

51_Indah+Puspitasari_(420-426)

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Submission date: 17-Mar-2025 09:34AM (UTC+0400)

Submission ID: 2616927259

File name: 51_Indah_Puspitasari_420-426.pdf (202.41K)

Word count: 2788

Character count: 15093

FIRST-YEAR STUDENTS' ABILITY IN IDENTIFYING INDEPENDENT AND DEPENDENT CLAUSES IN THE SENTENCESIndah Puspitasari¹⁾, Chusna Apriyanti²⁾, Fadilla Pungky Renata³⁾¹STKIP PGRI Pacitan, ²STKIP PGRI Pacitan, ³STKIP PGRI PacitanEmail: indahkusdinar47@gmail.com**Abstract**

This research paper aims to describe the first-year PBI students' ability to identify dependent and independent clauses in sentences. Qualitative research was the design of this research. The subject of this research focused on the Practical English Grammar class of PBI students in the academic year 2023/2024. There are 33 numbers of first-year students. To collect data, the researchers used a written test. The steps for collecting data were explaining the material and object of the research and the instruction in answering the test to the students; giving the test to the students; and scoring the students' answer sheet. The steps in analyzing the data were listing the students' scores in the table and determining the students' ability by using the students' test results. The findings showed that first-year PBI students still have a Poor ability to identify independent and dependent clauses in the sentence. It was shown from the data that 16% of students got Poor scores (0-49), 25% of students got Fair scores (50- 59), 41% of students got Good scores (60-71), 16% of student got Very Good score (72-85), and 3% student has an Excellent. In other words, half of first-year PBI students can identify the kinds of clauses in the sentence.

Keywords: *students, ability, dependent, independent, clauses*

INTRODUCTION

In this era of globalization, English is a tool for assisting communication with people from various countries. Communication plays a central role in society as a way to convey information (Alaku et al, 2023). The existence of feedback is something that is expected in communication so that the goals intended in communication can be achieved (Rahayu et al., 2021). This cannot be denied because English is an international language. As an international language, English has been studied worldwide as a second or foreign language. The reason for learning English is to prepare oneself for adapting to the global society and to provide a great opportunity to obtain various information that broadens one's insight (Aprilia et al, 2022).

English grammar plays an important role in spoken and written language, it consists of a complex grammatical rule of language. Grammar is described as the clarifying process of a speaker's intent when a lack of contextual information occurs. A person is said to have good grammar skills if they can understand the meaning and information of the material clearly (Puspitasari, 2022). The use of Grammar will be seen in its use in productive skills. In Writing, productive skills need to be trained. It is because this is not about talent, but the result of learning, training, and experience. The writer must be able to communicate his ideas, thoughts, and experiences to his readers. In

addition, someone must be able to identify the level of potential of their readers and they can predict the expectations of readers (Kurniawan, 2017). Because of this, grammar in English writing is considered challenging. Even in several previous studies, it has been proven that most people's problem is confusion in using rules or formulas in English grammar.

A clause is a grammatical unit in the form of a group of words that at least consists of a subject and a predicate, and has the potential to become a sentence (Suresh, V., & Babu, M.S.P., 2016) (Swan, M., 2005). According to Mailmart and Parisse (2017), a clause is a group of words that usually contains a (finite) verb, and often arguments of the verb. Clauses are the basic elements of an utterance in oral language and a sentence in written language (Mailmart and Parisse, 2017). Two components often found in sentence formation are independent clauses and dependent clauses. An Independent Clause is a clause that can stand alone as a sentence because it has a complete and whole meaning. This clause has fulfilled the main elements of a sentence, namely subject and predicate, and does not require another clause to complete it. Meanwhile, a Dependent Clause is the opposite of an independent clause. It is a clause that cannot stand alone as a complete sentence, even though it has a subject and predicate. This clause requires an Independent Clause to provide a comprehensive meaning (Nami, 2015) (Hacker & Sommer, 2011). Downing (2005) states that an independent clause is a clause that is complete by itself. Meanwhile, a dependent clause is a clause that is related to an independent clause. The dependent clause always begins with a conjunction (Sariakin, 2020). So Dependent clauses often begin with conjunctions such as because, although, if, and others. In English sentence structure, understanding independent clauses and dependent clauses is essential. Although both are clauses that have subjects and predicates, there are fundamental differences that distinguish the two.

