

**CLAUSES AND TYPES OF SENTENCES ANALYSIS USED IN AIRLANGGA
GLOBAL ENGAGEMENT MEETING MINUTES**

A FINAL REPORT



by:

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2024

STATEMENT OF ORIGINALITY

I, Dhea Risma Maharani (152111813046), hereby declare that the final report I have written does not include the work or parts of other work of others, except where explicitly cited in quotes and references, as is appropriate for a scientific paper.

Surabaya, 4th June 2024



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APPROVAL

**CLAUSES AND TYPES OF SENTENCES ANALYSIS USED IN AIRLANGGA
GLOBAL ENGAGEMENT MEETING MINUTES**

A FINAL REPORT

As One of the Requirements to Obtain the Degree of Associate

Expert

English Language

Department of Business

Faculty of Vocational Studies

Universitas Airlangga

By:

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By:

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This final report has been established through an examination

Held on June 20th 2024

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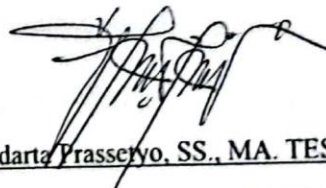
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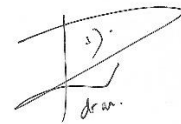
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Surabaya, 4th June 2024



The writer

ABSTRACT

The Airlangga Global Engagement Meeting Minutes effectively convey proceedings and decisions through a variety of sentence structures. Simple sentences provide clear and concise points, such as objectives and roles. Compound sentences combine related ideas, offering detailed accounts of discussions and actions. Complex sentences, featuring subordinate clauses, elaborate on specific topics, decisions, and future plans, adding depth and context. Compound-complex sentences integrate multiple ideas and subpoints, reflecting the multifaceted nature of discussions. These diverse sentence structures create a comprehensive and organized record, ensuring clarity and thoroughness in documenting engagement activities.

Keywords: Meeting Minutes, Clauses, Types of Sentences

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CHAPTER 1

INTRODUCTION

1.1 Background of the Report

According to Gutmann (2016), meeting minutes are formal written records that document the proceedings and key points of a meeting. Meeting minutes capture essential information such as attendees, agenda items, discussions, decisions made, and action items assigned. Additionally, minutes are critical to the meeting's success. Participants rely on them for information on subjects they do not understand or to fill in gaps when they lose concentration. The action point acts as a reminder to those who agreed in the heat of the moment but have since been overtaken by other priorities and would otherwise forget what they were to do. Minutes record the meeting and provide evidence of actions or outcomes.

Hirashima et al. (2004) mentioned that after the meetings, participants often exchange data and review them to recall or reconsider meeting outputs in greater detail. Meeting minutes help remind participants of important tasks, actions, decisions, and agreements made during the meeting. It ensures that everyone is aligned and coordinated, preventing the need for repetition of topics in future meetings.

According to Wolfe (2006) cited in Botchwey & Owusu (2024), minutes are essential to projecting an organization or a team forward, including solidifying consensus reached at meetings, and holding individuals accountable for designated actions. A meeting minute serves as a reference for what resolutions have been reached and what actions need to be taken often with clearly stated timelines as per the decisions of boards. Minutes also serve legal purposes as records of proceedings and form the basis for actions within the jurisdiction of an organization in terms of corporate governance, human and material resource management, and quality assurance. Such documents not only provide organizations with institutional memory of the key decisions but also serve as the architectural framework of whatever the entire institution or its departments do to fulfill their core mandates. As an organization's rich and valid repository of its history, operational guide, and legal support, minutes' writing and preservation are among the top priorities of all businesses including academic institutions across all levels.

However, the process of making meeting minutes also requires attention to language and grammar, since the meeting minutes are written documents, so the use of proper language and grammar is very important. Clement & Murugavel (2018) stated that proper language can help individuals understand complex topics, articulate their thoughts clearly, and accurately record important details in meeting minutes. Moreover, grammar is also important when writing meeting minutes. According to Arkoudis et al. (2009), grammar

is important for writing meeting minutes because it helps ensure that the document is clear and accurate. Proper grammar can help prevent misunderstandings and confusion.

In the Airlangga Global Engagement meeting minutes, the writer analyzed clauses and the types of sentences. Allen (2014) mentioned that sentences in all languages are composed of one or more clauses. A clause is defined as a combination of a subject and a predicate. Clauses are groups of words that always include a subject and a predicate. The simplest sentences in a language contain just one clause, but all languages can form sentences with multiple clauses. A clause that can stand alone as a complete sentence is called a main clause or independent clause, while a clause that cannot stand alone is known as a subordinate clause or dependent clause. Every sentence must have at least one main clause. Different types of clauses include noun clauses, relative clauses, and adverb clauses.

Anderson (2014) cited in Orebe (2021), define a sentence reflects a complete thought; it gives a complete idea or statement the speaker wishes to pass across. A sentence, made up of one clause has the structure of: Subject + Predicate + Compliment + Adjuncts (SPCA) in its full form: a reduced form may consist of Subject + Predicate. The four basic types of sentences in English are simple, compound, complex, and compound-complex. A simple sentence can consist of only one independent clause. This type of sentence is often referred to as an independent sentence or a main clause (Orebe, 2021). A

compound sentence is composed of two or more independent clauses joined together. The independent clauses are joined by coordinate conjunctions, which are words that link the clauses together to form a single sentence (Orebe, 2021). A complex sentence contains more than one clause, where each clause carries equal weight or is independent of the other (Orebe, 2021). A compound-complex sentence is characterized by the presence of multiple clauses. A compound-complex sentence typically begins with an independent clause, which is a clause that can stand alone as a complete sentence then followed by one or more dependent clauses, which cannot stand alone as complete sentences (Orebe, 2021).

