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## THE STUDENTS' ABILITY IN IDENTIFYING INDEPENDENT AND DEPENDENT CLAUSE IN SENTENCE AT TENTH GRADE OF PONDOK PESANTREN DARUL ARQOM PEMANTANG BANDAR

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### **Abstract**

This research aims to determine the ability of students in identifying independent and dependent clauses in sentences in the Darul Arqom Pesantren, Tenth grade students of SMK Darul Arqom. The population of this study was students of class X SMK-1 Darul Arqom, and by using total sampling, as many as 30 students were sampled in this study. To get the data, the writer prepared a test made by the teacher. This test is about identifying independent and dependent clauses. After obtaining the data, the researcher analyzed the percentage of students' abilities and calculated the proficiency index using the formula recommended by Arikunto. The results showed that 87% or about 26 students were considered "capable" and 13% or about 4 students were considered incapable. This means that students in the first school year of the 2019-2020 academic year at the Darul Arqom Muhammadiyah Private SMK-1 that students are able to identify independent and dependent clauses in sentences.

***Keywords: Identifying Sentences, Students, Independent, Dependent***

### **INTRODUCTION**

The international language in Indonesia that is English, not only in Indonesia but also throughout the world, English is an international language. Language is very

influential in every region and even country. In Indonesia itself, the culture is so many, especially languages, the language in Indonesia has many languages but the language known to the world is English, therefore Indonesian does not become an international language because there are so many languages and it is difficult for foreigners to master it. Meanwhile, English has only one language in the UK, namely English itself, where the world is able to master English and is easy to learn, if we often use that language in our daily lives.

Therefore, in Indonesia, English is very important to learn from the basic level of education to a higher level, namely that English language colleges have always been a subject that must be mastered by students. Therefore, the English subject teacher plays an important role in the students' ability to speak English. Even the government is well aware of how important English is.

In Indonesia, of course, you have to learn English, from elementary school to college; English is often encountered by students especially for high school students some students who have graduated from high school and above cannot speak English well and they do not understand Basic English. So that students understand English well not only understand but have the ability to speak English, students must have 4 abilities or skills in English, namely, writing, reading, listening and speaking.

Sentence is part of words or arrangement of words that form into a sentence, so that each meaning can be understood and its internal organization can be observed and has a language system so that it can express a thought as a whole. In English, the English sentence has its own grammar or its own rules in English, each language structure has a Basic English language that students must know so that students can make sentences and communicate well in English.

There are many parts of the structure of English that are quite different from Indonesian, one of which is a clause. There are two types of clauses, the first is Independent clause, and an independent clause can stand alone as a sentence. For example: we walk to school. (This sentence expresses a complete thought and can stand alone). Dependent clause; a dependent clause cannot stand alone as a sentence. For example: when the cake is done baking. This clause does not express a complete thought and cannot stand alone.<sup>1</sup>

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<sup>1</sup> Colliro, H. 1992. *Today English Dictionary*. New York: Oxford University Printing House. P. 44

This means that students must understand English more not only listen to their teacher. There are two kinds of clauses namely: Independent clause and dependent clause. This study, entitled "The students' ability in identifying independent and dependent clauses in sentences", there are several journals similar to this study entitled "STUDENTS' ABILITY IN USING INDEPENDENT AND DEPENDENT CLAUSES IN COMPLEX SENTENCES AT SIXTH SEMESTER STUDENTS OF UNIVERSITAS BOSOWA".<sup>2</sup> This journal examines the ability of students to identify independent and dependent clauses in complex sentences, the level of complex sentences is higher than the sentence alone, the research in this campus wants to know the ability of students to use dependent sentences and independent candidates, intended for semester 6 and using 2 classes. The conclusion of the campus research is that students get an average value in using two types of clauses, especially in complex sentences, so the journals test their two classes for two types of clauses but some of them fail to understand two types of clauses in complex sentences.

The problem in class X in the MUHAMMADIYAH PONPES DARUL ARQOM KERASAAN, School is that students are not able to distinguish phrases and clauses which are basically the basis of independent and dependent clauses, here the author will see the ability of students first about the independent and dependent clauses in the sentence, then the writer will explain to them about the independent and dependent clause in the sentence. In groups so that students learn more actively and confidently. I will teach according to the existing structure and arranged according to the grammar about independent and dependent class in the sentence and then the writer identifies the ability of students.

