DAFTAR ISI

The Students' Ability Identifying Dependent and independent o clauses in Sentences

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Abstract

Purpose: The purposes of this research are (1) to find out how the students' ability of English department of training and teacher educational faculty of Serambi Mekkah University in identifying dependent and independent clauses in sentences is and (2) to find out the factors that influence the students' ability of English department of training and teacher educational faculty of Serambi Mekkah University confuse in identifying dependent and independent clauses in sentences. **Design/methodology/approach**: The method used is descriptive analysis by using qualitative approach. Data needed are gotten through test. The data gotten are analyzed by analyzing and discussing. **Findings:** The result of the study shows that the students' ability in identifying dependent and independent clauses in sentences is in sufficient category because the students' average score is 57.43. Thus the students' ability in identifying dependent and independent clauses in sentences is not satisfying. Next, many students are still confused to construct adjective clause, noun clause, and adverbial clause because there are so many conjunctions that are different in their use in constructing the dependent clauses. Therefore, the students still get difficulties to indentify dependent and independent clauses in sentences. **Originality/value/limitations of the study:** This research is never conducted at Serambi Mekkah university before. This research is only limited on the students' ability in identifying dependent and independent clauses is sentences.
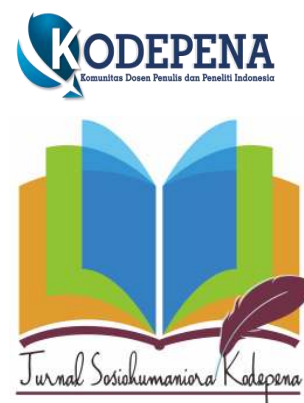
Key Word: Dependent Clauses, Independent Clauses, Sentences

1. INTRODUCTION

Learning grammar is one of the language aspects that is usually difficult for students to learn, and also it is hard sometimes for lecturers to find the appropriate method for teaching-learning process. In the contrary side, students should learn grammar in order to know the rules of English language.

Furthermore, one of subjects that must be learned and mastered by students in grammar is dependent and independent clauses. According to Chaer (2004), *klausa adalah satuan sintaksis berupa runtunan kata-kata berkonstruksi predikatif.* It means that in that construction, there is a component, like word or phrase, which has a function as predicate; and the other as subject, object and complement

Based on the distribution of the unit, clause can be classified into two parts; those are dependent clause and independent clause. It simply means that some

clauses can stand by themselves, as separate sentences, and some clauses can't. Another term that 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 its meaning. The subordinate clause is created by a subordinating conjunction or dependent word (Azar, 2002)

An independent clause is complete in itself, whereas dependent clause is necessarily related to an independent clause and dependent clause always started by a conjunction (Downing, 2005).

Next, the lecturers of English should know how students' ability in identifying independent clause and dependent clause which can improve students' comprehension. One way that is tried here is make students to know what clause or sentence is, and how to classify dependent clauses. Next, identifying independent and dependent clause can improve students' comprehension. However, many students still get difficulties in mastering dependent and independent clauses. Thus, many students are not able to identify the clauses; dependent and independent clauses. It also happens to the students of English Department of Teacher Training and educational faculty of Serambi Mekkah University.

There are many aspects that cause the problems and one of them is strategy or method used by lecturer is not comfortable. Generally, the lecturers who taught structure or grammar especially dependent and independent clauses used talkative method only. Thus, the students were not interested and motivated in learning the subject.

Next, the students were not able to differ the kinds of dependent clauses because they did not master the concepts of the kinds of dependents clauses. In addition, the students did not understand the use of conjunctions that are needed to construct noun clause, adjective clause, and adverbial clause. Therefore, they did not master dependent clauses such as noun clause, adjective clause, and adverbial clause. To understand the dependent clauses thus the clauses are discussed in the next paragraphs.

Furthermore, according to Azar (1999), a noun clause is a group of words that include a subject and a verb, and it functions as a noun. A noun clause is a subordinate clause, which means it is not a complete statement. As a dependent clause, it must connect to an independent clause (main clause).