In this final report, a case study is used to analyze the use of clauses and types of sentences in meeting minutes written by the writer during an internship at Airlangga Global Engagement, International Hubs Division. Fact-based meeting minutes of these discussions serve as evidence of organizational processes, capturing important discussions, decisions, and action items. Therefore, analyzing the types of sentences and clauses in AGE meeting minutes is effective for organized and structured documentation. Through this analysis, the writer aims to identify sentences that need to be improved and ultimately improve the clarity and effectiveness of the meeting minutes produced.

1.2 Statement of the Problems

1. What kind of clauses were used in AGE meeting minutes?
2. What types of sentences were used in AGE meeting minutes?

1.3 Objectives of the Report

1. To find out what kind of clauses were used in AGE meeting minutes.
2. To find out what kind of types of sentences were used in AGE meeting minutes.

1.4 Significance of the Report

1.4.1. For the writer

This final report has several benefits for the writer in:

1. Improving the writer's skill in analyzing meeting minutes.
2. Experiencing the professional world outside the class and observing the work environment.
3. Contributing to the understanding of types of sentences and clauses were used in AGE meeting minutes.

1.4.2. For the alma mater

This final report has several benefits for the alma mater in:

1. Inspiring other students at Universitas Airlangga to produce excellent work.
2. Developing English Diploma Program education quality, especially in English.

3. Sharing the writer's experience in the work environment with the other students so that they will be prepared for their internship in the future.

1.4.3. For the company/ institution

This final report has several benefits for the company/institution in:

1. Contributing to English Diploma accomplishments.
2. Highlighting the English Diploma as a potential major in society through its students' works.
3. Using this as a guideline for Airlangga Global Engagement interns to make other meeting minutes in the future.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Clauses

According to Allen (2014), sentences in all languages are composed of one or more clauses. A clause is defined as a combination of a subject and a predicate. Clauses are groups of words that always include a subject and a predicate. The simplest sentences in a language contain just one clause, but all languages can form sentences with multiple clauses. A clause that can stand alone as a complete sentence is called a main clause or independent clause, while a clause that cannot stand alone is known as a subordinate clause or dependent clause. Every sentence must have at least one main clause. Sentences with more than one clause may contain a main clause and one or more subordinate clauses, or several independent clauses. Different types of clauses include noun clauses, relative clauses, and adverb clauses.

2.1.1 Noun Clause

Allen (2014), stated that a noun clause is a dependent clause that can perform the same grammatical functions as a noun within a sentence. This means that a noun clause can occupy the position of a noun within a sentence, serving as the subject or object of a verb. Unlike independent clauses, which

can stand alone as complete sentences, noun clauses depend on other clauses to convey meaning.

For example:

<u>Jack</u>	<u>knows</u>	<u>that Jill won.</u>
Noun	Verb	Object of a Verb

The noun clause *that Jill won* functions as the object of the verb “knows,” just as the noun “Jack” does in the sentence *Jack knows Jill*. In the sentence *Jacks know that Jill won*, the noun clause is marked by the word *that*. The clause *Jill won* is just the same as an independent statement, but it is functioning here as a noun clause (object of the verb *knows*). There is nothing in the clause itself to indicate this function: only the context in which it is used shows that it is a noun clause and not a separate sentence.

2.1.2 Relative Clause

Quoted from Allen (2014), a relative clause is a type of dependent clause that functions like an adjective, using an entire statement to modify a noun rather than just a single word. Similar to adjectives, relative clauses generally cannot stand alone. When used without a noun, they typically require a placeholder word such as "one" or "ones." A relative clause where the coreferent is the subject is called a direct relative clause, while one where the coreferent is not the subject is referred to as an indirect relative clause. Relative clauses can be introduced by words such as "that," "who," "whom," "which," or "whose," but they can also be unmarked.

For example:

1. *Jill won first prize.*

In the example above, the adjective "first" modifies the noun "prize" by specifying its rank or position. The word "first" provides additional information about the type of prize Jill won, distinguishing it from other possible prizes, such as second or third.

2. *This is the prize that Jill won.*

The relative clause "that Jill won" modifies the noun "prize" by providing specific information about which prize is being referred to. The clause functions as an adjective, describing and identifying the prize in question.

3. *This is the prize Jill won.*

The example above, where the independent statement "Jill won" is used to modify the noun "prize" through the context of the sentence.

2.1.3 Adverb Clause

Cited from Allen (2014), an adverb clause acts like an adverb, telling where, when, why, or how something happens or is true. Adverb clauses are often referred to as circumstantial clauses due to their role in describing the circumstances surrounding the main action or statement of another clause. Essentially, adverb clauses offer context and detail that explain the conditions or circumstances under which the events of the main clause happen.

