

**AN ANALYSIS OF STUDENTS' ABILITY IN IDENTIFYING
INDEPENDENT AND DEPENDENT CLAUSES
IN THE SENTENCES**

THESIS

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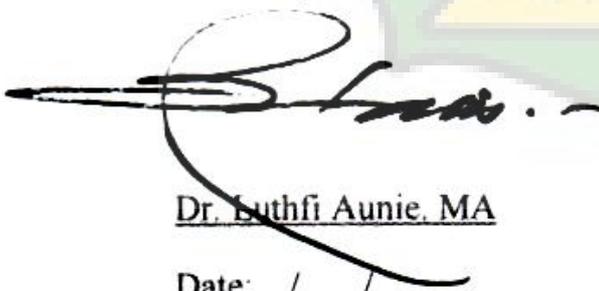
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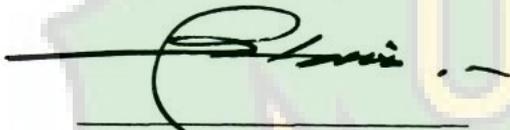
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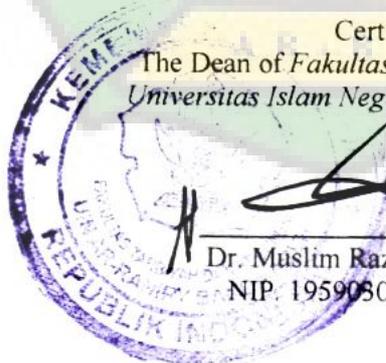
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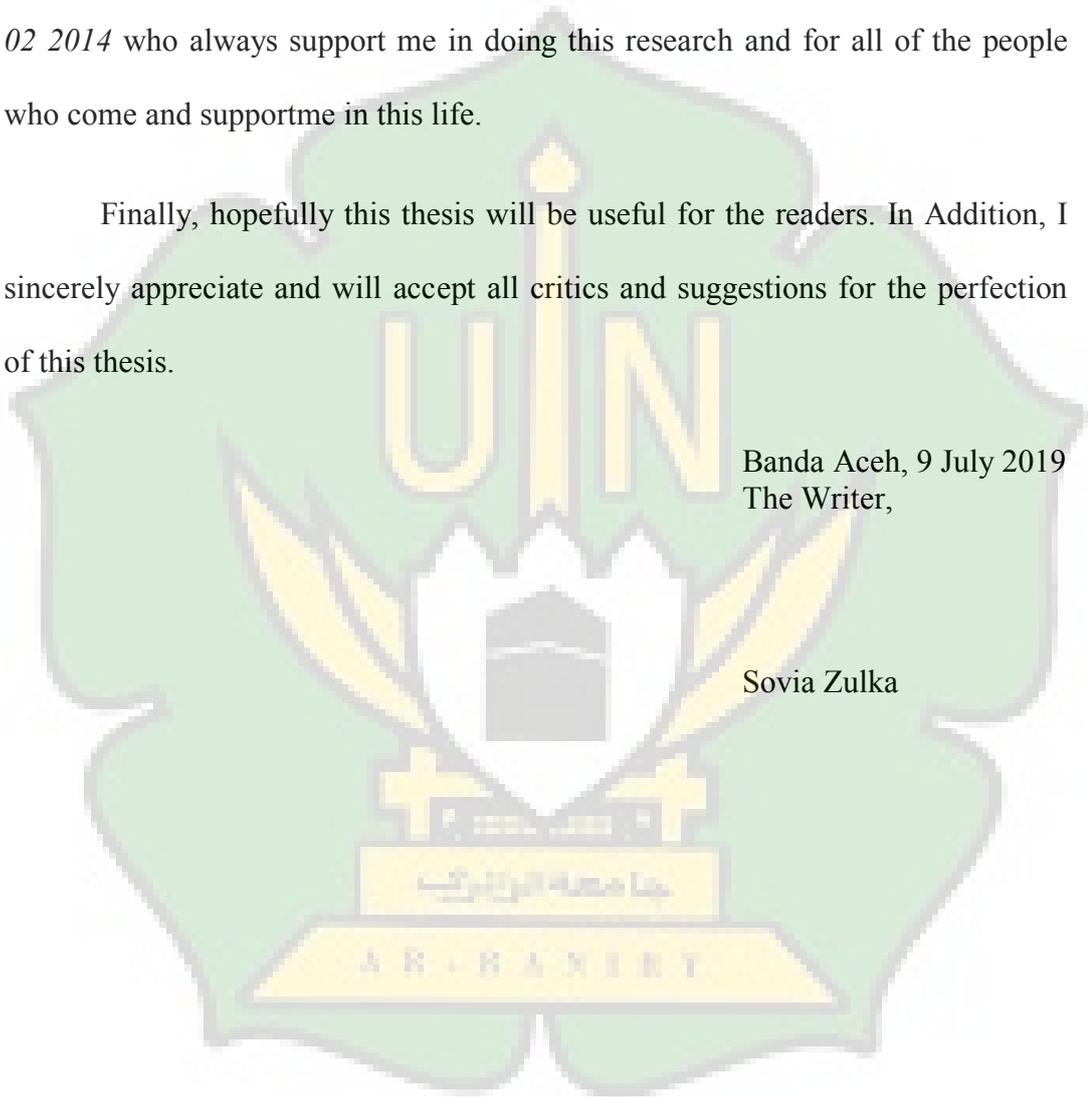
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ABSTRACT

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This research elaborates the students' ability in identifying independent and dependent clauses in the sentences at the fourth semester of English Department students of *Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry* Banda Aceh. The purpose of this research was to measure the students' ability in identifying independent and dependent clauses in the sentences and their difficulties in identifying them. The participants for this research were students of unit 7 of fourth semester of English Department. The research method used in this research was mixed method and the data were collected through test and interview. The result of this research showed that 13 or 52% of students got poor scores (0-49), 8 or 32% of students got fair scores (50-59), 3 or 12% of students got good scores (60-71) and, 1 or 4% of students got very good score (72-85). In other words, more than half of the numbers of the students have poor ability in identifying independent and dependent clauses in the sentences. The result of interview showed that some students found difficulties in identifying independent clause and dependent clause, such as in determining the types of clauses, and identifying mistakes of coordinate conjunction and subordinate conjunction in the clauses.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Languages generally have an important function in terms of communication and exchange of ideas and interests among people. It can be seen, that many necessary and inevitable things depend on language (Eisa, Ali & Balal, 2015). Therefore, whether language is written or spoken it should be clear and straight forward. Eisa, Ali and Balal, (2015) illustrated that all languages are spoken or written in sentences. The sentence is the mould into which all our thought is run. Hence when a person writes something, he should write in the complete sentence.

The main point of writing is that the reader gets the entire information from a sentence or a text. There is a different pattern in constructing the sentences; therefore, to get the entire information of the sentences a person should know every pattern of sentences. In understanding the pattern of the sentences, the learners should know the correct word order besides knowing the meaning of the sentences.

As a learner, understanding the correct information from the text is very important. In this case, the learners should be able to identify all structure of sentences they may encounter in learning English. The structure of a language is what happens to words when they become plural negative or what word order is used when we make questions or join two clauses to make one sentence (Harmer, 2003; Haryanti & Setyandari, 2018).

On the other hand, while learning English, learners cannot avoid the mistakes that arise in understanding the sentences pattern. “The students learning English often make mistakes and commit errors while learning English, especially when they try to arrange sentences or use tenses while writing. As a result, they write sentences with incorrect grammar” Muhsin (2016, p. 81). The students commit errors by not using the rules of the components and elements of the second language (Ramelan, 1992; Muhsin 2016). Second language learning is a process that is clearly unlike first language learning in its trial and errors nature. It means that the students learning English cannot avoid errors in learning a second language (Gass & Slinker, 1994; Muhsin, 2016).

Anderson explained the sentence is a set of word that conveys meaning, communicate a statement, command, exclamation and question (2014). Sentence composed of one or more clauses that contain a subject and verb (Haque, 2017). For example, *my cousin eats meatball*, *my cousin* functions as a subject, while *eats* functions as a verb, and *meatball* is as an object. The sentence above shows the example of simple sentence where it composed from a subject and a verb, - a clause.

Generally, clause is divided into two kinds, they are; Independent clause and Dependent clause. Independent clause is a clause that contains subject and verb and doesn't depend on anything else to complete the sentence (Beason & Lester, 2012). An example, *I eat noodles*, the sentence shows the clear meaning. Dependent clause is a clause it is an incomplete thought because its' connecting word that links to an independent clause (Nami, 2015). An example, *he came to my house when I was sleeping*, the dependent clause needs the supporting

information to complete the thought using the connecting words, such as *when*, *before*, *after*, *that*, *which* that links it to an independent clause.

Human always use language as grammatically correct in words form and combine it into a sentence or clause. By the explanation above, the researcher considers that the understanding of this topic is very crucial. However, this topic will always use in our daily conversation, writing, even speech. In the language learning, knowing the students' ability in identifying independent clause and dependent clause is very important not only as reflection tool of delivering information from the teacher but also measuring student grammar proficiency.

Furthermore, understanding independent clause and dependent clause more deeply can facilitate the students in choosing a good and suitable vocabulary to be placed in the sentences. Learning this topic is not only for academic purposes but also as guidance in speaking English beyond the academic requirements itself. Giri (2010) stated that the most commonly found error in grammar made by learners is in constructing correct sentence. It seemed that the students were not taught how to write properly. Giri added that the result signifies there was lack of practice in free writing among the majority of the students.

Based on the researcher experience, during the process of learning English at the researcher previous school the teacher were not taught clearly the basic component of the grammar, thus, the incorrect placement of word order may be arised in writing the sentence. "Many students of English as a foreign language make sentences which are not structural and acceptable because they lack knowledge of structure" Haryati & Setyandari (2018, p. 40). Thus to make the

correct English sentence, the student must master the clause (Haryanti & Setyandari, 2018).

People cannot learn language without systematically committing errors first. Errors which are made by learners contribute in understanding the process of foreign language acquisition. By seeing students' errors, the researcher tries to collect information about students' errors in writing. Half of the number of the students are still confused to identify the various type of clause as detail and also difficult to identify dependent clause and decide the type of them. Tomlinson and Hitomi also stated that some students tended not to use introductory conjunctions and verbs in combining dependent clauses into independent clauses in scientific papers because they felt that conjunction was a difficult material (2012).

