

**THE STUDENTS' ABILITY TO IDENTIFY MAIN CLAUSES AND SUB
CLAUSES**

**(A Descriptive Research at the Fifth Semester Students of English Department
in Muhammadiyah University of Makassar)**



A THESIS

*Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in Partial Fulfillment of the Requirement
for the Degree of Education in English Department*

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2018**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

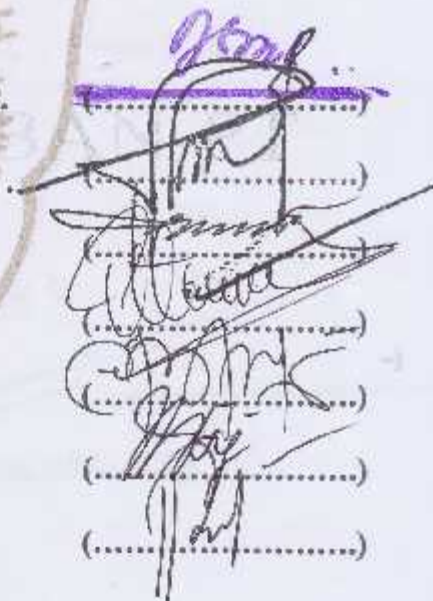
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Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, Oktober 2017

Yang membuat perjanjian

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MOTTO

*Do the best and pray. God will take care of the
rest*

This thesis I dedicate for my beloved parent and people who love me

ABSTRACT

Inayatul Mutmainnah, 2017. *“Students’ Ability to identify main clauses and sub clauses” (A Descriptive Research at the Fifth Semester Students of English Department in Muhammadiyah University of Makassar).* Under the thesis of English Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University (guided by Hj. Andi Tenri Ampa and Arief Muhsin).

This research aimed to find out the students’ ability to identify main clauses and sub clauses in sentences.

The population of this research was the Fifth Semester Students of English Department in Muhammadiyah University of Makassar. It used random sampling technique were the researcher took 95 students from 10 classes. The researcher used a quantitative method in the form of descriptive analysis that included observation, collecting the students’ test and analyzing. For collecting the data the researcher used a test, the researcher asked the students to do the test focused to identify main clauses and sub clauses in sentences. The test contained 40 questions, and the question divided into 2 categories (identify main clauses and subordinate clauses)

The result showed of the students’ ability to identify main clauses and sub clauses are the first category (main clause) found that the mean score was 35,37 with classification is poor and the second category (subordinate clause) found that the mean score was 46,26 with classification is poor.

Key words: students, main clauses and sub clauses

ACKNOWLEDGMENTS



In the name of Allah, Most gracious, Most Merciful.

Alhamdulillah Rabbil Alamin, the researcher expresses thank you very much for the gratitude Allah *Subhaanahu Wa Ta'ala* for blessing and mercy on the researcher during the process until the finished this thesis. Shalawat and Salam are addressed to the final, chosen, religion, messenger the prophet Muhammad *Sallallahu Alaihi Wasallam*, who has given him the best everything to complete the whole process of this work.

The researcher would like to profound and gratitude to her beloved parents, her father Nur Alim and her mother Anti Mala for their blesses, prayers, financial, motivation, and sacrificed and also for all of his big Family for their support, love and care.

The researcher realized that many people had given their helped and useful suggestion for the finishing of this thesis. Without the assistance of them, this thesis would never had existed. Therefore, the researcher would like to say thank you very much for the people who gave spirit, advice, suggestion, and helping to the researcher to the write as follows:

1. Dr. H. Abd Rahman Rahim, SE.,MM. The Rector of Muhammadiyah University of Makassar.
2. Erwin Akib, S.Pd.,P.Hd. The Dean of Training and Education Faculty.
3. Umyy Khaerati Syam, S.Pd.,M.Pd. The Head English Education Department FKIP Muhammadiyah University of Makassar.
4. The researcher high appreciation and great thankfulness to Dr. Hj. Andi Tenri Ampa, M.Hum, as first consultant and Muh. Arief Muhsin, S.Pd.,M.Pd, as the second consultant who have given their valuable time and guidance to finish this thesis.
5. Specially thanks to all lectures of the FKIP Muhammadiyah University of Makassar especially of the English Department for their guidance during her study.

6. Especially for her classmate Innovation Class that given support and love starting from the first semester until finished this thesis.
7. Especially for her special friends Imam Satriyah Sair and Andi Selviana that given their brilliant idea and time until finished this thesis.
8. Especially for her best friends that always gave motivation and entertain the researcher when she fell down, of course for these close friends (Selpi Yudia Maharani, Ummul Khaerah, Munirah, Oktaviani, Andi Nur Fitriani, Nirmawati, Selviani and Alfian Umar).

Finally, the researcher says thank you and apperceptions to everybody who had help in finishing this thesis. May almighty Allah Subhaanahu Wa Ta'ala blesses us all.

Billahi Fii Sabilil Haq Fastabiqul Khaerat

Makassar, October 2017

The Researcher

Inayatul Mutmainnah

LIST OF CONTENT

Cover	i
Title Page	ii
Approval Sheet	iii
Counseling Sheet	iv
Surat Pernyataan	vii
Surat Perjanjian	viii
Motto	ix
Acknowledgement	x
Abstract	xii
List of Contents	xiii
List of Tables	xvi
List of Appendices	xvii
CHAPTER I INTRODUCTION	
A. Background	1
B. Problem statement	3
C. Objective of the study	4
D. Significance of the study	4
E. Scope of the Research	5
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Concept About Clause	6
B. Main Clauses	8

C. Sub Clauses	17
D. Conceptual Framework	22

CHAPTER III RESEARCH METHOD

A. Research Design.....	23
B. Research Variable and Indicator	23
C. Population and Sample	23
D. Research Instrument.....	24
E. Data Collection	25
F. Technique of Data Analysis.....	25

CHAPTER IV FINDINGS AND DISCUSSIONS

A. Findings.....	27
B. Discussions	30

CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusions.....	39
B. Suggestion.....	39

BIBLIOGRAPHY	41
---------------------------	-----------

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

Table 3.1. The Population of the Research	23
Table 3.2. The Sample of the Research	24
Table 3.3. Assessment.....	25
Table 4.1. The mean score of Main Clauses Test Item.....	28
Table 4.2. The mean score of Subordinate Clauses Test Item.....	29

LIST OF FIGURE

Figure 2.1. Conceptual Framework.....	22
Figure 4.1. Graphic of students' ability to identify main clauses and subordinate clauses.....	29

APPENDICES

APPENDIX 1: Test of Clause

APPENDIX 2: Key Answer

APPENDIX 3: Students Answer

APPENDIX 4: The Score of Students' Assessment (main clauses)

APPENDIX 5: The Score of Students' Assessment (subordinate clauses)

APPENDIX 6: Documentation

CHAPTER I

INTRODUCTION

A. Background

Grammar as a language component is important to be taught. It is because before the teachers introduce a new language, the teachers should have analyzed the form that they are going to teach, for example how the verb is formed, how certain nouns become plural, and also the grammatical pattern that they are going to teach it in. Grammar should be thought appropriately because it is the basic element of the language and without the proper knowledge of grammar, the learners will find many problems to build up sentences to express their ideas in communication among the people. Students who learn English are expected to master language component. Also, they learn about grammar, vocabulary, phonology, semantics, and syntax. In learning grammatical English, students learn a lot of rules in the English language such as tenses, prepositions, punctuations, models, part of speech, kinds of sentences including kinds of clauses (main clauses and sub-clauses).

According to Ba'dulu (2008:52) clauses consist of or include one and only one predicate. A clause is any group of words that has both a subject and a verb. Some clauses can stand alone as a sentence. There are two types: primary clause (independent clause) and subclause (dependent clause). An independent clause is a complete thought that contains a subject and verb and expresses an entire idea. Independent clauses do not depend on other clauses to function and thus stand alone in sentences. A dependent clause is a group of

words that have a subject and a verb but do not form a complete thought. Dependent clauses rely on independent clauses for meaning and are also known as subordinate clauses.

Bossone (1977:38) explains that independent clause and dependent clause have the same pattern of the sentence because both of them have subject and predicate. But, each of them has different characteristic and function. Independent clause can stand alone without any supporting complement, and it is the main message that writer or spoken delivers to the reader. So, learning the differences between an independent clause and dependent clauses is important in understanding how to construct sentences and to avoid fragments. When a dependent clause is not attached to a separate clause, it is fragment (incomplete idea).

