THE STUDENTS' ABILITY IN IDENTIFYING INDEPENDENT CLAUSE AND DEPENDENT CLAUSE IN COMPLEX SENTENCE AT THE ELEVENTH GRADE STUDENTS OF MAN 1 PAREPARE

By

TASMA DARI

Reg. Number: 14.1300.133

ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTEMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2018

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Reg. Number: 14.1300.133

Submitted to the English of Tarbiyah Department of State Islamic Institute Parepare in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

ENGLISH PROGRAM
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Skripsi

As Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

English Program

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to

ENGLISH PROGRAM
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2018

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بِسۡمِ ٱللَّهِ ٱلرَّحۡمَٰنِ ٱلرَّحِيمِ

In the name of Allah, the Beneficent the Merciful

All praise be to Allah, the Lord of the Worlds who gives the writer strength and capability to finish the last assignment in her study. Peace be upon the Prophet Muhammad shallallahu'alaihi wasallam, who brought us from the darkness into enlightenment.

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Parepare, 7th July 2018

Tasma Dari

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

Name of student : Tasma Dari

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Title of skripsi : The Student's Ability in Identifying Independent Clause and Dependent Clause in Complex Sentence at the eleventh grade Students of MAN 1 Parepare

State that this skripsi is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 7 july 2018

The Researcher

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ABSTRACT

TASMA DARI, 2018 *The Students' Ability in Identifying Independent Clause and Dependent Clause in Complex Sentence*, (Under the supervisor of Amzah Selle and Abd. Haris Sunubi).

This research reveals the ability of the students in identifying independent clause and dependent clause in complex sentence. This research aims to finding the ability of the students in identifying independent clause and dependent clause in complex sentence.The writer applied a descriptive design to answer the problem of this study.

The subject of this research was the eleventh grade students of MAN 1 Parepare. The writer applied random sampling technique and took class XI.MIA 2 that consist 29 students as a sample of the research. The writer used classify test and multiple choice test consist 20 number as a instrument of the research. The researcher thinks that this kind of tests is easiest test category than other categories because in this category the test just asked students to differentiate clause as general. The data were classified in five classifications were excellent, very good, good fairly, good, and fair.

The result of this research indicated that the students' ability in identifying independent clause and dependent clause in complex sentence were good. It could be seen from result of mean score that was 75.9. Classification and rate percentage of the students in identifying independent clause and dependent clause in complex sentence able to explain that 3 (10.3%) students' score classified in to excellent, 14 (48.3%) classified into good score, 12 (41.4%) students' score classified into fair score and none students classified into poor and very poor score.

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CHAPTER I

INTRODUCTION

1.1 Background

As international language, English language has important role in many aspects of human life all over the world. English plays an important role in almost any sector of life: business, commerce, academic field, tourism, and sports, besides English has function as an aid to conduct international relationship with other countries and nations in the world. Now, English as a compulsory subject in Indonesian has an important role for students from elementary school up to university. Most of them are enthusiastic to learn, because they are aware of the importance of English that has become the international language and as a media for finding jobs.

Indonesian becomes one of the countries that put English as an essential subject to be learned at school. Than government gives instruction in order that English is taught particulary for every level of school beginning from the elementary school.

Students who learn English are expected to master two aspects: language skills and language components. In language skills, they are listening, reading, speaking, and writing, while in language components, they are grammar, vocabulary, syntax, phonology, semantics, and so forth.

Grammar as a language component is important to be taught. It is because before the teachers introduce a new language, the teachers should analyze the form that they are going to teach, for example how the verb is formed, how certain nouns

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become plural, and also the grammatical pattern that they are going to teach in it.[1] 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).[2] It is important to be taught to the students because it will make them easier use and understand the language correctly and effectively. In fact, in teaching english the teachers give some text to the students and ask them to understand that text. Without knowing grammar, the learners are difficult to understand the meaning of the texts.

Unfortunately, the students of all levels especially the students of MAN 1 Parepare always find difficulties to understand different between independent clause and dependent clause in complex sentence. Based on the result of informal interview that the researcher did with the students of MAN 1 Parepare, it was assumed that they had difficulties to identify the independent clause and dependent clause in complex sentence. From the explanation above, the researcher is interested to do her research in MAN 1 Parepare. Several students in that school have been master in grammar but they don't know in identify independent clause and dependent clause in complex sentence.

Based on the problem above, the researcher was motivated and interested in conducting the research entitled "The students' ability in identifying independent clause and dependent clause in complex sentence at the eleventh grade students of MAN 1 Parepare.

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[1]Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 1991), p. 59.

[2]Patricia K. Werner, et al, Interaction 2: Grammar (New York: McGraw Hill, 2002), 4th Edition, p.175

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1.2 Problem Statement

Based on the background of study above, that's why researcher formulates a reasearch question as follows: How is students' ability in identifying independent clause and dependent clause in complex sentence?

1.3 The Objective of the Research

Based on statement of the problem above, the research objective is to find out some aspects of student proficiency in mastering clauses. In further detailed explanation, the research purposes is described below: To know students' ability in identifying independent clause and dependent clause in complex sentence.

1.4 Significance of Research

1.4.1 For the Researcher

The research does not only have meaning for the researcher herself 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 her future teaching process. Experiencing in doing a research in the classroom is one of many ways for everyone to acquire classroom condition.

1.4.2 For Teachers

It uses as reflection tool for knowing student ability in indentifying complex sentence, particularly in separating two kinds of clauses.

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1.4.3 For Students

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

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CHAPTER II

REVIEW AND RELATED LITERATURE

2.1 Previous Research Finding

In Muhamad Daim Abadi proposal, from the test, explain that the "A descriptive analysis of students' ability in identifying independent clause and dependent clause in complex sentence of eleventh year students of SMKN 2 Salatiga in the academic year 2012/2013," only one student (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 students of SMK N 2 Salatiga in the academic year 2012/2013 in identifying clause in complex sentence are fair ability.[1]

In Alhuda proposal with the title "The Students' Ability in Identifying Independent Clauses and Dependent Clauses of Fifth Semester of English Department at Tarbiyah Faculty Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2010/2011." The result of this research indicates that the degree of the students' ability in identifying independent clauses and dependent clauses of the fifth semester of English Department 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.[2]

Kadir, The students ability in translating Indonesian to English sentence by using new text. The population of this research was the second year students of

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SMA Negeri 1 Sendana, in his research that one of students is minus of understanding about independent clause and dependent clause.[3]

Based on the pervious related finding above it indicates the students' ability still need to teach intensively by their teacher. To high the student's ability in differentiating independent clause and dependent clause in complex sentence, school should supporting materials and appropriate facilities. For example: Appropriate the number of students, good materials and availability of professional teachers necessary because teaching grammar is needs a special skill.

2.2 Some Pertinent Ideas

2.2.1 Grammar

In this part, there are two points of grammar that should be explained, they are definition and types of grammar.

2.2.1.1 Definition of Grammar

Grammar is the basic of learning English because to make a good sentence, people have to master grammar. Grammar is sometimes defined as 'the way words are put together to make correct sentences'.[4] When people would like to make sentences, they should choose some suitable words to put together to be a sentence. Other definition about Grammar is rules for forming words and sentences.[5] When students want to learn English, they have to be master grammar as their foundation in learning English. Grammar is about knowing why something reads badly and knowing how to fix it. It is impossible to write well with a good structure without

[3]Kadir, The Students' Ability in Translating Indonesian to English Sentence by Using New Text. (Thesis Unpublished Tarbiyah Faculty STAIN Parepare, 2008), p.31

[4]Penny *Ur, A Course in Language Teaching; Practice and Theory* (Cambridge: Cambaridge University Press, 1991), p. 75.

[5]Oxford Learner's Pocket Dictionary, p. 193.

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using words correctly.[6] From that statement, it is very clear that when people want to write something they have to know grammar to make them easier understand the context of the text.

2.2.1.2 Types of Grammar

Some linguistics have their own perspective about different varieties of grammar. Kolln and Funk in Reni Septiani devided the types of grammar in two namely; Structural and Transformational Grammar.

2.2.1.2.1 Structural Grammar

The structuralists recognize the importance of describing language on its own terms.Instead of as asumsing that English words could fit into the traditional eight word groups of Latin, the structuralists examined sentences objectively, paying particular attention to how words change in sound and spelling and how they are used in sentences.