Based on the previous study above, this research focused on students' ability in understanding independent clause and dependent clause. Based on the researcher experience, the reason of choosing this topic was because there were some students of English learners who were confused in deciding the independent and dependent clause in the sentence. As Kashiha & Heng (2014) stated that one reason partly came from the fact that most of these students did not recognize the structural relations that exist between the word elements and thus this would result in only partial mastery of knowledge input.

The incorrect placement of clauses gave a very substantial impact on the reader understanding, while the reader needed a clear purpose or meaning in reading a text. Yilmaz stated that grammatical structures go far beyond this notion because grammar is not restricted to prescriptive rules about linguistic form, but rather includes a unity of form, meaning and use to be able to utilize it for real

communicative purposes (2018). Therefore, the writer should choose the correct and appropriate vocabularies and conjunction to make the reader easier in reading and understanding the text.

The aim of doing this study is not only to know how far the students understand about independent clause and dependent clause but also this study tried to identify the students' difficulties in understanding independent clause and dependent clause. Knowing the students' difficulties in understanding grammar makes the educator easier in looking for some appropriate methods in teaching grammar. Then, in understanding the students' ability in identifying clauses, the researcher conducts the research, which is entitled; **“An Analysis of Students' Ability in Identifying Independent and Dependent Clause in the Sentences.”**

B. Research Limitation

Considering the time of this study, the researcher limits the study on an analysis of students' ability in identify independent clause and dependent clause in the sentences. This study only focuses on the students' ability and difficulty in identifying independent clause and dependent clause, so that; the other grammatical errors made by the students' will be ignored.

C. Research Question

Based on the background of the study above the researcher obtains two questions that will be discussed in this research, they are:

1. How is the students' ability in identifying independent clause and dependent clause in the sentences?

2. What difficulties are faced by the students in identifying independent clause and dependent clause in the sentences?

D. Research Objectives

Based on the research questions above, the objectives of this study are:

- 1.To measure the students' ability in identifying dependent and independent clause in the sentences.
- 2.To know students' difficulties in identifying dependent clause and independent clause in the sentences.

E. Research Significance

The researcher hopes by conducting this research will be able to answer the research questions of this study. Besides, this research is helpful in term of knowing the actual facts of the students in the classroom. This research aimed to increase the researchers' ability in conducting the research. Considering the researcher will be the teacher in the future, this research hopefully will be the guidance for the researcher in teaching process.

As well, for the teacher this research may be used as a reflection tool to know students' ability in identifying independent clause and dependent clause in the sentences. Researcher also aimed this research as a tool to set an appropriate learning method in learning this topic. By using the appropriate model of learning the students can master the clause material well and the mastery lasts for a relatively long time.

The aims of this research for the students are able to know their ability in identify dependent clause and independent clause in the sentences. Therefore, the students know how to classify them in the sentences, able to increase their ability in understanding independent and dependent clause, and as well it makes them achieve the good achievement.

This research also expects to help the lecturer in knowing the students' ability in mastering written language. By realizing the facts in actual condition, the institution could facilitate the students and lecturer well by supporting them in teaching and learning process. The institution may help the students and lecturer in teaching learning process to get the best accomplishment.

F. Terminology

To avoid misunderstanding of the readers, the writer gives some definitions for the key terms that related to this research:

1. Students' ability

Student is any person who studies, investigates, or examines thoughtfully. A student has an obligation to find or seek for new knowledge. Yurnetti stated that the educator should take the students' scores for the purpose of mapping the ability of the students in learning the subject (2017). The goal of education must be not only mastery of scientific concepts but also learning how to engage unscientific discourse.

Therefore, a process of finding the knowledge is called ability. The ability means that the condition where someone being able in finding and seeking for the new knowledge. In conclusion, the definition of students' ability is a condition

where the student being able to study. This condition expects the students to focus and understand throughout the process of finding and seeking the knowledge.

2. Clause

A clause is a grammatical unit that includes, at minimum, a predicate and an explicit or implied subject, and expresses a proposition (Suresh & Babu, 2016). Clauses are the basic elements of what is called an utterance in oral language and a sentence in written language (Maillart & Parisse, 2017). Clause is a part of a sentence which contains a subject and a verb, usually, joined to the rest of the sentence by a conjunction (Swan, 1996). Clause divided in two parts; they are:

a. Independent clause

An independent clause expresses a complete thought. It can be used alone, and there is not any relative clause in front of it (Khalid & Hamamorad, 2015). An independent clause has one subject and verb combination and expresses a complete thought. It can be a sentence by itself. A simple sentence is an independent clause. Independent clause also known as another name of “main clause”

Example: *Paris has excellent art museums.*

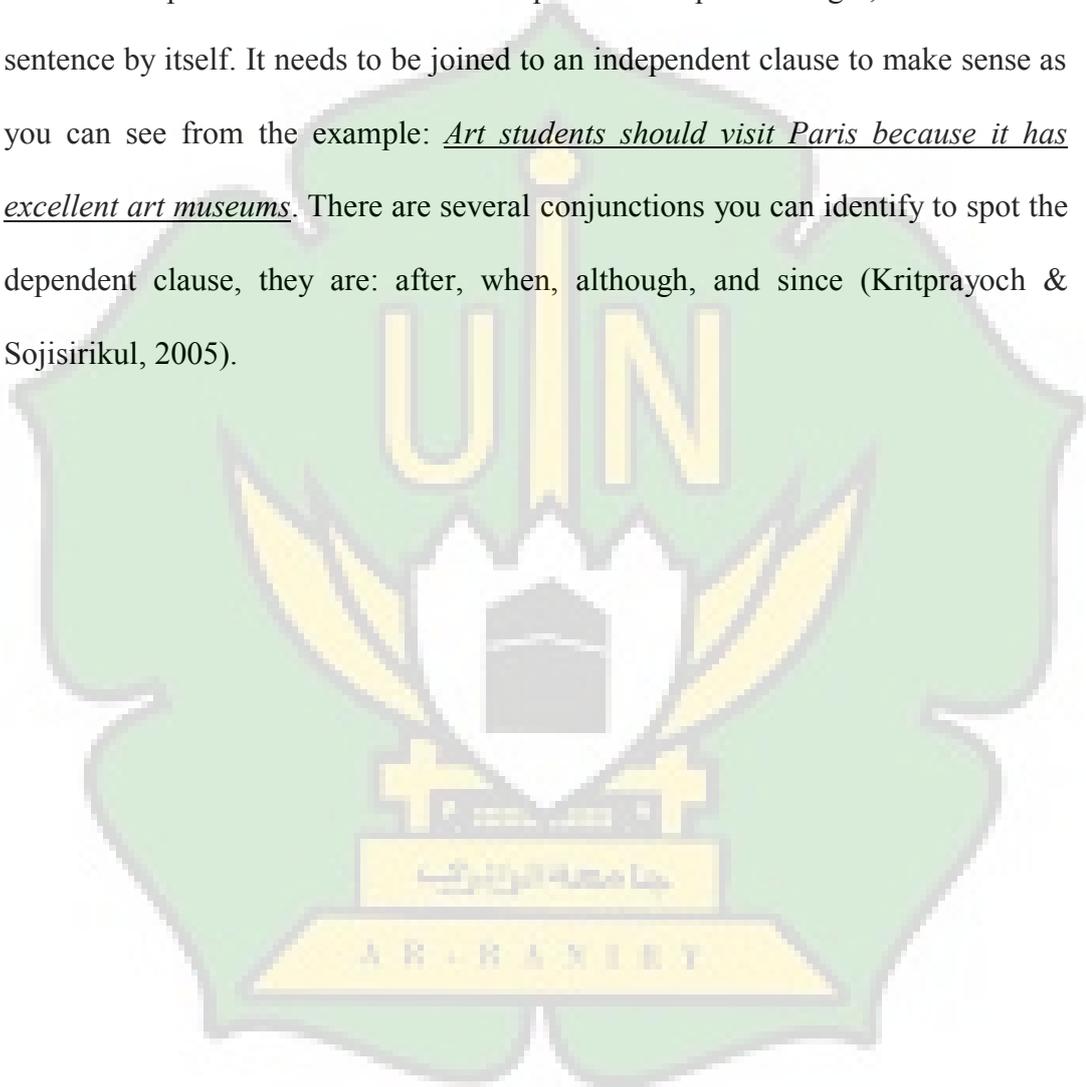
b. Dependent clause

Dependent clause modifies part of another clause, does not communicate a complete thought (Longknife & Sullivan, 2002). A dependent clause is an independent clause with a subordinating conjunction added to the beginning of it. Although, it has the main parts of sentence such as subject and verb, it cannot be complete an independent without the main clause. It is linked with the

independent clause grammatically and semantically. Dependent clause always plays a role in the main clause such as subject, object, etc (Hacker & Sommer, 2011).

Example:.....because it has excellent art museums.

A dependent clause does not express a complete thought, so it is not a sentence by itself. It needs to be joined to an independent clause to make sense as you can see from the example: Art students should visit Paris because it has excellent art museums. There are several conjunctions you can identify to spot the dependent clause, they are: after, when, although, and since (Kritprayoch & Sojisirikul, 2005).



CHAPTER II

LITERATURE REVIEW

A. ABILITY

Glossary of Curriculum Terminology (2013) defined a skill as the ability to perform tasks and solve problems. As Weinert (1999) Stated that the same can be said for terms such as “ability”, “qualification”, “skill” or “effectiveness”. The use of these terms as synonyms is reflected in dictionary entries, as well. Then, Weinwart (1999) added that ability as the internal power to perform an act, or achieve an outcome either physically ormentally. May be intrinsic or acquired by education and/or practice. Specialized ability has to do with a specific kind of task (or a defined class oftasks). Likewise, Robbins (2000) explained that “ability can be an innateor it is the result of practice”. From those explanations, ability means the potential in mastering a skill that is inherited from birth or it is the result of practice and it used to work on something that is realized through its’ actions.

Ability is a fundamental competency that students need to learn about the scope of material in a subject at a certain level. Every individual has a different level of ability in carrying out an action. Ability has a great influence in learning progress, where the students who have a high level of ability will be more successful than the students who have low level of ability. In learning process, the students’ ability is measured from their learning outcomes. This learning outcome is an internal ability that has become a person's personal property and allowed the person to do something that can provide certain achievements (Adam, 2004).

