

**STUDENTS' ABILITY IN USING INDEPENDENT AND DEPENDENT
CLAUSES IN COMPLEX SENTENCES AT SIXTH SEMESTER
STUDENTS OF UNIVERSITAS BOSOWA**

SKRIPSI



**By
OSIAS TESEN LODAN
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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS BOSOWA
2016**

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Submitted in Partial Fulfillment of the Requirements
for the Sarjana Degree (S.Pd.)



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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul "*Students' Ability in Using Independent and Dependent Clauses in Complex Sentences at the Sixth Semester students of Bosowa University*" beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, Mei 2016

Yang membuat pernyataan,

Osias Tesen Lodan

MOTTO AND DEDICATION

“THERE IS A WILL, THERE IS A WAY”

**NO SUCCESS WITHOUT EFFORT SO,
LET’S STUDY HARD FROM NOW
IF YOU WANT TO BE BETTER IN THE FUTURE.**

THIS SKRIPSI IS DEDICATION TO :

- MY BELOVED PARENTS AND SISTERS,**
- MY BELOVED FAMILIES,**
- MY BELOVED TEACHER AND LECTURER AND**
- MY BELOVED BEST FRIENDS.**

“I HOPE THE ALMIGHTY GOD ALWAYS BLESSING AND MERCY IN OUR LIFE” .

AMEN....

ABSTRACT

Osiyas Tesen Lodan. 2016. Students' Ability in Using Independent and Dependent Clauses in Complex Sentences at the Sixth Semester Students of Bosowa University. Skripsi, English Education Department Faculty of Teacher Training and Education. Supervised by Rampeng. dan A. Hamzah Fansury.

The research is aimed to know the students' ability in using Independent and Dependent Clauses in Complex Sentences in class VI-A dan VI-B at Bosowa University. The result of this research is expected to give benefits for the readers especially in using Independent and Dependent Clauses in Complex Sentences.

This research used descriptive qualitative research. The population of this research is sixth semester students of Bosowa University in academic year 2015/2016 that have 65 students and the sampling of this research is quota sampling so, in this research the writer take some of the students in the class which is consist of 30 students from two classes and each class was took 15 students.

The result of this research and explanation that the writer got in Bosowa University is 6.6% students got very good category and 20% students got good category while 50% students got enough category and then 23.3 students got poor category. While the mean score of the students is 71.2. It indicates that students sixth semester enough ability in using Independent and dependent clauses in complex sentences.

Keywords: Independent and dependent clauses, Complex sentences.

ABSTRAK

Osiyas Tesen Lodan. 2016. Students' Ability in Using Independent and Dependent Clauses in Complex Sentences at the Sixth Semester of Bosowa University. Skripsi, Program Studi Pendidikan Bahasa Inggris. Dibimbing oleh Rampeng. dan A. Hamzah Fansury.

Tujuan penelitian ini adalah untuk mengetahui kemampuan mahasiswa semester VI Universitas Bosowa dalam menggunakan *Independent and Dependent Clauses in Complex Sentences*. Hasil penelitian ini diharapkan dapat bermanfaat bagi para pembaca khususnya dalam menggunakan *Independent and Dependent Clauses in Complex Sentences*.

Penelitian ini menggunakan metode deskripsi kualitatif. Populasi penelitian adalah mahasiswa semester VI yang berjumlah 65 mahasiswa yang tersebar ke dalam 2 kelas pada tahun akademik 2015/2016, sedangkan sampel penelitian ini adalah mahasiswa kelas VI-A dan VI-B yang berjumlah 30 mahasiswa, yang terdiri dari 10 laki-laki dan 20 perempuan.

Hasil penelitian dan pembahasan yang di dapatkan penulis di Universitas Bosowa adalah 6.6% mahasiswa memperoleh nilai sangat bagus dan 20% mahasiswa memperoleh nilai bagus , sementara 50% mahasiswa memperoleh nilai cukup (*enough* dan 23.3% mahasiswa memperoleh nilai rendah (Hal ini dapat dilihat pada nilai rata-rata yang diperoleh dari keseluruhan mahasiswa adalah 71.2. Hal ini membuktikan bahwa mahasiswa semester VI cukup mampu dalam menggunakan anak kalimat yang dapat berdiri sendiri dan anak kalimat yang tidak dapat berdiri sendiri dalam kalimat mejemuk bertingkat.

Kata kunci: Independent and dependent clauses, complex sentence.

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Finally, the writer hopes that all supports, encouragement, and facilities from all people that assisted in completing his skripsi are noted as act of devotion by Allah. May the Almighty God always bless us, Amien.

Makassar, Mei 2016

Osias Tesen Lodan

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CHAPTER I

INTRODUCTION

In this chapter, the research will present the background, problem statement, objective of the research, significance of the research and the scope of the research.

A. Background

Communication is one of the implementation of language function in society as a means to interact with one another. Language has an important role for human life, by using language the people will express their ideas, emotions, desires to fulfil their daily need. English has been the most important language in international communication. Almost all countries in the world, including Indonesia, which its first language is not english, put english as their second language. They even include english as one of the most important subjects in their curriculum. Seeing this fact, Indonesian students should learn english seriously in order to be able to communicate with other people all around the world and also face this globalization era.

In learning english, there are two types of language skills that we should know. They are productive and receptive skills. Productive skills are speaking and writing, where as receptive skills are listening and reading. These four skills are important communication skills in all subject areas in curriculum. If students are able to learn these four skills well, they

will have a very good understanding in english. However, in "curriculum 2013" students are forced to be more active in learning process. It means that the students should produce english language more rather than just listening to their teachers.

In producing english language, students can do it both in oral and in writing. When students speak, they produce speech. While when they write, they produce sentences. Langan, (2003:100) stated that sentence is a group of word that has a subject and a verb and must express a complete thought.

Teaching and learning will be success if they are supported by some factors such as the method that is used in teaching english, completeness of teaching facilitation, interesting media and condition of school environment. Indonesia as one of the developing countries has also set its educational curriculum to include english as a foreign language which is studied from junior high school up to the university level.

Nowadays in modern era, english is used as international language for business, tourism, political and international relationship. Broughton, (2003:1) states that english is an international language and most people in the world use this language. This fact can also be seen in Indonesia. Richard M, Bossone, (1977:38) states that a large percentage of the world's language learners study english in order to develop proficiency in speaking. This is caused by the functions of speaking that cover many aspects of human interaction, such as involved expressing ideas and

opinions, expressing a wish or a desire to do something, negotiating, solving a particular problem, establishing and building social relationship, friendships and maintaining business or other professional reasons.

Learning english in the class includes the language which are divided into two kinds namely: receptive and productive skills. The Receptive are listening and reading. Besides that, the productive are speaking and writing. If the language skills are learnt well, the students are will have good english. However in learning english, the students are taught also the language competences, one of them is grammar. Grammar has an essential role in mastering english. In addition, the study of grammar can help a writer make appropriate and use of the resources of the language.

