



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

A SKRIPSI

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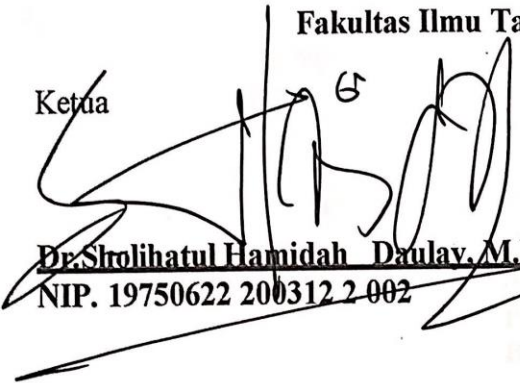
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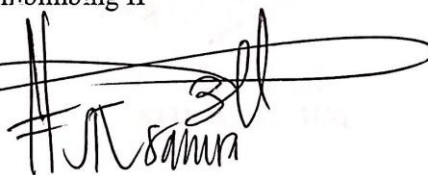
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Menyatakan dengan sebenar-benarnya bahwa skripsi yang berjudul diatas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan didalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

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ABSTRACT

Nurainun Lubis, 0304163191, The Students' Ability in Identifying Independent and Dependent Clause in Sentence at Tenth Grade of Pondok Pesantren Darul Arqom Pematang Bandar. Thesis (2021), Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera. Advisor (I) Dr. Abdillah, M.Pd. Advisor (II) Dr. Hj. Farida Repelita Waty Kembaren, M.Hum.

Keywords: *identifying sentences, students, independent, dependent*

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

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By the thesis entitled **“The Students’ Ability in Identifying Independent and Dependent Clause in Sentence at Tenth Grade of Pondok Pesantren Darul Arqom Pematang Bandar”**. This thesis is presented to fulfill one of the requirements for bachelor degree (S1) program in English Education Department of Faculty Tarbiyah and Teachers Training of State Islamic University of North Sumatera (UINSU) Medan.

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Over all, the researcher expects this thesis can give much contribution to English Education Program. Moreover, the researcher also realized that in this thesis still has some weakness and mistakes. Therefore.

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CHAPTER I

INTRODUCTION

A. The Background of Study

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

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

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

The four abilities in English can make it easier for students to learn English by following the development of the language. As we know, in English, of course there is language ability; students also have to master the English component. The components of the English language include pronunciation, vocabulary, and grammar and so on. Therefore, students must master English language skills and the English components that are already in English grammar.¹ As we know, in English there are certainly language skills, students must also master the English component. .

Not only explained in journals or books, there is also in the Koran that world science is also obligatory for us to learn, it has been explained in surah

"Al-Mujadilah-11".

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا
 يَفْسَحُ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا
 مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

*“O you who have believed, when you are told, “Space yourselves” in assemblies, then make space; Allah will make space for you. And when you are told, “Arise,” then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is acquainted with what you do.”*²

From the meaning of the above verse explains that the science of every person is obliged to seek knowledge, be it world science or the hereafter. Because, Allah SWT has promised that all of his servants who seek knowledge will have a degree in

¹Colliro, H. 1992. *Today English Dictionary*. New York : Oxford University Printing House. P. 52

²Abdullah Yusuf Ali, (2004), *The Meaning of the Holy Qur'an, 9th edition*, Beltsville, Maryland: Amama Publications, p. 1671

the presence of Allah and other humans. Learning is one of the demands of world science to know the development of the world from time to time, especially learning English one of the demands of knowledge required by Allah SWT for his servants, and we as humans and Muslims must learn it so that Muslims can develop with high knowledge and not wrong in studying. Therefore, we as the next generation must master the language, especially English which is an international language, of course it is not easy for us to learn it directly, it will be better with the processes and strategies that are appropriate to be learned in high school or college. In learning English, it is really important to understand the structure of sentence.

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

There are many parts of the structure of English that are quite different from Indonesian, one of which is a clause. There are two types of clauses, the first is Independent clause, and an independent clause can stand alone as a sentence. For example: we walk to school. (This sentence expresses a complete thought and can stand alone). Dependent clause; a dependent clause cannot stand alone as a sentence. For example: when the cake is done baking. (This clause does not express a complete thought and cannot stand alone)³

³Colliro, H. 1992. *Today English Dictionary*. New York : Oxford University Printing House. P. 44

This means that students must understand English more not only listen to their teacher. There are two kinds of clauses namely: Independent clause and dependent clause. This study, entitled "The students' ability in identifying independent and dependent clauses in sentences", there are several journals similar to this study entitled "STUDENTS' ABILITY IN USING INDEPENDENT AND DEPENDENT CLAUSES IN COMPLEX SENTENCES AT SIXTH SEMESTER STUDENTS OF UNIVERSITAS BOSOWA".⁴ This journal examines the ability of students to identify independent and dependent clauses in complex sentences, the level of complex sentences is higher than the sentence alone, the research in this campus wants to know the ability of students to use dependent sentences and independent candidates, intended for semester 6 and using 2 classes.

The conclusion of the campus research is that students get an average value in using two types of clauses, especially in complex sentences, so the journals test their two classes for two types of clauses but some of them fail to understand 2 types of clauses in complex sentences.

The problem in class X in the MUHAMMADIYAH PONPES DARUL ARQOM KERASAAN School is that students are not able to distinguish phrases and clauses which are basically the basis of independent and dependent clauses, here the author will see the ability of students first about the independent and dependent clauses in the sentence, then the writer will explain to them about the independent and dependent clause in the sentence.

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

The writer will make students in groups so that students learn more actively and confidently. I will teach according to the existing structure and arranged according to the grammar about independent and dependent class in the sentence and then the writer identifies the ability of students.

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

B. Identification of Study

It can be stated the background of the problem which can be identified as,

follows:

1. In the learning process students have experienced difficulties in identifying a sentence in which there are independent clauses and dependent clauses.
2. Students have difficulty in composing sentences when students convey an opinion in front of the class.

C. The Problem of The Study

Based on the background of the study above, the researcher makes the problem of the study as below:

1. “How is the students’ ability in identifying independent and dependent clauses in sentences at eighth grade of Darul Arqom?”

D. The Objectives of The Study

Based on the problem of the study above, the objective of the study as follow:

1. The objective of this study is to find out the students’ ability in identifying clauses in a sentence at eighth grade of Darul Arqom.

E. The Significances of the Study

The results of this study are expected to contribute to the teaching and learning process of understanding a sentence which has the structure of English as a foreign language.

