

**THE STUDENTS' COMPLEX SENTENCE MASTERY
OF THE FIFTH SEMESTER
ENGLISH EDUCATION
DEPARTMENT UIN SYAHADA PADANGSIDIMPUAN**



A THESIS

*Submitted to the English Educational Department of State Islamic University
Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the
Requirement for the Graduate Degree of Education (S.Pd.) in English*

Written By:

ANDRE PRATAMA

Reg. No. 19 203 00011

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2025

**THE STUDENTS' COMPLEX SENTENCE MASTERY
OF THE FIFTH SEMESTER ENGLISH
EDUCATION DEPARTMENT
UIN SYAHADA PADANGSIDIMPUAN**



A THESIS

*Submitted to the State Islamic University Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a Partial Fulfilment of the Requirement
for the Graduate Degree of Education in English*

Written by:

ANDRE PRATAMA

Reg. Number. 19 203 00011

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2025**

**THE STUDENTS' COMPLEX SENTENCE MASTERY
OF THE FIFTH SEMESTER ENGLISH EDUCATION
DEPARTMENT UIN SYAHADA
PADANGSIDIMPUAN**



A Thesis

*Submitted to the State Islamic University Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a Partial Fulfilment of the Requirement
for the Graduate Degree of Education in English*

Written by:

ANDRE PRATAMA

Reg. Num. 19 203 00011

ENGLISH EDUCATION DEPARTMENT

ADVISOR I

Dr. Eka Sustri Harida, M.Pd
NIP.19750917 200312 2 001

ADVISOR II

Ida Royani, M.Hum
NIP.19901112 202012 2 006

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2024

LETTER OF AGREEMENT

Term : Thesis
a.n. Andre Pratama

Padangsidempuan, November 2024
To: Dean of Tarbiyah and Teacher
Training Faculty
In-
Padangsidempuan

Assalamu'alaikum warahmatullah wabarakatuh

After reading, studying, and giving advice for necessary revision on the thesis belongs to **Andre Pratama**, entitled *"The Students' Complex Sentence Mastery of The Fifth Semester English Education Department UIN SYAHADA Padangsidempuan"*, we assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu'alaikum warahmatullah wabarakatuh

ADVISOR I



Dr. Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2 001

ADVISOR II



Ida Royani, M.Hum
NIP. 19901112 202012 2 006

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : Andre Pratama
Reg. Number : 19 203 00011
Department : English Education
Faculty : Tarbiyah and Teacher Training
Title of Thesis : The Students' Complex Sentence Mastery of The Fifth Semester English Education Department UIN SYAHADA Padangsidempuan

I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan in article 14 verse 2.

I do this declaration truthfully, if there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan, article 19 verse 4, that is to cancel academic degree disrespectfully and other punishment regarding norms and legal law.

Padangsidempuan, November 2024

Declaration Maker



Andre Pratama
Reg. Number. 19 203 00011

**APPROVAL STATEMENT FOR THE PUBLICATION OF
THE FINAL PROJECT FOR ACADEMIC PURPOSES**

As academic civity of the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan, the named who signed here:

Name : Andre Pratama
Reg. Number : 19 203 00011
Department : English Education
Faculty : Tarbiyah and Teacher Training
Kind : Thesis

For the development of science and technology, I hereby declare that I present to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan Non-Exclusive Royalty Right on my thesis with entitled: "The Students' Complex Sentence Mastery of The Fifth Semester English Education Department UIN SYAHADA Padangsidimpuan" with all sets of equipment (if needed). Based on the Non-Exclusive Royalty Right, the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan has the right to save, to format, to organize in data base form, keep and publish my thesis as far as I am determined as writer and own of its creative right.

Based on the statement above, this is made truthfully to be used properly.

Padangsidimpuan, November 2024

The Signed



Andre Pratama
Reg. Number. 19 203 00011



MINISTRY OF RELIGIOUS AFFAIRS
UIN SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY
Jalan T. Rizal Nurdin Km, 4.5 Sihitang 22733
Telepon (0634) 2280, Faximile (0634) 24022

LEGALIZATION

Thesis : The Students' Complex Sentence Mastery of The
Fifth Semester English Education Department UIN
SYAHADA Padangsidempuan
Name : Andre Pratama
Reg. Numb : 19 203 00011
Faculty/Department : Tarbiyah and Teacher Training Faculty / TBI

The thesis has been accepted as a partial fulfillment of the requirement for
graduate degree of Education (S.Pd) in English.

Padangsidempuan, 26 Mei 2025
Dekan,

Dr. Ely Hilda, M.Si.
NIP 19720920 200003 2 002





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

**EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION**

Name : Andre Pratama
Registration Number : 19 203 000 11
Faculty/ Department : Tarbiyah and Teaching Training Faculty/ TBI-1
The Tittle of Thesis : The Students' Complex Sentence Mastery of The Ffth Semester
English Education Department UIN Syahada Padangsidimpuan

Chief,

Dr. Lis Yulianti Syafrida Srg, S.Psi.M.A
Nip. 19801224 200604 2 001

Secretary

Ida Royani, M.Hum.
Nip. 19901112 202012 2 006

Members,

Dr. Lis Yulianti Syafrida Srg, S.Psi.M.A
Nip. 19801224 200604 2 001

Ida Royani, M.Hum.
Nip. 19901112202012 2 006

Dr. Eka Sustri Harida, M.Pd.
Nip. 19750917 200312 2 001

Zamruddin, M.Hum.
Nip. 197660610 20801 1 016

Proposed:

Place : Padangsidimpuan
Date : May, 22nd 2025
Time : 14.00 WIB
Result/ Mark : 76,75 (B)
IPK : 3.32
Predicate : Sangat Memuaskan

ABSTRACT

Name : Andre Pratama
Reg. Number : 19 203 00011
The Title of Thesis : The Students' Complex Sentences Mastery of The Fifth Semester English Education Department UIN SYAHADA Padangsidempuan

This research was aimed to find out the students' complex sentences mastery at the fifth semester of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. The researcher found there are several factors that exist in the learning complex sentence field especially in building a sentence, such as: students lack of motivation, difficult in differentiate independent from dependent clause, and lack in differentiate of clauses from sentences. The kind of this research was descriptive quantitative research. The population of this research was 50 students from two classes at fifth semester English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. The researcher used total sampling as technique sampling. The instrument used in this research was essay test. After the data analysed the researcher found that most of the students got middle score of 85 with 50% of percentage and the mean score of the result was 76 which indicates "Good" category. So, it means that the students' complex sentence mastery of the fifth semester English Education Department UIN Syahada Padangsidempuan was at the good category.

Keywords: *Mastery, Complex Sentence, Student*

ABSTRAK

Nama : Andre Pratama
NIM : 19 203 00011
Judul Skripsi : Penguasaan Kalimat Kompleks Mahasiswa Semester 5
Jurusan Pendidikan Bahasa Inggris UIN SYAHADA
Padangsidempuan

Penelitian ini bertujuan untuk mengetahui penguasaan kalimat kompleks mahasiswa semester lima jurusan bahasa inggris UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Peneliti menemukan beberapa faktor yang ada dalam pembelajaran kalimat kompleks khususnya dalam membangun kalimat, seperti: kurangnya motivasi mahasiswa, kesulitan dalam membedakan klausa independen dari dependen, dan kurang dalam membedakan antara klausa dari kalimat. Jenis penelitian ini adalah penelitian deskriptif kuantitatif. Populasi penelitian ini adalah 50 mahasiswa dari dua kelas di semester lima jurusan pendidikan bahasa inggris UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Peneliti menggunakan total sampling sebagai teknik pengambilan sampel. Instrumen yang digunakan dalam penelitian ini adalah tes esai. Setelah data dianalisis, peneliti menemukan bahwa sebagian besar mahasiswa mendapat nilai dengan nilai tengah 85 dengan persentase 50% dan nilai rata-rata nya adalah 76 yang menunjukkan kategori “Baik”. Dengan demikian, penguasaan kalimat kompleks mahasiswa semester 5 jurusan Pendidikan Bahasa Inggris UIN Syahada berada pada kategori baik.

Kata Kunci: *Penguasaan, Kalimat kompleks, Siswa*

ملخص البحث

الاسم :أندريه براتاما
رقم التسجيل : ١٩٢٠٣٠٠٠١١
عنوان البحث : إتقان الجمل المعقدة لطلاب الفصل الدراسي الخامس بقسم تعليم اللغة الإنجليزية في
جامعة سيهادا بادانغسيدمبوان

تهدف هذه الدراسة إلى تحديد مدى إتقان الجمل المعقدة لدى طلاب الفصل الدراسي الخامس تخصص اللغة الإنجليزية في جامعة الشيخ علي حسن أحمد أداري بادانغسيدمبوان. وقد وجد الباحثون عدة عوامل موجودة في تعلم الجمل المعقدة وخاصة في بناء الجمل مثل: نقص الدافعية لدى الطلاب، وصعوبة التمييز بين الجمل المستقلة والتابعة، وعدم التمييز بين الجمل من الجمل. هذا النوع من البحوث هو بحث وصفي كمي. وكان مجتمع هذه الدراسة ٥٠ طالباً من صفين في الفصل الدراسي الخامس بقسم تعليم اللغة الإنجليزية في جامعة الشيخ علي حسن أحمد أداري بادانغسيدمبوان. استخدم الباحث أسلوب أخذ العينات الكلية كأسلوب لأخذ العينات. وكانت الأداة المستخدمة في هذا البحث عبارة عن اختبار مقالي. بعد تحليل البيانات، وجد الباحث أن معظم الطلاب حصلوا على درجة متوسطة بلغت ٨٥ درجة بنسبة ٥٠٪، وكان متوسط الدرجات ٧٦ درجة والتي أظهرت فئة ”جيد“. وبالتالي، فإن إتقان الجمل المعقدة لطلاب الفصل الدراسي الخامس في تخصص تعليم اللغة الإنجليزية في جامعة الشارقة في سباحة في فئة ”جيد“.

الكلمات المفتاحية: الإتقان، الجمل المعقدة، الطلاب

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First and foremost, praises and thanks to Allah, for the shower of blessings, as well as the strength, peace of mind, and good health that bestowed upon my bachelor's degree, allowing me to successfully complete the research of work. Then, sholawat and salam be upon to the prophet Muhammad SAW that has brought human from the darkness era into the brightness era.

The writer would like to express the sincere gratitude to family, all lectures, and friends who have contributed in different ways. Therefore, in this chance the writer would like to express the deepest gratitude to the following people.

1. -----, as the first advisor as the first supervisor who has guided me to finish and also has given me suggestions during the process of writing the thesis,
2. -----, as the second advisor who has guided me patiently and also has given me a million suggestions, ideas so that the writer could finish this thesis,
3. The rector of UIN Syekh Ali Hasan Ad-Dary Padangsidimpuan, vice Chancellor I for academic and institutional Development, Vice Chancellor II for General Administration, planning and finance, and Vice Chancellor III for students affair and Cooperation,
4. The dean of Tarbiyah and Teacher Training Faculty,
5. The chief of English education department,
6. Big thanks to all lecturers, all academic cavities of UIN Syekh Ali Hasan Ahmad Ad-Dary who had given knowledge and helped during I studied in this university,
7. PA,
8. My beloved parents,-----) who have always support me so that I can be stand here, without them I'm nothing. Thanks for giving me a million loves, prayers and money so that I can survive. This Bachelors' degree officially I present to them. Also thanks to my siblings -----for sending me a pray,
9. Big thanks to my beloved Friends ,
10. Last but not least, I want to thank me. I want to thank me for believing in me, for doing all this hard work and for never quitting.

The researcher realizes that there are still many shortcomings in this thesis. Therefore, the researcher would be grateful for correction to level up this thesis.

