

**STUDENTS' ABILITY IN IDENTIFYING INDEPENDENT  
CLAUSE AND DEPENDENT CLAUSE IN COMPLEX  
SENTENCE**

**(A Descriptive Study at the Second Semester Students of English Department  
Unismuh Makassar)**



**A THESIS**

***Submitted as the Fulfillment to Accomplish Sarjana Degree at  
Faculty of Teacher Training and Education Muhammadiyah  
University of Makassar***

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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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## **MOTTO**

A compliment is a test.

Let's fight against the reproaches and compliments.

Prove to the world that praise doesn't make you SATISFIED

and reproach doesn't make you BROKEN

I dedicated this thesis for my parents, my sister, and all my friends. The sincerity and prayers in support of the author to realize the expectations become a reality.



## ABSTRACT

AAN INDRAYADI. 2017. *Students' Ability in Identifying Independent Clause and Dependent Clause in Complex Sentence (A Descriptive Study at the Second Semester Students of English Department Unismuh Makassar)*. Thesis. English Department. Faculty of Teachers Training and Education, Muhammadiyah University of Makassar. The consultants by H. Bahrin Amin and Nunung Anugrawati.

This research aimed at finding out the Students' ability in identifying independent clause and dependent clause at the Second semester of English Department Students of Unismuh Makassar. Focused on identifying independent clause and dependent clause in complex sentence, 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 English Department Students at the Second Semester in Academic year 2016/2017. It used simple random sampling technique where the researcher took 40 samples from ten classes by randomly. The data were collected through written test.

The result of the data analysis showed that most of the Students in Second Semester of English Department of Unismuh Makassar, in identifying independent clause and dependent clause categorized fair. It was reflected by the mean score of the written test 56.25. The data showed the mean score of the students' ability in identifying independent clause is 67.57 and it is categorized as good, while the mean score of the students' ability in identifying dependent clause is 48.17 which is categorized as poor, the students' ability in identifying independent clause is better than the students' ability in identifying dependent clause. Most of them still didn't know about clauses, the kinds of, and the different about independent clause and dependent clause particularly in complex sentence. There were many factors that might influence them such as school/campus environment, house circumstance, the students themselves didn't focus in learning the material, the students' learning style, and might students never pay attention when teachers or lecturers explained in front of class.

**Keywords:** identifying, clause, independent, dependent.

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Researcher

**Aan Indrayadi**

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## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Background**

Language is a tool of communication. It is used to express ideas, feeling, suggestion, creation, or emotion that will be much easier to express it in our mother tongue. English is a foreign language becomes one of the international languages that widely used and spoken all over the world. In Indonesia More than 700 living languages are spoken throughout the country with Bahasa Indonesia recognized as the official language. It can be implied that Indonesians are familiar with more than 2 languages considering mother tongue and first language as their natives. Having a wide variety of vernacular, mastering a new language appears to be effortless for Indonesian. Indonesian finds English quite challenging to be learned. Since that, English become one of compulsory subjects in school from elementary up to university level. Students who learn English are expected to master two skills: language skill and language component. In language skills, they learn listening, reading, speaking, and writing, while in language components, they learn grammar, vocabulary, syntax, phonology, semantics, and so forth. Prabawati (2015:16)

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 learning grammatical English, students learn a lot of rules in English

language such as tenses, prepositions, punctuations, modals, part of speech, kinds of sentences including kinds of clauses (independent clause and dependent clause). Therefore, kinds of clauses (independent clause and dependent clause) will be the major topic in this paper. About sentence, there are some types of sentence that researcher talks firstly before talking about clauses. There are three kinds of sentences they are: simple sentence, compound sentence, and complex sentence. Simple sentence is a single independent clause; Compound sentence is two or more simple sentence join together by a comma or a coordinating conjunction; and complex sentence is a sentence that consists of both a main (independent) clause and at least has a sub (dependent) clause. Cook (1969:196)

A clause is a group of words that containing a subject and a verb. This case researcher talks about clause they are independent clause and dependent clause. Independent clause is a complete sentence. It contains a subject and a verb that expresses a complete thought, while dependent clause is not a complete idea. It depends on the main clause. based on explanation above, knowing the students' ability in identifying independent clause and dependent clause is very important not only as reflection tool of delivering information from the teacher or lecturer but also measuring students grammar proficiency. One way that tried here is make students to know what is clause or sentence and how to classify because in identifying independent clause and dependent clause can improve the students' comprehension and can motivate the students. According to Azar (2006:21) explains that an independent clause is a complete sentence. It contains the main subject and verb of sentence, while dependent clause is not a complete sentence. It

must be connected to an independent clause. 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.

The writer concluded that based on the explanation above, knowing the students' ability in identifying independent clause and dependent clause is very important not only as reflection tool of delivering information from the teacher or lecturer but also measuring students grammar proficiency. By Expert in identifying both of independent and dependent clause in complex sentence, the students of English students avoid any possibility misunderstanding that probably arise when they are facing the complex sentence. So that, students will not confused and will able to make communication in English running well. Indeed, students will easy to understand all the material that teachers are given to them.

The writer chose the Second Semester of English Department Unismuh Makassar because in learning Clauses has studied at the Senior High School level even the first Semester in University level. In knowing the students' ability in identifying clauses the researcher conducted the research, under title "*Students' Ability in Identifying Independent Clause and Dependent Clause in Complex Sentence (A Descriptive Study at the Second Semester of English Students of UNISMUH Makassar)*". The research above is one of the match ways to implement the need of knowing students' proficiency in identifying which one independent clause and which one dependent clause in complex sentence. Researcher conducted in Muhammadiyah University of Makassar.



## **B. Problem Statement**

Based on the background above the researcher formulates research questions they are;

1. How is the students' ability in identifying independent clause in complex sentence at the Second Semester of English Students of UNISMUH Makassar?
2. How is the students' ability in identifying dependent clause in complex sentence at the Second Semester of English Students of UNISMUH Makassar?

## **C. Objective of the Research**

Based on the research questions above, the Objective of the research are:

1. To find out some aspects the students' ability in identifying clause and to measure the students' ability in identifying independent clause in complex sentence.
2. To find out some aspects the students' ability in identifying clause and to measure the students' ability in identifying dependent clause in complex sentence.

## **D. The Significance of the Research**

There were several significances of this research they are:

1. This study would be beneficial especially to the writer who will conduct this research to find out the answer of the research questions.

2. The study would also provide valuable input for lecturers or teachers about their students' ability in identifying and writing independent clause and dependent clause in complex sentence.
3. It would also be beneficial to the other readers who are interested in doing further researches related to a descriptive analysis of students' ability in identifying independent clause and dependent clause in complex sentence.

