

**STUDENTS ABILITY IN IDENTIFY INDEPENDENT AND DEPENDENT
CLAUSE IN COMPLEX SENTENCES**
*(A Descriptive Study at the Second Grade of
SMKT SOMBA OPU GOWA)*



A THESIS

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

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2019**



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

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25/11/2018	IV	Read, then reference of finding	A.
04/12/2018	IV	See the reference of your finding	A.
25/12/2018	IV	See the content Chapter IV (finding) based on the theory	A.
31/12/2018	IV	See the instrument	A.
1/01/2019	IV	Understand content in chapt IV.	A.
07/01/2019	IV	See chapt IV give the result/discussion	A.

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20 Dec, 2018		- Still revise: • Discussion • Suggestion - Still some corrections (pay attention)	

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	22 Dec, 2018		- still revise discussion	
	15 Jan, 2019		- ok - learn your thesis well & prepare yourself to be examined - make power points	

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ABSTRACT

Hasriani.2018: The title of this final project is “**Students’ Ability in Identifying Independent and Dependent Clause in Complex Sentence (A Descriptive Study at the Second Grade Students of SMKT Somba Opu Gowa)**”. English Education Department. Faculty of Teacher Training and Education. Muhammadiyah University of Makassar. The consultant by Hasnawati Latief and Radiah Hamid.

The research aimed at finding out the students’ ability in identifying independent and dependent clause at the second grade students of SMKT Somba Opu Gowa. The research focused on identifying independent and dependent clause in complex sentences, where the researcher limited on kinds of dependent clause are adverb, adjective, and noun clause.

The method of this research was Descriptive Method. The population of this research consisted of the Second Grade Students of SMKT Somba Opu Gowa. It used *Purposive Sampling Technique* where the researcher took 30 samples from one class. The data were collected through written test.

In this research, the researcher used written test which contained of 20 questions and divided into four question categories. In the first and fourth question categories, students were able to reach good point which the data showed 70.66% students answer correctly. Then the second and third question categories, students were able to answer 53.33% and 42.66% from given questions. From the test result, the percentage of students’ ability in identifying independent clause was 66.80 and dependent clause was 49.63. Based on presented data, the researcher concluded that most of Second Grade Students of SMKT Somba Opu Gowa in identifying clause in complex sentence are fair ability.

***Keywords:* Complex sentence, independent clause, dependent clause.**

ABSTRAK

Hasriani.2018: Judul proyek akhir ini adalah **“Kemampuan Siswa dalam Mengidentifikasi Klausul Independen dan Tanggungan dalam Kalimat Kompleks(Studi Deskriptif pada Siswa Kelas Dua SMKT Somba Opu Gowa)”**. Jurusan Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Makassar. Konsultan oleh Hasnawati Latief dan Radiah Hamid.

Penelitian ini bertujuan untuk mengetahui kemampuan siswa dalam mengidentifikasi klausa independen dan dependen pada siswa kelas dua SMKT SombaOpuGowa. Penelitian ini berfokus pada mengidentifikasi klausa independen dan dependen dalam senteces kompleks, di mana peneliti terbatas pada jenis klausa dependen adalah kata keterangan, kata sifat, dan klausa kata benda.

Metode penelitian ini adalah Metode Deskriptif. Populasi penelitian ini terdiri dari Siswa Kelas II SMKT Somba Opu Gowa. Itu menggunakan Purposive Sampling Technique di mana peneliti mengambil 30 sampel dari satu kelas. Data dikumpulkan melalui tes tertulis.

Dalam penelitian ini, peneliti menggunakan tes tertulis yang berisi 20 pertanyaan dan dibagi menjadi empat kategori pertanyaan. Dalam kategori pertanyaan pertama dan keempat, siswa dapat mencapai poin yang baik dimana data menunjukkan 70,66% siswa menjawab dengan benar. Kemudian pada kategori pertanyaan kedua dan ketiga, siswa mampu menjawab 53,33% dan 42,66% dari pertanyaan yang diberikan. Dari hasil tes, persentase kemampuan siswa dalam mengidentifikasi klausa independen adalah 66,80 dan klausa dependen adalah 49,63. Berdasarkan data yang disajikan, peneliti menyimpulkan bahwa sebagian besar siswa kelas dua SMKT Somba Opu Gowa in mengidentifikasi klausa dalam kalimat kompleks adalah kemampuan yang adil.

Kata kunci: Kalimat kompleks, klausa independen, klausa dependen.

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Makassar, January 2019

The researcher

Hasriani

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CHAPTER I

INTRODUCTION

The thesis was began with chapte I . inthis chapter was presented about the background of the research, problem statement, objectives of the research, significant, and scope of the research.

A. Background

Teaching and learning English in Indonesia as a foreign language because the native language is Indonesian. In teaching and learning English, it is expected to master: language skills and language compenents. In language skills they cover listening, reading, speaking, and writing. While in language components cover grammar, vocabulary, syntax, phonology, semantic, and so on. So in this research concern in teaching and learning language components about grammatical English. In grammatical English, students learn a lot of rules in English language such as tenses, prepositions, punctuations, modals, part of speech, kinds of sentences including kind of clauses. Therefore, kind of clauses (independent and dependent clause) will be the major topic in the research (Prabawati, 2015).

According to Abadi's Thesis, independent clause can stand alone as a sentence. Sentece type consisting of one independent clause is called simple sentence. This clause can also be combined with other dependent clause to form complex sentence. While dependent clause contains subject and predicate but cannot express a complete thought because this clause is preceded by a word

(subordinator) that causes the meaning of the clause to hang. This clause must be linked (form a complex sentence) or put together by an independent clause to make it “make sense” are can be understood as a whole sentence. There are three basic dependent clauses, namely: noun clause, adjective clause, and adverbial clause.

Independent clause is a complete sentence. It contain a subject and a verb that expresses a complete thought. While dependent clause is not a complete idea. It depends on the main clause. Learning the differences between independent clause and dependent clause is important in understanding how to construct sentences and to avoid fragments. When dependent clause is not attached to an independent clause, it is fragment (incomplete idea). The problem will occur if students do not understand enough the difference between independent clause and dependent clause. The first problem, the writer found out some of her friends while she was at seventh semester that her friends used double clause connectors (subordinating conjunction and coordinating conjunction) in one sentence in argumentative essay. It absolutely incorrect because in English grammar there is no subordinator and coordinate or in one sentence. The sentence should consist of independent clause and dependent clause in one sentence. (Abadi, 2013)

Furthermore, when independent clause is located at the beginning clause in complex sentence, it must be followed by conjunction such as adverbial, adjective, and noun clause (*and, or, and but*). Nevertheless, in other condition she explains that when dependent clause is located at the first clause inside complex sentence, it

must be followed by comma. Simplify, within complex sentence, there are some marks or conjunction to identify where the independent and dependent clause are located in complex sentence. Therefore, in practice, both of them can be located not only in the beginning clause in a complex sentence but also can be located in the last clause of the sentence in which it needs special requirement embedded connection. There does not have certain rules to determine each of clauses that must be put at beginning first or in the ending second clause in sentence. (Martin,2012).