Based on the explanation above, this research aimed to describe first-year PBI students' ability to identify independent and dependent clauses. Therefore, the researchers conducted research entitled "First-Year Students' Ability Analysis in Identifying Independent and Dependent Clauses in the Sentences."

METHOD

In conducting this research, the researchers implemented one of the research designs. Qualitative research is used because it aims to describe the first-year PBI students' ability to identify dependent and independent clauses in sentences. Since qualitative research does not use statistical procedures, the researchers describe them descriptively.

The subject of this research focused on the Practical English Grammar class of PBI students in the academic year 2023/2024. There are 33 numbers of first-year students. Mastery of Dependent and Independent Clauses material is significant for first-year PBI students as a foundation for mastering basic grammar and writing. So this was the reason for selecting research subjects.

To collect data, the researchers used a written test. The written test consists of 20 questions regarding independent and dependent clauses. The 20 questions contained four categories of questions. Each category consists of five questions. The steps for collecting data were explaining the material and object of the research and the instruction in answering the test to the students; giving the test to the students; and scoring the students' answer sheet. The steps in analyzing the data were listing the

students' scores in the table and determining the students' ability by using the students' test results.

RESULT AND DISCUSSION

Result

In collecting data, the researchers used written tests as the research instruments. After the data is collected, the next step is data presentation. Data presentation is significant as evidence of the research results. For the test results, researchers present a table of the percentage of the conclusion of the test results. After the data was collected, then it was analyzed. Data analysis is significant in determining the first-year PBI students' ability to identify dependent and independent clauses.

The following is the percentage of correct and incorrect answers for each question category. In the first question category: identifying independent and dependent clauses. First-year PBI students must choose the correct clause type from the given sentences. Based on the test results shows that 85% of the questions can be answered correctly by the students and 15% of questions can be answered incorrectly.

Table 1. The Percentage of correct and incorrect answers in the first category

No	Category	True	False	Number of Participants	Percentage of True Answer	Percentage of False Answers
1	First	27	5	32	84%	16%
2		28	4	32	88%	13%
3		25	7	32	78%	22%
4		25	7	32	78%	22%
5		31	1	32	97%	3%
		136	24	160		
		85%	15%			

Based on the data in the following table, it can be concluded that almost all students succeeded in classifying independent and dependent clauses in sentences.

Table 2. The Percentage of correct and incorrect answers in the second category

No	Category	True	False	Number of Participants	Percentage of True Answer	Percentage of False Answers
1	Second	11	21	32	34%	66%
2		17	15	32	53%	47%
3		15	17	32	47%	53%
4		20	12	32	63%	38%
5		5	27	32	16%	84%
		68	92	160		
		43%	58%			

In the second category of questions, students are asked to identify various types of dependent clauses from the given sentences. Therefore, students must understand dependent clauses and their classification in depth. The writing test results showed that

43% of students gave correct answers and they were able to choose the right type of dependent clause.

Table 3. The Percentage of correct and incorrect answers in the third category.

No	Category	True	False	Number of Participants	Percentage of True Answer	Percentage of False Answers
1	Third	10	22	32	31%	69%
2		8	24	32	25%	75%
3		8	24	32	25%	75%
4		29	3	32	91%	9%
5		22	10	32	69%	31%
		77	83	160		
		48%	52%			

In the category of questions, the researchers gave the students incorrect sentences. Then the students were required to identify the incorrect subordinate conjunction in the sentences. After that, they must write the answer correctly. The results of the writing test showed that in identifying subordinating conjunctions, there 48% of students were able to choose the answer correctly. On the other hand, 52% of students chose the wrong answer. Thus, more than half of the students failed to identify the mistakes of the subordinate conjunction in the sentence.