#### **E. The Scope of the Research**

This research focused on identifying independent clause and dependent clause in complex sentence, where the researcher limited on kind of dependent (adverbial clause, adjectival clause, and nominal clause) and independent clause (Transitive clause, Intransitive clause, Equative clause). The researcher expected that students able differentiate between both of independent and dependent clauses.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Previous Related Research Finding

##### Some of Previous Research Findings as Follow;

Hasbullah.(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 in complex sentence , the mean score of students 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 4,72 and it is classified as fair ability.

Nurpitasari (2015), in her thesis, *“The Students’ Ability in Identifying Independent Clauses and Dependent Clauses”* At the X MA.Ash-Shalihin, RomangPolong, Gowa. She found that in identifying independent clauses and dependent clauses students still fair. Based on the result of this research, total score of the questionnaire was 855 which total numbers of item were 20, so the mean score that the result of this research got 50.29 (fair). That calculation showed that, the mean score of students’ ability in identifying independent clause and dependent clause 50.29 with classification fair around 50-59.

Muthahhir (2015) in her thesis *“an Error Analysis on the English Clauses Made by the Students at the Second Grade of MAN 2 Model Makassar in Academic Year 2015-2016”*. Her finding showed that the percentage of error frequencies in using *what* in noun clause is 1,67%, using *who* is 18,33%, using *whose* is 50% and using *when* no one of the students made error. So, the frequencies of errors made by the students in using noun clause are 30 of 240 possibilities of errors that may happen, in the other words, the percentage of Error made by the students is 13,33%. The frequencies of errors made by the students in using adjective clause are 30 of 210 possibilities of error that may happen. In other words, the percentage of errors made by the students is 35,71%.

Ridwan (2013) in her thesis, *“Improving the Students’ Writing Ability in Translating Complex Sentences by Using Grammar Translation Method”*. She found that the students’ ability in translating complex sentences by using grammar translating method is classified in fair category from the data analysis, the thesis Ridwan described that the students’ writing ability in translating method is 50,6.

The previous findings above had similarity with this research which they have researched about Clauses, while the purpose, sample, research methodology of the study were different aspect that distinguish the studies. The researchers above found that students still “fair category” in identifying, using, and writing clauses. The writer could conclude that the previous writer found similarity in teaching independent and dependent clauses particularly in

complex sentence because they found that the students were still differently in identify which one as independent clause and which one as a dependent clause. In this case the writer has conducted research abouta descriptive analysis of the students' ability in identifying independent clause and dependent clause in complex sentence at the Second Semester of English students of Muhammadiyah University of Makassar.

## **B. Some Pertinent Ideas**

### **1. Concept of Sentence**

Oshima and Hogue (2001:71) explains that 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'dulu's book (2004:55) explains that the sentence level is the level at which clauses are combined into larger units. The sentence is a grammatical unit, a construction in which the Constitute is any utterance with final intonation contour, and the constituents are the clauses, connecting particles, and intonation patterns. Sentence as an independent linguistic form, not included by virtue of any grammatical construction in any larger form.

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

## 2. Types of Sentence

There are at least five criteria that can be used to classify sentence: (1) according to the number and kind of clauses 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 or 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

A sentence consists of a base slot filled by an independent clause and an intonation slot filled by a final intonation contour. We can generate a lot of simple sentence in English which include affirmative sentence, negative sentence questions sentence or interrogative sentence, commands or imperative sentences, and passive sentences.

A simple sentence structure consists 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 “The flowers in my garden are so colorful to see that it is make me happy”. It is simple with only a single independent clause.

### b. Compound Sentence

Compound sentences are sentences consisting of two or more independent clauses. These two independent clauses are commonly

joined by a connector or conjunction, such as; and, but, or, etc. there are also compound sentences which are complex. One or both of the independent clauses contain dependent clauses.

Compound sentences are the one that consist of two or more clauses of the same syntactic structure. These clauses are all main clauses as each one of them can stand alone for being complete, syntactically as well as semantically, in itself.

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 a final intonation contour.

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



precedes the independent clause, but the dependent clause may also precede the independent clause, if it is emphasized.

Example: I thanked the woman who helped me.

The building where he lives is very old.

I never forget the day when I met you.

The professor who teaches English is very excellent.

If John has a car next summer, he will drive to Bali

An independent clause is a clause that can stand on its own, by itself. It doesn't need to be joined to any other clauses, because it contains all the information necessary to be a complete sentence. 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, and (3) they express a complete thought – something happened or was said.

Independent clause (main clause) used alone in a simple sentence. It is when clauses are combined because a relationship exists between them that question of usage arise, in a dependent clause, the full prediction is altered in such a way that the clause must be attached to another clause, an independent clause.

Example: Indra who speaks French well is the best student.

Indri whom I saw yesterday is a pretty girl.

This is the month when my birthday is held.

A complex sentence contains one independent clause and at least one independent clause. The clauses in complex sentence are combined with conjunctions and subordinators, terms that help the independent clauses relate to dependent clause. Subordinators can refer to the subject (who, which), the sequence/time (since, while), or the casual elements (because, if) of the independent clause. For examples;

Aan is happy, he has a new car.

Aan is happy because he has a new car.

Aan drives a car, the sun rises.

Aan drives a car when the sun rises.

Conjunctions that can be used are: (when, as, as if, although, before, because, as though, if, after, where, though, while, until, wherever, unless, and which).

### **3. The Classification of Sentence**

The classification of sentence according to its structure and function:

- a. Wishon and George (2001:8) structurally, a sentence can be classified into three types, are; simple sentence, compound sentence, and complex sentence; a simple sentence is a sentence that is made up of one independent clause and no subordinate/dependent clause. A simple sentence has one main idea. The other names of this sentence are main or independent clause and complete statement, and which the independent clause has a subject and stand-alone.

b. According to Ba'dulu (2008:63) functionally, a sentence can be classified into four types, they are;

1) A Command or Imperative Sentence

Commands are sentences by which someone tells his hearer to do something or not to do anything. Commands are used to give orders or to make requests. The subject of the command, that is, you is always deleted; and the word please is commonly added at the beginning or at the end of the sentence to make a polite request.

Example: Open the door!

Go to the market now!

Take the car slowly out of the garage!

2) A Declarative Sentence

A declarative sentence is the sentence that makes a statement. It is followed by period. A declarative sentence is the most common and simple function for sentence to have, and is often considered the base form of a sentence. For example; "This piece of paper is red"

3) A Question or Interrogative Sentence

An interrogative sentence is a sentence that makes a question. It is ended by a question mark. Questions are sentences by which someone asks his hearer to give information. There are two types of questions; (1) simple questions and (2) information questions. Simple questions are questions which ask for affirmative or negative (yes or no) answers: and information questions are

questions which ask for more information. Simple questions always begin with auxiliaries; and information questions always begin with question words, such as who,whom,which, how, why, where, when, etc.

Example: Do you like coffee?

Does he work in a bank?

Who is the president of the Republic of  
Indonesia?