Basically, independent clause and dependent clause have the same pattern of sentence because both of them have subject and preidcate (Bossone: 1977, 38), 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. Beside that, dependent clause is sentence which contains of subject and preidcate but cannot stand alone. In other words, dependent clause embedded independent clause in a complex sentnce.

Based on the explanation above, knowing the students' ability in identifying independent and dependent clause is very important not only as reflection tool of delivering information from the teachr but also measuring students grammar proficiency. By exprt inidentifying them in a complex sentence , students of language learning avoid any possibility misunderstanding that will probably arise when they face the complex sentence. Finally, students will

understand and will enable to make communication in English running well. Indeed, students will easy to understand all the material which teachers are given to them.

Based on the explanation above, the researcher choose school to get some information about the rsearch. The rsearcher choose SMKT Somba Opu Gow to doing the rsearch.the researcher choose the school because she have doing Magang III at the school. Based on the experience she feel the students of the school do not understand about independent and dependent clause. And their ability in identifying them must be improve.

In understanding the students' ability in identifying clauses, the researcher conducts the research, which entitled "*Students' Ability in Identifying Independent and Dependent Clause in Complex Sentence (A Descriptive Study at the Second Grade Students of SMKT Somba Opu)*". Te researcher thinks that the research above is one of the match ways to implement the need of knowing students proficiency. Besides the research conducted in the SMKT Somba Opu Gowa because not only the school has good reputation of vocational school level in Gowa but also it ha good input in every years. In lastly the researcher hopes that the research study will have positive contibution in improving students English proficiency in SMKT Somba Opu Gowa.

B. Problem Statement

Based on the background above, the researcher has some questions that are mentioned as below:

1. How is the students' ability in identifying independent clause in complex sentence for the Second Grade of SMKT Somba Opu Gowa?
2. How is the students' ability in identifying dependent clause for the Second Grade of SMKT Somba Opu Gowa?

C. The Objectives

Based on the statement of the problem above, the research objectives is to find out some aspect of students proficiency in mastering clauses. In further detailed explanation, the research purposes are described below:

1. To find out the students' ability in identifying independent clause for the Second Grade Students of SMKT Somba Opu Gowa.
2. To find out the students' ability in identifying dependent clause for the Second Grade Students of SMKT Somba Opu Gowa.

D. Significant of the Research

According to the researcher's point of view, the researcher at least enable contributes some positive impacts for the researcher, teacher, students, and the institutions. Those are detail described as below:

1. For the Researcher

The research does not only have meaning for the researcher himself but also it is able to satisfy the researcher's question about the problem. By the research also, the researcher can identify the actual problem in the classroom and try to give suggestion in solving the problem. This is also very helpful to improve the researcher's ability in doing a research. The other benefit for the researcher as someone who would be a teacher on the future is hopefully the research will may be able to help the researcher in his futures teaching process. Experiencing in doing a research in the classroom condition.

2. For Teacher

It use as reflection tool for knowing students ability in identifying complex sentence, particularly in separating two kinds of clauses.

3. For students

Students will get new exercise to measure their ability in identifying independent clause and dependent clause. Therefore, students can measure themselves how far they mastery complex sentence.

4. For Institution

The institution will know how far the students' ability in mastery written language. By knowing actual condition of the students' ability, the institution is able to take a good response and a positive action to solve or to improve the learning process.

E. Scope of the Research

The researcher limits the study of the descriptive analysis of students' ability in identifying independent clause in the complex sentence for the Second Grade of SMKT Somba Opu Gowa. The researcher use written test to obtain the data source and the students' achievement. The research concern in presenting the students' ability in identifying independent and dependent clause in complex sentence that focus on kinds of independent clause (transitive clause and intransitive clause) and dependent clause (adverbial clause, adjective clause, and noun clause).

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter presented about the previous related research finding, sentence, clause, and conceptual framework.

A. Previous Related Research Findings

There are four related research findings for this research, her are the details:

In Abadi's Thesis (2013), with the title is "*A Descriptive Analysis of Students' Ability in identifying Independent Clause and Dependent Clause in Complex Sentence of Eleventh Year Students of SMKN of Salatiga in the Academic Year 2012/2013*", explain that only one (1.78%) got excellent score, 25 (44.64) students got poor score, 18 (32.14%) students got fair score, and 12 (21.42%) students got good score. Based on presented data, the writer concluded that most of eleventh year student of SMKN 2 Salatiga in the academic year 2012/2013 in identifying clause in complex sentence are fair ability.

In Alhuda Thesis (2011) with tye title "*The students' Ability in Identifying Independent Clauses and Dependent Clauses of Fifth Semester of English Departement at Tarbiyah Faculty Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2010/20117*". The result of this research indicates that the degree of students' ability in identifying independent and dependent clauses of the fifth semester of English Departement at Tarbiyah Faculty Antasari State Institute for Islamic Studies Banjarmasin academic year 2010/2011,

especially students in the fifth semester is classified in Bad category. From the data analysis, the thesis Alhuda describe that the students' ability in identifying independent clauses and dependent clauses is 46.7.

In the other side, on the Prabawati's Thesis (2015) by the title, "*An Error Analysis on Students' Ability in Identifying and Writing Independent Clause and Dependent Clause in an Argumentative Essay (An Error Analysis at the Seventh Semester of Departement of English Education of Faculty of Tarbiyah and Teachers' Trainingod of Syarif Hidayatullah State Islamic University in Academic Year 2014/2015)*". The result of the research indicates that there are 398 errors. 42.21% misinformation, 35.42% omission errors, 16.83% addition errors, 3.02 dangling errors, 2.26% misordering errors, and the last is 0.25% double class connectors errors. The result of interview is to know the causes students did errors. To sum up, all the errors are caused by intralingual transfer in which the students understood the background knowledge of grammatical structure, they were also able to identify independent clause and dependent clause. However, they were not skillful in playing the grammatical structure and the concept of independent clause into an argumentative essay.

Alam (2016)in his thesis "*An Analyzing the Students' Ability in Using Adjective Clause in Complex Sentence*". He found that the total score of the students test in using adjective clause is classified as "fair", whether the mean score found though multiple choice as "poor", true and false or identifying the

pattern of adjective clause and underlining test as “fair”. The students’ ability in using adjective clause is 4.75 and it is classified as fair ability.

The previous findings above have similarity with this research which they have research about clauses, while the purpose, sample, research methodology of the study were different aspect that distinguish the studies. The researcher above found that the students still “fair” category in identifying, using, and writing clause. The researcher could conclude that the previous researcher found similarity in teaching independent and dependent clause particularly in complex sentence because they found that the students were still differently in identifying which one as independent clause and which one as dependent clause. In this case the writer has conducted research about descriptive analysis of students’ ability in identifying independent and dependent clause in complex sentence at the Second Grade of SMKT Somba Opu Gowa.

B. Sentence

A sentence is a “structure that consist of one or more clauses capable of presenting a complete thought in a manner which is grammatically acceptable” (Turner, 1966: 87). It means or a single word that express a complete thought, feeling, or idea. It usually contains an explicit or implied subject and predicate containing a finite verb. In addition, a sentence is also an expression in natural language, and often defined to indicate grammatical units consisting of one or more words that generally bear minimal relation to the words that proceed or follow it.