2.2.1.2.2 Transformational Grammar

Unlike the structuralists, whose goal to examine the sentences people actually speak and to describe their systematic nature, the transformationalists wanted to unlock the secrets of language; to build a model of their internal rules, a model that would produce all of the grammatical and no grammatical sentences. It might be useful to think of their built in language system as a computer program. The transformationalists are trying to describe the program. The several important concepts of transformational grammar are: first, the recognition that a basic sentence can be transformed into variety of forms, depending on intent or emphasis, while

[6] Jennifer Peat, *Scientific Writing: Easy When You Know How* (London: BMJ Books, 2002), p. 214.

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retaining its essential meaning; for example, questions and exclamations and passive sentences.[7]

2.2.2 The Concept of Descriptive Analysis

Descriptive is derived from the word *describe* which has meaning *to present the feature of* or *to portray in speech or writing*. In other names, descriptive is such kind of process visualizes the condition of fact which outcome of it can be a number data, written texts, pictures, etc. Whereas, the word *analysis* based on the Forman has the meaning of *breaking up of anything into its constituent element*.

Based on the definition, the conclusion of two terms above is a process of presenting or visualizing the breaking up of something into constituent element of media (data, text, picture, etc). In consequence of that, description of presenting vivid data is strongly needed for visualizing students' clauses proficiency.

2.2. 3 Student Ability

Student is someone who studies and ability is condition being able. Therefore, the definition of student ability is condition being able in someone who studies.

2.2.4 Identifying

Identifying is process in recognizing something. It includes understanding and comprehension of something (matter) which will further be identified. In other name knowing clauses and understanding how to apply them in the sentence is really needed.

[7]Reni Septiani, "The Correlation Between Grammar Mastery and Writing Ability" (Published Scrips; English Education Department: Jakarta, 2014), p. 10-11.

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2.2.5 Complex Sentence

Complex sentence is such kind of sentence, which builds of two different clauses, one of them is independent clause and the other else is dependent clause. An independent clause forms a complete thought, a dependent clause also called a subordinating clause, does not form a complete thought and is dependent upon an independent clause for meaning.[8]

2.2.6 The Concept of Clause

A clause is group of words that has a subject and predicate (verb). A clause can function as a sentence by it self or as part of a sentence. There are many types of clauses, depending on what the purpose is. There main clause which can stand as sentences on their own, and there are subordinate clauses which add information to the main clause but cannot stand on their own.

There are clauses whose type is determined by the role which they serve within the sentence, for instance there are can be an adjective clause which will modify the noun, or an adverb clause which serve to modify the verb in a sentence. Similarly a noun clause will complement the noun of that sentence.

"A clause is collection of gramatically-related words including a predicate and a subject (thought sometimes is the subject implied). A collection of gramatically-related words without a subject or without a predicate is called a phrase. Clauses are the building blocks of sentences: every sentence consist of one or more clauses.[9]

A clause is a group of related words containing a subject and a verb. A clause can be usefully distinguished from a phrase, which is a group of related words that

[8]Muhamad Daim Abadi, "A Descriptive Analysis of Students' Ability in Identifying Independent and Dependent Clause in Complex Sentences of Eleventh Year Students of SMK 2 Salatiga in Academic Year 2012/2013" (Published Scrips; English Department and Educational Faculty State Institute of Islamic Studies: Salatiga, 2013).

[9]Clauses and Phrases http://cms.cerritos.edu/rdecter/grammar/clauses-and-phrases, Retrievedon 9th July 2018

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does not contain a subject-verb relationship, such as “in the morning” or “running down the street” or “having grown used this harrasement.” A review of the different kinds of phrases might be helpful.

Learning the various terms used to define and classify clauses can be a vocabulary lesson in itself. This digital handout categorizes clauses into independent and dependent clauses. This simply means that some clauses can stand by themselves, a separate sentences, and some can not. Another term for dependent clause is subordinate clause: this means that the clause is subordinate to another element (the independent clause) and depends on that other element for it is meaning. The subordinate clause is created by a subordinating conjuction or dependent word.

2.2.6.1 Definition of Independent Clause

An independent clause is complete in itself; it can stand alone as a simple sentence. Independent clauses are such clauses the effective root nodes of which are not dependent on any part of any other clause.

“Independent Clause could stand by themselves as discrete sentences, except that when they do stand by themselves, separated from other clauses, they are normally reffered to simply as sentences, not clauses. The ability recognize a clause and to know when a clause is capable of acting as an independent unit is essential to correct writing and is especially helpful in avoiding sentence fragments and run-on sentences.”[10]

Needless to say, it is important to learn how to combine indenpendent clauses into larger units of thought. In the following sentence, for example:

“ Bob did not mean to do it, but he did it anyway”

[10]Clause the essential, http://www.buttle.edu/departement/cas/tipsheets /grammar/indep_clause.html, Rertrieved on 9th April 2018

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From the example above, the sentence has two independent clauses " Bob did not mean to do it" and " he did it anyway" connected by a comma and cooordinating conjuction *(but).* If the word *"but"*is missing from this sentence, the sentence would be called a comma splice: two independent clauses would be incorrectly connected, smooched together, with only a comma between them.

Furthermore, a long series of clause of similar structure and length begins to feel monotonous, leading to what is called "Dick and Jane" or primer language (after the kind of prose that we find in first grade textbook or "primers)".

Clauses are combined in three different ways coordination, subordination, and by means of a semicolon. Coordination involves joining independent clause with on of the coordinating conjuction: and, but, or, nor, for, yet, and sometimes so. Clauses thus connected are usually nicely balanced in length and import. "Mita thought joining the church choir, but she never talked to her friends about it".

Subordinating involves turning one of the clauses into a subordinate element (one that cannot stand on its own) through the use of a subordinating conjuction (sometimes called a dependent word) or a relative pronoun. When the clause begins with a subordinating word, it is no longer an independent clause; it is called a dependent or subordinate clause because it depends on something else (the independent clause) for its meaning. There are other ways of combining ideas by turning independent clause into various kinds of modifying phrases.

Independent clause divides in two parts; verbal and non-verbal clause.

2.2.6.1.1 Verbal Clause

Verbal clauses are such clauses the governing node (predicate) of which is a finite verb form. Verbal processes involve a communication between a Sayers and an

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Addressee, where some message, the Verbiage is communicated. The study showed clearly that there is no general agreement as to which clauses fit this description. For some coders, there needs to be an actual presence of grammatical projection. It means Verbal clauses can be dependent as well as independent.

Example:

1. Farmers working their fields diligently
2. Diligently, the teacher checks the student essay
3. We Play ball
4. We sing together

2.2.6.1.2 Non Verbal Clause

Non-verbal clauses are such clauses the governing node (predicate) of which is not a verb. Non-verbal clauses are usually independent. They are only dependent in special cases.

Example:

1. They are tired
2. Buffalo farmers are two tails
3. My wife is a teacher
4. Mother and father to market
5. The employee goes to the office every day.

According to Steffani there are only three ways to move from one independent clause to another independent clause:

1) place a period between the clauses, making them into separate sentences
2) place a semi-colon between the clauses

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3) Separate the two clauses with a comma followed immediately by one of the "FANBOYS" conjunctions: For, and, nor, but, or, yet, so.[11]

From the definition above, the writer concluded that independent clause is a group of words that is able to stand alone as a complete sentence, making sense and expressing a whole thought.

2.2.6.2 Definition of Dependent Clause

Actually dependent clause is different with independent clause. Betty Schramper Azhar states that:

A dependent clause is a group of words that contains a subject and verb but does not express a complete thought. A dependent clause cannot stand alone as a sentence. Here is an example: "*When I meet you"* this clause does not express a complete thought and cannot stand alone . It must be connected to an independent clause.[12]

Dependent clause cannot stand by themselves and make good sense. They must be combined with an independent clause so that they become part of a sentence that can stand by itself. (Review the section on Commas Usage For advice and plenty of excercises on the punctuation requirements when dependent and dependent clause are combined). Unlike independent clause, which simply are what they are, dependent clauses are said to perform various functions within a sentence. They act either in the capacity of some kind of noun or as some kind of modifier. There are three basic kinds of dependent clause, categorized according to their function in the

[11]Alice Oshima and Ann Hogue, *Writing Academic English* (New York: Addison Wesley Longman, 1999), 3rd Edition, p. 153.

[12]Betty Schrampfer Azhar, *Understanding and Using Englisg Grammar*, (Binarupa Aksara&Practice-Hall. Inc, 1992.) p. 238

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sentence. Remember that a dependent clause always contains a subject and a verb, but it cannot stand by itself.