Padangsidempuan, May 2025

The Signed

Andre Pratama

Reg. Num: 19 203 00011

TABLE OF CONTENTS

	Page
INSIDE TITTLE PAGE	
LEGALIZATION ADVISOR SHEET	
LETTER OF AGREEMENT	
DECLARATION OF SELF THESIS COMPLETION	
AGREEMENT PUBLICATION OF FINAL TASK FOR	
ACADEMIC CIVITY	
LEGALIZATION OF DEAN OF TARBIYAH AND TEACHER	
TRAINING FACULTY	
ABSTRACT	i
ACKNOWLEDGEMENT	iv
TABLE OF CONTENT	vi
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF APPENDIXES.....	x
 CHAPTER I: INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	4
C. Limitation of the Problem.....	4
D. The Definition of Operational Variables	4
E. The Formulation of the Problem.....	6
F. The Objectives of the Research	6
G. The Significances of the Research.....	6
H. Outline of the Thesis.....	7
 CHAPTER II: THEORITICAL REVIEW	
A. Theoretical Description.....	8
1. Sentence of Clauses.....	8
2. Kind of Sentence	11
3. Dependent Clause.....	14
4. Independent Clause	20
5. Students' Difficulties in Complex Sentence Mastery	23
B. Review of Related Findings.....	25
C. Hypothesis.....	27
 CHAPTER III: RESEARCH METHODOLOGY	
A. The Research Methodology	28
B. The Time and The Location of the Reasearch	28
C. The Population and The Sample	28
D. Instrument of Collecting Data.....	29
E. Validity and Reliability of Research.....	31
F. Technique of Collecting Data	32

G. Technique of Analysing Data	33
--------------------------------------	----

CHAPTER IV: RESULT OF THE RESEARCH

A. Research Finding	35
1. The students' complex sentence mastery	35
a. The Students Complex Sentence Mastery.....	35
b. Students Mastery of Independent Clause	45
c. Students Mastery of Dependent Clause	48
2. The Students Difficulties in Mastering Complex Sentence.....	50
a. Students Difficulty on T & F Question and Lastly the Essay Question	51
b. Students Difficulties on Identifying Essay Question	52
B. Discussion	55
C. The Threats of the Research	60

CHAPTER V: CONCLUSIONS, IMPLICATION AND SUGGESTIONS

A. Conclusions.....	61
B. Implication	61
C. Suggestions	62

REFERENCES

APPENDIXES

CURRICULUM VITAE

LIST OF TABLES

	Page
Table III.1 Population of Research	29
Table III.2 Sample of Research.....	29
Table III.3 Indicator Test	30
Table III.4 Mean score Category	33
Table III.5 Range Score	34
Tabel. IV.1 Score of Students Complex Sentence	36
Tabel. IV.2. The Score Criteria of the Students Mastery in Complex Sentence	37
Tabel. IV.3 Score Criteria	39
Tabel. IV.4 Number of Students per Item.....	39
Tabel. IV.5 Data Distribution.....	41
Tabel. IV.6 Tatbel of Totsl Score.....	43
Tabel. IV.7 Mean Score Criteria	44
Tabel. IV.8 Number of Students in Independent Clause	45
Tabel. IV.9 Data Description Independent Clause.....	46
Tabel. IV.10 Number of Students in Dependent Clause.....	48
Tabel. IV.11 Data Description Depedent Clause	49
Tabel. IV.12 Students' Correctness on T & F Questions.....	51
Tabel. IV.13 Number of Students in Identifying Clause on Essay Question	52

LIST OF FIGURES

	Page
Figure. IV.1 Students' Score Diagram.....	42
Figure. IV.2 Students' Criteria Percentage Diagram.....	44
Figure. IV.3 Students' Difficulties in Mastering Complex Sentence Diagram	54

LIST OF APPENDIXES

Appendix 1 : Test Instrument

Appendix 2 : Students Score

Appendix 3 : Data Of True Or False Item Of Students In Independent And
Dependent Clause

Appendix 4 : Data Distribution of Result Test

Appendix 5 : Documentation

CHAPTER I

INTRODUCTION

A. Background of the Problem

International languages were widely spoken and used around the world as a communication tool. It used to express ideas, feelings, suggestions, creativity or emotions that would be easier to express our native language. English is a foreign language that is becoming one of the foreign languages. English become one of compulsory subjects in school from elementary up to university level. Students who learn English are expected to master two skills: language skill and language component. In language skills, they learn listening, reading, speaking, and writing, while in language components, they learn grammar, vocabulary, syntax, phonology, semantics, and so forth¹. So, Grammar as a language component is important to be taught. It is because before the teachers introduce a new language, the teachers should have analysed the form that they are going to teach, for example how the verb is formed, how certain nouns become plural, and also the grammatical pattern that they are going to teach it.

Students who study grammatical English acquire a great deal of knowledge about the English language, including tenses, prepositions, punctuations, modals, parts of speech, and sentence types that include dependent and independent clauses. Because of that, clause types (independent and dependent clauses) will be the main subject of this paper

¹ Ann Hogue and Alice Oshima, Writing Academic English, ed. Fourth Edition (New York: Longman, 2008).

A group of words with a subject and a verb is called a clause.² The independent and dependent clauses are the subject of this case researcher's discussion. A sentence in its whole is an independent clause while the dependent clause does not represent a complete notion, the subject and verb in it do express a complete thought. According to the description above, it is critical to assess students' grammar competency in addition to using their capacity to distinguish between independent and dependent clauses as a reflection tool while imparting knowledge from teachers. Making pupils understand what a clause or sentence is and how to classify it is one method that has been attempted here, as it can help them distinguish between independent and dependent clauses. It can be concluded that based on the explanation above, knowing the students' ability in identifying independent clause and dependent clause is very important not only as reflection tool of delivering information from the teacher or lecturer but also measuring students' grammar proficiency.

Students' ability to differentiate independent and dependent clauses is very important for teachers to easily test students' grammatical competence. Students are expected to be able to pass the specified threshold and students are expected to be able to identify independent clauses and dependent clauses. Researchers want to know students' ability to identify independent clauses and dependent clauses, whether students can achieve the targets that have been designed in the syllabus or not. The teacher designs the syllabus with the

² Abraham Sunday Unubi, "Conjunctions in English: Meaning, Types and Uses," *Print*) *International Journal of Social Science and Humanities Research* 4, no. April (2019): 202–13.

hope that students will be able to differentiate and identify which are independent clauses and which are dependent clauses.

Based on the results of interview with the lecturer from UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan researcher found that some students are lack in differentiate between clauses and sentences, some students are difficult to master the conjunction which is usually used in complex sentences, students lack of in mastering the generic structure of complex sentence and students do not mastered independent clauses and dependent clauses, could not differentiate between independent clauses and dependent clauses, students made mistakes in determining which was an independent clause and which was a dependent clause in a complex sentence.³

The researcher found some of students in English Department in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan got difficult with this material because students did not have enough practice in identifying independent clause and dependent clause in complex sentence, students are lack understanding of independent clause and dependent clause and using of it, students did not master the generic structure of complex sentence. Because the researcher is interested in looking at this study more deeply the researcher is interested to analyse the students' ability in mastery complex sentences at the Fifth Semester of English Department in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

³ Ida Royani, "Interview with Lecturer," (2023).

B. Identifications of the Problem

With regard to the observation conducted by the researcher, there are some problems dealing with the factors influencing the students' mastery of complex sentences in at the Fifth Semester of English Department in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

1. The Students didn't have enough practice in learning independent clause and dependent clause
2. Students couldn't differentiate between clauses and sentences
3. Students didn't understand independent clauses and dependent clauses in complex sentences
4. Students got difficult to master independent clause and dependent clause in complex sentence.
5. Students couldn't differentiate between clauses and sentences
6. Students didn't master the generic structure of complex sentences

C. Limitation of the Problem

Based on the identification of the problem above, this research is limited to the problems on getting difficult to master independent clause and dependent clause.

D. Definitions of the Terminologies

Based on the focus of the research students above there are some terminologies which are used and important to be clarified.

The terminologies as following:

1. Students' Ability

Student's abilities are the strengths they have, whether they are innate from birth or learned through school or external experience. They may be born with these abilities or learn to acquire them through self-development.

2. Complex Sentence

A phrase created by joining two or more independent and dependent clauses that contains independent and dependent clause in one sentence and joined by conjunction. It makes it possible to put related ideas into a single sentence, which can enhance the flow and writing style and clarity.

3. Independent Clause

An independent clause or main clause is a clause that expresses a complete thought and can stand as a sentence.

4. Dependent Clause

Dependent clause is used as an adjective; it modifies a noun or a pronoun. Which is usually introduced by the relative pronouns who, whom, whose, which, and that.

So, the students' complex sentence mastery of the fifth semester English education department UIN syahada Padangsidempuan means that to get or to know the ability the students who have learnt at the field of mastering the complex sentences that contain independent and dependent clause.

E. Formulation of the Problem

Based on the background of the problem, problem identification, and problem limitations, the problem of this research is formulated as follow.

1. How is students' ability in identifying independent clause and dependent clause at the Fifth Semester of English Department in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan?
2. What are the students' difficulties in identifying independent clause and dependent clause at the Fifth Semester of English Department in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan?

F. Purposes of the Research

The purposes of the research are :

1. To find out students' ability in identifying independent clause and dependent clause at the Fifth Semester of English Department in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.
2. To find out the students difficulties in identifying independent clause and dependent clause at the Fifth Semester of English Department in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

G. Significances of the Research

The hopefully this research is helpful for novice writers especially when learning how to do research. This research hoped that the results of these studies will also be useful and valuable especially for students and lecturers of English Department in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan should be considered for future education and training

English process Besides these research findings are also expected to be positive and valuable information for those who are concerned in the world of teaching and learning English as a foreign or second language.

H. Outline of the Thesis

The outline of this research was divided into 5 chapters, they are:

Chapter one consist of the background of the problem, identification and limitation of the problem, definition of operational variables, formulation of the research, objectives and significances of the research, and outline of the research. Chapter two consist of the theoretical description of the variables in this research and also consist of the review related findings and hypothesis.

Chapter three consist of the methodology of the research such as the place an time of the research, population and sample, instrument of the research, validity and reliability, and the technique of collecting and analysing the data. Chapter four consists of the result and discussion of the research. The last was chapter five that consists of the research conclusion, implication and suggestion.

CHAPTER II

THEORITICAL DESCRIPTION

I. Theoretical Description

1. Sentence of Clauses

A sentence is a group of words that you use to convey the ideas. Each sentence is made up of one or more clauses and expresses a complete thought.⁴ The level at which clauses are joined to form longer units is called the sentence level. a sentence is a means of communicating a sentence expresses a complete thought and contains at least one subject – verb combination⁵ . It may express emotions, give orders make statements, or ask questions in every case, sentences are meant to communicate.

The sentence is a grammatical unit, a structure in which the clauses, linking particles, and intonation patterns are the constituents and the constitute is any speech with final intonation contour. Sentence as a separate linguistic form that isn't a part of a longer form because of a grammatical construction⁶. So, sentence is a structure in grammatical unit that have parts within.

Based on the definition above, it can be concluded that a sentence is a group of words consisting of a subject and a verb. The sentence contains a complete thought and ends with a period, question mark or

⁴ Alice Oshima and Ann Hogue, *Writing Academic English*. (New York: Longman, 2008)

⁵ Sullivan Longknife, *The Art of Styling Sentences*, New York. (New York: Barons. M.S, 2002).

⁶ Ba'dulu and Abdul Muis, "Introduction to Linguistic" (Fakultas Bahasa dan Seni Universitas Negeri Makassar, 2004).

exclamation mark. Sentence has two part, they are subject and predicate. The subject identifies the topic of the sentence. Subject is one of two main parts of a sentence containing the subject noun or a subject pronoun that usually include a person, place or thing often accompanied by modifiers.

Further, a clause is a grammatical unit that includes, at minimum, a predicate and an explicit or implied subject, and expresses a proposition⁷. Clause could be a gather of words containing a subject and a verb. The clause is composed of words and expressions and, in turn, fills spaces at the sentence level. The clause level is that level that's underneath the sentence level and over the express level.⁸ Clause may be a gather of words which frame a linguistic unit and which contains a subject and a limited verb, clause shapes a sentence or portion of a sentence and frequently work as a thing, descriptive word or qualifier.

A clause may be a gather of words that contains a subject and a predicate. A clause may be either a sentence (an independent clause) or a sentence-like development inside another sentence (a subordinate or subordinate clause)⁹. Clause is collection of grammatically-related words including a predicate and a subject (though sometimes is the subject implied). Clause is a part of a sentence which contains a subject and a

⁷ M.S.P. Suresh, Babu, "Clause Boundary Identification for NonRestrictive Type Complex Sentences in Telugu Language.," *International Jurnal of Advanced Research in Computer Science*, 2016, 6–10.

⁸ Betty Schampfer Azar, *Understanding and Using English Grammar*, Third Edit (New York, 1998).

⁹ Abdullah, *English Syntax* (Makassar, 2022).

verb, usually, joined to the rest of the sentence by a conjunction¹⁰. A collection of grammatically-related words without a subject or without a predicate is called a phrase. Clauses are the building blocks of sentences: every sentence consist of one or more clauses¹¹. There are two criteria that can be utilized to classify clauses; (1) their dispersion in sentence and (2) their inner structure.

Based on their conveyance in sentence, clauses can be classified into autonomous clause and subordinate clause¹². Because an independent clause in a complicated phrase serves a different purpose than a dependent clause, the distinction between the two is quite evident. However, each of them has a unique feature and purpose. The primary point that the writer or speaker conveys to the reader in an independent sentence is that it may stand alone without the need for a supporting complement although clauses split into two categories, they can grow into three forms when constructing the dependent clause: noun, adjective, and adverb clauses¹³.