1. Theory

The results of this study can add and enrich new theories by using the questionnaire method given to students, to see students' abilities in identifying independent and dependent sentences.

2. Practically

A: For Students: The results of this study are very useful for students, which can generate new ideas for students in answering problems in grammar.

B: For teachers: The results of this study can be useful to help in diagnosing students' problems in writing.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

In conducting a research, theories are needed to explain some concepts or terms which are applied in this research. Some terms in this study and they need to be theoretically explained. Thus, the following explanations aimed toward the clear explanation:

1. The Students' Ability

Every person has the ability which will determine behavior and results. Ability is the ability or talent contained in humans to carry out physical and mental tasks such as learning, which will gain an experience in a person.⁵ the opinion of other experts, namely, can connect a person's abilities with word skills. Every human being or individual has different skills and abilities in carrying out an action. a skill affects the potential that is in each individual. The learning process requires students to optimize all the skills they have.⁶

فَعَلَى اللَّهِ الْمَلِكِ الْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَىٰ
إِلَيْكَ وَحْيُهُ، وَقُلْ رَبِّ زِدْنِي عِلْمًا ﴿١١٤﴾

Then the Most High God is the true King, and do not be hasty in reading the Qur'an before it is revealed to you, and say: "O my Lord, add to me knowledge". Science is very important for every human being, and therefore the ability to study for humans already exists in Al-Qur'an.

⁵ Soehardi, 2003: 24

⁶Sriyanto, Pengertian Kemampuan, (23 Desember2010).<http://ian43.wordpress.com/2010>

From understanding of experts regarding a person's ability in language, students have their own abilities from each other, there is no equal ability of students in understanding every subject, especially English. In English there are sentences independent and dependent clauses, in this lesson students are given questions to understand how the independent and dependent sentences are then the teacher assesses whether the students understand. Every student certainly has the ability to understand a different material, a teacher who is smarter in delivering knowledge about the English language.

2. Phrase

Phrases are words that are not sentences. For example, some phrases act as nouns, some as verbs, and some as adjectives or adverbs. Please note that phrases cannot stand alone as sentences. A phrase is two or more words that do not contain the subject verb pair necessary to form a clause. Phrases can be very short or quite long.⁷

From phrases, example:

“I sell very nice balls at a toys shop ', very beautiful flowers are an example of a phrase”

The few sentences can sometimes communicate their meaning with one word verbs. But, in other sentences, the sentence will use verb phrases, mixed verbs, to express actions or conditions that are easier to understand. A verb phrase can have up to 4 parts. The formula is like this;

⁷ Alexander, L. G. 2003. Longman English Grammar. England: British Library Cataloguing. P.20

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

At a minimum, a prepositional phrase will start with a preposition and end with a noun, pronoun, gerund, or clause, the "object" of the preposition the preposition object will often have one or more modifiers to describe it.⁸

Preposition + Noun, Pronoun, Gerund, or Clause

OR

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

3. Clause

Here we will explain about the clause, a set of words that have a subject and a verb is a clause. There can also be a simple sentence, namely independent, and it can also be dependent which requires an auxiliary sentence in the form of an Independent to complete the sentence. Sentences that have a subject and a complete sentence that takes the subject as the main and verb sentences can also be called the main paragraph.⁹

A set of words consisting of a subject and a predicate is a clause in accordance with grammar. There are 2 types of clauses in English, namely:

1. Main Clause (Independent Clause). This clause is a clause that can stand alone and consists of an arrangement of subject and predicate that can be understood.

⁸ Betty Schramper Azar. 1989. *Understanding and Using English Grammar*. Second edition, United State of America. P. 339

⁹ Lukluatul Fuadiyah, *An Analysis on the Types of Sentences Used In Bilingual Text Books of the Junior High School Level*, (Tulungagung: Unpublished Thesis, 2010), p. 12.

2. Subordinate Clause (Dependent Clause). This clause cannot stand alone. Subordinate clause will have meaning or can be understood when paired with the main clause.¹⁰

Example of Main Clause:

I love staring the rain because it calms me down.

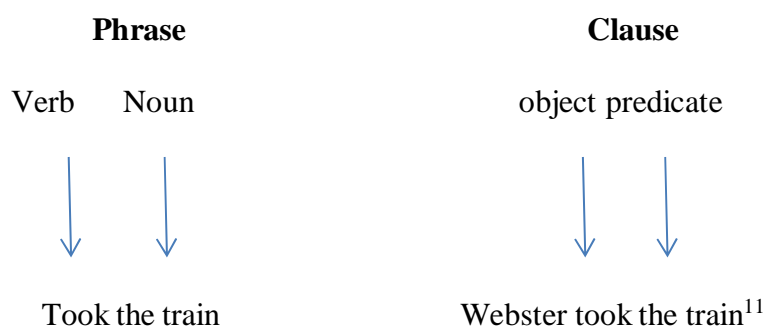
I am sitting here when you call him.

Am very glad because you are here

Example of Subordinate Clause:

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

There are the differences between phrases and clauses in the following examples:



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

A. Noun clause

Nouns can also be called clauses because they have a relationship like doing the same job, noun clauses are used for subjects or objects. Noun clauses are used the same as nouns in general, there are several functions of noun clauses. The noun clause function is as follows:¹²

¹⁰Murphy, R. 2011. *English Grammar in Use*. Cambridge University Press. P 108

¹¹Murphy, R. 2011. *English Grammar in Use*. Cambridge University Press. P 108

¹² Betty Schramper Azar, *Understanding and Using English Grammar*, Second edition, (United State of America, 1989), p. 238.

Table 1. The Function of Noun Clause

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

B. Adjective clause

Dependent clauses that use nouns and pronouns adjective clauses, it describes, identifies, or provides broader information regarding the adjective clause also called relative clause. The adjective clause functions as follows:¹³

Table 2. The Function of Adjective Clause

Noun Antecedent Meaning	Pronoun	Illustrative Sentence
A person	Who (whom or whose) or that	- Using subject pronoun I thanked the women Who helped me. - Using object pronoun: The man whom I saw was Mr. Jones

¹³ Betty Schramper Azar, *Understanding and Using English Grammar*, p. 238-257.