According to Oshima and Hogue (2001: 71) sentence is a group of words that contains at least one subject and one verb. A sentence express a complete thought. Cook (1969: 39), in Ba'duli's book (2004: 55) explains that the sentence level is the level at which clause are combined into large units. The sentence is grammatical unit, a construction in which the constitute is any ultrance with final intonation contour, and the constituents are the clauses, connecting particles, and intonation patterns. Sentence as an independent linguistic form, not include by virtue of any grammatical construction in any large form.

Based on the definition above, the researcher conclude that a sentence is not only a group of words which is consist of a subject and a verb but also it contain a complete a thought and ended by a full stop , question mark, or exlamation mark.

1. Types of Sentence

There are at least five criteria that can be used to classify sentence: (1) according to the number and kind of clause on the base, (2) according to the internal structure of the main clause, (3) according to the type of response expected, (4) according to the nature of the actor-action relationship, and (5) according to the presence of absence of negative in the main verb phrase. There are three kinds of sentence in English simple sentence, compound sentence, and complex sentence. Oshima and hogue (2001; 39).

a. Simple Sentence

Halliday (2004:6) says that the simple sentence is a sentence with only one independent clause. It means that the sentence is a sentence which has the single clause that consist of the subject and predicate. A simple sentence structure consist of one independent clause. The previous example is simple and expresses a complete idea. While it is a short example, sentence length cannot be used to judge each type.

Examples:

- The snow melts
- Sara and Angel dance everyday

b. Compound Sentence

Halliday (2004:7) states that a compound sentence consist of multiple independent clauses with no dependent clause. There are two or more predications of independent clause. These two independent clauses are commonly joined by a connector or conjunction, such as and, but, or, etc. There are compound sentence also which are complex one or both of the independent clause contain dependent clause. These clause are also main clause as each one of the can stand alone for being complete, syntactically as well as semantically, in itself.

Examples

- The boys wanted to play football, but it was too hot

- I wanted some ice cream, so I bought some at the store

c. Complex Sentence

A complex sentence consists of a base slot filled by an independent clause followed by a margin slot filled by a dependent clause, and intonation slot filled by intonation contour. Halliday (2004:7) says the complex sentence consists of at least one independent clause and one dependent clause. The dependent clause can be found at beginning or end of the sentence, or embedded within it; these sentences usually have a subordinating conjunction

Complex sentence is the one that contains at least one independent clause being subordinate to main clause. In complex sentence, main and subordinate clauses are linked together with subordinator. Both main clause and subordinate clause differ in their syntactic structure. Ba'dulu (2008:65). Complex sentence is defined as group of words which contain two different clauses and it is composed by at least two predicate links within hierarchical complementing structure or conjoined in a noun. Complex sentences are sentences consisting of one independent clause and one or more dependent clauses. Both of independent and dependent clauses may be transitive, intransitive, equative. Commonly, the independent clause precedes the dependent clause, but the dependent clause may also precede the independent clause, if it is emphasized.

Examples:

- After I went to work, I went to the gym
- I went to the gym after I want to work

An independent clause is a clause that can stand on its own, by itself. It does not need to be joined to any other clauses, because it contains all the information necessary to be a complete sentence. Independent clause (main clause) used alone in a simple sentence. It is when clauses are combined because a relationship exists between them that questions of usage arise, in a dependent clause must be attached to another clause, an independent clause

Examples:

- Indra who speak French well is the best students
- This is the month when my birthday is held
- Anti whom I saw yesterday is a pretty girl

The clause in complex sentence are combined with conjunction and subordinate , terms that help the independent clause relate to dependent clause. Subordinate can refer to the subject (who, which), the sequence/time (since, while), or the causal elements (because, if) of the independent clause. Conjunction that can be used are, (when, as, as if, although, before, because, as though, if, after, though, while, until, wherever, unless, and, which).

C. Clause

Clause in English are defined as group of words which grammatically contain of the subject and predicate (Warriner, 1982;93). In same case, Bossone

(1981:38) defines a clause is a group of words that contains of a subject and predicate. However, understanding clauses are not as simple as the previous explanation because clauses have two types in further development. Azar (2006:32) a clause is a group of words containing a subject and a verb. The clause is composed of words and phrases and, in turn, fills slots at the sentence level. The clause level is that level that is below the sentence level and above the phrase level.

The clause as a string of tagmames that consist of or include one and only one predicate, or predicate like tagmame, in string, and whose manifesting`morpheme sequence typically fills slots at the sentence level. Ba`dulu (2008) state that there are three essential features of clause. They are (1) clause typically fill slots at the sentence level, (2) clauses consist of or include one and only one predicate, and (3) clauses may have a predicate-like tagmame.

According to Cook (1969: 65) there aare two crieria that can be used to classify clauses; (1) their distribution in sentence and (2) their internal structure. So, the clause can be classified into independent and dependent clause . the differentiation betwee independent and dependent clause is very clear because independent has different function with dependent clause in complex sentence. It can be seen in the explanation above that independent and dependent claue has the same pattern of someone because both of them have subject and verb preidcate. But each of them has different characteristic and function. Independent clause can stand alone without any supporting complement snd it is the main message that

researcher or spoken delivers to the reader. Clauses although divided become two types such as, noun clause, adjective and adverb clause.

Commonly, clause are divided to be independent or main and dependent or subordinate clauses. Both of them have own function and characteristic in grammar. According to Koutsoudas (1966: 269), the character of them can be detail elaborated as follows:

..... the essential differences between these two types of clauses are that (1) while an independent clause can stand alone as a sentence, a subordinate clause cannot (i.e. it requires the occurrence of an independent clause) and (2) while an independent clause can function (i.e. be used) as a noun, adjective, adverb, etc. a subordinate clause can

In short, the difference between independent clause and dependent clause is very clear because independent clause has different function with dependent clause in a complex sentence. It can be looked as that explained before by Warriner that independent clause can be applied as single sentence alone and in common sense it is also called by stand alone. In other words, independent clause can be called main message that speaker or writer intends to deliver to the listener or reader. Therefore, independent clause also cannot act as dependent clause and vice versa. It is caused that the function of them are totally different in complex sentence.

Moreover, Koutsoudas (1966: 269) affirm that dependent clause is a clause which has function as part of sentence (noun, adjective, and adverb) except verb in

a complex sentence. In short, dependent clause is just functioned as supporting information to independent clause in a complex sentence. Clauses although divided become two types, but in developing the dependent clause, the clause can be expanded into three type dependent clauses such as adverbial clause, noun clause, and adjective clause. Below are examples of clauses:

- *I read (independent clause)*
- *I borrow your pen. (independent clause)*
- *Reading many books is my hobby (independent clause)*
- *As you are in the room (dependent adverbial clause)*
- *Who is the first popular person (dependent adjective clause)*
- *That he is a rich man (dependent noun clause)*

1. Independent Clause

An independent clause is a clause that can stand on its own, by itself. It does not need to be joined to any other clauses, because it contains all the information necessary to be a complete sentence. Independent clause is a group of words which grammatically not only contain both subject and predicate but also can stand alone without any following complement. Bossone (1977:38) and martin (2000) argue that independent clauses have three components: (1) they have a subject – they tell the reader what the sentence is about, (2) they have an action or predicate – they tell the reader what the subject is doing, (3) they

express a complete thought – someone happened or was said. The subject once, the verb twice, and the adjective or adverb dashed line.