Based on the definition above, the researcher concludes that a clause is a group of words that contains at least one predicate and one subject and contains a subject and a verb. Clauses consist of words and expressions and, in pairs, fill space at the sentence level. The clause level

¹⁰ Swan, "Swan, M. (2005). *Practical English Usage* (i i l d ' D i i). Oxford , NY: Oxford University Press," *Oxford University Press*, 2005.

¹¹ Tasma Dari, "The Students' Ability in Identifying Independent Clause and Dependent Clause In Complex Sentence At The Elevent Grade Students Of Man 1 Pare Pare" (Iain Pare Pare, 2018).

¹² Walter Anthony and Cook. S.J, *Introduction to Tagtemic English* (Washington DC, 1969).

¹³ Aan Indrayadi, "Students' Ability in Identifying Independent Clause and Dependent Clause in Complex Sentence," 2018, 1–71.

is the level below the sentence level and above the expression level. A clause is a group of words that contains a subject and a predicate. Clauses can be independent clauses or subordinate or subordinate clauses.

2. Kind of Sentences

Sentences as it stated as the part of a grammar structure consist of several parts within. These part influence the kinds of the sentence constructed. There are at least five criteria that can be used to classify sentence: (1) according to the number and kind of clauses on the base, (2) according to the internal structure of the main clause, (3) according to the type of response expected, (4) according to the nature of the actor-action relationship, and (5) according to the presence or absence of negative in the main verb phrase. There are three kinds of sentence in English: simple sentence, compound sentence, and complex sentence¹⁴.

a. Simple Sentence

There is just one clause in a simple sentence, and it must be an independent clause. Simple sentences don't always equate to "easy"; they can also contain phrases, making them frequently lengthy and intricate. They still only have one subject and one finite verb, though. There is only one independent clause and no subordinate clauses in a simple sentence.

¹⁴ Indrayadi.

A simple sentence has a verb and a subject. It conveys a solitary, comprehensive idea that can stand alone¹⁵. Commonly, simple sentence contains of one main clause.¹⁶ While it is a short example, “The flowers in my garden are so colourful to see that it make me happy”. It is simple with only a single independent clause. The students must find a suitable subject and verb to make easy to build a simple sentence. So, simple sentence is the sentence the sentence that contain verb and subject and it also can stand alone to get the meaning.

b. Compound Sentence

There are two separate clauses in a compound sentence. Because it represents a full idea and has a subject and verb, an independent clause is a portion of a phrase that may stand alone¹⁷. Essentially, a compound contains two straightforward sentences. These independent clauses are joined by a conjunction (for, and, nor, but, or, yet, so).¹⁸ So, compound sentence is the sentence that combined the independent clause to get the meaning.

Example:

John goes to school with his friend **or** he stays at home to do the work. (two independent clauses joined by or).

¹⁵ Abdullah, *English Syntax*.

¹⁶ Muslih Hambali and Soni Mirizon, *Syntax The Struture of Sentences : An Introduction to English Syntax Course* (Palembang: UPT Publishing and Printing Sriwijaya University, 2017).

¹⁷ Sarah Andersen, “Sentence Types and Functions,” *San José State University Writing Center 2*, no. 6 (2014).

¹⁸ Nurdiana and Rizki Amaelia, *Interpretive Reading* (Pekanbaru: Kreasi Edukasi Publishing and Consulting Company, 2017).

Mary study hard **and** she won the competition. (two independent clauses joined by and).

Daisy and Rita are best friend **but** they are not coming from the same country. (two independent clauses joined by but).

c. Complex Sentence

A complex sentence is an autonomous clause joined by one or more subordinate clauses. A subordinate clause either needs a subject or a verb or has both a subject and a verb that does not express a total thought. A complex sentence continuously encompasses a subordinator (as, because, since, after, although, when) or relative pronouns (who, that, which)¹⁹. Complex sentences are sentence comprising of one independent clause and one or more dependent clauses. Both of the independent clause and dependent clause may be transitive, intransitive, or equative clauses.

The independent clause goes before the independent clause, but the dependent clause may too go before the independent clause, in the event that it is emphasized. A complex sentence contains one independent clause and at slightest one independent clause. The clauses in complex sentence are combined with conjunctions and subordinators, terms that offer assistance the independent clauses relate to dependent clause. Subordinators can allude to the subject

¹⁹ Abdullah, *English Syntax*.

(who, which), the sequence/time (since, whereas), or the casual components (since, in the event that) of the autonomous clause²⁰.

For examples;

Andre is happy, he has a new car.

Andre is happy because he has a new car.

Andre drives a car, the sun rises.

Andre drives a car when the sun rises.

Complex sentences are the focus of this research, researchers want to know the extent of students' ability to identifying independent clauses and dependent clauses in complex sentence

3. Dependent Clause

The structure of grammatical function consists of clause as one of the parts within. One of the clauses known in the language field was dependent clause. Dependent clause known as a subordinate clause; it functioned as a part of the sentence.²¹ It is patterned like sentences, having subjects and verbs and sometimes objects or complements. A dependent clause is dependent because it's connecting word (because, if, so, which, that links it to an independent clause. A dependent clause can function as a noun, adjective, or adverb. A dependent marker word is a word added to the beginning of an independent clause that makes it into a dependent clause called subordinate conjunction. A subordinating conjunction

²⁰ Indrayadi, "Students' Ability in Identifying Independent Clause and Dependent Clause in Complex Sentence."

²¹ Susan Nami, Devon Denomme, and Amy Fredrickson, "Subordinate Clause: Definition and Examples.," Study.com, 2015.

introduces a subordinate clause and indicates the relation of the clause to the rest of the sentence²². Some common dependent markers are: after, although, as, as if, because, before, even if, even though, if, in order, since, though, unless, until, whatever, when, whenever, whether, and while.

A dependent clause could be a bunch of words that contains a subject and verb but does not express a total thought²³. A dependent clause cannot stand alone as a sentence. Here is an illustration: “When I meet you” this clause does not express a total thought and cannot stand alone. It must be associated to an independent clause.

Subordinate Clause could be a clause (a gather of words with a subject and a verb) that does not express a total thought and cannot stand alone²⁴.

Examples of dependent clause as bellow:

What the girl did

After months of research

Whoever wins the race

While I was asleep

whereas hydrogen has only one

that was in the freezer?

²² Sommers Hacker, “A Writer’s Reference With Writing in the Disciplines (7th Edition).” 7 (2011).

²³ Azar, *Understanding and Using English Grammar*.

²⁴ Indrayadi, “Students’ Ability in Identifying Independent Clause and Dependent Clause in Complex Sentence.”

Dependent clause is a clause which has function as part of sentence (noun clause, adjective clause, adverb clause) except verb in complex sentence.

a. Nominal Clause

Nominal Clauses are subordinate clauses that work or act like thing. They can fill the subject, protest, or complement spaces at the clause level. just like all clauses, will have a subject and a predicate. Noun clauses are always dependent. It can be concluded that noun clause is a dependent clause that has function as a subject, object, or complement. A noun clause can be put in many places in a sentence, such as noun clause can be a subject, a subject complement, a direct object, an indirect object and a prepositional complement.²⁵

Noun clauses are usually introduced by the words (relative pronouns): that, which, whoever, whomever, whose, whatever, and “WH” question what, where, when, who, why and how²⁶. At the sentence level, they can fill the edge space. Ostensible clauses can be transitive, intransitive or equative clauses²⁷. Nominal clauses are commonly presented by the relaters, like what, where, who, why.

Example:

Why you did that's, a puzzle to me

No one would let me know who come to Tom's party

²⁵ Tambunsaribu and Gunawan, “An Analysis of Noun Clause Jakarta, Indonesia: Universitas Kristen Jakarta,” 2015.

²⁶ Dickerson, “Clause Handout: A Review of Noun Clause.,” 2011.

²⁷ Abdullah, *English Syntax*.

What you've got said isn't clear.

Whoever considers English must continuously hone it.

b. Adjectival Clause

Adjectival Clauses are subordinate clauses that work like adjectives an adjective clause modifies a noun or a pronoun. Adjective clause is a clause that functions as an adjective or modifies a noun.²⁸ Adjective clauses modify nouns or pronouns, usually answering the question; which one? or what kind of? That is begin with a relative pronoun (who, whom, whose, which, or that) or occasionally with a relative adverb (usually when, where, or why)²⁹. Adjectival Clause can fill the modifier opening at the express level, like ostensible clauses, adjectival clauses can be transitive, intransitive or equative clauses³⁰.

Adjectival clauses are as a rule presented by the relative pronouns who, whom, whose, which, which. These pronouns work in noun positions within the clauses they present.

Example:

Krakatoa, *which* is a volcano on an Indonesian island, exploded. People *who* lived 3,520 kilometers away heard the noise. The thousands *whom* the tidal wave killed lived on the island of

²⁸ Pauzan, *The Book of Complete English Grammar* (Jakarta: Cipta Gadhing Artha, 2021).

²⁹ Hacker, "A Writer's Reference With Writing in the Disciplines (7th Edition)."

³⁰ Abdullah, *English Syntax*.

Java. Adjective clauses may also be introduced by the subordinate conjunctions *when*, and *why*.

Example:

People still speak of the day *when* the explosion occurred.
The ocean covered the Place *where* the volcano had been
only scientists can explain the reason *why* this disaster
happened.

c. Adverbial Clause

An adverbial clause is a dependent clause. An adverbial clause modifies a verb, an adjective, another adverb, or a sentence, usually answering one of these questions: When? Where? Why? How? Under what conditions? To what degree?³¹. Adverbial clauses always begin with a subordinator³². The subordinator is a connecting word which explains the relationship between the adverb clause and main clause. It tells the reader what kind of information is added by the adverb clause.

An adverbial clause is a subordinate clause that functions as a qualifier. The word subordinating means that the conjunction subordinates one clause to another clause. They fill increasingly intensive spaces, especially regional spaces, time or worldliness, methods, reasons and goals. Adverbial clauses explain why, when, or where, or give rise to opposing ideas. They start with one of the

³¹ Hacker, "A Writer's Reference With Writing in the Disciplines (7th Edition)."

³² Lin, "Adverbial Clauses. International Encyclopedia of the Social & Behavioral Sciences, 2nd Edition" 1 (2015): 185–88.

following subordinating conjunctions:

1) To tell why: *because, since, as*

Because all of their needs are taken care of

Since all of their needs are taken care of

As all of their needs are taken care of

2) To tell when and where: *when, whenever, since, while, as soon as, after, before, wherever.*

When they are separated from their natural predators

Whenever the animals are sick

Since modern zoos have been in operation

While zoo animals are living in a protected environment

As soon as they become sick

After animals pick up airborne diseases of humans

Before they become bored

Wherever they wander within their habitats

3) To introduce an opposite idea: *although, though, even though*

Although animals in modern zoos live in safe, artificial habitats

Though animals in modern zoos live in safe, artificial habitats

Even though animals in modern zoos live in safe, artificial habitats.

Based on the definition above, it can be concluded that a dependent clause is a group of words that has a subject and a verb but does not express a complete thought. It cannot stand on its own as a sentence. Dependent clauses are often marked by a dependent marker word, such as after, although, as, as if, because, before, even if, even though, if, or in order to. Dependent clauses can act as an adverb, an adjective, or a noun in sentences. There are three kinds of dependent clauses: noun clauses, adjective clauses, and adverbial clauses.

4. Independent Clause

As it stated that clauses were divided into several kinds, here the researcher presented the independent clause as the second part of the discussion. An independent clause also known as a main clause, independent clause can be applied as a single sentence³³. Independent clause can stand on its' own as a complete sentence. An independent clause contains a subject and a predicate, and doesn't depend on anything else to complete the thought. An independent clause may be a clause that can stand alone as a major sentence within the dialect. This capacity to stand alone must be judged concurring to its worthiness by a local speaker of the dialect.

There are two types of words that can be used as connectors at the beginning of an independent clause: Independent marker words and Coordinating conjunctions, an independent marker word is a connecting

³³ Anderson, "Sentence Type and Function.," *San Jose State University Writing Center*, 2014.

word used at the beginning of an independent clause. Some common independent markers are: also, consequently, furthermore, however, moreover, nevertheless, and therefore. When two independent clauses appear in one sentence, they are usually linked with a comma and a coordinating conjunction. Conjunction is a word which merely joins together sentences, and sometimes words. Conjunction is joining words, phrases and clauses.³⁴ A coordinating conjunction is used to connect grammatically equal elements. There are seven coordinating conjunctions used as connecting words at the beginning of an independent clause are; and, but, for, or, nor, so, and yet.