For example:

1. *Jack is happy today.*

The adverb “today” tells when Jack is happy, provides information about the time at which Jack is experiencing happiness. It specifies that Jack's happiness is occurring on the current day, distinguishing it from other possible times, such as yesterday or tomorrow.

2. *Jack is happy sitting in first class.*

Tells where Jack is happy. The phrase "sitting in first class" provides information about the location where Jack's happiness is experienced.

3. *Jack is happy when he is with Jill.*

Tells when Jack is happy. The adverbial clause "when he is with Jill" provides information about the circumstances under which Jack experiences happiness.

4. *Jack is happy because Jill won.*

Tells why Jack is happy. The conjunction "because" introduces a clause that provides the reason for Jack's happiness

5. *Jack is happy, smiling from ear to ear.*

Tells how Jack is happy. The phrase "smiling from ear to ear" provides information about how Jack's happiness is manifested.

2.2 Types of Sentences

According to Anderson (2014) cited in Orebe (2021), sentence reflects a complete thought; it gives a complete idea or statement the speaker wishes to pass across. A sentence, made up of one clause has the structure of: Subject + Predicate + Compliment + Adjuncts (SPCA) in its full form: a reduced form may consist of Subject + Predicate. The four basic types of sentences in English are simple, compound, complex, and compound-complex.

2.2.1 Simple Sentence

A simple sentence can consist of only one independent clause. This type of sentence is often referred to as an independent sentence or a main clause. Independent clauses are capable of standing alone as complete sentences because they contain a subject and a predicate that express a complete thought Orebe (2021).

For example:

- a. The chairman gave a summary of the resolution as the meeting progressed.

S P C A

- b. The editor presented a copy of the latest edition of the journal to the board.

S P C A

2.2.2 Compound Sentence

Orebe (2021), stated that a compound sentence is composed of two or more independent clauses joined together. Independent clauses are complete sentences that can stand alone because they contain a subject and a predicate

that express a complete thought. These clauses are joined by coordinate conjunctions, which are words that link the clauses together to form a single sentence. Coordinate conjunctions are used to connect two or more independent clauses, allowing them to function as a single sentence. Some common coordinate conjunctions include "and," "or," "but," "also," and other conjunctions.

For example:

- a. The requests were considered **and** recommended for the approval of

Independent Clause 1

Independent Clause 2

Senate.

- b. The agenda was considered **and** adopted accordingly.

Independent Clause 1

Independent Clause 2

The two independent sentences were joined using and as the co-ordinating conjunction. It is observed that in the derived compound form, the subject and the be-verb of the second sentences were elided through the principle of ellipsis.

2.2.3 Complex Sentence

Cited from Orebe (2021), complex sentence contains more than one clause, where each clause carries equal weight or is independent of the other. This type of sentence structure is characterized by the presence of multiple independent clauses that are connected through various grammatical devices, such as conjunctions, subordinators, or correlative conjunctions.

For example:

- a. A member suggested **that** honorarium for staff serving in the committee

Main Clause

Subordinate Clause

should be abolished.

- b. The chairman reported **that** all the faculty's recommendations to Senate

Main Clause

Subordinate Clause

were approved at the last Senate meeting.

Each of the complex sentences illustrated in the examples above, contains of a main clause and a subordinate clause that are linked by the use of the introducer **that**. By using the introducer **that**, the text was able to combine the two sentences, one as the major clause, and the other as the subordinate clause.

2.2.4 Compound-Complex Sentence

Orebe (2021), define a compound-complex sentence is characterized by the presence of multiple clauses. A compound-complex sentence typically begins with an independent clause, which is a clause that can stand alone as a complete sentence. This independent clause is then followed by one or more dependent clauses, which cannot stand alone as complete sentences. The dependent clauses are often introduced by subordinating conjunctions or relative pronouns, linking them to the independent clauses in a way that shows the relationship between the ideas.

For example:

- a. He reported that he conducted the team round, and what they saw on ground was very impressive to them.
- b. The chairman said that the observation was right **but** wondered why

Complex Sentence 1

academic culture would be so denigrated.

Complex Sentence 2

As could be seen in the examples presented above, there is more than a clause in compound-complex structures. The second example of compound-complex sentences contains two complex sentences joined by the conjunction **but**. Just as it was observed when looking at the compound sentences, the subject of the second sentence was also elided.

CHAPTER 3

METHODOLOGY

3.1 Location and Participants

During the internship period, the writer was placed within the International Hubs division of Airlangga Global Engagement. The primary responsibilities within the International Hubs division included drafting invitation letters, request letters, compiling meeting minutes, and writing articles. These tasks constituted the writer's duties throughout the internship duration. Among the various assignments undertaken during the internship, the writer chose meeting minutes as the subject for the final project.

The primary participant involved in this study is the writer herself. The writer actively engaged in the process of analyzing meeting minutes, utilizing their firsthand experience and insights gained from her internship within the International Hubs division. As the sole contributor to the analysis, the writer conducted a comprehensive examination of meeting minutes based on the observations and interactions within the organizational setting.

3.2 Data Collection

In this study, meeting minutes serve as the primary instrument for collecting data. Meeting minutes offer a record of discussions, decisions, and actions taken during organizational meetings, making them a valuable source

of information for research purposes. The use of meeting minutes as a data collection tool provides several advantages, including systematic documentation and real-time recording of events.