- Iran
- Iran quickly

Some sentence (independent clause) can also contain phrases. Below are examples of sentences that contain phrases. The subject is underlined once, the verb is underlined twice.

- *Students in her sport classroom*
↓
Prepositional phrase used as an adjective “student”
- *Linda hopes to find some fruits*
↓
Infinitive phrase used as a noun, the direct object of noun
- *Jogging in the morning is Shinta’s hobby.*
↓
Gerund phrase used as a noun, the subject of the sentence
- *Paul, moving to the disco beat, dance well*
↓
Participial phrase used as an adjective modifying “Paul”

Bossone (1981: 39) also explains that an independent clause can be a very simple sentence with just a subject and adverb, or it contained additional word phrase. Here are examples of them as follows;

- *He walked into the disco*
- *The music pounded in our ears*
- *It was a fantastic night*

According to Cook (1969:65), based on their internal structure, both independent and dependent clause can be further divided into;

a. Transitive Clause

Transitive clause are clauses whose predicates are filled by transitive verb, namely, verb that must take object, like *visit, write, read, play, speak, and love*.

Examples:

Anna visit her grandmother last week

Maryam cook fish in the kitchen

She speak English very well

Andi write letter for Susi

b. Intransitive Clause

Intransitive clause are whose predicates are filled by intransitive ver, namely verb talking no direct objects, like *work, go, stand, rest, look, talk, laugh, come*.

Examples:

Mrs. Hana is working in her hospital

He went to the bali last week

Siska is talking with her boyfriend

2. Dependent Clause

Dependent clause is defined as clause which embadded independent clause in complex sentence (Koutsoudas, 1966: 269). Bossone (1977:40)

furthermore says that dependent clause depends on (need) an independent clause to make sense. In other words, existing of dependent clause in complex sentence is just to support independent clause in complex sentence. Moreover, dependent clause usually modifies the adverb, adjective and noun. Oshima and Hogue (2001: 93) a dependent clause is a clause (group of words with a subject and verb) that not express a complete thought and cannot stand alone. A dependent clause must be connected to an independent clause in order to make a complete sentence, which is called a complex sentence.

Examples:

- What the woman did?
- That was in the freezer?
- While I was sleep
- Whoever wins the race
- After months of research
- Whereas hydrogen has only one

Oshima and Hogue (2001: 93) explains that dependent clause is which has function as part of sentence (noun clause, adjective clause, and adverbclause) except verb in complex sentence.

a. Dependent (Adverbial) Clause

Dependent adverbial clause is completed as a supporting to adverb in a complex sentence. Furthermore, Wren and Martin (2000;186)

notice that adverb clause in a complex sentence is a subordinate clause which does the work of an adverb, and so qualifies some noun or pronoun in the main clause. In particular, the meaning is that adverbial clause elaborates adverb to be more detail than a simple word adverb.

In this matter, Bossone (1977;41) emphasizes that learners have to be familiar with adverbial conjunction. Then he divides linking words become sixteen kinds of conjunction. Below are the conjunction

<i>After</i>	<i>Before</i>	<i>Whenever</i>	<i>Though</i>
<i>Although</i>	<i>If</i>	<i>Where</i>	<i>Unless</i>
<i>As</i>	<i>Since</i>	<i>Wherever</i>	<i>Until</i>
<i>Become</i>	<i>Than</i>	<i>While</i>	<i>When</i>

Bossone also adds that combining adverbial clause and independent clause in complex sentence can be exchanged construction clauses location between first and second clause. In detail, independent clause is sometime located at the first clause but sometime dependent clause takes at first position.

Below are the examples of adverbial clauses;

- 1) Independent clause takes first clause followed by adverbial clause

Linda did not come to my birthday party because she was very tired

↓
Subordinating Conjunction

- 2) Dependent clause takes at the first clause and then followed by independent clause.

If I were a rich, I will help the poor.

↓
Subordinating conjunction

At the first examples, the independent clause is located in the first clause, there does not need special supporting punctuation mark (comma). But in the second example, dependent clause exchanged position at the first place, the sentence needs a supporting comma to construct the complex sentence. In short, comma therefore is need when alteration pattern of complex sentence from dependent clause followed by independent clause. In this case, a comma has function to end dependent clause.

Inseparating the kinds of adverbial clauses, it can be recognized by identifying some conjunction such as table below;

Table 2.1. Subordinating Conjunction

Time	After, As, As soon as, Before, Once, Since, Until, When, While
Manner	As, As if, As though, Like
Cause and Effect	Although, though, Whereas, While, Except, That
Condition	Because, In that, Now that, Since, So that
Condition	If , In case, Provide (that), Unless
Purpose	So that, In order that
Comparison	As...as, More than, Less than Than

Source: Klammer, Thomas P, shultz, Muriel R, della Volpe, Angela. Analyzing English Grammar. Pearson Education (2007).

Below are examples of each conjunction. The conjunction are underlined wave line (Klammer, 2007).

- Adverbial clause of time

I will pick up you at the airport after you arrive

I have not been well since I returned from the beach

- Adverbial clause of manner

As he was noted here, I spoke to my brother

Unless you work harder you will fail

- Adverbial clause of cause and effect

Although you are not beautiful, you will find boyfriend later

I am glad that you like it

- Adverbial clause of condition

If you lie me, I will leave you

You have to go because the weather is very nice

- Adverbial clause of purpose

I will give you a map so that you will find the way

We eat so that we may live

- Adverbial clause of comparison

He is older than he looks

You are as stupid as you are crazy

b. Dependent (Adjective or Relative) Clause

Different with adverbial clause which clause employed as adver, in this case the study is dependent clause which is need as adjective. Commonly, it is almost same with the definition of adverbial clause but in constructing the complex sentence has little difference. According to Wren

and Martin (200; 188) adjective clause is a subordinate clause which does the work of an adjective, and so qualifies some nouns or pronouns in main clause.

The conjunction which are used in the adjective clause are usually relative pronouns such as *who*, *whose*, *which*, and *that*. All relative pronouns therefore are functioned to link or to connect independent clause and dependent clause. In the same way, Bossone often calls relative clause because they are started relative pronouns (1977; 43).

Here are examples of adjective clause;

- *Sutoyo, who is the present president is suspected corruption*
↑
The relative clause works as an adjective, modifying the noun “Sutoyo”.
- *Bali, which is in Indonesia, has beautiful beach*
↑
The relative clause works as an adjective, modifying the noun “Bali”.
- *Sinta takes book that is put on the table*
↑
The relative clause works as an adjective, modifying the noun “Sinta”.
- *My mother has a friend who can get me a ticket*
↑
The relative clause works as an adjective, modifying the noun “friend”.

c. Dependent (Noun) Clause

According to Wren and Martin(2000;190), noun clause is a subordinate clause which does the work of a *noun*, and so qualifies some noun or prpnoun in the main clause. In similarity case, noun clause can be begun by some words such as question words (*who*, *what*, *whose+be*), *if* or

whether, and that (Azar, 1992;348-352). Furthermore, Bossone (1977; 44) present that noun clause is started the words such as *what, where, why, when, who, that*.