Utari Prabawati in her research (2015) “An Error Analysis on Students’ Ability in Identifying and Writing Independent Clauses and Dependent Clauses in an argumentative Essay (An Error Analysis at the Seventh Semester of Department of English Education of Faculty of Tarbiyah and Teacher’s Training of Syarif Hidayatullah State Islamic University in the Academic Year 2014/2015)” found that students able to identify independent clauses and dependent clauses, but they were not skillful in applying the grammatical structure and the concept of independent clauses and dependent clauses into an argumentative essay. Nurpitasari (2014) in her research “The students’ ability in identifying independent clause and the dependent clause” found that most of the students still did not know about clause, the kinds of

and the different of dependent and independent clause particularly in a complex sentence.

Based on pre-observation at the fifth-semester students of English Department in the Muhammadiyah University of Makassar, the researcher found that the students are still difficulties in differentiating between main clause and sub clause in sentences because of they not mastery about the concept of the clause and the grammatical structure of the clause. The researcher knowing in identifying main clause (independent clause) and subclause (dependent clause) is very important to measure the students grammar proficiency and make the students know what is the clause or sentences and how to classify that because in identifying main clause (independent clause) and sub clause (dependent clause) can improve the students comprehension and can motivate the students. Finally, students will easy to understand all the material which teacher give to them.

In this case, the researcher interest to identifying students' grammar skill based on the clause/sentence, under the title "*The Students' Ability in Identifying Main Clauses and Sub Clauses.*" Beside the researcher conduct in the Fifth Semester Students of English Department at Muhammadiyah University of Makassar.

B. Problem Statement

According to the background of the study above, the writer identifies some problems:

1. How is the students' ability to identify the main clauses (independent clauses) in sentences at the Fifth Semester Students of English Department at Muhammadiyah University of Makassar?
2. How is the students' ability to identify the subordinate clauses (dependent clauses) in sentences at the Fifth Semester Students of English Department at Muhammadiyah University of Makassar?

C. Objective of the Research

Based on the problem statement above, the objective of the research is:

1. To know the student's ability to identify the main clause (independent clause) in sentences at the Fifth Semester Students of English Department at Muhammadiyah University of Makassar.
2. To know the student's ability to identify the subordinate clause (dependent clause) in sentences at the Fifth Semester Students of English Department at Muhammadiyah University of Makassar.

D. Significance of the Research

The result of this research was hopefully useful for:

1. For the English learners.
Students can get new exercise to measure their ability in identifying main clause (independent clause) and subordinate clause (dependent clause) in sentences.
2. For the researcher as someone will be a teacher in the future is hopefully the research may be able to help the researcher in his or her future in the teaching process.

E. Scope of the Research

This research is focused on identifying main clauses (independent clauses) and subordinate clauses (dependent clauses) in sentences at the Fifth Semester Students of English Department in Muhammadiyah University of Makassar, and the students could know both of the clauses. The researcher limited on the kinds of sentences (simple sentence, compound sentence, complex sentence and compound-complex sentence).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept About Clauses

Sentences may be linked by words such as and, but, when, because, etc. in larger structures that also sentence. The smaller sentences that are linked to form a larger sentence are called clauses. A clause is a word-group which has the same structure as a sentence but which is part of a larger sentence. In its simplest form, a clause in grammar is a subject plus a verb. The subject is the entity “doing” the action of the sentence, and the verb is the action that subject completes. A clause creates a complete thought (an idea or a statement that can stand alone). A complete thought is also called the main clause or independent clause (IC).

According to Ba’dulu (2008), there are three essential features of clauses. They are clauses typically fill slots at the sentence level, clauses consist of or include one and only one predicate, and clauses may have a predicate-like tag meme.

According to Azar (1999), a clause is a group of words containing a subject and a verb. In grammar, a clause is the smallest grammatical unit that can express a complete proposition. A typical clause consists of a subject and a predicate, the latter typically a verb phrase, a verb with any objects and other modifiers. However, the subject is sometimes not said or explicit, often the case in null-subject languages if the subject is retrievable from context, but it

sometimes also occurs in other languages such as English (as in imperative sentences and non-finite clauses).

A clause may be defined in the same ways as a sentence. It is a full predication that contains a subject and a predicate with a finite verb; there are two kinds of clauses, main clause (independent clause) and sub clause (dependent clause). A clause is a group of related words containing a subject that tells readers what the sentence is about and a verb that tells readers what the subject is doing. A clause comes in four types; independent, dependent, relative or noun clause.

According to Davidson (2003:124) defining a clause to be sentences linked by conjunction with larger structures that also sentence. Huddleston and Pullum (2005) also go along to this traditional derived theory in defining clause. They define that a clause is larger sentence unit which consists of a subject followed by a predicate. In the simplest case, the subject (Subj) is a noun or noun phrase and the predicate (Pred) is a verb or verb phrase. In traditional grammar, the example below is categorized to be 'simple sentence,' but we do not use this term; it covers only a subset of what Huddleston and Pullum call to be a clausal sentence.

Davidson (2003) groups clauses according to the ordination used in clausal transition xiii signal to be Co-ordinate Clauses and Subordinate Clauses. Here are the details:

1. Co-ordinate clauses are clauses that linked by coordinate conjunctions such as *and but* like links in a chain. To remind, in the theoretical Sentence categories, this is classified to be compound sentences.

a) I saw him, *and* we discussed the matter, *but* he disagreed with our point of view.

b) I miss you, *but* I hate you.

2. Subordinate clauses are clauses that depend on other clauses and linked using subordinate conjunctions like when, while, before, after, etc. In sentence classifications, this belongs to complex sentences.

a) The house seems very empty when you aren't here.

b) *Even if* it's raining, I go for a walk, *because* it's good for me.

He also classifies clause types in accordance with the function of clause in sentence structure. They are noun clauses, adjective clauses, adverb clauses, apposition clauses, Non-finite clauses, and Verbless clauses.

B. Main Clauses or Independent clauses

According to Frank (1972), main clauses is full predications may be joined coordinately by punctuation alone, by coordinate conjunctions, or by conjunctive adverbs.

Ba'dulu (2008) states an Independent clause (or main clause) is a clause that can stand alone as a major sentence. Main clause (independent clause) is a complete sentence. It contains the main subject and verb of a sentence and can stand alone as a sentence by itself. For example, Ahmad lives in Tokyo.

So, the main clause (independent clauses) is a complete sentence. It can stand alone as a sentence by itself. An independent clause contains the main subject and verb of the sentence, often a complement to express a complete thought. Independent clause is a clause which is not depended on other clauses or able to stand alone in clausal structure. An independent clause, also called the main clause, is a clause that can stand on its own. It contains all the information necessary to be a complete sentence. An independent clause has a subject that tells you what the sentence is about and a verb that tells you what the subject is doing. It expresses a complete thought, relaying that something has happened or was said.

Davidson (2003) has the same argument in its classification; however, he has his term to this. He calls:

- 1) Principal Clauses; the clauses that subordinate clauses depend on.
- 2) Developmental Clauses; the clauses that are depended on the principal clauses.

In English grammar, the main clause is a group of words made up of a subject and a predicate. The main clause (unlike a dependent or subordinate clause) can stand alone as a sentence. The main clause is also known as an independent clause, a superordinate clause, or a base clause.

Two or more main clauses can be joined with a coordinating conjunction (such as and) to create a compound sentence. The basic idea is that the main clause is primary and contains the principal verb. Semantically, the situation expressed in the main clause is foregrounded.

Every main clause will follow this pattern:

S U B J E C T + V E R B = complete thought.

Examples:

My dog loves pizza crusts.

Dog = subject; loves = verb.

The classification is based on the number and kind of clauses within a sentence:

a) Simple Sentence

Such sentences have only one full predication in the form of an independent clause. A simple sentence has the most basic elements that make it a sentence: a subject, a verb, and a completed thought and a simple sentence contains one independent clause. A sentence is a group of words that form a complete thought. A simple sentence is different from other sentence types because it contains only one independent clause and has no dependent clauses.

A simple sentence must have one subject-verb combination, but the subject may be compound, ie have more than one element.

Example: The management and staff were pleased to announce the result.

A simple sentence can also have a compound verb construction. *Example: they worked hard and produced and excellent display.* Simple sentences can only have only one subject-verb combination and commas are not

used. Below are some examples of the different combinations that you might find in simple sentences. Example: *the company was very successful*

Examples of simple sentences include the following:

1. Joe waited for the train.

"Joe" = subject, "waited" = verb

2. The train was late.

"The train" = subject, "was" = verb

3. Mary and Samantha took the bus.

"Mary and Samantha" = compound subject, "took" = verb

A simple sentence can also be referred to as an independent clause. It is referred to as "independent" because, while it might be part of a compound or complex sentence, it can also stand by itself as a complete sentence. A simple sentence conveys a single idea. It has only one subject and one verb. Example: She is my girlfriend/ I'm bored/ that is a fat monkey.

b) Compound Sentence

A compound sentence is composed of at least two clauses, or sentences joined together by conjunction, i.e., words like: and, but, for, nor, or, so, therefor, either, neither, nor, only, not only but also, etc., or punctuated by a semi colon. Compound sentences consist of at least two independent or main clause and verbs. The subordinate or dependent clause may or may not be present in a compound sentence. It is possible for a compound sentence to have three, four or more independent clauses. But commonly, it contains only two clauses. Example: I am skinny, and you are obese

(two main clauses joined by conjunction). In English grammar, a compound sentence can be thought of as two (or more) simple sentences joined by a conjunction and an appropriate mark of punctuation. It is one of the four basic sentence structures. The others are the simple sentence, the complex sentence, and the compound-complex sentence. Regardless of how you structure a compound sentence, it signals to the reader that you are discussing two equally important ideas. There are three primary ways of doing so.