Based on the writer's experience of teaching during the professional placement (PPL) in one of school in Medan north Sumatera. The writer found some problems from the student's ability. They face difficulties in especially the clause of the sentence. Understanding the structure of sentence that is why, the writer wants to focus researching the senior high students' ability in identifying dependent and independent clause of in sentences. However, here, the writer wants to do the researching in Darul Arqom School, using questioner method.

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<sup>2</sup> Bustang, (2017), *Students' ability in using independent and dependent clauses in complex sentences at sixth semester students of universitas bosowa*, volume 4, number 2, p. 1.

## **The Students' Ability**

Every person has the ability, which will determine behavior and results. Ability is the ability or talent contained in humans to carry out physical and mental tasks such as learning, which will gain an experience in a person.<sup>3</sup> The opinion of other experts, namely, can connect a person's abilities with word skills.

## **Phrase**

Phrases are words that are not sentences. For example, some phrases act as nouns, some as verbs, and some as adjectives or adverbs. Please note that phrases cannot stand alone as sentences. A phrase is two or more words that do not contain the subject verb pair necessary to form a clause. Phrases can be very short or quite long.<sup>4</sup> From phrases, example: "I sell very nice balls at a toys shop", very beautiful flowers are an example of a phrase" The few sentences can sometimes communicate their meaning with one word verbs. But, in other sentences, the sentence will use verb phrases, mixed verbs, to express actions or conditions that are easier to understand. A verb

Phrase can have up to 4 parts. The formula is like this:

Auxiliary Verb(s) + Main Verb + Verb Ending When Necessary

At a minimum, a prepositional phrase will start with a preposition and end with a noun, pronoun, gerund, or clause, the "object" of the preposition the preposition object will often have one or more modifiers to describe it.<sup>5</sup>

Preposition + Noun, Pronoun, Gerund, or Clausen

Preposition + Modifier(s) + Noun, Pronoun, Gerund, or Clause

## **Clause**

Here we will explain about the clause, a set of words that have a subject and a verb is a clause. There can also be a simple sentence, namely independent, and it can also be dependent which requires an auxiliary sentence in the form of an Independent to

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<sup>3</sup> Soehardi, 2003: 24

<sup>4</sup> Alexander, L. G. 2003. Longman English Grammar. England: British Library Cataloguing. P.20

<sup>5</sup> Betty Schramper Azar. 1989. Understanding and Using English Grammar. Second edition, United State of America. P. 339

complete the sentence. Sentences that have a subject and a complete sentence that takes the subject as the main and verb sentences can also be called the main paragraph.<sup>6</sup>

A set of words consisting of a subject and a predicate is a clause in accordance with grammar. There are two types of clauses in English, namely:

- a. Main Clause (Independent Clause). This clause is a clause that can stand alone and consists of an arrangement of subject and predicate that can be understood.
- b. Subordinate Clause (Dependent Clause). This clause cannot stand alone.

Subordinate clause will have meaning or can be understood when paired with the main clause.<sup>7</sup>

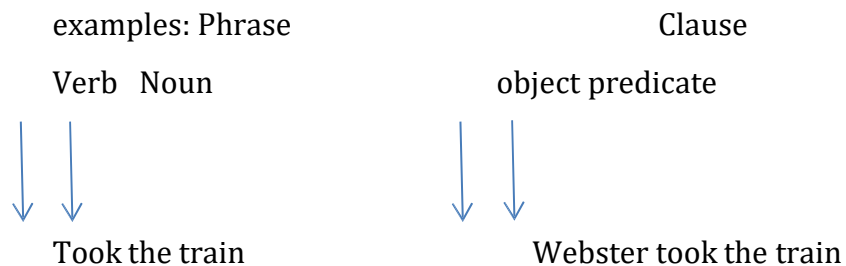
Example of Main Clause:

**I love staring** the rain because it calms me down.

**I am sitting** here when you call him. **Am very glad** because you are here.

I am standing here **when you call me**.

