1 To explain the ability of the students at SMA N I Benteng Selayar in constructing adverbial clause.
- 1.5.1.2 To describe the errors made by the students in constructing adverbial clause.
- 1.5.1.3 To find out the scores, which are got by the students in constructing adverbial clause.

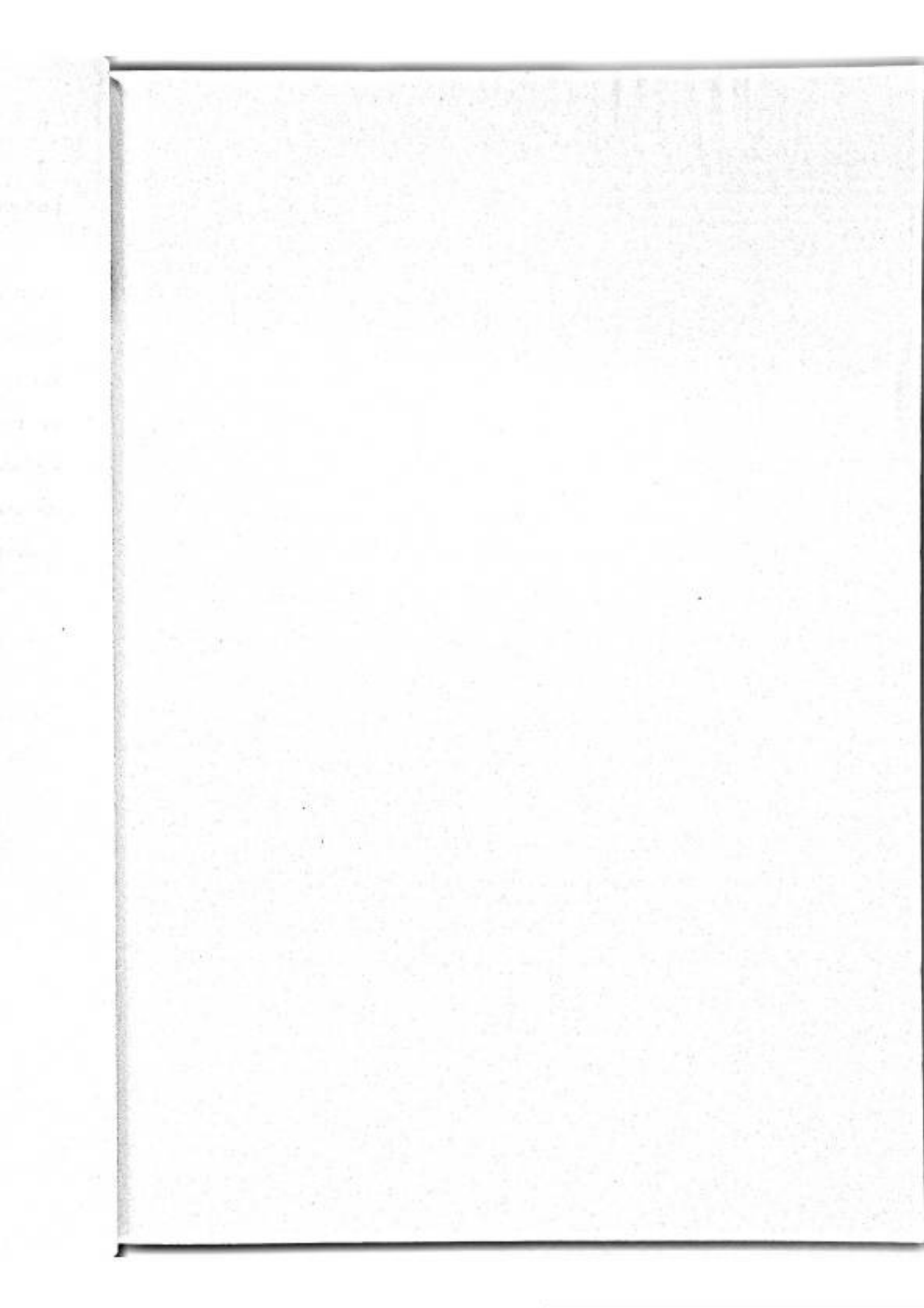
##### **1.5.2 Significance of Writing**

The significance of this writing for the students is to enrich their knowledge about English adverbial clause and the writer hopes it could become an input for the teacher in planning to learn adverbial process that is more effective and efficiency. In addition, it can also be a contribution for the next person who wants to make a research in this section too.

## **1.6 Sequence of Chapters**

This thesis consists of five chapters. The first chapter is the Introduction, which is, consists of five points. They are background, identification of problem, scope of problem, objectives and significance of writing and sequence of chapters. The second chapter is the Review of Literature which is, consists of two points. They are previous studies and theoretical background. The third chapter is the Methodology which is, consists of method for collecting theory and data, method for analyzing data, and population and sample. The fourth chapter is the Presentation and Analysis of Data. The last chapter is the Conclusions and Suggestions.





## CHAPTER II

### REVIEW OF LITERATURE

#### 2.1 Previous Studies

1. *The Use of Adverbial Clause by The Students of SMK Cenderawasih disamakan Ujung Pandang* (a case study) by Ellen F. Tungcas in 1997. She focuses her research on:
  - a. Construction of adverbial clause of time, purpose and cause.
  - b. The conjunction that are used are *after, before, as, while, when, once, whenever, since, as soon as, as long as, because, in order that and so that.*
2. *Klausa Adverbial Bahasa Bugis dan Bahasa Inggris* (suatu studi kontrastif) by Nur Ani in 1998. She focuses her study on:
  - a. Adverbial clause in Buginese language and in English
  - b. The constituent elements of the adverbial clause in Buginese language and in English.
  - c. Types of adverbial clause in Buginese language and in English
  - d. Analysis of the differences between adverbial clause in Buginese language and in English

The writer intends to discuss adverbial clause, but she will focus on *adverbial clause of time, cause, condition, and contrast*. In addition, the subordinate conjunctions that will be used are *since, when, before, as soon as, because, as, while, although, if and unless*.

## 2.2 Theoretical Background

### 2.2.1 Definition of Clause

According to Blake (1988: 88) "Clause consists of one or more groups of words, at least one of which normally functions as subject and the other as predicator".

Based on the definition above the writer can conclude that a clause is a grammatical unit, which consists of a group of words or phrase that has a subject, a verb and complement.

Clause can be divided in two groups. They are independent (main) clause and dependent (subordinate) clause.

#### a. Independent Clause

According to Oshima and Houge (in Tungcas, 1997: 6): "An independent clause contains a subject and a verb and expresses a complete thought. It can stand alone as a sentence by itself". They added that the more important idea is placed in the independent clause, the less important idea is placed in the dependent clause.

Examples:

1. Gloria listens to the radio. (Nadler and Marelli, 1971: 136)
2. I have studied English. (Nadler and Marelli, 1971: 136)

The clauses above contain a subject and a verb and express a complete thought. Therefore, they can stand as a sentence but when we want to make them longer, they will become a part of the sentence and they are called main clause.

Examples:

1. Gloria listens to the radio, *when she cleans the house.*
2. I have studied English *since I arrived in the United States.*

From the definition and the examples above the writer can conclude that independent clause is a group of words contain subject, predicate, and it can stand alone as a simple sentence.

b. Dependent Clause

Oshima and Houge (in Tungcas, 1997: 8) state that: " A dependent clause begins with a subordinator conjunction such as *when, while, if, that, or who* which followed by a subject, verb and complement. It does not express a complete thought and can not stand by itself as a sentence".

According to Frank (1972: 1): "A dependent clause contains a full subject and predicate beginning with a word that attaches the clause to an independent clause".

She differentiates dependent clause into three types. They are:

1. Adverbial Clause: He came although *he was unwilling.* (Frank, 1972: 2)
2. Adjective Clause: The lamp, which *is standing on the table,* is expensive. (Frank, 1972: 2)
3. Noun Clause: That *he should enjoy sports* is understandable. (Frank, 1972: 2)

In the examples above, the italic words are meant dependent clause and the subordinate conjunction is the underlined words.

Based on the definitions and examples above the writer may conclude that the dependent clause is a group of words contains subject and predicate but it cannot stand alone as a sentence. It is a part of a sentence, which is always introduced by a subordinate conjunction.

### 2.2.2 Definition of Conjunction

When we talk about clauses, especially main clause and dependent clause, it cannot be separated by conjunction. A conjunction is a word that are used to link words, phrases, clauses and sentences.