Relating to Azar's definition, Murphy (1999) states that noun clause **is** a dependent clause that acts as a noun. Noun clauses begin with words such as *how, that, what, whatever, when, where, whether, which, whichever, who, whoever, whom, whomever*, and *why*. Noun clauses can act as subjects, direct objects, indirect objects, predicate nominatives, or objects of a preposition.
Examples:
- **Whoever thought of that idea** is a genius.
  (*Whoever thought of that idea* is a noun clause. It contains the subject *whoever* and the verb *thought*. The clause acts as a subject in the sentence.)
- On weekends, we can do **whatever we want**.
  (*Whatever we want* is a noun clause. It contains the subject *we* and the verb *want*. The clause acts as a direct object in the sentence.)

According to Azar (1999) adjective clauses are dependent clauses that modify nouns or pronouns. Much like adverbial clauses, students who are trying to identify adjective clauses should try to determine what kinds of questions the clause in questions answers. Adjective clauses clarify the noun or noun phrase by answering questions about "which?" or "what type of?"

Next, relating to Azar's definition, Murphy (1999) states that 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.

For example the uses of adjective clauses:
- Men *who are wise* seldom spear.
- This picture is sent me by my friend *who lives in Nanking.*

In addition, adverbial clauses are dependent clauses that modify verbs and verb phrases. Adverbial clauses answer questions about the verb phrase that relate to time, location, purpose, and condition (Murphy, 1999).

Next, Murphy (1999) states when teaching students to identify adverbial clauses, you should ask them to consider what kinds of questions the clause answers. If the clause they are tying to identify answers the question "why?", "when?", "where?", "to what degree?", or "under what conditions?" then it is an adverbial clause.

According to Azar (1999), 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 place 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.
- The birds begin to sing *when day dawns.*
- *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:
- He went *wherever he wished*
- John will fix the porch *when he has time*
- He can run faster *than you*
- *If you have tears*, prepare to shed them now.

Based on the description, the researcher attends to research the students' ability in mastering dependent and independent clauses. Thus, the researcher is interested in conducting a research about the students' ability of English department of teacher training and educational faculty of Serambi Mekkah University in identifying dependent and independent clauses in sentences.

2. RESEARCH METHOD

a. Research Design

This research is conducted at English Department of Serambi Mekkah University. The design used in this research is descriptive research. The descriptive research is used to find out the description of the students' ability in identifying dependent and independent clauses in sentences. Therefore this research belongs to qualitative research because only describes the students' ability in identifying dependent and independent clauses in sentences.

b. Subject of Research

The subject of this research is the English department students of Serambi Mekkah University which consist of 56 students in academic year 2018/2019. They are composed of two units; unit I and unit II.

c. Research Instrument

The instrument used for collecting data is test. The test is used in order to find out the students' ability in identifying dependent and independent clauses in sentences.

d. Data Analysis

The data collected through the written test are analyzed descriptively by using the following formula.

$$\bar{X} = \frac{\sum X_1}{n_1} (Sugiyono, 2010)$$

Where:

$\bar{X}$ = Mean score
N = Total respondents (samples

3. RESEARCH RESULT AND DISCUSSION

a. Research Result

The result of the research shows that the students' ability of English department of Serambi Mekkah University in identifying dependent and independent clauses in sentences is in sufficient category because the students' average score is 57.43. The score indicates that the students still get difficulties in identifying dependent and independent clauses in sentences. It can be stated that the students' ability in identifying dependent and independent clauses in sentences is not satisfying.

There are some factors that influence the students' ability in identifying dependent and independent clauses in sentences. The students still get difficulties in mastering conjunctions that are used in contracting dependent clauses. The conjunctions that are used in constructing noun clause such as why, when, what, that, how, if, etc. Example:

- I do not know *why he likes our family*.
- They knew *when the man painted the wall*.
- *What you say* is right.
- Please tell me *how you get the money*.
- This discussion is to find out if *the students understand the problem*.

The conjunctions that are used in constructing adjective clause such as who, whom, whose, which, and that. Besides, adjective clause may also be introduced by relative adverbs when, where, and why. Example:

- The man *who visited you yesterday* is my uncle,
- The girl *whom you like* is my friend.
- The man *whose house was renovated last month* is our teacher.
- We bought a house *which has large yard*.
- The girls *that sang on the stage* are good singers.