Such sentences have two or more full predications in the form of independent clauses. A compound sentence refers to a sentence made up of two independent clauses (or complete sentences) connected to one another with a coordinating conjunction (For, and, nor, but, or, yet, so) often links the two independent clauses and is preceded by a comma.

Examples of compound sentences include the following:

1. Joe waited for the train, *but* the train was late.
2. I looked for Mary and Samantha at the bus station, *but* they arrived at the station before noon and left on the bus before I arrived.
3. Mary and Samantha arrived at the bus station before noon, *and* they left on the bus before I arrived.
4. Mary and Samantha left on the bus before I arrived, *so* I did not see them at the bus station.

Coordinating conjunctions are useful for connecting sentences, but compound sentences often are overused. While coordinating conjunctions

can indicate some relationship between the two independent clauses in the sentence, they sometimes do not indicate much of a relationship. The word "and," for example, only adds one independent clause to another, without indicating how the two parts of a sentence are logically related. Too many compound sentences that use "and" can weaken writing. You can also join independent clauses with a semicolon (;), which looks something like a cross between a colon and a comma. If you join clauses with a semicolon, you add an abrupt pause, creating a different kind of effect, as shown in the sentence below:

'He said he didn't mind if I stayed home; it soon became clear he wasn't being honest.'

You should use a semicolon when the independent clauses are related, but contrast in a way that you want to stand out. In the sentence above, the contrast is that the person being talked about in the first clause sounded honest when he said he didn't mind if the speaker stayed home, but in the second clause, the speaker is telling you that the person being talked about was not honest. You could just as easily have written the sentence using a coordinating conjunction:

'He said he didn't mind if I stayed home, but it soon became clear he wasn't being honest.'

The sentence still means the same as before, but using the coordinator 'but' softens the impact of the second clause.

c) Complex sentence

Such sentences also have two or more full predications. One of these is independent clause or main clauses that are similar to the form of the simple sentence, and one or more of these are dependent clauses or subordinate clauses. A complex sentence is made up of an independent clause and one or more dependent clauses connected to it. A dependent clause is similar to an independent clause, or complete sentence, but it lacks one of the elements that would make it a complete sentence.

Examples of dependent clauses include the following:

1. Because Mary and Samantha arrived at the bus station before noon
2. While he waited at the train station after they left on the bus

Dependent clauses such as those above cannot stand alone as a sentence, but they can be added to an independent clause to form a complex sentence.

Dependent clauses begin with subordinating conjunctions. Below are some of the most common subordinating conjunctions:

(After, although, as, because, before, even though, if, since, though, unless, until, when, whenever, whereas, wherever, while)

When the dependent clause comes first, a comma should be used to separate the two clauses.

1. Because Mary and Samantha arrived at the bus station before noon,
I did not see them at the station.

2. While he waited at the train station, Joe realized that the train was late.
3. After they left on the bus, Mary and Samantha realized that Joe was waiting at the train station.

Complex sentences are often more effective than compound sentences because a complex sentence indicates clearer and more specific relationships between the main parts of the sentence. The word "before," for instance, tells readers that one thing occurs before another. A word such as "although" conveys a more complex relationship than a word such as "and" conveys. A complex sentence has one independent clause and at least one dependent clause. The independent clause is called the main clause, and the dependent clause is called the subordinate clause. These clauses are joined by conjunctions which include: as, as if, even if, if, because, unless, etc. example: as she is a big bully, I stay away from her / I will do it if I have the time. The main clause is *I stay away from her*, and *I will do it*.

d) Compound-complex Sentences

Compound-complex Sentences contain two or more independent clauses and one or more dependent clauses. A compound-complex sentence combines complex sentence and compound sentence forms. A compound-complex sentence contains one or more independent clauses and one or more dependent clauses. A compound-complex sentence combines the compound and the complex sentence. The compound part means that it has

two or more complete sentences. The complex part means that it has at least one incomplete sentence.

One of the easiest ways to understand compound-complex sentences is to first take a look at the compound sentence and the complex sentence separately.

A compound sentence contains two or more complete sentences joined by one or more of the following words: for, and, nor, but, or, yet, so.

For example, in the sentence: 'He left, and I never saw him again,' the two complete sentences 'He left' and 'I never saw him again' are joined by the word 'and,' making it a compound sentence.

A complex sentence contains a complete sentence joined by one or more incomplete sentences.

For example, in the sentence: 'Juan and Maria went to the movies after they finished studying,' the complete sentence 'Juan and Maria went to the movies' is joined by the incomplete sentence, 'after they finished studying,' making it a complex sentence.

A compound-complex sentence combines the compound and the complex sentence. It contains two or more complete sentences joined by one or more of the following words: for, and, nor, but, or, yet, so, and at least one incomplete sentence.

C. Subordinate Clause or Dependent Clause

Davidson (2003) a subordinate clause is a clause that depends on another clause, subordinate clause is also called a dependent clause.

According to Azar (1999), a dependent clause (or subordinate clause) is not a complete sentence. It must be connected to an independent clause. Frank (1972) in a dependent clause, the full predication is altered in such a way that the clause must be attached to another clause, an independent clause. Sub clause is a clause which is depended on other clauses, in another word, it cannot stand alone in clausal structure.

A dependent clause, also called a subordinate clause, is a clause that cannot stand on its own because it does not contain all the information necessary to be a complete sentence. A clause is dependent because of the presence of words such as before, after, because, since, to, although, and though. Sub-clauses is to show the partial sentence from the main clause. A noun clause is a type of dependent clause that acts as a noun in the sentence. Here are the instances to have a brief distinction of clausal independency:

1. *If you don't have any tea, I'll drink coffee. (dependent clause/ developmental clause/ sub clause)*
2. *After I know her, I ensure her. (dependent clause/ developmental clause/ sub clause)*

The dependency of a clause that they cannot stand alone as a sentence regarding the context given through the conjunction is still hung on. The same

as independent clause, the place where it should appropriately be placed is optional that is regardless.

Kinds of sub clause are:

a. Noun Clause.

The definition of noun clauses is mentioned in Frank (1972: 62) stating that a noun clause consists of a subject and predicate that functions as a noun. She adds the common functions are as the subject and object of a verb. A noun clause will always contain a subject and a verb. However, it cannot stand alone as complete thought. Noun Clause is used as a subject or an object and complement.

Example:

- 1) as a subject = *what you said* is not true
- 2) as an object = I cannot understand *what you said*
- 3) Complement = That is *what you said*

b. Adjective Clause

Frank (1972) states that a definition of an adjective clause is as a clause that functions as an adjective in modifying the noun functions in sentence structure. Davidson (2003) defines it as a group of words with a subject and verb that modifies a noun in a sentence. An adjective clause is a type of dependent clause that acts as an adjective in the sentence. An adjective clause will always contain a subject and a verb. However, it cannot stand alone as a complete thought.

An adjective clause is a dependent clause that modifies a noun.

Kinds of the adjective clause:

1) Defining Adjective is necessary information

Example: The man *who collected fossils as a hobby* is her husband.

2) Nondefining Adjective is additional information.

Example: Mr. Smith, *who collected fossils as a hobby*, is her husband.

RELATIVE CLAUSE

A relative clause is a clause that begins with a relative pronoun such as who, whom, whose, which, or that, or a relative adverb such as when, where, or why. It is a type of dependent clause.

For example, in the clause 'Who loves pizza crusts,' the relative pronoun is who. In the clause 'Where he chews and drools with great enthusiasm,' the relative adverb is where.

Like dependent, or subordinate, clauses, relative clauses cannot stand alone as complete sentences. You must connect them to main clauses to finish the thought.

For example: 'My dog Floyd, who loves pizza crusts, eats them under the kitchen table, where he chews and drools with great enthusiasm.'

The thought is now complete, and your reader knows that 'your dog, who loves pizza crusts, eats them under the kitchen table,' and that he 'chews and drools with great enthusiasm' while doing so.

Note that the relative clause breaks up the main clause here, which is 'my dog Floyd eats them under the kitchen table.' A relative clause

can be essential or nonessential. A relative clause is essential when you need the information it provides. An essential relative clause does not require a comma to separate it from the rest of the sentence.