		<ul style="list-style-type: none"> - Using possessive adjective: e.g. <p>My friend, whose daughter an actress, gives me a cat.</p>
Things	Which, that	<ul style="list-style-type: none"> - Using subject pronoun: e.g. <p>The book which is on the table is mine.</p> <ul style="list-style-type: none"> - Pronoun used as the object of verb: e.g. <p>The movie that we saw last night was not very good.</p> <ul style="list-style-type: none"> - Pronoun used as the object of preposition: e.g. <p>She is the woman about whom I told you.</p>
A place	Where	<p>Where is used in adjective clause to modify a place (city, country, room, house, etc.) e.g.</p> <p>The building where he lives is very old.</p>
A time	When	<p>When is used in an adjective clause to modify a noun of time (year, day, time, century, etc.) e.g.</p> <p>I'll never forget the day when I met you</p>

C. Adverbial clause

Clauses that perform the function of adverbs modifying verbs, adverbs, and like other clauses, adverb clauses are usually known as word conjunctions to join other parts of the sentence. The adverb clause can be classified as follows:¹⁴

Table3. The Classification of Adverbial Clause

Classification	Subordinate Conjunction	Example
Time	After, before, when, while, as, by the time, since, until, till, as soon as, once, as long as, whenever, every time, at the first time, the last time, the next time	<ul style="list-style-type: none"> - I will leave before he comes. - The first time I went to Malaysia, I went to PETRONAS Twin Tower.
Place	Where, wherever, whiter, anywhere, nowhere, everywhere, anywhere, anyplace	<ul style="list-style-type: none"> - Where there is a will, there is a way. - They sat down wherever they could find empty seats.
Cause and effect	Because, since, now that, as, as long as, inasmuch as, in order that, because of, owing to, due	<ul style="list-style-type: none"> - Because he was sleepy, he went to bed.

¹⁴ L. G. Alexander, Longman English Grammar, ..., p. 35-40.

	to, therefore, consequently, so... that, such...that.	- Now that the semester is finished, I'm going to rest a few days and then take a trip.
Purpose	So that, in order that (in order to + verb 1), in hope that.	- I turned off the TV in order to enable my roommate to study in peace and quiet.
Opposition	Even though, although, though, but...anyway, but... still, yet... still, nevertheless, nonetheless, however, despite, in spite of.	- Even though it was cold, I went swimming. - I went swimming despite the cold weather.
Conditional	If, whether or not, even if, in case (that), in the event (that), unless, only if, providing (that), provided (that).	- If it rains tomorrow, I will take my umbrella. - Even if Mary studies hard, she won't pass the

		exam.
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4. Types of Clauses

1. Independent clauses

The sentence that is said to be complete is the independent clause because it already has a subject and a verb because it can stand alone as a sentence. Independent clauses have complete sentences or a complete idea. The clause contains two types, namely independent and dependent. independent clauses whose class cannot begin with a relative pronoun, such as who, and so on. We can easily understand the independent clause without adding the dependent clause, enough for the dependent itself.¹⁵

2. Dependent Clause

Dependent clauses cannot stand alone, even though they contain a subject and a predicate. Clauses like this dependent usually start with a word where the word must be related and connected to independent clauses so that the sentence becomes a complete sentence or a complete sentence. A dependent clause that starts with a subordinate conjunction is a subordinate clause. The subordinate clause serves as an adverb.¹⁶

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

¹⁵ Ibid., P.38

¹⁶James R. Hurford, *Grammar: A Students's Guide*. Cambridge University Press, 1994. P.59

together. When the independent clause and the dependent clause are separated only by commas, with the presence of a period it can be reconnected and a semicolon, or change one of the sentences containing the clause into a dependent clause sentence. A compound sentence is the joining of two independent clauses without any form of punctuation separator. To solve this, we can use the same method to fix comma connections.¹⁷

Independent clause =

S + Predicate (V +/- modifier +/- complement).

Clause like this can stand alone to be used as sentences and do not begin with a subordinator in the form of a relative pronoun or a conjunction such as dependent.¹⁸

Dependent clause =

subordinator + independent clause.

sentences in English can be grouped according to on the existing structure, in which there are independent sentences and dependent clauses. A type of sentence consisting of one independent clause is called a simple sentence, whereas if there are two independent clauses it is called a compound sentence. if in a sentence independent and dependent combine into one thing it can be said to be a complex sentence. whereas if there are different sentences such as two independent clauses and one dependent clause it can be said to be a complex compound sentence. simply the sentence in English can be described as follows:¹⁹

¹⁷ Ibid., P.25

¹⁸Pardiono, M.Pd, 12 *Grammar Materials*. C.V ANDI OFFSET. 2006. P.211

¹⁹ Ibid., P.221

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

5. Sentence

A sentence can be said to be a sentence if a series of words can express one or more ideas, each idea is formed a sentence and there is a clause. A sentence can reveal something complete if it has an appropriate clause. Sentences is a word or group of words that contains one subject and one sentence of paper words. In conclusion a sentence is a unit of thought in a grammar, which contains a subject and a verb that expresses a complete thought.²⁰ Sentence several words that are collected and form a sentence of questions, commands and statements. Sentence in a language that a person can understand, with intonation, facial gestures and eye contact.²¹

There are 2 types of clauses, namely, independent clauses and dependent clauses. The sentence can stand alone, namely the independent clause as a complete grammatical sentence, which contains the main subject and the verb of the sentence. Furthermore, the dependent clause cannot stand alone as a grammatical sentence because there are additional elements that change the independent clause into a dependent clause. it must always be connected to an independent clause.²²

²⁰ Pardiyono, M.Pd, *communicative grammar focus and exercise*. 2004. Andi Offset. P. 16

²¹ Darminah, Rahayu Dwi R, dkk, *Structure 2*, (Jakarta: Universitas Terbuka, 2011), p. 51-52

²² Jeanne Dawson, *The Writing Construction Manual*,..., p. 9.

For example:

I was late. Independent clause (standalone)

Because I was late. Dependent clause (cannot stand alone)

From the explanation explained above, it can be concluded that a sentence does not only have an object and subject but a sentence that can stand alone and a sentence that cannot stand alone.

6. Kinds of Basic Sentence

Jeanne Dawson in his book entitled “The Writing Construction Manual stated” There are three basic of sentences such as simple sentence, complex sentence, compound sentence. The kind of sentences is determined by the kind of clauses used to form it. It can be seen as follows:

a. Simple sentence

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

For example: Formulation:

SV The bruang to the store.

S V

(Simple sentence with single subject, single verb).

Formulation: SSV

The boy and girl in a relay race.

S S V

(Simple sentence with compound subject, single verb).

There are five simple sentence patterns within each of the five groups.