A Dependent clause begins with a subordinator such as *when, before, eventhough, as soon as, whether, if, since, while, if, that, because, although*, and so forth.[13] A dependent clause also has a subject and verb, but alone, it is not complete sentence: it depends on the main clause.[14]

Table 2.1 The examples of Dependent Clause

Main clause	Dependent clause (Sentence fragment)	Complete sentence
Almost 200 people were evacuated	because the city was struck by a powerful Earthquake	Because the city was struck by a powerful Earthquake, almost 200 people were evacuated.
We were afraid of Cockroach	when we were children	When we were children, we were afraid of Cockroach
I know	were Shofie lives	I know were Shofie Lives.

Notice that dependent clause can not stand alone; it must be connected to independent clause to make a complete sentence. When independent clause is not attached to an independent clause, it is a fragment (incomplete idea).

[13]Marcel Danesi, *Basic American Grammar and Usage: An ESL/EFL Handbook* (NewYork: Barron‟s Educational Series, Inc., 2006), p. 247.

[14]Patricia K. Werner, et al., *Interaction 2: Grammar* (New York: McGraw Hill, 2002), 4th Edition, p. 180.

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A dependent clause also has another elements, it is named a dependent word. In the preceding dependent clause, dependent words appear in bold type.

There are three main types of dependent clause: noun, adjective, and adverb.

2.2.6.2.1 Noun Clause

Noun clause is a dependent clause that functions as a noun (it is a subject, object, or complement) in sentence.[15] A noun is the name of any person, or place. In English grammar, a clause "I" in a group of words containing a subject and predicate and function as a member of complex sentence. A noun clause does a work of noun in sentence or phrase. It is group of words containing subject and a finite verb its own.

Some rules of noun clause such as: noun clause usually began with words like how, why, what, where, who, that, which, whose, weather, etc also words like whenever, whoever, whatever, and wherever. For example: how old he is, what he was talking about; whatever he says is difficult to understand; his belief is that things will improve; she knew what he had really say, etc, in this case a noun clause is necessary to basic structure of its sentence and cannot be left out.

Table 2.2 The examples of Noun Clause that Function as a Subject or Predicate

As subject	**As predicate**
That Joe loves Bali is obvious.	It is obvious *that Joe loves Bali*.
That the world is round is a fact	It is a fact *that world is round*.

[15] Panca Parastowo, *The Handbook of Toefl* (Jogjakarta: Diva Press,2008) p.548

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2.2.6.2.2 Adjective Clause

Adjective clause (also called a relative clause) is a dependent clause that modifies a noun. It describes, identifies, or gives further information about a noun.[16] An adjective clause consists of a subject and a predicate that modifies a preceding noun or pronoun (its antecedent). Adjective clause introduced with relative pronouns such who, whom, which, or that.[17] The introductory word **who** or **that** refers to a person, **which** or **that** to a thing, **when** to a time, **where** to a place, **why** to a reason. Adjective clause pronouns used as the subject, example:

"I thanked the woman **who helped me**."

Notice that **I thanked the woman** is an independent clause; **who helped me** is an adjective clause. The adjective clause modifies the noun **woman**.

Adjective clause pronouns used as the object of a verb, example:

"The man **who(m)** I saw was Mr. Ferdy" or

"The man **that** I saw was Mr. Ferdy"

Notice that **Who** is usually used instead of **whom**, especially in speaking. **Whom** is generally used only in very formal English.

Reduced Adjective Clause. Adjective clause can be reduced to an adjective phrase. An adjective phrase modifies a noun. An adjective phrase does not have a subject and a verb. There are two ways to reduce an adjective clause:

[16]Utari Prabawati, "An Error Analysis Student's Ability in Identifying and Writing Independent Clause and Dependent Clause in an Argumentative Essay " (Published Scrips; Department of English Education Faculty of Tarbiyah and Teachers' Training Syarif Hidayatullah State Islamic University :Jakarta, 2015)

[17]Milada Broukal and Ingrid Wisniewska, *Grammar: Form and Function* (New York: McGraw-Hill, 2005), p. 140.

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(1) If the adjective clause has form of ***be***, the subject relative pronoun and the form of ***be*** were omitted.

Adjective clause : Do you know the woman **who is standing by the window**?

Adjective phrase : Do you know the woman **standing by the window**?

Clause : The words **that are underlined in red** have errors.

Phrase : The words **underlined in red** have errors.

(2) If there is no form of be in the adjective clause, the subject pronoun is omitted and change the verb to the present participle (-*ing* form).

Clause : Anyone **who wants** to send a message can use these computers to do so.

Phrase : Anyone **wanting** to send a message can use these computers to do so.

Clause : The Inuit have about 70 words **that describe** different kinds of snow.

Phrase : The Inuit have about 70 words **describing** different kinds of snow.

Here are examples of adjective (relative) clauses:

- *Sutoyo, who has the present president, is suspected corruption.*

  The relative clause works as an adjective, modifying the noun "Sutoyo".

- *Bali, which is in Indonesian, has beautiful beach.*

  The relative clause works as an adjective, modifying the noun "Bali".

- *My mother has a friend who can get me a ticket.*

  The relative clause works as an adjective, modifying the noun "friend".

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2.2.6.2.3 Adverb Clause

An adverb clause is dependent clause that functions as an adverb. An adverbial clause consist of a subject and predicate introduced by a subordinating conjunction like *when, although, because, if*, and so forth. Such a clause may be used in initial position, final position, and occasionally in mid-position with the main verb of the sentence.

"**Because he was sleepy**, he went to bed."

"He went to bed **because he was sleepy**."

Notice that **Because he was sleepy** is an adverb clause. **Because** an adverb clause precedes an independent clause, as in (a), a comma is used to separate the clauses. **Because** the adverb clause follows, as in (b), usually no comma is used.

Table 2.3 The word introducing adverb clause

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, If, In Case, Provide (That), Unless
Purpose	So that, In order that
Comparison	As …. as, More than, Less than, Than

Below are examples of each conjunction. The conjunctions are underlined wave line.

- 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.

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- 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 is the clause which shows relation of cause and effect. There are some patterns forms Clause this type of Looking carefully. For example:

  Ryan ran so fast that he broke the previous speed record.

  It was so cold yesterday that I did not want to swim.

  The soap tastes so good that everyone will ask for more.

  Despitefully, to express relation cause and effect, we can use the other pattern as explained below:

  (1) Using preposition such as: because of, due to, due to the fact that, and ect. For example:

  Because of the cold weather, we stayed home. (we stayed home because of the cold weather).

  Doe to the cold weather, we stayed home. (We stayed due to the cold weather).

  Due to the fact that the weather was cold, we stayed home. (we stayed home due to the fact that the weather was cold)

  (2) Using conjuction such as: because, since, now, that, as, as long as, insomuch as. For example:

  Because he was sleepy, he wants to bad.

  Since he is not interested in classical music, he decided no to go to the concert.

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Insomuch as the two government leaders could not reach an agreement, the possibilities for peace are still remote.

- Using transition words such as : therefore, consequently. For example:

  Alex failed the test because he did not study.

  Alex did not study. Therefore, he failed the test.

  Alex did not study. Consequently, he failed the test.

(4) Elimination subject front of dependent clause and verb (be)

Adverb clause: While I was walking to class, I ran into an old friend.

Modifying phrase: While walking to class, I ran into an old friend.[18]

- 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 lazy.

[18]Adverbial Clause http://www.scribd.com/doc/18307242/Adverb-Clause. Retrieved on9th July 2018.

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2.2.6.3 Definition of Sentence

A sentence is a set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses.[19]

A sentence is a "structure that consists of one or more clauses capable of presenting a complete thought in a manner which is grammatically acceptable". It means or a single word that express a complete thought, feeling, or idea. It usually contains an explicit of 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 syntactic relation to the words that proceed of follow it.

Halliday then classifies sentence based or the structure into four classes: simple sentence, compound sentence, complex sentence, compound-complex sentence.

2.2.6.3.1 Simple Sentence

A simple sentence in grammar has only one main or independent clause and no dependent or subordinate clauses. Comprising a subject and a predicate, this short and independent syntactic entity intends to convey a complete idea or meanings of an idea. A simple sentence is also known as clausal sentence. It may have a modifier besides a subject, verb, and object. In the following simple sentence are:

1. Some students like to study in the morning.

2. Juan and Artur play football every afternoon.

[19]Sarah Andersen, "Sentence Types and Functions," *Situs Resmi* http://www.sjsu.edu/writingcenter/handouts/Sentence%20Types%20and%20Functions.pdf, Retrieved on 9th April 2018

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3. Alicia goes to the library and studies every day.