The conclusion above is made from the definition of conjunction as follows: According to Blake (1988: 28): "Conjunction link clauses together, though coordinating conjunction may also link words of the same class together; when linking clauses, they occur at the head of the clause".

Another definition is also given by Schoephoerster (1978: 46): "A word is a conjunction when it is used to connect words, group of words that are closely related."

Conjunction consists of two quite separate categories. They are coordinate and subordinate conjunctions.

#### a. Coordinate Conjunction

Coordinate conjunctions link together two units, which are of equal rank, whether they are clauses or not. (Blake, 1988:79)

According to Frank (1972: 206): "Coordinate conjunctions are used to combine two equal clauses". There are some words which are included in coordinate conjunction such as *and, but, or, etc.*

The writer can conclude that coordinate conjunction is a word, which is used to joint two clauses with the same status. However, it can also be used to joint two words with the same class together.

#### b. Subordinate Conjunction

According to Frank (1972: 215): "Subordinate conjunction introduces a clause that depends on a main clause or independent clause".

Subordinate conjunction is a word used to joint two clauses with a different status or joint separate clauses together. There are many kinds of subordinate conjunctions. They are: *when, while, because, if, though, so that, since, after, because, etc.* However, the writer only discusses ten subordinate conjunctions concerning their usage in each adverbial clause. They are: *since, when, before, as soon as, because, as, in spite of, although, if and unless.*

#### 2.2.3 Definition of Adverbial Clause

Adverbial clause is a dependent clause, which modifies main verb, adjective or another adverb in the main clause. Adverbial clause consists of a subject and a predicate, which is introduced by a subordinate conjunction.

The definition above is made from the definition of adverbial clause below: According to Wishon and Burks (in Tungcas, 1997: 20): "An adverbial clause is a

dependent clause used as an adverb; therefore, it can modify a verb, an adjective, a verbal, another adverb, or a sentence”.

Frank (1972: 23) states that: “An adverbial clause consists of a subject and predicate introduced by a subordinate conjunction like *when, although, because* and *if*”.

According to Frank (1972: 234-235):” Like the adverb, the adverbial clause has three possible positions”. They are as follows:

#### 1. Initial Position

An introductory adverbial clause is usually set off by commas, especially if the clause is long. This position gives more emphasis to the adverbial clause.

Example: - As I think back on it, we made a mistake in telling him about our plans.

( Frank, 1972: 267)

#### 2. Middle Position

This position often occurs after the subject of the main clause. Here the adverbial clause must be set off by commas. An adverbial clause in middle position helps to vary the rhythm of the sentence.

Example: - He was, as we remember him, a very honest man. (Frank, 1972: 267)

#### 3. Final Position

This is the most usual place for the adverbial clause. Clause in final position is generally not set off by commas.

Example: - It is ten miles from here, as the crow flies. (Frank, 1972: 267)

### 2.2.3.1 Types of Adverbial Clause

According to Widarso and Mariani (1994: 138), there are nine types of adverbial clause in English language. They are adverbial clause of time, place, cause, condition, manner, purpose, comparison and contrast. However, the writer only discusses the adverbial clause of *time, cause, condition and contrast*.

#### I. Adverbial Clause of Time

According to Blake (1988: 137): "Adverbial clause of time may refer to any aspects of time in relation to that indicated by the main clause: it may be before, at the same time as, or after, as well as indicating either habitual action or contingency".

In conclusion, an adverbial clause of time is a clause that refers to time when an action takes place. The subordinate conjunctions that are used are: *since, when, before and as soon as*.

- a. Since: "Since is used to indicate a certain time in the past when an activity starts and the activity is continued until now". (Nathalia and Effendi, 1983: 41)

Examples:

1. I have studied English since I arrived in the United States. (Nadler and Marcelli, 1971: 136)
2. I have not seen him since he returned to the country. (Frank, 1972: 21)



b When: "When is used to talk about an event that takes place at the same time as some longer action or event (describe in the main clause)." (Hewings, 2001: 190)

Examples:

1. They were playing in the garden when they heard a scream.

(Hewings, 2001: 190)

2. I can see you when I finish my work (Frank, 1972: 21)

c. Before: "We use before if the action or event in the main clause has little or no duration and does not take place until the time represented in the adverbial clause." (Hewings, 2001: 187)

Examples:

1. She walked out before I had a chance to explain. (Hewings, 2001: 187)

2. He wrote fifteen books before he was made a professor. (Blake, 1988: 138)

d. As soon as: usually used to show the sequence of activities which happen one after another. The time between one activity and the other is short. (Nathalia and Effendi, 1983: 41)

Examples:

1. I will go to the Post Office as soon as I wrap this package. (Frank, 1972: 236)

2. *As soon as he stepped into the house, his children rushed over to greet him.* (Frank, 1972: 237)

## 2. Adverbial Clause of Cause

According to Hewings (2001: 192) "An adverbial clause of cause is a clause that gives a reason for a particular situation. The subordinate conjunctions that are used are: *because and as*.

- a. **Because:** Because is used when we give the reason for something. If the reason is the most important idea, we put it at the end of the sentence. (Hewings, 2001: 192)

Examples:

1. *Because I was ill for six months, I lost my job.* (Hewings, 2001: 192)
2. We must be near the beach, *because I can hear waves.* (Hewings, 2001: 192)

- b. **As:** We can use *as* to give a reason for a particular situation. (Hewings, 2001: 192)

Examples:

1. *As it was getting late, I decided I should go home.* (Hewings, 2001: 192)
2. He could not come, *as he was ill.* (Frank, 1972:21)

### 3. Adverbial Clause of Concessive (Contrast)

According to Frank (1972: 241) "An adverbial clause of concessive offers partial contrast-it states a reservation that does not invalidate the truth of the main clause." The subordinate conjunctions that are used are *although* and *while*.

- a. **Although:** "We use *although* when we want to say that there is an unexpected contrast between what happened in the main clause and what happened in the adverbial clause." (Hewings, 2001: 196)

Examples:

1. *Although I felt very tired*, I try to finish the work. (Frank, 1972: 22)
2. *Although in a hurry*, he stopped to help the boy. (Frank, 1972: 22)

- b. **While:** It is also used to show the differences or contrast between the main clause and the adverbial clause.

Examples:

1. He would like to have a dog, *while his wife would prefer a cat*. (Frank, 1972: 217)
2. *While he admitted stealing the money*, he denied doing any harm to the owner. (Frank, 1972: 247)

### 4. Adverbial Clause of Condition

According to Blake (1998: 140) "An adverbial clause of condition is a clause which expresses a condition which has to be fulfilled in order to allow the statement in the main clause to become operative."

Conditional adverb clauses are frequently introduced by *if*, though they may be introduced by other conjunction such as *unless*. The statement can be expressed more negatively with *unless* to introduce the conditional clause, and the occurrence of *not* or *no* in the main clause.

- a. *If*: "We can use *if* to say that two possibilities have been talked about. Or say that people are not sure about something." (Hewings, 2001: 202)

Examples:

1. They could not decide *if it was re-sitting the exam*. (Hewings, 2001: 202)
2. *If it rains*, we will not have the picnic. (Frank, 1972: 21)

- b. *Unless*: "used with the meaning 'if...not'." (Hewings, 2001: 202)

Examples:

1. You cannot travel on this train *unless you have a reservation*. (Hewings, 2001: 202)
2. I will tell John the news *unless I do not see him*. (Nadler and Marelli, 1971: 141)

## CHAPTER III

### METHODOLOGY

In this writing, the writer does research and uses some methods for getting data that will be analyzed. They are:

#### **3.1 Library Research**

This research is carried out by reading English text books related to syntactic structure that has relation with adverbial clause to get the theory about English adverbial clause.

#### **3.2 Field Research**

Beside library research, field research is also needed in a case study. Field research is used for collecting data that will be analyzed later on.

##### **3.2.1 Method for Collecting Data**

In collecting the data, the writer uses instruments, such as, test. This test is given to the students. The tests that will be used to collect the data are multiple-choice and essay test.

##### **a. Multiple Choice Test**

The multiple-choice test is a kind of test that requests the students to choose one of the answers. This test consists of 20 numbers. The score of each number is 2, 5. Each items consists of five options (a, b, c, d and e) of conjunctions to form adverbial clause.

b. Essay Test

This test consists of 10 numbers. The score of each number is 5. The students have to combine clauses by using appropriate conjunction to construct an adverbial clause. The conjunctions are provided in the box.