A comma is needed before the coordinating conjunction when the second independent clause in a sentence begins with a coordinating conjunction. Coordinating conjunction often used when someone want to put together two or more clauses of equal importance and also use to links words and words group³⁵. The coordinating conjunction signals the relation between the clauses. If the clauses are closely related and the relation is clear without a conjunction, they may be linked with a semicolon instead.

Each language will have its own highlights of both outside dissemination and inner structure which formally categorize clause

³⁴ Prawoto, "Cconjunction of the Fourth Semester Students of English Education of IAIN Surakarta in the Academic Year of 2015/2016.," 2016.

³⁵ Hacker, "A Writer's Reference With Writing in the Disciplines (7th Edition)."

independence³⁶.based on their internal structure, booth independent and dependent clause can be further divided into;

a. Transitive Clause

Transitive Clause is activity verbs that have an question to get that activity. Within the to begin with sentence over, the coordinate question ball gotten the activity of the verb hit. Transitive clauses are clauses whose predicates are filled by transitive verbs, namely, verbs that must take objects, *like visit, write, read, play, speak, and love*³⁷.

Example;

John visited his uncle last week

Mary cooked rise in the kitchen

He speaks English very well

b. Intransitive Clause

Action verbs are found in intransitive clauses, however unlike transitive verbs, they do not have an object that is the recipient of the action. Note that the verb sung is followed by a solitary word³⁸.

Example:

Mr. Wilson is working in his office.

He is looking around the office right now.

Miss Stewart is sitting at his desk.

³⁶ Anthony and S.J, *Introduction to Tagtemic English*.

³⁷ Abdullah, *English Syntax*.

³⁸ Abdullah.

He went to the theatre last week

c. Equative Clause

Equative clauses are clauses whose predicates are filled by equative verbs, like be, ended up, develop, seem, appear, see, etc. These verbs are commonly taken after by complement spaces filled by things, thing expressions, descriptive words, or descriptive word expressions³⁹.

Example:

Jane is his sister.

She is very beautiful.

She became a nurse.

He looks very handsome.

Based on the definition above, the author concludes that an independent clause is a group of words that contains a subject and a verb, and expresses a complete thought. Independent clauses can stand alone as sentences, or they can be combined with dependent clauses to express more complex ideas. There are three kinds of independent clause : transitive clauses , intransitive clauses , and equative clauses.

5. Students' Difficulties in Complex Sentence mastery

Commonly, the students find complex sentence was a difficult topic because they confuse how to combine the clauses and in deciding the clause whether it is independent or dependent clause. According to

³⁹ Abdullah.

Dulay "mistakes" and "difficulties" are two distinct notions in the field of L2 research. Difficulties are defined as sporadic breakdowns in a learner's performance⁴⁰. Commonly, the students face struggle in constructing complex sentence in using commas, run-on sentences and fragments in complex sentence.⁴¹ The frequent error of the students found in the complex sentence mastery and construct were about the lack of the connection between grammar class and writing class which is lead to the students forget the rules of the grammar so they are not connected while constructing the sentence.⁴² So, in conclude it can be seen that the difficulties of the students in mastering complex sentence may vary. It can be affected by the lack of the students' grammatical rules, the lack of vocabulary and also the misordering and misinformation about the structure.

This implies that errors are made due.to students don't put what they already know into practice. In contrast, difficulties are the outcomes of the degree of language competency of the learners⁴³. But in order to distinguish these two is frequently really challenging since there can not be a distinct line separating what students know and don't know.

⁴⁰ Dulay, "Error analysis in complex sentences written by Indonesian students from the English education department." *hen Language Two*. Oxford 1982.pdf?sequence=1&isAllowed=y

⁴¹ Paradise Princess and Hermawati Syarif, "EFL University Students' Errors in Constructing Complex Sentences in Academic Writing," *Advances in Social Science and Humanities Research* 579 (2021), <http://creativecommons.org/licenses/by-nc/4.0/>.

⁴² Adaninggar Septi Subekti, "Error Analysis in Complex Sentences Written by Indonesian Students from the English Education Department," *Studies in English and Education* 52 (2018).

⁴³ R. Ellis," In the mind of the actor: The structure of adolescents' achievement task values and expectancy-related beliefs, *Personality and Social Psychology Bulletin*." c:/Users/Administrator/Downloads/R_Ellis_The_study_of_second_language_acquisition.pdf

Therefore, the notion of errors employed in the "Any deviation from a selected norm of writing performance," according to the study, whatever the reason for the divergence may be.

B. Review of Related Findings

The researcher has found some researches have done by the other person. It will be needed to make a discussion in order to complete this study. First, based on Indrayadi find out in students 'ability in identifying independent clause and dependent clause at the Second semester of English department Students of Unismuh Makassar, This research is focused on identifying independent clause and dependent clause in complex sentence, where the researcher limited on kinds of dependent clause are adverb, adjective, and noun clause. The result of the data analysis showed that most of the Students in Second Semester of English Department of Unismuh Makassar, In identifying independent clause and dependent clause was categorized into fair. It was reflected by the mean score of the written test 56.25. The data showed the mean score of the students' ability in identifying independent clause is 67.57 and it is categorized as good, while the mean score of the students' ability in identifying dependent clause is 48.17 which is categorized as poor, the students' ability in identifying independent clause is better than the students' ability in identifying dependent clause⁴⁴.

Second, based on Dari this research aims to find the ability of the students in identifying independent clause and dependent clause in complex sentence.

⁴⁴ Indrayadi.

The result of this research indicated that the students' ability in identifying independent clause and dependent clause in complex sentence were good. It could be seen from result of mean score that was 75.9. Classification and rate percentage of the students in identifying independent clause and dependent clause in complex sentence able to explain that 3 (10.3%) students' score classified in to excellent, 14 (48.3%) classified into good score, 12 (41.4%) students' score classified into fair score and none students classified into poor and very poor score⁴⁵.

Third, Claudia's the objective of the study is to investigate that the students' ability in identifying independent and dependent clause in sentence. The findings show that the table of the students' ability in identifying independent and dependent clause in sentence shows that on 17 students or 70.83 categorized as "able". there were 7 students or 29.17% categorized as "unable". it means that students at SMK Tritech Informatika were able in identifying independent and dependent clause in sentence. Because, 70.83 students categorized as "able"⁴⁶.

Fourth, based on Zulka's analysis of students' abilities in identifying independent and dependent clauses in sentences, it was found that the majority of fourth grade students majoring in English Education had poor abilities in identifying independent and dependent clauses in sentences. It is shown from the data that 13 students or 52% of them got poor score (0-49), 8

⁴⁵ Dari, "The Students' Ability in Identifying Independent Clause and Dependent Clause In Complex Sentence At The Elevent Grade Students Of Man 1 Pare Pare."

⁴⁶ Cindy Claudia, "Students' Ability in Identifying Independent Clause and Dependent Clause in Sentence" (Universitas Muhammadiyah Sumatra Utara, 2018).

students or 32% of them got fair score (50-59), 3 students or 12% of them got good score (60-71) and 1 student or 4% of students got very good score (72-85). In conclusion, students average score of fourth grade of English language education department was poor which score was around <50 or 46.6%⁴⁷.

Fifth, based on Sariakin and Anwar in Students ability in identifying Independent Clause and Dependent Clauses in sentence, the students' ability in identifying dependent and independent clauses in sentences is not satisfying, 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.⁴⁸ Thus, 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.

So, based on the researches above the whole result showed difference result that means the different place and grade or stage of the students' have implications to the research. That makes this research difference with other research based in where the students' field and the place taken.

C. Hypothesis

The hypothesis of this research is "The students' mastery in complex sentence belongs into "Good" category".

⁴⁷ Sovia Zulka, "An Analysis of Students' Ability in Identifying Independent and Dependent Clauses in the Sentences," 2019.

⁴⁸ Sariakin and Anwar, "Students' Ability Identifying Dependent and Independent Clauses in Sentences," *Jurnal Sosiohumaniora Kodepena* | 01 (2020): 1–62.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research carried out at UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. This is located in Jln H.T. Rizsl Nurdin, Sihitang, Padangsidimpuan. This research started from October 2023 until December 2024.

B. Kinds of Research

The kind of this research was quantitative research. It is to collect measurable data and to analyse samples and populations statistically. This descriptive research means to give the accurate, systematic and detailed illustration about the phenomenon or condition without making change and influence to it.⁴⁹ It is to master the students' ability in identify dependent and independent clause in complex sentence.

C. Population and Sample of the Research

1. Population

The population of this research were all the students at the Fifth Semester of English Department in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. The total class of English Department in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan consisted of 2 classes, TBI 1 and

⁴⁹ Mohammad Abdul Mukhyi, *Metodologi Penelitian* (Malang: Literasi Nusantara Abadi Grup, 2023).

TBI 2. Those classes consisted of 50 students with the division as follows:

Table III.1 Population of Research

N0	CLASS	Total
1	TBI 1	30
2	TBI 2	20
Total		50

2. Sample

Because the population is too small, the researcher carries out using total sampling which means the entire population is used as a sample, The total sampling used to fulfil the condition sampling from Arikunto that samples under 100 used to be total sampling as the technique.⁵⁰ The samples were Fifth Semester of English Department in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan which totally 50 students. The sample is represent in the table below:

Table III.2 Sample of Research

N0	CLASS		Total
1	FIFTH	TBI 1	30
2	SEMESTER	TBI 2	20
Total			50

D. Instrument of Collecting Data

This research used tests as instrument to collect the data. The instruments of this research were divided into two kinds they are: True of False question so, the students must choose one correct answer by filling the T or F letter, and identify sentence question where students are asked to

⁵⁰ S Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010).

identify the sentence given whether belongs to which clause or sentences it was. The researcher used the test make some questions about quantifiers in order to get the information about the students' ability in using quantifier in writing tenses.

The total of test is 20 questions which 10 questions for True or False question and 10 for identify sentence question, and the researcher give 5 score for one question. It means that the totality of score for this test is 100.

Table III.3. Indicator Test

Indicator	Sub Indicator	Number of Items	Total Item	Score
The students are able to identify Complex Sentence	Independent Clause	1,3,5,7,9,11,13,15,17, 19	10	5×10= 50
	Dependent Clause	2,4,6,8,10,12,14,16,1 8,20	10	5×10= 50
	Total		20	100

$$\text{Score} = \frac{B}{N} \times 100 = \frac{1}{20} \times 100 = 5$$

B = number of correct answer

N = total question ⁵¹

The scoring above indicates the scoring for per each items, so the number of the correct answer choose was only 1. This arranged to indicate the value of per items if it belongs to the correct answer. So, the result showed that the correct answer valued 5 points.

⁵¹ Asrul, Rusydi Ananda, and Rosinta, *Evaluasi Pembajajaran, Ciptapustaka Media* (Bandung: Ciptapustaka Media, 2014).

From table III.3 it can be concluded that the sub indicator independents clause and dependent clause each of them were consist of 10 items questions. So, the total was twenty items then each item is multiplied by five if it was correct and the value of incorrect item was 0. So that, the total score is one hundred in accumulation of the whole item was correct answer.

E. Validity and Reliability of Research

1. The Validity

A good test should be valid. Therefore, the test can be used to measure the measured aspect. Validity is important thing to doing the research, it means validity how to valid the test, a good test must be validity. The researcher chose essay test to test students' ability in identifying independent clause and dependent clause. To make the test become valid so the researcher would apply construct validity. To get the validity of an achievement test the researcher validated the test to the English lecturer of the students who are expert in the field of writing field. The researcher seems to use Expert judgement for instrument validity and the postdictive validity where the instrument gotten from the previous test. The postdictive validity is the criterion of the test was administrated in the past so it is a form of criterion-referenced validity that is determined by the degree to which the scores on a given test are

related to the scores on another.⁵² So, the instrument validity categorized into valid based in the test was already used to measure the same field or construct.

2. The Reliability

The high reliability must have a good test, besides having validity. The researcher chooses internal consistency to determine the reliability of the test, the internal consistency of the measurement is defined as reliability. Internal consistency is done by trying the instrument just once, then the data obtained is analysed with certain techniques, the reliability is the consistency and accuracy in scoring that would have resulted from the researched measure⁵³.

F. Technique of Collecting Data

After preparing the test, the researcher gave the test to the students as sample of the research, then try to find out the result.