The three examples above are all simple sentences. Note that the second sentence contains a compound subject, and the third sentence contains a compound verb. Simple sentence therefore, contain a subject and verb and express a complete thought , but they can also contain a compound subjects or verbs.

2.2.6.3.2 Compound Sentence

A compound sentence is a sentence that has at least two independent clauses joined by comma, semicolon or conjuction. An independent clause is a clause that has a subject and verb and forms a complete thought. Halliday states that a compound sentence consists of multiple independent clauses with no dependent clause. There are two or more predications of independent clause.

Examples:

1. The boys wanted to play football, **bu**t it was too hot.
2. I wanted some ice cream, **so** I bought some at the store.

2.2.6.3.3 Complex Sentence

A complex sentence has an independent clause joined by one or more dependent clause. A complex sentence always has subordinator such *as because, since, after, although, or when* or a relative pronoun such as *that, who, or which*. In the following complex sentences are: 1)When he handed in his homework, he forgot to give the teacher last page, 2) the teacher returned the homework after she noticed the error, 3) the students are studying because they have a test tomorrow.

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"When a complex sentence begins with subordinator such as the first sentence and fourth, a comma is required at the end of the dependent clause. When the independent clause begins the sentence with subordinators in the middle as in the second sentences, third and fourth, no comma is required. If a comma is placed before subordinators in the second sentence, third, and fifth, it is wrong."[20]

Note that fourth sentences and fifth are the same except the fourth sentence begins with the dependent clause which is followed by a comma, and the fifth sentence begins with the independent clause which contains no comma. The comma after the dependent clause in the fourth sentence is required, and experienced listeners of English will often hear a slight pause there. In the fifth sentence, however, there will be no pause when the independent clause begins the sentence.[21]

Halliday says the complex sentence consist of a least one independent clause and one dependent clause. The dependent clauses can be found at the beginning or end of the sentence, or embedded within it; these sentences usually have a subordinating conjunction. In further explanation, Bossone says that forms of complex sentence are dependent clause joined to an independent clause.

The forms of complex sentence are described as follow:

-- -------- ---

- **Although he is being sick**, **he goes to school today.**

  Dependent clause Independent clause

  ------- ----

- **I was at the airport**, **before you arrived from London.**

  Independent clause Dependent clause

[20]Sentence Variety http://owl.english.purdue.edu/owl/resource/573/02, Retrieved on 11th July 2011

[21]Alice Maclin, *Reference Guide to English* (a Handbook of English as a Second Language Published by the Office of English Language Program United States Departement of State Washington, DC. 1981) p. 303

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2.2.6.3.4 Compound-complex sentence

Compound-complex sentence are the most complicated sentence, like the name implies. A compound-complex sentence has at least two independent clause and at least one dependent clause. In simple terms, an independent clause can be a sentence on its own while a dependent clause cannot be a complete sentence. Halliday declares that a complex-compound sentence (or compound-complex sentence) consist of multiple independent clause at least one of which has at least one dependent clause.

1. When I saw her, she was dancing because she had won the prize.

2. Allen always wanted to pursue a career in medicine, but because he lacked the financial resources, he decided to become an engineer instead.

From the meaning of sentence above, the writer concluded that sentence is a grammatically independent group of words that serves as a unit of expression. Sentences can be identified based on their function or clause structure. A brief explanation of these classifications is provided.

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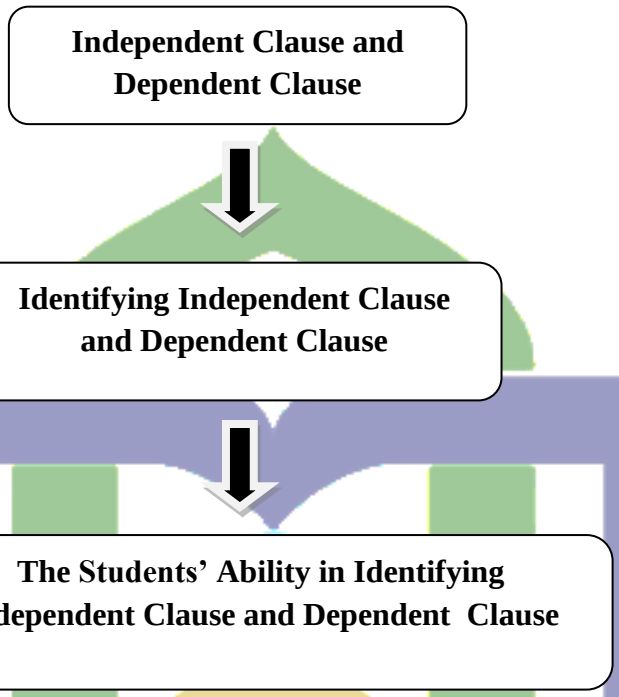
2.3 Conceptual Framework



Explanation of three components above:

Input : Giving explanation to the students about independent and dependent clause.

Process : Identifying independent and dependent clause.

Output :The students' ability in identifying independent Clause and dependent Clause.

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 sentences, they also should know and able how to identify independent clause and dependent clause. There are some mistakes that

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sometimes students make when they write or learn about independent and dependent clause, especially the students couldn't 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 clause and dependent clause in sentences. The researcher advises to the students' that they should read or study more about independent clause and dependent clause in sentences and the teacher should give more assignments to the students and return their corrected paper.

2.4 Operational Definition Variable

2.4.1 Variable

The title of this research there are two variable namely the students' ability as independent variable and identifying independent clause and dependent clause as dependent variable.

2.4.2 Definition of Variable

The students' ability is skills of the students, than identifying independent clause and dependent clause is one of activity of the students is identification independent clause and dependent clause.

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CHAPTER III
RESEARCH METHOD

3.1 Design of the Research

In this research, the researcher used descriptive design in doing the research. There is no administration or control of treatment as found in experiment study, instead it aids to describe what exist. Thus the study attempts to identify, classify, and describe "The *Students' Ability in Identifying Independent Clause and Dependent Clause in Complex Sentence of the Eleventh Grade Student's of MAN 1 Parepare "*from students' work in a test of identifying clauses.

3.2 Location and Duration of the Research

The research took a place at the MAN 1 Parepare for English subject and the duration is 1 month.

3.3 Population and Sample

3.3.1 Population

The populations the group of interest to the researcher, the group to which she or he would like the result of the study to be generalizable. The defined population has at least one characteristic that differentiates it from other groups.[221]

The population of this research was the eleventh grade of MAN 1 Parepare, which consists of 4 classes. The number of population is 108 students.

[1]Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R & D)*, (Bandung: Alfabeta, 2014), p. 110-111.

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Table 3.1 The total population of MAN 1 Parepare

NUMBER	CLASS	TOTAL
1	XI. MIA. 1	27
2	XI. MIA. 2	29
3	XI. IIS. 1	25
4	XI. IIS. 2	27
TOTAL		**108**

Source:Administration of MAN 1 Parepare

3.3.2 Sample

In this research, the sample was taken by using random sampling. Random sampling is a sampling method in which all members of a group (population or universe) have an equal and independent chance of being selected.[2]

The researcher took the class XI. MIA. 2 as the sample in this research.

Table 3.2 The total sample of MAN 1 Parepare

NO	CLASS	STUDENTS		TOTAL THE STUDENTS
1	XI. MIA. 2	MALE	FEMALE	
		14	15	29

3.4 Instrument of the Research

In this research, the researcher used achievement test to collect the data from the research's variable. The researcher also quotes a number of tests from some webs on the internet and from some books. After that, the researcher manipulates the

[2]Prof. H. Moh. Kasiram, M.Sc, Methodology Penelitian Kualitatif-Kuantitatif Cet II (Yogyakarta: Sukses Offset 2010) p. 268.

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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.

Detail formula presented as below:

Total of test items are 20 numbers, the student is just to identify either independent clause or dependent clause in a complex sentence. The researcher thinks that this kind of tests is easiest test category than other categories because in this category the test just asks students to differentiate clause as general.

3.5 Procedure of Collecting Data

According to Hornby, test is as 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 process collecting data because there are many sub fields involved.[233]

In this research, the researcher used achievement test to collect the data from the research object. John W. Best explains that the achievement test is such kind of tool to measure what an individual has learned.[244] Based on the John's argument, the researcher thinks that achievement test is really appropriate way to collect data for the research. In collecting the data, the researcher give greeting and motivation to the students in the classroom. The researcher give direction to the students what they have to do and explain the material. After that the researcher give students some

[3]AS Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 1974), p. 193.