Is there any comment?

#### 4) An Exclamatory Sentence

According to Widjaja (2014:43) an exclamatory sentence is a sentence that expresses a strong feeling. It is ended with an exclamatory point. Exclamatory sentences are also a common type of function, in which the statement is mean as an exclamation. It is not necessarily intended for a particular listener, but as a way in which the speaker realizes excitement or a particular sentiment. When spoken aloud, sentence with exclamatory sentence function may be yelled or otherwise are often spoken with higher or faster intonation. For example; “there it is”.

### **C. Clause**

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 tagmemes that consists of or includes one and only one predicate, or predicate-like tagmeme, in string, and whose manifesting morpheme sequence typically fills slots at the sentence level. Ba'dulu (2008) there are three essential features of clauses. 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 tagmeme.

Gerot&Wignell (1995:22), in Nurpitasari's thesis (2015), explains that clauses can be considered in three different aspect of system meaning; textual meaning, ideational meaning and interpersonal meaning. Textual meanings, those which make language contextually and co-textually relevant, are realized in lexical-grammar through thematic and information system as well as through cohesion. Ideational meaning, meanings about things and ideas, are realized in the clause by options from transitivity and meaning through which social relations are created and maintained. These interpersonal meanings are realized in the lexical grammar through selection from by system of mood.

According to Cook (1969:65) there are two criteria that can be used to classify clauses; (1) their distribution in sentence and (2) their internal structure. Based on their distribution in sentence, clauses can be classified into independent

clause and dependent clause. The differentiation between independent clause and dependent clause is very clear because independent clause has different function with dependent clause in complex sentence. It can be seen in the explanation above that independent clause and dependent clause has the same pattern of sentence because both of them have subject and verb 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. Clauses although divide become two types, but in developing the dependent clause it can be expand into three types such as; noun clause, adjective clause, and adverb clause.

#### 1. Independent Clause

An 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. A simple sentence is one of independent clause. Independent clause is a complete sentence. It contains a subject and a verb that expresses a complete thought. According to Cook (1969:65), based on their internal structure, booth independent and dependent clause can be further divided into;

##### a. Transitive clause

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

Example;

John visited his uncle last week.

Mary cooked rice in the kitchen.

He speaks English very well.

Miss Peters Writes reports for Mr. Wilson.

b. Intransitive clause

Intransitive clauses are clauses whose predicates are filled by intransitive verbs, namely, verbs taking no direct objects, like *work, go, stand, rest, look, talk, laugh, come*.

Example;

Mr. Wilson is working in his office.

He is looking around the office right now.

Miss Stewart is sitting at his desk.

He went to the theatre last week.

c. Equative clauses

Equative clauses are clauses whose predicates are filled by equative verbs, like *be, grow, seem, appear, look, remain, and feel*.

Example;

Jane is his sister.

She is very beautiful.

She became a nurse.

He looks very handsome.



## 2. Dependent Clause

Oshima and Hogue (2001:93) a dependent Clause is a clause (a group of words with a subject and a verb) that does 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 of Dependent clause as bellow:

- What the girl did
- After months of research.
- Whoever wins the race.
- While I was asleep
- whereas hydrogen has only one.
- that was in the freezer?

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

### a. Dependent (nominal clause)

Nominal clauses are clauses that function or act like nouns. They can function as the subject object, or complement. A noun Clause is a subordinate clause used as a noun. It functions as a noun in the sentence. Nominal clauses are created when an entire clause is placed in grammatical position of a sentence that are pronoun might otherwise

occupy. Nominal clauses are commonly introduced by the relaters, like *what, where, who, why*. example:

Why you did that, is a mystery to me

No one would tell me who come to Tom's party

*What* you have said is not clear.

*Whoever* studies English must always practice it.

b. Dependent (adjectival clause)

Wishon and George (2001:165) an adjectival clause is a dependent clause used as an adjective; it modifies a noun or a pronoun. These clauses are introduction by two different kinds of words which always occur just after the noun that the clause modifies.

Adjectival clauses are usually introduced by the relative pronouns *who, whom, whose, which, and that*. These pronouns function in noun positions in the clauses they introduce.

Example:

Krakatoa, *which* is a volcano on an Indonesian island, exploded.

People *who* lived 3,520 kilometers away heard the noise.

The thousands *whom* the tidal wave killed lived on the island of Java.

Adjective clause may also be introduced by the subordinate conjunctions *when, and why*.

*Example:*

People still speak of the day *when* the explosion occurred.

The ocean covered the Place *where* the volcano had been.

Only scientists can explain the reason *why* this disaster happened.

c. Dependent (adverbial clauses)

Wishon and George (2001:155) adverbial clauses are dependent clauses that function as adverbs. They can express place or location, time or temporal, manner, reason, purpose, and condition. Adverbial clauses functioned as adverb and modify verb, adjectives, or other adverbs in independent clause. It tells when (time), where (place), why (reason), how, how (long, manner, far). An adverbial clause can be placed before or after independent clause. If it is place before independent clause a comma must be used to separate the two clauses. No comma is needed if the adverbial clause is placed after independent clause.

Dependent adverbial clauses tell *why*, *when*, or *where* or introduce an opposite idea.

They begin with one of these subordinating conjunctions:

- 1) To tell why: *because*, *since*, *as*

**Because** all of their needs are taken care of

**Since** all of their needs are taken care of

**As** all of their needs are taken care of

- 2) To tell when and where: *when, whenever, since, while, as soon as, after, before, wherever.*

**When** they are separated from their natural predators

**Whenever** the animals are sick

**Since** modern zoos have been in operation

**While** zoo animals are living in a protected environment

**As soon as** they become sick

**After** animals pick up airborne diseases of humans

**Before** they become bored

**Wherever** they wander within their habitats

- 3) To introduce an opposite idea: *although, though, even though*

**Although** animals in modern zoos live in safe, artificial habitats

**Though** animals in modern zoos live in safe, artificial habitats

**Even though** animals in modern zoos live in safe, artificial habitats

Complex sentences are sentence consisting of one independent clause and one or more dependent clauses. Cook (1969:65).Independent clause is a complete sentence. It contains a subject and a verb that expresses a complete thought. 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 differences between independent and dependent clause. Example:

“Although Donna is a rich woman, but she is not arrogant.”(X) **Incorrect**

DC

DC

*Although* is a subordinating conjunction

*But* is coordinating conjunction

(The sentence above is incorrect because there is no independent clause of the sentence.)