1. The researcher made preparation of the test which all the items of the test concern about clause in complex sentence.
2. The researcher gave the students multiple choice test
3. The researcher gave students 60 minutes to answer the question.
4. The researcher collected the item of the students answer sheet
5. The researcher analysed the data

⁵² Hamed Taherdoost, "Validity and Reliability of the Research Instrument; How to Test the Validation of a Questionnaire/Survey in a Research," *International Journal of Academic Research in Management* 5, no. 3 (2016), www.elvedit.com.

⁵³ Sugiyono, "Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif Dan R&D," 2015, 38.

G. Technique of Analysing Data

After data was collected, the research analyses the data by using some steps, shown as follows:

1. Checking of the students' answer.
2. Counting sum of the true or false from the students' answers.
3. Calculating the students' score by using mean score formula.
4. Then, classifying students' ability by using criteria of students range score.

To find out the mean score of students' ability in identifying independent clause and dependent clause as follows

Using mean score to analyze the test result.

$$M = \frac{\sum X}{N}$$

In which:

M = Mean score or average score

$\sum X$ = Total of research

N = Sum of respondents⁵⁴

Table III.4 Mean score Category

No.	Interval	Predicate
1	80-100	Very Good
2	66-79	Good
3	56-65	Enough
4	46-55	Less
5	0-45	Fail

Source: Sudijono in Marida⁵⁵

⁵⁴ Sugiyono..

⁵⁵ Marida, "A Correlation Between the Second Year Students' Tenses Mastery and Their Ability in Writing Narrative Paragraph at Senior High School 1 Kampar" (State Islamic University of Sultan Syarif Kasim Riau, 2010).

After finding mean score of all students the researcher need to find out the categories of the score and the percentage, The range of score of the result students test interpreted as very high, high, enough, low and very low as stated by riduwan⁵⁶.

Table 1II.5. Range Score

NO	Score	Criteria
1	0-20	Very Low
2	21-40	Low
3	41-60	Enough
4	61-80	High
5	81-100	Very High

- a. If the value of the means score is between 0-20 it might be classified as very low category
- b. If the mean score is 21-40, it might be classified as low category.
- c. If the value of the means score is between 41-60, it can be classified as enough category.
- d. If the value of the means is 61-80, it may classify as having high category.
- e. If the value of the means score is 81-100, it considered very high category.

The score criteria in the result gotten that the mean score was in the 76, which it means reach the hypothesis with good criteria.

⁵⁶ Riduan, *Belajar Mudah Penelitian Untuk Guru-Karyawan Dan Peneliti Pemula* (Bandung: Alfabeta, 2005).

CHAPTER IV

RESULT OF THE RESEARCH

In this chapter the discussion is about the result of the research under the title “The Students’ Complex Sentence Mastery of the Fifth Semester English Education Department UIN Syahada Padangsidempuan”. The researcher was examined and calculated the data utilized by testing a test. The explanation and description would be delivered below:

A. Research Findings

1. The Students’ Complex Sentence Mastery

a. The Students’ Complex Sentence Mastery

In order to find out the students’ mastery in complex sentence, the researcher utilized test as the instrument of collecting the data. Where the test are instruct the students to obtain a good preference in complex sentence. The total number of the test used in were 20 with the correct answer will obtain 5 score. In hence the total of the entire test will be 100.

To get the further understanding of this research, the research was described under one variable. The variable was students’ mastery in complex sentence. The measurement tools for this research was using test to collect the data. The test consists of one indicator and two sub indicator they are: Independent Clause and Dependent Clause

Each indicator has the same point in scoring. The result would examine by criteria that correct answer will get four points and zero points with incorrect answer. After the students finished their test, the

researcher collected and corrected the result then measure the total of each indicator and each student. In order to make represent the fair, natural and make easier process of collecting the data, the researcher avoid to use the real names of the students or sample and replace it by using initial. The students who given the instrument was the Fifth Semester of English Department UIN Syahada Padangsidempuan where the score could be represented below:

Table IV.1. Score of Students Complex sentence

NO	NAME	Score	Correct	Incorrect
1	RRS	55	11	9
2	ZM	25	5	15
3	AD	95	19	1
4	MSN	85	17	3
5	ARL	90	18	2
6	NIS	85	17	3
7	HSS	85	17	3
8	SPS	70	14	6
9	SNAD	45	9	11
10	LAS	45	9	11
11	M	55	11	9
12	UKS	85	17	3
13	KFL	65	13	7
14	PDP	75	15	5
15	SJ	85	17	3
16	SAR	85	17	3
17	ASH	80	16	4
18	MN	85	17	3
19	SFH	85	17	3
20	FMRS	85	17	3
21	EAP	85	17	3
22	P	85	17	3
23	AA	60	12	8
24	NZ	55	11	9
25	ASD	55	11	9
26	MIMS	80	16	4
27	TQ	85	17	3
28	AD	80	16	4

NO	NAME	Score	Correct	Incorrect
29	RA	85	17	3
30	SW	70	14	6
31	N	90	18	2
32	NSE	80	16	4
33	R	90	18	2
34	GS	85	17	3
35	NL	75	15	5
36	DRH	70	14	6
37	WR	60	12	8
38	MMB	85	17	3
39	WS	90	18	2
40	AZ	85	17	3
41	LR	85	17	3
42	JS	75	15	5
43	DM	55	11	9
44	JA	85	17	3
45	RJ	60	12	8
46	ND	90	18	2
47	R	85	17	3
48	WN	80	16	4
49	DN	80	16	4
50	UM	80	16	4
TOTAL		3795	758	242

The following table below delivered the specific presentation of the data from the students score. The data represent in the table that divided into the table of a whole students in their achievement of the test. So, in the first table delivered how each students score, the correct answer they got and the incorrect answer they got. The following table presented as follows:

Table IV.2. The Score Criteria of the Students Mastery in Complex Sentence

NO	NAME	POINT	CRITERIA
1	RRS	55	Enough
2	ZM	25	Low
3	AD	95	Very High
4	MSN	85	Very High

NO	NAME	POINT	CRITERIA
5	ARL	90	Very High
6	NIS	85	Very High
7	HSS	85	Very High
8	SPS	70	High
9	SNAD	45	Enough
10	LAS	45	Enough
11	M	55	Enough
12	UKS	85	Very High
13	KFL	65	High
14	PDP	75	High
15	SJ	85	Very High
16	SAR	85	Very High
17	ASH	80	High
18	MN	85	Very High
19	SFH	85	Very High
20	FMRS	85	Very High
21	EAP	85	Very High
22	P	85	Very High
23	AA	60	Enough
24	NZ	55	Enough
25	ASD	55	Enough
26	MIMS	80	High
27	TQ	85	Very High
28	AD	80	High
29	RA	85	Very High
30	SW	70	High
31	N	90	Very High
32	NSE	80	High
33	R	90	Very High
34	GS	85	Very High
35	NL	75	High
36	DRH	70	High
37	WR	60	Enough
38	MMB	85	Very High
39	WS	90	Very High
40	AZ	85	Very High
41	LR	85	Very High
42	JS	75	High
43	DM	55	Enough
44	JA	85	Very High
45	RJ	60	Enough
46	ND	90	Very High
47	R	85	Very High
48	WN	80	High
49	DN	80	High
50	UM	80	High
		3795	

The table above showed the criteria of the students score in accumulative. All the criteria will associate with the condition of the result gotten by the students. The criteria of score gotten by the students will be presented by the table below:

Table IV.3 Score Criteria

SCORE	CRITERIA	TOTAL	PERCENT
0-20	Very Low	0	0%
21-40	Low	1	2%
41-60	Enough	10	20%
61-80	High	14	28%
81-100	Very High	25	50%

The second table delivered the representation of each items exercise with how many students got correct answer and how many students got the incorrect answer for each items as it states in the following table below:

Table IV.4. Number of Students Answers

NO ITEM	NUMBER OF STUDENTS	
	Correct	Incorrect
1	23	27
2	42	8
3	41	9
4	42	8
5	42	8
6	37	13
7	19	31
8	38	12
9	41	9
10	40	10
11	39	11
12	43	7
13	32	18
14	40	10
15	35	15
16	35	15
17	45	5
18	41	9
19	43	7
20	40	10

TOTAL	758	242
-------	-----	-----

From the table above that showed the whole score of the students test in mastering complex sentence that includes both sub indicator, independent and dependent clause can be seen that the total score was 3795, the accumulation of total item that students' got correct answer was 758 and the accumulation that students got wrong answer was 242. From the whole data above can be seen that total item with the right or correct answer was higher than the wrong answer where the criteria of the students' mastery of complex sentence expected as a good criteria.

From the table above the highest score or maximum score gotten by the students was 95 and the lowest score or minimum score was 25. Then the range of the data was maximum score – minimum score ($95 - 25 = 70$). The total class interval gotten was with the formula $(1 + 3,3 \times \log(n))$ where the further calculation presented in the appendix. The total class interval was 7. The class interval calculated by dividing range and total class and the result was 11. From the calculation was gotten the data interval and frequency.

After obtaining the score of the students, the researcher examined the lowest and highest score, range and total data to get the interval of the data in order to presents the data in a whole picture with the diagram and percentage. The further calculation about the data description was delivered at the Appendix. The data interval and frequency distribution presented as follows:

Table IV.5. Data Distribution

INTERVAL	FREQUENCY	MID	PERCENT
25 - 35	1	30	2%
36 - 46	2	41	4%
47 - 57	5	52	10%
58 - 68	4	63	8%
69 - 79	6	74	12%
80 - 90	31	85	62%
91 - 101	1	96	2%
<i>I</i> = 11	50		100%

From the table above can be seen that the interval class was 11 where it was gotten from the range divided by the total class in the data. The range of the data was gotten from highest score minus lowest score where the range gotten was 70, and then the total class interval was 7 with the calculation for interval gotten was 10 that would be associated into 11 so the interval can cover the data properly. The further information and description about this calculation presented in the Appendix.

Based on the data distribution above, means that the first class interval (25-35) contains frequency 1 with meaning that the class interval contain 1 student who got the score between 23 to 35 with 2% of percentage, the second class (36-46) contained 2 frequency or students with 4% of percentage, the third class (47-57) contained 5 frequency or students with middle-point of 52 and with 10% of percentage, the fourth class (58-68) contained 4 frequency or students with 63 as the middle-point and with 8% of percentage, the fifth class was (69-79) contained 6 frequency or students with the middle-point 74 and with 12% of percentage, the sixth class was (80-90) contained the most frequency with

31 students and the middle-point was 85 and with 62% of percentage, and the last class or the seventh class was (91-100) which contain only 1 frequency or students with 2% of percentage.

Based on the data distribution above the whole picture about the score of the students mastery in complex sentence can be presented in the diagram figure below:

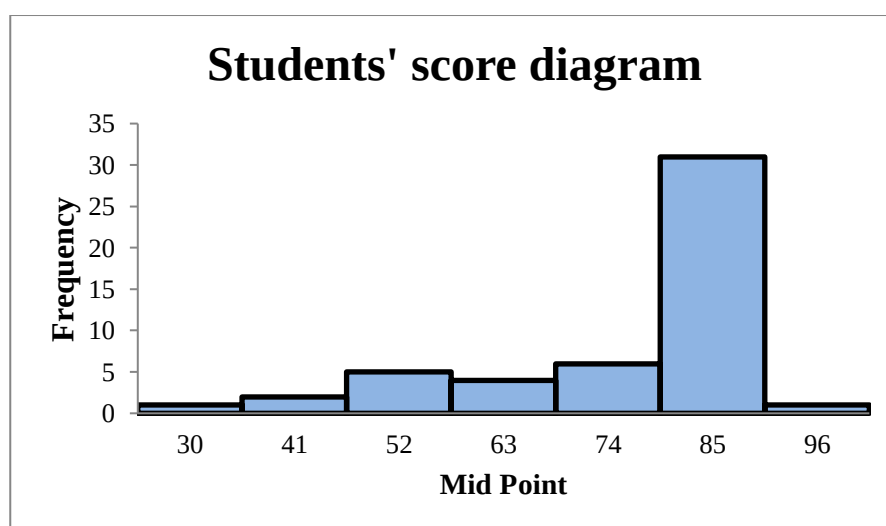


Figure IV. 1. Students' Score Diagram

From the diagram above clearly presented that the highest peak was at the middle-point of 85. It showed that the most of the students got the middle point 85 which categorized as very high category.

