AN ANALYSIS OF THE THIRD YEAR STUDENTS’ ABILITY IN IDENTIFYING INDEPENDENT CLAUSE AND DEPENDENT CLAUSE IN COMPLEX SENTENCE USING ADVERB CLAUSE AT ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY

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Abstract

The purpose of this research was to describe the third year students’ ability in identifying independent clause and dependent clause in complex sentence using adverb clause at English Department of Bung Hatta University. The design of this research was descriptive research. The population of this research was the third year students at English Department of Bung Hatta University. In selecting the sample, the researcher used total sampling technique. The number of sample was 53 students. The result of the data analysis showed that the third year students at English Department of Bung Hatta University were classified into having moderate ability in identifying independent clause and dependent clause in complex sentence using adverb clause. It was proved by the fact that 20 students from 53 students (38%) had moderate ability. Based on the result, the lecturers are suggested to use this research as a reference to see the students’ ability in identifying independent clause and dependent clause in complex sentence using adverb clause. For students, they should study more about complex sentence. The researcher suggests the next researcher to conduct students’ ability in using Noun Clause and Adjective Clause.

Key Words: Analysis, Identifying, Independent Clause, Dependent Clause, Complex Sentence, Adverb Clause.
A. INTRODUCTION

Background of the Problem

In globalization era, people need some languages to communicate each other in the world. One of these languages is English. It has been used as a means of communication in some of the world since it is one of the international languages. In teaching and learning English, the students are expected to master four language skills, which consist of: listening, speaking, reading and writing. As we know, in English language skills, the students also should master English language components. English language components include pronunciation, vocabulary, and grammar. Therefore, the students have to master both English language skills and English language components.

According to Thornbury (1999:1), grammar is partly the study of what forms (or structure) are possible in a language. In addition, Thornbury (1999:1), adds that grammar is a description of the rules that govern how a language sentence is formed. It means that by having known grammar, the students will know how the rules in a language and how to arrange the words into sentence that has grammatical function correctly. Nowadays, grammar is still used in teaching and learning English. It can make the students be easier to construct good sentences and develop the four language skills when they master grammar.

Structure is one of the subjects that students learn at English Department of Bung Hatta University. It is taught in series; that is Structure I, Structure II, Structure III, Structure IV and Advanced Structure. Learning materials that are taught in those series are arranged gradually. It means that the learning materials for higher series are more difficult than the lower one. In Structure IV, the third year students at English Department of Bung Hatta University had learned complex sentences using adverb clause.

Based on the result of informal interview on February 27, 2016 that the researcher did with the third year students at English Department of Bung Hatta University in academic year 2015/2016, it was assumed that they had difficulties to identify the independent clause and dependent clause in complex sentence. It also indicated that they had difficulties in identifying kinds of adverb clause in complex sentence.

Based on the explanation above, the researcher was motivated and interested in conducting the research entitled “An
Analysis of the Third Year Students’ Ability in Identifying Independent Clause and Dependent Clause in Complex Sentence Using Adverb Clause at English Department of Bung Hatta University”.

B. RESEARCH METHOD

The design of this research was descriptive research. It was designed to describe the students’ ability in identifying independent clause and dependent clause in complex sentence using adverb clause. According to Gay (1987:189), descriptive research involves collecting data in order to test hypotheses or to answer question concerning the current status of the subject of the study.

The population of this research was the third year students of English Department of Bung Hatta University in academic year 2015/2016. The total number of the population was 54 students. They were class A and class B. In this research, the researcher used all members of population to be the sample. The researcher used total sampling technique in choosing sample. Usman and Akbar (2006:181) state that total sampling technique is a technique by choosing all the members from the population. So, the members of the sample were 54 students.

The instrument used to collect the data in this research was noticing tasks. The students were asked to underline the independent clause and dependent clause in complex sentence and wrote kind of adverb clauses that were used in the sentence. The students did the test in 40 minutes.

A good test should be valid and reliable. To find out the validity of the test the researcher used content validity. It means that the test is valid if it fixes with materials that had been given to the students. To have content validity, this test was constructed based on curriculum, syllabus and teaching materials of writing subject on the third year students at English Department of Bung Hatta University. Gay (1987: 135) states that to find out the reliability of the test and to minimize the subjectivity in scoring, the researcher used inter-rater technique. It means that the researcher used two assessors in scoring.