In grammar, a clause is the part that occurs frequently in the english book like textbook. A clause is a group of related words that contains a subject and a predicate with a finite verb. There are two kinds of clauses namely: Independent clause and dependent clause. The Independent clause is an independent clause can stand alone as a complete grammatical sentence. It contains the main subject and verb of the sentence. Besides that, the dependent clause is clause cannot stand alone as a grammatical sentence because of an extra element that changes an independent clause into a dependent clause. According to Duffield, (2007:1) proper identification and treatment of complex sentence contains of clauses are needed. In general, complex sentence is

constructed by two kinds of clauses and those are well known as independent clause and dependent clause. The similar thought by Sekali Martin, (2012 :2) argued in his journal that: A complex sentence is defined as a multiple-clause sentence.

Example; a sentence composed of at least two verbs (or predicates) linked within a hierarchical complementing structure (subordination) or conjoined in a non-embedded structure (coordination).

Richard M, Bossone, (1977:38) Independent clause and dependent clause have the same pattern of sentence because both of them have subject and predicate but each of them has different characteristic and function. Independent clause can stand alone without any supporting complement and it is the main message that writer or spoken delivers to the reader. Beside that, Dependent clause is sentence which contains of subject and predicate but cannot stand-alone. In other words, dependent clause embedded independent clause in a complex sentence. Independent and dependent clauses is very important not only as reflection tool of delivering information from the teacher but also measuring student grammar proficiency.

In this case the students' motivation and interest are very needed to make the process of their understanding more easily. Because of the material of the independent clause and dependent clause is very variety, so the teachers are obligated to choose the suitable approach, strategy, and method in order to achieve the teaching purposes easily, and the



media will make the students to be more motivated to study. The teacher can use some methods in teaching independent and dependent clauses to help the students understanding about the material that is explained and to make the students have strong interest in learning process especially in learning independent clause and dependent clause. The teacher should be take the best approach, method, and strategies to teach the students. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. The method must be able to increase the students' motivation learning in using independent clause and dependent clause, especially in grammar.

Based on the explanation above, the writer an interested to conduct the research entitles "Students' Ability in Using Independent and Dependent Clauses in Complex Sentence at The Sixth Semester of English Education Department Faculty of Teacher Training Education Bosowa University". The reason why the writer conducted this research, because the writer want to know how far has been the students understanding in using two clauses to make a good sentences because some of students are still confused which one Independent and which one Dependent. If the students cannot understand these two clauses, they will face difficulties in grammar to make a good sentences.

B. Problem Statement

Based on the background above the research formulated the problem of statement in question: "How is students' ability in using independent and dependent clauses in complex sentence at the sixth semester of english education department faculty of teacher training education Bosowa University".?

C. Objective of the Research

Based on problem statement above, the research objective was to know students' ability in using independent and dependent clauses in complex sentences.

D. Significanct of ohe Research

The results of this studyed hopefully will be useful for:

1. For Teacher It can be known students' ability in using complex sentence, particularly in two kinds of clauses and known their students' motivate in learning English.
2. For Students would know how to use independent and dependent clauses in complex sentences and would know how to make complex sentence through two kinds of clauses.

3. For researcher would motivate them to study,how to use independent and dependent clauses in complex sentence and would get new experience and can be improve their knowledge through the research

E. Scope of the Research

In this research, the writer focused on independent and dependent clauses to known the sixth semester students ability.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with, previous related studies, some partient of ideas, the concept of sentences, complex sentence, and theoretical framework.

A. Previous Related Studies

Some related research about independent and dependent clauses in complex sentence, conducted by some experts and researchers. They are put in this part to explain the key point of independent and dependent clauses in complex sentence.

Halliday, (2004:4) said the complex sentence consist of at least one independent clause and one dependent clause. The dependent clauses can be found at the beginning or the end of the sentence. These sentences usually have a subordinating conjunction.

Muhamad Daim Abadi, (2013:26) with the title "A descriptive analysis of students' ability in identifying independent clause and dependent clause in complex sentence of eleven year students of SMKN 2 Salatiga in the academic year 2012/2013". That Some students are still difficult to identify between independent clause and dependent clause. The data showed that 31.08% students confuse to identify both of them in a complex sentence.

Alhuda, (2011:46) with the title "The Students' Ability in Identifying Independent Clause and Dependent Clause 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 clause and dependent clause 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.

According to Duffield, (2007:1) proper identification and treatment of complex sentence contains of clauses are needed. In general, complex sentence is constructed by two kinds of clauses and those are well known as independent clause and dependent clause.

The similar thought by Sekali Martin, (2012:2) argued in his journal that : a complex sentence is defined as a multiple-clause sentence, i.e. a sentence composed of at least two verbs (or predicates) linked within a hierarchical complementing structure (subordination) or conjoined in a non-embedded structure (coordination).

Richard M,Bossone, (1977:38-57) Independent clause and dependent clause have the same pattern of sentence because both of them have subject and predicate, but each of them has different characteristic and function. Independent clause can stand alone without any supporting complement and it is the main message that writer or

spoken delivers to the reader. Besides that, dependent clause is sentence which contains of subject and predicate but cannot stand-alone.

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. Richard M. Bossone, (1977:57) and Sekali Martin, (2000:2) argue that independent clause is group of word which expressed completed thought.

Wren and Sekali Martin, (2000:190) notice that adverb clause in a complex sentence is a subordinate clause which does the work of an adverb, and so qualifies some noun or pronoun in the main clause.

Based on the finding above, the researcher can conclude that teaching english not only focused on how to learn english fluently, but also how students can understand and mastering in grammar, especially in independent and dependent clauses in complex sentences. If students can learn in english by using independent and dependent clauses in complex sentences they also should know and able how to using independent and dependent clauses in complex sentences.

B. Some Partient of Ideas

1. Definition of Clause

A clause is a group of words that includes a subject and a verb, or a clause is a part of a sentence. A clause can be distinguished from a phrase, which does not contain a subject and a verb (example : in the afternoon, drinking from the bowl). In grammar a clause is the smallest grammatical unit that can express a complete proposition. A typical caluse consists of a subject and a predicate,where the predicate is typically a verb phrase and a verb also with any objects and other modifiers.

Acoording to dictionary cambridge (www.dictionary.cambridge.org/c lause) Clause is the basic unit of grammar. Typically a main clause is made up of a subject (s),(a noun phrase) and a verb pharse(v).Sometimes the verb pharse is followed by other elements, such as objects (o), complements (c), and adjuncts (ad).

In vocabulary a clause is a group of words containing a subject and predicate and forming part of a compound or complex sentence,or a group of words that forms part of a sentence,usually containing a subject and a predicate.

Clause can be a scary thing. Whether it is a stipulation in a contract or grammatical concept, people sometimes avoid clauses because they are too difficult to grasp.

According to Eastwood (2008:148), clause is a group of words that contains a subject and a predicate, or clause is a part of a sentence. A clause may be either a sentence (an independent clause) or a sentence-like construction within another sentence (a dependent or subordinate clause). Clause contrasts with sentence. Except in the case of a whole sentence, which is technically said to be also a clause, a clause is always smaller than the sentence that contains it. Clause also contrasts with phrase. Clauses contain phrases. Clauses are bigger than the simple phrases they contain. The crucial characteristic of a clause, which is lacking from a phrase, is a clause normally has its own verb and all or many of the other basic ingredients of a whole sentence. So Billy's brand new bicycle and on Sunday morning at ten o'clock are both phrases but not clauses, because neither contains a verb. Clauses can be contained in complex phrases; such clauses are always, by definition, subordinate clauses.

