CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

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CAKRAWALA PENDIDIKAN
Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

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   PERINGKAT 1 (HURUF BESAR SEMUA TEBAL, RATA TEPI KIRI)
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6. Artikel konseptual meliputi; (a) judul, (b) nama penulis, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-sub judul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama- nama peneliti, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan (j) kesimpulan dan saran, dan (k) daftar rujukan.
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Daftar Isi

CLAUSE TYPES AND THEIR FREQUENCIES
IN SMA ENGLISH TEXTBOOK

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Abstrak: Penelitian ini bertujuan untuk menganalisis jenis dan frekuensi klausa yang terdapat dalam buku teks "Esensi Bahasa Inggris untuk SMA/MA/SMK Kelas X (Fase E) Kurikulum Merdeka" karya Yuni Prihartanti dan Febriana Ernawati. Penelitian ini menggunakan metode kuantitatif deskriptif untuk mengklasifikasikan dan mengkuantifikasi jenis klausa, dengan fokus pada klausa independen dan klausa dependen, yang meliputi klausa nomina, klausa adjektiva, dan klausa adverbia. Delapan belas teks yang mewakili enam genre yaitu naratif, deskriptif, prosedur, eksposisi, recount, dan report dianalisis untuk menentukan pola sintaksis dan distribusi klausa. Hasil penelitian menunjukkan bahwa klausa independen mendominasi di semua genre teks, tetapi klausa dependen juga memainkan peran penting, terutama klausa nomina dan adverbia, yang memperkaya kompleksitas tata bahasa. Penelitian ini menyoroti fitur sintaksis yang tertanam dalam buku teks, memberikan wawasan berharga bagi pendidik, penulis buku teks, dan peneliti di bidang pendidikan bahasa Inggris.

Kata kunci: Analisis, jenis klausa, frekuensi klausa, Buku Teks Bahasa Inggris SMA

Abstract: This study aims to analyze the types and frequencies of clauses found in the "Esensi Bahasa Inggris untuk SMA/MA/SMK Kelas X (Fase E) Kurikulum Merdeka" textbook by Yuni Prihartanti and Febriana Ernawati. The research uses a descriptive quantitative method to classify and quantify clause types, focusing on independent clauses and dependent clauses, which include noun clauses, adjective clauses, and adverbial clauses. Eighteen texts representing six genres narrative, descriptive, procedure, exposition, recount, and report were analyzed to determine the syntactic patterns and clause distributions. The findings show that independent clauses dominate across all text genres, but dependent clauses also play a significant role, especially noun and adverbial clauses, enriching the grammatical complexity. This study highlights the syntactic features embedded in the textbook, providing valuable insights for educators, textbook writers, and researchers in the field of English language education.

Keywords: Analysis, clause types, clause frequencies, SMA English Textbook

INTRODUCTION

At the Senior High School (SMA) level, English is critical for equipping students with essential linguistic skills for global communication and academic advancement. Strong English skills are essential for Indonesian high school students' academic, professional, and personal development.(Sri Andayani, 2022) They are crucial for accessing higher education, particularly at reputable universities both domestically and internationally. In today's globalized world, English serves as the lingua franca of international business, providing students with a competitive edge in the job market. Furthermore, English unlocks a vast array of information and knowledge resources, empowering people to engage with diverse cultures and perspectives. Finally, studying English enhances critical and analytical thinking skills by exposing students to different language structures and modes of thought.(Tan, 2024)

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essential for accessing higher education, particularly at reputable universities both domestically and internationally. In today's globalized world, English serves as the lingua franca of international business, providing students with a competitive edge in the job market. Furthermore, English is the key to unlocking a vast array of information and knowledge resources, empowering students to engage with diverse cultures and perspectives. Finally, the study of English can enhance critical and analytical thinking skills by exposing students to different language structures and modes of thought.