Meanwhile, the student is any person who studies, investigates, or examines thoughtfully. A student has an obligation to find or to seek for new knowledge. Yurnetti (2017) stated that the educator should take the

students' scores for the purpose of mapping the ability of the students in learning a subject. The goal of education must be not only mastery of scientific concepts but also learning how to engage unscientific discourse.

In addition, Gagne (1984) explained that there are five major categories of learning that can be measured. They are verbal information, intellectual skills, cognitive strategies, motor skills and attitudes. For example, in measuring cognitive strategies there must be a chance to practice developing new solutions to problems and in measuring attitudes, the learner must be exposed to a credible role model or persuasive arguments.

The outcomes of students learning mean as students' ability in gaining the understanding from the certain knowledge. The ability from each student comes from his internal condition of learning, where it can be different each other. The internal condition usually influences from the students' motivation, intelligence, anxiety, etc. The internal condition of students also affects by the external environments, such as family support, curricular, teacher, etc. (Mahmoudi & Mahmoudi, 2015).

“Learning a language is not easy. It includes learning its four basic skills, namely listening, reading, speaking and writing, and three elements, namely pronunciation, grammar/structure and vocabulary” Subekti (2017, p. 1). Because of it, there are several things that must be mastered when someone writes a text. Grammar is one of the important elements that must be mastered by the learner in writing the text, writer should consider a good structure of grammar to create a good and creative writing (Lynch & Anderson, 2013). Subekti added that grammar, specifically, is one of the most important elements to learn in order to

be fluent in the for basic language skills (2017). By mastering the rules of grammar, it makes the text easier to understand and more enjoyable to read.

1. Grammar

Grammar explains the forms and structure of words (called morphology) and the arrangement of the sentences (called syntax). Syntax focuses on grammar that explains the way in which words are arranged to show relationships of meaning within (and sometimes between) sentences and how words put together (Harsa, 2014). In other words, grammar provides the rules for common use both in spoken and written language so it can be more easily to understand.

Grammar is “an identification of systematic regularities in language” (Batstone, 1994; in Sukalim 2009, p.5). It plays an important role in language because it consists of a complex grammatical rule of language. Swan stated that grammar is the rules that show how words are combined, arranged and changed to show certain kinds of meaning (1977). Traditional grammar recognizes eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection (Hacker & Sommer, 2011):

- a. Verb: Express an actions, events, or states of being.
- b. Nouns: Refer to name of a person, animal, place, thing, or abstract idea.
- c. Pronouns: Take the place of nouns or another pronoun.
- d. Adjectives: Modify nouns or pronouns by describing, identifying, or quantifying them. An adjective usually precedes the noun or the pronoun which it modifies.

e. Adverbs: Modify a verb, adjective, another adverb, a phrase, or a clause and indicate manner, time, place, cause, or degree. Adverbs can be recognized because they answer the question how, when, where, or how much. Adverbs often end by “Ly”.

f. Prepositions: Link nouns, pronouns, and phrases to other words in a sentence and usually indicate a relationship of time, space, or logic.

g. Conjunctions: Link words, phrases, and clauses.

h. Interjections: Added to a sentence to convey emotion and are usually followed by an exclamation point.

Every complete sentence has two parts: **A subject + A predicate**

The subject is a noun or a pronoun which explains who or what the sentence is about; while the predicate is everything else in the sentence (Beason & Lester, 2006). Modifiers, phrases, and clauses add information about the subject and predicate and make the writing more interesting and clearer.

Clauses are the basic building blocks of sentences. When a sentence is formed by a single clause, it is known as a simple sentence. Simple sentences are the most common type for spoken language (Anderson, 2014). Two or more clauses that are joined by a conjunction such as *and*, *but*, and *or* form a compound sentence. Compound sentences create balance or contrast between thoughts, ideas, or information of equal importance (Anderson, 2014).

A complex sentence contains an independent clause and one or more dependent clauses that are not equal (Anderson, 2014). A complex sentence is different from a simple sentence or compound sentence because it develops a

central idea, provides background information, and clearly identifies the most important thought. Improve your writing by varying the types of sentences you use. To grab a reader's attention, use a short, simple sentence. To emphasize balance and equal thoughts, use a compound sentence (Anderson, 2014). To show the relationship between different information, use a complex sentence. Grammar is important because it provides information that helps the reader's comprehension. It is the structure that conveys precise meaning from the writer to the audience.

B. SENTENCE

Individual words can be joined together to form chains. These chains are usually called sentences and they traditionally have a subject and a verb. However, in spoken language the chains may not always correspond to what we traditionally expect a sentence to be like (Watkins, 2005). Longknife and Sullivan mention that a sentence is a means of communicating. A sentence expresses a complete thought and contains at least one subject –verb combination (2002). It may express emotions, give orders make statements, or ask questions in every case, sentences are meant to communicate. Sometimes, a sentence may be a single word:

What?

Nonsense!

Jump.

"What" and "nonsense!" communicate a complete thought.

"Jump" though, has an unspoken "you" as the subject.

Sentence has two part, they are subject and predictae. The subject identifies the topic of the sentence. Subject is one of two main parts of a sentence containing the subject noun or a subject pronoun that usually include a person, place or thing often accompanied by modifiers. Therefore, the noun or pronoun is who or what the sentence is about. The predicate is everything else in the sentence (Beason & Lester, 2006)

These two parts follow a basic pattern: **Subject + Verb**

Table 2.1

Sentence Pattern

Subject	Verb	Object
I	was reading	a news paper

A sentence is described as a syntactic unit consisting of at least one independent clause and may contain one or more dependent clauses (Anderson, 2014). This strictly formal concept of a sentence is extended to include structures which can be analyzed into individual clause elements, where the basic sentence means as a clause- a group of word containing a subject-verb combination that can express a complete thought (Longknife & Sullivan, 2002). In other words, this refers to structures where it is possible to assume subject and predicate are considered clauses, regardless of for (or even the presence) of the subject and verb. Sentences according to their structure are classified into four categories (Hacker & Sommer, 2011):

1. A simple sentence consists of one main clause and no subordinate clauses.

Example: My mother is a teacher

2. A compound sentence consists of two or more main clauses and no subordinate clauses. The main clauses may be joined by a coordinating conjunction (and, but, or, for, nor, so, or yet) and a comma; by a semicolon and a transitional word (however, nevertheless, therefore); or by a correlative conjunction such as either/or, both/and (Anderson, 2014).

Example: I have to eat fruit, but I was too lazy to buy it.

3. A complex sentence consists of one main clause and one or more subordinate clauses.

Example: When I read her stories, I enjoy them because they are believable.

4. A compound-complex sentence consists of two or more main clauses and at least one subordinate clause.

Example: Henry loves to drink tea, but Iky loves to drink milk, because coffee tasted bitter.

C. CLAUSE

Clause in English defines as a set of words that contain a subject and verb. Swan (2005) in his Practical English Usage second edition book, defines clause as a part of the sentences which contain a subject or a verb, usually joined to the rest of the sentence by a conjunction. While according to Mailmart and Parisse (2017) the clause is a group of words that usually contains a (finite) verb, and often arguments of the verb. Clauses are the basic elements of what is called an utterance in oral language and a sentence in written language. From the explanation above clause classifies into two types, they are:

1. Independent Clause

Anderson (2014) stated that independent clause also known as a main clause, Independent clause can be applied as a single sentence. Independent clause can stand on its' own as a complete sentence. An independent clause contains a subject and a predicate, and doesn't depend on anything else to complete the thought (Hacker & Sommer, 2011).

Below are some examples of independent clause:

I sleep in the room (Independent Clause)

I borrow your book (Independent Clause)

Jogging is my hobby (Independent Clause)

From the examples above, the sentence clearly defines a complete thought and meaning. There are two types of words that can be used as connectors at the beginning of an independent clause: Independent marker words and Coordinating conjunctions.

An independent marker word is a connecting word used at the beginning of an independent clause. Some common independent markers are: *also, consequently, furthermore, however, moreover, nevertheless, and therefore*. When two independent clauses appear in one sentence, they are usually linked with a comma and a coordinating conjunction. Prawoto said that conjunction is a word which merely joins together sentences, and sometimes words. Conjunction is joining words, phrases and clauses (2016). A coordinating conjunction is used to connect grammatically equal elements. There are seven coordinating conjunctions used as connecting words at the beginning of an independent clause are; *and, but, for, or, nor, so, and yet* (Hacker & Sommer, 2011).

A comma is needed before the coordinating conjunction when the second independent clause in a sentence begins with a coordinating conjunction. Coordinating conjunction often used when someone want to put together two or more clauses of equal importance and also use to links words and words group (Hacker & Sommer, 2011). The coordinating conjunction signals the relation between the clauses. If the clauses are closely related and the relation is clear without a conjunction, they may be linked with a semicolon instead (Hacker & Sommer, 2011).

2. Dependent Clause

Dependent clause known as a subordinate clause; it functioned as a part of the sentence (Nami, 2015). It is patterned like sentences, having subjects and verbs and sometimes objects or complements. (Hacker & Sommer, 2011). A dependent clause is dependent because it's connecting word (because, if, so, which, that, etc.) links it to an independent clause. A dependent clause can function as a noun, adjective, or adverb (Hacker & Sommer, 2011). Below are some examples of dependent clause:

Examples : I fall asleep when my mom came home (Dependent Clause)

When Jim studied in the Sweet Shop for his chemistry quiz, it was very noisy (Dependent Clause)

A dependent marker word is a word added to the beginning of an independent clause that makes it into a dependent clause called subordinate conjunction. A subordinating conjunction introduces a subordinate clause and indicates the relation of the clause to the rest of the sentence (Hacker & Sommer, 2011). Some common dependent markers are: *after, although, as, as if, because,*

before, even if, even though, if, in order, since, though, unless, until, whatever, when, whenever, whether, and while.

a. Noun Clause

A noun clause, always works as a noun in the sentence, so as a person, animal or object. The noun clause, just like all clauses, will have a subject and a predicate. Noun clauses are always dependent. It can be concluded that noun clause is a dependent clause that has function as a subject, object, or complement.