To see the coefficient correlation of two assessors, the researcher used Pearson Product Moment formula suggested by Arikunto (2012:87):

\[ r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{(n\sum x^2 - (\sum x)^2)(n\sum y^2 - (\sum y)^2)}} \]

Where:

\( r_{xy} \) = the coefficient correlation between x and y variable
x = the score which is given by the first scorer
y = the score which is given by the second scorer
n = the number of the students
\[ \Sigma_{xy} = \text{the total scores of cross product } xy \]

C. FINDING AND DISCUSSION

Findings

a. Students’ Ability in Identifying Independent Clause and Dependent Clause in Complex Sentence

In general the students’ ability in identifying independent clause and dependent clause in complex sentence was moderate. It is indicated by percentage of students whose ability was included in moderate category 38%.

1. Students’ Ability in Identifying Independent Clause and Dependent Adverb Clause of Condition in Complex Sentence

The ability of the third year students in identifying independent clause and dependent adverb clause of condition in complex sentence was moderate. It is indicated by percentage of students whose ability was included in moderate category 76%. There are still 15% of the students classified as low ability. It means that some students still had problem in identifying independent clause and dependent adverb clause of condition in complex sentence. In other words, they were still confused to determine the independent clause and dependent clause and the students still confused in identify kind of the adverb clause.

Example:
If a country doesn’t have a resource such as oil, it must import the resource.
Students’ answer:
If a country doesn’t have a resource such as oil, IC
it must import the resource, Condition
DC
The correct answer:
If a country doesn’t have a resource such as oil, DC
it must import the resource, Condition
DC

2. Students’ Ability in Identifying Independent Clause and Dependent Adverb Clause of Contrast in Complex Sentence

The ability of the third year students in identifying independent clause and dependent adverb clause of contrast in complex sentence was moderate. It is indicated by percentage of students whose ability was included in moderate category 66%. There are still 15% of the students classified as low ability. It means that some students still had problem in identifying independent clause and dependent adverb clause of contrast in complex sentence. In other words, they were still confused to determine the independent clause and dependent clause and the students still confused in identify kind of the adverb clause.

Example:
I like travelling by plane, whereas my husband doesn’t.

Students’ answer:
I like travelling by plane, whereas my husband doesn’t.

The correct answer:
I like travelling by plane, whereas my husband doesn’t.

3. Students’ Ability in Identifying Independent Clause and Dependent Adverb Clause of Purpose in Complex Sentence

The ability of the third year students in identifying independent clause and dependent adverb clause of Purpose in complex sentence was moderate. It is indicated by percentage of students whose ability was included in moderate category 58%. There are still 19% of the students classified as low ability. It means that some students still had problem in identifying independent clause and dependent adverb clause of purpose in complex sentence. In other words, they were still confused to determine the independent clause and dependent clause and the students still confused in identify kind of the adverb clause.

Example:
Send the letter now so that she will get it before Saturday.

Students’ answer:
Send the letter now so that she will get it before Saturday.

The correct answer:
Send the letter now so that she will get it before Saturday.

4. Students’ Ability in Identifying Independent Clause and Dependent Adverb Clause of Reason in Complex Sentence

The ability of the third year students in identifying independent clause and dependent adverb clause of reason in complex sentence was moderate. It is indicated by percentage of students whose ability was included in moderate category 68%. There are still 13% of the students classified as low ability.

Example:
I decided to stop and have lunch, for I was hungry.

Students’ answer:
I decided to stop and have lunch, for I was hungry.

The correct answer:
I decided to stop and have lunch, for I was hungry.
5. Students’ Ability in Identifying Independent Clause and Dependent Adverb Clause of Time in Complex Sentence

The ability of the third year students in identifying independent clause and dependent adverb clause of time in complex sentence was moderate. It is indicated by percentage of students whose ability was included in moderate category 72%. There are still 17% of the students classified as low ability. It means that some students still had problem in identifying independent clause and dependent adverb clause of time in complex sentence. In other words, they were still confused to determine the independent clause and dependent clause and the students still confused in identify kind of the adverb clause.

Example:

When she was fourteen, she attended an art school.

Students’ answer:
When she was fourteen, she attended an art school.

The correct answer:
When she was fourteen, she attended an art school.

Discussion

a. Students’ Ability in Identifying Independent Clause and Dependent Clause in Complex Sentence

Dorothy (2004:3) states that grammar is the system of rules that every speaker formulates through the process of first language acquisition. According to Thornbury (1999:1), grammar is partly the study of what forms (or structure) are possible in a language. In addition, Thornbury (1999:1) adds that grammar is a description of the rules that govern how a language sentence is formed.