There are different sub-patterns, to what (if anything) follows the verb.²³

- 1) Subject + Verb

Example: My head aches

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

- 2) Subject + Verb +

Complement Example: Frank is an architect

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

- 3) Subject + Verb + Direct Object

Example: My sister enjoyed the play

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

- 4) Subject + Verb + Indirect Object + Direct Object

Example: The firm gave Sam a watch

Verbs like bring, buy and give can have two objects. The indirect object always follows the verb and usually refers to a person.²⁴

²³ Lee Brandon, *At a Glance: Sentences*, Fifth Edition, ..., p. 30.

5) Subject + Verb + Object + Complement

Example: They made Sam redundant chairman

Verbs used in this pattern are often in the passive.

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

b. Compound sentence

A sentence that has a logical combination or can be understood properly the life of two complete independent clauses to form one sentence, namely a compound sentence, with other expressions that is where a sentence contains two or more simple sentences in it, they are usually associated with coordination conjunctions and semicolons.²⁵

Compound sentences in it do not have one main clause with subordinate clauses that are joined in compound sentences; all clauses have their own importance and can stand alone, although each clause must be in context and in a logical order according to the existing conditions. Conjunction coordination, namely, and, then, but, for, or, or, so, yet, better or also not, this can be formed to connect compound sentences.²⁶

c. Complex sentence

a sentence that unites an independent sentence with a dependent sentence in the clause by several types of subordinated verbs to form a complete sentence is also called a complex sentence, it can be concluded that a complex sentence is a sentence that already has

²⁴Jeanne Dawson, *The Writing Construction Manual*,..., p. 20.

²⁵Pardiyono, M.Pd, *12 grammar materials*. 2004. Andi Offset. P. 143

²⁶ L. G. Alexander, *Longman English Grammar*,..., p. 21-22.

a supporting unit Support unit is a group of words that supports the meaning of the control unit by adding more a lot of meaning to him.²⁷

Example:

To enter public school, you must pass a number of exams.

(= If You want to get into public school)

After finishing class, Ikhsan and all the students of pbi 3,4 go home.²⁸

But : Ikhsan and all the students of pbi 3,4 go home after finishing class. (no comma between them)

d. Compound complex sentence

Compound-complex sentence is sentences that have one inseparable part.²⁹ The punctuation contained in compound sentences and complex sentences also applies in complex sentences. Experts say that this sentence must have at least 2 independent clauses and one dependent clause, these two clauses need each other and both of them can be part of it. One Compound Sentence formula before or after a Complex Sentence Formula.³⁰

Example:

“While he was cleaning the badroom, he found an oil spill, but he couldn’t clean it up”.

Compound-complex sentence:

Albert enlisted in the Army, and Robert, who was his older brother, joined him a day later.

Independent clauses:

²⁷Pardiyono, M.Pd, *communicative grammar focus and exercise*. 2004. Andi Offset. P. 143

²⁸ Jeanne Dawson, *The Writing Construction Manual*,..., p. 13.

²⁹Musser, Gary L. & Burger, William F. 1991.*English for Elementary Teachers: A Contemporary Approach* Second Edition . New York: Macmillan Publishing Company. P. 78-80

³⁰ Darminah, Rahayu Dwi R, dkk, *Structure 2*,..., p. 26.

Albert enlisted in the Army Robert joined him a day later

Dependent clause:

Who was his older brother?

Compound-complex sentence:

Because Mr. Roberts was a talented teacher, he was voted Teacher of the Year, and his students prospered.

Independent clauses:

He was voted Teacher of the Year his student proposed

Dependent clause:

Because Mr. Roberts was a talented teacher

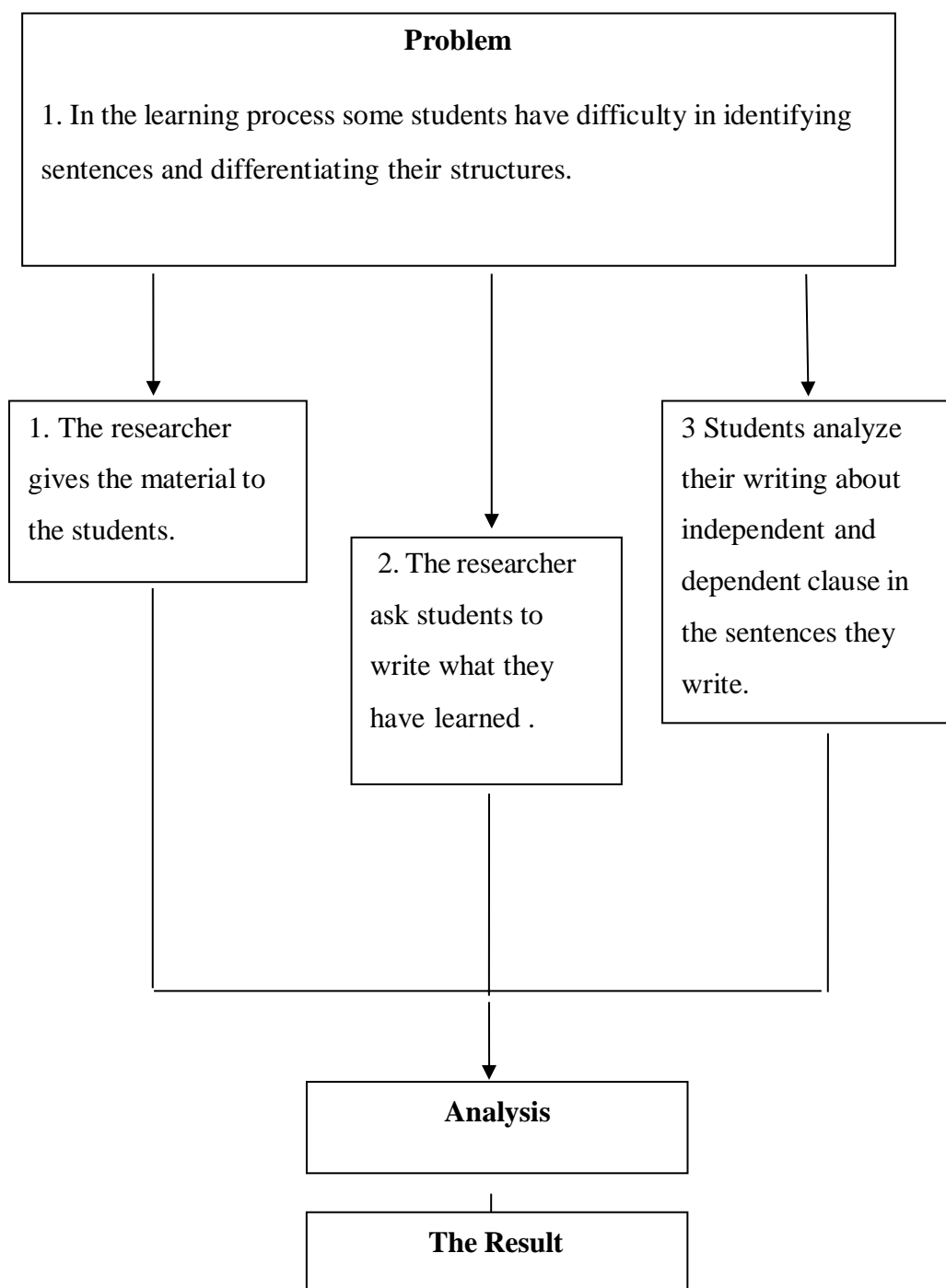
Based on the understanding explained above that the example uses punctuation, namely commas, such as separating the independent clause from the dependent clause. as well as to plug a sentence using two clauses connecting the coordinate conjunction, for example, and, like, or, and so, or we can call it a compound sentence and at least one dependent clause after the subordinate conjunction, like anytime, and at any time.