A noun clause can be put in many places in a sentence, such as noun clause can be a subject, a subject complement, a direct object, an indirect object and a prepositional complement (Tambunsaribu, 2019). Noun clauses are usually introduced by the words (relative pronouns): that, which, whoever, whomever, whose, whatever, and “WH” question what, where, when, who, why and how (Dickerson, 2011).

b. Adjective Clause

An adjective clause is a dependent clause. An adjective clause modifies a noun or a pronoun. Adjective clause is a clause that functions as an adjective or modifies a noun (Syah & Enong, 1997). Adjective clauses modify nouns or pronouns, usually answering the question; *which one?* or *what kind of?*. They begin with a relative pronoun (who, whom, whose, which, or that) or occasionally with a relative adverb (usually when, where, or why) (Hacker & Sommer, 2011).

c. Adverbial Clause

An adverbial clause is a dependent clause. An adverbial clause modifies a verb, an adjective, another adverb, or a sentence, usually answering one of these questions: *When? Where? Why? How? Under what conditions? To what degree?* (Hacker & Sommer, 2011). Adverbial clauses always begin with a subordinator (Lin, 2015). The subordinator is a connecting word which explains the relationship between the adverb clause and main clause. It tells the reader what kind of information is added by the adverb clause.

Adverbial clauses are known as one of three major classes of subordinate clauses. Their major function is that of an adverbial, i.e. they provide information on the (temporal, locative, causal, conditional, etc.) circumstances under which the events depicted in the main clauses take place (Lin, 2015). The subordinating word means that the conjunction subordinates one clause to another (Solorzano, 2015). Subordinate conjunction introduce a subordinate clause and indicates the relation of the clause to the rest of the sentence (Hacker & Sommer, 2011).

Examples : The students acted differently whenever a substitute taught the class.

Whenever a substitute taught the class, the students acted differently.

Note that the clauses are separated with a comma when the dependent clause comes first. Some common subordinating conjunctions

are: *after, as, before, once, since, until, and while* (Hacker & Sommer, 2011).

D. Some Common Errors to Avoid

Hacker and Sommer stated that there are sommon common errors to avoid in writing the sentence in English, they are; sentence fragment and run-on sentences (2011).

1. Sentence Fragment

A sentence fragment is a word group that pretends to be a sentence. Sentence fragments happen by treating a dependent clause or other incomplete thought as a complete sentence. You can repair most fragments in one of two ways: (1) Pull the fragment into a nearby sentence, (2). Rewrite the fragment as a complete sentence (Hacker & Sommer, 2011).

Below is an example of sentence fragment:

Incorrect: Because I forgot the exam was today.

Correct: Because I forgot the exam was today, I didn't study.

I forgot the exam was today.

2. Run-on sentence

Run-on sentences are independent clauses that have not been joined correctly. When two independent clauses appear in one sentence, they must be joined in one of these ways: with a comma and a coordinating conjunction (and, but, or, nor, for, so, yet) or with a semicolon (or occasionally with a colon or a dash) (Hacker & Sommer, 2011).

There are two types of run-on sentences, they are:

a. Fused Sentences

Fused sentences happen when there are two independent clauses not separated by any form of punctuation and coordinating conjunction. The error can sometimes be corrected by adding a period, semicolon, or colon to separate the two sentences (Hacker & Sommer, 2011).

Incorrect: My professor is intelligent I've learned a lot from her.

Correct: My professor is intelligent. I've learned a lot from her.

My professor is intelligent; I've learned a lot from her.

My professor is intelligent, and I've learned a lot from her.

b. Comma Splices

A comma splice is the use of a comma between two independent clauses. Two or more independent clauses joined with a comma but without a coordinating conjunction. In some comma splices, the comma appears alone (Hacker & Sommer, 2011).

You can usually fix the error by changing the comma to a period and therefore making the two clauses into two separate sentences, by changing the comma to a semicolon, or by making one clause dependent by inserting a dependent marker word in front of it (Hacker & Sommer, 2011).

Incorrect: I like this class, it is very interesting.

Correct: I like this class. It is very interesting.

I like this class; it is very interesting.

I like this class, and it is very interesting.

I like this class because it is very interesting.

Because it is very interesting, I like this class.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research took place at Universitas Islam Negeri Ar-Raniry, Banda Aceh, which is located at Jl. Ar-Raniry Kopelma Darussalam (Lingkar Kampus-Banda Aceh). As an Islamic University, it does not only concern about Islamic affairs but also on general knowledge with some branches. One of the branches is an Education and Teacher Training Faculty which aimed to educate pious Muslim to become an expert in education and teaching of Islam that is able to develop and proficient in implementing knowledge in various educational institutions.

A study required the selection of relevant techniques and data collection tools to obtain objective data (Margono, 2010). In this research, the researcher used mixed method to collect the data. According to Creswell & Tashakkori (2010, as cited in Sugiyono, 2008), a mixed method is research in which the investigator collects and analyzes the data integrates the findings and draws inference using both quantitative and qualitative approaches or method in single study or program of inquiry. Quantitative research describe as the explaining of an issue or phenomenon through gathering data in numerical form and analyzing with aid of mathematical methods; in particular statistic (Aliaga & Gunderson, 2002; Apuke, 2017). Furthermore, Apuke (2017; William, 2011) remarked that quantitative research starts with a statement of a problem, generating of hypothesis or research question, reviewing related literature, and a quantitative analysis of data.

Qualitative research did not obtain the statistical procedural or other quantification process and the finding would be elaborated in descriptive way (Basrowi & Suwandi, 2008). Thus, in presenting the result of this research, the researcher elaborated it in descriptive way. Qualitative research tended to be on understanding the meaning imbedded in participant experiences through an open-ended, unstructured and subjective approach. The research tended to be holistic, descriptive and focused on the depth and details of experiences (Daley, 2004). In this case, to get the detail data researcher should select the appropriate data collection method.

B. Research Sites and Participants

Specifically, the researcher took the research at department of English Language Education. This research focuses on the students' ability in identifying dependent and independent clause in Grammar class at Education and Teacher Training Faculty. The researcher conducted this research on May 1st, 2019. The population of this research was fourth semester students of English language education department.

They consisted of 7 units, each unit approximately consisted of 32 students, and they were 224 students of fourth semester of English language education department. The researcher used simple random sampling in selecting the sample for this research. Simple random sampling considered as a fair way of selecting a sample from a given population.

Since every member is given equal opportunities of being selected (Alvi, 2016). After doing some steps of choosing the sample, the researcher got that unit 7 as the sample for this research. In conducting this research, the researcher only

needed one meeting to collect the data. The data for this research collected using test and interview.

D. Method of Data Collection

In this case, to get the detail data the researcher should select the appropriate data collection method. Considering not all qualitative research have the same method in collecting data this research used interview and assessment as tools to collect the data.

1. Test

Assessment is the process of gathering data. More specifically, assessment is the ways used by the instructors to gather the data about their teaching and their students' learning (Hanna & Dettmer, 2004). The assessment used in this research was a test. Test is a number measuring a person ability, knowledge, or performance in a given domain (Brown, 2004). Test is designed to measure knowledge gained from educational programs. There are several forms of test designs to assess the students' achievement in learning process. In this research, the researcher chose three types of test to measure the students result, they are multiple choice, error analysis and complete the sentence.

The test for this research consisted of 20 questions included independent clause and dependent clause. The researcher classified the 20 questions into fourth categories where each category contained 5 questions.

1. In the first category, the researcher created 5 questions of identifying tests, where the students should identify either the sentence is independent clause or dependent clause. In this category, the researcher only wanted to

know the student's ability in identifying whether the sentence is independent or dependent clause.

2. The second category also consisted of 5 questions. The students were asked to identify various kinds of dependent clauses from the sentences given. Consequently, students have to deeply comprehend the dependent clause and its' classification.

3. Third category also consisted of 5 questions. In this category, the researcher gave the error sentences to the students. The students should identify the error subordinate conjunction in the sentences given and write the correct answer.

4. Fourth category was incomplete sentences. The researcher gave 5 incomplete sentences to the students with 4 possible answers. The students should choose the best answer from four possible answers to complete the sentence.

In this study, the test was the most important instrument to collect the data. It was used to know the ability of the students in mastering the independent clause and dependent clause. Creating multiple categories of tests was focused to know students' ability and difficulties in some points of view. The students were not only faced some types of tests but also they were asked to do the test by their maximum proficiency. In the end, the researcher hopefully would get the information as much as needed to answer both of research questions from the test given.

2. Interview

An interview is extendable conversations between partners that aims at having an ‘in-depth information’ about a certain topic or subject, and through which a phenomenon could be interpreted in terms of the meaning’s interviewees bring to it (Alshenqeeti, 2014). The value of interviewing enables interviewee’s to speak in their own voice and express their own thoughts and feelings.

Yin (2011) classified the interview into three types, they are; structured interview, semi-structured interview, and unstructured interview. In structured interview, the researcher uses formal questionnaire that lists every question to be asked. In semi-structure interview, the interviewer has a general idea of where she wants the interview to go and what should come out of it, but does not enter the interview with a list of predetermined question. While in unstructured interview, the researcher does not prepare the specific question to be asked. The question arises from the interviewee’s responses.

E. Method of Analysis

1. Data Analysis Technique for Data Collection Method 1

After collecting the data using test with multiple categories of questions, the researcher would present the data in the table as the evidence for this study. In this research, the researcher showed three tables; report of the test, true and false percentage, and result of the test. All data then were analyzed to find out the students’ ability in identifying independent clause and dependent clause in the sentence.

The result of the data will be presented in some tables in chapter IV. In table 4.1, the researcher presented the data such as students' initial and the numbers of true and false in each category. The score of the test, the analysis of true and false were served within the table 4.2, 4.3, 4.4, and 4.5. In table 4.6, the researcher would show the average of the students score and the students' score level. To calculate the percentages of the students test score, the researcher used the formula below, Bungin (2010):

$$P = \frac{\text{the number of true answer}}{\text{the number of participants}} \times 100$$

P = The percentage of students' ability
 The number of true answer
 The number of participants

To get the average of all students' ability, the researcher uses the formula below:

$$M = \frac{\sum X}{N}$$

M = Mean
 Σ = Sum of
 X = Score
 N = Participant

1. Data Analysis Technique for Data Collection Method 2

After doing the test, the researcher done the interview to those chosen students. The interview used semi-structured interview where the researcher would ask open-ended questions. The questions prepared by the researcher before the interview session. The interview purposed to know the students' abilities and difficulties in understanding the independent and dependent clauses.