According to Oshima and Hogue (1991:155), a sentence is a group of words that we use to communicate our ideas and it is formed from one or more clauses. Moreover, Werner and Nelson (2007:227) say that a sentence in English consists of at least one complete subject and verb. In addition, a sentence is really just an informal way of saying independent clause (Dean, 1995:129). Then, Dean (1995:135) says that sentences can be divided into four types: simple sentences, compound sentences, complex sentences, and compound-complex sentences.

A simple sentence is called an independent clause that contains a subject and a verb. It expresses a complete thought (Byrd and Benson, 2001:37). According to Dean (1995:135), a simple sentence has just one independent clause. Moreover, Werner and Nelson (2007:230) say that a simple sentence has one subject or verb combination. However, the subject, the
predicate or both may be compound. Compound sentences have two or more full predication in the form of independent clauses (Frank, 1972: 222). According to Byrd and Benson (2001: 39), compound sentence is made up of two (or more) simple sentence joined by a comma and a coordinating word or by a semicolon. Moreover, Werner and Nelson (2007:230) state that a compound sentence is two or more simple sentences joined together by a comma and a coordinating conjunction.

A complex sentence is made up of a simple sentence plus one (or more) subordinate clause (s). Subordination means that a sentence becomes a part of another sentence (Byrd and Benson, 2001: 46). According to Frank (1972; 223), complex sentence is a sentence that have two or more full predication. According to Ehrlich and Murphy (1976:14), a clause that makes a complete statement and can stand alone as a sentence is called independent clause. Moreover, Oshima and Hogue (1991:153) state that an independent clause contains a subject and a verb and expresses a complete thought. It can stand alone as a sentence by itself. In addition, according to Byrd & Benson (2001:249), an independent clause or main clause is complete by itself. Oshima and Hogue (1991:155) state that dependent clause begins with a subordinator such as; as, when, while, if, that, or who, followed by a subject, verb and complement. It does not express a complete thought and cannot stand alone as a sentence by itself. In short, dependent clause is just function as supporting information to independent clause in a complex sentence. In addition, a clause that cannot stand alone as a sentence is called a subordinate, or dependent clause (Ehrlich and Murphy, 1976:14). According to Oshima and Hogue (1991:160), there are three kinds of dependent clauses: adverb clause, adjective clause and noun clause. A compound complex sentence is made up of two or more simple sentences and one or more dependent or subordinate clauses (Byrd and Benson, 2001: 47).

Furthermore, the researcher found that the students’ ability in identifying independent clause and dependent clause in complex sentence using adverb clause was moderate since 20 students (38%) from 53 students had moderate ability.

1. Students’ Ability in Identifying Independent Clause and Dependent Adverb Clause of Condition in Complex Sentence

A complex sentence that uses an adverb clause consists of a main clause (independent clause) and an adverb clause as a subordinate clause (dependent clause). According to Oshima and Hogue (1991: 160-161) there are three kinds of dependent clauses. They are adverb clause,
adjective clause and noun clause. Oshima and Hogue (1991: 160) notice that a dependent adverb clause begins with an adverbia subordinator such as when, while, because, although, if, so that, etc. In addition, Murphy and Ehrlich (1976:114) say that adverbia clauses modify verbs, adverbs, and adjectives, but they most often modify other clauses.

According to Werner and Nelson (2007: 238), adverb clause is divided into five types, they are: adverb clause of condition, adverb clause of contrast (Concession), adverb clause of purpose, adverb clause of reason, and adverb clause of time.

According to Ehrlich and Murphy (1976: 114), an adverb clause of condition is introduced by if, on condition that, provided that, and unless. Moreover, Werner and Nelson (2007:238) state that subordinating conjunction that uses in adverb clause of condition is: If and unless.

Based on the result of the research, it was found that the students’ ability in identifying independent clause and dependent adverb clause of condition in complex sentence was moderate since there were 40 students (76%) from 53 students had moderate ability.

2 Students’ Ability in Identifying Independent Clause and Dependent Adverb Clause of Contrast in Complex Sentence

According to Werner and Nelson (2007:265), the connectors of contrast are: but, although, even though, however, and nevertheless. They are used to present two ideas. The second idea is surprising in relation to the first.