[4]John W. Best, *Fourth Edition; Research in Education*, (Butler University: Prentice Hall, 2002), p. 107-108.

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questions about the material. The reseacrher collect the students' answer sheets and the last the researher give greeting to the students to close the class.

3.6 Technique of Data Analysis

To analyze the data from the result, some formulas used in this research they were:

3.6.1 Scoring the students by using the formula:

$$S = \frac{\text{Students' correct answer}}{\text{Number of items}} \times 100$$

3.6.2 Classification students' score

Table 3.2 Classification score

No	Classification	Score
1.	Excellent	86 – 100
2.	Good	71 – 85
3.	Fair	56 – 70
4.	Poor	41 – 55
5.	Very poor	≤ 40

Source: Suharsimi Arikunto[5]

[5]Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan (edisi revisi)* (Jakarta: PT. Bumi Aksara, 2005), p. 264.

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3.6.3 Calculation the rate percentage of the students score:

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

Where:

P = Percentage

F = Frequency

N = Number of sample

3.6.4 Finding out the mean score using the following formula:

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

Where:

X = Mean score

$\sum x$ = The sum of score

N = The total of students[6]

[6]Gay. L. R. Milss. Geoffrey E Airaisian, Peter, *Educational Research Competencies For Analysis and Aplication*: Eight Edition. (Colombus: Merril Prentice Hall, 2012) p. 361.

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CHAPTER IV
FINDING AND DISCUSSION

This chapter deals with decription of the research, data analysis and discussion. The result of the data was presented in description of the research and futher explanation in analysis data and discussion.

4.1 Findings

4.1.1 Description of the Research

The findings blew were obtained through the test. The result of each was the students' ability in identifying independent clause and dependent clause in complex sentence.

Table 4.1 The students' score in identifying independent and dependent clause

No.	Name of Students	Students' Correct Answer	Score
1	ML	17	85
2	JN	18	90
3	MI	14	70
4	MZ	13	65
5	SG	15	75
6	SS	14	70
7	WS	17	85
8	MS	17	85
9	AA	12	60
10	DA	19	95

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11	IW	14	70
12	KM	14	70
13	MY	14	70
14	NV	15	75
15	SR	13	65
16	WN	17	85
17	WT	15	75
18	TA	14	70
19	AR	16	80
20	MR	16	80
21	ZA	16	80
22	LA	18	90
23	NM	17	85
24	RN	16	80
25	LV	15	75
26	HL	14	70
27	ZR	15	75
28	TU	13	65
29	MN	12	60
Total Score			2200

Based on description on the data above, we could see that the highest students' score in identifying independent clause and dependent clause in complex sentence was 95, it was nearly perfect. Menwhile, the lowest score was 60. The other,

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most of the students got score 85, 80, and 70. It indicated that the students' score in identifying independent and dependent clause was good.

4.1.2 Data analysis technique

After calculating the data the researcher classified the students' score in identifying independent clause and dependent clause in complex sentence. The classification the students score would presented in the table below:

Table 4.2 The frequency rate percentage of the students' score in identifying independent clause and dependent clause

No.	Classification	Score	Frequency	Percentage
1	Excellent	86-100	3	10.3
2	Good	71-85	14	48.3
3	Fair	56-70	12	41.4
4	Poor	41-55	0	0
5	Very poor	≤40	0	0
	Total		29	100

Data on table 4.2 above shows the frequency and percentage of the students' score in identifying independent and dependent clause in complex sentence. On table above, we could see that the students' score were classified in excellent, very good, and good . And none students' score classified in fairly good and poor classification . It means that the students' ability in identifying independent clause and dependent clause was good.

The data above, can be classified the students' score in identifying independendent and dependent clause in complex sentence able to explain that most of the students'score classified in good score, which there were 14 (48.3%) out of 29

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students good score. The other classification 12 (41.4%) out of 29 students classified in fair, and 3 (10.3%) out of 29 students classified in excellent. And none students' score classifiedin fairly good and poor.

It means that most of the students able to recognize and differentiate between independent and dependent clause with good. It was a good achievement for the students.

Menwhile, to find out mean score ot the students' score in identifying independend and dependent clause, the researcher would use formula below:

$$x = \frac{\sum x}{N}$$

$$x = \frac{2200}{29}$$

$$x = 75.9$$

Based result of formula above, we could see that the students' mean score in identifying independent and dependent clause in complex sentence was 75.9 and classified in good score. Because in answering the test there are many students have difficulty in identifying independent and dependent clause in complex sentence, so that it cannot be classified in excellent.

In the first meeting on Saturday, July 21st, 2018, The researcher gave greeting and motivation about the important of English as an international language before test process for the students, then the researchers gave a test to students without giving an explanation which aimed to measure their ability to identify independent clauses and dependent clauses in complex sentence. After that directly the researcher introduced

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the material about complex sentence, the technique of identifying independent clauses and dependent clauses in complex sentences and explained the differences between them, and gave an examples. Then researcher gave opportunity to the students to asking about what less they understand about material that has been learned. Next, the researcher gave the conclusion of the material that had been studied.

On Monday, July 23rd , 2018 was the second meeting, the researcher reviewed the first meeting material. The researcher gave the test to every students and they identified the test which included independent clause and dependent clause. After that, the researcher corrects their mistakes.

On Saturday, July 28th, 2018. Was the third meeting. The researcher gave story to motivate the students before learning. After that the researcher asked the students about the material were given in the first and second meeting. And then the researcher continued the explanation the materials about subordinate conjuction independent and dependent clause in complex sentence. Next the researcher divided the students into groups and gave to every group a test, and they have identified the test which one is included independent clause and dependent clause. After the students did their assignments the researcher asked the student's difficulties in identified independent clause and dependent clause.

On Monday, July 30th, 2018. Was the Fourth meeting. The researcher gave some motivation to the students at once reviewed the materials were given at the previous meeting. After that the researcher gave the test to every students and they have identified independent clause and dependent clause and they have explained the difference between independent clause and dependent clause. Next the researcher asked the student's difficulties in the test. After did the assignment the researcher and

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the students answered together and last the researcher has concluded about the lessons.

In the last, the researcher gave a test on Tuesday, July 31st, 2018. Before that, the researcher did brainstorming first to take the students' focusing and their attention. When the test distibuted to the eleventh grade students of MAN 1 Parepare at class XI. MIA. 2, the students' respond were good. They were enthusiasm in carried out the test. Based on observation of the researcher in the classroom, the students did not find any big obstacle. They could do the test with fluency.The researcher was prepared 90 minutes of time to the students in carried out the test but the students could finishing the test under the time. The test run for 75 minutes. It was indicated that the students could do the test with easy.

4.2 Discussion

Grammar is an important element of a language. Mastering the grammar of a language will affect the mastery of language skills. Therefore, in studying language formally grammar is a subject that should be studied in depth. The students need to be given adequate provision of grammar so that they have good language skills.

The biggest problem is that students find the grammatical lesson so difficult and boring. To solve it, prefer the "Communicative" way of teaching grammar than the traditional way. Grammar, as we all know, should be presented in context. Whatever the technique is used to present grammar, it should followed by guided practice.[1]

[1]Muh. Saeful Effendi. *A Study on Grammar Teachingat an English Education Departementin an EFL Context* (International Journal on Studieds in English Languageand Literature: Universitas Ahmad Dahlan, 2017). P. 42

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Based on the explanation above, when student want to be proficient in grammar a teacher must maximize her teaching method in the classroom so that students do not find it difficult to learn grammar . But, in the process of research conducted by researcher it turns out that students' knowledge of grammar is very minimal, especially in learning about complex sentence. Students have already known the terms independent clause and dependent clause but they have not been able to explain the differences.

When researchers conduct research in the class by giving tests to students, the difficulties that often arise such as students do not understood the meaning of the sentence that they identfy. Even though, the students know the parts of the complex sentence that are independent clause dan dependent clause, but they are difficult to determine. . It caused of the vocabulary mastery of the students XI. MIA 2 is minus.

Based on description of the research that presented in the table 4.1 and classification the students score in table 4.2, the researcher would presented result of the research such as below:

The highest score that the students were got in identifying independent and dependent clause was 95. It was a very high score or nearly be a perfect score and classified as excellent score. In this case, the students that got this score only made one wrong answer and 19 item of the students' answer were correct. It was indicated that he was mastery independent and dependent clause with very well. He has recognised and able to differentiation between independent and dependent clause.