The researcher analyzed the interview based on qualitative method, where the researcher used three steps in analyze it. First, the researcher

transcribes the audio from all participants answer into the text. Second, researcher reduces some unneeded data from the interview transcript. Third, the researcher concludes the chosen data.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter covers research finding and discussion of the research. The finding is the information found from test and interview, while the discussion is the conclusion about the topic of this research. The research finding and discussion are explained as follows:

A. Research Finding

After collecting the data, presenting the data is very important as the evidence of doing this research. The researcher elaborated the data from the test and interview. For the test result, the researcher presented it in three tables, they are; report of the test, true and false percentage, and result of the test. Whereas, for the interview result the researcher would illustrates the data clearly. All the data then were analyzed to find out the students' ability in identifying independent clause and dependent clause in the sentences.

1. Test

In table 4.1, the researcher presented the data such as students' initial and the numbers of correct and incorrect in each category. The score of the test, the analysis of correct and incorrect were presented within the table 4.2, 4.3, 4.4, and 4.5. In table 4.6, the researcher would show the average of the students score.

Table 4.1*Report of the Test*

No	Name	First category					Second category					Third category					Fourth category				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	RR	X	X	✓	✓	X	X	✓	X	X	✓	X	✓	X	X	X	✓	X	X	X	
2	RS	X	✓	X	X	✓	X	✓	✓	X	✓	✓	X	X	X	✓	X	✓	X	✓	
3	RD	✓	✓	X	X	✓	X	✓	✓	X	✓	X	X	X	X	✓	✓	✓	X	X	
4	EY	X	✓	X	X	✓	✓	✓	✓	X	X	✓	✓	X	X	X	✓	✓	X	X	
5	SMH	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
6	SD	X	X	X	X	✓	X	✓	X	X	✓	X	X	X	X	✓	✓	X	✓	X	
7	RJ	X	X	✓	✓	X	X	✓	X	X	✓	✓	X	✓	X	X	✓	X	X	X	
8	SW	X	✓	X	X	✓	✓	✓	X	X	X	X	X	X	X	✓	✓	X	✓	X	
9	SS	X	✓	X	✓	✓	✓	✓	X	X	X	X	X	✓	X	✓	✓	✓	X	✓	
10	MRS	✓	✓	X	✓	✓	X	✓	X	X	✓	X	✓	✓	X	✓	✓	✓	X	X	
11	ARM	X	✓	X	✓	✓	✓	X	X	✓	X	✓	✓	X	X	✓	✓	✓	X	X	
12	AD	X	X	X	✓	X	X	✓	X	X	✓	✓	✓	✓	X	✓	✓	✓	X	X	
13	SR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
14	NU	X	X	✓	X	X	✓	✓	✓	X	✓	X	X	X	✓	✓	✓	✓	✓	✓	
15	AS	✓	✓	X	X	✓	X	X	✓	X	X	X	✓	X	X	X	✓	X	X	X	
16	YS	X	✓	✓	✓	✓	X	✓	X	X	✓	X	X	X	X	✓	✓	✓	X	X	
17	DL	✓	✓	✓	✓	✓	X	✓	X	X	X	X	X	X	✓	X	✓	X	✓	✓	
18	DS	✓	✓	✓	✓	✓	X	✓	X	X	✓	X	X	X	X	X	✓	X	X	X	
19	AP	X	✓	X	X	✓	X	✓	✓	X	✓	✓	✓	X	X	✓	✓	✓	✓	✓	
20	NF	X	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	X	X	✓	✓	✓	✓	✓	
21	NFD	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	X	X	✓	✓	X	X	✓	
22	YA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
23	DM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
24	GNB	X	✓	X	✓	✓	✓	X	✓	X	X	X	✓	✓	X	X	✓	✓	X	X	
25	VR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
26	UN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
27	DIP	✓	✓	X	X	X	✓	X	X	X	X	✓	✓	X	X	✓	✓	X	X	✓	
28	RA	X	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	X	X	✓	✓	X	✓	X	
29	HM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
30	NAK	X	X	✓	X	✓	X	X	✓	✓	✓	✓	✓	X	✓	X	✓	✓	X	✓	
31	VGW	X	X	X	X	X	X	✓	X	X	✓	X	X	X	X	X	✓	X	X	X	
32	SBL	✓	✓	X	X	✓	X	✓	✓	X	✓	✓	X	X	X	✓	✓	✓	X	X	

✓ = True X = False

The table above served the result of true and false answers of the students.

The data for this table were collected by the researcher from the students answer sheets. The researcher illustrated the data of this table one by one based on each category. To calculate the students' scores based on the data serve in table 1 the researcher provided table 4.2, 4.3, 4.4, and 4.5 in order to get the percentages of the students' ability in each categories of question.

Table 4.2*True and False Percentage*

No	Category	True	False	Number of participant	Percentage of true answer	Percentage of false answer
1	First	8	17	25	32%	68%
2		18	7	25	72%	28%
3		10	15	25	40%	60%
4		13	12	25	52%	48%
5		19	6	25	76%	24%
		68	57	125		
		54,4%	45,6%			

The result of the test showed that there were 54.4% of students who answered correctly in this category. They chose the right type of clauses from the sentences given. While 45.6% of students had wrong answer, they did not choose the correct type of clauses. Based on the result of the test; most of the students were successful in classifying the independent and dependent clauses in the sentence.

Table 4.3*True and False Percentage*

No	Category	True	False	Number of participant	Percentage of true answer	Percentage of false answer
6	Second	9	16	25	36%	64%
7		20	5	25	80%	20%
8		12	13	25	48%	52%
9		3	22	25	12%	88%
10		17	8	25	68%	32%
		61	64	125		
		48,8%	51,2%			

The result of the test showed that there were 48.8% of students gave the correct answer which they chose the correct type of dependent clause. On the other hand, 51.2% of students gave the wrong answer which they chose the wrong type of dependent clause. In conclusion, half of the numbers of students were categorized failed in identifying the type of clause in the sentence.

Table 4.4*True and False Percentage*

No	Category	True	False	Number Of Participant	Percentage of true answer	Percentage of false answer
11	Third	9	16	25	36%	64%
12		11	14	25	44%	56%
13		10	15	25	40%	60%
14		2	23	25	8%	92%
15		6	19	25	24%	76%
		38	87	125		
		30,4%	69,9%			

The result of the test indicated that, there were 30.4% of students chose the correct answer in identifying the subordinate conjunction. On the contrary, 69.9% of students chose the wrong answer in identifying the subordinate conjunction. Therefore, the majority of the students were failed in identifying the mistakes of subordinate conjunction in the sentence given.

Table 4.5*True and False Percentage*

No	Category	True	False	Number of participant	Percentage of true answer	Percentage of false answer
16	Fourth	17	8	25	68%	32%
17		25	0	25	100%	0
18		6	19	25	24%	76%
19		9	16	25	36%	64%
20		9	16	25	36%	64%
		66	59	125		
		52,8%	47,2%			

It can be seen from the table above that there were 52.8% of students answered correctly. Nevertheless, 47.2% of students gave the wrong answer. Thus, more than half of the numbers of the students were able to choose the correct subordinate conjunction to complete the sentence.

To calculate the percentage in the table above, the researcher used the formula below:

$$\text{Percentage: } \frac{\text{Number of true answer}}{\text{Number of participants}} \times 100$$

In the first category, the percentage of students score stated in range 54.4% of true answer and 45.6% of false answer. While in the second category, the students got 48.8% true answer and 51.2% of students got false answer. This number showed that many students wrong in answering the given questions. Meanwhile, in the third category, the percentage of the true answer only reached 30.4% and the percentage of false answer was 69.6%. Then, in the last category the percentage of true answer was 52.8%, where only 47.2% of false answer.

From the table above, the highest range that students got was in the first category then followed by the fourth category and the second category. Yet, the lowest percentage was the third category. To get the average of the students' ability, the researcher provided in the table 6, include the students' name, score of true and false and their ability level.

Table 4.6

Result of the test

No	Name	True	False	Score	Level
1	Ria Ramadhani	6	14	30	Poor
2	Ricky Sriyanda	10	10	50	Fair
3	Ruwaida	9	11	45	Poor
4	Elliya Yuliana	9	11	45	Poor
5	Salva Maqfirah Hadisti	-	-	-	-
6	Silvia Desianda	6	14	30	Poor
7	Rauzatul Jannah	7	13	35	Poor
8	Suwaibah	7	13	35	Poor
9	Sherina Sania Salsabila	10	10	50	Fair
10	Missy Risa Sabila	11	9	55	Fair
11	Ardilla Rahmah Muslim	9	11	45	Poor
12	Atika Delila	10	10	50	Fair
13	Syaifatur Rahman	-	-	-	-

14	Nadia Ulfah	11	9	55	Fair
15	Andri Setyaan	5	15	25	Poor
16	Yusha Safrana	8	12	40	Poor
17	Dara Luthfia	10	10	50	Fair
18	Deby Susilawati	8	12	40	Poor
19	Aprilia	12	8	60	Good
20	Nabila Fitria	15	5	75	Very Good
21	Nurul Fuaida	14	6	70	Good
22	Yulinda Anizah	-	-	-	-
23	Desra Miranda	-	-	-	-
24	Ghinan Nafsiha Basith	9	11	45	Poor
25	Vajara Ramadhika	-	-	-	-
26	Ulfa Nazira	-	-	-	-
27	Desi Ilham Putri	8	12	45	Poor
28	Rakhmady Adami	13	7	65	Good
29	Hidayatul Muttaqin	-	-	-	-
30	Nur Azmi Khairani	11	9	55	Fair
31	Vira Gusmia Wibowo	3	17	15	Poor
32	Sasabila	11	9	55	Fair
Total		232	268	1.165	
Average		19,91	23	46,6	Poor

To measure students' average profile ability, the writer used formula:

$$M = \frac{\sum X}{N}$$

Where:

M = mean

\sum = sum of

X = score in a distribution

N = number of

After knowing the test result of students' scores, the researcher put all the data in formula of the students' level mastery. Here is the detail:

Table 4.7

Percentages of Students' Level Mastery (Panduan Akademik, 2014)

Score	Qualification
86-100	Excellent
72-85	Very Good
60-71	Good
50-59	Fair
0-49	Poor

Based on the analysis above, the researcher found that most of students in fourth grade of English Language Department have *poor* ability in identifying independent and dependent clauses in the sentence. It was shown from the data that 52% of students got *poor score (0-49)*, 32% of students got *fair score (50-59)*, 12% of students got *good score (60-71)* and 4% of student got *very good score (72-85)*. In other words, half of the number of students has poor ability in identifying kinds of clauses in the sentence. In conclusion, students average score of fourth grade of English language education department was *poor* with the score was around <50 (46.6%).