Independent and dependent clauses are the building blocks of sentences. A single independent clause can be a sentence, by itself. However, dependent clauses are used to make sentences more complete and more interesting. Using conjunctions and proper punctuation, dependent and independent clauses can be joined together to create interesting and complex compound sentences that are fun and engaging to read.

Clause in English is defined as a group of words which grammatically contain of the subject and predicate John E, Warriner (1982:93). In same case, Richard, M. Bossone defines a clause is a group of words that contains of a subject and predicate (1981:38). Commonly, clauses are divided to be independent, or main and dependent, or subordinate clauses. Both of them have own function and characteristic in grammar. According to Andreas Koutsoudas (1966:269), the character of them can be detail elaborated as follows :

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

In other words, independent clause can be called main message that speaker or writer intends to deliver to the listener or reader. Therefore, independent clause also cannot act as dependent clause and vice versa. It is caused that the functions of them are totally different in complex sentence. A simple sentence usually consists of single finite clause with a finite verb that is independent. More complex sentences may contain multiple clauses.

Koutsoudas Andreas, (1966:269) affirms that dependent clause is a clause which has function as part of sentence (noun, adjective and adverb) except verb in a complex sentence. Dependent clause is just

functioned as supporting information to independent clause in a complex sentence.

Based on the finding above, the researcher can conclude that learning clauses is very variety so the teacher have to choose the method, approach, strategy, interesting and motivating to make students easily to understand. Sometimes, when they writing or learn about independent and dependent clauses especially the students could not differ which one dependent and dependent clauses because the students did not really remember how connecting independent and dependent clauses.

2. Independent and Dependent Clauses

a. Definition of Independent Clause

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. Richard M. Bossone, (1977:38) and Sekali Martin, (2000:2) argue that independent clause is group of word which expressed completed thought. Notes the examples that follow :

The subject is underlined once, the verb twice, and the adjective or adverb dashed line. For exsample

a. I ran

b. I ran quickly.

An independent clause is a clause that can stand alone as a sentence (i.e., it expresses a complete thought). An independent clause,

like all clauses, has a subject and verb. When there are no dependent clauses in the same sentence an independent clause, the independent clause is a simple sentence. For example:

- a. I like coconut macaroons.

(This is an independent clause and simple sentence.)

- b. I like coconut macaroons eventhough I dislike coconut.

(This is an independent clause and a dependent clause, and this is a complex sentence.)

An independent clause is complete in itself, it can stand alone as a simple sentence, Cook (1971:65). Independent clauses are such clauses the effective root nodes of which are not dependent on any part of any other clause. Independent clause divides in two parts namely : verbal and non-verbal clauses.

1) Verbal Clause

The effective root node of a verbal clause is a node representing the governing predicate (which is usually a verb) of the clause. If there is no such verb expressed in the surface structure of the sentence, nor is the verb ellided (i.e. the node for the verb cannot be copied) and no punctuation mark can be considered the governing predicate either. Verbal clauses are such clauses the governing node (predicate) of which is a finite verb form, Cook (1971:65). Verbal processes involve a communication between a Sayers and an 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.

2) Non Verbal Clause

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

According to Steffani, (2007:45) there are only three ways to move from one independent clause to another independent clause:

- a. Place a period between the clauses, making them into separate sentences
- b. Place a semi-colon between the clauses
- c. Separate the two clauses with a comma followed immediately by one of the "FANBOYS" conjunctions: For, and, nor, but, or, yet, and so.

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. Independent clause is a clause that can stand on its own, by itself. It does not need to be joined to any other clauses, because it contains all the information necessary to be a complete sentence.

Independent clauses have three components they are :

- a. They have a subject – they tell the reader what the sentence is about.
- b. They have an action or predicate – they tell the reader what the subject is doing.
- c. They express a complete thought – something happened or was said.

An independent clause can be as simple as a subject and a verb:

- a. Jheko reads.

Jheko is the subject. Reads is the action or verb. A complete thought was expressed – something was said, and the reader now knows that Jheko likes to read.

Independent clauses can also be joined to other independent clauses, if the independent clauses are related. However, they must be joined using the proper punctuation.

- a. Jheko read a book; he really enjoyed the book.

The first clause is an independent clause. Jheko is the subject, read is the action, book is the object.

2. Definition of Dependent Clause

Dependent clause is defined as clause which embedded independent clause in complex sentence, Koutsoudas Andreas, (1966:26). Richard M. Bossone, (1977:40) said that dependent clause depends on (need) an independent clause to make sense. In other words, existing of

dependent clause in complex sentence is just to support independent clause in complex sentence.

Dependent clause is necessarily related to an independent clause and dependent clause always started by a conjunction, Cook (1971:66). Dependent clauses are such clauses the effective root nodes of which are dependent on a part of another clause. Dependent clause divided into three parts they are : noun clause, adjective clause and adverb clause.

1. Noun Clause

A dependent clause that functions as a noun in a sentence is called noun clause. A noun clause performs same function like a noun in a sentence.

According to Wren and Sekali Martin, (2000:190) noun clause is a subordinate clause which does the work of a noun, and so qualifies some noun or pronoun in the main clause. In a similar case, noun clause can be begun by some words such as question words(who, what, whose + be), if or whether, and that Azar, (1992:348-352). Furthermore Richard M. Bossone, (1977:44) presents that noun clause is started the words such as what, where, why, when, who, and that. Noun clause is used only where a noun could be used: subject of the sentence, direct object, and object of the preposition. In same case, Wren and Sekali Martin, (2000:196) detail divide the function of noun clause to be five categories such as subject of the verb, object of the transitive verb, object of the prepositional, in apposition of noun and pronoun, and

complement of a verb of incomplete verb .

For example :

- a) That is the sixth time visit to singapore is the fact.

The noun clause is used as subject of the sentence.

- b) The president knew that the letter on his desk was sent by minister a week ago.

The noun clause is used a subject of the transitive verb or direct object of verb "knew".

- a) There is no meaning in what you say.

The noun clause is used as object of the preposition "in".

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

The noun clause is used as apposition of the pronoun "this".

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

The noun clause is used as object of the incomplete verb of verb "is".

A noun clause starts with words "*that, what, whatever, who, whom, whoever, whomever*".

For examples :

Whatever you learn will help you in future. (noun clause as a subject)

What you said made me laugh. (noun clause as a subject)

He knows that he will pass the test. (noun clause as an object)

Now I realize what he would have thought. (noun clause as an object)

Example the uses of noun clauses are :

- a) That we should fail is impossible
- b) I know what his name is

In the first sentence, 'that we should fail' is a dependent clause. It is used as the subject of the sentence, so it is called a noun clause,. In the second sentence, the dependent clause 'what his name is' used as the object of the verb know, is also a noun clause. Noun clause is often introduced by that, whether, and what.

For example the uses of noun clauses are :

- a) The weather today is hot
- b) I think that he will come tomorrow
- c) You may call him what you wish.

2. Adjective Clause

According to Cook (1971:67), an adjective clause (also called relative clause) is a dependent clause that begins with a relative pronoun (who, whom, which, whose, or that). An adjective clause functions as an adjective and follows the noun or pronoun it modifies. It tells more about a person or thing.

- a. A man who has courage will not desert his friend
- b. A friend who helps you in time of need is a real friend

In the first sentence, 'who has courage' is a dependent clause. It used like an adjective modifying the subject man, so it is called an

adjective clause,). In the second, 'who helps you in time of need', modifying the subject friend, is also an adjective clause.