3.2.1. Observation

At this stage, the writer first prepares all the data, specifically the meeting minutes, for analysis. Followed by observing the meeting minutes and thoroughly reading each document to understand the content and context. Moreover, the writer provides a table as needed to facilitate the writer in the analysis process. The writer conducts a per-sentence analysis of all the content in the meeting minutes. This also makes the writer's analysis process easier and more efficient.

No.	Sentence in the meeting minutes	Clauses Analysis

Table 3.2 Clauses Analysis Table

No.	Sentence in the meeting minutes	Types of Sentences Analysis

Table 3.3 Types of Sentences Analysis Table

3.2.2. Meeting Minutes

MEETING MINUTES	
DATE	6 Maret 2024
TIME	10.00 - 12.00 WIB
MEETING	Strategic Meeting Universitas Airlangga and Juntendo University
NOTE TAKER	Dhea Risma Maharani
ATTENDANCE	Victor(s) – Juntendo University 1. Mr. Shiro Yamano – Faculty of Health Data Science, Professor of Juntendo University to 2. Mrs. Christina Andica – Assistant Professor of Juntendo University Attendees – Universitas Airlangga 1. Dina Septiant, Ph.D – Deputy Director of Airlangga Global Engagement 2. Dr. Salsatiawati, dr., M.Kes. – Vice Dean III Faculty of Medicine 3. Prof. Dr. Renu Aparti, M.Si. – Vice Dean III Faculty of Advanced Technology and Multidisciplinary 4. Prof. Dr. Fatmawati, M.Si. – Vice Dean III Faculty of Science and Technology 5. Aprilia Putri Pradana, S.Ikom – Head of Global Partnership and Promotion, Airlangga Global Engagement 6. Astria Okta Herdiant, S.Ikom – Head of Student Mobility, Airlangga Global Engagement 7. Savittha A – Staff for International Partnership and Consortium, Airlangga Global Engagement

♦ NOTES

- Juntendo University and Universitas Airlangga (UNAIR) expressed their mutual interest in enhancing collaboration through student and staff exchanges, as well as joint research and publication projects.
- The Faculty of Medicine at UNAIR has shown particular interest in collaborating with Juntendo University, focusing on fields such as sports science and radiology. This collaboration holds the potential to advance research and medical practices in these areas, benefiting both institutions and contributing to the broader healthcare landscape.
- Similarly, the Faculty of Advanced Technology and Multidisciplinary at UNAIR has expressed keen interest in collaboration with Juntendo University, especially in the field of biomechanics, data science, and cyber security.
- A representative from the Faculty of Advanced Technology and Multidisciplinary at UNAIR will invite their faculty members to engage in further discussions via Zoom meetings. These discussions will delve deeper into potential collaboration opportunities, allowing for the exploration of joint projects and initiatives.
- The Faculty of Science and Technology at UNAIR has also shown interest in collaboration with Juntendo University, particularly in fields like mathematics, information systems, and statistics.

Picture 1.1 Picture of the meeting minutes

- Representatives from the Faculty of Science and Technology at UNAIR will initiate discussions within their faculty members to explore potential collaboration avenues with Juntendo University.
- Juntendo University will also engage in discussions with their faculty members to explore potential collaboration opportunities with various faculties at UNAIR, including the Faculties of Medicine, Faculty of Advanced Technology and Multidisciplinary, and Faculty of Science and Technology.
- UNAIR has offers to Juntendo University for participation in various programs such as AMERTA, Lingua, Scholarships, Airlangga Jour Class, and Tailor-Made Programs.
- Faculty of Advanced Technology and Multidisciplinary at UNAIR has offered programs such as SEGITA and SMARTA to Juntendo University. SEGITA, conducted annually, provides opportunities for collaborative projects, as exemplified by this year's project in Gili Trawangan with high oxygen levels and tourism activities in Bromo.
- SMARTA is more like a student exchange program.
- UNAIR recommends that Juntendo University consider participating in SPGITA as an initial step towards collaboration.
- UNAIR has also offers for summer programs such as AIRVENTURE (Airlangga Adventure), inviting international students to explore Surabaya, Pemanan, and Banyuwangi for a dynamic learning experience.
- Considering the potential for collaboration, there is a possibility to renew the Memorandum of Understanding (MoU) between Universitas Airlangga and Juntendo University, which expired in 2018. Renewing the MoU would formalize and strengthen the partnership between the two institutions.

Picture 1.2 Picture of the meeting minutes

Meeting minutes serve as the data collection in the form of a document. In each meeting minute, there are many sentences that contain the main points of discussion of the meeting. The writer observed five meeting minutes, used the writer's meeting minutes and those of other interns. Meetings were conducted both face-to-face and via online, with all meetings conducted in English. Additionally, there is a template for writing meeting minutes that AGE has provided, which ensures clarity in the documents.

