

DEVELOPING STUDENTS' MASTERY ON NOUN PHRASE IN SENTENCE CONSTRUCTION OF THE ELEVENTH GRADERS THROUGH CONSTITUENT TEST

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Abstract

This research was carried out in order to prove that the use of constituent test technique is effective in developing students' mastery on noun phrase in sentence construction of the eleventh graders of Madrasah Aliyah Al-Istiqomah Ngata Baru. This research applied pre-experimental research design that was used one class only. The research population was the eleventh graders of Madrasah Aliyah Al-Istiqomah Ngata Baru. The sample of this research used total sampling in which it used the entire population as its sample. The number of students of this research was 19 students. The data of the research was collected by giving a pre-test before the treatment and post-test after the treatment. The data were analyzed by using statistical analysis in order to know the significant difference of achievement of the students in pre-test and post-test. The result of data analysis showed that there was a significant difference between pre-test and post-test results. By applying two-tailed test at 0.05 level of significance with 18 degree of freedom (df) or $19-1=18$, the writer found that t-counted (7,87) was higher than t-table (2,101). It could be concluded that the research hypothesis was accepted. In other words, the use of constituent test in teaching noun phrase in sentence construction was effective to the eleventh graders of Madrasah Aliyah Al-Istiqomah Ngata Baru.

Key words: Noun Phrase; Sentence Construction; Constituent Test Technique.

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INTRODUCTION

Language is everything which is produced by sounds, words, sentences, and it has meaning. According to Fromkin, Blair, and Collins (2000), it is language that consists of all sounds, words, and sentences. When we know what language is, we know the sounds, the words, and the rules for their combination. Similar to Fromkin, et al., Celce-Murcia and Freeman (1998) explain that there are three components of language, they are sound, structure, and vocabulary, and those are should be learned by people in doing communication. From those quotations above, the writer concludes that language skills and language components are integrated one another. As a result, when studying language, especially English, students have to study both of language skills and language components.

In accordance to Fromkin, et al. (2000) which state that sentence is included into a part of language. Hence, when students want to master a language, it is important for them to master about the sentence and its elements that can construct a sentence. Quirk, Greenbaum, Leech, and Svartvik (1985) impart that sentence is divided into three types. They are simple sentence, compound sentence, and complex sentence. Simple sentence consists of single independent clause, compound sentence consists of two independent clauses and they are connected by coordinating conjunction while complex sentence consists of dependent and independent clauses. Syntactically, sentence is constructed by any words, any phrases, and could be any clauses which are adjoined into one string. From this statement, the writer comes to this idea that it is very important for students to master the elements which are used to construct a sentence because when they want to master a sentence, they have to master the elements of the sentence firstly.

Phrase is one of the elements that can construct a sentence. According to Kim and Sells (2008:22), “Phrases are projected from lexical categories, and hence we have phrases such as noun phrase (NP), verb phrase (VP), prepositional phrase (PP), adjective phrase (AP), and adverb phrase (Adv P)”. In brief, the writer concludes that phrases are constructed by any single word. Syntactically, phrase is a syntactic structure that consists of a word or more than one word but lacks of the subject-predicate. Phrases can have many various functions in a sentence, such as subject, object, complement, modifier, or adverb. By understanding the function of phrase, students can be helped to make a sentence correctly either in writing or in speaking.

Related to the phrase, noun phrase is one of five major kinds of phrases. Noun phrase is a phrase which has the main focus as noun or pronoun, yet a single word can be categorized as noun phrase if the category of that word is noun or pronoun. Here are some examples of noun phrase: *the man, someone sitting beside me, my lovely book, he, I*, etc.

In a sentence, noun phrase can have a function as subject, object, or complement. As a result the writer concludes that noun phrase is a phrase that plays many various functions in a sentence. Since noun phrase has many various functions in the sentence, hence the writer has his own interest to make a research of students' mastery on noun phrase construction, especially for the eleventh graders of Madrasah Aliyah Al-Istiqomah Ngata Baru.

Based on the preliminary observation in Madrasah Aliyah Al-Istiqomah Ngata Baru, the writer found that the students do not understand well about what noun phrase is, how to use the noun phrase is, and what the functions of noun phrase are in a sentence. Moreover, it is difficult for students to distinguish the words classes in the sentence. Hence when they make a sentence, it is difficult for them to put the appropriate words in the sentence, for example: *Beautiful the girl I see in cafeteria*. By analyzing the previous example, it shows that the students did not have a good understanding about word classes in the sentence because the order of that sentence is very ungrammatical sentence and the correct one is *I see a beautiful girl at cafeteria*.