In the context of English language learning, one fundamental aspect is the understanding and use of grammatical structures, particularly clauses. A clause, a grammatical unit containing both a subject and a predicate, serves as the building block of sentences, enabling the expression of ideas with clarity and coherence. Mastery of clauses, including independent (main) and dependent (subordinate) clauses, is vital as it allows learners to construct complex sentences, enhancing their ability to convey nuanced meanings and engage in more sophisticated forms of communication.

According to Celce-Murcia and Larsen-Freeman (1999), understanding grammatical units like clauses is essential in developing linguistic competence, which is a cornerstone of second language acquisition.(Gao et al., 2000) In addition, Carter and McCarthy (2006) emphasize that teaching grammar in meaningful contexts, such as through authentic examples and practical usage, helps learners internalize the rules and apply them effectively in real-world interactions.(Carter & McCarthy, 2006) For Indonesian EFL (English as a Foreign Language) learners, mastering clauses is particularly important, as it supports their ability to participate in academic discourse and improves their overall communicative proficiency.

Clause types, including independent and dependent clauses, are fundamental in EFL teaching at the high school level. Understanding these types is essential for constructing complex and structured sentences, the foundation of all language skills: reading, writing, speaking, and listening. The high school English curriculum often introduces academic texts with complex sentence structures, such as expository, narrative, and argumentative texts. These texts use various clause combinations to convey ideas effectively. Mastering clause types is therefore crucial for students to comprehend and produce such texts.

Research consistently emphasizes the importance of explicit grammar instruction, particularly in understanding complex sentence structures like clause types (Richards & Rodgers, 2014). Research consistently emphasizes the importance of explicit grammar instruction, particularly in understanding complex sentence structures like clause types.

Explicit grammar instruction provides a clear framework for understanding how language works, helping learners grasp the rules and patterns that govern sentence construction, enabling them to analyze and interpret complex sentences with greater accuracy. It also fosters metalinguistic awareness, which is the ability to think about and reflect on language as a system. This awareness is essential for learners to understand how different grammatical elements interact and contribute to meaning.

By explicitly teaching clause types, learners develop a deeper understanding of how clauses function within sentences. This improved comprehension allows them to better understand complex texts and extract the intended meaning. Explicit grammar instruction not only improves comprehension but also enhances learners' ability to produce complex sentences accurately and effectively. By understanding clause types, learners can construct more sophisticated and nuanced sentences in their own writing and

speaking.

High school textbooks serve as vital learning tools and often represent the primary resource for English language education. Analyzing clause types within these textbooks is essential to determine whether they provide adequate *variety* and coverage to meet students' needs. In this context, *variety* refers not only to the presence of the four main clause types - nominal, verbal, adjectival, and adverbial – but also to the range of variations *within* each type. For example, the analysis will consider different types of adverbial clauses, such as those expressing time, place, reason, and manner. Similarly, variations within other clause types, such as different forms of nominal clauses (e.g., that-clauses, wh-clauses, infinitive clauses) will also be examined. Textbooks lacking sufficient syntactic variety, encompassing both the main clause types and their internal variations, may hinder students' ability to comprehend texts or construct complex sentences.

This concern is supported by Erlina, Inderawati, and Petrus (2019), who found that students exposed to textbooks with limited syntactic complexity faced difficulties in reading academic texts. Likewise, Liu and Zhang (2018) discovered that textbooks incorporating a wide range of clause types, including variations within those types, significantly improved students' grammar skills and their ability to comprehend complex written materials.

The high school English curriculum often introduces students to academic texts featuring complex sentence structures, such as expository, narrative, and argumentative texts. These texts rely on various combinations of clauses to convey ideas effectively and in detail. Therefore, analyzing the types and frequencies of clauses present in high school textbooks is crucial to determine if these resources adequately prepare students to comprehend and produce such complex texts.