For example the uses of adjective clauses:

- a) Men who are wise seldom speak.
- b) This picture is sent me by my friend who lives in Nanking.

3. Adverbial Clause

According to Cook, (1971:68) Adverb clauses function as adverbs and modify verbs, adjectives, or other adverbs in an independent clause. It tells when (time), where (place), why (reason), how, how long, or how far. An adverb clause can be placed before or after the independent clause. If it is placed before the independent clause, a comma must be used to separate the two clauses. No comma is needed if the adverb clause is placed after the independent clause.

Adverbial clause is employed as a supporting to adverb in a complex sentence. Furthermore, Wren and Sekali Martin, (2000:186) notice that adverb clause in a complex sentence is a subordinate clause which does the work of *an adverb*, and so qualifies some noun or pronoun in the mainclause. In particular, the meaning is that adverbial clause elaborates adverb to be more detail than a simple word adverb.

Richard M. Bossone, (1977:41) emphasizes that learners have to be familiar with adverbial conjunction.

Conjunctions divides linking words become sixteen kinds of conjunctions. Below are the conjunctions:

After	Although	As	Because
Before	If	Since	Than
Whenever	Where	Wherever	While
Though	Unless	Until	When

For example :

- a. The birds begin to sing when day dawns.
- b. If any disputes arises, they apply to him for the decision.

In the first sentence, 'when day dawns' is a subordinate clause. It is used like an adverb modifying the predicate begins; so it is called an adverbial clause. In the second, 'if any dispute arises,' modifying the predicate apply is also an adverbial clause. Adverbial clauses are often introduced by the conjunctions when, if, wherever, and than.

For example the uses of adverbial clauses:

- a. He went wherever he wished
- b. John will fix the porch when he has time
- c. He can run faster than you
- d. If you have tears, prepare to shed them now.

C. The Concept of Sentence

a. Definition of Sentence

Sentence is a group of word that has a subject and a verb and must express a complete thought. 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", Turner (1966:87). 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.

This is including one of four component of sentences such as : simple sentence, complex sentence, compound sentence, and compound - complex sentence, and the research will focus to conduct the research That is complex sentence by using independent and dependent clauses.

D. Complex Sentence

Halliday, (2004:7) said 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.

Examples:

- a) After I went to work, I went to the gym.
- b) I went to the gym after I went to work.

Sekali Martin, (2012:2) complex sentence is defined as group of words which contain of two different clause and it is also composed by at least two predicates linked within a hierarchical complementing structure or conjoined in a non embedded structure In further explanation. Richard M. Bossone, (1977:57) said that forms of complex sentence are dependent clause joined to an independent clause. A complex sentence has one or more dependent clauses (also called subordinate clauses). Since a dependent clause cannot stand on its own as a sentence, complex sentences must also have at least one independent clause.

Complex sentence is such kind of sentence, which builds of two different clauses Richard M. Bossone, (1977:57), one of them is independent clause and the other else is dependent clause.

Complex sentences are often formed by putting these words at the beginning of the dependent clause:

as, as if, before, after, because, though, even though, while, when, whenever, if, during, as soon as, as long as, since, until, unless, where, and wherever.

These words are called subordinating conjunctions.

Example : When I stepped out into the bright sunlight, from the darkness of the movie house, I had only two things on my mind. (The underlined is independent clause).

Complex sentence is made up of independent clause and one or more dependent clauses connected to it. A dependent clause is similar to an independent clause, or complete sentence but it lacks one of the elements that would make it a complete sentence. A complex sentences are often more effective than compound sentences because a complex sentence indicates clearer and more specific relationships between the main parts of the sentence.

A complex sentence always has a subordinator such as: because, since, after, although, or when or relative pronoun such as : that, who, or which. analysis of complex sentence is the analysis of the clauses in the sentences.

For examples :

- a. After they finished playing Happy and Harish went to the movies.

Independent clause : Happy and Harish went to the movies

Dependent clause : After they finished playing

- b. Whenever he heard the tune, the musician who lived in that house, answered that the tune is old.

Main clause : The musician who lived in that house.

Subordinate clause : Who lived in that house.



E. Conceptual Framework

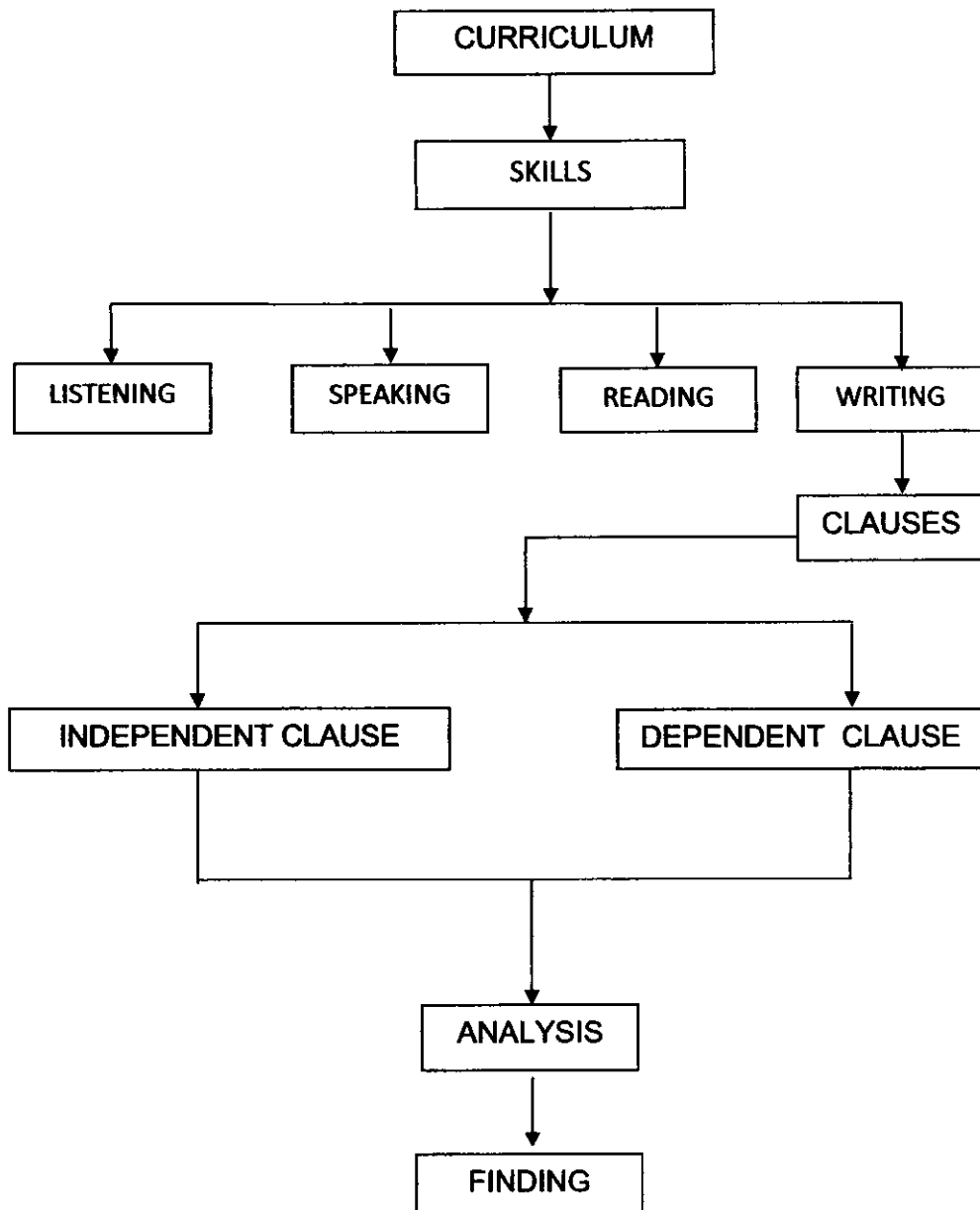


Diagram Conceptual Framework

In this research, the writer conducted the research based on the curriculum 2013. Then in this research there are four skills the writer took namely listening, speaking, reading and writing. As we know that, the forth aspects of language skills such has relation between one each other.