The conjunctions that are used in constructing adverbial clause such as when, where, and where. Example:
- It is day when *they win the game.*
- I saw the house *where they lived.*
- We do not know the reason *why they do it.*

Since there are so many conjunction that are used in constructing dependent clause such as noun clause, adjective clause, and adverbial clause thus, many students still made errors in identifying dependent and independent clauses in sentences. Besides, the conjunctions also make the students get difficulties to differ among noun clause, adjective clause, and adverbial clause,.

b. Discussion

Many students are still confused and make errors in identifying dependent and independent clauses in sentences because they still get difficulties to differ among adjective clause, adverbial clause, and noun clause. Next, they do not understand the conjunctions that are used to construct the clauses. Since there are some relative pronouns that are used in adjective clauses, thus the students are still confused to use them in identifying dependent and independent clauses in sentences. They still get difficulties to understand conjunction which are used in the dependent clauses. Because of those, many students are still confused and make errors to identify dependent and independent clauses in sentences. Furthermore, the students still get difficulties to understand the conjunctions that are used in dependent clauses. In addition, the students are still confused to understand adjective clause, noun clause, and adverbial clause because there are so many conjunctions that are different in their use in constructing the clauses; noun clause, adverbial clause, and adjective clause. These problems make the students still confused and make errors in understanding the relative pronouns that are used to replace noun as subject, object, or possession and person as subject, object, or possession

Next, to overcome the problems, the lecturer must focus on the students' difficulties in identifying dependent and independent clause in sentences such as focusing on the concept of the clauses, differing noun clause, adverbial clause, and adjective clause. In addition, since there are many conjunctions that are used in

constructing noun clause, adverbial clause, and adjective clause and they make the students still confused thus the lecture must focus on the problems more.

Next, the clauses; noun clause, adjective clause, and adverbial clause as dependent clause are discussed more clearly in the next discussion. Noun clause **is** a dependent clause that acts as a noun. Noun clauses begin with words such as *how, that, what, whatever, when, where, whether, which, whichever, who, whoever, whom, whomever*, and *why*. Noun clauses can act as subjects, direct objects, indirect objects, predicate nominatives, or objects of a preposition.

Examples:
- *Whoever thought of that idea* is a genius.
  (*Whoever thought of that idea* is a noun clause. It contains the subject *whoever* and the verb *thought*. The clause acts as a subject in the sentence.)
- On weekends, we can do *whatever we want*.
  (*Whatever we want* is a noun clause. It contains the subject *we* and the verb *want*. The clause acts as a direct object in the sentence.)
- The focus of our work is *how we can satisfy customers most effectively*.
  (*How we can satisfy customers most effectively* is a noun clause. It contains the subject *we* and the verb phrase *can satisfy*. The clause acts as a predicate nominative in the sentence, identifying *focus*.)
- Choose a gift for *whomever you want.*
  (*Whomever you want* is a noun clause. It contains the subject *you* and the verb *want*. The clause acts as an object of the preposition *for* in the sentence.)
- *Whichever restaurant you pick* is fine with me.
  (*Whichever restaurant you pick* is a noun clause. It contains the subject *you* and the verb *pick*. The clause acts as a subject in the sentence.)
- Be sure to send *whoever interviewed you* a thank-you note.
  (*Whoever interviewed you* is a noun clause. It contains the subject *whoever* and the verb *interviewed*. The clause acts as an indirect object in the sentence.)
- Do you know *what the weather will be?*
  (*What the weather will be* is a noun clause. It contains the subject *weather* and the verb phrase *will be*. The clause acts as a direct object in the sentence.)
- My greatest asset is *that I am a hard worker.*
  (*That I am a hard worker* is a noun clause. It contains the subject *I* and the verb *am*. The clause acts as a predicate nominative in the sentence, identifying *asset*.)
- It's important to think about *why we make certain decisions***.**
  (*Why we make certain decisions* is a noun clause. It contains the subject *we* and the verb *make*. The clause acts as an object of the preposition *about* in the sentence.)
- I wonder *how long we should wait here.*
  (*How long we should wait here* is a noun clause. It contains the subject *we* and the verb phrase *should wait*. The clause acts as a direct object in the sentence.)
- Always give *whichever audience you perform for* a great show.
  (*Whichever audience you perform for* is a noun clause. It contains the subject you and the verb *perform*. The clause acts as an indirect object in the sentence.)
- I'm packing extra snacks for *when we get hungry***.**