In order to find out the mean score of the total score from the data the table below presented the calculation:

Table IV.6. Table of Total Score

INTERVAL	fi	xi	fixi
25 - 35	1	30	30
36 - 46	2	41	82
47 - 57	5	52	260
58 - 68	4	63	252
69 - 79	6	74	444
80 - 90	31	85	2.635
91 - 101	1	96	96
	50		3.799

The table above presented the total score of the students' mastery in complex sentence which was calculated and got the score of 3799. The amount total score obtained by multiplying the frequency with the middle-point of each class interval and the result are all added up then the total gotten from the calculation was 3799 Where from this total score the means score about to calculated with the formulation and calculation as follows:

$$\begin{aligned}
 M &= \frac{\sum x}{N} \\
 &= \frac{3799}{50} \\
 &= 76
 \end{aligned}$$

The result from the calculation above showed the number 76 as the average score of the students' test. Then the mean score was gotten from the total score divided by the total respondents. The mean score 76 indicates the good category as the following table criteria showed. The

good category represent the average students got the “good” category in mastering complex sentence with average score was 76.

Table IV.7. Mean Score Criteria

No.	Interval	Predicate
1	80-100	Very Good
2	66-79	Good
3	56-65	Enough
4	46-55	Less
5	0-45	Fail

From all the result above the students mastery of complex sentence base on the score criteria was fulfil the very high criteria. Which it showed as in the figure above that the majority of the students score was belong to the very high criteria.

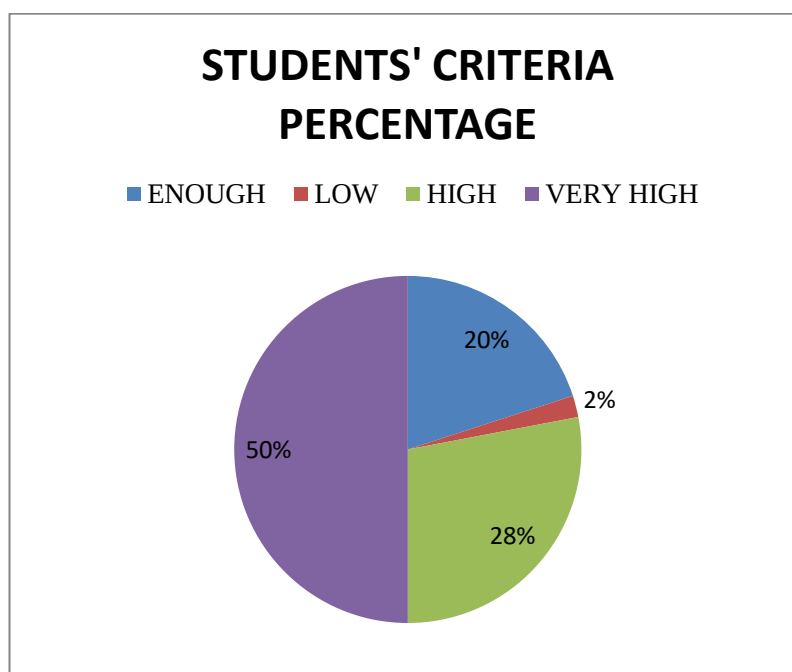


Figure IV. 2. Students' Criteria Percentage Diagram

Based on the table IV.1, can be seen that the majority of the students got very high score criteria based on the criteria table on chapter

III. Instead, there are also students who got the enough criteria and a student got low criteria in complex sentence mastery namely ZM with the score of 25 which means the student only got 5 items true above all 20 items given. The percentage showed that the very high category dominated the students' mastery of complex sentence. Meanwhile based on the mean score the students' mastery of complex sentence belongs to the good category where the number was 76. The category in line with the expectation or the hypothesis that the students' mastery in complex sentence was in good criteria based on the previous mini research by the researcher of the students criteria.

Below the specific explanation about the data of the students' mastery of complex sentence with division of students' mastery of independent clause and students' mastery in dependent clause as follows:

b. Students mastery of independent clause

The item of independent clause were 1, 3, 5, 7, 9, 11, 13, 15, 17, 19 number of the test given. The following table below presented the number of students who got true and false answer in the independent clause division:

Table IV.8 Number of Students in Independent Clause

NO ITEM	INDEPENDENT CLAUSE	
	Correct	Incorrect
1	23	27
3	41	9
5	42	8
7	19	31
9	41	9
11	39	11
13	32	18

NO ITEM	INDEPENDENT CLAUSE	
15	35	15
17	45	5
19	43	7
Total	360	140

The data above showed the number of students per item of independent clause who got “True” and “False” which it means that in the item number 1, 23 students got right or true answer and 27 students got false or wrong answer; item number 3, 41 students got the right or true answer and 9 got the wrong answer; item number 5, 42 students got the right or true answer and 8 got the wrong answer; item number 7, 19 students got the right or true answer and 31 got the wrong answer; it is goes the same description with the all items.

From the data above the most students got wrong answer was in the item number 7 with the number of students 31 out of 50. For the more specific data of students score in independent clause presented in the table below:

Table IV.9 Data description Independent Clause

INDEPENDENT CLAUSE ITEM			
NO	NAME	Correct	Incorrect
1	RRS	7	3
2	ZM	3	7
3	AD	10	0
4	MSN	8	2
5	ARL	8	2
6	NIS	8	2
7	HSS	8	2
8	SPS	7	3
9	SNAD	3	7
10	LAS	3	7
11	M	6	4
12	UKS	7	3
13	KFL	7	3

INDEPENDENT CLAUSE ITEM			
NO	NAME	Correct	Incorrect
14	PDP	9	1
15	SJ	7	3
16	SAR	9	1
17	ASH	8	2
18	MN	9	1
19	SFH	8	2
20	FMRS	8	2
21	EAP	8	2
22	P	8	2
23	AA	5	5
24	NZ	5	5
25	ASD	5	5
26	MIMS	8	2
27	TQ	8	2
28	AD	8	2
29	RA	8	2
30	SW	6	4
31	N	8	2
32	NSE	8	2
33	R	8	2
34	GS	8	2
35	NL	7	3
36	DRH	6	4
37	WR	7	3
38	MMB	7	3
39	WS	8	2
40	AZ	7	3
41	LR	7	3
42	JS	7	3
43	DM	7	3
44	JA	8	2
45	RJ	7	3
46	ND	8	2
47	R	7	3
48	WN	7	3
49	DN	8	2
50	UM	8	2
TOTAL		360	140

The table above describe the incorrect and correct items that gotten from students' answer. The description was described for each of the students. From the result of the data or the calculation, it can be seen that the whole calculation calculate the incorrect answer was higher than

the correct answer. But this is not where the researcher take the conclusion there are several procedures and more calculation to get the final conclusion.

c. Students Mastery of Dependent Clause

The items of dependent clause were 2, 4, 6, 8, 10, 12, 14, 16, 18 and 20 number of the test given. The following table below presented the number of students who got true and false answer in the dependent clause division:

Table IV.10 Number of Students in Dependent Clause

NO ITEM	DEPENDENT CLAUSE	
	Correct	Incorrect
2	42	8
4	42	8
6	37	13
8	38	12
10	40	10
12	43	7
14	40	10
16	35	15
18	41	9
20	40	10
TOTAL	398	102

The data above showed the number of students per item of dependent clause who got “True” and “False” which it means that in the item number 2, 42 students got right or true answer and 8 students got false or wrong answer; item number 4, 42 students got the right or true answer and 8 got the wrong answer; item number 6, 37 students got the right or true answer and 13 got the wrong answer; item number 8, 38

students got the right or true answer and 12 got the wrong answer; it is goes the same description with the all items in dependent clause.

From the data above the most students got wrong answer was in the item number 16 with the number of students 15 out of 50. For the more specific data of students score in independent clause presented in the table below:

Table IV.11 Data description Dependent Clause

DEPENDENT CLAUSE ITEMS			
NO	NAME	Correct	Incorrect
1	RRS	4	6
2	ZM	2	8
3	AD	9	1
4	MSN	9	1
5	ARL	10	0
6	NIS	9	1
7	HSS	9	1
8	SPS	7	3
9	SNAD	6	4
10	LAS	6	4
11	M	5	5
12	UKS	10	0
13	KFL	6	4
14	PDP	6	4
15	SJ	10	0
16	SAR	8	2
17	ASH	8	2
18	MN	8	2
19	SFH	9	1
20	FMRS	9	1
21	EAP	9	1
22	P	9	1
23	AA	7	3
24	NZ	6	4
25	ASD	6	4
26	MIMS	8	2
27	TQ	9	1
28	AD	8	2
29	RA	9	1
30	SW	8	2
31	N	10	0
32	NSE	8	2
33	R	10	0

DEPENDENT CLAUSE ITEMS			
NO	NAME	Correct	Incorrect
34	GS	9	1
35	NL	8	2
36	DRH	8	2
37	WR	5	5
38	MMB	10	0
39	WS	10	0
40	AZ	10	0
41	LR	10	0
42	JS	8	2
43	DM	4	6
44	JA	9	1
45	RJ	5	5
46	ND	10	0
47	R	10	0
48	WN	9	1
49	DN	8	2
50	UM	8	2
TOTAL		398	102

From the table above it can be seen from the total correctness value of the students gotten from their test in that the dependent clause were higher than the independent clause. From the data delivered above the total score for the independent score test was 360 correct and the dependent clause total was 398 correct.

2. The Students Difficulties in Mastering Complex Sentence

In order to find out the difficulties of students' is in mastering the complex sentence, the researcher analysed both of the sections on the instrument in this research. The researcher analysed firstly the true and false question of the students to determine where the hardest point of the test. The analysis of the data was presented below:

a. Students Difficulty on T & F Question

The item of Deciding the Independent and Dependent Clause 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 number at the first section of the test given. The following table below presented students' difficulties on deciding the clause in complex sentence found on T & F Questions:

Table IV.12 Students' Correctness on T & F Questions

NO ITEM	Result	
	TRUE	FALSE
1	23	27
2	42	8
3	41	9
4	42	8
5	42	8
6	37	13
7	19	31
8	38	12
9	41	9
10	40	10
Total	365	135

From the data above the most students got wrong answer was in the item number 7 with the number of students 31 out of 50. The item of the test in number 7 was "Unless my daddy comes home" with the use of the conjunction "unless". The second, item number 1 also have lots of incorrect answer in it. The item was "Maybe he'll cut on album", this question ask the students to decide whether it was true or false that statement of the clause was dependent clause. The answer for this question should be true but 27 out of 50 students got it incorrect. Then, item number 6 also got lots of incorrect answer in the third place, where the item was "All of the above indicators have one thing in common." This item ask to decide the

underline clause whether it was true or false if the statement say that the clause was dependent clause. 13 students out of 50 got the incorrect answer about it.

From the answer, the students' seems to be confused to decide the clause belongs to dependent or independent clause.

b. Students Difficulties on Identifying Essay Question

The items of Identifying the Independent and Dependent Clause were 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 numbers at the second section of the test given. The following table below presented the number of students who got true and false answer in the identifying clause division:

Table IV. 13 Number of Students in Identifying Clause on Essay Question

NO ITEM	Result	
	Correct	Incorrect
1	39	11
2	43	7
3	32	18
4	40	10
5	35	15
6	35	15
7	45	5
8	41	9
9	43	7
10	40	10
TOTAL	393	107

From the data above the most students got wrong answer was in the item number 3 with the number of students 18 out of 50. The item of the test in number 3 was "School is my favourite place, because it is so much fun. The underlined clause is states as" The answer for this

question should be independent clause. But 18 of the students answer it wrong. The item was contained the independent clause put at the first place and used conjunction “because”. The second and the third item that got the mostly wrong answer from the students were the question items number 5 and 6 with 15 students got incorrect. The item number 5 was about to states the underlined clause, which the item was “Before Christmas season starts, I am excited for Thanksgiving.” The answer for this question should be independent clause but the 15 out of 50 students got wrong in answering it. The item number 6 was “Even after chasing the cat.” This item do not contain the underline or only conduct in one clause. The answer should be dependent clause but several students seem to be confused in identifying it. The students who got the wrong or incorrect answer for this question were 15 out of 50 students. From the answer, students seems confused to identify the clause whether it is was dependent or independent clause.