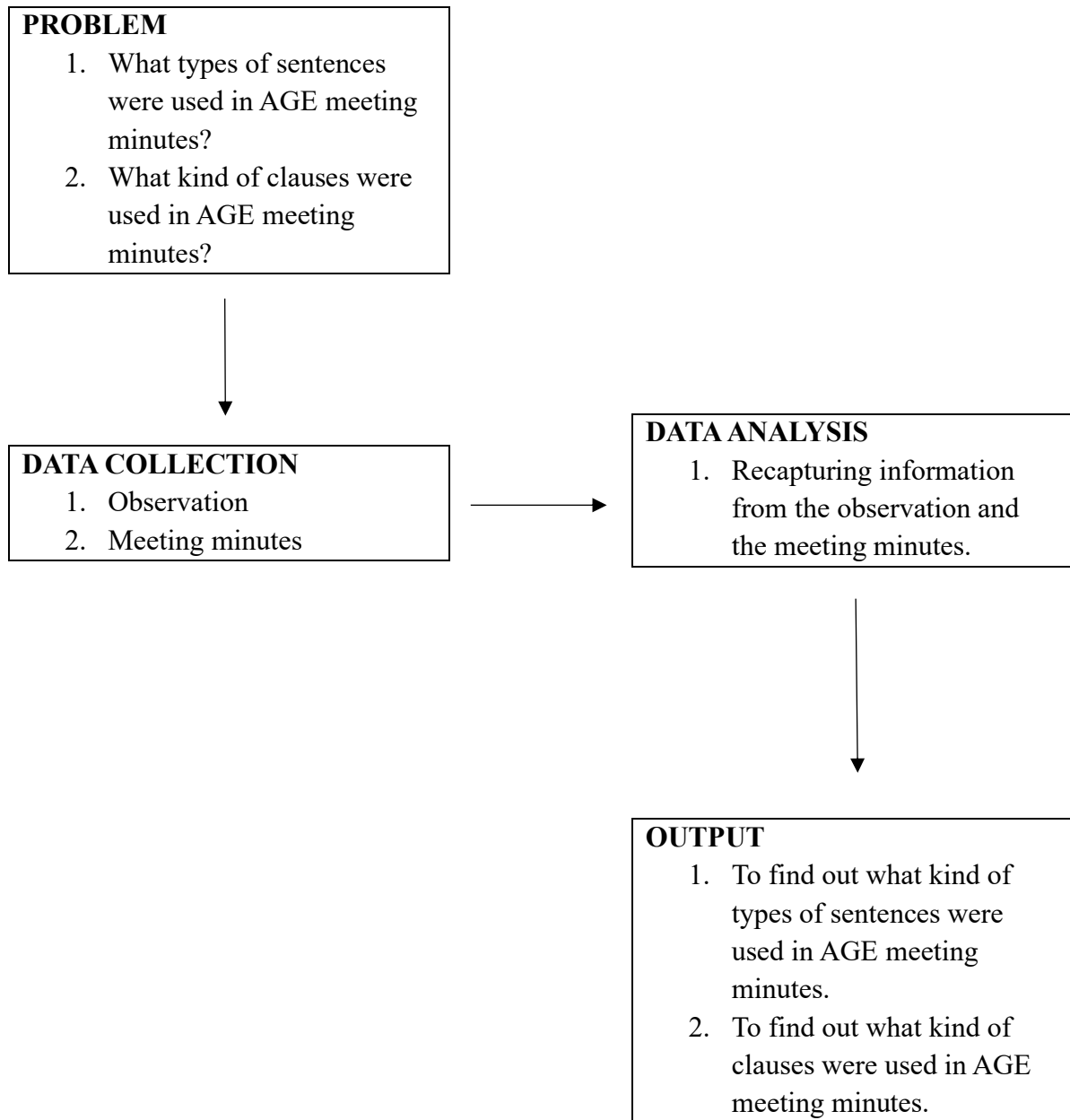
3.3 Data Analysis

The data underlying the analysis of types of sentences and clauses is obtained through the meeting minutes initiated by the writer herself, which then became the main reference for the writer in analyzing types of sentences and clauses in the content of the meeting minutes. After collecting some of the meeting minutes, the writer began to analyze types of sentences and clauses based on the theories of Allen (2014) and Orebe (2021). During the types of sentences and clauses process, all aspects of the analysis process were maximized in order to meet the criteria that the author hoped for in the presentation of the next data results.

No.	Unit of Analysis	Data Collection Techniques
1.	What types of sentences were used in AGE meeting minutes?	1. Observation 2. Meeting minutes
2.	What kind of clauses were used in AGE meeting minutes?	1. Observation 2. Meeting minutes

Table 3.4 Data Analysis

3.4 Framework of the Report



CHAPTER 4

RESULT AND DISCUSSION

4.1. Description

The writer conducted an internship at Airlangga Global Engagement from February 19, 2024, until April 19, 2024, as a part of the global partnership and promotion team. During the internship, the writer had a responsibility to write meeting minutes. Regarding the writer's internship and duty, the writer found two problems, as written in the first chapter, which are: (1) What kind of clauses were used in AGE meeting minutes? and (2) What types of sentences were used in AGE meeting minutes?

The writer will elaborate on the problem and give an answer related to the problem. The writer analyzed the meeting minutes that she wrote by comparing them to the theories written in the book by Allen (2014) and Orebe (2021).

4.1.1 Analysis Clauses in Airlangga Global Engagement Meeting Minutes

In this subchapter, the writer took data from five meeting minutes documents, and the sentences contain clauses. As stated by Allen (2014) in chapter 2, they have classified clauses into 3 types, which are noun, relative,

and adverb clauses. Thus, the writer would like to elaborate on the clauses that were used in analyzing a meeting minute of Airlangga Global Engagement. Next, the writer will explain one by one and give examples in each clause.