There are the differences between phrases and clauses in the following



The dependent clause has three types that have a function according to the sentence, namely:

### 1. Noun clause

Nouns can also be called clauses because they have a relationship like doing the same job, noun clauses are used for subjects or objects. Noun clauses are used the same as nouns in general, there are several functions of noun clauses. The noun clause function is as follows:

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<sup>6</sup> Lukluatul Fuadiyah, *An Analysis on the Types of Sentences Used In Bilingual Text Books of the Junior High School Level*, (Tulungagung: Unpublished Thesis, 2010), p. 12.

<sup>7</sup> Murphy, R. 2011. *English Grammar in Use*. Cambridge University Press. P 108

Table 1. The Function of Noun Clause

No	The function of	Examples
1	As a subject	<i>Whatever</i> you want for dessert is fine with me
2	As subjective	What I wonder is <i>Whether</i> He will come
3	As direct object	I don't know what I should do.
4	As object of preposition	We are interested in what he does for a living

## 2. Adjective clause

Dependent clauses that use nouns and pronouns adjective clauses, it describes, identifies, or provides broader information regarding the adjective clause also called relative clause.

### Types of Clauses

#### a. Independent clauses

The sentence that said to be complete is the independent clause because it already has a subject and a verb because it can stand alone as a sentence. Independent clauses have complete sentences or a complete idea. The clause contains two types, namely independent and dependent. Independent clauses whose class cannot begin with a relative pronoun, such as *who*, and so on. We can easily understand the independent clause without adding the dependent clause, enough for the dependent itself.<sup>8</sup>

#### b. Dependent Clause

Dependent clauses cannot stand alone, even though they contain a subject and a predicate. Clauses like this dependent usually start with a word where the word must be related and connected to independent clauses so that the sentence becomes a complete sentence or a complete sentence. A dependent clause that starts with a

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<sup>8</sup> Ibid., P.38

subordinate conjunction is a subordinate clause. The subordinate clause serves as an adverb.<sup>9</sup>

They modify verbs, adverbs, adjectives, and are all major clauses. In understanding and studying clauses, we must know a few rules in combining independent and dependent clauses. Especially in using Punctuation, inside semicolons, fragments and sentences that stick.

Together When the independent clause and the dependent clause are separated only by commas, with the presence of a period it can be reconnected and a semicolon, or change one of the sentences containing the clause into a dependent clause sentence. A compound sentence is the joining of two independent clauses without any form of punctuation separator. To solve this, we can use the same method to fix comma connections.<sup>10</sup>

Independent clause = S + Predicate (V +/- modifier +/- complement).

Clause like this can stand alone to be used as sentences and do not begin with a subordinator in the form of a relative pronoun or a conjunction such as dependent.<sup>11</sup>

Dependent clause = subordinator + independent clause.

Sentences in English can be grouped according to on the existing structure, in which there are independent sentences and dependent clauses. A type of sentence consisting of one independent clause is called a simple sentence, whereas if there are two independent clauses it is called a compound sentence, if in a sentence independent and dependent combine into one thing it can be said to be a complex sentence. whereas if there are different sentences such as two independent clauses and one dependent clause it can be said to be a complex compound sentence. Simply the sentence in English

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<sup>9</sup> James R. Hurford, *Grammar: A Students's Guide*. Cambridge University Press, 1994. P.59

<sup>10</sup> Ibid., P.25

<sup>11</sup> Pardiono, M.Pd, 12 *Grammar Materials*. C.V ANDI OFFSET. 2006. P.211 simple sentence = independent clause

can be described as follows:

compound sentence = independent clause + coordinate conjunction (or full stop and comma + conjunctive adverb) + independent clause

complex sentence = independent clause + dependent clause

compound-complex sentence = compound sentence + complex sentence

### 3. Sentence

A sentence can be said to be a sentence if a series of words can express one or more ideas, each idea is formed a sentence and there is a clause. A sentence can reveal something complete if it has an appropriate clause. Sentences are a word or group of words that contains one subject and one sentence of paper words. In conclusion a sentence is a unit of thought in a grammar, which contains a subject and a verb that expresses a complete thought.<sup>12</sup> Sentence several words that are collected and form a sentence of questions, commands and statements. Sentence in a language that a person can understand, with intonation, facial gestures and eye contact.<sup>13</sup>