Based on the table above, the diagram gotten to see the difficulties of the students presented as follows:

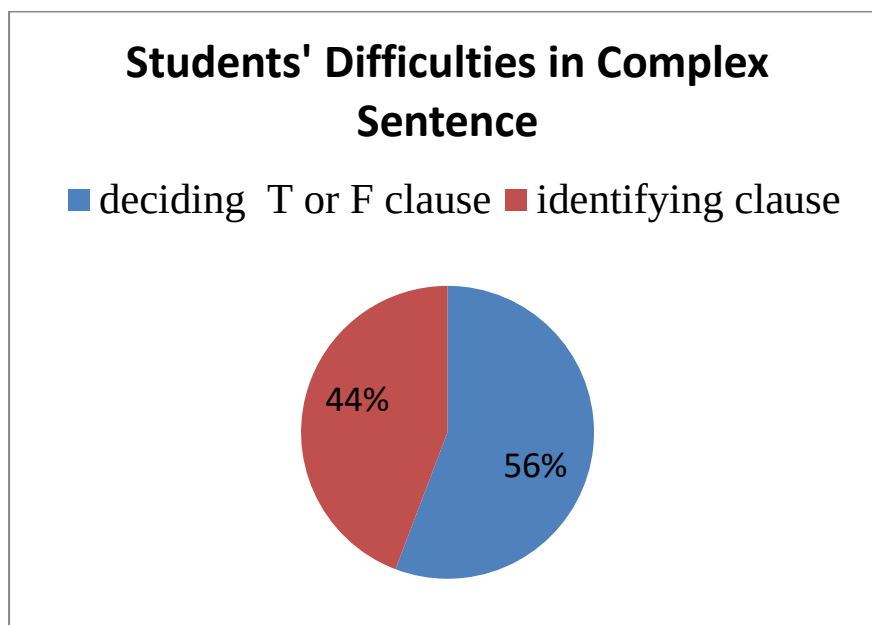


Figure IV. 3. Students' Difficulties in Complex Sentence

Diagram

The diagram above showed that the students have more difficulty in deciding the clause whether it belongs to independent clause or dependent clause as it was the part of the complex sentence. This leads to the diagram that students in answering the test are mostly difficult in deciding rather than in identifying. In the deciding section, the students are difficult to decide the dependent clause, and in the identifying section, the students were difficult to identify independent sentence. The students seem confused to decide the sentence given. This also seems to be difficult for students that in identifying complex sentence, students were required to have more consideration and analytics in order to find out the right choice or answer.

From all the data presentation and the calculation where the data presentation as a whole picture can be describe into to section where it was seen from the kind of test (T or F question and identifying question) and the kind of clause (independent and dependent clause). The kind of test data delivered showed that the students have more mastery in deciding true or false question and from the kind of clause the students have more score in the dependent clause. As a whole representation of the students test result it can be conclude that the students mastery in complex sentence categorized into “Good” category with the students more mastered in deciding dependent clause.

B. Discussion

This research discussed about the students’ mastery in complex sentences in fifth semester UIN Syahada Padangsidempuan. The researcher wanted to know how the students’ mastery of complex sentences with two sub indicators namely, independent clause and dependent clause. The researcher conducted this research data utilized by test. The test consists of 20 items with the division 10 items for independent class and 10 items for dependent class. The test contains 5 points for the right answer and 0 point for the wrong answer.

The student who got the lowest score was ZM with the score only 25 where the right answer in independent indicator were 3 items and in dependent indicator were 2 items. The students who got the lowest score or “low” category is only one student, followed by the students who got

“enough” category with 10 students. Most of the students got the “very high” criteria with number of students were 25 students followed by the students who got the “high” category with number of students 14 students. Meanwhile based on the mean score the category or level of the fifth semester students in english department UIN Syahada Padangsidempuan was at the “good” category with 76 score. So, it can be conclude that students’ complex sentence mastery was in “Good” category with more mastery in understanding the dependent clause.

The result of this research showed the good and high category of the students’ mastery in complex sentence can be influenced by many factors such as strategy or methodology of learning. In line with this research, the researcher considered the further discussion and comparison with other researcher.

The first discussion, based on Indrayadi find out in Students ‘ability in identifying independent clause and dependent clause at the Second semester of English department Students of Unismuh Makassar. The result of the data analysis showed that most of the, in identifying independent clause and dependent clause categorized fair. It was reflected by the mean score of the written test 56.25. The data showed the mean score of the students’ ability in identifying independent clause is 67.57 and it is categorized as good, while the mean score of the students’ ability in identifying dependent clause is 48.17 which is categorized as poor, the students’ ability in identifying

independent clause is better than the students' ability in identifying dependent clause⁵⁷.

This research seems to be in line with the research above, that divided the cub indicator into two part that conducting complex sentence. The reserach above delivered the data in separate form of the element in the complex sentence. This bring the difference to this research where the elements at the conclution will not separated and said as the whole complex sentence.

Second, based on Dari with the research aim is to finding the ability of the students in identifying independent clause and dependent clause in complex sentence. The result of this research indicated that the students' ability in identifying independent clause and dependent clause in complex sentence were good. It could be seen from result of mean score that was 75.9. Classification and rate percentage of the students in identifying independent clause and dependent clause in complex sentence able to explain that 3 (10.3%) students' score classified in to excellent, 14 (48.3%) classified into good score, 12 (41.4%) students' score classified into fair score and none students classified into poor and very poor score⁵⁸. The calculation of the students score seems to be related to this research where this research rely on the means score to categorized the result. The difference found in the categorization used in classify the students score.

⁵⁷ Indrayadi, "Students' Ability in Identifying Independent Clause and Dependent Clause in Complex Sentence."

⁵⁸ Tasma Dari, "The Students' Ability in Identifying Independent Clause and Dependent Clause In Complex Sentence At The Elevent Grade Students Of Man 1 Pare Pare" (Iain Pare Pare, 2018).

Delivering the data can be said as the difference part between the research from Dari and this research. This research seems to be more specific in delivering the data that not only deliver per category but also as a whole conclusion. This research give the data in the percent with the diagram and the categorization for conclusion in different category. The result seems to be in line with this research where the students ability categorized into good category.

The third was Claudia with the study is to investigate that the students' ability in identifying independent and dependent clause in sentence. The findings show that the table of the students' ability in identifying independent and dependent clause in sentence shows that on 17 students or 70.83 categorized as "able" and 7 students or 29.17% categorized as "unable". It found that mean score of the students was 70.83 and categorized as "able"⁵⁹.

The fourth, based on Zulka research that analyse the students' abilities in identifying independent and dependent clauses in sentences, it was found that the majority of fourth grade students majoring in English Education had poor abilities in identifying independent and dependent clauses in sentences. It is shown from the data that 13 students or 52% of them got poor score (0-49), 8 students or 32% of them got fair score (50-59), 3 students or 12% of them got good score (60-71) and 1 student or 4% of students got very good score (72-85). In conclusion, students average score of fourth grade of

⁵⁹ Cindy Claudia, "Students' Ability in Identifying Independent Clause and Dependent Clause in Sentence" (Universitas Muhammadiyah Sumatra Utara, 2018).

English language education department was poor which score was around <50 or 46.6%⁶⁰. This research got the different result to this Zulka research result where the result from Zulka indicates the students abilities was poor meanwhile this research indicates the good category with very high criteria in the most students.

Fifth, based on Sariakin and Anwar in the research of identifying independent and dependent sentence 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, 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.⁶¹

From the data and the discussion above can be concluded that the the previous research or the other research showed the difference result. The previous research seem to be focused in divided the complex sentence into independent and dependent clause. Thus this research also do the division of the complex sentence into sub indicator but the whole categorization showed in the complex sentence as a unity of the independent and dependent clause. The result of this research is one of the representation of the students mastery of complex sentence in the field of university level.

⁶⁰ Sovia Zulka, "An Analysis of Students' Ability in Identifying Independent and Dependent Clauses in the Sentences," 2019.

⁶¹ adalah Staf Pengajar pada STKIP Bina Bangsa and Anwar adalah Staf Pengajar, "Students' Ability Identifying Dependent and Independent Clauses in Sentences," *Jurnal Sosiohumaniora Kodepena* | 1 (2020): 1–62.

C. The Threats of the Research

In doing this research the researcher believes that there are many threats faced by the researcher. Theoretically, threats could be appear since the beginning until the end of the process of this research. This research was far from perfect. Researcher found that the students seem to be familiar with the complex sentence even it is beyond the researcher knowledge about the students' seriousness in answering the tests. Because this research is only to presents the mastery of the students it seems reduced the threats of this research. In the other hand the researcher do not interviewed the students so it is unknown for the researcher about what are the difficulties of some of the students in mastering complex sentences, it found after the research.

CHAPTER V

CONCLUSIONS, IMPLICATION AND SUGGESTIONS

A. Conclusions

Based on the result of the research that have done in the chapter before about students' complex sentence mastery the researcher conclude the analysis of the data research as follows:

1. The amount total score of the students in analysing data was 3.799, with the mean score was 76 which is categorized into "Good" category. Based on that representation can be seen that the students score was very high and belongs to the "Good" category in mean score.
2. The students difficulties found in this research were in both sub indicators and test sections. Where the students are difficult to decide the whether it was independent and dependent clause and students sometimes confused how to identify the dependent and independent clause. The students got more difficulties in the deciding the clause whether it belongs to dependent or independent clause based on the exercise or test given with 56% of percentages.

B. Implication

Implication is expected as the direct result or consequences of the result of the findings of scientific research. Where the results of this was about the students' complex sentence mastery at the fifth semester of English

Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, so the result is hoped to have an impact in the field of complex sentence and the matter inside for the learning subjects and also the reader of this research.

1. Lecturer

This research is provided for the lecturer to know as a whole picture of information about the mastery of the students in complex sentence that contains two different clauses; independent clause and dependent clause. The result also can be a consideration for the assessment for teacher/lecturer whether complex sentence have been used properly.

2. Reader

This research will be useful for the further references to comparison for building the other matter related to the use of complex sentence in writing and reading activities. The research also be the readers' consideration in using the material to explore the related research.

C. Suggestions

After take the conclusion of the research, the researcher would like to give the suggestion about the result of the research that can be seen below:

1. For the dean and the chief of the English Department it is a proud that the learning strategy can achieve the learning goals. The program of the learning can be increased in order to get the coverage to the whole

students, so they can have the chance to achieve the learning goals properly.

2. For the lecturer, the learning activity, method, technique and strategy seems related to the achievement of the students in learning. Lecturer can improve the students who got the failure in learning material such as complex sentence by practicing the appropriate learning for that student. The fifth semester students were already good at complex sentence mastery just need to make more practice for several students.
3. For the students, learning goals or achievement is the representation of the understanding about the learning material. The learning achievement can be motivation to get the better result and keeping the quality. The other students that do not really master the complex sentence can boost the understanding by practicing more.
4. For other researcher, this research can conduct research related to this research problem or topic, and also combined in with the appropriate matter and used this research as the comparison.

REFERENCES

- Abdullah. *English Syntax*. Makassar: Badan penerbit UNM, 2022.
- Anderson. "Sentence Type and Function." *San Jose State University Writing Center*, 2014.
- Anthony, Walter, and Cook. S.J. *Introduction to Tagtemic English*. Washington DC, 1969.
- Arikunto, S. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, 2010.
- Asrul, Rusydi Ananda, and Rosinta. *Evaluasi Pembajalaran*. Ciptapustaka Media. Bandung: Citapustaka Media, 2014.
- Azar, Betty Schampfer. *Understanding and Using English Grammar*. Third Edit. New York, 1998.
- Ba'dulu, and Abdul Muis. "Introduction to Linguistic." Fakultas Bahasa dan Seni Universitas Negri Makassar, 2004.
- Beason, Leaster. *A Commonsense Guide to Grammar and Usad*. 6th ed., 2012.
- Claudia, Cindy. "Students' Ability in Identifying Independent Clause and Dependent Clause in Sentence." Universitas Muhammadiyah Sumatra Utara, 2018.<https://core.ac.uk/download/pdf/225831524.pdf>
- Dari, Tasma. "The Students' Ability in Identifying Independent Clause and Dependent Clause In Complex Sentence At The Elevent Grade Students Of Man 1 Pare Pare." Iain Pare Pare, 2018.<https://repository.iainpare.ac.id/id/eprint/896/1/14.1300.133.pdf>
- Dickerson. "Clause Handout: A Review of Noun Clause.," 2011.<http://ww.bpi.edu/ourpages/auto/2011/9/16/5897802/Clauses.pdf>
- Hacker, Sommers. "A Writer's Reference With Writing in the Disciplines (7th Edition)." 7 (2011).
- Hambali, Muslih, and Soni Mirizon. *Syntax The Strusture of Sentences: An Introduction to English Syntax Course*. Palembang: UPT Publishing and Printing Sriwijaya University, 2017.
- Indrayadi, Aan. "Students' Ability in Identifying Independent Clause and Dependent Clause in Complex Sentence," 2018, 1–71.<https://digilibadmin.unismuh.ac.id/upload/752-Abstrak.pdf>
- Lin. "Adverbial Clauses. International Encyclopedia of the Social & Behavioral Sciences, 2nd Edition" 1 (2015): 185–88.
- Longknife, Sullivan. *The Art of Styling Sentences, New York*. New York: Barons. M.S, 2002.
- Marida. "A Correlation Between the Second Year Students' Tenses Mastery and

