

## Improving Students' Grammar Mastery of Noun Clauses by Using Teacher's Correction Technique

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### Abstract:

The problem this research there was decreasing students' acquisition of grammar, specifically focusing on noun sentences. The purpose of this study was to determine the improvement in students' grammar acquisition using teacher correction techniques. This research used the classroom action survey (CAR) design. The study data included pretest and posttest results on noun sentences. Data collection techniques used were classroom observations, interviews, pre-test and post-test. The study found that the average student pretest score was 24.6, an increase from 10% in Cycle I to 39.2 in Cycle II. It has been shown that the use of teacher-correction techniques can improve students' understanding of mastery of noun sentences. This technique is an effective way for teachers and lecturers to teach noun sentences.

**Keywords:** *grammar, noun clauses, teacher's correction technique*

### 1. INTRODUCTION

Learning grammar in English is not easy. Contains many rules and formats. Learners of English will encounter problems related to the structure and usage of the English language. For example, to learn speaking, learners are still caught in grammatical mistakes while speaking. They face the same problem when writing. Therefore, the grammatical debate among them remains a hot topic. There are many reasons why students make mistakes in English grammar (Dahler, 2017). The most common reasons are lack of understanding of the rules of English grammar, lack of practice, and lack of proficiency in English. In addition, many students lack confidence in practicing speaking and writing in English and struggle with grammar. Finally, some students do not spend time reviewing and practicing grammar skills. There are many ways to deal with the problem. One is a class action research method in which teachers correct students' mistakes in writing when using noun clauses. These are considered difficult by some students as they require a thorough understanding of their functionality. Class action investigation methods are used to pay attention to the mediation of noun sentences and draw conclusions about their capacity. Methods include collecting data through observations, interviews, questionnaires, focus groups, and other forms of research. The aim is to gain a deeper understanding of grammar, especially learning noun sentences.

Students in the Bengkalis Diploma III English Language Study Program still had difficulty understanding noun sentences. They examined them using various techniques. However, noun sentences were still difficult to master. They still had low test scores. As a result, we had to carry over and take corrective action quickly. The purpose of this study is to investigate the improvement of noun sentence proficiency through the use of correction techniques by her third-year teachers at Bengkalis. Grammar is the guide for forming language. It has to do with the language system. For people whose first language is English, learning English through grammar is not so urgent because they speak it naturally. But for people for whom English is a foreign language, it's a big problem.

A grammar is a set of structural rules that govern the construction of clauses, phrases, and words in a particular natural language. It contains rules for usage, syntax, morphology, and phonology (Schmid, 2023) Grammar is essential to our ability to communicate in language because it ensures that words are used in the correct order, correct tense, and in the correct context. The purpose of grammar is to ensure that the speaker or author is understood by the audience. Grammar comprehension is the ability to recognize, analyze and apply grammatical rules in order to communicate effectively in any language. Many experts agree that understanding grammar is essential for effective communication (Roothoof, Roothoof, 2016). This includes the ability to recognize different parts of speech, understand sentence structure, and recognize and correct writing mistakes. Experts also stress the importance of being aware of stylistic choices and applying them appropriately. Understanding how grammar works is very useful when learning a new language, as it is the foundation for understanding the structure of the language and for using it properly. According to (Muliyah, 2020) a clause is an expression within a sentence.

## 2. METHOD

In this research, Classroom Action Research by Kurt Lewin was used. CAR is an action research conducted by teachers or lecturers with the aim of improving the quality of the implementation of learning Suparno (2008). The stages proposed are planning, action, observing, and reflecting. Classroom action research (CAR) is an ongoing process of systematic inquiry involving the collaborative efforts of a teacher and researchers focusing on a particular problem in the classroom. The purpose of CAR is to understand, improve, and change classroom practices, with the ultimate goal of improving student learning. CAR involves collecting data, analyzing the data, reflecting on the data, and taking action based on the analysis. In this study, the researcher collaborated with the other lecturers who teach in English Study Program of State Polytechnic of Bengkalis.

CAR is conducted in a cycle of inquiry, which includes the following steps: identifying a research question, developing a plan, gathering and analyzing data, generating solutions, and evaluating and improving the plan. The inquiry cycle is repeated several times to ensure that the best possible plan is developed and implemented. CAR is a form of professional development for teachers in which that the teacher use it as a powerful tool to improve teaching and learning process in the classroom. It is a method that involves

collecting data through observation, interviews, surveys, focus groups, and other forms of research. In this study, the goal is to gain a better understanding of learning grammar materials of noun clause.

### **Data Collection Techniques**

Data collection techniques used in this study were observation, interviews, field notes, pretest and post test.

#### 1. Observation

Observation was one of the techniques used in collecting the data. In this step, the researcher who was a person who implemented Teacher correction technique in the teaching and learning process, and the other lecturers who as the collaborators observed students' understanding, participation and activities in the teaching and learning process.

#### 2. Interview

To support researcher's analysis on the data obtained from other data collection techniques, the interview was carry out in order to get information from students about their perspective on teaching and learning process especially in understanding noun clauses used in final project report.

#### 3. Pretest and Posttest

The pretest was given before applying Teacher Correction technique while the posttest was carried out after Teacher Correction technique applied.

### **Data Analyzing Technique**

After the data were gotten, they were analyzed by using:

#### a. Analyzing Quantitative Data

Descriptive statistics technique was used after the scores was obtained from pre-test and post-test. It was done to determine whether there was improvement of noun clauses mastery before and after the treatment.