Menwhile, the lower score of the students in identifying independent and dependent clause was 60 (classified into fair score), which there were 2 students got this score. It means that the students' wrong answer were 8 and the students' correct

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answer was 12. Actually, as the lowest score this score was not bad or we could say that this score was a middle core between good and bad score. We could not say good score but we could not say bad score also. This means that the students' ability in recognizing independent and dependent clause was good because the lowest score was not bad.

Based on explanation above, the researcher could say that the highest and the lowest score of the students indicated the students' ability in identifying independent and dependent clause in complex sentence. Also it could be proved through result of the students' mean score have showed that mean score of the students in identifying independent and dependent clause was 75.9 and classified as good score.

Based the students' answer, therefore the researcher can explain the error made of the students. The most error made of the students' was error in identification the independent and dependent clause. It caused of the vocabulary mastery of the students is minus, so the students were not understood meaning the of sentence. As the effect of this problem is the students can not determine where independent and dependent. Sometimes identification of the students was opposite.

From this research, the reaearcher found some students' difficulties in identifying independent and dependent clause in complex sentence. All students' difficulties are described as follow:

In the *first test category* students still have problem in identifying independent clause and dependent clause although only 10 students answer wrong. Some of them are still difficult to differentiate independent clause and dependent clause. They fail to apply formula of complex sentence in answering the test.

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- *I was at the airport before you arrived from London.*

  Independent clause *Dependent clause*

  Dependent clause followed by independent clause

- *Meta introduces her new friend, who has blonde hair.*

  Independent clause *Dependent clause*

Students' difficulties in identifying among *independent clause, adverbial clause, adjective clause and noun clause*

In the *second test category* students still have problem in identifying dependent clause. Most of them still confuse to distinguish among adverbial clause, adjective clause and noun clause. It is shown by more than a half of students or 25 answer wrong. They fail to identify subordinate conjunction of each dependent clause

Here are subordinate conjunctions;

Dependent clause	**Subordinate Conjunctions**
Adverbial clause	After, Although, As, Because, After, As, As soon as, Before, Once, Since, Until, When, While, As, As If, As Though, Like, Although, though, whereas, While, Except, That, Because, in that, Now that, Since, So that, If, In Case, Provide (That), Unless,
Adjective clause	who, whose, whom, which, and that
Noun clause	what, where, why, when, who, that

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Problem in identifying among *dependent adverbial clause, dependent adjective clause* and *dependent noun clause*

In the *third test category*, students still have problem in answering the question. Most of them are difficult to find various kinds of dependent clause and then choose the best answer. They fail to apply the formula of complex sentence.

Here are the formulas:

- *Linda, who is the winner at model competition, is my best friend.*

  Dependent clause

- *The car, which I am using now, is new car's model.*

  Dependent clause

- *The fish, that got away, was the biggest in the fishpond.*

  Dependent clause

After finding dependent clause in complex sentence, students ask to choose the best answer among *adverbial clause, adjective clause and noun clause*. In this case, students fail to identify subordinate conjunction of each dependent clause.

Students' difficulties in identifying clause by their own knowledge

In the *fourth test category*, students still have problems in answering the question. Some of them confuse to circle the clause. They fail to apply the formula of complex sentence. Moreover they fail to apply formula of dependent clause in circling the clause. Formula of dependent clause is presented as follow;

Subordinate Conjunction + Subject + Verb + Object

Before you arrived from London

Subordinate Conjunction + Verb + Object

Who is the winner at model competition

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Classification and rate percentage of the students' score of the eleventh grade students of MAN 1 Parepare in identifying independent and dependent clause in complex sentence (in this case, class XI. MIA. 2 as sample of the research) able to explain that 3 (10.3%) students' score classified into excellent, 14 (48.3%) classified into good score, 12 (41.4%) students' score classified into fair score and none students classified into poor and very poor.

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CHAPTER V
CONCLUSION AND SUGGESTION

This chapter discussed two parts. The first part contain conclusion based on the researcher findings and discussion.The second part contains some suggestion based on the conclusion.

5.1 Conclusion

Based on explanation on description result of the research and data analysis technique, the researcher puts forward the following conclusion that the students' ability of the eleventh grade students in identifying independent and dependent clause in complex sentence was good. It could be proved from result of mean score of the students that showed 75.9. Classification and and rate percentage of the students in identifying independent and dependent clause in complex sentence able to explain that 3 (10.3%) students' score classified in to excellent, 14 (48.3%) classified into good score, 12 (41.4%) students' score classified into fair score and none students classified into poor and very poor score.

5.2 Suggestion

Based on the result of data analysis and conclusion above the researcher puts forward some suggestions as follows:

5.2.1 It is suggested to the English teacher of MAN 1 Parepare to improve her students' ability in English. The teacher should maximize to teach her students especially about independent and dependent clause as important part of English to improve their English ability.

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5.2.2 Actually, the students' ability in identifying independent and dependent clause in complex sentence but in this case the students do not satisfied about it, they should try to improve their ability by doing many excercises.

5.2.3 It suggested to students of MAN 1 Parepare, especially at class XI.MIA. 2 to improve their English vocabulary mastery as a tool to mastery English because English was important today and future.

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Appendix 1 Instrument of the research

Name :

Class :

Identify the dependent clause and independent clause the following sentences!

1. I have applied for three jobs although I did not get one.
2. Whenever she is nervous, she bites her nails.
3. Moving quickly up the field, Roberto was in a position to score.
4. Since we all pitched in to help, it did not take long at all.
5. We'll go as soon as I'm off the phone.
6. You should allow extra time, in case there's traffic.
7. Before you leave, would you please shut the windows?
8. I stood at the window after you had ordered me to do that.
9. Julie is determined to climb Yosemite's Half Dome although she is afraid of heights.
10. Don’t bother to call me on Thursday nights because I'll be watching Survivor.
11. ***That SBY is the sixth president of Indonesia*** is the fact.
    a. Independent clause
    b. Dependent (adverbial) clause
    c. Dependent (adjective) clause
    d. Dependent (noun) clause
12. That's Carla, ***whose brother is a famous actor***.
    a. Independent clause
    b. Dependent (adverbial) clause

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c. Dependent (adjective) clause

d. Dependent (noun) clause

13. 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

14. ***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

15. The winner of Automotive Modification Competition in Semarang 2005 was ***who won in same previous competition last year.***

a. Independent clause

b. Dependent (adverbial) clause

c. Dependent (adjective) clause

d. Dependent (noun) clause

16. Identify what kind of dependent clause in the sentence: Didik who are studying in Vocational High School in Parepare was the winner in ASEAN science competition.

a. Adverbial clause

b. Adjective clause

c. Noun clause

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17. Identify the kind of dependent clause in the sentence: If you lie to me, I will kill you.
    a. Adverbial clause
    b. Adjective clause
    c. Noun clause
18. Identify the kind of dependent clause in the sentence: That he suspected as smart student was fake news.
    a. Adverbial clause
    b. Adjective clause
    c. Noun clause
19. Identify the kind of dependent clause in the sentence: The woman whose hair is blonde is a Hollywood actress.
    a. Adverbial clause
    b. Adjective clause
    c. Noun clause
20. Identify the kind of dependent clause in the sentence: Policeman found who killed the president John F. Kennedy.
    a. Adverbial clause
    b. Adjective clause
    c. Noun clause

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Appendix 2 Students' achievement test

$\frac{19}{20} \times 100 = 95$

Name : SURIADI

Class : XI MIA 2

Identify the dependent clause and independent clause the following sentences!