B. Conceptual Framework

Students can identify independent clause sentences and dependent clauses by first understanding what is meant by the contents of the sentence, students can understand in their own way in understanding the two clauses. independent clauses and dependent clauses are structures in English that students must understand and master. can help and improve a student's ability in writing and students' reading skills. The writer will certainly analyze and see the student's ability to where in identifying independent clauses and dependent clauses in sentences. This study expects students to be studied, namely DARUL ARQOM in Krasaan.

Identify sentences in students to train them when writing in English when they put the grammar in a sentence, especially clause sentences, to develop students' skills in understanding grammar by identifying a sentence. it may take a while but if done normally it will become commonplace and add to the vocabulary in English and understand the structure in English well.

This research was conducted to see how much students' ability to identify clause sentences, namely independent and dependent clauses in a sentence. To give students the confidence to read and write, train students to be accustomed to speaking English. First, the researcher gives questions to students who have previously learned independent and dependent clauses with the subject teacher. After that the researcher evaluates the results, then the researcher gives the material back about the independent and dependent clauses to students. then what students do not understand in the learning process.



C. Related Study

Pratiwi, Meita and Syafrizal, Syafrizal and Kasmaini, Kasmaini (2013)

several researchers have investigated under the same title. namely, *AN ANALYSIS OF STUDENTS' ABILITY IN IDENTIFYING INDEPENDENT AND DEPENDENT CLAUSES IN SENTENCES*, this study aims to examine how much students' ability to identify independent and dependent sentences, this study aims for second semester students, 36 English education programs at a university students, this research is descriptive.

Dra. Lisa Tavriyanti, M.Pd1 , Lailatul Husna, S.Pd, M.Pd (2014). further research entitled *AN ANALYSIS OF THE THIRD YEAR STUDENTS' ABILITY IN IDENTIFYING INDEPENDENT CLAUSE AND DEPENDENT CLAUSE IN COMPLEX SENTENCE USING ADVERB CLAUSE AT ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY*, the purpose of this student research is to see the student's ability to describe and identify independent sentences. and dependent clause in complex sentences using adverd clause aimed at 3rd semester students at one of the universities in Indonesia. This research is descriptive, the population used in this study is 30 students and the technique uses total sampling technique.

From both studies taken from international journals that the research of the two is different about how to find different findings and researchers focus on their respective research. The first research focuses on identifying independent and dependent in a sentence, for the second research focuses on identifying students' abilities in complex sentences. of the two researchers explained that both of them focused on seeing the student's ability to identify a sentence.

D. Hypothesis

Identify of the two clauses, namely independent and dependent, there is a significant influence on students' abilities in sentences.

Ha: Students who are able to identify a sentence are certainly much higher than students who are unable and clever in identifying a sentence that has a clause in it.

Ho: students who are good at identifying a sentence the student's achievement is much higher than students who cannot identify a sentence.

CHAPTER III

METHODOLOGY OF THE RESEARCHER

A. The Locations of The Research

This research was conducted at MUHAMMADIYAH PENPES SMK DARUL ARQOM. From the observations that have been made by the researcher, of course there is a reason why the researcher conducts a study, namely, students have low abilities regarding sentences. Researchers get data quite easily from the location carried out by researchers in the form of mini research.

B. Population and Sample

1. Population

Population is an object, events that have been arranged well, so the population is a way of a person to collect data and record what is obtained from the object of research.³¹

The population of this research is the first-year students of DARUL ARQOM, consisting of one class. There is only one class, the number of students is 30 students, class X consists of 30.

³¹ Anas Sudjono.1987. *Pengantar Statistik Pendidikan*. Jakarta: PT. Raja Grafindo Persada. P.34

Table 3.1

Total number of the Population

No	Class	The Number of Students
1	X SMK 1	30

2. Sampling

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

Table 3.2

The Sample

No	Class	Total of Students	Sample
1.	X Smk-1	30	30
	Total	30	30

³² Suharsimi Arkunto, 2006. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta, Edisi Revisi VI, Cet. Ketigabelas. P.102

It can be seen from the table above that the sample size of students is 30 people, which only uses 1 class to take samples, and is taken from class XI-1 SMK Darul Arqom 2019/2020. Random sampling is done in this.

C. Research Design

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

Table 3.3

Group	Pre-Test	Treatment	Post-Test
Control	Y	✓	Y2

D. Operational Definitions of Variables

This study has two variables, namely the independent variable and the dependent variable. Independent variables are free sentences that can be identified by students so that students can see their abilities. Free sentences and bound sentences are used in identifying sentence or variable X. This study focuses on students' ability to identify independent sentences and dependent clauses as the Y variable in this study.

E. Instrument for Collecting The Data

The instrument used in this study is a written test, therefore students will be asked to write simple sentences into English in which there are independent sentences and dependent clauses for control group students. students will write sentences based on their own understanding.