3.2.2 Method for Analyzing Data

In analyzing data the writer collects it from the students' work, she uses descriptive qualitative and quantitative method because the writer wants to know the quality (ability) of the students in constructing adverbial clause and the writer must count the students' achievement by using a formula. The steps are:

1. The data are classified into two groups. The first is test I (multiple choice) and the second is test II (essay test).
2. The writer continues to examine the students' answer then the writer presents the number of students' correct and incorrect answers of each number. After each number is presented the analysis that carries out the reasons of correct and incorrect answer are given.
3. The students' performance in both test are tabulated as a whole and put in one table. The table describes the students' achievement and these achievements are classified into five levels by using criteria as follows:

Score: 80 – 100 = Excellent

70 – 79 = Good

60 – 69 = Fair

50 – 59 = Bad

0 – 49 = Very Bad

4. The writer shows the mean score of the students by using formula:

$$M = \frac{Fx}{N}$$

Where: M = Mean Score

Fx = the Sum of Total

N = Numbers of students

Soepeno (in Ania Ed, 1998: 28)

### **3.3 Population and Sample**

#### **3.3.1 Population**

The population of this research is taken from the total number of students first year. 5 at SMA Negeri I Benteng Selayar, which consists of 40 students. The writer chooses this class because she considers that all levels of students' ability are represented in this class and they have studied adverbial clause before the test is given.

### 3.3.2 Sample

In this research, the writer chooses 30 students of the first year. 5 as the sample because they can represent the population of this research. The sample are taken based at random.



## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

In this chapter, the writer presents and analyses the data, which are divided into two parts. Namely, the presentation and analysis of data I (multiple choice type) which consists of 20 items and the presentation and analysis of data II (essay type) which consists of 10 items. The test is given to 30 students of the first year. 5 at SMA Negeri I Benteng Selayar as the sample to know their ability in using English adverbial clauses.

The writer analyzes the data according to the test. The analysis of each item is given after the presentation of the students' correct and incorrect answers. The table of each test comes after one part is finished. Furthermore, each item of the test is analyzed through the explanation of students' correct and incorrect answers.

#### 4.1 Presentation and Analysis of Data I (Multiple Choice Type)

The test of data I is multiple choice type question that consists of 20 items and there are 5 options of each item.

Note:

- a. The correct answer of each item is given in bold printed option.
- b. The number that is given behind each option indicates the numbers of students who choose that options.
- c. The analysis of data is given after its presentation.

The presentation and analysis of data can be seen as follows:

1. My father was angry ... I failed in my examination.

- a. where
- b. wherever
- c. although
- d. than
- e. because (30)**

In question number 1, 30 students (100%) answer the question correctly by choosing because (e). Option (e) is the best answer in case, *because* which occurs in adverbial clause because I failed in my examination is the reason of the main clause my father was angry. It shows a cause – reason relationship.

None of the student choose the other options. Option a, b, c and d are the wrong answers because *where and wherever* (a and b) are used to construct adverbial clause of place. These kinds of conjunctions usually show the place where an action in the main clause takes place. *Although* (c) is used to show contrary relation between the main clause and the adverbial clause. Meanwhile, in this item, the sentence does not indicate a contrary relation between the main clause and the adverbial clause, while *than* (d) is usually used for constructing adverbial clause of comparison. It shows comparison relationship in the sentence. So, those kinds of conjunctions are not the appropriate one to combine the clauses above.

Based on the presentation above, all the students are able to use *because* in forming adverbial clause in this item.

2. She was so lazy ... her teacher often punished her.

- a. as though
- b. unless
- c. as soon as
- d. although (30)**
- e. as if

All of the students (100%) answer correctly by choosing *although* (d). Option (d) is the best answer because *although* which occurs in the adverbial clause although her teacher often punished her indicates the contrast relationship between the main clause and the adverbial clause.

There are no students choose option a, b, c and e. These options are incorrect answers because *as though* and *as if* (a and e) are used to form an adverbial clause of manner. They usually indicate how an action in the main clause is happened. These conjunction are used to answer question with 'how', while *unless* (b) is a kind of conjunction that is used to show conditional relationship which means 'if ... not'. Meanwhile, *as soon as* (c) is used to indicate time relationship which means 'as quickly as'. Moreover, in this sentence does not show time relation. Therefore, these conjunctions are not appropriate to be applied in this item.

3. Hanny was in bed ... the telephone rang.

- a. as if
- b. wherever
- c. unless

d. as though

**e. when (30)**

For question number 3, 30 students (100%) answer the question correctly. They choose (e) as the answer of this item.

Option (e) is the best answer. The adverbial clause, *when* indicates a time relation in sentence. It shows the time of two events happen in the same time. In this case, Hanny was in bed happens at the same time of the action of the telephone rang.

None of the student choose the other options. Option a, b, c and d are the incorrect answer because *as if and as though* (a and d) are used to answer question with 'how' and they are used to construct adverbial clause of manner, while *wherever* (b) is a subordinate conjunction used to form an adverbial clause of place. It shows the place where an action in the main clause takes place. Meanwhile, *unless* (c) is used to construct adverbial clause of condition which means 'if ... not'. However, in the sentence above does not express conditional relationship. Therefore, they are not the appropriate conjunction to be used to combine both clauses.

4. Close all the windows ... you go out.

a. unless

**b. before (29)**

c. after

d. since

e. where (1)

In answering above item, 29 students (96,6%) answer the question correctly by choosing *before* (b) and 1 student (3,3%) answer incorrectly by choosing *where* (e).

The students who answer *before* is the right answer because it refers to time relation. This implies that the time of one action happens after the other. In this section, the time of closing all the window happens first then the action of when you go out follows it.

Option (e) is incorrect answer because *where* functions is to state place. Meanwhile, you go out is not an adverbial clause of place. There are no students choose option a, c and d. they are not the right answer because *unless* (a) is used to show conditional relation. However, this sentence does not contain conditional relationship. While, *after and since* (c and d) are also wrong even though they show time relation because if we use them to combine the clauses, the meaning of this sentence will seem impossible. In this case, if we use *after* to combine both clauses, it is impossible to do the action in the main clause close all the window if the action in the adverbial clause you go out has been done before the action in the main clause has finished. Meanwhile, if we use *since*, it means the action in the main clause is done at the point of the action you go out and still continue until now. Therefore, these kinds of conjunctions cannot be used to combine both clauses in this item.

5. Pilot will go to America ... he gets his visa.

a. than (19)

b. in spite of

c. **as soon as** (8)

d. while (3)

e. where

Eight students (26, 6%) choose the appropriate answer by choosing *as soon as* (c) and 22 (73, 3%) students answer incorrectly. Nineteen students choose *than* (a), 3 students choose *while* (d).

Students answer *as soon as* are considered the best answer because the adverbial clause as soon as he gets his visa modifies the main clause and shows the time relation. It states the action of the main clause will be done after the action in the adverbial clause has been done and the length of the time between the two actions is short.

*Than* (a) is a conjunction to state a comparison, while he gets his visa is not the comparison of the main clause. That is why the students who choose this option are wrong. None of the student chooses option b and e. Those options are also wrong because *in spite of* (b) is used to show contrary relation between the main clause and the adverbial clause. However, this sentence does not contain contrary relation, while *where* (e) is used to indicate place relationship. It shows the place where an action takes place. Meanwhile, he gets his visa in the adverbial clause is not an adverbial clause of place. Therefore, these conjunctions cannot be used to combine the clauses above.

c. **as soon as** (8)

d. while (3)

e. where

Eight students (26, 6%) choose the appropriate answer by choosing *as soon as* (c) and 22 (73, 3%) students answer incorrectly. Nineteen students choose *than* (a), 3 students choose *while* (d).

Students answer *as soon as* are considered the best answer because the adverbial clause as soon as he gets his visa modifies the main clause and shows the time relation. It states the action of the main clause will be done after the action in the adverbial clause has been done and the length of the time between the two actions is short.

*Than* (a) is a conjunction to state a comparison, while he gets his visa is not the comparison of the main clause. That is why the students who choose this option are wrong. None of the student chooses option b and e. Those options are also wrong because *in spite of* (b) is used to show contrary relation between the main clause and the adverbial clause. However, this sentence does not contain contrary relation, while *where* (e) is used to indicate place relationship. It shows the place where an action takes place. Meanwhile, he gets his visa in the adverbial clause is not an adverbial clause of place. Therefore, these conjunctions cannot be used to combine the clauses above.

6. My father never goes to Mall ... my mother can go with him.

- a. unless
- b. after (3)
- c. as if (8)
- d. before (7)
- e. as though (12)

In this item, all the students (100%) answer incorrectly by choosing *after* (b), *as if* (c), *before* (d) and *as though* (e). The best answer is in option (a). The adverbial clause unless my mother can go with him modifies the main clause and shows a conditional relationship that means "if ... not".