In line with the implementation of the Merdeka Curriculum in Indonesia, the availability of relevant learning resources is crucial. One of the textbooks used in this context is "Esensi Bahasa Inggris untuk SMA/MA/SMK Kelas X (Fase E) Kurikulum Merdeka" (Essential English for 10th Grade High School/Vocational School Students (Phase E) Merdeka Curriculum). textbook by Yuni Prihartanti and Febriana Ernawati (2022) This book is published by CV Mediatama and written by Yuni Prihartanti and Febriana Ernawati. Therefore, this study will analyze the types and frequencies of clauses found in this textbook to understand how the material is presented to students.

Studies have also shown a correlation between the syntactic complexity of textbooks and student comprehension (Erlina, Inderawati, & Petrus, 2019; Liu & Zhang, 2018), highlighting the need for textbooks that expose students to a wide range of clause types. Syntactic complexity refers to the way words and phrases are arranged to form sentences. More complex sentences might include longer sentences, embedded clauses, unusual word order, or passive voice. This complexity can affect student comprehension, especially for young learners, students with language difficulties, or students learning a second language. However, textbooks also need to expose students to a variety of sentence structures to develop their language skills and prepare them for real-world texts. Textbook writers can balance complexity, provide clear signposts, offer examples and explanations, and consider the target audience to create materials that are both comprehensible and challenging. By paying attention to syntactic complexity, textbook writers can help students develop their language skills and deepen their understanding of the subject matter.

The high school English curriculum often introduces students to academic texts with complex sentence structures, such as expository, narrative, and argumentative texts. These texts rely on various combinations of clauses.

Therefore, analyzing the types and frequencies of clauses in high school textbooks is crucial to determine if these resources adequately prepare students to comprehend and produce such texts. Studies have shown a correlation between textbook syntactic complexity and student comprehension (Erlina, Inderawati, & Petrus, 2019; Liu & Zhang, 2018), highlighting the need for textbooks that expose students to a wide range of clause types. Syntactic complexity, referring to how words and phrases are arranged in sentences, can affect student comprehension. However, textbooks must also expose students to varied sentence structures to develop language skills and prepare them for real-world texts.

Textbook writers can balance complexity, provide clear signposts, offer examples and explanations, and consider the target audience to create comprehensible and challenging materials. By attending to syntactic complexity, textbook researcher can help students develop their language skills and deepen their understanding

In conclusion, analyzing clause types in high school textbooks is highly relevant for evaluating how teaching materials support students language development in an EFL context. This analysis provides valuable insights for improving textbook quality and ensuring they align with students' learning needs and contribute to overall language proficiency."

"In English language teaching at the SMA level, textbooks are a primary resource for understanding concepts, including clause formation. A clause is a grammatical unit with a predicative construction that includes a subject and predicate, potentially with objects, complements, or modifiers, and can form a sentence (Gramedia). SMA English textbooks often include various clause types that students must master, such as nominal, verbal, adjectival, and adverbial clauses. Each type has different functions and structures, making a thorough understanding essential."

Based on the background, the research focuses on the types of clauses found in SMA English textbooks and their frequencies. It aims to analyze the distribution and usage of different clause types in commonly used textbooks in Indonesia.

MATERIALS
A. Clause

A clause is a fundamental unit of sentence structure, consisting of a group of words that contains both a subject and a verb. It serves as the building block of sentences and plays a crucial role in conveying meaning in both spoken and written communication. According to Oshima and Hogue (2007), a clause can either stand alone as a complete sentence or function as part of a larger sentence structure. Quirk and Greenbaum (1973) emphasize that clauses are essential grammatical components that allow ideas to be organized and related within a sentence.

A sentence, in turn, is the highest grammatical unit that expresses a complete thought and typically includes at least one clause. As Greenbaum and Nelson (2002) explain, a sentence consists of a subject and a predicate and can stand independently as a meaningful unit of communication. Oshima and Hogue (2007) also note that sentences may contain a single clause or multiple clauses, depending on their complexity. Understanding the relationship between clauses and sentences is essential for constructing grammatically accurate and stylistically effective writing, as it allows writers to produce a range of sentence structures from simple to compound-complex that enhance clarity, coherence, and variety.