Table 4. The Percentage of correct and incorrect answers in the fourth category

No	Category	True	False	Number of Participants	Percentage of True Answer	Percentage of False Answers
1	Forth	28	4	32	88%	13%
2		30	2	32	94%	6%
3		9	23	32	28%	72%
4		17	15	32	53%	47%
5		25	7	32	78%	22%
		109	51	160		
		68%	32%			

In the fourth question category, the researcher gave five incomplete sentences to students. Of the five questions, the researcher gave four possible answers. Then, the students must decide the best answer to complete the sentence. From the table above, it can be seen that 68% of students were able to answer the questions correctly. However, there are 32% of students cannot give the correct answer or in other words the wrong one. Thus, more than half of the students can determine the correct subordinating conjunction to complete the sentence.

Based on the findings above, it can be concluded that in the first category of questions, the percentage of students' scores stated that 85% of students could answer correctly and 15% answered incorrectly. The results of the writing test in the second category of questions showed that 43% answered correctly and 58% of students could not

answer correctly. It means the students were incorrect in determining the correct answer. Meanwhile, in the third category of questions, there is a percentage of correct answers reaching 48% and a percentage of wrong answers of 52%. Then, in the last or fourth category, there is a percentage of correct answers 68%, and 32% of incorrect answers.

Table 5. The Summary of Students Percentage based on the Qualification

Qualification	Percentage
Excellent	3%
Very Good	16%
Good	41%
Fair	25%
Poor	16%

Based on the analysis of the findings above, the researchers concluded that almost all first-year PBI students had good abilities in identifying independent clauses and dependent clauses in sentences. It is shown that 16% of students got poor category (0-49), 25% of students got Fair category (50-59), 41% of students had Good category (60-71), 16% of students had Very Good category (72-85), and 3% of students had Excellent category (86-100). In a nutshell, half of the first-year PBI students have a good ability to identify clause types in sentences. In conclusion, the average score of first-year PBI students is around >50 or 61% and is included in the Good category.

Discussion

- a. What is the ability of students to identify independent and dependent clauses in the sentences?

The research findings showed that five students or 16% scored in the Poor category (0-49), eight students or 25% scored in the Fair category (50-59), thirteen students or 41% scored in the Good category (60-71), five students or 16% scored in the Very Good category, and 1 student or 3% scored in the Excellent category (72-85). The researchers concluded that most first-year PBI students had a Good category for identifying independent and dependent clauses. As an additional conclusion, the average score of students was included in the Good category with scores around >50 or 61%.

- b. What are the students' difficulties in identifying independent and dependent clauses of the sentences?

From the written test results, the researchers found some difficulties faced by the students in identifying independent and dependent clauses, such as identifying independent and dependent clauses, determining the type of clause, identifying subordinate conjunctions mistakes, and coordinating conjunctions in clauses. The result showed that almost all students could not answer correctly in the second and third categories of questions. The second category of questions is that students are asked to identify various dependent clauses from sentences. In the third category of questions, students are asked to identify the error subordinate conjunction in sentences and then must write the correct answer.

CONCLUSION

Mastery of Dependent and Independent Clauses material is significant for first-year PBI students as a foundation for mastering basic grammar and writing. So this was the reason for researchers to implement qualitative research. It aimed to describe the first-year PBI students' ability to identify dependent and independent clauses of the sentences. Based on the analysis of the findings above, the researchers concluded that almost all first-year PBI students had good abilities in identifying independent clauses and dependent clauses in sentences. The result showed that almost all students could not answer correctly in the second and third categories of questions. The second category of questions is that students are asked to identify various dependent clauses from sentences. In the third category of questions, students are asked to identify the error subordinate conjunction in sentences and then must write the correct answer.

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