The students choose options b, c, d and e are wrong because *after* and *before* are conjunctions that are used to state a time relation, while my mother can go with him is not the time of the main clause. Furthermore, *as if* and *as though* are used to state manner relationship. They are used to answer question with 'how'. Therefore, those kinds of conjunctions cannot be used to combine the clauses above.

7. ... Jumria comes back tonight, we will go to Restaurant.

- a. So
- b. As if
- c. If (28)
- d. As though
- e. Wherever (2)



In the item above, it is obtained 28 students (93,3%) answer correctly by choosing if (c), while 2 students (6,6%) answer incorrectly by choosing wherever (e).

*If* (c) here, is used to state a conditional relationship with the main clause. The adverbial clause if Jumria comes back tonight is the condition that has to be fulfilled so the action in the main clause can happen. For that reason, the students have answered (c) are correct.

*Wherever* (e) is usually used to refer a place which the action takes place. However, there is no place relationship between the main clause and the adverbial clause in this item. No student choose option a, b and d. They are also the incorrect answer because *so* (a) is used to show the result of the main clause. Meanwhile, Jumria comes back tonight is not the result of the main clause we will go to Restaurant. *As if and as though* (b and d) is used in constructing adverbial clause of manner and they usually used to answer question with 'how'. Therefore, these kinds of conjunctions are not the appropriate one to be used in combining both clauses above.

8. Ros Diana was in the bathroom ... I came to her house.

- a. when (39)
- b. where
- c. In spite of
- d. If
- e. as if

All the students (100%) answer correctly in sentence number 8 by choosing *when* (a). Therefore, the writer concludes that this item is really understood by them. None of the student choose other options.

*When* is the correct answer because it is used to indicate a time relationship of two events, which happen at the same time. In this case, Ros Diana was in the bathroom happens at the same time with I came to her house.

None of the student chooses option b, c, d and e. These options are the incorrect answer because *where* (b) is used to show place relationship in adverbial clause of places, while *in spite of* (c) is used to show contrary between the main clause and the adverbial clause. However, the sentence above does not express contrary relation. *If* (d) is used to indicate conditional relationship of the main clause. Meanwhile *as if* (e) is used to answer question with 'how' in adverbial clause of manner. Therefore, those kinds of conjunction are not the appropriate one to be applied in this item.

9. Sitti will phone me ... she finishes her homework.

- a. although
- b. where
- c. as soon as (27)**
- d. than (3)
- e. as though

In this item, 27 students (90%) answer correctly by choosing *as soon as* (c), and only 3 (10%) students answer *than* for this item.

The best answer is *as soon as* (c) because it is used to state a time relation between the main clause and the adverbial clause and the length of the time between two actions is short. In this case, Sitti will phone me right after she finishes her homework.

*Than* (d) is used to state a comparison. While she finishes her homework is not the comparison of the main clause Sitti will phone me. No student choose option a, b and c. These option are also wrong because *although* (a) is used to show contrary between the main clause and the adverbial clause. However, in this item, the main clause Sitti will phone me does not show contrary relation with the adverbial clause she finishes her homework. *Where* (b) is not also the correct answer because it is used to show the place where an action takes place but in this case, she finishes her homework is not an adverbial clause of place, while *as though* (e) is used to answer the question with 'how' in the main clause. Therefore, those conjunctions cannot be used to combine the clauses in this item.

10. Arianto will tell Asty the news ... he sees her.

- a. than
- b. as though
- c. where
- d. as if
- e. If (30)

In answering above item, all of the students (100%) answer correctly by choosing *If* (e).

*If* (e) is the best answer because it refers to conditional relationship. This implies the action of the main clause can happen if the condition of he sees her has been fulfilled.

None of the student chooses the other options. Option a, b, c and d are the incorrect answer because *than* (a) is used to make comparison between the main clause and the adverbial clause. In this case, the main clause Arianto will tell Asty the news is not the comparison of the adverbial clause he sees her. *As though* and *as if* (b and d) are used in adverbial clause of manner to answer question with 'how', while *although* (c) is used to show contrary between both clauses but in this sentence does not express contrary relation. So, those conjunctions are not the appropriate one to combine the clauses above.

11. Yusuf has his breakfast ... he goes to his office.

- a. unless
- b. as though
- c. as soon as
- d. than
- e. before (30)**

In question number 11, 30 students (100%) answer the question correctly. They choose *before* (e) as the answer. It means that all the students are able to use *before* to form an adverbial clause. *Before* as a subordinate conjunction that is used to express a time relationship. The adverbial clause before he goes to his office modifies

the verb of has and indicates that the action in the main clause is occurred first, and then the action of the adverbial clause follows it.

None of the student choose option a, b, c and d. They are the incorrect answer because *unless* (a) is a conjunction that is used to indicate conditional relation which means 'if ... not'. But this sentence does not contain conditional relation. *As though* (b) is used in adverbial clause of manner to answer question with 'how'. *As soon as* (c) is used to indicate time relation which means 'as quickly as'. So, if we used it to combine the clauses above, the meaning of this sentence will seem impossible, while *than* (d) is used to construct adverbial clause of comparison but in this item does not show something to be compared. Therefore, they are not the right conjunction to be used to combine the clauses in this item.

12. Sabri will not win the match ... he plays well.

a. until

**b. unless (30)**

c. when

d. because

e. If

Thirty students (100%) choose *unless* (b) as the answer. Moreover, they are right choice because *unless* as a subordinate conjunction is used to indicate the conditional relationship. The statement can be expressed more negatively with *unless* to introduce the conditional clause, and the occurrence of *not* in the main clause. In

this case, there is the occurrence of not in the main clause Sabri will not win the match. Therefore, the appropriate conjunction for this item is *unless*.

No student chooses the other options. Option a, c, d and e are the wrong answer because *until* (a) is used to show time relation. It states that the action of the main clause is 'going on' up to the time 'when action comes. *When* (c) is also indicates time relationship. However, this sentence does not contain it. *Because* (d) is used to show cause or reason relationship. Meanwhile in this sentence does not express cause or reason relation. *If* (e) as a conjunction that is used to show conditional relationship, which has positive meaning. However, when we use if to combine the clauses above, the meaning of this sentence will seem impossible. Therefore, those kinds of conjunctions cannot be used to combine both clauses in this item.

13. ... Amir felt very tired, he tried to finish the work

- a. until
- b. where
- c. than (2)
- d. although (28)**
- e. because

Two students (6,6%) answer the question incorrectly by choosing than. In addition, 28 students (93,3%) choose the right answer (*although*).

*Although* (d) is the best answer because it shows a contrast between the main clause and the adverbial clause. In this case, Amir felt tired contrasts with he tried to finish the work.

*Than* (c) as a conjunction that is used to show a comparison between the main clause and the adverbial clause. But in this item, there is not anything to be compared. No student choose option a, b and e. These options and these part are wrong because *until* (a) is used to indicate time relation. However, this sentence does not express time relation. *Where* (b) is used to indicate place relation. It shows the place where an action takes place. Meanwhile the sentence in this item does not contain time relation, while *because* (e) is used to show cause or reason relationship that happens in the sentence. Therefore, these conjunctions are not the appropriate one to be applied in this sentence.

14. My father has not eaten meat again ... he got high blood pressure.

a. since (20)

b. although

c. until

d. than (10)

e. If

The numbers of students who answer correctly are 20 (66,6%). They choose *since* (a). While 10 students (33,3%) answer incorrectly. They choose *than* (d) as the answer of this item.

The word *since* (a) here, is used in relation to the time and means 'from that point of speaking'. Therefore, the meaning of this sentence by using *since* is the act of my father has not eaten meat again has been done from the time he got high blood pressure. In other word since he got high blood pressure modifies the time of the verb has not eaten. For that reason, the students answer (a) are correct.

*Than* (d) is usually used to refer to a comparison between both clauses, while the sentence above does not contain something to be compared. None of the student chooses option b, c and e. These options are wrong because *although* (b) is used to construct an adverbial clause of contrast. It indicates contrastive relationship between the main clause and the adverbial clause. But the sentence in this item does not contain contrastive relationship, while *until* (c) as a conjunction that shows time relation but if we use it to combine the clauses in this item, the meaning of this sentence will seem impossible because conjunction until states that the action in the main clause is 'going on' up to the time of the adverbial clause, If as a conjunction that indicates conditional relationship. It states that the action in the adverbial clause must be fulfilled so the action in the main clause can happen. Therefore, these kinds of conjunctions cannot be used to combine both clauses in the item above.