B. Independent Clause

An independent clause is a complete sentence that contains both a

subject and a verb and expresses a complete thought. According to Oshima and Hogue (2007), an independent clause can stand alone because it conveys a complete idea without requiring additional elements. (Azar, 1998) also explains that an independent clause is a grammatically complete unit consisting of a subject and a verb that together express a full meaning. e.g *The students studied for their exams*, The clause *The students studied for their exams* is independent because it includes a subject (*the students*) and a verb (*studied*) while expressing a complete thought. Similarly, in the sentence *She enjoys reading novels*, the clause *She enjoys reading novels* functions as an independent clause because it is a grammatically complete unit that does not rely on any other clause for meaning.

Although independent clauses can function as complete sentences, they can also be combined with other independent clauses to create more complex sentence structures. (Nelson & Greenbaum, 2013) state that coordinating conjunctions are used to connect independent clauses in order to show relationships between ideas. ("A University Grammar of English," 1975) further identifies common coordinating conjunctions such as *and*, *but*, *or*, *nor*, *for*, *so*, and *yet*, which help link ideas of equal importance. *e.g The students studied for their exams, and they felt well-prepared*

Two independent clauses (*The students studied for their exams* and *they felt well-prepared*) are joined by the coordinating conjunction *and*. This allows for a more fluid and connected expression of ideas. Similarly, in *She enjoys reading novels, but she also likes watching movies*, the coordinating conjunction *but* is used to contrast two independent clauses. Mastering the use of independent clauses and their connections with other clauses enables writers to construct varied and engaging sentences, improving the overall clarity and coherence of their writing.

C. **Noun Clause**

A noun clause is a type of dependent clause that functions as a noun within a sentence. Like a noun, it can serve as the subject, object, or complement of a sentence. Since it is a dependent clause, it cannot stand alone as a complete sentence and must be connected to an independent clause to form a grammatically correct statement. Noun clauses are commonly introduced by words such as *that, what, who, whom, which, whether, why, how, when,* and *where* (Oshima & Hogue, 2007).

D. **Adjective Clause**

An adjective clause, also known as a relative clause, is a type of dependent clause that functions as an adjective by modifying a noun or pronoun. It provides additional information about the noun it modifies, making sentences more descriptive and specific. Because it is a dependent clause, an adjective clause cannot stand alone and must be attached to an independent clause to form a complete sentence. Adjective clauses typically begin with relative pronouns such as *who, whom, whose, which,* and *that* (Oshima & Hogue, 2007). These relative pronouns serve as connectors, linking the adjective clause to the noun it modifies.

E. **Adverbial Clause**

An adverbial clause is a type of dependent clause that functions as an adverb; it modifies a verb, an adjective, or another adverb by answering questions such as when, where, why, how, under what condition, and to what extent.

According to Oshima and Hogue (2007), adverbial clauses add meaning to a sentence by expressing time, cause, condition, contrast, result, purpose, or manner, and they are typically introduced by subordinating conjunctions like *because*, *although*, *if, when*, and *since*.

Marcella Frank (1972) also emphasizes that adverbial clauses are essential in developing complex sentence structures that reflect logical relationships between ideas. She categorizes them by the function they serve and notes that their use helps writers create greater sentence variety and clarity.