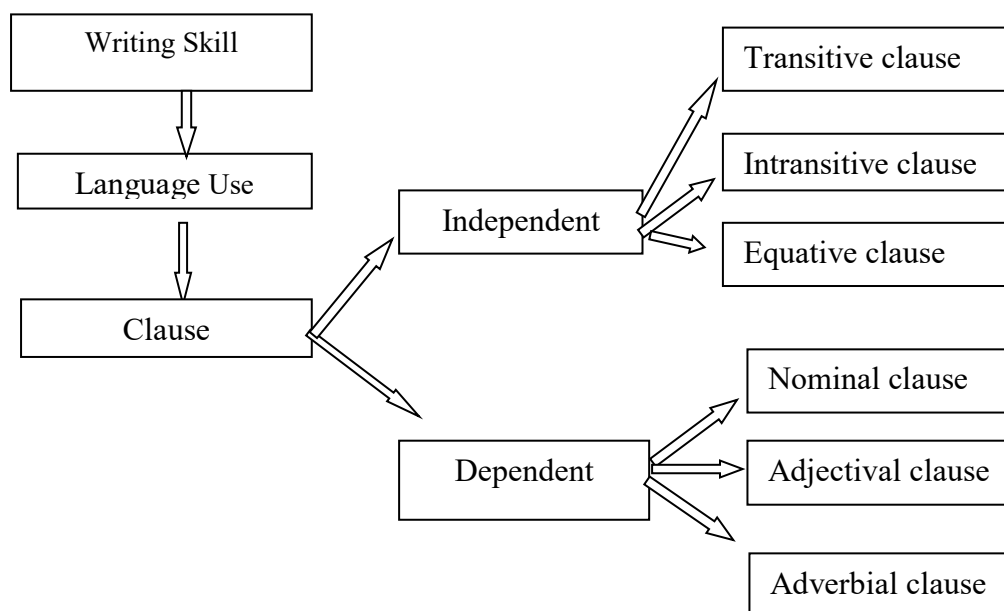
“Although Donna is a rich woman, she is not arrogant.” (✓) **correct**

DC

IC

(The sentence above is correct because the sentence consists of independent clause and dependent clause.)

#### D. Conceptual Framework



It shows that teaching writing skill is a skill that one of the major skill which is taught on the school. Almost of the school even in university levels have been taught the independent clause and dependent clause, where dependent clause consists of three kinds, they are: nominal clause, adjectival clause, and adverbial clause. Here, the researcher gave a written test about the material for the students then the researcher asked the students to identify the independent clause and dependent clause based on their ability.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Method**

This research used a descriptive method, where the researcher wanted to know the students' ability in identifying independent clause and dependent clause in complex sentence.

#### **B. Population and Sample**

##### **a. Population**

The population of the research was the Second Semester students of English Department UNISMUH Makassar. There were ten classes at the Second Semester, the total number were 330 students.

##### **b. Sample**

The samples of this study were students of the Second Semester of English Department UNISMUH Makassar. This research used Simple Random Sampling Technique. The researcher took 4 students of each class randomly. So the number of the sample was 40 students.

#### **C. Research Variable and Indicator**

Variable that the researcher used in this research was identifying independent clause and dependent clause in complex sentence.



Indicators that the researcher used in this research were; Dependent Clause (noun clause, adjective clause, and adverbial clause) and Independent clause in complex sentence.

#### **D. Instrument of the Research**

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

In this case, the researcher used achievement test to collect the data from the research's variable. These tests are used to measure what an individual has been learnt (Best, 1983). The researcher also quoted a number of tests from some webs on the internet and from some books. After that, the researcher manipulates 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 test items were 20 numbers
2. Multiple choice type was 15 numbers (1-15); number 1-5 (identifying independent and dependent clauses) as the first category, number 6-10 (identifying clause and kind of dependent clause) as the second category, 11-15 (identifying various of dependent clause) as the third category, and
3. Identifying sentence test; 5 numbers; (15-20, underlying the clause) as the fourth category.

## **E. Technique of Collecting Data**

According to Hornby (1974) 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. Therefore, appropriate test is very crucial in process collecting data because there are many subfields involved.

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

Below are the arrangements of the test items;

- a. Total number of test item were 20 numbers
- b. Multiple choice type was 15 numbers (1-15); number 1-5 (identifying independent and dependent clauses), number 6-10 (identifying clause and kind of dependent clause), 11-15 (identifying various of dependent clause)
- c. Identifying sentence test; 5 numbers; (15-20, underlining the clause)

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

1. The researcher consulted with the consultants 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 item and the purpose of this research.
3. The researcher distributed the instrument to students and asked them to answer as honestly.
4. The researcher collected the instruments that students had answered.
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 (X) if incorrect answer and using mark (✓) if correct answer

**Table.3.1. Scoring system design and description**

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

Armanrubel (2017)

It will be counted by using the formula bellow to know the percentage of student's ability.

$$\text{Percentage of Student's Ability} = \frac{\text{Correct Answer}}{\text{Maximun Score}} \times 100$$

6. The researcher counted the percentage to know the mean score based on the data that the students have achieved.

$$\text{Mean score} = \frac{\text{the sum of all scores}}{\text{the total number of students}}$$

7. The researcher described the conclusion that researcher has analyzed from the data and graphic.

1. If the students got 80 - 100 from the test, they got “Excellent” in classification.
2. If the students got 60 - 69 from the test, they got “Good” in classification.
3. If the students got 50 - 59 from the test, they got “Fair” classification.
4. If the Students got 0 - 49 from the test they got “Poor” in classification.

#### **F. Technique of 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 student's ability

F = correct answer

N = maximum score

Gay (2006)

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

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

Notes:

$\bar{X}$  = mean score

$\sum x$  = the Sum of All Scores

$N$  = the total number of Students *Gay (1981:298)*

After knowing the test result of students' score, then the researcher percentage all the data in formula of four levels mastery (Abadi, 2013).

**Tabel.3.2. The detail formula**

No	Score	Classification
1	80 – 100	Excellent
2	60 – 79	Good
3	50 – 59	Fair
4	0 – 49	Poor

1. If the students got 80 - 100 from the test, they got “Excellent” in classification.
2. If the students got 60 - 69 from the test, they got “Good” in classification.
3. If the students got 50 - 59 from the test, they got “Fair” classification.

4. If the Students got 0 - 49 from the test they got “Poor” in classification.

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Finding

The researcher findings consist of the students' ability in identifying both independent and dependent clauses, based on the test. In order to know the Students' ability in identifying clauses the researcher was presented the data into five categories based on the written test.

All data then analyzed to find out Students' Ability in Identifying Independent Clause and Dependent Clause in Complex Sentence. The data that were taken from around 40 Students were presented as bellow:

1. The students' ability in identifying independent clause is good 67.57. The total of samples was 40 students, the total of questions were 8 questions, correct answer 187, incorrect answer 133 and the classification is good.