After analyzing all questions, the researcher concluded that there were some difficulties that faced by the students in answering the given question.

1. Some students were found difficulty in identifying independent clause and dependent clause.

In the first category, the students still had the problem in identifying independent clause and dependent clause. Although 54.4% of students answered correctly, there were some students who confused in deciding and differentiating which was the independent or dependent clauses.

2. Some students were found difficulty in determining the type of clause.

In the second category, about half of the number of the students (51.2%) was wrong in determining the type of clause of the sentence that has been given. The students failed in applying the basic term from each clause.

3. Some students were found difficulty in identifying mistakes of subordinate conjunction from the given sentence.

In the third category, most of the students were wrong in circling the subordinate conjunction and they did not correct it. The result of the test showed that most of the students still confused to distinguish the error in the sentence.

4. Some students were found difficulty in choosing the coordinating conjunction.

In the fourth category, the students still had problem in identifying the subordinate conjunction of each clauses.

2. Interview

To strengthen this study, the researcher also employed the interview the clearer result. The findings of the interview were described below:

1. What are the differences between independent and dependent clauses?

P1: If independent it can stand alone without another sentence, for example, *I eat rice*, we know exactly what we eat, but if dependent clause it cannot stand by itself, *when I eat rice* there is question, then the listener don't know exactly what it's mean.

P2: Is an independent sentence, so, the sentence doesn't need a clause but there is dependent sentence so, the sentence needs a clause.

P3: Independent clause is a group of word that contained a subject and verb and it conveys the complete thought and can stand alone as a complete sentence while

dependent clause is a group of word that have subject and verb as well but it doesn't conveys a complete thought and it can stand alone and its need to be that to an independent clause to be the complete sentence

From the answers above showed that all of the participants were able to differentiate independent clause and dependent clause briefly. However, one of them did not give the clear answer in defining the differences of both clauses, but he still able to covey a clear meaning of independent and dependent clause. Thus, from the participants answer the researcher conclude that the majority of the students understand about independent and dependent clauses, but they were confused in differentiate the classification of the dependent clause.

2. As you know, the dependent clause is divided into how many parts?

P1: Adverb clause, adjective clause, noun clause. Noun clause that use as noun or replace noun in sentence, and adjective clause is part of dependent clause that use as adjective in the clause, and then adverb clause it uses as the adverb in the sentence.

P2: The first one is noun clause, the second one is adjective clause, and the last is adverb clause. There is very easy to differentiate the entire clause. So, all the clause is cannot stand alone in the sentence it need, they only act as complement in the sentence. If noun clause is act as a noun in the sentence or I can say it act as a subject or object in the sentence for example "I remember what you say yesterday" well I remember it is an independent clause and what you said yesterday is noun clause. And adjective clause is act as adjective in the sentence so, adjective clause is modify noun or pronoun in the sentence well, for the example " the boy who you saw at the store committed the robbery" so, the boy is

independent sentence, and who you at the store committed the robbery is adjective clause. Which is modify the noun or the subject in the sentence that is the boy. And then, there is adverb clause, well, adverb clause is a clause that act as an adverb in the sentence. So, that is as a complement for example, it explains about the place of the sentence or the time of the sentence. I will give you the example, we know the cake is done when the time ring. We know the cake is done that is the independent clause oohh, independent sentence I mean. When the timer ring, that is adverb clause that explain about the time. So, that is all the differences of the clause.

P3: The dependent clause is divided into three parts. The first one is noun clause, noun clause is type of dependent clause that acts as a noun, so,, the function of noun clause is like a noun and its start with question word, and the second is adjective clause which know as relative clause and its type of dependent clause and its act as an adjective in the sentence and it usually gives more information about the noun and adjective clause will always begin with following word like that, who, whom, and which. And the last is adverbial clause is a type of dependent clause that acts as adverb in the sentence and it will always contain a subject and verb and in adverbial clause there is a subordinate conjunction, its usually start by subordinate conjunctions like after, before etc.

The Participants were asked about the classification of the dependent clause and they were able to describe very well the classification of dependent clause and the characteristics of those clauses. The participants were able to give some examples of the clauses and they also were able to mention some subordinate conjunction that commonly use in dependent clauses. Although one of

them only describe the definition of those clauses without giving any example of them.

3. Do you know that subordinate conjunction is one of the characteristics of dependent clauses? Can you mention some of them?

P1: Subordinate conjunction, yes it uses for dependent clause, for examples: while, before, and then etc.

P2: Well I never learn about subordinate conjunction!

P3: In adverbial clause there is a subordinate conjunction, it's usually starts by subordinate conjunctions like after, before etc.

Two of the participants understood about the subordinate conjunction, while the other one never learned about the subordinate conjunction before. Two of them defined the subordinate conjunction in different ways, but they know that subordinate conjunction used in dependent clause. Two of them also able to mention some of subordinate conjunction.

4. What are the difficulties that you face in identifying the clauses?

P1: My difficulties, when I get noun clause, adverb clause or adjective clause and to identify that three also different, less in practice.

P2: Well, some of difficulties that I often face in identifying clauses is I always misplaced the relative pronoun in the clause like, who, whom, and which. Very hard for me, I don't know when to use who and whom and which etc. and another relative pronoun. Then another difficulty is sometimes when seeing of the question about the identifying a clause that is very hard for me to know is this the

subject of the independent clause or dependent clause. That is all difficulties that I often face in identifying the clauses.

P3: Honestly, I don't face any difficulty in identifying the dependent or independent clauses because it really clears for me, but I have a problem I identifying between noun clauses or, I mean between adjective clause and adverbial clause but independent and dependent clause I have no difficulty.

All participants faced different difficulties in identifying independent and dependent clause in the sentence. The difficulties they face such as misplace the relative pronoun, identifying the noun clause, adjective clause, and adverb clause, and in identifying the subject of the clause. So, the researcher concluded that whereas the participants understand about the clause and their classification they also faced some difficulties in identifying the clauses in the sentences.

B. Discussion

To answer the research questions, the researcher presented the discussion of this research according to both of research questions.

1. How is the students' ability in identifying independent clause and dependent clause in the sentences?

It is shown from the data that 13 students or 52% of them got *poor score* (0-49), 8 students or 32% of them got *fair score* (50-59), 3 students or 12% of them got *good score* (60-71) and 1 student or 4% of students got *very good score* (72-85). The researcher found that the majority of the students in fourth grade of English Language Department have *poor* ability in identifying independent and

dependent clauses in the sentence. In conclusion, students average score was *poor* with the score was around <50 or 46.6%.

2. What are the students' difficulties in identifying independent clause and dependent clause in the sentences?

From the test and interview result, the researcher found that there were some difficulties that faced by the students in identifying independent and dependent clause, such as identifying independent clause and dependent clause, determining the type of clause, and identifying mistaken subordinate conjunction and coordinating conjunction in clause. As Prawoto said that conjunction is a word which merely joins together sentences, and sometimes words. Conjunction is joining words, phrases and clauses. He emphasized the importance of the use of word, phrase or clause in order to use conjunction well (2016).

Tomlinson and Hitomi also stated that some students tended not to use introductory conjunctions and verbs in combining dependent clauses into independent clauses in scientific papers because they felt that conjunction was a difficult material (2012). In addition, As Zulkarnein (2016) stated that in his thesis, if the person did not really understand the essential facts about clauses and he could easily stick the habit of writing sentence fragment. It is in line with what Martinez et al state that students from non-English speaking academic backgrounds face a number of challenges when attending courses in countries in which the main language of instruction is English. Even when those students' proficiency is assessed as being high (by tests like TOEFL, and IELTS) (Haryanti & Setyandari 2018; Martinez, 2013).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The researcher found that the majority of the students in fourth grade at Department of English Language Education had *poor* ability in identifying independent and dependent clauses in the sentence. It is shown from the data that 13 students or 52% of them got *poor score (0-49)*, 8 students or 32% of them got *fair score (50-59)*, 3 students or 12% of them got *good score (60-71)* and 1 student or 4% of students got *very good score (72-85)*. In conclusion, students average score of fourth grade of English language education department was *poor* which score was around <50 or 46.6%.

From the test and interview result, the researcher found that there were some difficulties that faced by the students in identifying independent and dependent clause, such as identifying independent clause and dependent clause, determining the type of clause, and identifying mistakes subordinate conjunction and coordinating conjunction in clause. In addition the students' mistake in writing the independent and dependent clause can be fixed by doing more exercises about those materian, so that the students can be easily differentiate both of clauses.

B. Recommendations

For the further researcher, the researcher proposes to continue this research by analyzing the students' ability in understanding the dependent clause classifications, such as: noun clause, adjective clause, adverb clause, or any other

relevant field of this research. For the educator, the researcher personally recommends to express more attention to the students' needs in learning English. For the students, the researcher hopes that they could practice more exercises to make their English better.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 6093/UN.08/FTK/KP.07.6/05/2019

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DI/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-10382/UN.08/FTK/KP.07.6/10/2018** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 September 2018

MEMUTUSKAN

- Menetapkan** :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-10382/UN.08/FTK/KP.07.6/10/2018** tanggal 15 Oktober 2018
- KEDUA** : Menunjuk Saudara:
- | | |
|-------------------------|----------------------------|
| 1. Dr. Luthfi Aunie, MA | Sebagai Pembimbing Pertama |
| 2. Azizah, M. Pd | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- | | |
|---------------|--|
| Nama | : Sovia Zulka |
| NIM | : 140203055 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Judul Skripsi | : An Analysis of Students' Ability in Identifying Independent and Dependent Clauses in The Sentences |
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
- KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 21 Mei 2019

An. Rektor
Dekan



Muslim Razali



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
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Nomor : B-9972/Un.08/FTK.1/TL.00/07/2019

05 Juli 2019

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
 Penyusun Skripsi

Kepada Yth.