F. Technique of Collecting Data

This study, researchers used tests to collect data. "The test is an instrument that is used to see or measure everything in a condition by means and rules. "In the data analysis technique, the researcher took several steps, namely the researcher examined the students 'answers to measure the level of students' ability in answering each question. Second, the research must classify the errors and find them. In test assessments, researchers use communicative ranging from 1-100 with correct answers and apply the following formula:

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

In which :

S = The Score

R = The Right Answer

I = The Number of the Item

G. The Validity of the Test

The most important thing in research is that the variable of the measuring instrument is validity. Thus, the validity of a test is an ethent that can actually be measured from the test. A test is valid if it is actually measured. The validity of the test is the validity of the content: the validity of the content relating to what guesses

the test is. The focus of content validity is on sample adequacy and not just on test performance. The formula used in this research is: arikunto as follows³³ :

$$P = B/JS$$

In which :

P = Index of difficulty

B = Right Answer

JS = Number of Sample

The value standard are as the following :

0.0 – 0.30 = Difficult

0.31 – 0.70 = Fair

0.71 – 1.00 = Easy

H. The Validity of the Test

Reliability refers to the consistency of test scores. So, reliability means consistency that tests the same measurement of objects over time. To obtain test reliability, researchers used a formula made by Hatch and Faraday's. The reason for choosing this formula is because it is a simple way to evaluate the reliability of the test in this study. Then Harris (1969: 9) said that "A test is said to be reliable if the reliability of the research uses an alpha form coefficient of 2 0.70". The formula is as following :

³³Arikunto, Suharsimi. 2010. Procedure *penelitian: suatu pendekatan praktek*. Hlm 120

$$R = \frac{k}{k-1} \left(1 - \frac{(k-m)}{ks^2} \right)$$

In Which :

R = the reliability of the instrument

K = number of the students

M = means of the test scores

S = standard deviation

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. Data Description

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

The presentation of the data could be found and analyzed in the following table :

Table I

The students' Row Score (PRE-TEST)

No.	Students' Initial	Scores
1	KH	50
2	SA	50
3	MN	60
4	RW	30
5	AR	20
6	CD	70
7	ARP	70

8	HW	75
9	TR	80
10	HL	70
11	ADT	70
12	MS	75
13	ADY	60
14	FA	50
15	DS	60
16	IL	30
17	SA	60
18	NS	30
19	AP	65
20	WDU	70
21	FA	70
22	EAN	50
23	MAF	70
24	RR	60
25	PN	65

26	JAS	55
27	CT	45
28	DDC	60
29	MA	65
30	AL	65

2. Data Analysis

In identifying whether the students are able or not, a student is regarded 'able' when she or he is able to answer more than 70%. In contrast, a student is considered 'unable' if she or he could answer less than 70% from the whole items.

To analyze the result of the test, the percentage of each students' ability was calculated as the following :

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

Where :

S = The score

R = The number of correct answer

I = The number of test items

Table II

The results of the data after explaining the material to students.

No	Students' Initial	Right Answer	False Answer	Score	Percentage	Ability
1	KH	8	2	80	80%	Able
2	SA	8	2	80	80%	Able
3	MN	7	3	70	70%	Unable
4	RW	8	2	80	80%	Able
5	AR	8	2	80	80%	Able
6	CD	9	1	90	90%	Able
7	ARP	8	2	80	80%	Able
8	HW	8	2	80	80%	Able
9	TR	8	2	80	80%	Able
10	HL	8	2	90	90%	Able
11	ADT	9	1	90	90%	Able
12	MS	8	2	80	80%	Able
13	ADY	9	1	90	90%	Able
14	FA	8	2	80	80%	Able

15	DS	9	1	90	90%	Able
16	IL	8	2	80	80%	Able
17	SA	8	2	80	80%	Able
18	NS	8	2	80	80%	Able
19	AP	9	1	90	90%	Able
20	WDU	9	1	90	90%	Able
21	FA	9	1	90	90%	Able
22	EAN	8	2	80	80%	Able
23	MAF	8	2	80	80%	Able
24	RR	8	2	80	80%	Able
25	PN	7	3	70	70%	Unable
26	JAS	9	1	90	90%	Able
27	CT	8	2	80	80%	Able
28	DDC	7	3	70	70%	Unable
29	MA	7	3	70	70%	Unable
30	AL	8	2	80	80%	Able

From the pre test and post test given, it can be seen that students are able to identify, independent and dependent clause in sentence after being briefly explained by the researchers.

3. Validity

The most important variable of measurement instrument is validity. Validity refers to the extent to which the result of an evaluation procedure serves the particular uses for which they are intended. Thus, the validity of a test is the extent to which the test actually measured. A test called valid if it really measured. The validity of the test is content validity : content validity is concerned with what guess into the test. Focus of the content validity is on the adequacy of the sample and not simple on the appearance at the test. This research applied the fomula by Arikuntoas the following³⁴ :

$$P = \frac{B}{JS}$$

In which :

P = Index of difficulty

B = Right Answer

JS = Number of Sample

4. Reliability

Reliability refers to the consistency with which of the test scores. Thus, reliability means the consistency which test measurement the same object all the time. To obtained the reliability of the test, the researcher used formula. The reason for choosing this formula was because it was a simple way to evaluate the realibility of the test in this study. Then, “ a test can be said reliable if the reliability this research used alpha form coefficient is ≥ 0.70 .³⁵

The formula as in the following :

$$R = \frac{k}{k-1} \left(1 - \frac{(k-m)}{ks^2} \right)$$

In which :

R = the reliability of the instrument

K = number of the students

M = means of the test scores

S = standard deviation

Before the calculation of the reliability, it is better to list the students score as in the following :

³⁵ Harriss (1969:9)

TABLE PRE TEST AND POST TEST

No	Students' Initial	Score(X)	True Answer	X2
1	KH	80	8	6400
2	SA	80	8	6400
3	MN	70	7	4900
4	RW	80	8	6400
5	AR	80	8	6400
6	CD	90	9	8100
7	ARP	80	8	6400
8	HW	80	8	6400
9	TR	80	8	6400
10	HL	90	9	8100
11	ADT	90	9	8100
12	MS	80	8	6400
13	ADY	90	9	8100
14	FA	80	8	6400
15	DS	90	9	8100

16	IL	80	8	6400
17	SA	80	8	6400
18	NS	80	8	6400
19	AP	90	9	8100
20	WDU	90	9	8100
21	FA	90	9	8100
22	EAN	80	8	6400
23	MAF	80	8	6400
24	RR	80	8	6400
25	PN	70	7	4900
26	JAS	90	9	8100
27	CT	80	8	6400
28	DDC	70	7	4900
29	MA	70	7	4900
30	AL	80	8	6400
	Total	2450		204900
	Mean	81.7		82.6

From the preceding data. It was obtained that :

$$K = 30$$

$$\text{Mean} = \frac{2450}{30}$$

$$= 81.7$$

The calculation can be seen in the following :

Standard Deviation :

$$\begin{aligned} \text{SD} &= \frac{\sqrt{x}}{N} \\ &= \frac{\sqrt{204900}}{30} \\ &= \sqrt{6830} \\ &= 82.6 \end{aligned}$$

So that, reliability of the test is :

$$R = \frac{k}{k-1} \left(1 - \frac{(k-m)}{ks^2} \right)$$

$$R = \frac{30}{30-1} \left(1 - \frac{81.7(30-81.7)}{30(82.6)^2} \right)$$

$$R = \frac{30}{29} \left(1 - \frac{81.7(30-81.7)}{30(6822.76)} \right)$$

$$R = 1.03 \left(1 - \frac{-4223.89}{204682.8} \right)$$

$$R = 1.03 (1 + 0.020)$$

$$R = 1.03(1.020)$$

$$R = 1.05$$

From the calculation above, it can be known that the reliability of the test was 1.05. it means that the test is reliable.