15. They left the party at 10. p.m ... they had to get up early the next day.

- a. wherever (2)
- b. where (3)
- c. as (18)



d. when (7)

e. unless

In this number, 18 students (60%) answer the question correctly by choosing *as*. While there are 12 students (40%) answering incorrectly by choosing wherever (2), where (3) and when (7).

The students who answer (c) are right because *as* clause refers to the reason relationship. It means, as they had to get up early the next day is the reason why they left the party at 10. p.m.

However, *where* and *wherever* (a and b) are conjunctions that are used to refer to place which an action takes place. *When* (d) is used to indicate time relation while this sentence does not express time relation. None of the student chooses *unless* (e). It is also the incorrect answer because unless is used to show conditional relationship which means 'if ... not'. Meanwhile the sentence above does not show conditional relation. So, these kinds of conjunctions cannot be used to combine the clauses above.

16. Mr. Andy has been working hard ... he moved to this office.

a. since (30)

b. wherever

c. than

d. If

e. as though

In the item above, all the students (100%) answer correctly by choosing *since* (a). *Since* is the best answer because it shows the time relation. In this sentence the action Mr. Andy has been working hard, had been done from the time of he moving to this office. For that reason, the students have given the correct answer by choosing *since*.

No student choose option b, c, d and e. These options are wrong because *wherever* (b) is used in constructing adverbial clause of place. It shows the place where an action takes place. *Than* (c) is used to state comparative relationship but this item does not express something to be compared, while *if* (d) is used to show conditional relationship. It states that the action in the adverbial clause must be fulfilled so the action in the main clause can happen. So it cannot be used because the sentence above does not express conditional relation. Meanwhile, *as though* (e) is used to construct adverbial clause of manner. It shows how an action in the main clause happens. It answers the question with 'how'. Therefore, those conjunctions are not the appropriate one to be applied in this item.

17. Anny is sleeping ... Nur is cooking in the kitchen.

- a. unless
- b. while (30)**
- c. as if
- d. wherever
- e. than

Thirty students (100%) choose the best answer by choosing (b) because *while* is used to show a contrast between what happens both in the main clause and in the adverbial clause. In this case, *while* is used to show contrast between Nur is cooking in the kitchen in the adverbial clause and Anny is sleeping in the main clause.

No student choose option a, c, d and e. These option are wrong because *unless* (a) is used to show conditional relationship which means 'if ... not'. However, this sentence does not contain conditional relation. *As if* (c) shows, how the action happens in the main clause and it answers question with 'how'. It is usually used to form an adverbial clause of manner, while *wherever* (d) is a conjunction to show place relation. It states the place where an action in the main clause takes place but this sentence does not contain place relation. Meanwhile, *than* (e) is used to show comparative relationship while in this item, the adverbial clause Nur is cooking in the kitchen is not the comparison of the main clause Anny is sleeping. So, those conjunctions cannot be used to combine both clauses above.

18. Some students spend their spare time by reading ... the others watching television.

- a. after (13)
- b. unless
- c. **while (25)**
- d. If
- e. before (2)

Thirty students (100%) choose the best answer by choosing (b) because *while* is used to show a contrast between what happens both in the main clause and in the adverbial clause. In this case, *while* is used to show contrast between Nur is cooking in the kitchen in the adverbial clause and Anny is sleeping in the main clause.

No student choose option a, c, d and e. These option are wrong because *unless* (a) is used to show conditional relationship which means 'if ... not'. However, this sentence does not contain conditional relation. *As if* (c) shows, how the action happens in the main clause and it answers question with 'how'. It is usually used to form an adverbial clause of manner, while *wherever* (d) is a conjunction to show place relation. It states the place where an action in the main clause takes place but this sentence does not contain place relation. Meanwhile, *than* (e) is used to show comparative relationship while in this item, the adverbial clause Nur is cooking in the kitchen is not the comparison of the main clause Anny is sleeping. So, those conjunctions cannot be used to combine both clauses above.

18. Some students spend their spare time by reading ... the others watching television.

- a. after (13)
- b. unless
- c. while (25)
- d. If
- e. before (2)

Twenty five students (83,3%) answer the question correctly by choosing *while* (c) and 5 students (16,6%) answer incorrectly. Three of them choose *after* (a) and two of them choose *before* (e).

The students choose *while*(c) is the right answering because *while* clause indicates a contrastive relation between the verb in the main clause and the verb in the adverbial clause. In this case, between some students spent their spare time by reading and the others watching television.

However, *after* and *before* (a and e) as conjunction that is used to show time relationship in the main clause. Meanwhile, this sentence does not discuss a time relationship. Therefore, these options are wrong.

None of the student choose option b and d. These options are wrong because *unless* and *if* (b and d) as the conjunctions that are used to show conditional relationship but unless has negative meaning. Meanwhile in this item does not contain conditional relation. Therefore, those conjunctions are not the appropriate one to be used to combine the clauses above.

19. ... It is raining heavily; we had better cancel our picnic.

- a. After
- b. Until
- c. Even though
- d. As (26)**
- e. Than (4)

In answering above item, 26 students (86,6%) answer correctly by choosing *as* (d) and 4 students (13,3%) answer incorrectly by choosing *than* (e).

The students who choose (d) is right because it expresses the reason of the main clause. Here, It is raining heavily is the reason of we had better cancel our picnic.

*Than* (e) is used to show a comparison of adjectives and adverbs in a sentence. However, this sentence does not contain a comparison relationship. Therefore, the students who answer *than* is wrong.

No student choose option a, b and c. They are also the wrong answer because *after and until* (a and b) are the conjunctions that show time relationship while this sentence does not express it. *Even though* (c) is a kind of conjunction that is used to indicate contrastive relationship. Meanwhile, the adverbial clause of this sentence is not anything that can be contrasted with the main clause. Therefore, those conjunctions are also the wrong answer for this item.

20. Adi will not attend to your party tomorrow ... he has a bad cold.

a. **because** (29)

b. even though

c. where

d. until

e. **than** (1)

Twenty-nine students (96,6%) choose *because* and only 1 student (3,3%) chooses *than* (e).

*Because* (a) is the best answer for this item. *Because* is used when someone wants to explain the reason or cause and to reinforce the statement of the main clause. In that sentence the cause of Adi will not attend to your party tomorrow is the action of he has a bad cold. So, *because* is the best answer of the cause or reasonable relationship within this sentence.

*Than* (e) is used to construct a comparison. Therefore, it is not an appropriate introduction for that clause. None of the student chooses option b, c and d. These are also the incorrect answer because *even though* (b) is used to indicate contrastive relationship between the main clause and the adverbial clause while this sentence does not contain contrastive relationship. *Where* (c) as a conjunction that is used to explain adverbial clause of place. It states the place where an action in the main clause takes place but this sentence does not express place relationship. Meanwhile, *until* (d) is used to show time relationship but this sentence does not express time relation. Therefore, these conjunctions are the incorrect answer for this item.

#### 4.1.1 The table of data I

The following table shows the number of students who give the best and in correct answers in test type I, which consists of 20 items.

**Table I**  
**The Students' performance in Using Adverbial Clause**  
**(Multiple Choice Type)**

| Item | Number of Students Who Have Given |      |                      |      |
|------|-----------------------------------|------|----------------------|------|
|      | The Correct Answer                |      | The Incorrect Answer |      |
|      | Students                          | %    | Students             | %    |
| 1    | 30                                | 100  |                      |      |
| 2    | 30                                | 100  |                      |      |
| 3    | 30                                | 100  |                      |      |
| 4    | 28                                | 96,6 | 1                    | 3,3  |
| 5    | 8                                 | 26,6 | 22                   | 73,3 |
| 6    |                                   |      | 30                   | 100  |
| 7    | 28                                | 93,3 | 2                    | 6,6  |
| 8    | 30                                | 100  |                      |      |
| 9    | 27                                | 90   | 3                    | 10   |
| 10   | 30                                | 100  |                      |      |
| 11   | 30                                | 100  |                      |      |
| 12   | 30                                | 100  |                      |      |
| 13   | 28                                | 93,3 | 2                    | 6,6  |
| 14   | 20                                | 66,6 | 10                   | 33,3 |
| 15   | 18                                | 60   | 12                   | 40   |
| 16   | 30                                | 100  |                      |      |
| 17   | 30                                | 100  |                      |      |
| 18   | 25                                | 83,3 | 5                    | 16,6 |
| 19   | 26                                | 86,6 | 4                    | 13,3 |
| 20   | 29                                | 96,6 | 1                    | 3,3  |



#### 4.2 Presentation and Analysis of data II (Essay Type)

The data II (essay type). This test has 10 items. In this test, the students are asked to combine two clauses into one by using appropriate conjunction that are provided in the box. Within the combination of those clauses, we can see the use of adverbial clauses done by the students.