There are 2 types of clauses, namely, independent clauses and dependent clauses. The sentence

can stand alone, namely the independent clause as a complete grammatical sentence, which contains the main subject and the verb of the sentence. Furthermore, the dependent clause cannot stand alone grammatical sentence because there are additional elements that change the independent clause into a dependent clause. it must always be connected to an independent clause.<sup>14</sup>

For example:

I was late. Independent clause (stand alone) because I'm late. Dependent clause (cannot stand alone) From the explanation explained above, it can be concluded that a sentence does not only have an object and subject but a sentence that can stand alone and a sentence that cannot stand alone. Kinds of Basic Sentence

Jeanne Dawson in his book entitled "The Writing Construction Manual stated" There are three basic of sentences such as simple sentence, complex sentence, compound sentence. The kind of sentences is

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<sup>12</sup> Pardiyono, M.Pd, *communicative grammar focus and exercise*. 2004. Andi Offset. P. 16

<sup>13</sup> Darminah, Rahayu Dwi R, dkk, *Structure 2*, (Jakarta: Universitas Terbuka, 2011), p. 51-52

<sup>14</sup> Jeanne Dawson, *The Writing Construction Manual*,..., p. 9



determined by the kind of clauses used to form it. It can be seen as follows:

#### 4. Simple sentence

A sentence that contains the structure of one independent clause is of course no dependent sentence, a simple sentence only has a subject and a predicate, which can inform that it is a complete sentence as an independent clause. Simple sentences have no dependent clauses, only independent and there are phrases that have one subject or verb, simple sentences such as the smallest unit sentence of a sentence.

For example: Formulation: SV The bruang to the store. S V

(Simple sentence with single subject, single

verb). Formulation: SSV The boy and girl in a relay race.

S S V

(Simple sentence with compound subject, single verb).

There are five simple sentence patterns within each of the five groups. There are different sub-patterns, to what (if anything) follows the verb.

Subject + Verb Example: My head aches

Verbs used in this pattern are either always intransitive or verbs which can be transitive or intransitive, here used intransitively.

Subject + Verb + Complement Example: Frank is an architect

The verb in this pattern is always be or a verb related to be, such as appear, become, look, seem, sound, and taste.

Subject + Verb + Direct Object Example: My sister enjoyed the play

Most verbs in the language can be used in this pattern.

Subject + Verb + Indirect Object + Direct Object Example: The firm gave Sam a watch Verbs like bring, buy and give can have two objects. The indirect object always follows the verb and usually refers to a person.<sup>15</sup>

Subject + Verb + Object + Complement Example: They made Sam redundant chairman

Verbs used in this pattern are often in the passive.

The example listed above is reduced to a bare minimum to this minimum. We can add adjective and adverbs.

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<sup>15</sup> Lee Brandon, *At a Glance: Sentences, Fifth Edition*, p. 30.

## Compound sentence

A sentence that has a logical combination or can be understood properly the life of two complete independent clauses to form one sentence, namely a compound sentence, with other expressions that is where a sentence contains two or more simple sentences in it, they are usually associated with coordination conjunctions and semicolons.

Compound sentences in it do not have one main clause with subordinate clauses that are joined in compound sentences; all clauses have their own importance and can stand alone, although each clause must be in context and in a logical order according to the existing conditions. Conjunction coordination, namely, and, then, but, for, or, or, so, yet, better or also not, this can be formed to connect compound sentences.