The students' Difficulties in Identifying Independent and Dependent Clauses in Sentences at SMK Muhammadiyah Ponpes Darul Arqom Kerasaan Grade X school 2019-2020.

Based on data on student learning outcomes that were carried out pre-test and post-test in finding independent and dependent clauses in sentences at class X-SMK DARUL ARQOM, the researcher concluded that 87% of students were able to find independent sentences and dependent sentence, and than in 13% of students are unable to find sentences.

This is the difficulties of index the researcher applied the formula as recommended by Arikunto.

$$P = \frac{B}{JS}$$

In which :

P = Index of difficulty

B = Right Answer

JS = Number of Sample

The value standard are as the following :

0.0 – 0.30 = Difficult

0.31 – 0.70 = Fair

0.71 – 1.00 = Easy

Table

Difficult Index

No Items	Right Answer	Difficult Index	Categories
1	28	0.93	Easy

2	17	0.56	Fair
3	23	0.76	Fair
4	9	0.3	Difficult
5	20	0.66	Fair
6	27	0.9	Fair
7	21	0.7	Fair
8	24	0.8	Fair
9	10	0.33	Difficult
10	22	0.73	Fair
11	30	1	Easy
12	25	0.83	Easy
13	20	0.66	Fair
14	27	0.9	Easy
15	17	0.56	Fair
16	28	0.93	Easy
17	9	0.3	Difficult
18	28	0.93	Easy
19	10	0.33	Difficult

20	24	0.8	Fair
----	----	-----	------

Based on the table of difficulty index above, it can be conclude that 30% of students are categorized as “Easy”, some others 50% are categorized “Fair” and the last 20% are categorized as “Difficult”.

B. Findings

From the table in the previously, it can be seen that the students’ ability percentage of each students’ scores show that 87% or 26 students are categorized “Able” and 13% or 4 students are categoriez “Unable”.

Whereas in the pre test, almost all students were unable to distinguish between independent sentences and dependent clause sentences.

For the further detail, it can be seen as in the table below:

Table

The Level of Students’ ability

Unable		Able	
Number of Students	Percentage	Number of Students	Percentage
4	13%	26	87%

Based on the details, researchers can be concluded that students are not able to identify sentences in the pre test, and in post test the students at X year of SMK

Muhamadiyah pospen kerasaan Darul Arqom at 2019-2020 School Year are able in Identifying Independent and Dependent Clauses in Sentences.

C. Discussion

The results of data analysis concluded that students who were able to answer the test given were 87% and students who were unable to answer the test given were 13%, vocational students were able to identify independent and dependent clauses in sentences. It has been explained in advance in the previous chapter that the discussion about (1) the ability of students to identify independent and dependent sentences in sentences, and (2) the difficulty of students in identifying independent and dependent sentences. dependent clause in the sentence at SMK MUDAMMADIYAH PASPEN Daril Arqom class X in the 2019-2020 school year.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding it can be conclude that the students' able to distinguish independent and dependent clauses in sentences.

independent and dependent clauses are part of grammar in English that must be had in improving students' skills in writing and listening. Of course every student has different abilities or responsiveness, but by doing tests students can repeat lessons that have been past.

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

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

B. Suggetion

Based on the above conclusions, the researcher provides recommendations. Namely, some suggestions are given to the teacher to repeat lessons that have been taught more frequently by giving tests to students, to improve students' ability to identify independent and dependent clauses in sentences. To students to keep repeating lessons diligently and always asking the teacher. There are so many grammars that students must master, especially the independent and dependent clauses which are usually used in everyday sentences without realizing that we have pronounced independent and dependent clauses in English. to the reader so that more conclusions can be drawn to apply to students teaching about independent and dependent sentences is very useful for students, especially students taking vocational English.

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APPENDIX I

The List Name of Class

No.	Students' Initial	Gander
1	MA	M
2	DS	M
3	DDC	M
4	CT	M
5	FA	M
6	DI	M
7	DM	M
8	NSD	F
9	A	F
10	JAS	F
11	ARP	F
12	C	F
13	ADY	F
14	TR	F
15	HW	F

16	HL	F
17	ADT	F
18	SA	F
19	DTA	F
20	FP	M
21	AP	M
22	RR	M
23	PN	M
24	II	F
25	RW	M
26	NS	F
27	MO	F
28	SA	F
29	AS	M
30	KH	F

The number of students in class : 30 Students

Female 17

Male 13

APPENDIX II

LESSON PLAN

LESSON PLAN

School : PondokPesantrenDarulArqamPematang Bandar

Subject : English

Class / Semester : X

Time Allocation : 8 x 45 Minutes

Topic : Independent and Dependent Clause

A. Standard Competence :

1. Understanding the sentence structure; dependent and independent clause in the context of the daily lives to access knowledge.

B. Basic Competence :

- 1.1. Analyzing the sentence structure by differentiating between independent and dependent clause in learning activity to access knowledge of sentence structure.

C. Indicators of Competence :

- 1.1.1. Identifying the sentence structure; independent and dependent clause.
- 1.1.2. Identifying the characteristic of the sentence structure; independent and dependent clause.
- 1.1.3. Assess the students' ability in identifying the sentence structure in form; independent and dependent clause.

Cultural Value and Individual Character :

- Honest, religious, discipline, hard work, independence, curiosity, passion, friendship and love reading.

D. Learning Purposes :

After following the learning process, the students' are able :

1. Identifying the sentence structure; independent and dependent clause.
2. Identifying the characteristic of the sentence structure; independent and dependent clause.
3. Classifying the sentence into independent and dependent clause.