In forth aspects of language skills the writer took one of forth aspects namely writing. In wrting, the writer want to know the stduents ability through clause. But the writer made this clause more specific to conduct the research to know students ability namely independent clause and dependent clause.

After conducted the research to know students ability by doing the students test. Then, the writer analysis based on the students test in following test is a given by the writer so that resulting in the findings.

CHAPTER III

RESEARCH METHOD

In this part, the research presents, research design, location of the research, population, and sample, the instrument of the research, the procedure of collecting data and technique of data analysis.

A. Research Design

This research applied descriptive qualitative research, where the writer would like to know the students' ability in using independent clause and dependent clause in complex sentence.

B. Location of the Research

The location of this research was conducted at the sixth semester students English Education Department Faculty of Teacher Training Education Bosowa University 2015/2016 Academic Year at Jln. Urip Soemaharjo km 4 Makassar.

C. Population and Sample

1. Population

In encyclopedia of educationl evaluation, (1975:173) A population is a set or collection of all elements prossesing one or more attributes interest. Hornby in Antorowati, (2003:25) asserted that population is a group of people, country or special section of them. The population of this

research was took all the students of sixth semester students of Bosowa University in academic year 2015/2016 with 65 students as the population.

2. Sample

Martono Nanang, (2010:74) said that sample is a number of selected object from the population that is selected by particular technique and used to represent the whole object research. The writer took two classes (VI.A and VI.B) that consist of 30 students as a sample of the research by used quota sampling.

Quota sampling is a sampling method of gethering representative data from a groups and as opposite to random sampling. Quota sampling requires that representative individuals are chosen out of a specific subgroup. Quota sampling is the non probability version of stratified sampling.

D. Instrument of the Research

In this instrument, the writer used esay test to collect the data from the research object. It has given the students to know or asses, how far the students known to analyze these clauses.

E. Procedure of Data Collection

There were some procedure that gave applied by the writer as follows:

1. The writer explained the students about how to work on the questions before their answer.
2. The writer gave 15 questions for them by using clauses in complex sentences.
3. Conducted the research by distributing the research instruments to the students.

F. Technique of Data Analysis

The writer was colleted the data through the test then analyzed.

1. Classifaying the score of the test :

Score	Grade
91 – 100	Very good
76 – 90	Good
65 – 75	Enough
50 – 61	Poor
Less then 50	Very poor

Depdiknas, (2004:143)

2. Computing the rate percentage of the students score,by using the following formula :

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

Where :

- P : Percentage of students ability,
F : Ferquency total percentage score,
N : Total Number of sample.

Gay, (2006:320)

3. Anlyzes the mean score using the following formula:

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

Where:

- \bar{X} = The mean score
 $\sum x$ = The sum of student score
N = Number of the students

Gay, (2006:320)

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections. The first section deals with the finding of the research and the second deals with discussion.

A. Findings

After gathering the data by conducting test, the writer analyzed the result of the students' answer and then the writer presents the scores of students in this chapter. The data for this research taken from the test result of students' ability in using independent and dependent clauses in complex sentences of the sixth semester students of English Education Department Faculty of Teacher Training and Education Bosowa University in 2015/2016 academic year.

The test was conducted on Februari 22th 2016. The time lasting for one hours to answer the questions. There were 30 students joined in this test and the writer found that many students interseting and active to join this test.

From this data the writer identified that there were enough ability made by students in each item and the data is explained in the table below.

Table 4.1: Students' score of the test

No	Students Initial	Score 1	Score 2	Total	Grade
1	NS	50	45	95	Very good
2	RFH	50	30	80	Good
3	FM	30	35	65	Enough
4	SD	40	35	75	Enough
5	M	40	40	80	Good
6	RR	40	30	70	Enough
7	SN	40	35	75	Enough
8	N	30	30	60	Poor
9	M	50	30	80	Good
10	UM	40	35	75	Enough
11	ARBM	40	40	80	Good
12	R	40	30	70	Enough
13	NP	30	25	55	Poor
14	UM	40	35	75	Enough
15	SI	30	25	55	Poor
16	SIP	40	25	65	Enough
17	HR	40	30	70	Enough
18	BKT	40	40	80	Good
19	SWA	40	30	70	Enough
20	AKA	30	35	65	Enough
21	N	40	30	70	Enough

To be continued

continuation

22	RY	40	20	60	Poor
23	WN	40	30	70	Enough
24	RM	30	30	60	Poor
25	Z	50	45	95	Very good
26	MS	40	30	70	Enough
27	AR	40	35	75	Enough
28	HR	40	40	80	Good
29	LS	30	30	60	Poor
30	EM	30	25	55	Poor

Source: Sixth semester of Bosowa University

Based on table above shows that 2 students got 95 score with the category very good , and 6 students got 80 score with the category good, while 5 students got 75 score with the category enough and then 7 students got 70 score with the category enough, and 3 students got 65 score with the categori still enough and 4 students got 60 score with the category poor and the last 3 students got 55 score with the category poor. they were classified as very good, good, enough and poor in category students ability in using independnet and dependent clauses in complex sentences.

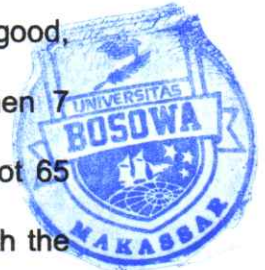


Table 4.2: Distribution frequency and presentage of students'

No	Score	Grade	Frecuency	Precentage
1	Score 76 up	Good	8	26.7%
2	Score 75 down	Enough	22	73.3%
	Total		30	100%

Source: Sixth semester of Bosowa University

Based on the table above shows that, the students ability in using independent and dpendent clauses in complex sentences at sixth semester of Bosowa University which got a score 76 up above is 8 students with the presentage 26.7% while the the students got score 75 are enough with the presentage 73.3%. Therefore, can be concluded that the students ability in using independent and dependent clauses in complex sentences at the sixth semester students of Bosowa University are enough ability based on the assesment and presentage of students have got the mastery level. When the students have got 76 or 85% up above can be categorized "Good Level" and when the mastery level of students got 75 or under 85% can be categorized " Enough Level".