For example, in the sentence, 'A dog that eats too much pizza will soon develop pepperoni breath,' the dog could be any dog. To know which dog you are talking about, your reader must have the information in the relative clause 'that eats too much pizza.' The essential relative clause, 'that eats too much pizza,' does not require that you separate it from the rest of the sentence, 'A dog,' and thus, does not require that you use a comma to do so.

A relative clause is nonessential when you do not need the information it provides. A nonessential relative clause does require a comma to separate it from the rest of the sentence.

For example, in the sentence, 'My dog Floyd, who eats too much pizza, has developed pepperoni breath,' the 'dog' is now a specific dog named 'Floyd.' The relative clause, 'who eats too much pizza,' becomes nonessential because your reader does not need the information it contains to know that your dog Floyd has developed pepperoni breath. The nonessential relative clause, 'who eats too much pizza,' requires that you separate it from the rest of the sentence, 'My dog Floyd' and 'has developed pepperoni breath,' and that you use a comma to do so.

c. Adverbial Clause

Frank (1972) defines that an adverbial clause is a clause that functions as an adverb in sentence structures. Azar (2002) is a dependent clause that functions as an adverb. That is, the entire clause modifies a verb, an adjective, or another adverb.

From the definitions above, we conclude that an adverbial clause is a sub-clause or dependent clause functioning as an adverb in the sentence structure to indicate time, place, condition, contrast, concession, reason, purpose, or result. An adverbial clause is marked by using subordinate conjunction as the link to a main clause. An adverbial clause is a type of dependent clause that acts as an adverb in the sentence. An adverbial clause will always contain a subject and a verb. However, it cannot stand alone as a complete thought.

Types of Adverbial Clause:

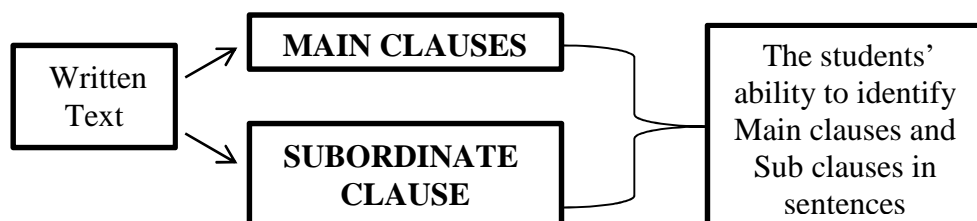
- 1) Manner = She did it *as I told him*
- 2) Place = She put the novel *where you will never find it*.
- 3) Time = *when the sun rises* she'll get up.
- 4) Degree = She is older *than she looks*.
- 5) Cause (reason) = I run *because I was late*.
- 6) Purpose = We plant is seen *so that we can reap crops*.
- 7) Result = He worked hard *so that he was tired*.
- 8) Concession = She went *although it was raining*.
- 9) Condition = *If I hear any news*, I'll phone you.

D. Conceptual Framework

Teaching English especially writing skill is a skill that one of the major skill which teaches at the university. Teaching English is not only focused on how to learn English fluently but also how students can understand and master the grammar, especially in main clause and sub clause. There are some mistakes that students make when they write or learn about main and sub clause, especially the students could not differentiate which main and sub clause and them not mastery about the concept of clause and the grammatical structure of clause.

Based on the mistakes above, the researcher tries to identify the students' ability in identifying main clause and sub clause in sentences. The researcher gave a written test about the material for the students than the students' identifying main clause and sub clause based on their ability. The researcher motivated that the students should read or study more about the main clause and sub clause in sentences and the teacher should explain about clause and give more assignments to the students to increase their ability to identify main clauses and sub-clauses in sentences.

Figure 2.1. Conceptual Framework



CHAPTER III

RESEARCH METHOD

A. Research Design

In this research used descriptive study (quantitative approach), it aims to identify main clause (independent clause) and subordinate clause (dependent clause) in sentences.

B. Research Variable and Indicator

Variable that the researcher used in this research was identifying main clauses and sub-clauses.

Indicator that the researcher used in this research was kinds of sentences (simple, compound, complex and compound-complex sentence)

C. Population and Sample

1. Population

The population of this study was the fifth-semester students of Muhammadiyah University of Makassar in academic year 2017/2018 which were consist of 10 classes with 377 students. The number of population was indicated in the following table:

Table 3.1 The Population of the Research

No.	The Fifth Semester of English Department	Population
1	BG V A	39
2	BG V B	38
3	BG V C	38

4	BG V D	37
5	BG V E	38
6	BG V F	39
7	BG V G	38
8	BG V H	34
9	BG V I	36
10	BG V J	40
TOTAL		377

2. Sample

In this research, the researcher used random sampling technique. Because the number of population was large, the researcher took 25% as respondent of 377 students, so the total of the respondent were 95 students.

The number of samples was indicated in the following table:

Table 3.2 The Sample of the Research

No.	The Fifth Semester of English Department	Sample
1	BG V A	10
2	BG V B	10
3	BG V C	10
4	BG V D	9
5	BG V E	10
6	BG V F	10
7	BG V G	9
8	BG V H	8
9	BG V I	9
10	BG V J	10
TOTAL		95

D. Research Instrument

In this research, the instrument used was a written test of their ability in identifying main clause (independent clause) and subordinate clause (dependent clause) in sentences. Total numbers of questions were 40

questions; number 1-20 was to identify main clause and number 21-40 to identify subordinate clause in the sentences.

E. Data Collection

The first step was preparing the research instrument. The second step was implementing the test. In this step, the writer asked the students to identify main clauses and sub-clauses based on their ability, then using 30 minutes for the time limitation for answering the tests.

Then, the writer collects the test that was done by the students. The writer analyzed the students' ability in identifying main clauses and sub-clauses based on their answer to the test.

F. Technique of Data Analysis

1. Rubric Assessment

Table 3.3 Assessment

NO	NOTE	SCORE
1.	Correct Answer	5
2.	Incorrect Answer	0

2. Statistical Analysis

Mean was used to make a generalizing the finding of the research. It was more relevance to describe students' grade score average. To find out the mean score, the researcher applied this formula:

$$M = \frac{\sum x/item}{N}$$

Where: M = Mean Score

x = The Sum of All Score

N = The Total Number of Item

Gay (1981:298)

After knowing the test result of students' scores, then the writer scoring all the data in formula of four level mastery (David P.Haris in Muhammad Daim Abadi, 1968: 134) :

Here were in detail formula:

80 - 100 = Excellent

60 - 79 = Good

50 - 59 = Fair

0 - 49 = Poor

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of two sections, the findings of the research and the discussion of the research. The finding of the research deals with the result of the data analysis about the students' ability to identify main clauses and subordinate clauses at the fifth-semester students of the English Department Muhammadiyah University of Makassar.

A. Findings

The research findings consist of the students' ability to identify main clauses and subordinate clauses based on the test. Total numbers of questions are 40 questions; number 1-20 is to identify main clause and number 21-40 to identify subordinate clause in the sentences.

1. The Students' ability to Identify Main Clauses

To find out the mean score of the students written test about the main clause, from 40 numbers of the item, a total score of the main clauses test is 3.360, and the total numbers of students are 95, so the mean score of the students' ability to identify main clauses is 35,37 (poor).

All the data then analyzed to found out the students' ability to identify main clauses in sentences. The data were taken from around 95 students were presented below:

Table 4.1. The mean score of Main Clauses Test Item

ITEM OF TEST	TOTAL SCORE	TOTAL NUMBER OF STUDENTS	MEAN SCORE	CLASSIFICATION
Main Clause	3.360	95	35,37	Poor

$$M = \frac{\sum x / item}{N}$$

Where: M = Mean score

x = The Sum of All score

N = The Total Number of students

The result of the data founded that the students' ability to identify main clauses in a sentence is still having less ability and most of the students still confused to differentiate both of them.

2. The Students Ability to Identify Subordinate Clauses

To find out the mean score of the students written test about the subordinate clause, from 40 numbers of item total score of the subordinate clauses test is 4.395 and the total numbers of students are 95, so the mean score of the students' ability to identify subordinate clauses is 46,26 (poor).