1. Noun Clause

According to Allen (2014), noun clause is a dependent clause that can perform the same grammatical functions as a noun within a sentence. This means that a noun clause can occupy the position of a noun within a sentence, serving as the subject or object of a verb. Unlike independent clauses, which can stand alone as complete sentences, noun clauses depend on other clauses to convey meaning.

Throughout the analysis, the writer did not encounter any sentences where a noun clause was used from data 1 to data 5. The absence of noun clauses could be due to the writing style employed. However, in the data analyzed, the writer did not come across any instances where a noun clause functioned within the sentences.

2. Relative Clause

Allen (2014), stated that a relative clause is a type of dependent clause that functions like an adjective, using an entire statement to modify a noun rather than just a single word. Similar to adjectives, relative clauses generally cannot stand alone. When used without a noun, they typically require a placeholder word such as "one" or "ones." A relative clause where the

coreferent is the subject is called a direct relative clause, while one where the coreferent is not the subject is referred to as an indirect relative clause. Relative clauses can be introduced by words such as "that," "who," "whom," "which," or "whose," but they can also be unmarked. The following texts below will explain the use of relative clauses in the writer's meeting minutes.

The LPDP program has 52 training programs taught in English, so language would not be an issue.

The sentence above can be found in data 1 no 5. Example sentence above is relative clause because the sentence "taught in English" contains a relative clause which modifies the noun phrase "52 training programs."

The Faculty of Medicine at UNAIR, which has an international class, offers a program to study abroad for at least three months.

The sentence above can be found in data 3 no 10. Example sentence above is relative clause because the sentence "which has an international class," contains a relative clause which modifies the noun phrase "The Faculty of Medicine at UNAIR." The clause begins with the relative pronoun "which."

Students are required to write 150 words that describe themselves, their research, why they want to study at Dalhousie and their experiences.

The sentence above can be found in data 2 no 10. Example sentence above is relative clause because the sentence "that describe themselves, their research, why they want to study at Dalhousie, and their experiences" contains

a relative clause which modifies the noun "words" and collectively serves as the object of the verb "write." The clause begins with the relative pronoun "that."

3. Adverb Clause

As mentioned in chapter 2, Allen (2014), mentioned that an adverb clause acts like an adverb, telling where, when, why, or how something happens or is true. Adverb clauses are often referred to as circumstantial clauses due to their role in describing the circumstances surrounding the main action or statement of another clause. Essentially, adverb clauses offer context and detail that explain the conditions or circumstances under which the events of the main clause happen. The writer only found 1 sentence that contain adverb clause in the AGE meeting minutes. The following texts below will explain the use of adverb clauses in the writer's meeting minutes.

Since they signed the memorandum of understanding in 2022, UNAIR and Western Sydney University have had an ongoing partnership.

The sentence above can be found in data 3 no 2. Example sentence above is an adverb clause because the sentence "Since they signed the memorandum of understanding in 2022" provides information about when UNAIR and Western Sydney University signed the memorandum of understanding.

4.1.2. Analysis Types of Sentences in Airlangga Global Engagement Meeting Minutes

In this subchapter, the writer took data from five meeting minutes documents, and the sentences contain types of sentences. As stated by Orebe (2021) in chapter 2, they have classified sentences into 4 types, which are simple, compound, complex, and compound-complex sentences. Thus, the writer would like to elaborate on the types of sentences that were used in analyzing a meeting minute of Airlangga Global Engagement. Next, the writer will explain one by one and give examples in each type of sentences.

1. Simple Sentences

According to Orebe (2021) A simple sentence can consist of only one independent clause. This type of sentence is often referred to as an independent sentence or a main clause. Independent clauses are capable of standing alone as complete sentences because they contain a subject and a predicate that express a complete thought. In these types of sentences, the writer found 10 sentences that contain simple sentences. The following texts below will explain the use of simple sentences in the writer's meeting minutes.

This meeting discusses possible partnerships with the faculties at UNAIR.

S P C A

The sentence above can be found in data 1 no 1. Example sentence above is a simple sentence because it only contains one independent clause, which is "This meeting discusses Possible partnerships with the faculties at Universitas Airlangga." The subject is "This meeting," the predicate is "discusses," the compliment is "possible partnerships," and the adjunct is "with the faculties at UNAIR."

Students must prepare a half-page summary detailing their experiences,

S P C A

interests, and focus area.

The sentence above can be found in data 2 no 2. Example sentence above is a simple sentence because it only contains one independent clause, which is "Students must prepare a half-page summary detailing their experiences, interests, and focus area." The subject is "Students," the predicate is "must prepare," the compliment is "a half-page summary," and the adjunct is "detailing their experiences, interests, and focus area."

Western Sydney University has a branch in Indonesia located in TP 6.

S P C A

The sentence above can be found in data 3 no 3. Example sentence above is a simple sentence because it only contains one independent clause, which is "Western Sydney University has a branch in Indonesia located in Tunjungan Plaza 6." The subject is "Western Sydney University," the

predicate is "has," the compliment is "a branch," and the adjunct is "In Indonesia located in Tunjungan Plaza 6."