**Table.4.1. The Students' Ability in Identifying Independent Clause**

<b>Sample of students</b>	<b>Correct Answer in Identifying Independent Clause</b>	<b>Incorrect Answer in Identifying Independent Clause</b>	<b>Score</b>
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



31	6	2	75
32	6	2	75
33	8	0	100
34	3	5	37
35	2	6	25
36	2	6	25
37	8	0	100
38	7	1	87
39	8	0	100
40	6	2	75
<b>Total</b>	<b>187</b>	<b>133</b>	<b>2703</b>
<b>Mean Score</b>			<b>67.57</b>

The table above shows the mean score of the students' ability in identifying independent clause is 67.57 and it is categorized as good.

2. The students' ability in identifying dependent clause is poor 48.17. The total of samples was 40 students, the total of questions were 12 questions, correct answer 233, incorrect answer 247 and the classification is Poor.

**Table.4.2. The Students' Ability in Identifying Dependent Clause**

<b>Sample of Students</b>	<b>Correct Answer in Identifying Dependent Clause</b>	<b>Incorrect Answer in Identifying Dependent Clause</b>	<b>Score</b>
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	5	7	41
30	4	8	33
31	5	7	41
32	7	5	58
33	5	7	41
34	5	7	41
35	6	6	50
36	5	7	41
37	6	6	50
38	3	9	25
39	6	6	50
40	5	7	41
<b>Total</b>	<b>233</b>	<b>247</b>	<b>1927</b>
<b>Mean Score</b>			<b>48.17</b>

The table above shows the mean score of the students' ability in identifying dependent clause is 48.17 which is categorized as poor.

From the findings above, it can be concluded that the students' ability in identifying independent clause is better than the students' ability in identifying dependent clause.

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

### **1. The first category: identifying independent clause and dependent clause in complex sentence**

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

The test also present in multiple choices and only provided four choices 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.

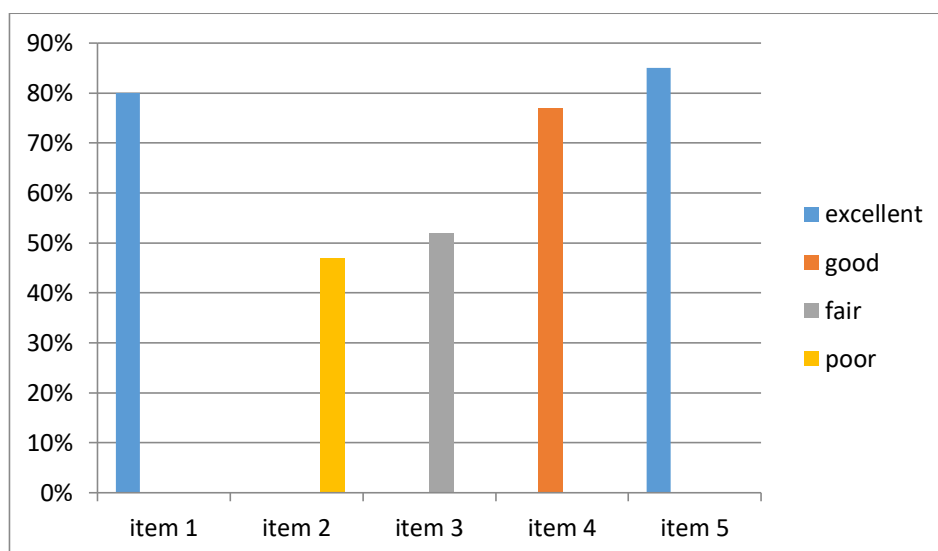
Based on the result of the Students' written test, the researcher found that the Students good (68.50%) in identifying independent and dependent clause.

**Table.4.3. The students' answers in identifying Independent Clause and Dependent Clause**

<b>No Item</b>	<b>Total of Students Correct Answer</b>	<b>Total of Students Incorrect Answer</b>	<b>Percentage</b>	<b>Classification</b>
1	32	8	80.00%	Excellent
2	19	21	47.50%	Poor
3	21	19	52.50%	Fair
4	31	9	77.50%	Good
5	34	6	85.00%	Excellent
Mean Score			<b>68.50%</b>	<b>Good</b>

The table above shows the rate percentage and frequency of the students' ability in identifying independent clause and dependent clause. It can be seen by the students' answers in each item. There were 32 Students (80.00%) got excellent for item no 1, 19 Students (47.50%) got poor for item no 2, 21 Students (52.50%) got fair for item no 3, 31 Students (77.50%) got good for item no 4, 34 Students (85.50%) got Excellent for item no 5. (See appendix)

To know the categorized of the students' in identifying dependent clause and independent clause, following chart was presented.



## 2. The second test category: identifying clause and the kinds of dependent clause

The *second test category* created more complicated test, hopefully tests can elaborate Students' clauses 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. In addition, the tests also elaborate Students' ability in identifying independent clause and various kinds of dependent clause in detail.

The tests were wished to cover how far the students' understanding among types of clauses in detail. In this case, the writer tried to present all of various kinds of clauses to know how about Students' understanding each clause.

Based on the result of the Students' written test, the Researcher found that the Students still poor (45.50%) in identifying dependent clause.

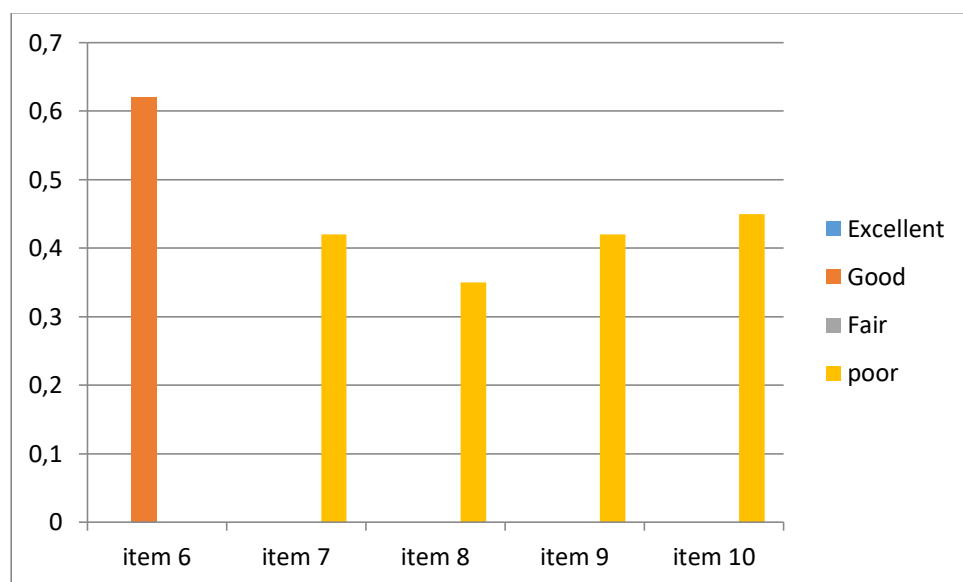
**Table.4.4. The students' answer in identifying clause include kinds of dependent clause**

<b>No. Item</b>	<b>Total of Students Correct Answer</b>	<b>Total of Students Incorrect Answer</b>	<b>Percentage</b>	<b>Classification</b>
6	25	15	62.50%	Good
7	17	23	42.50%	Poor
8	14	26	35.00%	Poor
9	17	23	42.50%	Poor
10	18	22	45.00%	Poor
<b>Mean Score</b>			<b>45.50%</b>	<b>Poor</b>

The table above shows the rate percentage and frequency of the students' ability in identifying clause and kinds of dependent clause. It can be seen by the students' answers in each item. There were 25 Students

(62.50%) got good for item no 6, 17 Students (42.50%) got poor for item no 7, 14 Students (35.00%) got poor for item no 8, 17 Students (42.50%) got poor for item no 9, 18 Students (45.00%) got poor for item no 10, and neither Students got Excellent and fair.(See appendix)

To know the categorized of the Students' in identifying dependent clause following the chart was presented;



### 3. The third test category: identifying various 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 tests were easier because they were more focus than before.