Note:

- a. The best answer(s) of each item is/are given in bold-printed sentences.
- b. The incorrect answer(s) of each item is/are marked by (\*)
- c. The number, which is given behind each sentence, indicates the number of students who choose the option.
- d. The analysis of each item is given after its presentation.

The presentation and analysis of data II can be seen as follows:

1. He lived in the city. He has taken a bus to his office.

The best answers are:

- a. Since he lived in the city, he has taken a bus to his office. (4)**
- b. He has taken a bus to his office since he lived in the city. (26)**

All the students (100%) have chosen the right conjunction to combine the clauses. They give the variation answers for this item. Four students put the adverbial clause before the main clause and 26 students put the adverbial clause after the main clause. Both answers are right because an adverbial clause can occur in initial, middle and final position. Therefore, it is not wrong if the students put the adverbial clause in initial or in final position.

*Since* is a correct conjunction used to combine both clauses above. The clause with introductory *since* explains the time of the main clause; the time of he has taken a bus to his office explained by since he lived in the city. In this item, the writer considers that the students know the right conjunction to construct the clauses correctly.

2. You will be late. You go in a hurry.

The incorrect answers are:

- a\*. You will be late before you go in a hurry. (11)
- b\*. You will be late where you go in a hurry. (10)
- c\*. You will be late than you go in a hurry. (2)
- d\*. You will be late wherever you go in a hurry. (2)
- e\*. You will be late as though you go in a hurry. (2)

The correct answer is:

- a. You will be late unless you go in a hurry. (3)**

In this item, only 3 students (10%) choose the right conjunction and 27 students (90%) who answer incorrectly by choosing *before*, *where*, *than*, *wherever* and *as though*.

*Unless* as a conjunction that is used to indicate a conditional relationship. *Unless* means 'if... not'. In this case, the main clause will not happen if the adverbial clause is not done.

However, *where and wherever* as conjunctions that are used to show the place which an action takes place. *Than* is used to make a comparison between the main clause and the adverbial clause. *As though* is used in adverbial clause of manner. Therefore, those kinds of conjunctions cannot be used to combine the clauses in this item. Therefore, those options are wrong.

3. They lost the game. They practiced playing football twice a week.

The incorrect answer is:

a.\*. They practiced playing football twice a week than they lost the game. (1)

The best answers are:

a. They lost the game although they practiced playing football twice a week. (25)

b. Although they practiced playing football twice a week, they lost the game. (4)

Twenty nine students (96,6%) answer the question correctly by choosing *although* as the appropriate conjunction to combine both clauses. Only 1 student (3, 3%) answer incorrectly by choosing *than*.

*Although* as a conjunction, which is used to say that there is an expected contrast between what happens in the main clause and what happened in the adverbial clause. In this case, the adverbial clause although they practiced playing football twice a week is something that happens unexpectedly. That is the reason why the students choose this conjunction as the correct choice.

*Than* as a conjunction that is used when we want to make a comparison between the main clause and the adverbial clause. Meanwhile, this item does not express something that will be compared. That is why this option is incorrect.

However, *where and wherever* as conjunctions that are used to show the place which an action takes place. *Than* is used to make a comparison between the main clause and the adverbial clause. *As though* is used in adverbial clause of manner. Therefore, those kinds of conjunctions cannot be used to combine the clauses in this item. Therefore, those options are wrong.

3. They lost the game. They practiced playing football twice a week.

The incorrect answer is:

a.\*. They practiced playing football twice a week than they lost the game. (1)

The best answers are:

a. They lost the game although they practiced playing football twice a week. (25)

b. Although they practiced playing football twice a week, they lost the game. (4)

Twenty nine students (96,6%) answer the question correctly by choosing *although* as the appropriate conjunction to combine both clauses. Only 1 student (3, 3%) answer incorrectly by choosing *than*.

*Although* as a conjunction, which is used to say that there is an expected contrast between what happens in the main clause and what happened in the adverbial clause. In this case, the adverbial clause although they practiced playing football twice a week is something that happens unexpectedly. That is the reason why the students choose this conjunction as the correct choice.

*Than* as a conjunction that is used when we want to make a comparison between the main clause and the adverbial clause. Meanwhile, this item does not express something that will be compared. That is why this option is incorrect.

4. It is raining. There are usually thunders.

The incorrect answers are:

a\*. Than it is raining, there are usually thunders. (14)

b\*. As though it is raining, there are usually thunders. (7)

c\*. As if it is raining, there are usually thunders. (3)

d\*. Unless it is raining, there are usually thunders. (3)

The best answer is:

**a. Before raining, there are usually thunders. (3)**

Three students (10%) answer correctly by choosing *before* as the appropriate conjunction to combine the clauses. The rest of 27 students (90%) answer incorrectly by choosing *than*, *as though*, *as if* and *unless*.

*Before* is the best answer here, because it indicates time relationship. The clause with introductory *before* explains the time of the main clause. The time of there are usually thunders explains by before raining. *Before* indicates that time one action begins when the others over. In this case, there are usually thunders is the first action and the second is it is raining.

*As if* and *as though* are not the appropriate conjunctions because these kinds of conjunctions are used if we want to make adverbial clause of manners. *Than* is not also a right conjunction because it is used to show comparison between the two clauses. While *unless* is used in a conditional clause. That is why this conjunction cannot be used in this sentence.

5. Some students play in the yard. The others eat in the canteen.

The incorrect answer is:

a\*. Some students play in the yard unless the others eat in the canteen. (1)

The best answer is:

**a. Some students play in the yard while the others eat in the canteen. (29)**

In this question, 29 students (96,6%) choosing *while* as a conjunction to combine the clauses. Only 1 student (3,3%) choose a wrong answer by choosing *unless*.

*While* as the best answer because it is used to show contrast between the main clause and the adverbial clause. In this case, the main clause some students play in the yard contrasts with the adverbial clause while the others eat in canteen. *Unless* as a conjunction which is used to form an adverbial clause of condition. Therefore, it is not the appropriate conjunction to combine the above clauses.

6. The passengers got off. The bus arrived.

Incorrect answers are:

a\*. The passengers got off as if the bus arrived. (7)

b\*. The passengers got off before the bus arrived. (3)

c\*. The passengers got off than the bus arrived. (4)

d\*. The passengers got off unless the bus arrived. (15)

e\*. Because the passengers got off, the bus arrived. (1)

The correct answer is:

**a. The passengers got off as soon as the bus arrived.**

In the item above, all the students (100%) answer incorrectly by choosing *as if, before, unless, than and because*.

The best conjunction to be used is *as soon as*, which means 'at the moment' or 'as quickly as'. The adverbial clause as soon as the bus arrived explains the time of the passengers got off.

Conjunction *as if* used to show how an action is done in the main clause. *Before* as a kind of conjunction that is used to indicate time relation. It indicates that the adverbial clause is the first action. Meanwhile, if we look at the meaning of this sentence when we put *before* as the conjunction, it seems impossible. *Than* is conjunction to show comparison. *Because* is the conjunction used for showing a cause- reason relationship. Moreover, if we look at sentence (e\*) it is impossible to put *because* at the beginning of this sentence. While *unless* is used to show a conditional relationship. So those conjunctions are wrong.

7. The robbers left. The police came.

The incorrect answer is:

a\*. The robbers left wherever the police came. (1)

The correct answer is:

**a. The robbers left when the police came. (29)**

Only 1 student chooses an incorrect answer. He chooses *wherever* as the conjunction to combine the clauses. Twenty nine students (96,6%) choose the correct answer by choosing *when* as the conjunction to combine both clauses.

*When* is the right answer because it shows time relationship and it states the time of main clause of the robbers left. Meanwhile, *wherever* is not an appropriate conjunction because it is used to indicate the place where an action takes place.

8. She was scared. The little girl cried.

The incorrect answers are:

a\*. The little girl cried where she was scared. (1)

b\*. The little girl cried as though she was scared. (1)

c\*. The little girl cried unless she was scared. (1)

d\*. The little girl cried wherever she was scared. (1)

The correct answer is:

**a. The little girl cried because she was scared. (26)**

For question number 8, the writer found 26 students (86,6%) answer correctly by choosing *because*, while there are 4 students (13,3%) answer incorrectly by choosing *where*, *as though*, *unless* and *wherever*.