The mean of the pre-test and post-test was calculated with the following formulas:

$$\bar{X} = X/N.,$$

$$\bar{Y} = Y/N.,$$

$$\bar{X} = \text{means of pre-test scores}$$

$$\bar{Y} = \text{means of posttest scores}$$

$$N = \text{the number of samples}$$

#### b. Analyzing Qualitative Data

(Gong, 2023) propose a way to analyze the data gotten. They are data collection, data reduction, data display and conclusion drawing and verification.

### 3. FINDINGS AND DISCUSSION

#### Teacher's Correction Technique

The students were given simple to complex exercises in order they understand more easily about structures in noun clauses. In this study, noun clauses were taught to the students using Teacher Correction. This technique can help them to recognize their mistakes and strive to improve. The third semester students of D3 English Study Program of State Polytechnic of Bengkalis were taken as samples who took Carry Over or remedial which it was given to students who got improvement score. In this CAR, the process done by conducting two ways of cycles. Each cycle consisted of two meetings which contain four stages, namely Planning, Action, Observation, and Reflection.

##### 1. Planning

In this stage, there are several plans were arranged by the researcher and the observers. They are: a) Preparing lesson plans based on indicators. b) Preparing materials and topics. c) Choosing Teaching correction used in teaching noun clauses, d) Preparing media to support the teaching and learning process. e) Preparing a form of observation, and f) Preparing a test form.

##### 2. Action

###### a. Pretest

Before implementing Teacher correction by giving a test to determine their knowledge of noun clauses, the pretest was given at the beginning of the teaching and learning. It consisted of 10 questions about noun clauses.

###### b. Treatment

In this stage, the treatments were held in six meetings for two weeks. They were used as follows:

- a) The researcher explained about noun clause.
- b) She implemented teacher Correction technique.
- c) She asked students to change questions into noun clauses.
- d) She corrected students' answer.
- e) She called them who got lower score one by one and corrected their students' errors.
- f) She explained the parts of noun clauses that they didn't understand.
- g) She gave them questions again and corrected directly their wrong answer.

### c. Posttest

The posttest was given at the last meeting of this research to determine the student's ability to understand noun clauses which was taught using Teacher correction technique.

### 3. Observation

The observation was done to observe all activities and the condition of the class and the students. The field notes were used to support the data.

### 4. Reflection

In this stage, the data was processed to get some informations about what they researched. Evaluation was given to conduct the next cycle that was achieved. It need collaborations among the researcher and the observers.

## **Observation Result**

The purpose of observation was to determine and increase the level of students' understanding toward noun clauses through Classroom Action Research (CAR). The observation was done on Tuesday 23<sup>rd</sup> of January 2023 starting from 8.00-10.30 am in which there were six students. Based on the observation, it was known that in teaching noun clauses in the third semester students of English Study Program in the 2021/2022 academic year, the students felt relaxed and happy to learn teacher- centered was used (Fauziah, 2023). When lecturer taught noun clauses using Teacher Correction technique, the students felt happy and they enjoyed learning noun clauses. They can more easily understand because they got feedback directly on their written work.

## **Interview Result**

The researcher asked some questions to students about their difficulties in learning grammar especially noun clauses and also teaching techniques. Most students said they liked English noun clauses but it was quite difficult to memorize the materials because learning noun clause also related to the mastery of tenses.

## **The Pretest Result**

Before implementing Teacher Correction, the pretest was carried out. The pre-test was done to find out how good the second semester students understood the materials about noun clauses. This test consisted of 10 questions. The students were asked to change questions into noun clauses. The average score obtained from this test was 24.6. It can be concluded that the level third semester students' understanding on present perfect tense was still low.

## The Posttest Result

The posttest was given after implementing Teacher Correction technique. The same number of questions and form of changing questions into noun clauses. The results of the data obtained showed that the average score of the posttest in Cycle I was 39.2 and Cycle II was 69.2. Based on these results, it can be seen that the understanding of the fourth semester students of English Study Program after implementing Teacher Correction technique increased significantly from cycle I (39.2) to Cycle II (69.2).

The Mean Scores of the test:

Pre-test	24.6
Post-test cycle 1	39.2
Post-test cycle 2	69.2

## 4. CONCLUSION

One effective way to improve students' mastery of noun clauses is by using teacher's correction on students' sentence errors. The increase of average score of students' understanding toward noun clause material was known through the results of the post test scores given before the end of the lesson which was 24.6 in pretest, increased from to 39.2 in Cycle I to 69.2 in Cycle II. This method allows teachers to provide immediate feedback to students and to help them understand the correct usage of grammar rules (Bal-Gezegin B. A., 2003), (Amrhein, 2010), (Ha, 2023), (Hernández Méndez, 2012), (Jiang, 2023), (Suñer F. R., 2023) First, teachers should identify and correct any errors that students make in their sentence structure and usage. This can be done by providing verbal feedback to the student or by using written notes and corrections. For example, if students make mistakes in noun causes, teachers should provide the correct form and explain why it is correct. This will help students understand the rules and remember them better. Second, teachers should create activities that involve students generating sentences in order to practice noun clauses. This could include writing sentences with grammar rules or working in groups to create sentences with the correct noun clauses. This will help students practice the grammar rules they have been taught and learn to apply them to their own writing. finally, teachers should provide students with feedback on their written work. This should include both corrections and praise for correct noun clause usage. This will help students to recognize their mistakes and strive to improve. By using teacher's correction on student's sentence errors, teachers can help students learn and understand grammar rules of noun clauses.

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