Table 4.3: Rate precentage of students' ability in Complex Sentences

No	Range	Grade	frequency	Percentage
1	91 – 100	Very good	2	6.6%
2	76 – 90	Good	6	20%
3	65 – 75	Enough	15	50%
4	50 – 61	Poor	7	23.3%
5	Less then 50	Very poor	0	0%
Total			30	100

Source: Sixth semester of Bosowa University

Based on the table above, it indicated that overall responses were in very good, good, enough and poor, where in 2 students got (6.6%) out of the 30 students were very good category in using independent and dependent clauses in complex sentences, and 6 students got (20%) out of the 30 students were good category in using independent and dependent clauses in complex sentences. Then 15 students got (50%) out of the 30 students were category enough, and then 7 students got (23.3%) out of the students were poor category in using independent and dependent clauses in complex sentences.

Table 4.4: The mean score of students ability

Total Respondent	Total of students score	Mean Score
30	2135	71.2

Source: Sixth semester of Bosowa University

Based on the table above, after the writer calculated the result the mean score of students ability in using independent and dependent clauses in complex sentences it shows that total score was 2135. So that the mean score was 71.2, it means that the students ability have a enough category in using independent and dependent clauses in complex sentences.

Table 4.5: The result of statistical students' ability

No	Statistical	Statistical of score
1	Total of sample	30
2	The highest score	95
3	The lowest score	55
4	Mean score	71.2
5	Modus	70

Source: Sixth Semester Of Bosowa University

Based on the table above, shows that the number of sample is 30 students as a sample in the research. And known that the highest score of students got is 95 and then the lowest score students got is 55.

The mean score of students got is 71.2 and modus or the number of score most the students got is 70.

B. Discussion

This section presents the discussion as an interpretation of the result of the data analysis. This section discusses about students ability in using independent and dependent clauses in complex sentences of the sixth semester students of English Education Department Faculty of Teacher Training and Education at Bosowa University in academic year 2015/2016.

The test was given the students to know about students' ability in using independent and dependent clauses in complex sentences, and the ability of the students was dominantly classified as enough category, where 2 students (6.6%) has got as very good category. There were 6 students (20%) classified as good category, while 15 students (50%) classified as enough category. And 7 students (23.3%) as poor category, and and none of students got very poor or less then 50. From the result students were dominated as enough category. It is shown from the data that 6.6% students has got very good score (91-100), and 20% students has got good score (76-90). And 50% students has got enough score (65-75), and then 23.3% has got got poor score (50-61).

In other words, almost half of students less ability in using two kind of clauses in complex sentence.

The students has knowledge about independent and dependent clauses in complex sentences but they still face difficult to made in senteces. Because there are many rules in using independent and dependent clauses in complex sentences such as the students have to know about vocabulary, grammar, punctuation and structure to make a good sentences. To cover it the students should study it more and more, and they should give an attention to master it.

From the data analysis in finding, the students got has difficult ability in using all kinds of clauses in complex sentences. There are 6.6% students got very good score, and then there are 20% students have good score, while 50% students have enough score and the last there are 23.3% students has poor category. The most of students has enough score. The average in using independent and dependent clause in complex sentences in sixth semester is 71.2%.

The varieties of students' mastery in using independent and dependent clauses in complex sentences are enough category, because there were 15 students 50% less ability in using independent and dependent clauses in complex sentences among 65 - 75% category. It can be concluded that the teaching learning process of independent and dependent clauses in complex sentences at the sixth semester students english education department of Bosowa University under average. It is clearly seen that most of the students (50%) are at level of enough, their score ranged between 65 – 75.

In this case the students' motivation and interest are very needed to make the process of their understanding more easily. Because the material of the independent clause and dependent clause is very variety, so the teachers are obligated to choose the suitable approach, strategy, and method in order to achieve the teaching purposes easily, and the media will make the students to be more motivated to study. The teacher can use some methods in teaching independent and dependent clauses to help the students understanding about the material that is explained and to make the students have strong interest in learning process especially in learning independent clause and dependent clause. The teacher should be take the best approach, method, and strategies to teach the students. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. The method must be able to increase the students' motivation learning in using independent clause and dependent clause, especially in grammar.

By seeing the explanation of the data analysis above and the students responds on their answer's sheets, we can see the most of students sixth semester english education department faculty of teacher training education bosowa university 2015/2016 academic year are the students lack of knowledge about independent and dependent clauses in complex sentences. There are many rules in using complex sentences. To cover it the students should study it more and more, and they should give an attention to master it. So they could be mastering in using independent

and dependent clause in complex sentences and they will get very good level.

The highest level of achievement that students reach out is average enough and poor, it must be improved because only 8 student got it (76-100%), it is less than half of total student in the sixth semester of Bosowa University. The teachers should help their students to overcome those problem above. They can give more explanations and exercises than before in the future learning process, so that many students can get very good or above average achievement level and none student get below average or poor level.

CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter consists of two sections. The first section is conclusion, which is based on the research findings. The second section is suggestion based on the conclusion.

A. Conclusions

After finishing this research which is entitled "students' ability in using independent and dependent clauses in complex sentences in academic year 2015/2016" the writer made some conclusions. The conclusions were based on the result of the test about the student's ability in using independent and dependent clauses in complex sentences as follows:

The varieties of student's mastery in using independent and dependent clauses in complex sentences still weak, because there were 8 students or almost 26.6% student's be able to use two kinds of clauses in complex sentences among 76-100%. It can be concluded that the teaching learning process of independent and dependent clauses in complex sentences should be more in increase to achieve students outstanding of this result.

Based on the explanation of the data analysis above and the students responds on their answer's sheets, we can see the most of students sixth semester English education department faculty of teacher training education Bosowa University 2015/2016 academic year less ability in using independent and dependent clauses in complex sentences and they got enough level because in which the students has got average mean score that they have obtained was 71.2

B. Suggestions

The writer then offers some suggestions to English teacher, the students and other writers.

1. To the English teachers
 - a. The teachers must improve their teaching ability while teaching two kinds of clauses to the students.
 - b. The English teachers should motivate their students in learning English especially in using independent and dependent clauses in complex sentences.
 - c. The teacher should give the way to learn English Grammar especially independent and dependent clauses, so they know how to use English Grammar and how to motivate the students in order to improve their skill in using two kinds of clauses.
 - d. The teachers should more focus to teach various kinds of clauses because the subject is very important to be mastered by students.

e. The English teachers should give some exercises and examples of English sentences especially in using two kinds of clauses in complex sentences.

2. To the Students

a. Students should always be active in learning process. It uses to improve their knowledge about various clauses in complex sentences, so they can enrich their ability in English Grammar.

b. The students must study hard and serious in learning English Grammar especially in using two kinds of clauses in complex sentences.

c. The students should know and understand what the importance of mastery in English Grammar.

d. The students should pay attention and seriously when the teacher teaches two kinds of clauses, and the students are suggested to concentrate in learning English.

e. The students must try to increase their abilities especially in using independent and dependent clauses in complex sentences.

3. To the Writers,

a. The writers should give special policy to give more chance in teaching clauses in complex sentences to the students.

- b. The writers suggested to give standard score that students have to be reached about English Grammar especially for comprehending clauses in complex sentences.
- c. The writers is hoped to get information, knowledge and advantages in English Grammar especially in learning clauses should be increased.
- d. The writers have to provide the situation and condition learning as good as possible so the purpose help the students develop their ability will be reached.