(*When we get hungry* is a noun clause. It contains the subject *we* and the verb *get*. The clause acts as an object of the preposition *for* in the sentence.)

The Other Examples:
- *That we should fail* is impossible
- 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, what.* For example the uses of noun clauses:
- *That fire burns* is one of the first lessons of childhood.
- I think *that he will come tomorrow.*
- You may call him *what you wish.*

Meanwhile, 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 man *who has courage* will not desert his friend
- 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:
- Men *who are wise* seldom spear.
- This picture is sent me by my friend *who lives in Nanking.*

The adjective clause pronouns are who, whom, whose, which and that. Adjective clause pronouns are also called relative pronoun. Next, adjective clauses are usually introduced by relative pronouns who, whom, whose, which and that. They may also be introduced by relative adverbs when, where and why.

a. Relative Pronoun

Relative pronoun is pronouns to connect the dependent clause to the independent clause. In Indonesian, it has meaning *'yang'*.

1) Relative pronoun as subject

Subject here is the subjects of pronoun in sub clause, they are: *I, you, we they, she, he it.*
The conjunctions used: *who* for person, *which* for non-person, and *that* for all nouns.
For example: *The man is friendly. He lives next to me.*
The man who lives next to me is friendly.

2) Relative pronoun as object

Object here is the objects of pronoun in sub clause, like *me, you, us, them, her, him, it.* The conjunctions used: *whom* for person, *which* for non-person, and

that for all nouns.
For example: *The man was friendly. I met him.*
The man whom I met was friendly.

3) Relative pronoun as possessive adjective

Possessive adjective: *my…, your…, our…, their…, her…, his…, its…*
The conjunctions used: *whose* for all nouns, and *of which* for non person.
For example: *The man called the police. His car was stolen.*
The man whose car was stolen called the police.

b. Relative Adverb

Relative adverb is clause to explain noun which shows the meaning of place, time or reason. There are three kinds of relative adverb, they are:

1) Adverb of time.

The conjunctions are *when, preposition + which, that + preposition.* For example:
This market was renovated in 2007. My nephew was born in that year.
This market was renovated in 2007 **when** *my nephew was born.*
This market was renovated in 2007 **in which** *my nephew was born.*
This market was renovated in 2007 **that** *my nephew was born in.*

2) Adverb of place.

The conjunctions are *where, preposition + which, that + preposition.* For example:
The building is very old. He lives in that building (there).
The building **where** *he lives is very old.*
The building **in which** *he lives is very old.*
The building **that** *he lives* **in** *is very old.*

3) Adverb of reason.

The conjunction is *why* and *that.* For example:
Only scientists can explain the reason. It is caused this disaster happened.
Only scientists can explain the reason **why** *this disaster happened.*
Only scientists can explain the reason **that** *this disaster happened.*
Next, an adjective Clause Using *Subject Pronouns: Who, Which, That* and it is discussed in the table 1.

Table 1. Clause Using *Subject Pronouns: Who, Which, That*

Adjective Clause / Relative Clause with Subject Pronouns: "Who", "Which", "Th	
Without adjective clause / relative c	**Using adjective clause / relative clau**

I will introduce you to *a friend*. *He* runs successful business.	I will introduce you to a friend who runs successful business. I will introduce you to a friend that runs successful business.
The book is about religion. *It* has raised controversy.	The book which has raised controversy religion. The book that has raised controversy is religion.

Adjective clause using Object Pronouns: Who (m), Which, That is discussed in table 2.