Di -
 Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: SOVIA ZULKA
N I M	: 140203055
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: X
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
A l a m a t	: Jln Indrapuri - Montasik , Limo Mesjid, Indrapuri

Untuk mengumpulkan data pada:

Prodi Pendidikan Bahasa Inggris Semester 4

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

An Anlysis of Students' Ability in Identifying Independent and Dependent Clauses

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
 Wakil Dekan Bidang Akademik
 dan Kelembagaan,

Mustafay

Appendices 1

A. From the sentences below, please identify whether it is Independent Clause or Dependent Clause!

1. Whenever she's nervous, she bites her nails.
 - a. Independent Clause
 - b. Dependent Clause
2. The weather is warm.
 - a. Independent Clause
 - b. Dependent Clause
3. I hope it will snow soon because I want to go sledding.
 - a. Independent Clause
 - b. Dependent Clause
4. The glue spilled everywhere
 - a. Independent Clause
 - b. Dependent Clause
5. Because she drove me here
 - a. Independent Clause
 - b. Dependent Clause

B. Please choose the correct types of clause from the sentences below!

6. Come when you like
 - a. Noun Clause
 - b. Adverb Clause
 - c. Adjective Clause
7. The coffee maker that I bought for my wife is expensive.
 - a. Noun Clause
 - b. Adjective Clause
 - c. Adverb Clause
8. Some people buy expensive cars simply because they can.
 - a. Noun Clause
 - b. Adjective Clause
 - c. Adverb Clause
9. Which one is the person who stole your car?
 - a. Noun Clause
 - b. Adjective Clause
 - c. Adverb Clause
10. It is important to ask whether the wedding is formal or semi-formal
 - a. Noun Clause
 - b. Adjective Clause
 - c. Adverb Clause

C. Please identify the mistake subordinate conjunction from the sentences below and correct it!

11. I read the newspaper on the train that I had bought in the bookshop.
12. We stayed in the same hotel which we stayed twenty years earlier.
13. The teacher could not find that he was looking for.
14. Because I forgot the exam was today so I didn't study.
15. I went to the store, and I forgot to bring my shopping list.

D. Choose the best answer to complete each sentence.

16. _____ the basement flooded, we spent all day cleaning up.
 - a. After
 - b. Although
 - c. Before
 - d. Even if
17. I don't want to go to the movies _____ I hate the smell of popcorn.
 - a. Although
 - b. Because
 - c. Whenever
 - d. So that
18. I paid Larry, _____ garden design work is top-notch.
 - a. Whenever
 - b. Whose
 - c. After
 - d. If
19. _____ Spring arrives, we have to be prepared for more snow.
 - a. Because
 - b. Until
 - c. Although
 - d. Now that
20. _____ The alarm goes off, I hit the snooze button.
 - a. As soon as
 - b. Because
 - c. Before
 - d. Now that

Appendices 2

INTERVIEW QUESTIONS

OPENING QUESTIONS

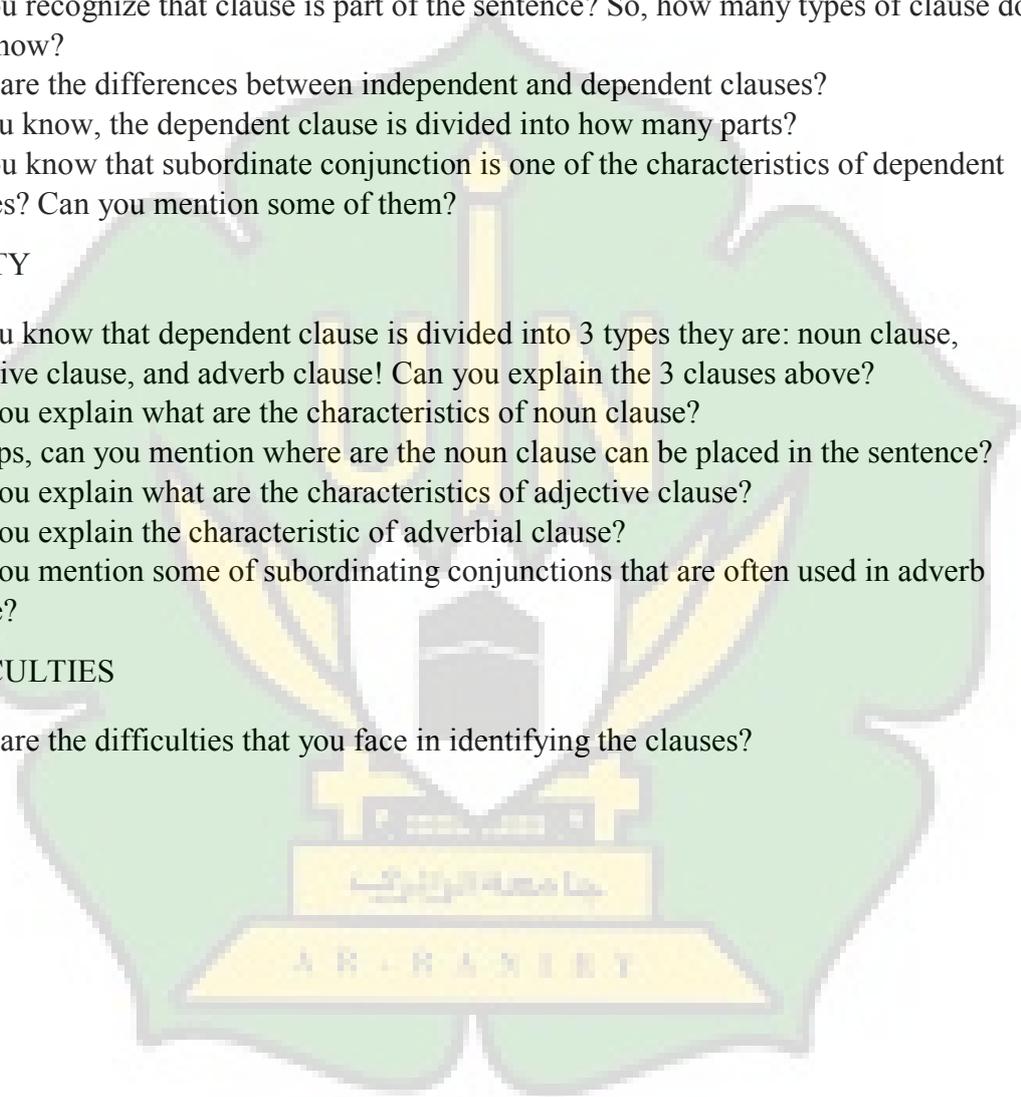
1. Have you learnt the components of the sentences?
2. Are you familiar with types of sentences? Can you mention it?
3. Do you recognize that clause is part of the sentence? So, how many types of clause do you know?
4. What are the differences between independent and dependent clauses?
5. As you know, the dependent clause is divided into how many parts?
6. Do you know that subordinate conjunction is one of the characteristics of dependent clauses? Can you mention some of them?

RQ 1 ABILITY

7. As you know that dependent clause is divided into 3 types they are: noun clause, adjective clause, and adverb clause! Can you explain the 3 clauses above?
8. Can you explain what are the characteristics of noun clause?
9. Perhaps, can you mention where are the noun clause can be placed in the sentence?
10. Can you explain what are the characteristics of adjective clause?
11. Can you explain the characteristic of adverbial clause?
12. Can you mention some of subordinating conjunctions that are often used in adverb clause?

RQ 2 DIFFICULTIES

13. What are the difficulties that you face in identifying the clauses?



Appendices 3

Transcript Interview Sasabila

Assalamualaikum.....

Waalaikumsalam wr wb...

Can you introduce yourself? (my name is sasabila, I Am from semester four in English department)

Do you have learnt about the sentence? (yes, I have learnt)

Have you learnt the components of the sentence? (have, I have)

Are you familiar with the types of sentence? (yes) can you mention it? (there is question, exclamatory, for statement I don't know what exactly what its name, but I know there is statement, question, exclamatory.)

Do you know about simple sentence, compound sentence and complex sentence? (if simple sentence, may content subject and verb.... For example, I write in the book) if compound? (forget) okay, it's okay

So, do you recognize that clause id part of sentence? (yes, because it's contained subject and verb) so, how many types of clauses that you know? (two types, and then, ooohhh, two types dependent clause and independent clause, so, in dependent clause divided into three again noun clause, adjective clause and adverb clause)

So, what are the different between independent and dependent clause? (if independent it can stand alone without another sentence, for example, I eat rice, we know exactly what we eat, but if dependent clause it cannot stand by itself, for example, when I eat rice there is,,,,, what,,,,, there is question... an then the listener don't know exactly what it's mean)

Do you know subordinate conjunction? (subordinate conjunction, yes it uses for dependent clause) can you mention some of it? (while, before, and then etc.)

Can you mention the types of dependent clause? (adverb clause, adjective clause, noun clause) please describe one by one? (noun clause that use as noun or replace noun in sentence, and adjective clause is part of dependent clause that use as adj in the clause, and then adverb clause it uses as the adverb in the sentence)

Can you explain the characteristic of noun clause? (the characteristic of noun clause I know from..... what.... If I read a sentence I know from it place, if there is place as a noun I can know that is a noun clause) where usually noun clause placed in the sentence? (after the subject, for example, there is... owwhh,, after noun...) where noun clause place in sentence? (for example like this, I read bla bla bla so there is place noun clause, because there is subject

and verb and then in the sentence there is noun) so, from your explanation noun clause place as subject right!

Can you explain what are the characteristics of adj clause? (adj clause I know that as adj in a sentence,) okay (but I am still confused about these clauses that)

If adverbial clause? (adverbial clause my teacher said if adverbial clause it cannot be replaced by it but if noun clause we can replace by it)

So, some subordinate clauses usually used in adverbial clauses, do you know some of them? (I don't know) ... ooohhhh

What are your difficulties in identifying the independent clause and dependent clause in the sentence? (my differences eemm, because I see... Seldom I get noun clause, adverb clause or adj clause and to identify that three also different, but my teacher always teaches as but it still makes us confused because we ... we not much in trying) okay (I think we need) more practice (more practice)

Thank you for this interview, I hope you succeed, assalamualaikum wr wb (thank you, waalaikum salam wr wb.)