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APPENDICES

Appendix 1: Research Instrument**STUDENTS' ABILITY IN USING INDEPENDENT AND DEPENDENT
CLAUSES IN COMPLEX SENTENCES AT THE SIXTH
SEMESTER OF BOSOWA UNIVERSITY****IDENTITAS PRIBADI :****NAMA** : _____**NIM** : _____**Keterangan :**

1. Penelitian ini bertujuan untuk mengetahui seberapa jauh kemampuan mahasiswa dalam menganalisis " Independent and Dependent Clauses " in Complex Sentences.
2. Data dari hasil penelitian ini akan digunakan sebagai bahan untuk penyusunan skripsi pada Program Strata 1 (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa.
3. Peneliti mengharapkan agar kiranya mahasiswa dapat menjawab dan menganalisis pertanyaan dengan menggunakan Grammar.
4. Atas partisipasi dan bantuan para mahasiswa diucapkan terima kasih.

Essay test

1. Complete this sentences by using two clauses....!

I asked him to stay at room because I had something to tell him.

(Example)

1. Although it was raining,
2. That he is a rich man,
3. Febri is tired,
4. Before Rafael arrived in Makassar,
5. The weather today is hot,

2. Write down 10 (Ten) sentences in form of complex sentences.....!

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Appendix 2: Student's Answer Sheets

NAMA : NURFADHILLAH SAVITRI

NIM : 45 13 101 023

Essay test

1. Complete this sentences ~~in the blank~~ by using two clauses....!

I asked him to stay at room because I had something to tell him. (Example)

1. Although it was raining, she went to my house
2. That he is a rich man, because he does many business
3. Febri is tired, so she takes a nap
4. Before Rafael arrived in Makassar, he ~~went~~ & bought cakes
5. The weather today is hot, so I use sunblock

2. Write down 10 (Ten) sentences in form of complex sentences....!

1. I am waiting the bus, while read newspaper and eat the chocolates

2. ~~After I stayed for several time in Pare-pare, I moved in Pinrang~~

3. I want to buy a motorcycle but I don't know to ride it and I don't have enough money

4. ~~As far as I see the car she called me when I slept in my room to buy~~

5. ~~She~~ Although I am tired, I keep walk ^{while} drink cold water

6. I study hard because I want to reach my ided and make my family proud

7. I don't have much money so I bring food to school and walk to school. of me

8. I go to school after I cook for my sister when I am 15 years old

9. Eventhough she is beautiful as miss Indonesia, she is not arrogant and so friendly with everyone.

10.

I stayed for several times in Pare-pare, I moved in Pinrang and stayed for
at times too.

I don't know yet to drive car, but I still want to buy car, when I success.

NAMA : Zakiah

NIM : 45 13 101 090

Essay test

1. Complete this sentences ~~by using two clauses....!~~ by using two clauses....!

I asked him to stay at room because I had something to tell him. (Example)

1. Although it was raining, I still go to mall for shopping ?
2. That he is a rich man, ~~an~~ that so I love him ?
3. Febri is tired, but she still help her mother in the kitchen ?
4. Before Rafael arrived in Makassar, he prepare him self ~~wait~~ ^{while} waiting for his mother ?
5. The weather today is hot, Because it will rain ?

2. Write down 10 (Ten) sentences in form of complex sentences....!

1. ~~my~~ major english education, although I am not very understand about it, but I like ?
2. When my mother came in makassar, I am very happy, because I miss her so much ?
3. ~~after~~ I take a bad, I am prepare my self for my new activity. ?
4. Before I sleep, I am go to the toilet first, for wash my face ?
5. in the afternoon, I am watch my favourite c'neime while lie down but just alone ?
6. I promise to my friend for hang out before sunday ?
7. I go to campus for study when 08.00 o'clock ?
8. After eat I am cleaning the table for 2 minute. ?
9. After I back to campus, I am lie down while listening music. ?
10. I go to the market for buy something because I need to use ?

NAMA : Bernadus Kopong Tokan

NIM : 45 13 101 045

Essay test

1. Complete this sentences ~~by using two clauses....!~~ by using two clauses....!

I asked him to stay at room because I had something to tell him. (Example)

1. Although it was raining, I'm work at the Garden
2. That he is a rich man, but he is prodigal
3. Febri is tired, and she doesn't getting lunches
4. Before Rafael arrived in Makassar, he is Praying by himself in church
5. The weather today is hot, so I ^{will} cancel my trip.

2. Write down 10 (Ten) sentences in form of complex sentences....!

1. I'm look for (the) job when I need a money but I'm tired
2. Before follow the examination tomorrow, I'm preparing first or I will failure
3. they are playing my football everyday while join to swimming but, they are busy
4. although I'm tired, I will study and finishing my assignment
5. my father went to london, while my mother shopping but I'm sick
6. AS a smart student and diligent but I'm enjoyed
7. you are my friend, you must ^{have to} brave and never give up
8. They are sleepy, they need take a rest. so they are sleep
9. I'm hungry, I don't eating so I'm weak
10. although I'm cry, I will strong because I'm a man

NAMA : Arif R

NIM : 4813101052

Essay test

1. Complete this sentences ~~in form of complex sentences~~ by using two clauses....!

I asked him to stay at room because I had something to tell him. (Example)

1. Although it was raining, ~~but~~ I was going to market.?
2. ~~That~~ he is a rich man, ~~so~~ because he is a work hard man.?
3. Febri is tired, ~~so~~ she has to take a rest.?
4. ~~Before~~ Rafael arrived in Makassar, ~~while~~ he had ~~paper~~ to prepare his ...
5. ~~The~~ weather today is hot, ~~so~~ I have to go out.?

2. Write down 10 (Ten) sentences in form of complex sentences....!

1. I'm in the market now, ~~so~~ I have to buy something.
2. She was playing badminton but she was lost.
3. They ^{are} playing tennis, so they ~~have~~ to be attractive man.
4. They are fat, so they can not go.
5. I have to go out, because I have not enjoyed it.
6. I'm tired, but she is not. ~~is~~
7. I'm going to run far away, ~~so~~ you don't.
8. you are not a perfect man, and you are fat.
9. you are crazy man, so enjoy yourself.
10. I gotta a winner, but I have ~~it~~.

NAMA : Sri Wana AM

NIM : 4513101057

Essay test

1. Complete this sentences ~~by using two clauses....!~~ by using two clauses....!

I asked him to stay at room because I had something to tell him. (Example)

1. Although it was raining, ~~it is~~ I ^{have to} must go there
2. That he is a rich man, so he is so philanthropist
3. Febri is tired, so she will take a rest
4. Before Rafael arrived in Makassar, he buy some foods
5. The weather today is hot, so I'm so thirsty

2. Write down 10 (Ten) sentences in form of complex sentences....!

1. The actor was happy, he got a part in a movie although the part was as
2. The ~~mesu~~ museum was very interesting as I expected?
3. Because he is rich, people make allowance for his idiosyncrasies.
4. as genes change over time, evolution progresses.
5. After the tornado hit the town, there was little left standing?
6. As she was bright and ambitious, she became manager in no time
7. Because my tea was too cold, I heated it in microwave?
8. Some people tell me that money can't buy happiness?
9. After twenty years, he still had feelings for her.
10. The movie, though very long, was still very enjoyable?