Table 2. Adjective Clause Using *Object Pronouns: Who (m), Which, That*

Adjective Clause / Relative Clause with Object Pronouns: "Who(m)", "Which", "	
Without adjective clause / relative c	**Using adjective clause / relative clau**
I will introduce you to *a friend*. You hav met *him* before.	I will introduce you to a friend (who(m) never met before. I will introduce you to a friend (that) yo never met before.
The book is about religion. I bought *it* i bookstore last week.	The book (which) I bought in Gramedia last week is about religion. The book (that) I bought in Gramedia b last week is about religion.
The song was very popular in 1990's. I listening *to it*.	The song to which I am listening was ve in 1990's. The song (which) I am listening to was v popular in 1990's. The song (that) I am listening to was ve in 1990's.

Adjective Clause Using *Whose* is discussed in table 3.

Table 3. Adjective Clause Using *Whose*

Adjective Clause / Relative Clause with "Whose"	
Without adjective clause / relative c	**Using adjective clause / relative clau**
I will introduce you to *a friend*. *His* inte learning English.	I will introduce you to a friend whose i learning English.

The old lady has *a painting. Its value* is	The old lady has a painting whose valu inestimable.

Adjective Clause Using *Where* is discussed in table 4.

Table 4. Adjective Clause Using *Where*

Adjective Clause / Relative Clause with "Where"	
Without adjective clause / relative clau	Using adjective clause / relative clause
I will take you to *the restaurant*. I usual lunch *there (at the restaurant)*.	I will take you to the restaurant where have lunch. I will take you to the restaurant at whic have lunch. I will take you to the restaurant (which have lunch at.
The old lady has sold *the house*. She has *(in the house)* for more than twenty yea	The old lady has sold the house where lived for more than twenty years. The old lady has sold the house in whic lived for more than twenty years. The old lady has sold the house (which lived in for more than twenty years.

Adjective Clause Using *When* is discussed in table 5.

Table 5. Adjective Clause Using *When*

Adjective Clause / Relative Clause with "When"	
Without adjective clause / relativ	**Using adjective clause / relative c**
We will never forget *the day*. My wif birth to my first son *then (on that da*	We will never forget the day when r gave birth to my first son. We will never forget the day on whi gave birth to my first son. We will never forget the day (that) r gave birth to my first son.
August is *the month*. The weather ge windy *then (in August)*.	August is the month when the weath very windy.

August is the month in which the we
very windy.
August is the month (that) the weat
very windy.

Whereas, 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 place 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.

- The birds begin to sing *when day dawns.*
- *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:
- He went *wherever he wished.*
- John will fix the porch *when he has time*
- He can run faster *than you*
- *If you have tears*, prepare to shed them now.

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 place 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.

- The birds begin to sing *when day dawns.*
- *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:
He went *wherever he wished*
John will fix the porch *when he has time*
He can run faster *than you*
If you have tears, prepare to shed them now.

Next, a complex contains an independent clause and at least one dependent clause. An independent clause can stand alone as a sentence and makes a complete thought and a dependent clause can not stand alone, even though it has a subject

and a verb.

Next, 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:
- After I went to work, I went to the gym.
- I went to the gym after I went to work.

Meanwhile a compound-complex sentence is made from two independent clauses and one or more dependent clauses. A complex-compound sentence (or compound-complex sentence) consist of multiple independent clause at least one of which has at least one dependent clause.
- When I saw her, she was dancing because she had won the prize.
- Allen always wanted to pursue a career in medicine, but because he lacked the financial resources, he decided to become an engineer instead.

Based on 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.

4. CONCLUSION

The English department students' ability of Serambi Mekkah University in identifying dependent and independent clauses in sentences is in sufficient category because the students' average score is 57.43. Thus the students' ability in identifying dependent and independent clauses in sentences is not satisfying.

Next, many students get difficulties to differ among adjective clause, adverbial clause, and noun clause because they do not understand the clauses. Furthermore, many students are still confused to indentify dependent and independent clauses in sentences because there are so many conjunctions that are different in their use in the clauses. Therefore, the use of conjunctions in use influences their ability in identifying dependent and independent clauses in sentences.

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