Commonly, noun clause is used only where a noun could be used: subject of the sentence, direct object, and object of the preposition (Bossone, 1977;44). In same case, Wren and Martin (2000;196) detail divided the function of noun clause to be five categories such as *subject of noun and pronoun, and complement of verb of incomplete verb*. Here are examples of them;

- *That SBY is the sixth president of indonesia* is the fact.

↑
The noun clause is used as subject of the sentence.

- The president knew *that the letter on his desk was sent by Minister a week ago*.

↑
The noun clause is used as object of the transitive verb or direct object of verb “knew”.

- There is no meaning in *what you say*.

↑
The noun clause is used as object of the preposition “in”.

- You must never forget this, *that honesty is the best policy*.

↑
The noun clause is used as apposition of the pronoun “this”.

- My wish is *that the truth will appear in the court*.

↑
The noun clause is used as object of the incomplete verb of verb “is”

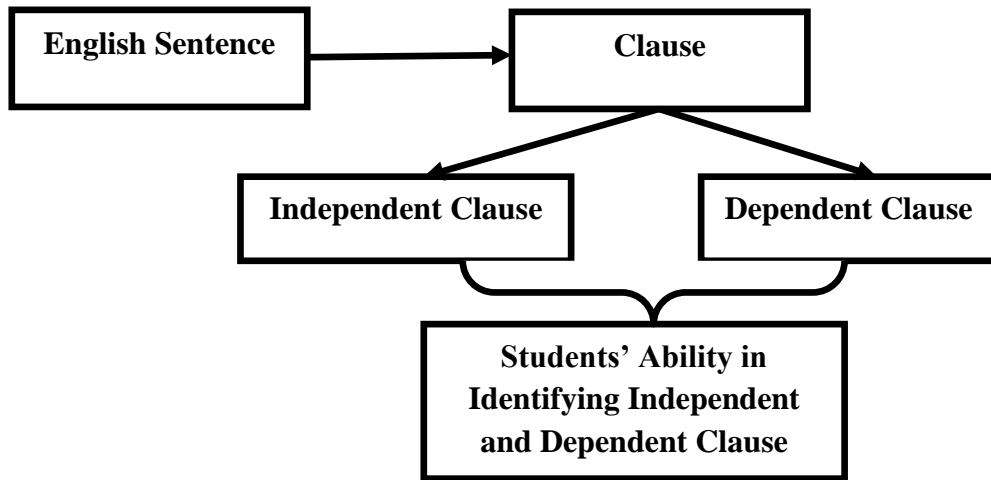
Here are some different between independent and dependent clause:

Table 2.2. The Different between Independent and Dependent Clause

No	Independent Clause	Dependent Clause
1.	Can stand alone: - Rudy is my son	Cannot stand alone - Because he did not have any money
2.	Main clause - You have to go because the weather is very nice	Subordinate clause - I will give you a map so that you will find the way
3.	The located of this clause in the first sentence: - I would help the poor if I were a rich	If this clause located in the first sentence, it must be need supporting comma: - If you lie me, I will leave you
4.	There are 3 types of independent clause: transitive clause, intransitive clause, and equative clause - She speak English very well (transitive clause) - Siska is talking with her boyfriend (transitive clause) - He became a pilot (equative clause)	Dependent clause have 3 types also : adverbial clause, adjective clause, and noun clause. - Linda did not come to my birthday party because she was tired (adverbial clause) - Bali, which is in Indonesia has beautiful beach (adjective clause) - There is no meaning in what you say (noun clause)

Source: Koutsoudas, Andreas. 1966. Writing Transformational Grammars: an introduction, New York/Indiana University: Mcgraw-Hill Book Company

D. Coceptual Frameworks



Teaching English is not only focused on how to learn English fluently, but also how students can understand and mastering the grammar, especially in independent and dependent clause. If the students can learn in English by using independent and dependent clause in sentence, they also should know and able mistakes that sometimes students make when they write or learn about independent and dependent clause, especially the students could not differ which independent and dependent clause, the students did not really remember how connecting dependent and independent clause.

Because of the mistakes mentioned above, the researcher tries to identify the students' ability in identifying independent and dependent clause in complex sentence. The researcher advises to the students' that they should read or study more about independent and dependent clause in complex sentence and the teacher should give more assignment to the students and return their corrected paper.

CHAPTER III

RESEARCH METHODOLOGY

There some part that presented for this chapter, they are: research design, population and sample, research variabels and indicators, research instrument, dat collection, and data analysis.

A. Research Design

This research used *Desriptive Qualitative Method*, where the writer would like to find out the students' ability in indentifying independent clause and dependent clause. In this case, the researcher uses such a test to get the data from the object of the research.

B. Population and sample

1. Population

The population of this research was the student at SMKT somba Opu Gowa. They consisted of 100 students and divided into 3 classes.

2. Sample

The number of population was enough large, so the writer will choose sample. The sample of the research is the students at the second grade of SMKT somba Opu gowa. The researcher used *purposive sampling* of this research. So, the researcher choosed 2 TKJ class as asampling of this research.

C. Research Variabels and Indicators

The variables of this research were independent clause and dependent clause in complex sentence. And the indicator of this research were identifying indepenent and dependent clause in complex sentences..

D. Research Instrument

Instrument in the research has powerful impact for the research acceptability to the public consume. In fact, public would firstly identify not only methotodolgy in collecting data but also identfy how is powerful instrument that is applied in facing the research.

In this case, the researcher uses written test to collect the data from the research's variable, these tests are used to measure what an individual has been learnt (Best, 1983; 193). The researcher also quots a number of tests from some webs on the internet and from some books. After that, the researcher manipulates the test by combining all the kind of tests as comprehensive as possible, as a result, the researcher had found the best formula in constructing a test of identifying clause in complex sentence.

1. Total number of the items were 20 numbers
2. Multiple choice type was 15 numbers (1-5), numbers 1-5 (identfying independent and clause and kind of independent clause) as the first category, number 6-10 (identfying clause and kind of independent clause) as the second category, 11-15 (identfying various of dependent clause) as the third category, and

3. Identifying sentence test; 5 numbers, (16-20, underlining the clause) as the fourth category

E. Data Collection

According to Hornby (1974; 193) test is an examination or trial to find its quality, value, composition, etc. He also pointed out that the other fields in test are knowledge, proficiency, comprehension and understanding about the subject matter. Therefore, appropriate test is very crucial in the process of collecting data because there are many subfields involved.

In this research, the researcher uses written test to collect the data from the research object. John W. Best explains that the achievement test is such a kind of tool to measure what an individual has learned. Based on John's argument, the researcher thinks that an achievement test is a really appropriate way to collect data for the research.