The students choose *because* as the best conjunction which can combine one clause to another because this conjunction is used to show the cause – reason relationship. In this case, the adverbial clause because she was scared is the reason of main clause of the little girl cried.

*Where* and *wherever* as conjunctions, which are used to show place relationship. Therefore, they are not the right one to combine clauses. *As though* is not the best answer because it is used to show how an action in the main clause



happens. *Unless* is used in adverbial clause of condition which means 'if... not'. This answer is also wrong.

9. She works hard. She may be successful.

The incorrect answers are:

a\*. She works hard wherever she may be successful. (3)

b\*. Than she works hard, she may be successful. (4)

c\*. Unless she works hard, she may be successful. (2)

d\*. As though she works hard, she may be successful. (2)

e\*. Where she works hard, she may be successful. (3)

The best answers are:

**a. If she works hard, she may be successful. (12)**

**b. She may be successful if she works hard. (4)**

In answering above item, 16 students (53,3%) give the best answer. They choose *if* as the conjunction for combining both clauses. The rest of 14 students choose the wrong conjunction. They give answers vary. Some of them choose *wherever* and *than* while the other choose *unless*, *as though* and *where* to combine the clauses.

*If* is the best answer because it shows conditional relationship which means that the adverbial clause if she works hard must be fulfilled so the action in the main clause she may be successful can happens. For that reason, the students who choose *if* are right. Meanwhile, the other answers that given by the students are wrong because *than* is used for making comparison. *Unless* is used to make a conditional clause

happens. *Unless* is used in adverbial clause of condition which means 'if... not'. This answer is also wrong.

9. She works hard. She may be successful.

The incorrect answers are:

a\*. She works hard wherever she may be successful. (3)

b\*. Than she works hard, she may be successful. (4)

c\*. Unless she works hard, she may be successful. (2)

d\*. As though she works hard, she may be successful. (2)

e\*. Where she works hard, she may be successful. (3)

The best answers are:

**a. If she works hard, she may be successful. (12)**

**b. She may be successful if she works hard. (4)**

In answering above item, 16 students (53,3%) give the best answer. They choose *if* as the conjunction for combining both clauses. The rest of 14 students choose the wrong conjunction. They give answers vary. Some of them choose *wherever* and *than* while the other choose *unless*, *as though* and *where* to combine the clauses.

*If* is the best answer because it shows conditional relationship which means that the adverbial clause if she works hard must be fulfilled so the action in the main clause she may be successful can happens. For that reason, the students who choose *if* are right. Meanwhile, the other answers that given by the students are wrong because *than* is used for making comparison. *Unless* is used to make a conditional clause

relationship which means 'if... not'. *As though* is not the appropriate conjunction because it is used to make an adverbial clause of manner. Meanwhile, *where* and *wherever* are used to show place relationship.

10. We had better cancel our picnic. It is raining.

The incorrect answers are:

- a\*. As if it is raining, we had better cancel our picnic. (3)
- b\*. As though it is raining, we had better cancel our picnic. (1)
- c\*. Than it is raining, we had better cancel our picnic. (6)
- d\*. Unless it is raining, we had better cancel our picnic. (5)
- e\*. Where it is raining, we had better cancel our picnic. (2)
- f\*. Wherever it is raining, we had better cancel our picnic. (5)

The correct answer is:

- a. As it is raining, we had better cancel our picnic. (8)**

Eight students (26,6%) answer the question correctly by choosing *as*. Twenty students (73,3%) answer incorrectly by choosing *as if*, *as though*, *than*, *unless*, *wherever* and *where*.

*Where* and *wherever* are not appropriate to combine the clauses above because they are used to form adverbial clause of place. *As if* and *as though* are not also the rights answer because they are used in adverbial clause of manner. *Unless* is a conjunction that is used in forming an adverbial clause of condition which means 'if... not'. *Than* is used when we make a comparison between the main clause and the adverbial clause. Therefore, those kinds of conjunctions are not the appropriate one to

combine the clauses. Meanwhile, *as* is the appropriate one because it shows cause – reason relationship. The adverbial clause *as it is raining* is the reason of the main clause *we had better cancel our picnic*. For that reason, the students who use *as* to combine the clauses are right.

#### 4.2.1 The table of data II

The following table shows the number of students who give the correct and incorrect answers.

**Table II**  
**The Students' Performance in Using Adverbial Clause**  
**(Essay Type)**

| Item | Number of Students Who Have Given |      |                      |      |
|------|-----------------------------------|------|----------------------|------|
|      | The Correct Answer                |      | The Incorrect Answer |      |
|      | Students                          | %    | Students             | %    |
| 1    | 30                                | 100  |                      |      |
| 2    | 3                                 | 10   | 27                   | 90   |
| 3    | 29                                | 96,6 | 1                    | 3,3  |
| 4    | 3                                 | 10   | 27                   | 90   |
| 5    | 29                                | 96,6 | 1                    | 3,3  |
| 6    |                                   |      | 30                   | 100  |
| 7    | 29                                | 96,6 | 1                    | 3,3  |
| 8    | 26                                | 86,6 | 4                    | 13,3 |
| 9    | 16                                | 53,3 | 14                   | 46,6 |
| 10   | 8                                 | 26,6 | 22                   | 73,3 |

### 4.3 Table 3 and its description

Table 3 contains the result of table 1 and table 2. Before describing it more detail, the writer will present the criteria and the formula of determining the students' achievement and their score in using adverbial clause.

The criteria are as follows:

Score: 80 – 100 is classified as excellent

70 – 79 is classified as good

60 – 69 is classified as fair

50 – 59 is classified as poor

0 – 49 is classified as very poor

To determine the score of the students, the writer uses the formula as follows:

$$\text{Total scores} = \text{score I} + \text{score II}$$

Where:

- a. Score I is obtained from the number of correct answer of test I (20) times 2,5.

The total score is 50.

- b. Score II is collected from the number of correct answer of test II (10) times 5.

The total score is 50.

Therefore, the total scores for both tests are 100. Meanwhile, the formula to determine the students' mean score is  $M = \frac{Fx}{N}$

Where: M = mean score

Fx = the sum of total

N = numbers of students

**Table III**  
**The Students' Score in Answering Test Type I and Test Type II**

| Student | Test Type I |       | Test Type II |       | Total Score (X) | F  | F(X) |
|---------|-------------|-------|--------------|-------|-----------------|----|------|
|         | NCA         | Score | NCA          | Score |                 |    |      |
| 1       | 19          | 47,5  | 7            | 35    | 82,5            | 1  | 82,5 |
| 2       | 18          | 45    | 7            | 35    | 80              | 1  | 80   |
| 3       | 18          | 45    | 6            | 30    | 75              |    |      |
| 4       | 18          | 45    | 6            | 30    | 75              |    |      |
| 5       | 18          | 45    | 6            | 30    | 75              |    |      |
| 6       | 18          | 45    | 6            | 30    | 75              | 4  | 300  |
| 7       | 17          | 42,5  | 6            | 30    | 72,5            |    |      |
| 8       | 17          | 42,5  | 6            | 30    | 72,5            |    |      |
| 9       | 17          | 42,5  | 6            | 30    | 72,5            |    |      |
| 10      | 17          | 42,5  | 6            | 30    | 72,5            |    |      |
| 11      | 17          | 42,5  | 6            | 30    | 72,5            |    |      |
| 12      | 17          | 42,5  | 6            | 30    | 72,5            |    |      |
| 13      | 17          | 42,5  | 6            | 30    | 72,5            |    |      |
| 14      | 17          | 42,5  | 6            | 30    | 72,5            |    |      |
| 15      | 17          | 42,5  | 6            | 30    | 72,5            |    |      |
| 16      | 17          | 42,5  | 6            | 30    | 72,5            |    |      |
| 17      | 17          | 42,5  | 6            | 30    | 72,5            |    |      |
| 18      | 17          | 42,5  | 6            | 30    | 72,5            | 12 | 870  |
| 19      | 17          | 42,5  | 5            | 25    | 67,5            |    |      |
| 20      | 17          | 42,5  | 5            | 25    | 67,5            |    |      |
| 21      | 17          | 42,5  | 5            | 25    | 67,5            |    |      |
| 22      | 17          | 42,5  | 5            | 25    | 67,5            |    |      |
| 23      | 17          | 42,5  | 5            | 25    | 67,5            |    |      |

| Student | Test I |       | Test II |       | Total of Score (X) | F           | F(X)          |
|---------|--------|-------|---------|-------|--------------------|-------------|---------------|
|         | NCA    | Score | NCA     | Score |                    |             |               |
| 24      | 17     | 42,5  | 5       | 25    | 67,5               |             |               |
| 25      | 17     | 42,5  | 5       | 25    | 67,5               |             |               |
| 26      | 17     | 42,5  | 5       | 25    | 67,5               | 8           | 540           |
| 27      | 15     | 37,5  | 6       | 30    | 67,5               |             |               |
| 28      | 15     | 37,5  | 6       | 30    | 67,5               | 2           | 135           |
| 29      | 16     | 40    | 5       | 25    | 65                 |             |               |
| 30      | 16     | 40    | 5       | 25    | 65                 | 2           | 130           |
|         |        |       |         |       |                    | <b>F(X)</b> | <b>2137,5</b> |

The table above shows the students' score that arranged from the highest to the lowest score. It can be explained as follows:

One student gets 19 correct answers in the test I and 7 in test II. This student gets the score 82,5 for 26 correct answers out of 30 items and he is classified as **excellent**.