Based on the result of the test, the Researcher found that the Students still Poor (35.50%) in identifying various kinds of dependent clauses in sentence.

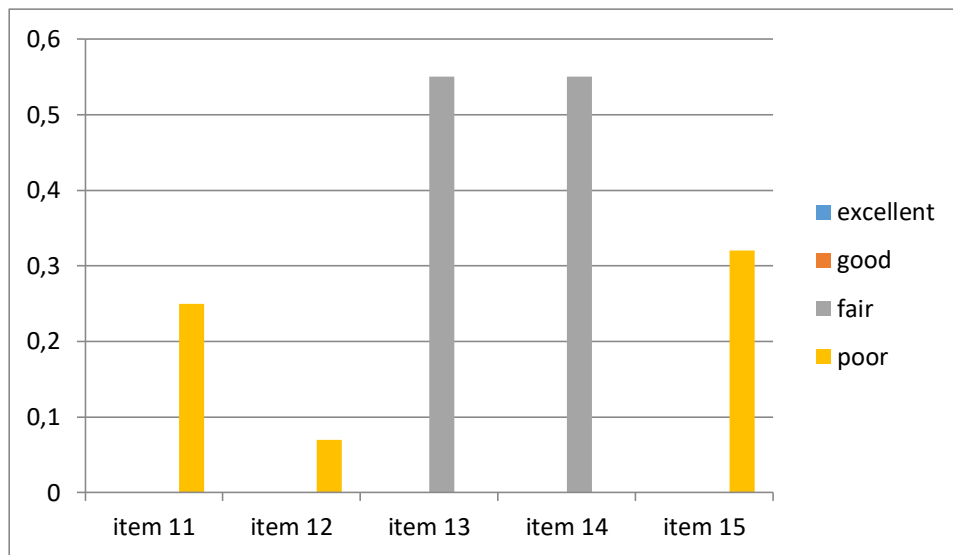
**Table.4.5. The students' answer in identifying kinds of dependent clause in sentences**

<b>No Item</b>	<b>Total of Students Correct answer</b>	<b>Total of Students Incorrect Answer</b>	<b>Percentage</b>	<b>Classification</b>
11	10	30	25.00%	Poor
12	3	37	7.50%	Poor
13	22	18	55.00%	Fair
14	22	18	55.00%	Fair
15	13	27	32.50%	Poor
Mean Score			<b>35.50%</b>	<b>Poor</b>

The table above shows the rate percentage and frequency of the students' ability in identifying various kinds of dependent clause in sentences. It can be seen by the students' answers in each item. There were 10 Students (25.00%) got poor for item no 11, 3 Students (7.50%) got poor for item no 12, 22 Students (55.00%) got fair for item no 13, 22 Students (55.00%) got fair for item no 14, 13 Students (32.50%) got poor for item no 15, and neither Students got Good and Excellent. (See appendix)

To know the categorized of the Students' written test in identifying kinds of dependent clause in sentence following chart was presented;





#### 4. The fourth test category: underlining clause in complex sentence

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

The *fourth tests category* will generate their own difficulties because the tests didn't have providing choice answer. Moreover, students have to deeply understand about the clause itself to underline either independent clause or dependent clause as given command. In fact, students must consider by themselves which one as independent clause and which one as dependent clause.

Based on the result of the Students' written test, the researcher found that Students Good (75.50%) in identifying which one as

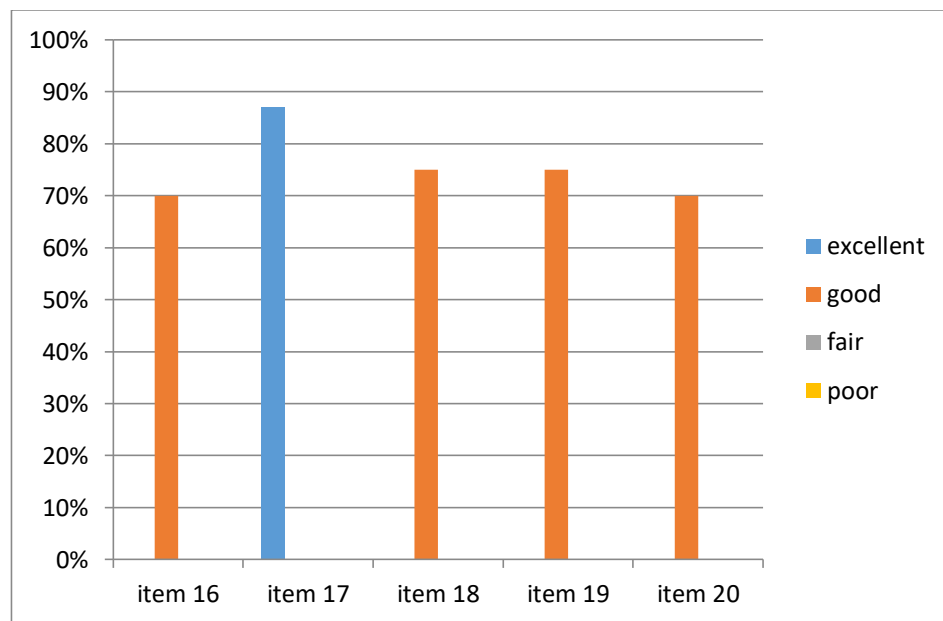
independent clause and which one as dependent clause in complex sentence.