F. Previous Studies

In this research, there are some reviews of related literature finding from the previous research, they are:

Khasanah et al. (2023) analyzed verb phrases and noun phrases in argumentative texts found in the 11th-grade Senior High School (SMA) *Kurikulum Merdeka* textbook, highlighting the importance of understanding clause structures in improving students' writing skills. Similarly, Nur Khasanah et al. (2023) conducted a study on verb phrases and noun phrases in argumentative texts from the same textbook, emphasizing their role in developing better writing abilities. Additionally, Fadhilah (2020) explored the learning strategies of relative clauses in intermediate-level Japanese texts based on their syntactic aspects, and although the study focused on Japanese, its methodology can be applied to analyzing clause frequency in English textbooks. Another study by Khasanah et al. (2023) examined verb and noun phrases in argumentative texts from the 11th-grade SMA *Kurikulum Merdeka* textbook, revealing that understanding various clause types helps students construct more structured and logical arguments in writing. Overall, previous studies indicate that analyzing clause types and their frequencies in English textbooks is crucial for understanding how materials are presented and how they impact students' learning. This study contributes to the field by analyzing the book *Esensi Bahasa Inggris untuk SMA/MA/SMK Kelas X (Fase E) Kurikulum Merdeka* by Yuni Prihartanti and Febriana Ernawati (2022), which has not been widely researched before.

The novelty of this study lies in its focus on a more detailed grammatical investigation of clause types specifically independent and dependent clauses, including noun clauses, adjective clauses, and adverbial clauses across multiple genres within a single textbook. Unlike prior research which often centered around phrases or focused on argumentative texts alone, this study provides a broader view by analyzing 18 texts from six different genres: narrative, descriptive, procedure, exposition, recount, and report. This comprehensive approach offers deeper insight into the distribution and function of clauses in the textbook, supporting more nuanced understanding of how grammar is integrated into learning materials.

RESEARCH METHOD

This chapter outlines the methodology used to conduct the research. It explains the research design, data source, data collection procedure, data analysis procedre, research instrument, research procedure, research schedule, data analysis, and coding. Each section is designed to provide a comprehensive understanding of how the study was carried out in order to address the research questions formulated in Chapter I.

RESEARCH DESIGN

This research employs a descriptive quantitative approach to investigate the

frequency and distribution of clause types within high school English textbooks. A quantitative approach is deemed most suitable as the study's primary goal is to identify and quantify the occurrence of various clause types across different text genres. Specifically, this approach allows for the objective measurement and statistical analysis of clause frequencies. Complementing the quantitative approach, a descriptive design is utilized to provide a clear, systematic, and detailed account of the identified clause types and their respective frequencies within the selected texts. This descriptive element is crucial for understanding the nuances of clause usage within each genre.

This chapter details the analysis of clause types and their frequencies of occurrence in six distinct text types: narrative, descriptive, procedural, exposition, recount, and report. The source text for this analysis is the "Esensi Bahasa Inggris untuk SMA/MA/SMK Kelas X (Fase E) Kurikulum Merdeka" textbook authored by Yuni Prihartanti and Febriana Ernawati (2022). The analysis aims to achieve two key objectives: (1) to identify and categorize the variations in clause types employed across the different text genres, and (2) to determine the frequency of occurrence for each identified clause type within each genre.

DATA SOURCE

In quantitative research, data typically consist of words organized into extended written discourse or cohesive texts. These texts serve as primary sources for identifying linguistic features, patterns, or structures under investigation. In this study, the primary data are clauses extracted from selected texts within an English textbook. The focus is specifically on types of clauses based on their grammatical classifications and functional roles in sentences. The analysis is guided by the research questions outlined in section 1.2, particularly concerning the identification, classification, and frequency of clause types found in various

genres of texts. These clause types include noun clauses, adjective clauses, and adverbial clauses, examined based on their structural markers and syntactic functions.

The data source for this study is the English textbook titled "Esensi Bahasa Inggris untuk SMA/MA/SMK Kelas X (Fase E) Kurikulum Merdeka", authored by Yuni Prihartanti and Febriana Ernawati, and published by CV Mediatama in 2022. The textbook comprises vi + 226 pages and is designed to assist senior high school students in developing their English skills across multiple text types and communicative purposes. It reflects the current curriculum and contains a variety of text types rich in grammatical structures suitable for clause analysis. The texts within the textbook provide authentic material that mirrors real language use in educational contexts, essential for meaningful linguistic analysis.