As a result, when students did not have good ability in constructing a good sentence, it will influence students in constructing the phrase especially in the noun phrase.

There are some techniques that can be used for teaching English especially in mastering the noun phrase in sentence construction. One of them is teaching noun phrase in sentence construction by using constituent tests. Wekker and Haegeman (1996:24) state "Some words in the sentence are linked more closely together than others, they form grammatical units within the sentence. These grammatical units (sentence, clause, phrase, word, morpheme) are the constituent of the sentence". In brief, the writer concludes that constituent is some words in the sentence that has relationship more closely. Furthermore, constituent test is a tool used to make a diagnostic which identify the constituent structure of a sentence. Moreover, the writer applied this technique for teaching English for the eleventh graders of Madrasah Aliyah Al-Istiqomah especially in constructing noun phrase in the sentence.

There are some advantages by applying constituent tests for developing students' mastery on noun phrase in sentence construction. For example, it will be easy for teachers to show many functions of noun phrase in a sentence to the students. It means that the teachers will show the students about several kinds of constituent tests which consist of noun phrase and the function of noun phrase in a sentence. Furthermore, it is easy for students to identify the noun phrase in a sentence. Moreover, students will be able to make many various sentences without changing the meaning or the idea of that sentence. Therefore, the writer is interested in applying constituent tests for teaching noun phrase in the sentence construction on his research in order to discover that constituent test is an appropriate way in teaching noun phrase.

Considering the importance of constituent test in developing students' mastery on noun phrase, the writer conducted the research about the use of constituent test technique develops students' mastery on noun phrase in sentence construction of the eleventh graders of Madrasah Aliyah Al-Istiqomah Ngata Baru. The research question was formulated in the following lines *"Can the use of constituent test develop students' mastery on noun phrase in sentence construction of the eleventh graders of Madrasah Aliyah Al-Istiqomah Ngata Baru?"*

METHODOLOGY

In conducting this research, the writer used one-group pre-test post-test design. One-group pre-test post-test design uses a pre-test and a post-test in conducting research. The pre-test was given before instruction (or treatment) began, while post-test was given after the instruction (or treatment) ended. It was used to demonstrate that constituent test is an appropriate technique to develop students' mastery about noun phrase for the eleventh graders of Madrasah Aliyah Al-Istiqomah Ngata Baru. The research design used Hatch and Farhady's model (1982:20) as follows :

T1 X T2

Where:

T1:pre-test

X:treatment

T2:post-test

Creswell (2005:145) explains “Population is a group of individuals who have the same characteristic”. In this research, the population was the eleventh graders of language classes at Madrasah Aliyah Al-Istiqomah Ngata Baru which consisted of one class only. Hence in this research, the writer did not use paralel class. The total numbers of the eleventh grade students were 19.

Margono (2007:121) mentions “Sample adalah sebagai bagian dari populasi, sebagai contoh yang di ambil dengan menggunakan cara-cara tertentu”. In selecting the sample, the writer took a total sampling in which it was allowed all population becoming sample. The reason of choosing all member of population as the total sampling was because there was no parallel class to be a control group at the school.

Latief (2013:10) explains “Variable is the focus in any research. Without knowing what variables are involved, what variables are referred to, and what the role of the variable in the research is, a research project cannot be conducted”. From the statements above, the writer takes a conclusion that every research must have a variable. In this research, the writer had two kinds of variables. They are dependent variable and independent variable. It means that the dependent variable was developing students mastery about noun phrase in sentence construction at Madrasah Aliyah Al-Istiqomah Ngata Baru and the independent variable was the use of constituent test.

In conducting this research, the writer used an instrument. The instrument was test. The test consisted of pre-test and post-test. Before giving the treatment, the writer gave the pre-test to the students and after the treatment ended the writer gave the post-test. The pre-test and the post-test were used to measure the competence or the achievement of the students in mastering the noun phrase in sentence construction.

Table 1: Kinds of Test and Scoring System

Part	Kinds of Test	Number of Items	Score of Items	Total Score
a	Identification of noun phrase function in sentence construction	10	2	20
b	Construction of noun phrase in the sentence	6	5	30

To analyze the gained data, at the first step, the writer computed the individual score by using formula recommended by Purwanto (1987:102) as follows:

$$NP = \frac{R}{SM} \times 100$$

Where:

NP = percentage score

R = gained score

SM = maximum score of the test

100 = constant number

To get the mean score of students' achievement, the writer utilized the formula as proposed by Hatch and Farhady (1982:21) as follows:

$$\text{Rerata atau } X = \frac{\sum x}{N}$$

Where:

X = mean score in pre-test or post-test

$\sum x$ = students' gained score

N = number of students

To calculate the deviation score between students' score in pre-test and post-test, the writer used the formula recommended by Sukardi (2009:90) as follows:

$$Md = \frac{\sum d}{n}$$

Where:

Md = Mean deviation between pre-test and post-test

$\sum d$ = total deviation between post-test and pre-test

N = Number of students

To get the sum of mean deviation, the writer computed the sum of square deviation by using this formula written by Hatch and Farhady (1982:55) as follows:

$$\frac{\sum x^2 d - (\sum d)^2}{N}$$

Where:

$\sum x^2 d$ = sum of square deviation

$\sum d^2$ = square deviation

$(\sum d)^2$ = deviation

N = number of students

To get the value of t-counted in order to analyze the effectiveness of the treatment, the writer used the formula proposed by Arikunto (2002:275):

$$t = \frac{Md}{\sqrt{\frac{\sum d^2}{N(N-1)}}}$$

Where:

t = t-counted

Md = mean deviation between pre-test and post-test (post-test and pre-test)

$\sum d$ = the sum of square deviation

N = the number of students

1 = constant number

RESEARCH FINDINGS

In gathering the data, the pre-test was given to the research sample of Madrasah Aliyah Al-istiqomah especially to the eleventh graders. The pre-test was given before the treatment procedure conducted. The pre-test was intended to check the prior knowledge and competence of students before treatment conducted the treatment. After getting the treatment, then the writer gave the post-test.

The mean deviation of pre-test and post-test score was computed by using the formula as follows:

$$\begin{aligned} Md &= \frac{\sum d}{n} \\ &= \frac{494}{19} \\ &= 26 \end{aligned}$$

By applying the formula above, it can be seen that the score of mean deviation between pre-test and post-test was 26. In addition, the students' score of pre-test and post-test are presented in the table below:

Table 2: Deviation between Pre-test and Post-test Scores of the eleventh graders

No	Initial Name	Reg. Number	Post-test	Pre-test	Deviation (d)	Square Deviation (d ²)
1	MYH	2519	44	100	56	3.136
2	FJR	2518	60	84	24	576
3	MRM	2440	82	96	14	196
4	MDF	2451	78	96	18	324
5	IWD	2517	58	58	0	0
6	RKF	2435	48	72	24	576
7	ARF	2399	70	96	26	676
8	NMR	2411	74	84	10	100
9	IRN	2433	58	92	34	1.156
10	MFK	2393	100	100	0	0
11	MHS	2120	64	98	34	1.156
12	AND	2439	76	100	24	576
13	MIR	2727	70	96	26	676
14	MAA	2414	70	96	26	676
15	HZB	2398	70	96	26	676
16	HYM	2405	26	58	32	1.024
17	ADM	05	52	98	46	2.116
18	MZN	3197	66	90	24	576
19	JBj	2404	40	90	50	2.500
Total score			1206	1700	494	16.716

After getting the mean deviation, the writer computed the sum of square deviation shown as follows:

$$\sum x^2 d = \frac{\sum d^2 - (\sum d)^2}{N}$$

$$\sum x^2 d = \frac{16.716 - (494)^2}{N}$$

$$\sum x^2 d = 16.716 - \frac{244036}{19}$$

$$\sum x^2 d = 16.716 - 12.844$$

$$\sum x^2 d = 3.872$$

To get the value of t-counted, the researcher computed the formula as shown below:

$$t = \frac{Md}{\sqrt{\frac{\sum d^2}{N(N-1)}}}$$

$$t = \frac{26}{\sqrt{\frac{3.872}{19(19-1)}}}$$

$$t = \frac{26}{\sqrt{\frac{3.872}{342}}}$$

$$t = \frac{26}{\sqrt{11}}$$

$$t = \frac{26}{3,3}$$

$$t = 7,87$$

DISCUSSION

In the process of conducting the research, firstly, the writer gave the students a pre-test in order to measure the basic knowledge of them in understanding the concept of noun phrase and its functions. In addition by giving the pre-test, the writer also got the first data that can be used as a comparison of students' development after they got the treatment. The students who got the pre-test was 19 students. However, after analyzing and calculating the data of pre-test, the writer found the error of the students in identifying and constructing noun phrase functioning as subject was 31.57%, while the students' error in identifying and constructing noun phrase functioning as object was 42.10%. Furthermore, the students' error in identifying and constructing noun phrase functioning as complement was 73.68%. By seeing the data percentage above, the writer comes to a conclusion about students' problem on noun phrase construction functioning as subject, object, and complement. Firstly, it was easier for students to identify and to construct the noun phrase functioning as subject. Secondly, the writer found that it was difficult for students to identify and to construct the noun phrase functioning as object. Thirdly, it was the most difficult for students to identify and to construct the noun phrase functioning as complement.