Below are the arrangements of the test items

1. total number of test items is 20 numbers.
2. Multiple choice type is 15 numbers (number 1-15); number 1-5 (identifying independent clause and dependent clause), number 6-10 (identifying independent and various kinds of dependent clause), number 11-15 (identifying kinds of dependent clause)
3. identifying sentence test; 5 numbers (15-20, circling the clause)

There were some procedures that the researcher did in collecting the data;

1. The researcher consulted with the consultant to consult about the instrument was it suitable or not before distributing to the students.
2. Before giving the test, the researcher took time 5-8 minutes to give the explanation about the items and the purpose of this research.
3. The researcher distributed the instrument to the students and ask the students to answer honestly.
4. the researcher collected the instrument that students had answer
5. After collecting the data, the researcher analyzed the students correct and incorrect based on the test from the instrument that they had submitted by using mark (✓) and using mark (X) if incorrect answer.

Table 3.1. Scoring System Design and Description

Kind of Question	Scoring System
Multiple Choice Item	<ul style="list-style-type: none"> ➤ 4 answer choice (only one correct answer) ➤ Generic scoring rubric, 1 point for correct answer and 0 point for incorrect answer.
True and False Item	<ul style="list-style-type: none"> ➤ Only two options (1 correct and 1 incorrect response) ➤ Scored dichotomously (choose whether the statement is “True” or “False”) ➤ If the choose correctly = 1 point ➤ If choose incorrectly = 0 point
Matching Item	<ul style="list-style-type: none"> ➤ 2 or more option ➤ Only 1 correct response for every item ➤ 1 point = if they match correctly ➤ 0 point = if they match incorrectly

Armanrubel (2017)

It will be continued by using the formula below to know the percentage of students' ability

$$\text{Percentage of students' ability} = \frac{\text{Correct Answer}}{\text{Maximum score}} \times 100$$

6. The researcher counted the percentage to know the mean score based on the data that the students have achieved.
7. The researcher described the conclusion that researcher has analyzed from the data.
 - a. If the students got 80 – 100 from the test, they got “Excellent” in classification.
 - b. If the students 60 – 79 from the test, they got “Good” in classification.
 - c. If the students got 50 – 59 from the test, they got “Fair” in classification.
 - d. if the students got 0 – 49 from the test, the got “Poor” i classification.

F. Data Analysis

In giving students score in written test here some categories that the researcher used as follows:

The Method of analyzing Data

$$P = \frac{F}{N} \times 100$$

Notes:

P = The percentage of students' ability

F = Correct answer

N = Maximum score

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

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

Notes:

$\sum X$ = Sum of score in a distribution

\bar{X} = Mean

N = Number of score

Gay (1981: 298)

After knowing the test result of students' scores, then the researcher percentages all the data in formula.

80% - 100% = Excellentt

60% - 79% = Good

50% - %9% = Fair

0% - 49% = Poor

CHAPTER IV

FINDING AND DISCUSSION

In this part was explained about the findings and discussions of the researcher. So, the researcher was presented the result of the research. Here are the explanation below:

A. Findings

The researcher findings consist of the student's ability in identifying both independent and dependent clause based on the test. In order to know the student's ability in identifying clauses the researcher was presented the data into five category based on the written test.

All the data analyzed to find out student's ability in identifying independent and dependent clause in complex sentence. The data that were taken from around 30 students were presented as below:

1. The Students' Ability in Identifying Independent and dependent Clause

The student's ability in identifying independent clause is 66.80 (good). The total samples was 30 students, was total of questions were 8 questions, correct answer is 161, incorrect answer is 79 and the classification is good ability. (See Appendix 3)

The table shows the mean score of the student's ability in identifying independent clause is 66.80 and it is categorized as good.

2. The Students' Ability in Identifying Dependent Clause

The students' ability in identifying dependent clause is poor. The total of sample was 30 students, the total questions were 12 questions, correct answer is 181, incorrect answer is 180 and the classification is poor. (See Appendix 3)

The table shows the mean score of the students' ability in identifying dependent clause is 49.63 which is categorized as poor ability. From the findings above it can be concluded that the students' ability in identifying dependent clause.

In identifying independent and dependent clause consist of categories that were presented as below:

a. The First Category: Identifying Independent and dependent Clause in Complex Sentence

The researcher created 5 numbers of identifying test in which the command to the students was just to identify between independent and dependent clause in complex sentence. The researcher thought that this kinds of test easiest test categories because in this category the test just asked students to differentiate clause as general.

The test also present in multiple choice and only provided into four choice that were purposed to make students early prepare the knowledge in the topic. Those were wished that students can prepare themselves as early as to face the whole test.

Based on the result of the students' written test, the researcher found that the students good (70.66%) in identifying independent and dependent clause.

Tabel 4.3. The Students' Answer in Identifying Independent and Dependent Clause

Number of Items	Total of Students Correct Answer	Total of Students Incorrect Answer	Percentage	Classification
1	25	5	83.33%	Excellent
2	19	11	63.33%	Good
3	22	8	73.33%	Good
4	17	13	56.66%	Fair
5	23	7	76.66%	Good
Mean Score			70.66	Good

The table above showed that the rate percentage and frequently of the students' ability in identifying independent and dependent clause. It can be seen by the students' answer in each item. There were 25 students (83.33%) got excellent for the item no 1, 19 students got good (63.33%) for item number 2, 22 students got good (73.33%) for item number 3, 17 students got fair (56.66%) for item number 4, and 23 students got good (76.66%) for item number 5. So, the mean score of this category is 70.66% with categorized as a good category.

2. The Second Category: Identifying Independent Clause and Various Kinds of Dependent Clause

The second test category created more complicated test, hopefully test can elaborated students' clause proficiency. In this category students were asked to identify clause include kinds of dependent clauses. Consequently, students have to deeply comprehend about the clauses, particularly in mastering dependent clause.

Table 4.4. The Students' Answer in Identifying Independent and Various Kind of Dependent Clause

Number of Items	Total of Students Correct Answer	Total of Students Incorrect Answer	Percentage	Classification
1	15	15	50.00%	Fair
2	17	13	56.66%	Fair
3	18	12	60.00%	Good
4	14	16	46.66%	Poor
5	16	14	53.33%	Fair
Mean Score			53.33%	Fair

The table above shows that the rate percentage and frequency of the students' ability in identifying clause and kinds of dependent clause. It can be seen by the students answer in each item. There were, 15 students got fair (50.00%) for item number 6, 17 students got fair (56.66%) for item number 7, 18 students got good (60.00%) for item number 8, 14 students got poor for item number 9, 16 students got fair (53.33%) for item number 10. The result of the students' ability in identifying independent and various kind of dependent clause is 53.33% and categorized as a fair category.

3. The Third Category: Identifying Kinds of Dependent Clause

The third test category, the test only asked students to choose the various kinds of dependent clause. In comparing with previous category, the test were easier because they were more focus than before.