2. Compound Sentences

Orebe (2021), stated that a compound sentence is composed of two or more independent clauses joined together. These clauses are joined by coordinate conjunctions, which are words that link the clauses together to form a single sentence. Coordinate conjunctions are used to connect two or more independent clauses, allowing them to function as a single sentence. Some common coordinate conjunctions include "and," "or," "but," "also," and other conjunctions. In these types of sentences, the writer found 7 sentences that contain compound sentences. The following texts below will explain the use of compound sentences in the writer's meeting minutes.

UNAIR has several MoUs, MoAs, and IAs with several universities in France

Independent Clause 1

and UNAIR has no issue with the renewal.

Conj Independent Clause 2

The sentence above can be found in data 1 no 2. Example sentence above is a compound sentence with coordinators because it contains two independent clauses joined by a coordinating conjunction "and". The sentence can be broken down into two simple sentences: "Unair has several MoUs,

MoAs, and IAs with several universities in France" and "has no issue with the renewal".

FPK would love to engage in academic collaboration and cooperation,

Independent Clause 1

but it currently lacks similar activities with universities in France.

Conj

Independent Clause 2

The sentence above can be found in data 1 no 8. Example sentence above is a compound sentence with coordinators because it contains two independent clauses joined by a coordinating conjunction "but". The sentence can be broken down into two simple sentences: "FPK would love to engage in academic collaboration and cooperation," and "it currently lacks similar activities with universities in France.”

Juntendo University will also discuss potential collaboration opportunities with its faculty members to explore with various faculties at UNAIR,

Independent Clause 1

and

Conjunction

this includes the faculty of medicine, the faculty of advanced technology and multidisciplinary, and the faculty of science and technology.

Independent Clause 2

The sentence above can be found in data 4 no 5. Example sentence above is a compound sentence with coordinators because it contains two independent clauses joined by a coordinating conjunction "and". The sentence can be broken down into two simple sentences: "Juntendo University will also discuss potential collaboration opportunities with its faculty members to explore with various faculties at UNAIR" and "this includes the faculty of medicine, the faculty of advanced technology and multidisciplinary, and the faculty of science and technology."

3. Complex Sentences

As mentioned in chapter 2, Orebe (2021) mentioned that complex sentence contains more than one clause, where each clause carries equal weight or is independent of the other. This type of sentence structure is characterized by the presence of multiple independent clauses that are connected through various grammatical devices, such as conjunctions, subordinators, or correlative conjunctions. In these types of sentences, the writer found 10 sentences that contain complex sentences. The following texts below will explain the use of complex sentences in the writer's meeting minutes.

Students are required to write 150 words **that** describes themselves, their

Main Clause

Subordinate Clause

research, why they want to study at Dalhousie, and their experiences.

The sentence above can be found in data 2 no 10. Example sentence above is complex sentences because it contains more than one clause. The main clause is “Students are required to write 150 words,” the subordinate clause is “describes themselves, their research, why they want to study at Dalhousie, and their experiences.” “That” in the sentence above as a subordinator.

*This meeting has evolved from the previous one, **where** UNAIR and Western*

Main Clause

Sydney University discussed four to five ideas.

Subordinate Clause

The sentence above can be found in data 3 no 1. Example sentence above is complex sentences because it contains more than one clause. The main clause is “This meeting has evolved from the previous one,” the subordinate clause is “UNAIR and Western Sydney University discussed four to five ideas.” “Where” in the sentence above as a subordinator.

*SDGS has 17 goals, **so** SDGS invited Western Sydney University to*

Main Clause

Subordinate Clause

come and visit the center.

The sentence above can be found in data 3 no 8. Example sentence above is complex sentences because it contains more than one clause. The

main clause is “SDGS has 17 goals,” the subordinate clause is “SDGS invited Western Sydney University to come and visit the center.” “So” in the sentence above as a subordinator.

4. Compound-Complex Sentences

Orebe (2021), define a compound-complex sentence is characterized by the presence of multiple clauses. A compound-complex sentence typically begins with an independent clause, which is a clause that can stand alone as a complete sentence. This independent clause is then followed by one or more dependent clauses, which cannot stand alone as complete sentences. The dependent clauses are often introduced by subordinating conjunctions or relative pronouns, linking them to the independent clauses in a way that shows the relationship between the ideas. In these types of sentences, the writer found 3 sentences that contain compound-complex sentences. The following texts below will explain the use of compound-complex sentences in the writer’s meeting minutes.

If students cannot secure it in the current round, they may

Dependent Clause

reapply in subsequent rounds, for the opportunity remains open.

Independent Clause 1 Conj Independent Clause 2

The sentence above can be found in data 2 no 5. Example sentence above is compound-complex sentences because it contains two independent clauses “they may reapply in subsequent rounds” and “the opportunity remains open” joined by a coordinating conjunction "for" and a dependent clause "If students cannot secure it in the current round."

A physical meeting is scheduled for March 20th, providing an opportunity

Independent Clause 1

for face-to-face discussions, and further collaboration can be arranged.

Independent Clause 2 Conj Dependent Clause

The sentence above can be found in data 5 no 3. Example sentence above is compound-complex sentences because it contains two independent clauses “A physical meeting is scheduled for March 20th” and “providing an opportunity for face-to-face discussions” joined by a coordinating conjunction "and" and a dependent clause " and further collaboration can be arranged."