The textbook includes 41 texts in total covering various genres, in the entire book except for task and exercises. However, for the purposes of this research, only 18 texts were selected as representative samples. These 18 texts are evenly distributed among six genres: narrative, descriptive, procedure, exposition, recount, and report texts, with three texts representing each genre. These genres were selected to represent different communicative purposes and are likely to contain a range of clause structures. Analyzing multiple genres allows for observing the distribution and frequency of clause types in different contexts, thereby providing more balanced and reliable findings.

The expected data from this research encompass various types of clauses, identified and categorized based on their functions within complex and compound sentence structures. These clauses are analyzed for their grammatical features, such as the use of introductory words or clause markers, and their syntactic roles, including subject, object, complement, or adverbial modifier. This analysis aims to uncover patterns in clause

usage across different genres and identify the most frequently employed grammatical features.

All identified clauses, along with a comprehensive analysis of each sentence, are compiled into a detailed data table. This table includes information such as the type of sentence, type of clause, clause markers, noun antecedents, clause function, and explanations. The complete data table is presented in the appendix of this thesis to ensure transparency, support the research findings, and allow readers to trace the analysis directly to the original text samples.

DATA COLLECTION PROCEDURE

The data collection procedure employed in this study is content analysis, which involves a systematic examination of the language features present in the textbook. The process begins with the selection of texts, in which the researcher identifies and chooses narrative, descriptive, procedure, exposition, recount, and report texts from the *Esensi Bahasa Inggris* textbook for Class X, based on the predetermined number of samples. After selecting the texts, the researcher proceeds with clause identification, locating and extracting all clauses found within the 18 chosen texts. Following this, each clause is examined and classified according to its type, such as independent clause, noun clause, adjective clause, or adverbial clause, based on their grammatical structure and function. Lastly, all relevant data are recorded in a data table designed to capture key information including the type of clause and its frequency as it appears in each text. This method allows for a comprehensive and organized analysis of the grammatical features in the textbook.

DATA ANALYSIS PROCEDURE

The data in this study will be analyzed using a quantitative approach, focusing on the classification and frequency of clause types found in various texts within the textbook. The analysis is designed to address the research questions by quantifying the occurrences of different clause types across multiple text genres. The steps involved in analyzing the data are as follows:

Frequency Calculation

After all clauses are identified and classified, the researcher will count the frequency of each clause typenamely independent clauses, noun clauses, adjective clauses, and adverbial clauses—within each of the six genres: narrative, descriptive, procedure, exposition, recount, and report texts.

Percentage Calculation

Following the frequency count, the percentage of each clause type will be calculated relative to the total number of clauses found in each genre. This will help determine the proportion and distribution of clause types used in different kinds of texts.

Data Presentation

The results of the frequency and percentage calculations will be organized and presented in tables and visualized through graphs. This presentation will facilitate comparison between genres and make it easier to observe patterns and trends in clause usage.

Data Interpretation

The final step involves interpreting the numerical data to draw conclusions related to the research objectives. The interpretation focuses on identifying which clause types are most and least frequently used in each genre and examining whether certain text types tend to favor specific clause structures. This analysis will help answer the research questions and provide insights into the grammatical features emphasized in the *Esensi Bahasa Inggris* textbook.

RESEARCH INSTRUMENT

The research instrument used in this study is a structured worksheet or analytical table designed to record and organize clause data. The worksheet includes columns for listing individual sentence samples, identifying their clause

types (independent or dependent), noting the specific type of dependent clause (noun, adjective, or adverbial), indicating the presence of introductory words or clause markers, and describing the function and explanation of the clause within the sentence. This instrument allows the researcher to systematically collect and categorize data for each text analyzed.