All the data then analyzed to found out the students' ability to identify subordinate clauses in sentences. The data were taken from around 95 students were presented below:

Table 4.2. The mean score of Subordinate Clause Test Item

ITEM OF TEST	TOTAL SCORE	TOTAL NUMBER OF STUDENTS	MEAN SCORE	CLASSIFICATION
Subordinate Clause	4.395	95	46,26	Poor

$$M = \frac{\sum x / \text{item}}{N}$$

Where: M = Mean score

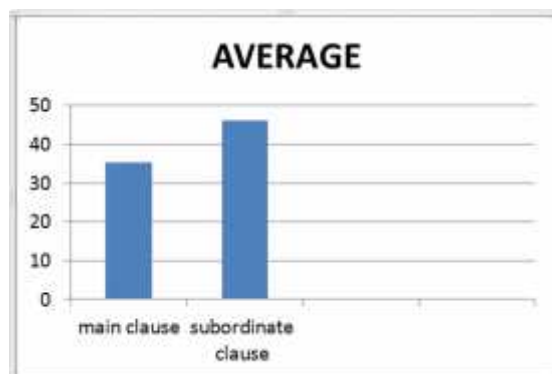
x = The Sum of All score

N = The Total Number of students

The researcher found that the students are still difficulties in differentiating between main clause and subclause in sentences because of they not mastery about the concept of clause and the grammatical structure of clause.

To know the average of the students' ability to identify main clause and a subordinate clause, following chart was presented:

Figure 4.1. Graphic of students' ability to identify main clause and subordinate clause



To find out the mean score of the students written test, from 40 numbers of the item, a total score of the main clauses test is 3.360, and the total numbers of students are 95, so the mean score of the students' ability to identify main clauses is 35,37 (poor). Total score of the subordinate clauses test is 4.395, and the total numbers of students are 95, so the mean score of the students' ability to identify subordinate clauses is 46,26 (poor). (see appendix)

B. Discussion

Students' ability to identify main clauses and subordinate clauses are still poor classifications and suitable with Nurpitasari (2014) in her investigation about students identify main clauses and subordinate clauses in sentences and have poor designation also because the students still less comprehension about clauses material and they can't differentiate main clauses and subordinate clauses.

Based on the finding, the researcher would like to show the analysis of students' answers in identifying main clauses, sub-clauses and the various kinds of subclauses in sentences based on the test.

1. The Students' Ability to Identify the Main Clause in Sentences

Students' ability to identify main clause is still poor and got the mean score 35,37 based on the finding and suitable with Nurpitasari (2014) in her investigation about students identify main clauses in sentences and have poor classification also because the students still less comprehension about main clauses and they can't differentiate main clauses and sub-clauses.

The writer created 20 number of identifying test in which the command to the student was just to identify only main clause in sentences. The researcher thought that kind of tests most natural category to understand because in this category the test just asked the students to choose what is the main clauses as general in sentences.

The test also presented in underline the main clauses from the sentences that were purposed to make the students early prepare the knowledge on the topic. Those were wished that student can prepare themselves as early as to face the whole tests.

Based on the result of the student's written test, the researcher found that the students have *poor* classification to identify main clauses in sentence because in sentences that have two main clauses (compound sentence and compound-complex sentence) some of the students answer only one main clause and the other students problem is some of the students answer the main clause only at the first sentence, but the main clause in sentence can also locate at the last sentence. Three students got *excellent* classification, six students got *good* classification, 13 students got a *fair* classification, and 73 students got a *poor* classification.

There are at least five numbers of question about main clauses that answered by the students. For example, in question number 1 "*Even though he prefers to eat with a fork, he chooses to use chopsticks in Chinese Restaurants. However, they aren't easy to use,*" From 95 students, there were eight students' give the correct answer, and 87

students give the wrong answer. In this sentence there are two main clauses, the main clauses in this sentence are *he chooses to use chopsticks in Chinese Restaurants*, and *they aren't easy to use*. The kind of this sentence is compound-complex sentence as we know that definition of a compound-complex sentence has at least two main clauses and at least one sub clause. Most of the students answered is *Even though he prefers to eat with a fork*, its sentence not the main clause but subordinate clause because *even though* is a conjunction, it is compound-complex sentence has two main clauses and one sub-clauses.

In question number 2 "*Rachel Ray explained how cookies are made, and we practiced her techniques at home*," in this item, there are two main clauses. From 95 students, there were 11 students' give the correct answer, and 84 students give the wrong answer. In this sentence there are two main clauses, the main clauses in this sentence are *Rachel Ray explained how cookies are made*, and *we practiced her techniques at home*. The kind of this sentence is compound sentence as we know that definition of a compound sentence is composed of at least two clauses or sentences joined together by a conjunction (and, but, for, nor, or, so, etc.) and this question used *and* for conjunction. Most of the students answered just one main clause is *Rachel Ray explained how cookies are mad* or *we practiced her techniques at home*.

In question number 3 "*The weather is nice, but we still cannot go to the beach because my father is sick*." From 95 students, there were

seven students' give the correct answer, and 88 students give the wrong answer. In this sentence there are two main clauses, the main clauses in this sentence are *The weather is nice*, and *we still cannot go to the beach*. The kind of this sentence is compound-complex sentence as we know that definition of a compound-complex sentence has at least two main clauses and at least one sub clause. Most of the students answered just one clause is *The weather is nice*. And there are students also answered *because my father is sick*, its sentence not the main clause but subordinate clause, *because* is a conjunction, it is compound-complex sentence has two main clauses and one sub-clauses.

In question number 6 "*When I feel hungry, and my mother is not at home, I will cook instant noodle.*" From 95 students, there were eight students' give the correct answer, and 87 students give the wrong answer. In this sentence there are two main clauses, the main clauses in this sentence are *my mother is not at home*, and *I will cook instant noodle*. The kind of this sentence is compound-complex sentence as we know that definition of a compound-complex sentence has at least two main clauses and at least one sub clause. Most of the students answered just one clause is *I will cook instant noodle*, students also answered *when I feel hungry*, its sentence not main clause but subordinate clause, because *when* is conjunction and there are also students answered *When I feel hungry, and my mother is not at home* its sentence is complex sentence, not compound-complex sentence.

In question number 7 “*My father and I went to the movie that I had wanted to see, and then we went to the restaurant near the theater*” From 95 students, there were 13 students’ give the correct answer, and 82 students give the wrong answer. In this sentence there are two main clauses, the main clauses in this sentence are *My father, and I went to the movie, and then we went to the restaurant near the theater*. The kind of this sentence is compound-complex sentence as we know that definition of a compound-complex sentence has at least two main clauses and at least one sub clause. Most of the students answered just one clause is *My father, and I went to the movie*, students also answered *that I had wanted to see*, its sentence not main clause but subordinate clause, because *that* is conjunction, and there are also students answered *My father and I went to the movie that I had wanted to see* its sentence is complex sentence, not compound-complex sentence.

2. Students’ Ability to Identify Subordinate Clauses in Sentences

Students’ ability to identify subordinate clause is still poor and got mean score 46,26 based on the finding above. Nurpitasari (2014) in her thesis about students identify sub-clauses in sentences and have poor classification also because the students still less comprehension about the subordinate clause and they can’t differentiate main clauses and sub-clauses.

The writer created 20 number of identifying test in which the command to the student was just to identify only subordinate clause in

sentences. The researcher thought that kind of tests easiest category to understand because in this category the test just asked the students to choose what is the sub-clauses as general in sentences. This category test is little same of the first category test, in the first category students identify the main clause and this second category the students identify the sub clause. The test also presents in underline the sub clauses from the sentences it aims to see the students' ability in differentiate both of clauses.

Based on the result of the student's written test, the researcher found that the students have a *poor* classification to identify subordinate clauses in sentences because in sentences those have two subordinate clauses than some of the students answer only one subordinate clause. The other student's problem is some of the students answer the subordinate clause only at the last sentence, but the subordinate clause in sentence can also locate at the first sentence. 9 students got *excellent* classification, 24 students got *good* classification, 13 students got a *fair* classification, and 49 students got a *poor* classification.

There are at least five numbers of question about subordinate clauses that answered by the students. For example, in question number 1 "*Before they were friends, Louisa and Julie knew Aimee, but they didn't realize that they knew her until they meet*" From 95 students, there were six students' give the correct answer and 89 students give the wrong answer. In this sentence there are two subordinate clauses, the subordinate clauses

in this sentence are *Before they were friends* and *that they knew her until they meet* because *before* (adverb of time) and *that* is a conjunction. The kind of this sentence is compound-complex sentence as we know that definition of a compound-complex sentence has at least two main clauses and at least one sub clause. Most of the students answered just one subordinate clause is *Before they were friends*, students also answered *Louisa and Julie knew Aimee*, its sentence not a subordinate clause but main clause.

In question number 2 “*My friends know that I am afraid of ghost, yet they still force me to enter the ghost house*” From 95 students, there were ten students’ give the correct answer, and 85 students give the wrong answer. In this sentence there is one subordinate clause, the subordinate clauses in this sentence are *that I am afraid of ghost* because *that* is conjunction. The kind of this sentence is complex sentence as we know that definition of a complex sentence has one main clause and one subordinate clause, these clauses are joined by conjunction which includes: as, as if, that, even if, even though, if, unless, etc. Most of the students answered is *yet they still force me to enter the ghost house*, its sentence not a subordinate clause but main clause.