Table 4.5. The Students' Ability in Identifying Kinds of Dependent Clause in Sentence

Number of Items	Total of Students Correct Answer	Total of Students Incorrect Answer	Percentage	Classification
11	12	18	40.00%	Poor
12	11	19	36.66%	Poor
13	13	17	43.33%	Poor
14	15	15	50.00%	Fair
15	13	17	43.33%	Poor
Mean Score			42.66%	Poor

The table above showed the rate percentage and frequency of the students' ability in identifying kinds of dependent clause in sentence. It can be seen by the students' answer in each item. There were 12 students got poor(40.00%) for item number 11, 11 students got poor (36.66%) for item number 12, 13 students got poor (43.33%) for item number 13, 15 students got fair (50.00%) for item number 14, 13 students got poor (43.33%) for item number 15. So, the result of the students' ability in identifying kinds of dependent clause in sentence.

4. The Four Category: Circling/Underlining Clause in Complex Sentence

In fourth test category, the test created in simple test which students were asked to circle/underline the clause in complex sentence without only providing choice answer. In short, students were asked to identify the clauses by circling/underlining clause in complex sentence by their comprehension.

Table 4.6. The Result of Test in Circling/Underlining Independent and Dependent Clause in Complex Sentence

Number of Items	Total of Students Correct Answer	Total of Students Incorrect Answer	Percentage	Classification
16	16	14	53.33%	Fair
17	13	17	43.33%	Poor
18	23	7	76.66%	Good
19	18	12	60.00%	Good
20	17	13	56.66%	Fair
Mean Score			57.99%	Fair

The table above showed the rate percentage and frequency of the students' ability in identifying which one as independent and which one as dependent clause in complex sentence by underlining the correct answer of the test. It can be seen by the students answer in each item. There were 16 students got fair (53.33%) for item number 16, 13 students got poor (43.33%) for item number 17, 23 students got good (76.66%) for item number 18, 18 students got good (60.00%) for item number 19. 17 students

got fair (56.66%) for item number 20. So, the result of the students ability in circling/underlining independent and dependent clause in complex sentence.

In the end, all of the test were aimed to cover all students understanding in identifying and writing clauses especially in complex sentence. Creating multiple choice category test were focused to know the students' ability in some points of view. Students were not only faced some types of the test but also students were asked to do the test by their maximum proficiency. In the end, the researcher hopefully will get information as much as needed.

To find out the mean score of the students, total score of questionnaire is 1695 and the total of the item are 20. So the mean score is 56.50 and it is classified as fair. The calculation above shows that the mean score of students' ability in identifying independent and dependent clause in complex sentence 56.50 with classification is fair around 50-59 (See Appendix)

D. Discussions

Based on the finding above would like to showed the analysis of students' answer in identifying independent an dependent clause:

1. The Students' Ability in Identifying Independent Clause

Based on the findings above, the result of the students' ability in identifying independent clause is 66.80. It is means that categorized as a good

category because the independent clause is easiest to answer than dependent clause. Bossone (1981) explained that an independent clause can be very simple sentence with just a subject and verb, or it contained additional word or phrase. So the students easy to analyzed and answer the independent clause. There are two kinds of independent clause in these questions, they are transitive and intransitive clause and the result of those questions is good also.

2. The Students' Ability in Identifying Dependent Clause

Based on the findings, the result of the students' ability in dependent clause is 49.63. It means that categorized as fair category because dependent clause is complicated to answer than independent clause. Bossone (1977) furthermore says that dependent clause depends on (need) an independent clause to make sense. In other words, existing of dependent clause in complex sentence is just to support independent clause in complex sentence. Moreover, dependent clause usually modifies the adverb, adjective, and noun. So the students confuse in answer the dependent clause and dependent clause must be make sense completed the independent clause. There three kinds of dependent clause in these questions, they are dependent adverbial clause, dependent adjective clause, and dependent noun clause.

In identifying independent and dependent clause consist of four categories, they are:

a. First Category: Identifying Independent and Dependent Clause in Complex Sentence

The result of the students' ability in identifying independent and dependent clause is 70.66%. It means that categorized as a good category because this kind of test is easiest test category than other categories because in this category the test just asked the students to differentiate clause as general. Based on the result of the test, most students are categorized successful in identifying independent and dependent clause in complex sentence. Some of them still difficult to differentiate between independent and dependent clause.

b. Second Category: Identifying Independent Clause and Various Kinds of Dependent Clause

The result of the students' ability in identifying independent and various kinds of dependent clause is 53.33%. It means that categorized as a fair category because this test category is created more complicated test hopefully tests can elaborate students' clauses proficiency. In this category, students are asked to identify various kinds of dependent clause. Consequently, students have to deeply comprehend about the clauses, particularly in mastering dependent clause. Most of students are categorized failed in identifying independent clause and various kinds of dependent clause. And most of them still confuse to distinguish among adverbial clause, adjective clause, and noun clause.

c. Third Category: Identifying Kinds of Dependent Clause

The result of the students' ability in identifying kinds of dependent clause is 42.66%. It means that categorized as a poor category. Maybe the test only asked the students to choose kinds of dependent clause and comparing with previous category, the tests are easier because these are more focus than before. But in fact, the students still confuse and they think this category is complicated to answer. And also the students not understand and need more focus in answer this category. Most of students are categorized failed for this category. And most of them are difficult to find various kinds of dependent clause and then choose the best answer.

d. Fourth Category: Circling/Underlining Independent and Dependent Clause

The result of the fourth category is 57.99%. It means that categorized as fair category because the test category will generate their own difficulties because those do not provide choice answer. Moreover, students have to deeply understand about the clause itself to circle either independent clause or dependent clause as given command. In fact, students must consider by themselves where independent and dependent clause is located. Although the result is categorized fair but most of the students are categorized successful in identifying independent and dependent clause. In the fourth category, students still have problems in answering the question and some of them confuse to circle the clause.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the findings, the conclusion of the research findings as below:

1. The students of Second Grade of SMKT Somba Opu Gowa have a good classification in identifying independent clause in complex sentence. Based on the findings of the research at the Second Grade it can be seen by the students mean score 66.80 (good) because the independent clause is easiest to answer than dependent clause. So the students easy to analyzed and answer the independent clause.
2. The students of the Second Grade of SMKT Somba Opu Gowa have a poor classification in identifying dependent clause. Based on the findings of the research at the Second Grade students of SMKT Somba Opu Gowa it can be seen by the students mean score 49.63 (poor) because dependent clause is complicated to answer than independent clause. So the students confuse in answer the dependent clause and dependent clause must be make sense completed the independent clause.

From the findings above it can be concluded that the students' ability in identifying independent is better than the students' ability in identifying dependent clause. The researcher concluded that most of the students still fair classification in

knowing about clause, the kinds, and the different about independent and dependent clause particularly in complex sentence it can be seen by the students mean score is 56.25.

B. Suggestions

Based on the result of the research and conclusion would like to suggest to:

1. To English teacher must be improved their teaching ability while teaching various kinds of clauses at the Second Grade of SMKT Somba Opu Gowa
2. To students must be improved their learning style, they must be pay attention to the teacher, they should be focus, need more learn and more practice in wrotten test about clauses, that researcher has known that in learning clauses from Senior High School even until university.
3. To the next researcher to make this thesis for the reference for their research.