- Their Ability in Writing Narrative Paragraph at Senior High School 1 Kampar.” State Islamic University of Sultan Syarif Kasim Riau, 2010.
- Mukhyi, Mohammad Abdul. *Metodologi Penelitian*. Malang: Literasi Nusantara Abadi Grup, 2023.
- Nami, Susan, Devon Denomme, and Amy Fredrickson. “Subordinate Clause: Definition and Examples.” *Study.com*, 2015. <https://shorturl.at/PRvS7>
- Oshima, Alice and Ann Hogue. *Writing Academic English*. Edited by Fourth Edition. New York: Longman, 2008.
- Pauzan. *The Book of Complete English Grammar*. Jakarta: Cipta Gadhing Artha, 2021.
- Prawoto, Ahmad Joni. “Conjunction of the Fourth Semester Students of English Education of IAIN Surakarta in the Academic Year of 2015/2016,,” 2016. <https://onsearch.id/Record/IOS3440.644/Details>
- Princess, Paradise, and Hermawati Syarif. “EFL University Students’ Errors in Constructing Complex Sentences in Academic Writing.” *Advances in Social Science and Humanities Research* 579 (2021). <http://creativecommons.org/licenses/by-nc/4.0/>.
- Sariakin, and Anwar. “Students’ Ability Identifying Dependent and Independent Clauses in Sentences.” *Jurnal Sosiohumaniora Kodepena* | 1 (2020): 1–62. <https://jsk.kodepena.org/index.php/jsk/article/view/8>
- Subekti, Adaninggar Septi. “Error Analysis in Complex Sentences Written by Indonesian Students from the English Education Department.” *Studies in English and Education* 52 (2018).
- Sugiyono. “Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif Dan R&D,” Bandung: Alfabeta, 2015. p.38.
- Suresh, Babu, M.S.P. “Clause Boundary Identification for Non_Restrictive Type Complex Sentences in Telugu Language.” *International Jurnal of Advanced Research in Computer Science*, 2016, 6–10. <https://openurl.ebsco.com/EPDB%3Aagcd%3A6%3A19552502/detailv2?sid=ebsco%3Aplink%3Ascholar&id=ebsco%3Aagcd%3A117903214&crl=c>
- Swan. “Swan, M. (2005). *Practical English Usage* (I I L D ’ Di I). New York: Oxford University Press, 2005.
- Taherdoost, Hamed. “Validity and Reliability of the Research Instrument; How to Test the Validation of a Questionnaire/Survey in a Research.” *International Journal of Academic Research in Management* 5, no. 3 (2016). www.elvedit.com.
- Tambunsaribu, and Gunawan. “An Analysis of Noun Clause Jakarta, Indonesia: Universitas Kristen Jakarta,” 2015. <https://onsearch.id/Record/IOS6055.305>
- Unubi, Abraham Sunday. “Conjunctions in English: Meaning, Types and Uses.” *Print) International Journal of Social Science and Humanities Research* 4,

no. April (2019): 202–13.

Zulka, Sovia. “An Analysis of Students’ Ability in Identifying Independent and Dependent Clauses in the Sentences,” 2019. <https://repository.ar-raniry.ac.id/Sovia%20Zulka%2C%20140203055%2C%20FTK%2C%20PBI%2C%20082176666878.pdf>

APPENDIXES

Appendix 1 : Test Instrument

Name :

Class :

Time : 60 minutes

True/False question. Put in 'T' for the true and "F" for false in the bracket in response to the question.

1. Maybe he'll cut on album

The clause is states as dependent clause

()

2. When the day ends, we can all go home and make cookies.

The underlined clause is states as dependent clause

()

3 I will have make a dinner.

The clause is states as independent clause

()

4. Since he is a Disney actor

The clause is states as dependent clause.

()

5.They will most likely teach him to perform.

The clause is states as dependent clause

()

6. All of the above indicators have one thing in common.

The underlined clause is states as dependent clause

()

7. Unless my daddy comes home.

The clause is states as independent clause.

()

8. Because we couldn't find the theater.

The clause is states as dependent clause.

()

9. He can also sing in classroom everyday

The underlined clause is states as dependent clause.

()

10. If they take me with them.

The clause is states as dependent clause.

()

Identify the independent clause and dependent clause from the following sentence !

1. You must double – check that your important photos are safety stored on a secondary device.

The clause is states as

2. I have so much homework because I wasn't at school Monday.

The underlined clause is stated as

3. School is my favorite place, because it is so much fun.

The underlined clause is states as

4. Stay with us as long as you want.

The underlined clause is states as

5. Before Christmas season starts, I am excited for Thanksgiving.

The underlined clause is stated as

6. Even after chasing the cat.

The clause is states as

7. The store doesn't open until 10.00 AM.

The clause is stated as

8. The trees move widely, whenever the wind blows.

The underlined clause is states as

9. David was skunk for halloween.

The clause is states as

10. After eating all the Halloween candy, I fell sick to my stomach.

The underlined clause is states as.....

Appendix 2: Students Score

NO	STUDENTS SCORE			
	NAME	POINT	TRUE	FALSE
1	RRS	55	11	9
2	ZM	25	5	15
3	AD	95	19	1
4	MSN	85	17	3
5	ARL	90	18	2
6	NIS	85	17	3
7	HSS	85	17	3
8	SPS	70	14	6
9	SNAD	45	9	11
10	LAS	45	9	11
11	M	55	11	9
12	UKS	85	17	3
13	KFL	65	13	7
14	PDP	75	15	5
15	SJ	85	17	3
16	SAR	85	17	3
17	ASH	80	16	4
18	MN	85	17	3
19	SFH	85	17	3
20	FMRS	85	17	3
21	EAP	85	17	3
22	P	85	17	3
23	AA	60	12	8
24	NZ	55	11	9
25	ASD	55	11	9
26	MIMS	80	16	4
27	TQ	85	17	3
28	AD	80	16	4
29	RA	85	17	3
30	SW	75	14	6
31	N	90	18	2
32	NSE	80	16	4
33	R	90	18	2
34	GS	85	17	3
35	NL	75	15	5
36	DRH	70	14	6
37	WR	60	12	8
38	MMB	85	17	3
39	WS	90	18	2
40	AZ	85	17	3
41	LR	85	17	3
42	JS	75	15	5
43	DM	55	11	9
44	JA	85	17	3
45	RJ	60	12	8

NO	STUDENTS SCORE			
	NAME	POINT	TRUE	FALSE
46	ND	90	18	2
47	R	85	17	3
48	WN	80	16	4
49	DN	80	16	4
50	UM	80	16	4
TOTAL		3795	758	242

Appendix 3: Data of true or false item of students in independent and dependent clause

NO	NAME	DECIDING CLAUSE		NO	NAME	Identifying CLAUSE	
		T	F			T	F
1	RRS	7	3	1	RRS	4	6
2	ZM	3	7	2	ZM	2	8
3	AD	10	0	3	AD	9	1
4	MSN	8	2	4	MSN	9	1
5	ARL	8	2	5	ARL	10	0
6	NIS	8	2	6	NIS	9	1
7	HSS	8	2	7	HSS	9	1
8	SPS	7	3	8	SPS	7	3
9	SNAD	3	7	9	SNAD	6	4
10	LAS	3	7	10	LAS	6	4
11	M	6	4	11	M	5	5
12	UKS	7	3	12	UKS	10	0
13	KFL	7	3	13	KFL	6	4
14	PDP	9	1	14	PDP	6	4
15	SJ	7	3	15	SJ	10	0
16	SAR	9	1	16	SAR	8	2
17	ASH	8	2	17	ASH	8	2
18	MN	9	1	18	MN	8	2
19	SFH	8	2	19	SFH	9	1
20	FMRS	8	2	20	FMRS	9	1
21	EAP	8	2	21	EAP	9	1
22	P	8	2	22	P	9	1
23	AA	5	5	23	AA	7	3
24	NZ	5	5	24	NZ	6	4
25	ASD	5	5	25	ASD	6	4
26	MIMS	8	2	26	MIMS	8	2
27	TQ	8	2	27	TQ	9	1
28	AD	8	2	28	AD	8	2
29	RA	8	2	29	RA	9	1
30	SW	6	4	30	SW	8	2
31	N	8	2	31	N	10	0
32	NSE	8	2	32	NSE	8	2
33	R	8	2	33	R	10	0
34	GS	8	2	34	GS	9	1
35	NL	7	3	35	NL	8	2
36	DRH	6	4	36	DRH	8	2
37	WR	7	3	37	WR	5	5
38	MMB	7	3	38	MMB	10	0
39	WS	8	2	39	WS	10	0
40	AZ	7	3	40	AZ	10	0
41	LR	7	3	41	LR	10	0
42	JS	7	3	42	JS	8	2
43	DM	7	3	43	DM	4	6

NO	NAME	DECIDING CLAUSE		NO	NAME	Identifying CLAUSE	
		T	F			T	F
44	JA	8	2	44	JA	9	1
45	RJ	7	3	45	RJ	5	5
46	ND	8	2	46	ND	10	0
47	R	7	3	47	R	10	0
48	WN	7	3	48	WN	9	1
49	DN	8	2	49	DN	8	2
50	UM	8	2	50	UM	8	2
		360	140			398	102

Appendix 4: Data Distribution of Result Test

Data arranged from lowest to highest

[illegible]

1. High score : **95**
2. Low score : **25**
3. Range : **70**
4. Total data (N) : **50**
5. Total class : **$1 + 3.3 \cdot \text{Log}(N)$**
: **$1 + 3.3 \cdot 1.699$**
: **6.6066**
: **7**
6. Class interval : **range/total class**
: **70/7**
: **10**
: **11**

INTERVAL	FREQUENCY	MID	fixi	PERCENT
25 - 35	1	30	30	2%
36 - 46	2	41	82	4%
47 - 57	5	52	260	10%
58 - 68	4	63	252	8%
69 - 79	6	74	444	12%
80 - 90	31	85	2.635	62%
91 - 101	1	96	96	2%
$I = 11$	50		3.799	100%

Mean score :

$$M = \frac{\sum X}{N} = \frac{3799}{50} = 76$$

Appendix 5: Documentation





CURRICULUM VITAE

A. Identity

Name	: Andre Pratama
Reg. Number	: 1920300011
Place/ Date of Birthday	: Wonosari, 16 th May 2001
Gender	: Male
Religion	: Islam
Address	: Wonosari, Dusun 6, Tanjung Morawa
Phone number	: 082273549475
Email	: adeandrepratama16@gmail.com

B. Parents

Father's Name	: Sapuan
Job	: Self-employed
Mother's Name	: Suwartik
Job	: Housewife

C. Educational Background

- | | |
|--|-----------|
| 1. SD Islamiyah Terpadu | 2007-2013 |
| 2. MTsN Lubuk Pakam | 2013-2016 |
| 3. MAN 2 Deli Serdang | 2016-2019 |
| 4. UIN Syekh Ali Hasan Ahmad Addary
Padangsidempuan | 2019- |



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km 4,5 Sihitang Kota Padang Sidempuan 22733
Telepon (0634) 22080 Faximili (0634) 24022
Website: uinsyahada.ac.id

Nomor: B - 8556 /Un.28/E.4a/TL.00/12/2024

31 Desember 2024

Hal : Izin Penelitian
Penyelesaian Skripsi

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Andre Pratama
NIM : 1920300011
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Alamat : Tanjung Morawa

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul " **The Students Complex Sentence Mastery of The Fifth Semester English Education Department UIN SYAHADA Padangsidempuan**".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Kepala/Bagian Tata Usaha

Nasrul Halim Hasibuan, S.Ag.,M.A.P.
NIP. 19720829 200003 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km 4,5 Sihitang Kota Padang Sidempuan 22733
Telepon (0634) 22080 Faximili (0634) 24022
Website: uinsyahada.ac.id

SURAT KETERANGAN

Nomor : 57 /Un.28/E.4a/PP.00.9/01/2025

Yang bertanda tangan di bawah ini :

Nama : Nasrul Halim Hasibuan, S.Ag.,M.A.P.
NIP : 19720829 200003 1 001
Pangkat/Gol. Ruang : Pembina Tk I / (IV/b)
Jabatan : Kepala Bagian Tata Usaha pada FTIK
Instansi : UIN Syahada Padangsidempuan

Dengan ini menerangkan bahwa :

Nama : Andre Pratama
NIM : 1920300011
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Alamat : Tanjung Morawa

Adalah benar telah melaksanakan penelitian di Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul " **The Students Complex Sentence Mastery of The Fifth Semester English Education Department UIN SYAHADA Padangsidempuan**".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Padangsidempuan 07 Januari 2025
a.n. Dekan
Kepala Bagian Tata Usaha

Nasrul Halim Hasibuan, S.Ag.,M.A.P.
NIP. 19720829 200003 1 001