After getting the students' problem based on the result of the pre-test, hence, the writer gave the treatment to the students in order to overcome their problem in identifying and constructing the noun phrase especially which functions as subject, object, and complement. In the process of the treatment, the writer used the technique which called constituent test. As Carnie (2006) imparts that constituent is a group of words which function together as one unit in a sentence. Hence, when applying this technique, the writer had to reconstruct the provided sentence to other construction in order to show that every word in that sentence had their own phrase but the reconstruction of that sentence did not change the meaning of the sentence itself.

Furthermore, in teaching noun phrase which functions as subject, the writer used the technique of constituent test especially by using clefting, proform, and coordination. Moreover, in teaching the noun phrase which functions as object, the writer used the technique of constituent test especially by using proform and coordination. While in teaching noun phrase functioning as complement, the writer only used the technique of constituent test which called clefting.

Having given the pre-test and the treatment to the students, the writer finally gave the post-test to the students in order to measure their progress after getting some treatments. Based on the result of the post test, it was easy for students to identify and to reconstruct the noun phrase functioning as subject and object, but some of them were still slightly made the mistake in identifying and constructing the noun phrase functioning as complement. It was affirmed that there were 10.52% students' error in identifying and forming the noun phrase functioning as subject in the post test, and the percentage deviation between pre-test and post-test was 21.05%. Moreover, the students' error in identifying and forming the noun phrase functioning as object in the post-test was only 21.05%. Comparing to the result of the pre-test and the post-test, the writer found that the percentage deviation between both of those test was 21.05%. Furthermore, the students' error in identifying and forming the noun phrase functioning as complement in the post test was only 36,84%, and percentage between the pre-test and the post-test score was 36.84%. By seeing the data percentage on those three functions of the noun phrase in the sentence, the writer found the students' significant improvement in mastering each function. In other words, the application of constituent test technique in developing students' mastery on noun phrase to the eleventh graders of Madrasah Aliyah Al-Istiqomah Ngata Baru was completely accepted.

Having the problem on the functions of noun phrase in sentence construction faced by students, the writer relates the recent study to the previous studies that have been mentioned obviously by Ayuningsih and Gafar. In one hand, Ayuningsih's study (2007) only discussed about the noun phrase construction found in report genres in the first year of senior high school students' text book, while in Gafar's study (2012), she only elaborated about the effectiveness of using scrambled word technique in teaching noun phrase to the eight grade students of SMP Negeri 9 Palu. The first study was designed in the form of qualitative research and the second study was designed in the form of quantitative research. On the other hand, the writer, in this recent study, designed it in the form of quantitative research as the main focus of this research was noun phrase functioning as subject, object, and complement and constituent was the technique which was used in this study. As a consequence, the writer found that students rather confused in constructing the noun phrase function as complement. Yet, after applying his technique in the treatment, the writer found that there was significant difference between pre-test and post-test. As a result, the writer concludes that constituent test can be considered as one of the effective techniques in teaching the noun phrase to the student.

CONCLUSION and SUGGESTION

Based on the data of this research, the conclusions were that firstly, the use of constituent test can develop students' mastery on noun phrase in sentence construction of the eleventh graders of Madrasah Aliyah Al-Istiqomah Ngata Baru. It could be seen by the mean deviation between pre-test and post-test(494). It also was proven by the t-counted value (7.87) which was greater than the t-table (2.101). It showed that the application of constituent test as a technique can effectively develop the students' ability in mastering the noun phrase, particularly in sentence construction. As a result, the hypothesis of this research was accepted. Secondly, by applying constituent test technique in teaching noun phrase in sentence construction, the writer gets easy to make the students understand the use of noun phrase in sentence both in oral and written forms.

In order to promote the teaching quality of English, the writer would like to share the following suggestions to those who involved in the learning and teaching process. Firstly, in teaching noun phrase, teachers should begin to explain the elements which can construct the noun phrase in order to ease the students to construct the more complicated noun phrase. In

other words, teachers should strengthen the basic knowledge of the students about noun phrase itself before asking them to reconstruct it. In addition, by applying constituent test technique in teaching noun phrase, the teachers will be able to show various kinds of sentence which contains the noun phrase without changing the real meaning of its sentence to the students. Secondly, by mastering the elements that can construct the noun phrase, students will be able to build a good construction of noun phrase. As a result, when the students are able to construct a noun phrase correctly, they will have a good sentence construction. Thirdly, for other researchers, the writer expects this study can help them to know some problems faced by students in mastering the noun phrase.

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