In question number 7 “*We decided that the movie was too violent, but our children, who like to watch scary movies, thought that we were wrong*” From 95 students, there were 19 students’ give the correct answer and 76 students give the wrong answer. In this sentence there are two

subordinate clauses, the subordinate clauses in this sentence are *that the movie was too violent* and *who like to watch scary movies* because *that* and *who* is conjunction. The kind of this sentence is compound-complex sentence as we know that definition of a compound-complex sentence has at least two main clauses and at least one sub clause. Most of the students answered just one subordinate clause is *who like to watch scary movies*.

In question number 9 “*You should fix this problem before your parents know it or they will be mad*” From 95 students, there were 21 students’ give the correct answer, and 74 students give the wrong answer. In this sentence there are one subordinate clause, the subordinate clauses in this sentence are *before your parents know it* because *before* (*adverb of time*) is a conjunction. The kind of this sentence is compound-complex sentence as we know that definition of a compound-complex sentence has at least two main clauses and at least one sub clause. Students also answered, *or they will be mad*, its sentence, not subordinates clause but main clause.

In question number 12 “*I’m worried about my weight, yet I still want to eat ice cream if you treat me*” From 95 students, there were 23 students’ give the correct answer, and 72 students give the wrong answer. In this sentence there are one subordinate clause, the subordinate clauses in this sentence are *if you treat me* because *it* is a conjunction. The kind of this sentence is compound-complex sentence as we know that definition of a compound-complex sentence has at least two main clauses and at least one

sub clause. Students also answered *yet I still want to eat ice cream*, its sentence not subordinates clause but main clause.

The result of the data founded that the students' ability to identify main clauses and sub-clauses in a sentence is still having less ability and most of the students still confused to differentiate both of them. So, the students still less comprehension about clauses and they not mastery about kinds of the sentence (simple sentence, complex sentence, compound sentence and compound-complex sentence) including kinds of clauses (main clauses and sub-clauses). From the students' test, the researcher concluded that the students' still difficult to identify main clauses and subordinate clauses in sentences. It was shown by the incorrect answer of each number of students' test. The number of incorrect answer more than the correct answer. It is because of the students' still less comprehension about main clauses and sub-clauses. So that, when the teacher teaches material clauses, the students' are suggested to concrete and pay attention seriously.

CHAPTER V

CONCLUSION AND SUGGESTION

This part of the thesis, the writer would like to present the conclusions of findings and suggestions.

A. Conclusion

From the discussion in the previous chapter, it can be concluded that:

1. The students' ability to identify main clauses get poor classification with the mean score is 35,37
2. The students' ability to identify sub-clauses get poor classification with the mean score is 46,26

B. Suggestion

Based on the result of study and conclusions above, the researcher would like to suggest the following:

1. The teacher must improve their teaching ability while teaching material about clauses.
2. The teacher should give more exercise about main clauses, subordinate clauses and various kinds of sentences (simple, compound, complex, compound-complex sentences).
3. The students should always be active in the learning process. It uses to improve their knowledge about clauses so that they can believe their ability in English.

4. The students should know and understand what the importance of mastering clauses in learning English.
5. The students' are suggested that they concentrate and pay attention seriously to the teachers than they teach materials about clauses.
6. For the next researchers that have similar research should give an interview section to know what the student's difficulties in differentiated main clauses and subordinate clauses.

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APPENDIX 1: TEST OF CLAUSE

A. Underline the main clause!

1. Even though he prefers to eat with a fork, he chooses to use chopsticks in Chinese restaurants; however, they aren't easy to use.
2. Rachel Ray explained how cookies are made, and we practiced her techniques at home.
3. The weather is nice, but we still cannot go to the beach because my father is sick.
4. You could cry like a baby, or you can clean your room like a man.
5. Tom is a cat which is very faithful.
6. When I feel hungry and my mother is not at home, I will cook instant noodle.
7. My father and I went to the movie that I had wanted to see, and then we went to the restaurant near the theater.
8. Because she had free time during last holiday, she rearranged her house.
9. Even though she was tired, Abby knew she had to finish the race, so she ran to meet her team.
10. Because you forgot to turn the oven on, the pizza that has been in there for thirty minutes is still cold.
11. There was a meteor shower in space, but the crew did not know how to avoid the meteors.
12. Pam liked Wayne, and Leena also liked Wayne.
13. I like the book that you bought yesterday.
14. After she cleaned the windows, she decided to stop working for a while.
15. I will feel disappointed if you lie to me for you are the most important person in my life.
16. Whenever you call me, I am ready to come.
17. The movie was still enjoyable even though it was so long.
18. Everyone looked at me when I cried.

19. Because you were late, we could not watch the movie from the beginning; and I need to re-watch it again.
20. I am skinny and you are obese.

B. Underline the sub clause!

1. Before they were friends, Louisa and Julie knew Aimee, but they didn't realize that they knew her until they met.
2. My friends know that I am afraid of ghost, yet they still force me to enter the ghost house.
3. I will get to watch television, but first, I have to clean up the dishes after we finish eating.
4. Nita is a quiet person but she can become a talkative one after she knows you better.
5. Although I like to go camping, I haven't had the time to go lately, and I haven't found anyone to go with.
6. When I was washing dishes, my children were running inside the house and my husband did not do anything to stop them.
7. We decided that the movie was too violent, but our children, who like to watch scary movies, thought that we were wrong.
8. If Barack Obama is re-elected this November, he'll serve another four years, but it won't be an easy contest to win.
9. You should fix this problem before your parents know it or they will be mad.
10. She will come to the party only if you accompany her.
11. Since I was older than you, you need to respect me.
12. I am worried about my weight, yet I still want to eat ice cream if you treat me.
13. While I am cooking, Linda is busy preparing for the table.
14. I will wait for Lucy until she comes.
15. Anita likes the person who was nice to her
16. Sinta will not know the reason unless you tell her.

17. You better be prepared before the teacher held the test.
18. Bandar Lampung is a city where I was born.
19. Barcelona won the UEFA Champion League in 2015. It was the year when I got married.
20. Have you known those people whom we met at the movie?

APPENDIX 2: KEY ANSWER

A. Underline the main clause!

1. Even though he prefers to eat with a fork, he chooses to use chopsticks in Chinese restaurants; however, they aren't easy to use.
2. Rachel Ray explained how cookies are made, and we practiced her techniques at home.
3. The weather is nice, but we still cannot go to the beach because my father is sick.
4. You could cry like a baby, or you can clean your room like a man.
5. Tom is a cat which is very faithful.
6. When I feel hungry and my mother is not at home, I will cook instant noodle.
7. My father and I went to the movie that I had wanted to see, and then we went to the restaurant near the theater.
8. Because she had free time during last holiday, she rearranged her house.
9. Even though she was tired, Abby knew she had to finish the race, so she ran to meet her team.
10. Because you forgot to turn the oven on, the pizza that has been in there for thirty minutes is still cold.
11. There was a meteor shower in space, but the crew did not know how to avoid the meteors.
12. Pam liked Wayne, and Leena also liked Wayne.
13. I like the book that you bought yesterday.

14. After she cleaned the windows, she decided to stop working for a while.
15. I will feel disappointed if you lie to me for you are the most important person in my life.
16. Whenever you call me, I am ready to come.
17. The movie was still enjoyable even though it was so long.
18. Everyone looked at me when I cried.
19. Because you were late, we could not watch the movie from the beginning; and I need to re-watch it again.
20. I am skinny and you are obese.

B. Underline the sub clause!

1. Before they were friends, Louisa and Julie knew Aimee, but they didn't realize that they knew her until they met.
2. My friends know that I am afraid of ghost, yet they still force me to enter the ghost house.
3. I will get to watch television, but first, I have to clean up the dishes after we finish eating.
4. Nita is a quiet person but she can become a talkative one after she knows you better.
5. Although I like to go camping, I haven't had the time to go lately, and I haven't found anyone to go with.
6. When I was washing dishes, my children were running inside the house and my husband did not do anything to stop them.
7. We decided that the movie was too violent, but our children, who like to watch scary movies, thought that we were wrong.

8. If Barack Obama is re-elected this November, he'll serve another four years, but it won't be an easy contest to win.
9. You should fix this problem before your parents know it or they will be mad.
10. She will come to the party only if you accompany her.
11. Since I was older than you, you need to respect me.
12. I am worried about my weight, yet I still want to eat ice cream if you treat me.
13. While I am cooking, Linda is busy preparing for the table.
14. I will wait for Lucy until she comes.
15. Anita likes the person who was nice to her
16. Sinta will not know the reason unless you tell her.
17. You better be prepared before the teacher held the test.
18. Bandar Lampung is a city where I was born.
19. Barcelona won the UEFA Champion League in 2015. It was the year when I got married.
20. Have you known those people whom we met at the movie?