## Complex sentence

A sentence that unites an independent sentence with a dependent sentence in the clause by several types of subordinated verbs to form a complete sentence is also called a complex sentence, it can be concluded that a complex sentence is a sentence that already has a supporting unit Support unit is a group of words that supports the meaning of the control unit by adding more a lot of meaning to him.<sup>16</sup>

Example:

To enter public school, you must pass a number of exams.(= If You want to get into public school) After finishing class, Ikhsan and all the students of pbi 3,4 go home.<sup>17</sup> But : Ikhsan and all the students of pbi 3,4 go home after finishingclass. (no comma between them)

## II. METHODOLOGY OF THE RESEARCHER

### A. The Locations of The Research

This research was conducted at MUHAMMADIYAH PENPES SMK DARUL ARQOM. From the observations that have been made by the researcher, of course

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<sup>16</sup> Pardiyono, M.Pd, *communicative grammar focus and exercise*. 2004. Andi Offset. P. 143

<sup>17</sup>Jeanne Dawson, *The Writing Construction Manual*,..., p. 13.people, which only uses 1 class to take samples, and is taken from class XI-1 SMK Darul Arqom 2019/2020. Random sampling is done in this.

there is a reason why the researcher conducts a study, namely, students have low abilities regarding sentences. Researchers get data quite easily from the location carried out by researchers in the form of mini research.

## **B. Population and Sample**

### **1. Population**

Population is an object, events that have been arranged well, so the population is a way of a person to collect data and record what is obtained from the object of research. The population of this research is the first-year students of DARUL ARQOM, consisting of one class. There is only one class, the number of students is 30 students, class X consists of 30.

### **2. Sampling**

Sample is a test that can produce a thought in other words like an example, but not exactly the same as the original, the sample requires a test to find out a result. The sample of this research is a student.<sup>32</sup> One class is used as a test, namely X in the form of one class totaling 30 students, all student populations are taken for the object of this research. This can be called total sampling. It can be seen from the table above that the sample size of students is 30

## **C. Research Design**

The experimental design was used for this study, because the researcher wanted to find out whether a significant influence was found with the use of independent and dependent sentences in student sentence learning. To collect all data used one class and divided into one group and only used for the control group. The control group will be taught with conventional explanations or strategies. The same test will be given for the control class.

Reliability refers to the consistency of test scores. So, reliability means consistency that tests the same measurement of objects over time. To obtain test reliability, researchers used a formula made by Hatch and Faraday's. The reason for choosing this formula is because it is a simple way to evaluate the reliability of the test in this study. Then Harris

(1969: 9) said that "A test is said to be reliable if the reliability of the research uses an alpha form coefficient of 2 0.70". The formula is as following :

### **III. RESEARCH FINDINGS AND DISCUSSION**

#### **1. Data Description**

The data for this study were obtained by giving tests, so that the research data was in the form of scores taken from the students' ability to do the questions. It is done by taking the pre-test and post-test questions to the students after the researcher explains the independent and dependent clauses in the sentence then the post test is given to see how the students' abilities in the sentence.

#### **2. Data Analysis**

In identifying whether the students are able or not, a student is regarded 'able' when she or he is able to answer more than 70%. In contrast, a student is considered 'unable' if she or he could answer less than 70% from the whole items. To analyze the result of the test, the percentage of each students' ability was calculated as the following :

$$S = R/I \times 100$$

Where :

S = The score

R = The number of correct answer

I = The number of test items

#### **3. Validity**

The most important variable of measurement instrument is validity. Validity refers to the extent to which the result of an evaluation procedure serves the particular uses for which they are intended. Thus, the validity of a test is the extent to which the test actually measured. A test called valid if it really measured. The validity of the test is content validity : content validity is concerned with what guess into the test. Focus of the content validity is on the adequacy of the sample and not simple on the appearance at the test.

### **IV. CONCLUSION AND SUGGESTION**

Based on the research finding it can be conclude that the students' able to distinguish independent and dependent clauses in sentences. Independent and dependent clauses are part of grammar in English that must be had improving students' skills in writing and listening. Of course every student has different abilities or responsiveness, but by doing tests students can repeat lessons that have been past.

The students grade X at SMK Darul Arqom in school year 2019/2020 are able to identify Independent and Dependent Clauses. From this study researchers could conclude that 87% or 26 of their students were said to be "able", and 13% or 4 students were said to be "unable" to identify to Independent and Dependent clauses in Sentences.

There are also some difficulties for grade X students of SMK Darul Arqom in identifying Independent and Dependent Clauses, lack of students' ability to master vocabulary in English so that students cannot understand sentences, lack of understanding of the characteristics of independent clause and dependent clause.

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