1. I have applied for three jobs although I did not get one.
2. Whenever she is nervous, she bites her nails.
3. Moving quickly up the field, Roberto was in a position to score.
4. Since we all pitched in to help, it did not take long at all.
5. We'll go as soon as I'm off the phone.
6. You should allow extra time, in case there's traffic.
7. Before you leave, would you please shut the windows?
8. I stood at the window after you had ordered me to do that.
9. Julie is determined to climb Yosemite's Half Dome although she is afraid of heights.
10. Don't bother to call me on Thursday nights because I'll be watching Survivor.
11. ***That SBY is the sixth president of Indonesia*** is the fact.
    a. Independent clause
    b. Dependent (adverbial) clause
    c. Dependent (adjective) clause
    (d.) Dependent (noun) clause
12. That's Carla, ***whose brother is a famous actor***.
    a. Independent clause
    b. Dependent (adverbial) clause
    (c) Dependent (adjective) clause
    d. Dependent (noun) clause
13. I drank the whole pitcher of lemonade ***that she made***.
    a. Independent clause
    b. Dependent (adverbial) clause

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c. Dependent (adjective) clause

d. Dependent (noun) clause

14. ***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

15. The winner of Automotive Modification Competition in Semarang 2005 was ***who won in same previous competition last year***.

a. Independent clause

b. Dependent (adverbial) clause

c. Dependent (adjective) clause

d. Dependent (noun) clause

16. Identify what kind of dependent clause in the sentence: Didik who are studying in Vocational High School in Parepare was the winner in ASEAN science competition.

a. Adverbial clause

b. Adjective clause

c. Noun clause

17. Identify the kind of dependent clause in the sentence: If you lie to me, I will kill you.

a. Adverbial clause

b. Adjective clause

c. Noun clause

18. Identify the kind of dependent clause in the sentence: That he suspected as smart student was fake news.

a. Adverbial clause

b. Adjective clause

c. Noun clause

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19. Identify the kind of dependent clause in the sentence: The woman whose hair is blonde is a Hollywood actress.

    a. Adverbial clause

    (b) Adjective clause ✓

    c. Noun clause

20. Identify the kind of dependent clause in the sentence: Policeman found who killed the president John F. Kennedy.

    (a) Adverbial clause ✓

    b. Adjective clause

    c. Noun clause

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$\frac{17}{20} \times 100 = 85$

Name : Nur. Anisa

Class : X. mia 2

Identify the dependent clause and independent clause the following sentences!

1. I have applied for three jobs although I did not get one. ✓
   IC DC
2. Whenever she is nervous, she bites her nails. ✓
   dc IC
3. Moving quickly up the field, Roberto was in a position to score. ✓
   dc IC
4. Since we all pitched in to help, it did not take long at all. ✓
   dc IC
5. We'll go as soon as I'm off the phone. ✓
   IC DC
6. You should allow extra time, in case there's traffic. ✓
   dc IC
7. Before you leave, would you please shut the windows? ✓
   dc IC
8. I stood at the window after you had ordered me to do that. ✓
   IC dc
9. Julie is determined to climb Yosemite's Half Dome although she is afraid of heights. ✗
   IC dc
10. Don't bother to call me on Thursday nights because I'll be watching Survivor. ✓
    dc IC
11. ***That SBY is the sixth president of Indonesia*** is the fact.
    a. Independent clause
    b. Dependent (adverbial) clause
    c. Dependent (adjective) clause
    (d.) Dependent (noun) clause ✓
12. That's Carla, ***whose brother is a famous actor***.
    a. Independent clause
    b. Dependent (adverbial) clause
    (c.) Dependent (adjective) clause ✓
    d. Dependent (noun) clause
13. I drank the whole pitcher of lemonade ***that she made***.
    (a) Independent clause ✗
    b. Dependent (adverbial) clause

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c. Dependent (adjective) clause

d. Dependent (noun) clause

14. ***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

15. The winner of Automotive Modification Competition in Semarang 2005 was ***who won in same previous competition last year.***

a. Independent clause

b. Dependent (adverbial) clause

c. Dependent (adjective) clause

d. Dependent (noun) clause

16. Identify what kind of dependent clause in the sentence: Didik who are studying in Vocational High School in Parepare was the winner in ASEAN science competition.

a. Adverbial clause

b. Adjective clause

c. Noun clause

17. Identify the kind of dependent clause in the sentence: If you lie to me, I will kill you.

a. Adverbial clause

b. Adjective clause

c. Noun clause

18. Identify the kind of dependent clause in the sentence: That he suspected as smart student was fake news.

a. Adverbial clause

b. Adjective clause

c. Noun clause

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19. Identify the kind of dependent clause in the sentence: The woman whose hair is blonde is a Hollywood actress.

    a. Adverbial clause
    b. Adjective clause
    c. Noun clause

20. Identify the kind of dependent clause in the sentence: Policeman found who killed the president John F. Kennedy.

    a. Adverbial clause
    b. Adjective clause
    c. Noun clause

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$\frac{14}{20} \times 100 = 70$

Name : Andi Resky

Class : XI MIA II

Identify the dependent clause and independent clause the following sentences!

1. I have applied for three jobs (IC) although I did not get one. (DC) ✓
2. Whenever she is nervous, (DC) she bites her nails. (IC) ✓
3. Moving quickly up the field, (IC) Roberto was in a position to score. (DC) ✗
4. Since we all pitched in to help, (DC) it did not take long at all. (IC) ✓
5. We'll go as soon as (IC) I'm off the phone. (DC) ✓
6. You should allow extra time, (IC) in case there's traffic. (DC) ✗
7. Before you leave, (DC) would you please shut the windows? (IC) ✓
8. I stood at the window (IC) after you had ordered me to do that. (DC) ✓
9. Julie is determined to climb Yosemite's Half Dome (IC) although she is afraid of heights. (DC) ✗
10. Don't bother to call me on Thursday nights (DC) because I'll be watching Survivor. (IC) ✓
11. ***That SBY is the sixth president of Indonesia*** is the fact.
    a. Independent clause
    b. Dependent (adverbial) clause
    c. Dependent (adjective) clause
    d. Dependent (noun) clause ✓
12. That's Carla, ***whose brother is a famous actor***.
    a. Independent clause
    b. Dependent (adverbial) clause
    c. Dependent (adjective) clause ✓
    d. Dependent (noun) clause
13. I drank the whole pitcher of lemonade ***that she made***.
    a. Independent clause
    b. Dependent (adverbial) clause ✗

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c. Dependent (adjective) clause

d. Dependent (noun) clause

14. ***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

15. The winner of Automotive Modification Competition in Semarang 2005 was ***who won in same previous competition last year.***

a. Independent clause

b. Dependent (adverbial) clause

c. Dependent (adjective) clause

d. Dependent (noun) clause

16. Identify what kind of dependent clause in the sentence: Didik who are studying in Vocational High School in Parepare was the winner in ASEAN science competition.

a. Adverbial clause

b. Adjective clause

c. Noun clause

17. Identify the kind of dependent clause in the sentence: If you lie to me, I will kill you.

a. Adverbial clause

b. Adjective clause

c. Noun clause

18. Identify the kind of dependent clause in the sentence: That he suspected as smart student was fake news.

a. Adverbial clause

b. Adjective clause

c. Noun clause

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19. Identify the kind of dependent clause in the sentence: The woman whose hair is blonde is a Hollywood actress.

    a. Adverbial clause

    b. Adjective clause

    c. Noun clause

20. Identify the kind of dependent clause in the sentence: Policeman found who killed the president John F. Kennedy.

    a. Adverbial clause

    b. Adjective clause

    c. Noun clause

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$\frac{13}{20} \times 100 = 65$

Name : Muhara

Class : ~~IX~~ XI. MIA. 2

Identify the dependent clause and independent clause the following sentences!

1. I have applied for three jobs although I did not get one. (~~IC~~)
2. Whenever she is nervous, she bites her nails.
3. Moving quickly up the field, Roberto was in a position to score.
4. Since we all pitched in to help, it did not take long at all.
5. We'll go as soon as I'm off the phone.
6. You should allow extra time, in case there's traffic.
7. Before you leave, would you please shut the windows?
8. I stood at the window after you had ordered me to do that.
9. Julie is determined to climb Yosemite's Half Dome although she is afraid of heights.
10. Don't bother to call me on Thursday nights because I'll be watching Survivor.
11. ***That SBY is the sixth president of Indonesia*** is the fact.
    a. Independent clause
    b. Dependent (adverbial) clause
    c. Dependent (adjective) clause
    (d.) Dependent (noun) clause
12. That's Carla, ***whose brother is a famous actor***.
    a. Independent clause
    b. Dependent (adverbial) clause
    (c.) Dependent (adjective) clause
    d. Dependent (noun) clause
13. I drank the whole pitcher of lemonade ***that she made***.
    (a.) Independent clause
    b. Dependent (adverbial) clause

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c. Dependent (adjective) clause

d. Dependent (noun) clause

14. ***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

15. The winner of Automotive Modification Competition in Semarang 2005 was ***who won in same previous competition last year.***

a. Independent clause

b. Dependent (adverbial) clause

c. Dependent (adjective) clause

d. Dependent (noun) clause ✓

16. Identify what kind of dependent clause in the sentence: Didik who are studying in Vocational High School in Parepare was the winner in ASEAN science competition.