SC4	X	X	X	X		X	X		X	X	X	X			X				X	X
SC5	X	X	X	X		X	X	X	X		X	X	X	X	X		X	X	X	X
SC6	X		X	X		X	X		X	X	X				X				X	X
SC7	X	X	X	X	X	X	X		X		X	X		X	X		X	X	X	X
SC8	X		X	X	X	X	X		X		X			X	X	X		X	X	
SC9	X		X			X	X	X			X		X	X	X		X			X
SC10	X	X	X	X		X	X	X	X		X	X		X	X					X
SD1	X	X	X	X			X				X	X			X				X	
SD2	X	X	X					X	X					X	X				X	X
SD3	X	X	X	X		X	X		X		X	X			X		X		X	X
SD4	X	X	X	X		X	X		X		X			X	X		X		X	
SD5	X	X	X			X	X	X	X		X	X	X	X	X	X			X	
SD6	X	X	X	X		X	X		X		X	X	X		X	X	X		X	X
SD7	X	X	X			X	X			X	X	X			X				X	
SD8	X	X	X	X		X	X			X	X	X							X	X
SD9	X		X	X		X				X	X	X			X				X	
SE1	X	X	X	X		X	X		X		X	X			X			X	X	X
SE2		X		X	X	X	X	X	X	X	X		X	X	X		X	X	X	X
SE3	X	X	X			X	X		X	X	X				X				X	
SE4	X	X	X	X		X	X	X	X	X	X	X			X				X	X
SE5	X	X	X	X		X	X		X	X	X	X			X				X	X
SE6		X	X	X		X	X		X	X	X	X			X				X	
SE7	X	X	X		X		X		X	X	X		X		X					
SE8	X	X	X	X		X	X		X	X	X	X			X					
SE9	X	X	X	X		X	X	X	X	X					X				X	
SE10	X	X	X			X			X		X			X						
SF1	X	X	X	X	X	X	X	X	X	X	X	X		X	X		X	X	X	X

SF2	x	x	x	x		x	x		x	x	x	x			x				x	x
SF3	x	x	x	x	x	x	x		x	x	x	x	x		x				x	
SF4	x	x	x	x	x	x	x		x		x	x		x				x	x	x
SF5			x	x							x									
SF6	x	x	x	x		x	x		x	x	x	x			x		x	x	x	x
SF7	x	x	x	x	x	x	x	x	x	x	x			x	x				x	
SF8		x	x	x		x	x			x	x	x							x	x
SF9	x	x	x	x		x	x		x	x	x	x		x	x				x	
SF10	x									x					x					
SG1		x				x	x		x	x	x				x					
SG2	x	x	x	x	x	x	x		x	x	x	x	x		x			x	x	x
SG3	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x
SG4	x	x	x	x	x	x	x		x		x	x		x	x		x		x	x
SG5	x	x	x	x		x	x		x	x	x	x	x		x			x	x	x
SG6	x	x	x	x	x	x	x		x		x	x	x		x		x		x	x
SG7	x	x	x	x		x	x		x	x	x	x			x			x	x	x
SG8	x		x	x		x	x	x	x		x			x	x	x		x	x	
SG9	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x
SH1	x	x	x	x		x	x		x	x	x	x			x	x		x	x	x
SH2	x	x				x		x	x					x		x			x	
SH3		x	x	x	x	x	x			x	x		x							x
SH4	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x		x	x
SH5	x	x	x	x		x	x		x		x	x	x	x	x				x	x
SH6	x	x	x	x	x	x	x	x	x			x	x	x	x		x	x		x
SH7	x	x	x	x		x			x	x	x	x		x	x					
SH8	x	x	x	x		x	x			x	x				x				x	
SI1	x	x	x	x		x	x		x			x			x				x	

SI2	x	x	x	x		x	x	x	x		x	x		x	x	x	x		x	x
SI3	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x		
SI4	x	x	x	x		x	x		x	x	x	x			x				x	x
SI5	x	x	x	x			x			x		x							x	x
SI6	x	x	x	x	x	x	x		x	x	x	x	x		x	x		x	x	x
SI7	x		x	x		x			x	x	x				x					
SI8	x					x	x								x					
SI9	x	x	x	x	x	x	x		x		x	x			x	x	x		x	x
SJ1	x	x	x	x		x	x	x	x					x	x	x		x	x	
SJ2	x	x	x	x		x		x	x		x	x		x	x	x	x		x	x
SJ3	x	x	x	x	x	x	x		x	x	x	x		x	x			x	x	x
SJ4	x	x	x	x		x	x	x	x	x	x	x	x		x			x	x	x
SJ5	x	x	x	x		x	x		x		x			x	x		x		x	
SJ6	x	x	x	x		x	x	x	x	x	x	x		x	x				x	x
SJ7	x	x	x	x		x			x	x	x				x			x		
SJ8	x	x	x	x		x	x		x	x	x	x			x	x	x	x	x	x
SJ9	x	x	x	x	x	x	x		x	x	x	x		x	x		x	x	x	x
SJ10	x	x		x		x	x		x		x	x		x	x		x		x	x

= True

X = False

SC3	x	x	x	x				x	x			x	x	x	x	x				
SC4	x	x			x		x	x	x			x					x		x	
SC5	x	x						x						x					x	
SC6	x	x						x		x	x	x				x				
SC7	x	x												x						
SC8	x	x	x	x	x	x		x	x	x	x	x	x			x	x		x	x
SC9		x	x	x	x	x	x	x	x			x	x	x		x	x	x	x	x
SC10	x	x	x	x			x		x			x		x		x			x	
SD1							x													
SD2	x	x	x	x	x	x	x	x	x		x	x	x				x		x	x
SD3	x	x	x	x	x		x		x	x	x	x		x			x	x	x	
SD4	x	x	x		x	x	x	x	x								x			x
SD5		x			x		x	x				x		x		x			x	x
SD6	x	x			x				x					x						
SD7	x	x					x		x											
SD8	x	x					x	x			x									
SD9	x	x					x		x											
SE1	x	x	x		x	x	x	x			x		x	x	x		x	x	x	x
SE2	x	x			x	x	x	x	x		x	x	x	x	x	x		x	x	
SE3	x	x	x	x			x					x								x
SE4	x		x	x			x					x					x			x
SE5	x	x		x																
SE6	x	x	x	x					x			x								
SE7	x	x	x	x			x		x		x	x		x			x	x	x	x
SE8	x	x	x	x	x	x	x	x	x			x	x	x	x					x
SE9	x	x	x	x			x	x	x			x	x	x		x				
SE10	x	x	x	x			x		x		x	x		x			x	x	x	X

SF1	x	x	x	x	x		x	x	x	x	x		x	x	x	x	x	x	x	x		
SF2	x	x	x	x			x		x		x	x					x			x		
SF3	x	x	x	x							x									x		
SF4	x	x			x	x	x	x		x	x									x		
SF5	x																					
SF6	x	x			x	x	x	x	x		x	x	x									
SF7	x	x	x	x			x							x			x			x		
SF8	x	x		x			x	x	x			x										
SF9	x	x	x	x					x			x							x		x	
SF10																			x			
SG1	x	x					x	x	x		x	x	x				x					
SG2	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x		
SG3	x	x	x	x	x	x	x	x	x		x	x	x				x	x	x	x	x	
SG4	x	x	x		x	x	x			x	x	x		x	x			x				
SG5	x	x	x	x			x	x	x	x	x	x	x	x	x			x	x		x	
SG6	x	x	x				x	x	x	x	x	x					x			x	x	x
SG7	x	x	x	x			x		x			x		x			x	x	x	x	x	x
SG8	x	x	x	x	x	x	x	x	x		x	x	x								x	
SG9	x	x	x	x	x	x	x		x	x	x	x	x			x	x	x	x	x	x	x
SH1	x	x	x	x	x		x	x	x		x	x							x		x	x
SH2	x		x	x	x	x	x	x	x		x		x	x			x					
SH3	x	x	x	x	x	x	x	x	x	x	x	x		x			x					
SH4	x	x	x	x	x	x	x	x	x	x		x	x	x			x	x	x	x	x	x
SH5	x	x	x		x		x	x	x		x	x		x	x			x				x
SH6	x	x	x	x	x	x	x	x	x		x	x	x	x			x	x	x	x	x	x
SH7	x	x	x	x			x	x	x	x	x	x		x					x			x
SH8	x	x	x	x			x		x			x								x		