E. Main Material :

Sentence Structure; independent and dependent clause

F. Teaching Method

- Communicative Method
- Question – Answer
- Task

G. Learning procedures :**Pre-Activities**

- Greetings to the students friendly while come in to the classroom
- Check the presence of students one by one
- Associating the material / competencies to be developed in accordance with the syllabus, lesson plans and teaching materials

Main Activities**• Exploration**

- Provide stimulus by giving material about independent and dependent clause and related traits
- Discuss the material together with the students about independent and dependent clause
- Provide the opportunity for students to communicate orally about the learning materials

- Students were asked by the teacher to discuss some example of related materials in their textbooks; English language teaching materials in the form of independent and dependent clauses

- **Elaboration**

- Make the students to be familiar to make sentence independent and dependent clause
- Facilitate students through the provision of a duty to work on the exercises the exist in the English textbook to be done individually

- **Confirmation**

- Provide feedback to students by giving the reinforcement verbally to the students who have completed the task
- Confirm the result that they have acquired
- Provide motivation to students who are less in following the lessons

Post Activities :

- The teacher and the students together do a reflection towards the material have been done
- The teacher gives some task that related to the have been learned

H. Instruments and Sources :

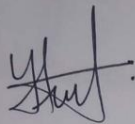
- Text Book; Developing English Competencies for grade X Vocational School
- Test Items about Independent and Dependent Clause for 10 Grade students

I. Assignment and Kind of Task

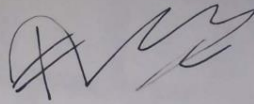
- Kind of task : Individual test
- Form : identification test of independent and dependent clause

Guidance Teacher

Pematang Bandar, Agustus 2020



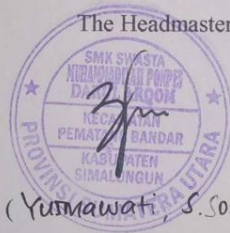
(Nurintan Srg. S.pd.)



(Nurainun Lubis)

Know by;




The Headmaster



(Yasmawati, S.Sos. I)

APPENDIX III

ABSENT AND RESPONSE LETTER

	SEKOLAH MENENGAH KEJURUAN MUHAMMADIYAH PONPES DARUL ARQOM KERASAAN	
<small>KEC. PEM. BANDAR KAB. SIMALUNGUN IZIN operasional NO: 188.420/3223/MN/Disdik/2015 tanggal 02 september 2015 NSS: 3420.7041.7038 NIS : 340.380 Alamat : Rambung Susu Kerasaan Kec. Pem. Bandar Kab. Simalungun Kode Pos : 21186</small>		
Nomor	: 421.5/379/III.4 AU/F/2020	Kerasaan, 14 September 2020
Lampiran	: -	
Hal	: Surat Balasan Permohonan Izin Riset	
Kepada Yth	: Bapak/Ibu Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan	
Di-	Tempat	
Assalamualaikum Wr. Wb		
Sehubungan dengan surat saudara NoB-11020/ITK/ITK.V.3/PP.00.9/09/2020 perihal permohonan riset, dengan ini disampaikan bahwa mahasiswi tersebut yang dibawah ini :		
Nama	: NURAINUN LUBIS	
NIM	: 0304163191	
Tempat/Tanggal Lahir	: Medan, 30 Mei 1998	
Program Pendidikan	: Pendidikan Bahasa Inggris	
Semester	: IX (Sembilan)	
Judul Skripsi	: <i>The Students' ability in identifying independent and dependent clause in sentence at tenth Grade of Pondok Pesantren Darul Arqom Pematang Bandar.</i>	
Dengan ini, SMK Muhammadiyah Ponpes Darul Arqom memberikan izin riset terhitung tanggal 02 September 2020.		
Demikian surat ini disampaikan, atas kerjasama yang baik disampaikan terimakasih. Wassalamu'alaikum Wr. Wb		
Kerasaan, 14 September 2020 Kepala SMK Muhammadiyah Ponpes Darul Arqom Kerasaan		
 YUSMAWATI, S.Sos.I		

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STUDENTS' ATTENDANCE LIST

SCHOOL :

GRADE/SEMESTER :

ACADEMIC YEAR :

NO.	Students' Name	Jenis Kelamin	Signature
1	MAHEUD ALFAUZI	Laki-laki	Mus
2	DANAR TRI SETIAWAN	Laki-laki	Danar
3	DIKI DIMAS CATUH M	Laki-laki	Diki
4	CHRIS TAWAN	Laki-laki	Chris
5	PIKRI AZHARI	Laki-laki	Pikri
6	DEDI IRAWAN	Laki-laki	Dedi
7	DEYAR MANSYAH SAMOGAR	Laki-laki	Deyar
8	NAFIS SAIBRILLAH DAMALIK	Perempuan	Nafis
9	AIPRANI	Perempuan	Aiprani
10	JENMI ADELI SARA GIH	Perempuan	Jenmi
11	AULIA RAMADANI P	Perempuan	Aulia
12	CINDY	Perempuan	Cindy
13	ANU DWI YANTI	Perempuan	Anu
14	TASYA RAMADHANI	Perempuan	Tasya
15	Hairum Widaningsih	Perempuan	Hairum
16	HANISA HARASSATI	Perempuan	Hanisa
17	ALAU DEWI TRIANI	Perempuan	Alau
18	SILVIA BOITYA	Perempuan	Silvia
19	DINIA TRI ARRIKA	Perempuan	Dinia
20	FREDY PRATAMA	Laki-laki	Fredy
21	AGUNG PRATAMA S	Laki-laki	Agung
22	REO RAMADANI	Laki-laki	Reo
23	PANURROZI AUST	Laki-laki	Panurrozi
24	ILHAM HANI	Laki-laki	Ilham
25			
26			
27			
28			
29			

Know by

August 2020

The Headmaster of Pondok Pesantren Darul Arqom

English Teacher

STUDENTS' ATTANDANCE LIST

SCHOOL :

GRADE/SEMESTER :

ACADEMIC YEAR :

NO.	Students' Name	Jenis kelamin	Signature
1	RIWANDI	L	
2	NIA SARI	P	
3	ALFA RIZKY	L	
4	KHAILLAH	P	
5	MIEISIYA ANJELINA	P	
6	ADELIA PUTRI	P	
7	WINA DWI UTARI	P	
8	NIKE SADAMA	P	
9	MONIKA	P	
10	KHAIRUNNISA	P	
11	SOVI ANGGREYANI	P	
12	EKA AERILYA . N	P.	
13	ABUNIS SYAH DUTRA	L	
14	NANCO	L	
15	NARIDA	L	
16	Uham fahceci Tarigan	L	
17	YUDA PRATAMA	L	
18	FERY ARDANA	L	
19	RIZKY PRATAMA	L	
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29			

Know by

August 2020

The Headmaster of Pondok Pesantren Darul Arqom

English Teacher

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APPENDIX IV