a. Adverbial clause ✗

b. Adjective clause

c. Noun clause

17. Identify the kind of dependent clause in the sentence: If you lie to me, I will kill you.

a. Adverbial clause ✓

b. Adjective clause

c. Noun clause

18. Identify the kind of dependent clause in the sentence: That he suspected as smart student was fake news.

a. Adverbial clause

b. Adjective clause

c. Noun clause ✓

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19. Identify the kind of dependent clause in the sentence: The woman whose hair is blonde is a Hollywood actress.

    a. Adverbial clause

    b. Adjective clause ✓

    c. Noun clause

20. Identify the kind of dependent clause in the sentence: Policeman found who killed the president John F. Kennedy.

    a. Adverbial clause

    b. Adjective clause

    c. Noun clause ✓

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Appendix 3 Documentation

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Nomor : B 509 /In.39/PP.00.9/06/2018
Lampiran : -
H a l : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KOTA PAREPARE
Cq. Badan Perencanaan Pembangunan Daerah
di
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama	: TASMA DARI
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NIM	: 14.1300.133
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: MASSEPE, KEC. TELLULIMPOE, KAB. SIDRAP

Bermaksud akan mengadakan penelitian di wilayah ***KOTA PAREPARE*** dalam rangka penyusunan skripsi yang berjudul :

"ANALYZING THE STUDENTS' ABILITY IN IDENTIFYING INDEPENDENT CLAUSE AND DEPENDENT CLAUSE IN COMPLEX SENTENCE AT THE ELEVENTH GRADE STUDENTS OF MAN 1 PAREPARE"

Pelaksanaan penelitian ini direncanakan pada bulan **Juni** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

6 Juni 2018
A.n Rektor
Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)

Muh. Djunaidi

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

PEMERINTAH KOTA PAREPARE
BADAN PERENCANAAN PEMBANGUNAN DAERAH
Jln. Jend. Sudirman Nomor 76, Telp. (0421) 25250, Fax (0421)26111, Kode Pos 91122
Email : bappeda@pareparekota.go.id; Website : www.bappeda.pareparekota.go.id
P A R E P A R E

Parepare, 25 Juni 2018

Nomor : 050 / 529 /Bappeda
Lampiran : --
Perihal : **Izin Penelitian**

Kepada
Yth. Kepala Kantor Kementerian Agama Kota Parepare
Di -
P a r e p a r e

DASAR :
1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Surat Rektor Institut Agama Islam Negeri (IAIN) Parepare, Nomor : B 509/In.39/PP.00.9/06/2018 tanggal 8 Juni 2018 Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut, maka pada perinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah kota Parepare) dapat memberikan **Izin Penelitian** kepada :

N a m a	: TASMA DARI
Tempat/Tgl. Lahir	: Massepe / 09 Februari 1996
Jenis Kelamin	: Perempuan
Pekerjaan	: Mahasiswi
A l a m a t	: Jl. Abu Bakar Lambogo, Parepare

Bermaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :
"ANALYZING THE STUDENTS' ABILITY IN IDENTIFYING INDEPENDENT CLAUSE AND DEPENDENT CLAUSE IN COMPLEX SENTENCE AT THE ELEVENTH GRADE STUDENTS OF MAN 1 PAREPARE"

Selama : Tmt. Juni s.d Juli 2018
Pengikut/Peserta : **Tidak Ada**

Sehubungan dengan hal tersebut pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan :
1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Instansi/Perangkat Daerah yang bersangkutan.
2. Pengambilan Data/Penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan Ilmiah.
3. Mentaati ketentuan Peraturan Perundang-undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasilnya kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare)
5. Menyerahkan 1 (satu) berkas Foto Copy hasil **"Penelitian"** kepada Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
6. Kepada Instansi yang dihubungi mohon memberikan bantuan.
7. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.

An. KEPALA BAPPEDA
SEKRETARIS,

E. W. ARIYADI S, ST., MT
Pangkat Pembina
Nip. 196912041997031002

TEMBUSAN : Kepada Yth.
1. Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar
2. Walikota Parepare di Parepare
3. Rektor Institut Agama Islam Negeri (IAIN) Parepare di Parepare
4. Saudara TASMA DARI
5. Arsip.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PAREPARE
Jalan Jenderal Sudirman Nomor 37 Parepare
Telepon 0421-21133 ; Faksimile 0421-24996
Email : kotaparepare@kemenag.go.id

Nomor : B-232/ /Kk.21.16/1/KP.01.1/07/2018 Parepare, 03 Juli 2018
Sifat : Biasa
Lampiran : -
Perihal : *Izin Melaksanakan Penelitian*

Yth. **Sdr. Tasma Dari**
Di- Parepare

Dengan Hormat,

Memperhatikan Surat saudara Tanggal 02 Juli 2018 tentang Permohonan Izin Penelitian dan Surat Kepala BAPPEDA Kota Parepare Nomor : 050/529/Bappeda Tanggal 25 Juni 2018 perihal Izin Penelitian, maka diberi izin kepada saudara untuk melaksanakan penelitian dengan judul **"Analyzing The Student's Ability In Identtifying Independent Clause And Dependent Clause In Complex Sentence At The Eleventh Grade Students Of MAN 1 Parepare"** di MAN 1 Parepare dalam Lingkungan Kantor Kementerian Agama Kota Parepare . Waktu Penelitian mulai Juni s.d Juli 2018.

Demikian izin ini diberikan untuk dilaksanakan sesuai ketentuan yang berlaku.

Kepala Kantor,

H. Husain Abdullah

Tembusan :
Kepala MAN 1 Kota Parepare, Parepare.

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KEMENTERIA AGAMA REPUBLIK INDONESI
KANTORKEMENTERIAN AGAMA KOTA PAREPARE
MADRASAH ALIYAH NEGERI (MAN) 1 PAREPARE
NSM : 311737203156, NPSN : 40320498, Akredetasi : A
Jl. Amal Bakti, Kec. Soreang, e-mail:man1parepare@gmail.com,☎ 0421-21289
Wesite : WWW man 1 Pareparecom ,E Mail : man 1 Parepare @ gmail .Com

SURAT KETERANGAN
Nomor: B.268 /Ma.21.16.01/PP.00.6/05/2018

Yang bertanda tangan di bawah ini,

Nama	:	**SYAIFUL MAHSAN, S.Pt.M,Si**
NIP	:	197109141999031005
Pangkat	:	Pembina /IV/a
Jabatan	:	Kepala Madrasah Aliyah Negeri (MAN1) Parepare

Menerangkan bahwa :

Nama	:	**TASMA DARI**
NIM	:	14.1300.133
Jurusan	:	Tarbiyah dan Adab
Program Studi	:	Pendidikan Bahasa Inggeris

Benar telah melakukan penelitian sejak bulan Juni s.d Juli 2018 Tahun Pelajaran 2017/2018 di Madrasah Aliyah Negeri (MAN) 1 Parepare Berdasarkan Surat Kementerian Agama Kota Parepare Nomor B.2321/Kk.2116/1//127/KP.01.1 , Perihal Permohonan Izin Penelitian/Wawancara, untuk Memperoleh data dalam Penyusunan Skripsi yang bersangkutan dengan Judul

" ANALYZING THE STUDENT'S ABILITY IN IDENTTIFYING INDEPENDENT CLAUSE AND DEPENDENT CLAUSE IN COMPLEX SENTENCE AT THE ELEVENTH GRADE STUDENTS OF MAN 1 KOTA PAREPARE"

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk Dipergunakan sebagaimana mestinya.

Parepare, 04 Agustus 2018
Kepala Madrasah

SYAIFUL MAHSAN

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CURRICULUM VITAE

Tasma Dari was born in Sidenreng Rappang, 24th of January 1996. Now, she is 22 years old. She is lives in Jl. Pemukiman, Massepe Sidrap. She is the second child of her family. Her mother's name is Nuhari and her father's name is La Dari. She has one sibling, one sister.

She entered elementary school in 2002 at SD Negeri 4 Massepe and graduated in 2008, in the same year she registered of SMP Negeri 2 Tellu Limpoe for three years and graduated in 2011. In the same year, she continued her study in SMA Negeri 1 Tellu Limpoe (now SMAN 5 SIDRAP) and graduted in 2014.

In 2014, she registered State Islamic College (STAIN) Parepare in take her undergraduate program in English program of Tarbiyah Departement about four years.

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