Based on the result of the research, it was found that the students’ ability in identifying independent clause and dependent adverb clause of contrast in complex sentence was moderate since there were 35 students (66%) from 53 students had moderate ability.

3 Students’ Ability in Identifying Independent Clause and Dependent Adverb Clause of Purpose in Complex Sentence

An adverb clause states the purpose of the action in the independent clause (Oshima and Hogue, 1991: 201).

According to Werner and Nelson (2007:238), the purpose clause is introduced by the subordinating conjunctions so that. So that is a subordinating conjunction used to show the purpose of an action.

Based on the result of the research, it was found that the students’ ability in identifying independent clause and dependent adverb clause of purpose in complex sentence was moderate since there were 31 students (58%) from 53 students had moderate ability.
Students’ Ability in Identifying Independent Clause and Dependent Adverb Clause of Reason in Complex Sentence

According to Oshima and Hogue (1991:199), an adverbial clause of reason answers the question “Why?” Based on Werner and Nelson (2007: 238), adverb clause of reason is introduced by the subordinators because, since, and as.

Based on the result of the research, it was found that the students’ ability in identifying independent clause and dependent adverb clause of reason in complex sentence was moderate since there were 36 students (68%) from 53 students had moderate ability. It means that some students still had problem in identifying independent clause and dependent adverb clause of reason in complex sentence. In other words, they were still confused to determine the independent clause and dependent clause and the students still confused in identify kind of the adverb clause.

Students’ Ability in Identifying Independent Clause and Dependent Adverb Clause of Time in Complex Sentence

Words that introduce adverb clause are called subordinating conjunctions. According to Werner & Nelson (2007:238), subordinating conjunction that is used in adverb clause of time are: after, before, will, since, when, whenever, while, and as.

Based on the result of the research, it was found that the students’ ability in identifying independent clause and dependent adverb clause of time in complex sentence was moderate since there were 40 students (76%) from 53 students had moderate ability.

D. CONCLUSION AND SUGGESTIONS

Conclusions

Based on the findings, the researcher concludes:

In general, the result of this research can be concluded that the third year students’ ability in identifying independent clause and dependent clause in complex sentence using adverb clause at English Department of Bung Hatta University was moderate.

This conclusion was indicated by the fact that there were 17 students (32%) who had high ability in identifying independent clause and dependent clause in complex sentence using adverb clause, 20 students (38%) who had moderate ability in identifying independent clause and dependent clause in complex sentence using adverb clause, and 16 students (30%) who had low ability in identifying
independent clause and dependent clause in complex sentence using adverb clause.

In specific, the conclusion can be seen as follows:

1. The ability of the third year students of English Department of Bung Hatta University in identifying independent clause and dependent adverb clause of condition in complex sentence was moderate because there were 40 students (76%) from 53 students had moderate ability.

2. The ability of the third year students of English Department of Bung Hatta University in identifying independent clause and dependent adverb clause of contrast in complex sentence was moderate since there were 35 students (66%) from 53 students had moderate ability.

3. The ability of the third year students of English Department of Bung Hatta University in identifying independent clause and dependent adverb clause of purpose in complex sentence was moderate. It was proved by the fact that there were 31 students (58%) from 53 students had moderate ability.

4. The ability of the third year students of English Department of Bung Hatta University in identifying independent clause and dependent adverb clause of reason in complex sentence was moderate because there were 36 students (68%) from 53 students had moderate ability.

5. The ability of the third year students of English Department of Bung Hatta University in identifying independent clause and dependent adverb clause of condition in complex sentence was moderate since there were 38 students (72%) from 53 students had moderate ability.

Suggestions

Based on the conclusion above, the researcher would like to give several suggestions to the lecturers and students

a. For the Lecturer

The result of the research on students’ ability in identifying independent clause and dependent clause in complex sentence using adverb clause at English Department of Bung Hatta University was moderate. So, this research could be as a reference for the English teacher to see the students’ ability in identifying independent clause
and dependent clause in complex sentence using adverb clause.

b. For the Students

For students, they should study more about complex sentence especially about adverb clause of condition, contrast, purpose, reason and time.

c. For other Researchers

For the next researcher, This research was limited on finding the students’ ability in identifying independent clause and dependent clause in complex sentence. It only focused on using *adverb clause* (Adverb clause of condition, contrast, reason and time). So, the researcher suggests to the next researcher to conduct students’ ability in using *Noun Clause*.

REFERENCES