SI1	x	x	x	x	x		x	x				x				x	x	x	x	x
SI2	x	x	x	x	x	x	x	x	x		x		x			x	x		x	
SI3		x	x	x	x		x	x	x	x	x		x	x	x	x	x	x	x	x
SI4	x	x	x	x			x	x	x			x							x	
SI5	x				x	x			x			x		x		x		x	x	
SI6	x	x	x	x	x		x		x	x	x	x	x	x	x	x	x	x	x	x
SI7	x	x		x			x	x	x			x								x
SI8	x											x								
SI9	x	x			x		x		x		x	x		x		x		x		x
SJ1	x	x	x	x	x	x	x	x	x		x	x	x						x	x
SJ2	x	x	x	x	x	x	x	x	x	x	x	x	x			x			x	
SJ3	x	x	x	x	x			x	x			x	x	x			x	x	x	x
SJ4	x	x	x	x			x		x	x	x	x	x	x			x	x	x	x
SJ5	x	x	x		x	x	x	x									x			x
SJ6	x	x	x				x	x	x			x							x	
SJ7	x		x	x			x	x	x			x								
SJ8	x	x	x	x	x	x	x		x		x	x		x		x	x	x	x	
SJ9	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x		x	x	x
SJ10	x	x	x			x	x		x	x	x	x		x		x		x	x	x

= True

X = False

APPENDIX 4: The score of students' assessment (main clause)

Number of Students	True	False	Score	Classification
SA1	4	16	20	Poor
SA2	5	15	25	Poor
SA3	13	7	65	Good
SA4	1	19	5	Poor
SA5	12	8	60	Good
SA6	8	12	40	Poor
SA7	9	11	45	Poor
SA8	5	15	25	Poor
SA9	4	16	20	Poor
SA10	5	15	25	Poor
SB1	10	10	50	Fair
SB2	4	16	20	Poor
SB3	3	17	15	Poor
SB4	7	13	35	Poor
SB5	11	9	55	Fair
SB6	3	17	15	Poor
SB7	2	18	10	Poor
SB8	3	17	15	Poor
SB9	9	11	45	Poor
SB10	7	13	35	Poor
SC1	7	13	35	Poor
SC2	9	11	45	Poor
SC3	10	10	50	Fair
SC4	7	13	35	Poor
SC5	3	17	15	Poor
SC6	9	11	45	Poor
SC7	4	16	20	Poor
SC8	7	13	35	Poor
SC9	9	11	45	Poor
SC10	7	13	35	Poor
SD1	11	9	55	Fair
SD2	11	9	55	Fair
SD3	7	13	35	Poor
SD4	8	12	40	Poor
SD5	6	14	30	Poor
SD6	5	15	25	Poor
SD7	10	10	50	Fair
SD8	9	11	45	Poor

SD9	9	11	55	Fair
SE1	7	13	35	Poor
SE2	4	16	20	Poor
SE3	10	10	50	Fair
SE4	6	14	30	Poor
SE5	7	13	35	Poor
SE6	9	11	45	Poor
SE7	10	10	50	Fair
SE8	9	11	45	Poor
SE9	9	11	45	Poor
SE10	13	7	65	Good
SF1	2	18	10	Poor
SF2	7	13	35	Poor
SF3	6	14	30	Poor
SF4	6	14	30	Poor
SF5	3	17	85	Excellent
SF6	5	15	25	Poor
SF7	6	14	30	Poor
SF8	10	10	50	Fair
SF9	7	13	35	Poor
SF10	17	3	85	Excellent
SG1	13	7	65	Good
SG2	4	16	20	Poor
SG3	1	19	5	Poor
SG4	5	15	25	Poor
SG5	5	15	25	Poor
SG6	5	15	25	Poor
SG7	6	14	30	Poor
SG8	7	13	35	Poor
SG9	1	19	5	Poor
SH1	5	15	25	Poor
SH2	12	8	60	Good
SH3	9	11	45	Poor
SH4	2	18	10	Poor
SH5	5	15	25	Poor
SH6	4	16	20	Poor
SH7	9	11	45	Poor
SH8	10	10	50	Fair
SI1	9	11	45	Poor
SI2	4	16	20	Poor
SI3	3	17	15	Poor

SI4	7	13	35	Poor
SI5	11	9	55	Fair
SI6	5	15	15	Poor
SI7	12	8	60	Good
SI8	16	4	80	Excellent
SI9	5	15	25	Poor
SJ1	7	13	35	Poor
SJ2	5	15	25	Poor
SJ3	4	16	20	Poor
SJ4	4	16	20	Poor
SJ5	8	12	40	Poor
SJ6	5	15	25	Poor
SJ7	10	10	50	Fair
SJ8	4	16	20	Poor
SJ9	3	17	15	Poor
SJ10	7	13	35	Poor
Total	658	1.242	3.360	
Average	6,93	13,07	35,37	Poor

APPENDIX 5: The score of students' assessment (subordinate clause)

Number of Students	True	False	Score	Classification
SA1	10	10	50	Fair
SA2	10	10	50	Fair
SA3	14	6	70	Good
SA4	14	6	70	Good
SA5	1	19	5	Poor
SA6	9	11	45	Poor
SA7	6	14	30	Poor
SA8	5	15	25	Poor
SA9	12	8	60	Good
SA10	8	12	40	Poor
SB1	13	7	65	Good
SB2	7	13	35	Poor
SB3	4	16	20	Poor
SB4	15	5	75	Good
SB5	14	6	70	Good
SB6	7	13	35	Poor
SB7	2	18	10	Poor
SB8	7	13	35	Poor
SB9	15	5	75	Good
SB10	12	8	60	Good
SC1	16	4	80	Excellent
SC2	12	8	60	Good
SC3	9	11	45	Poor
SC4	11	9	55	Fair
SC5	15	5	75	Good
SC6	13	7	65	Good
SC7	17	3	85	Excellent
SC8	4	16	20	Poor
SC9	4	16	20	Poor
SC10	10	01	50	Fair
SD1	19	1	95	Excellent
SD2	5	15	25	Poor
SD3	6	14	30	Poor
SD4	10	10	50	Fair
SD5	11	9	55	Fair
SD6	15	5	75	Good
SD7	16	4	80	Excellent
SD8	15	5	75	Good

SD9	16	4	80	Excellent
SE1	5	15	25	Poor
SE2	5	15	25	Poor
SE3	13	7	65	Good
SE4	13	7	65	Good
SE5	17	3	85	Excellent
SE6	14	6	70	Good
SE7	7	13	35	Poor
SE8	6	14	30	Poor
SE9	9	11	45	Poor
SE10	7	13	35	Poor
SF1	2	18	10	Poor
SF2	10	10	50	Fair
SF3	14	6	70	Good
SF4	11	9	55	Fair
SF5	19	1	95	Excellent
SF6	10	10	50	Fair
SF7	12	8	60	Good
SF8	13	7	65	Good
SF9	12	8	60	Good
SF10	19	1	95	Excellent
SG1	11	9	55	Fair
SG2	2	18	10	Poor
SG3	3	17	15	Poor
SG4	8	12	40	Poor
SG5	4	16	20	Poor
SG6	7	13	35	Poor
SG7	7	13	35	Poor
SG8	7	13	35	Poor
SG9	2	18	10	Poor
SH1	7	13	35	Poor
SH2	8	12	40	Poor
SH3	6	14	30	Poor
SH4	2	18	10	Poor
SH5	7	13	35	Poor
SH6	2	18	10	Poor
SH7	7	13	35	Poor
SH8	12	8	60	Good
SI1	7	13	35	Poor
SI2	6	14	30	Poor
SI3	3	17	15	Poor

SI4	11	9	55	Fair
SI5	11	9	55	Fair
SI6	2	18	10	Poor
SI7	12	8	60	Good
SI8	18	2	90	Excellent
SI9	9	11	45	Poor
SJ1	6	14	30	Poor
SJ2	5	15	25	Poor
SJ3	6	14	30	Poor
SJ4	5	15	25	Poor
SJ5	11	9	55	Fair
SJ6	12	8	60	Good
SJ7	13	7	65	Good
SJ8	5	15	25	Poor
SJ9	2	18	10	Poor
SJ10	6	14	30	Poor
Total	879	1.012	4.395	
Average	9,25	10,65	46,26	Poor

APPENDIX 6 DOCUMENTATION



CURRICULUM VITAE



The researcher, Inayatul Mutmainnah was born on December 22nd, 1995 in Makassar, South Sulawesi. She is the only one child of Drs. H. Nur Alim and Hj. Anti Mala, S.Pd. She began her study at TK Babussalam Selayar in 1999 than she started study Elementary school namely SDI Babussalam Selayar in 2001. She continued her education at SMP Babussalam Selayar in 2007. She registered her Senior High School in 2010 at SMA Babussalam Selayar and finished in 2013. Afterwards, she continued her study in college Muhammadiyah University of Makassar, she registered as a Student of English Education Department in 2013. She could finished her study in 2018 with the thesis under title “**THE STUDENTS’ ABILITY TO IDENTIFY MAIN CLAUSES AND SUB CLAUSES. (A Descriptive Research at the Fifth Semester Students of English Department in Muhammadiyah University of Makassar)**”