One student gets score 80 and it is similar to **excellent**. He gets 18 correct answers in test I and 7 in the test II.

Four students get 18 correct answers out of test I and 6 out of test II. These students get the score 75 for 24 correct answers out of 30 items and they are classified as **good**.

There are 12 students who get 17 correct answers in test I, which equals with 42,5 and 6 correct answers in test II which equals with 30. Their scores for both tests are 72,5 and they are classified as **good**.

Ten students get the same score that is 67,5, but they have different correct answers. They are as follows:

- a. Eight students get 17 correct answers out of test I, which equals with 42,5 and 5 correct answers out of test II which equals with 25. So the total score is 67,5. It is similar to the criteria **fair**.
- b. Two of them have 15 correct answers in test I get score 37,5 and in test II they get 6 correct answers which equals with 30. Therefore, the total score is 67,5 and they are classified as **fair**.



Two students get 16 correct answers out of test I, which equals with 40 and 5 correct answers in test II which equals with 25. Therefore, their total scores are 65. It is similar to **fair**.

Now, the writer will determine the students' mean score by using the formula, which has mentioned above. From the table 3, we can see that:

$$F_x = 2137,5 \qquad N = 30$$

Therefore, the mean score is:

$$M = \frac{F_x}{N}$$

$$M = \frac{2137,5}{30}$$

$$M = 71,25$$

The average score of the students in using English adverbial clause is **good**. The students' mean score is 71,25 and it is classified as **good** based on the criteria that is used.

## CHAPTER V

### CONCLUSSIONS AND SUGGESTIONS

This chapter discusses two sections. The first deals with conclusion and the second one deals with suggestion.

#### 5.1 Conclusion

After analyzing the data and discussing the result of data analysis, the writer can conclude that:

1. The students' ability in using adverbial clause is **good**. It can be seen in their achievement based on the criteria that are used. There are two students classified as **excellent**, even though they got different score in the test. The first one gets 82,5 and the other one gets 80. For the score of 75 – 72,5, there are 16 students (53,3%) are classified **good**. There are 12 students (40%) get the score of 67,5 – 62,5 and they are classified **fair**.
2. The students usually choose inappropriate conjunction when they combine two clauses into one. The errors often done are, as follows:
  - a. When they should use *as soon as* in forming adverbial clause of time, they often use the wrong conjunction in placing the adverb of *as soon as*.
  - b. When they have to form an adverbial clause of time by using *before* and when they have to construct adverbial clause of contrast by using *while*.

- c. When they should use *unless* to construct adverbial clause of condition, they use the wrong conjunction in forming it. The similar thing also happens when they should use *as* in forming adverbial clause of cause.
3. The students highest' score in using adverbial clause is 82,5 and it is classified **excellent**. The lowest score of the students is 62,5 and classified **fair**. The mean score of the students is 71,25 and it is classified **good** based on the criteria that are used. This **good** criteria also represent the students' ability in using adverbial clause.

## 5.2 Suggestion

Based on the result of data analysis, the writer would like to offer some suggestion such as:

1. The students are suggested to read more references of English adverbial clause to increase their knowledge of subordinate conjunction that will be used in forming adverbial clause, especially *unless, before, as soon as, as and while*.
2. The students are suggested to pay attention to the rules of grammar, especially the rules in constructing adverbial clause.
3. The teacher of English at SMA Negeri I Benteng Selayar is suggested to give more essay test as an exercise to improve the students' knowledge about English adverbial clause.

4. For further researchers who are interested in doing the same or similar research, the writer suggests to investigate the students' ability in using adverbial clause

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### Multiple Choice Type

Put cross (X) your choice a, b, c d or e as the right answer

1. My father was very angry... I failed in my examination.  
a. where      c. although      e. because  
b. wherever      d. than
2. She was so lazy... her teacher often punished her.  
a. as though      c. as soon as      e. as if  
b. unless      d. although
3. Hanny was in bed... the telephone rang.  
a. as if      c. unless      e. when  
b. Whenever      d. as though
4. Close all the windows... you go out.  
a. Unless      c. After      e. Until  
b. before      d. Since
5. Pilot will go to America... he get his visa.  
a. than      c. as soon as      e. where  
b. In spite of      d. while
6. My father never goes to Mall... my mother can go with him.  
a. unless      c. as if      e. as though  
b. after      d. before
7. ... Jumria comes back to night, we will go to Restaurant.  
a. So      c. If      e. Wherever  
b. As if      d. As though
8. Ros Diana was in the bathroom... I came to her house.  
a. when      c. In spite of      e. as if  
b. where      d. If
9. Sitti will phone me... she finishes her homework.  
a. although      c. as soon as      e. as though  
b. where      d. than

10. Arianto will tell Asty the news... he sees her.
- a. than                      c. where                      e. If  
 b. as though                d. as if
11. Yusuf has his breakfast... he goes to his Office.
- a. unless                      c. as soon as                e. before  
 b. as though                d. than
12. Sabri will not win the match... he plays well.
- a. until                        c. when                      e. If  
 b. unless                      d. because
13. ... Amir felt very tired, he tried to finish the work.
- a. until                        c. than                      e. because  
 b. where                      d. although
14. My father has not eaten meat again,... he got high blood pressure.
- a. since                        c. until                      e. if  
 b. although                d. than
15. They left the party at 10. P. m... they had to get up early the next day.
- a. wherever    c. as                      e. unless  
 b. where                d. when
16. Mr. Andy has been working hard ... he moved to this office.
- a. since                      c. than                      e. as though  
 b. wherever    d. if
17. Ani is sleeping... Nur is cooking in the kitchen.
- a. unless                      c. as if                      e. than  
 b. while                      d. wherever
18. Some students spend their spare by time reading... the other watching television.
- a. after                        c. while                      e. before  
 b. unless                      d. If



19... It is raining heavily; we had better cancel our picnic.

- a. After      c. Even though      e. Than  
b. Until      d. As

20. Adi will not attend to the party at your house tomorrow... he has a bad cold.

- a. because      c. where      e. than  
b. even though      d. until

### Essay Type

Combine the following clause by using an appropriate conjunction. The conjunctions are available in the box below.

1. He lived in the city. He has taken a bus to his office.
2. You will be late. You go in a hurry.
3. They lost the game. They practiced playing football twice a week.
4. It is raining. There are usually thunders.
5. Some students play in yard. The others eat in canteen.
6. The passengers got off. The bus arrived.
7. The robbers left. The police came.
8. She was scared. The little girl cried.
9. She works hard. She may be successful.
10. We had better cancel our picnic. It is raining.

|         |            |          |
|---------|------------|----------|
| before  | since      | where    |
| as      | as though  | unless   |
| because | wherever   | although |
| than    | if         | while    |
| when    | as soon as | as if    |

PEMERINTAH KABUPATEN SELAYAR  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMA NEGERI I BENTENG  
Alamat : Jln. Kemiri 25 Telp. 0414 21093 Benteng Selayar

**SURAT KETERANGAN**

No : 62/I06.13/SMA.01/TU/2006

Yang bertanda tangan di bawah ini, Kepala SMA Negeri I Benteng menerangkan:

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Jenjang Pendidikan : (S1)

Yang bersangkutan telah melaksanakan Penelitian di SMA Negeri I Benteng Kabupten Selayar tanggal 22 Maret 2006

Demikian surat Keterangan ini diberikan untuk di pergunakan seperlunya.

Benteng, 23 Maret 2006