RESEARCH PROCEDURE

The research conducted through several systematic stages to ensure the accuracy and clarity of the findings. The first stage is preparation, which involves selecting 18 representative texts from the *Esensi Bahasa Inggris* Class X textbook. These texts are chosen based on their genre variety, including narrative, descriptive, procedure, exposition, recount, and report. During this phase, the researcher also prepares the necessary instruments and worksheets used for data collection and analysis. These materials include clause analysis tables tailored to categorize and quantify the types of clauses found in each text (see appendix).

The next stage is data collection, in which content analysis is carried out on the selected texts. Clauses are identified, classified, and recorded systematically into the worksheet. This is followed by the data analysis phase, where the frequency and percentage of each clause type are calculated, the data is presented in the form of tables and charts, and findings are interpreted to answer the research questions. The final stage is reported preparation, where the researcher compiles and writes a comprehensive report detailing the process, results, analysis, and discussion of the research.

RESEARCH SCHEDULE

This research will be conducted within a predetermined time frame to ensure that each stage is completed efficiently and systematically. The schedule consists of four main phases: preparation, data collection, data analysis,

and report writing. During the preparation phase, the researcher selects the sample texts, develops research instruments, and organizes the necessary materials. The data collection phase involves conducting content analysis and recording the relevant clause data from the selected texts. Following this, the data analysis phase focuses on calculating the frequency and percentage of clause types, presenting the findings, and interpreting the results in accordance with the research objectives. The final stage is reported preparation, in which the researcher compiles the research process, findings, and discussion into a comprehensive academic report.

DATA ANALYSIS

The data analysis in this study is carried out through a quantitative approach by examining the types and frequency of clauses found in selected texts from the *Esensi Bahasa Inggris* textbook. After all clauses are identified, they are categorized into independent or dependent clauses. Dependent clauses are further classified into noun clauses, adjective clauses, and adverbial clauses. The frequency of each clause type is calculated for every text, followed by the percentage calculation relative to the total number of clauses in that text. This process allows for a detailed comparison between genres. The findings are then organized into tables and visualized through charts to facilitate interpretation. Finally, the data are interpreted to determine patterns of clause usage across different text types and to answer the research questions stated in Chapter I.

CODING

Code	Mean
SS	Simple sentence
CPndS	Compound sentence
CPlxS	Complex sentence
CPndCPlxS	Compound complex sentence
NC	Noun clause
AdvC	Adverbial clause
AdjC	Adjective clause

CONCLUSION

This study was conducted to analyze the types and frequencies of clauses found in the textbook *Esensi Bahasa Inggris untuk SMA/MA/SMK Kelas X (Fase E) Kurikulum Merdeka* by Yuni Prihartanti and Febriana Ernawati (2022). The research focused on identifying independent and dependent clauses, including noun clauses, adjective clauses, and adverbial clauses, across six text genres: narrative, descriptive, procedure, exposition, recount, and report. The result of this study answers the statement of the problem by obtaining a percentage of independent clauses of 57% and dependent clauses of 43%.

The findings reveal that all clause types are present in the selected texts. Dependent clauses particularly adverbial and noun clauses appear more frequently in texts with argumentative and explanatory functions, such as exposition and report texts. On the other hand, independent clauses dominate texts such as procedure and narrative, which rely more on direct statements and action-based structures. These patterns show that the textbook presents a variety of clause structures suitable for developing students' grammatical competence and comprehension skills.

SUGGESTION

For Teachers

Teachers are encouraged to utilize clause analysis as a teaching tool to enhance students' awareness of grammatical structures. Explicit instruction on different types of clauses and their functions can improve both students' reading comprehension and writing skills.

For Students

Students should pay closer attention to how clauses are used in different text types, as this will help them understand the structure of English more deeply and apply it more effectively in their academic writing

For Textbook Authors and Curriculum Developers

It is suggested that future textbooks maintain a balanced and intentional integration of varied clause types to support students' development in both functional and academic English. Additional exercises focusing on clause identification and usage would further benefit learners.

For Future Researchers

Further studies could analyze clause types across different grade levels or compare multiple textbooks to identify broader trends in grammar representation in English educational materials.

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