**Table.4.6 The result of test in underlining independent clause and dependent clause in complex sentence**

<b>No Item</b>	<b>Total of Students Correct answer</b>	<b>Total of Students Incorrect answer</b>	<b>Percentage</b>	<b>Classification</b>
16	28	12	70.00%	Good
17	35	5	87.50%	Excellent
18	30	10	75.00%	Good
19	30	10	75.00%	Good
20	28	12	70.00%	Good
<b>Mean Score</b>			<b>75.50%</b>	<b>Good</b>

The table above shows the rate percentage and frequency of the students' ability in identifying which one as independent clause in and which one as dependent clause in complex sentence by underlining the correct one of this test. It can be seen by the students' answers in each item. There were 28 Students (70.00%) got good for item no 16, 35 Students (87.50%) got excellent for item no 17, 30 Students (75.00%) got good for item no 18, 30 Students (75.00%) got good for item no 19, 28 Students (70.00%) got good for item no 20, and neither Students got fair and poor. (See appendix)

To know the categorized of the Students' written test by underlining in identifying which one as independent clause and which one as dependent clause in complex sentence following chart was presented;



In the end, all the tests were aimed to cover all students' understanding in identifying and writing clauses especially in complex sentence. Creating multiple categories tests were focused to know Students' ability in some points of view. Students were not only faced some types of tests but also students were asked to do the tests 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 written test, From 40 Students, total score of the questionnaire is 2250 and the total of items are 20. So, the mean score is 56.25 and it is classified as fair

The calculation above shows that the mean score of the Students' ability in identifying independent clause and dependent clause in complex sentence 56.25 with the classification is fair around 50-59. (See appendix).

## **B. Discussion**

Abadi (2013) states that students are difficult to identify dependent clause as detail, students are difficult in identifying dependent clause because dependent clause has many kinds, the data showed that 44.00 (poor). While Nurpitasari (2015) states that in identifying independent clause easiest because the test just asked students to identify clause as general, the data showed that students got 62.35 (good).

Based on the finding of this research, the researcher would like to show the analysis of Students' answers in identifying independent clause and dependent clause:

1. The students' ability in identifying independent clause is 67.57 and it is classified as good.
2. The students' ability in identifying dependent clause is 48.17 and it is classified as fair.

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

### **a. First category: identifying independent clause and dependent clause in complex sentence**

First category that consist of five numbers that asked students to identify clauses as general, between independent clause and dependent

clause in complex sentence. The test asked students to differentiate clause as general.

The students' ability in identifying independent clause and dependent clause. It can be seen by the students' answers in each item. There were 32 Students (80.00%) got excellent for item no 1, 19 Students (47.50%) got poor for item no 2, 21 Students (52.50%) got fair for item no 3, 31 Students (77.50%) got good for item no 4, 34 Students (85.00%) got Excellent for item no 5. The calculation above shows that the mean score of the students Ability in identifying independent and dependent clause in complex sentence 68.50%. Based on the result of the test most of Students were categorized (Good) in identifying independent clause in complex sentence.

**b. Second category: identifying clause and the kinds of dependent clause**

Second category that created of five numbers that asked students to identify clause include kinds of dependent clause. Consequently, students need to deeply comprehend about the clauses, particularly in mastering dependent clause. This test also elaborate students' ability in identifying independent clause and various kind of dependent clause in detail.

The calculation bellow shows that the mean score of the students Ability in identifying clause include kinds of dependent clause 45.50% neither Students got Excellent and fair. Based on the result of the test most of Students were categorized (poor) in identifying clause include kinds of dependent clause. The students' ability in identifying clause and kinds of

dependent clause. It can be seen by the students' answers in each item. There were 25 Students (62.50%) got good for item no 6, 17 Students (42.50%) got poor for item no 7, 14 Students (35.00%) got poor for item no 8, 17 Students (42.50%) got poor for item no 9, 18 Students (45.00%) got poor for item no 10.

**c. Third category: identifying various kinds of dependent clause**

Third category asked students to choose the various kinds of dependent clause, in comparing with the second category, this category tests were more focus in identifying various kinds of dependent clause.

Based on the result of the test most of Students were categorized (poor) in identifying various kinds of dependent clause. The students' ability in identifying various kinds of dependent clause, can be seen by the students' answers in each item. There were 10 Students (25.00%) got poor for item no 11, 3 Students (7.50%) got poor for item no 12, 22 Students (55.00%) got fair for item no 13, 22 Students (55.00%) got fair for item no 14, 13 Students (32.50%) got poor for item no 15. The calculation above shows that the mean score of the students' ability in identifying various kinds of dependent clause 35.00%neitherStudents got Excellent and good.

**d. Four Category: underlining clause in complex sentence**

This category created of five numbers that asked students to underline clause in complex sentence. Students were asked to underline which one as dependent clause and which one as independent clause in complex sentence.

The students' ability in identifying which one as independent clause and which one as dependent clause in complex sentence by underlining the correct one of this test. It can be seen by the students' answers in each item. There were 28 Students (70.00%) got good for item no 16, 35 Students (87.50%) got excellent for item no 17, 30 Students (75.00%) got good for item no 18, 30 Students (75.00%) got good for item no 19, 28 Students (70.00%) got good for item no 20. The calculation above shows that the mean score of the students' ability in underlining independent clause and dependent clause 75.50%. Based on the result of the test most of Students were categorized (Good) in underlining independent clause and dependent clause.

In the end, all the tests were aimed to cover all students' understanding in identifying clauses especially in complex sentence. Creating multiple categories tests were focused to know Students' ability in some points of view. Students were not only faced some types of tests but also students were asked to do the tests by their maximum proficiency.

To find out the mean score of the students written test, From 40 Students, total score of the questionnaire is 2250 and the total of items are 20. The calculation above shows that the mean score of the Students' ability in identifying independent clause and dependent clause in complex sentence 56.25 with the classification is fair around 50-59.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

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

1. The Students of English Department of Unismuh Makassar have a good classification in identifying independent clause in complex sentence, based on the finding of the research at the Second Semester. It can be seen by the students' mean score 67.57 (good).
2. The Students of the Second Semester of Unismuh Makassar have a poor classification in identifying dependent clauses based on the finding of the research at the Second Semester of English Department Students. It can be seen by students' mean score 48.57 (poor).

From the findings above, it can be concluded that the students' ability in identifying independent clause is better than the students' ability in identifying dependent clause. The researcher concluded that most of English Department Students at the Second Semester of Unismuh Makassar still Fair classification in knowing about clause, the kinds of, and the different about independent clause and dependent clause particularly in complex sentence it can be seen by Students' mean score (56.25).



## **B. Suggestion**

Based on the result of the study and conclusion above, the researcher would like to Suggest to the Students that they must be improve their learning style, they must be pay attention to the teacher/lecture, they should be focus, need more learn and more practice in writing sentence. About clauses, that researcher has known that in learning Clauses have studied in Senior High School even until University. How to expert it? The answer is you should train and practice in writing or using these clauses on your writing, I believe that, most of Students often using these clauses but they didn't know what clause it is.

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## Appendix 1

Name :

Reg. No. :

Class :

### A. Multiple Choice

Read the sentence carefully and then choose the correct answer by mark (X) on the multiple choice bellow!