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Class :

➤ **Identifying the Independent and Dependent Clause**

1. Identify the independent clause: **I have applied for three jobs although I did not get one.**
 - a. I have applied for three jobs
 - b. Although I did not get one
 - c. For three jobs
 - d. I did not get one
2. Identify the dependent clause: **Whenever she's nervous, she bites her nails.**
 - a. Whenever she is nervous
 - b. She bites her nails
 - c. She is nervous
 - d. Her nails
3. Identify the independent clause: **Moving quickly up the field, Roberto was in a position to score.**
 - a. Moving quickly up the field
 - b. In a position to score
 - c. Roberto was in a position to score
 - d. Up the field
4. Identifying the dependent clause: **Since we all pitched in to help, it didn't take long at all.**
 - a. Since we all pitched in to help
 - b. Take long at all
 - c. We all pitched in to help
 - d. It didn't take long at all

5. Identifying the independent clause: **We will go as soon as I am off the phone**

- a. We will go
- b. I am off the phone
- c. As soon as I am off the phone
- d. Will go

➤ Identifying the Kinds of Independent Clause

6. **Wilson is working**

- a. Independent clause (intransitive clause)
- b. Dependent (adverbial) clause
- c. Dependent (adjective) clause
- d. Dependent (noun) clause

7. **He speaks English very well**

- a. Independent clause (transitive clause)
- b. Dependent (adverbial) clause
- c. Dependent (adjective) clause
- d. Dependent (noun) clause

8. **I drank the whole pitcher of lemonade** that she made.

- a. Independent clause
- b. Dependent (adverbial) clause
- c. Dependent (adjective) clause
- d. Dependent (noun) clause

9. **Although they knew it has high risk for health**, many students smoke.

- a. Independent clause

- b. Dependent (adverbial) clause
 - c. Dependent (adjective) clause
 - d. Dependent (noun) clause
10. The winner of Automotive Modification Competition in Semarang 2005 was **who in same previous competition last year**.
- a. Independent clause
 - b. Dependent (adverbial) clause
 - c. Dependent (adjective) clause
 - d. Dependent (noun) clause
- c. Noun clause
 - d. Independent clause
15. Policeman found who killed the president John F. Kennedy
- a. Adverbial clause
 - b. Adjective clause
 - c. Noun clause
 - d. Dependent clause

➤ **Identifying What Kind of Dependent Clause in the Sentence**

11. Didik who are studying in Vocational High School in Salatiga was the winner in ASEAN science competition.
- a. Adverbial clause
 - b. Adjective clause
 - c. Noun clause
 - d. Dependent clause
12. If you lie to me, I will kill you.
- a. Adverbial clause
 - b. Adjective clause
 - c. Noun clause
 - d. Independent clause
13. That she suspected as smart student was fake news.
- a. Adverbial clause
 - b. Adjective clause
 - c. Noun clause
 - d. Dependent clause
14. The woman whose hair is blonde is a Hollywood actress.
- a. Adverbial clause
 - b. Adjective clause

Circle the Independent and Dependent Clause of the Sentence

16. You should allow extra time, in case there's traffic. (Dependent Clause)
17. Before you leave, would you please shut the windows? (Dependent Clause)
18. I stood at the window after you had ordered me to do that. (Independent Clause)
19. Julie is determined to climb Yosemite's Half Dome although she is afraid of heights. (Independent Clause)
20. Don't bother to call me on Thursday nights because I will watching Survivor. (Dependent Clause)

The Students' Ability in Identifying Independent Clause

Sample of Students	Correct Answer in Identifying Independent Clause	Incorrect Answer in Identifying Independent Clause	Score
1	4	4	50
2	7	1	87
3	3	5	37
4	6	2	75
5	4	4	50
6	6	2	75
7	7	1	87
8	3	5	37
9	6	2	75
10	7	1	87
11	7	1	87
12	4	4	50
13	6	2	75
14	7	1	87
15	4	4	50
16	6	2	75
17	5	3	62
18	7	1	87
19	5	3	62
20	7	1	87
21	3	5	37
22	6	2	75
23	7	1	87
24	5	3	62
25	3	5	37
26	6	2	75
27	3	5	37
28	5	3	62
29	6	2	75
30	6	2	75

Total	161	79	2004
Mean Score			66.80

The Students' Ability in Identifying Dependent Clause

Sample of Students	Correct Answer in Identifying Independent Clause	Incorrect Answer in Identifying Independent Clause	Score
1	5	7	41
2	7	5	58
3	3	9	25
4	7	5	58
5	8	4	66
6	7	5	58
7	6	6	50
8	4	8	33
9	7	5	58
10	7	5	58
11	8	4	66
12	3	9	25
13	8	4	66
14	9	3	75
15	4	8	33
16	8	4	66
17	7	5	58
18	6	6	50
19	8	4	66
20	6	6	50
21	7	5	58
22	5	7	41
23	7	5	58
24	7	5	58
25	4	8	33
26	4	8	33

27	5	7	41
28	4	8	33
29	4	8	33
30	6	6	50
Total	181	180	1489
Mean Score			49.63

Table of Correct an Incorrect analysis

Numbers of item	Category	Correct	Incorrect	Total Students	Percentage
1	First Category (Identifying independent and dependent clause in complex sentence)	25	5	30	83.33 %
2		19	11	30	63.33%
3		22	8	30	73.33%
4		17	13	30	56.66%
5		23	7	30	76.66%
Total		106 70.66%	44 29.33%	150	
6	Second category (Identifying clause and kinds of dependent clause)	15	15	30	50.00%
7		17	13	30	56.66%
8		18	12	30	60.00%
9		14	16	30	46.66%
10		16	14	30	53.33%
Total		80 53.33%	70 46.66%	150	
11	Third Category (Identifying various kinds of dependent clause)	12	18	30	40.00 %
12		11	19	30	36.66%
13		13	17	30	43.33%
14		15	15	30	50.00%
15		13	17	30	43.33%
Total		64 42.66%	86 57.33%	150	
16	Fourth Category (Underlining clause in complex sentence)	16	14	30	53.33 %
17		13	17	30	43.33%
18		23	7	30	76.66%
19		18	12	30	60.00%
20		17	13	30	56.66%
Total		87 58.00%	63 42.00%	150	

DOCUMENTATION





CURRICULUM VITAE

HASRIANI was born on February 23rd, 1995 in Sinjai, South of Sulawesi. She is the second child of Muh. Saleng and Hawati. Her brother is Hasrullah and her sister is Hasnaya.

She began her study at Elementary School namely SDN 142 Borong Ampirie in 2001. She continued her education at Junior High School SMPN 5 Sinjai Selatan in 2007, she got graduation in 2010. She registered his Senior High School in 2010 at SMAN 9 Sinjai, she finished her study in 2013. Afterwards, she continued her study in collage Muhammadiyah University of Makassar, she registered as a student of English Education Departement in 2013. She was a demissioner of EDSA XXVII (English Departement Students Assosiation). She could finish her study in 2019 with the Thesis under title *“Students’ Ability in Identify Independent and Dependent Clause in Complex Sentence (A Descriptive Study at the Second Grade Students of SMKT Somba Opu Gowa)”*.