NAMA : Sari Inda Pratiwi

NIM : 45 13 101 048

Essay test

1. Complete this sentences ~~into complex sentences~~ by using two clauses....!

I asked him to stay at room because I had something to tell him. (Example)

1. Although it was raining, I go to climb?
2. That he is a rich man, but he is ~~stingy~~ because he is a singer?
3. Febri is tired, so she will be going to sleep?
4. Before Rafael arrived in Makassar, he goes to buy bought food?
5. The weather today is hot, so I use umbrella.?

2. Write down 10 (Ten) sentences in form of complex sentences....!

1. I ^{am coming} always late because stay up every night?
2. I brought the water when I went to college?
3. She would be singing because her voice is good.?
4. My father will be going to the office after pray.?
5. My Brother is looking good today. although he didn't took a bath?
6. I am drawing on book because I had not drawing book.?
7. I will sleep because I am sleepy.?
8. I was going to the market because my mom was went to bought someth?
9. I goes to campus while looking up my friend?
10. They ~~was~~ will be using motorcycle when they will go to the mall?

NAMA : EUVRONIUS MAGIS

NIM : 4513101014

Essay test

1. Complete this sentences ~~into complex sentences~~ by using two clauses....!

I asked him to stay at room because I had something to tell him. (Example)

1. Although it was raining, but (she or she) ^{has to} (goes) to school. ?

2. That he is a rich man, ~~and he wants to treat his friends~~ ^{because he has a job}. ?

3. Febri is tired, ~~so she has to rest~~ because he has played the all day. ?

4. Before Rafael arrived in Makassar, he think, what he to do ?

5. The weather today is hot, but yesterday was cold. ?

2. Write down 10 (Ten) sentenceses in form of complex sentences.....!

1. After I have breakfast, I have to go to campus. ^{20/8}

2. I love you, because you're beautiful. ^{2/8}

3. After finished my study, I will advance my study in foreign

4. I will marry you, and I promise you ^{2/8}

5. I never think of the future, because ~~it comes soon~~ ^{it comes soon} ^{and}

6. I have ideal, so I have to learn more.

7. I come here (campus) to study, because I have bright ^{future}

8. I miss you, because you have missed me earlier.

9. I want to walk, because I have dream of the future

10. I ever dream to walk in the sky, so I want to reach a sly.

Appendix 3: Scoring of Students test

No	Students Initial	Score 1	Score 2	Total	Grade
1	NS	50	45	95	Very good
2	RFH	50	30	80	Good
3	FM	30	35	65	Enough
4	SD	40	35	75	Enough
5	M	40	40	80	Good
6	RR	40	30	70	Enough
7	SN	40	35	75	Enough
8	N	30	30	60	Poor
9	M	50	30	80	Good
10	UM	40	35	75	Enough
11	ARBM	40	40	80	Good
12	R	40	30	70	Enough
13	NP	30	25	55	Poor
14	UM	40	35	75	Enough
15	SI	30	25	55	Poor
16	SIP	40	25	65	Enough
17	HR	40	30	70	Enough
18	BKT	40	40	80	Good
19	SWA	40	30	70	Enough
20	AKA	30	35	65	Enough
21	N	40	30	70	Enough

To be continued



continuation

22	RY	40	20	60	Poor
23	WN	40	30	70	Enough
24	RM	30	30	60	Poor
25	Z	50	45	95	Very good
26	MS	40	30	70	Enough
27	AR	40	35	75	Enough
28	HR	40	40	80	Good
29	LS	30	30	60	Poor
30	EM	30	25	55	Poor
Total of All Students				2135	
Mean Score				71.2	Enough

Source: Sixth semester of Bosowa University

Appendix 4: Documentation



Picture 1: The writer was explaining of the questions to students.



Picture 2: The students were answering the questions.



Picture 3: The students were doing the test.



Picture 4: The writer is guiding the students were doing the test.



Picture 5: The writer was guiding the students in doing the test.



Picture 6: The writer submitted the student's paper.



Picture 7: The writer was submitting the student's test.



Appendix 5: Permohonan Izin Penelitian



UNIVERSITAS BOSOWA

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Urip Surnoharjo Km. 4 Gd. 2 Lt. 4, Makassar-Sulawesi Selatan 90231

Telp. 0411 452 901 – 452 789 Ext. 117, Faks. 0411 424 568

<http://www.universitasbosowa.ac.id>, Email: info@universitasbosowa.ac.id

Nomor : A. 070 /FKIP/UNIBOS/II/2016

Makassar, 17 Februari 2016

Lampiran : -

Perihal : Permohonan Izin Penelitian

Kepada

Yth. : Dosen Pengampu Mata Kuliah (Advance Structure)
di –
Makassar

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S1.

Nama : Osias Tesen Lodan
NIM : 4512101014
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan Universitas Bosowa
Makassar.

Judul Penelitian :

**Students' Ability in Using Independent and Dependent Clauses In
Complex Sentences At The Faculty Of Teacher Training and
Education Universitas Bosowa.**

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.



Sri Mas'ud Muhammadiyah, M. Si.

NIDN: 0910106304

Tembusan:

1. Rektor Universitas Bosowa.
2. Arsip.

Appendix 6: Surat Keterangan Penelitian



UNIVERSITAS BOSOWA

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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SURAT KETERANGAN PENELITIAN

No: A.070/FKIP/UNIBOS/II/2016

Yang bertanda tangan dibawah ini, Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar dengan ini menerangkan bahwa :

Nama : Osias Tesen Lodan
 Nim : 4512101014
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar.

Judul Penelitian :

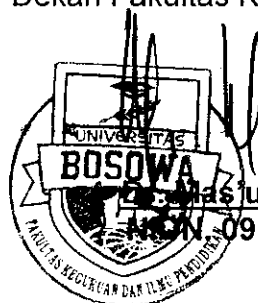
“Students’ Ability in Using Independent and Dependent Clauses in Complex Sentences at the Sixth Semester of Bosowa University”

Benar telah melakukan penelitian pada Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar pada tanggal 22 Februari 2016, atas dasar permohonan izin penelitian dosen pengampuh mata kulia (Advance Structure).

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Makassar, 29 Februari 2016

Dekan Fakultas Keguruan dan Ilmu Pendidikan



Masjud Muhammadiyah, M. Si

NIM 0910106304

BIOGRAPHY



Osias Tesen Lodan. He was born on Desember 04th, 1992 in Mamuju, West Sulawesi from the marriage of his parents, Herman Raga and Lusua Tapo. He has three sisters, the first is Maria Nona Linde, the second is Natalia Diruk and the third is Anastsya Paskalina Pogon. He started his Kindergarten at Dharma Pertiwi Baras IV in 1997 and graduated in 1998. He continued his study to Elementary School at SDI 008 Lilimori in 1999 and graduated in 2005. He continued his study to Jenior High School at SMPN 4 Pasangkayu in 2005 and graduated in 2008. He continued his study to Senior High School at SMAN 3 Pasangkayu in 2009 and graduated in 2012. After he graduated from SMA, in 2012 he entered to Bosowa University Faculty of Teacher Training and Education, he took the major is English Education Department. The writer has following some organization like HIMAMAPBING Bosowa University as secretaryship in 2014 till 2015. And the writer also join in KMK Bosowa University as member, and also join in HIMMAM as member of organization and the last is in BEM as member.