1. Identify the independent clause (Transitive clause): **John visited his uncle last week, when his uncle was sick.**
  - a. John visited his uncle last week
  - b. When John visited
  - c. When his uncle was sick
  - d. Visited his uncle
2. Identify the dependent clause (Adjectival clause): **The man, who come yesterday, is his uncle.**
  - a. Who come yesterday
  - b. The man
  - c. Is his uncle
  - d. His uncle comes
3. Identify the independent clause (intransitive clause): **He is looking around the office right now, after having lunch.**
  - a. After having lunch
  - b. He is looking around the office
  - c. Around the office right now
  - d. Right now after having lunch
4. **Identify the dependent clause (nominal clause): I don't understand what he has said.**
  - a. I don't understand
  - b. He has said
  - c. What he has said
  - d. I don't understand what
5. Identify the independent clause (Equative clause): **She looks very beautiful, like her mother**
  - a. She looks very beautiful
  - b. Like her mother
  - c. Very beautiful
  - d. Beautiful like her
6. **Mr. Wilson is working**
  - a. Independent clause (intransitive clause)
  - b. Dependent (adjective clause)
  - c. Dependent (adverbial clause)
  - d. Dependent (nominal clause)
7. **Before the company installed robots**
  - a. Independent clause
  - b. Dependent (adjective clause)
  - c. Dependent (adverbial clause)
  - d. Dependent (nominal clause)
8. **That robots are here to stay**
  - a. Independent clause
  - b. Dependent (adjective clause)
  - c. Dependent (adverbial clause)
  - d. Dependent (nominal clause)
9. **Who cannot work around the clock**
  - a. Independent clause
  - b. Dependent (adjective clause)
  - c. Dependent (adverbial clause)
  - d. Dependent (nominal clause)
10. **He speaks English very**
  - a. Independent clause (transitive clause)
  - b. Dependent (adjective clause)
  - c. Dependent (adverbial clause)
  - d. Dependent (nominal clause)
11. Identify what kind of dependent clause:  
**Krakatoa, which is a volcano on an Indonesian island, exploded**
  - a. Adverbial clause
  - b. Adjective clause
  - c. Nominal clause
12. Identify what kind of dependent clause:  
**knowing that he is here is a comfort to me**
14. Identify what kind of dependent clause:  
**because you have already read it, it will**

- |  |   |
|--|---|
| <p>a. Adverbial clause</p> <p>b. Adjective clause</p> <p>c. Nominal clause</p> <p>13. Identify what kind of dependent clause:</p> <p><b>wherever I sat in class, my teacher always made sure I could hear</b></p> <p>a. Adverbial clause</p> <p>b. Adjective clause</p> <p>c. Nominal clause</p> | <p><b>not be necessary to study that chapter</b></p> <p>a. Adverbial clause</p> <p>b. Adjective clause</p> <p>c. Nominal clause</p> <p>15. Identify what kind of dependent clause:</p> <p><b>my opinion is that we must be there</b></p> <p>a. Adverbial clause</p> <p>b. Adjective clause</p> <p>c. Nominal clause</p> |
|--|---|

**B. Matching Item**

16. Underline which one as the dependent clause (Adverbial clause):

**She returned the computer, after she noticed it was damaged**

17. Underline which one as the dependent clause (Adverbial clause):

**He sent some money to his son, who studies English in the USA**

18. Underline which one as the independent clause (transitive clause):

**Although Dennis had some doubts, she found the courses very useful**

19. Underline which one as the independent clause (intransitive clause):

**The people are talking and laughing, while the children are playing**

20. Underline which one as the independent clause (equative clause):

**She became a nurse, because a nurse is her ambition.**

The Students' Score in Identifying Independent Clause

Sample	correct	Incorrect	Sore
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

Sample	Correct	incorrect	Score
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
31	6	2	75
32	6	2	75
33	8	0	100
34	3	5	37
35	2	6	25
36	2	6	25
37	8	0	100
38	7	1	87
39	8	0	100
40	6	2	75
<b>Total</b>	<b>187</b>	<b>133</b>	<b>2703</b>
<b>Mean</b>			<b>67.57</b>

### The Students' Score in identifying Dependent Clause

Sample	Correct	incorrect	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

Sample	Correct	incorrect	Score
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	5	7	41
30	4	8	33
31	5	7	41
32	7	5	58
33	5	7	41
34	5	7	41
35	6	6	50
36	5	7	41
37	6	6	50
38	3	9	25
39	6	6	50
40	5	7	41
<b>Total</b>	<b>233</b>	<b>247</b>	<b>1927</b>
<b>Mean</b>			<b>48.17</b>



**Table of Correct and Incorrect Analysis**

Number of items	Category	correct	incorrect	Total number	Percentage
1	<b>First category</b> (identifying independent and dependent clause in complex sentence)	32	8	40	80.00%
2		19	21	40	47.50%
3		21	19	40	52.50%
4		31	9	40	77.50%
5		34	6	40	85.00%
<b>Total</b>		<b>137</b> <b>68.50 %</b>	<b>63</b> <b>32.50%</b>	<b>200</b>	
6	<b>Second category</b> (identifying clause and kinds of dependent clause)	25	15	40	62.50%
7		17	23	40	42.50%
8		14	26	40	35.00%
9		17	23	40	42.50%
10		18	21	40	45.00%
<b>Total</b>		<b>91</b> <b>45.50 %</b>	<b>109</b> <b>54.50%</b>	200	
11	<b>Third category</b> (identifying various	10	30	40	25.00%
12		3	37	40	7.50%
13		22	18	40	55.00%
14		22	18	40	55.00%

15	kinds of dependent clause)	13	27	40	32.50%
Total		70 35.00 %	130 65.00%	200	
16	Fourth category  (underlying clause in complex sentence)	28	12	40	70.00%
17		35	5	40	87.50%
18		30	10	40	75.00%
19		30	10	40	75.00%
20		28	12	40	70.00%
Total		151 75.50 %	49 24.50%	200	

## CURRICULUM VITAE



The researcher, AAN INDRAYADI was born on March, 30<sup>th</sup>, 1995 in Gowa, South of Sulawesi. He is the second child of Muhammad Idris and Hasdiani. He has a sister Iin indriani and a brother Ian isdar idris.

He began his study at Play Group TK Aisyah Bone in 1999 than he started study Elementary school namely SDI Bone in 2001. He continued his education at Junior High School SMPN 3 Bajeng in 2007 he got graduation in 2010. He registered his Senior High School in 2010 at SMAN 1 Bajeng Gowa Regency, he finished in 2013. Afterwards, he continued his study in collage Muhammadiyah University of Makassar, he registered as a Student of English Education Department in 2013. He was a demissioner of EDSA XXVII (English Department Students Association). He could finished his study in 2017 with the Thesis under title ***“Students’ Ability in Identifying Independent Clause and Dependent Clause in Complex Sentence (A Descriptive Study at the Second Semester Students of English Department of Unismuh Makassar)”***.