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Transcript Interview Rahmadi

Assalamualaikum wr.wb okay let's we begin the interview, can you introduce yourself? (waalaikumsalam wr. wb, okay, my name is rahmadi adami and I am come from simeulue and I was graduated from SMA 1 sinabang and now I am studying in UIN Ar-Raniry at English department and I am in fourth semester)

Do you have learnt about the sentences? (yes I have learnt about the sentence. The sentence is a group of word that is put together to mean something)

Okay, so do you know what are the components of the sentence? (well, the component of the sentence is where is there is a subject and a verb).

Okay, so, are you familiar with the type of the sentence? Can you mention the types of sentence? (well, what I know is there is four type of sentence, the first one is simple sentence, the second one is compound sentence, the third one is complex sentence, and the last one is compound-complex sentence.)

So, the next question is did you recognized that subject and verb are the component of the clause and the clauses is the component of the sentence?, so,, do you think how many types of clauses in grammar? (well, I recognize if subject and verb is the component of clause because clause is a group of word that composed by subject and verb but clause is not the component of the sentence. It is depending on the sentence if there is a independent sentence, so, the sentence don need a clause but there is dependent sentence so, the sentence need a clause.

And what I know there is three types of clause the first one is noun clause, the second one is adjective clause, and the last is adverb clause.)

So, can you briefly explain the differences between those clauses? (actually there is very easy to differentiate all of the clause. so, all of the clause is cannot stand alone in the sentence it need, they only act as complement in the sentence. If noun clause is act as a noun in the sentence or I can say it act as a subject or object in the sentence for example “ *I remember what you say yesterday*” well *I remember* it is an independent clause and *what you said yesterday* is noun clause. And adjective clause is act as adj in the sentence so, adj clause is modify noun or pronoun in the sentence well, for the example “ *the who boy who you saw at the store committed the robbery*” so, *the boy* is independent sentence, and *who you at the store committed the robbery* is adj clause. Which is modify the noun or the subject in the sentence that is *the boy*. And then, there is adverb clause, well, adverb clause is a clause that act as an adverb in the sentence. So, that is as a complement for example, it explain about the place of the sentence or the time of the sentence. I will give you the example, we know the cake is done when the time ring. We know the cake is done that is the independent clause oohh, independent sentence I mean. When the timer ring, that is adverb clause that explain about the time. So, that is all the differences of the clause.

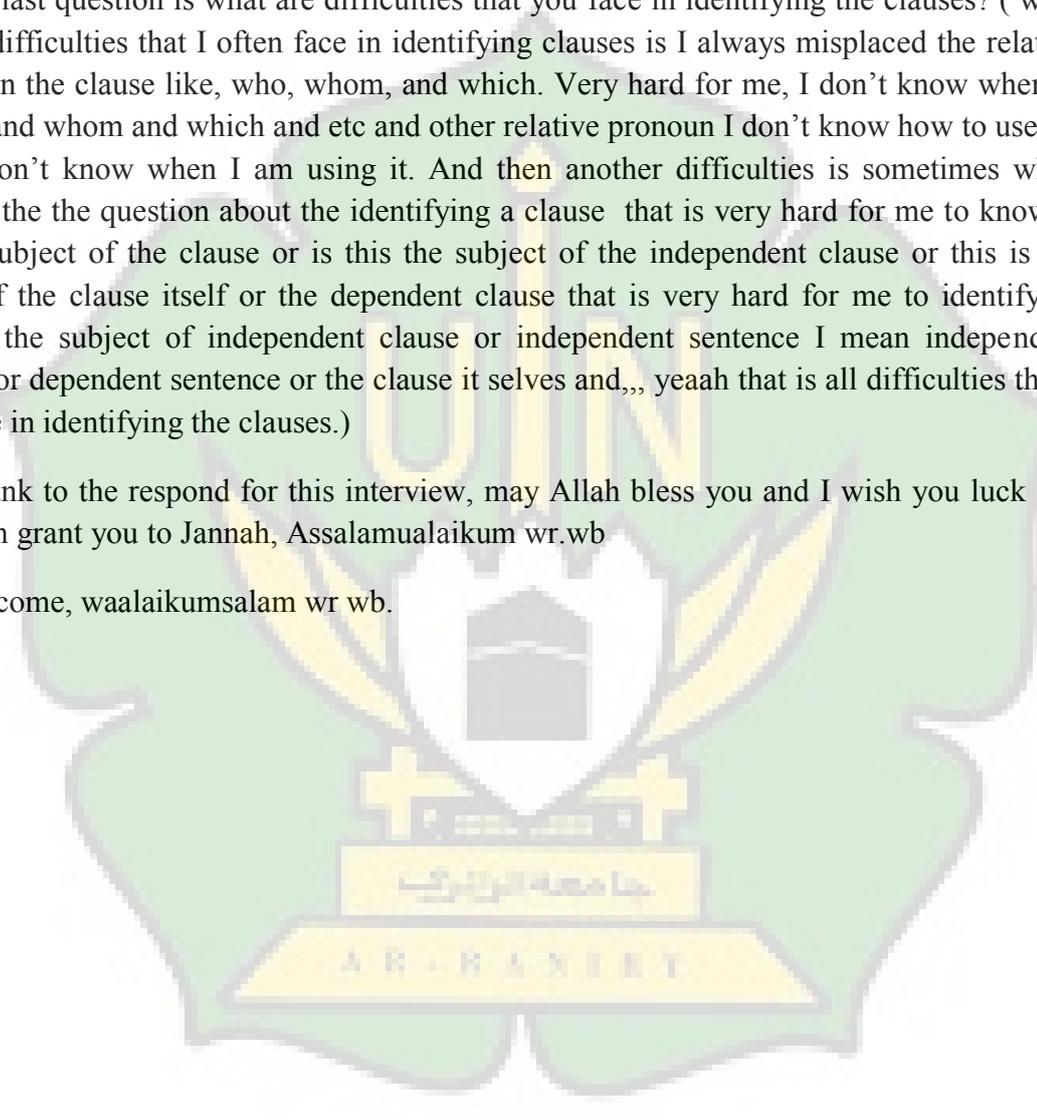
Then, do you know about the subordinate conjunction, and can you mention some of them? (well I never learn about subordinate conjunction but, if I know conjunction so, that is related may be related one sentence to another sentence. But I don't know how to explain because I never learn about it.)

Okay actually, the subordinate conjunction is one of the characteristic of dependent clause, where the subordinate conjunction connect one dependent clause with other independent clause to make the complete sentence.

Okay the last question is what are difficulties that you face in identifying the clauses? (well, some of difficulties that I often face in identifying clauses is I always misplaced the relative pronoun in the clause like, who, whom, and which. Very hard for me, I don't know when to use who and whom and which and etc and other relative pronoun I don't know how to use it I mean I don't know when I am using it. And then another difficulties is sometimes when seeing of the the question about the identifying a clause that is very hard for me to know is this the subject of the clause or is this the subject of the independent clause or this is the subject of the clause itself or the dependent clause that is very hard for me to identifying where is the subject of independent clause or independent sentence I mean independent sentence or dependent sentence or the clause it selves and,,, yeaah that is all difficulties that I often face in identifying the clauses.)

Okay, thank to the respond for this interview, may Allah bless you and I wish you luck and may Allah grant you to Jannah, Assalamualaikum wr.wb

Your welcome, waalaikumsalam wr wb.



Transcript Interview Nabila Fitria

Assalamualaikum warahmatullahi wabarakatuh.... can you introduce yourself? (waalaikum salam wr wb, hallo, my name is nabila fitria and i am from banda aceh, i am a student in english education department in fourth semester)

Okay,,, do you have learnt about the sentences? (yes, i have learnt about sentences)

So,,, do you know what are the components of the sentences? (as i know the component of the sentences are subject and predicate)

So,,, are you familiar with the types of sentences, can you mention it? (i don't really familiar with the types of the sentences, as i know i only know about two types of the sentences thats are introgative and declarative)

Did you ever heard about simple sentence, compoun sentence, and complex sentence? (honestly i never heard about that before)

Okay, alright so lets we move to the next question, did you recognize that subject and verb are the compenents of the clauses or the clauses are the component of the sentence? (yes, i recognize subject and verb is the part of clause because the definition of clause is a group of word that has subject and verb. So, yes its also part of sentence)

So, how many clauses that you know, how many types of clauses that you know? (there are two types of clauses, the first is dependent clause and second is independent clause)

Do you know the differences between those clauses? (yes, i know)

Can you briefly explain the differences between both clauses? (independent clause is a group of word that contained a subject and verb and it conveys the complete thought and can stand alone as a complete sentence while dependent clause is a group of word that have subject and verb as well but it doesn't conveys a complete thought and it can stand alone and its need to be that to an independent clause to be the complete sentence)

So,, as you the dependent clause divided into how many parts? (the dependent clause is divided into three parts)

Can you explain it one by one? (yes, the first one is noun clause, noun clause is type of dependent clause that acts as a noun, so,,, the fuction of noun clause is like a noun and its start with question word, an the second is adjective clause which know as relative clause and its type of dependent clause and its act as an adj in the sentence and it usually gives more information about the noun and adj clause will always begin with following word like that, who, whom, and which. And the last is adverbial clause is a type of dependent clause that acts as adverb in the sentence and it will always contain a subject and verb and in adverbial clause there is a subordinate conjucton, its usually start by subordinate conjunction like after, before and etc.)

Okay, perhaps, can you mention where the noun clause usually can be placed in the sentence? (as i know noun clause can be placed in the front of the sentence or in the back of sentence and if noun clause act as subject it will place in the front of sentence but if noun clause acts as an object it will place in the back of the sentence.)

So the last question, what are the difficulties that you face in identifying the independent and dependent clauses? (honestly, i don't face any difficulty in identifying the dependent or independent clauses because it really clear for me, but i have a problem i identifoying between noun clause or, i mean between adj clause and adverbial clause but independent and dependent clause i have no difficulty.)

Okay.....

Okay thank for your respond to this interview, may allah bless you and i wish you luck and may allah grant you to jannah, assalamualaikum wr wb (amiiiiinnn, wish you luck, waalaikumsalam wr wb.)



Appendices 4