4.2. Obstacles

4.2.1. Obstacles related to analyzing clauses were used in Airlangga

Global Engagement meeting minutes

Throughout analyzing the clauses used in Airlangga Global Engagement meeting minutes, the writer faced various challenges. One of the challenges is the fear of making mistakes, which can inhibit the analysis and

result in superficial assessments. Ensuring consistent and objective analysis is also difficult. In addition, understanding the different types of clauses and their functions in sentences also adds to the complexity.

To solve this obstacle, writers should study grammar and clause structure comprehensively and use reference materials that can enhance understanding. Seeking feedback from mentors can help ensure consistency and objectivity.

4.2.2. Obstacles related to analyzing the types of sentences were used in Airlangga Global Engagement meeting minutes

During the analysis the type of sentences of the Airlangga Global Engagement meeting minutes, the writer encountered several challenges related to analyzing the types of sentences used. One of the challenges faced was the fear of making mistakes while conducting in-depth analysis, which could lead to inaccurate results. In addition, the writer struggled to ensure consistent and objective analysis, which is crucial to the validity of the findings. In addition, the writer faced difficulties in understanding different types of sentences, including their structure and function, which hindered the ability to analyze them properly.

To overcome this obstacle, the writer should focus on developing a clear understanding of sentence types and their characteristics. This can be done by reviewing relevant sources. In addition, writers should establish a

systematic approach to analysis, ensuring consistency in the application of categorization criteria. This will help minimize the risk of errors and ensure the accuracy of the results.

4.3. Added Values

4.3.1. Added values related to analyzing clauses were used in Airlangga Global Engagement meeting minutes

During analyzing the clauses were used in Airlangga Global Engagement meeting minutes brings several added values. Firstly, the writer gained a significant amount of knowledge in analyzing clauses, which enhances her overall understanding of sentence structure and grammar. This in-depth analysis leads to a better comprehension of the various types of clauses, such as noun, adjective, adverb clauses, and their roles within sentences. Moreover, this analytical practice equips the writer with the skills to write more structured and coherent meeting minutes in the future. By recognizing and applying proper clause usage, the writer can improve the clarity, precision, and readability of the meeting minutes, ensuring that the documented discussions are both accurate and easily understandable.

4.3.2. Added values related to analyzing the types of sentences were used in Airlangga Global Engagement meeting minutes

The analysis of sentence types in Airlangga Global Engagement meeting minutes offers significant added value. Firstly, it enriches the writer's

experiences by providing new insights into analyzing types of sentences, enhancing her ability to analyze sentences accurately. Secondly, studying theoretical references enables the writer to hone her skills in distinguishing between different types of sentences, including simple, compound, complex, and compound-complex sentences. By applying the knowledge gained from analyzing sentence types, the writer will be better equipped to convey complex ideas and information in a clear and concise manner, making their meeting minutes more valuable and informative for stakeholders.

4.4. Related Course

4.4.1. Business Listening

This course is essential as it trains the writer to participate effectively in meetings and accurately capture the key points discussed. Business listening enhances the writer's ability to focus on spoken content, identify critical information, and distinguish between main ideas and supporting details. These skills are vital for writing precise and comprehensive meeting minutes.

4.4.2. Business Reading

This course equips writers with the ability to read business documents, a skill that is particularly important when reviewing meeting minutes to ensure that key points are accurately captured. By applying the techniques learned in business reading, the writer can ensure that the minutes are clear,

precise, and well-structured. This ensures that the documented discussions are not only accurate but also easily understandable.

4.4.3. Business Correspondence

This course taught the writer about correspondence. In accordance with the writer's job desk at the internship place, sometimes the writer is given the responsibility to write and send letters, send emails so this course is really helpful and makes it easier for the writer to write letters.

4.4.4. Advanced Structure

This course taught the writer about the knowledge of English language structure, providing the writer with a deep understanding of complex grammatical structures. Through advanced structure, the writer learns to analyzing various types of sentences and clauses, such as simple, compound, complex, and compound-complex sentences, as well as noun, adjective, and adverb clauses. Moreover, the writer was very helped by this course in making this final report.

4.4.5. Academic Writing

This course is conducted in the fifth semester. This course was aimed to train students to write in the academic setting especially in writing the final report. The writer was very helped by this course in making this final report because she has been introduced to every chapter of the final report during the

class before. This course also helped the writer to understand each component of each chapter.

CHAPTER 5

CONCLUSION AND SUGGESTION

5.1. Conclusion

Analyzing different clauses and types of sentences is not as easy as imagined. It needed a lot of consideration and more data to produce a proper analysis. There are several conclusions that the writer would like to conclude. The first one is about analyzing the types of sentences and clauses in meeting minutes. The second one focuses on the challenges the writer faced during the process of analyzing the meeting minutes. The last one is about the added value that the writer gained during the analysis process.

The first one was about analyzing the types of sentences and clauses used in Airlangga Global Engagement meeting minutes. The writer decided to analyze the types of sentences and clauses because, by analyzing the types of sentences and clauses, the author can gain a deeper understanding of sentence structure and how sentences are structured. Before starting the analysis process, the writer collected the meeting minutes, which are the data needed. After collecting the data, the writer began to review relevant theories to guide the analysis process. After finding relevant theories, the writer became better aware that there are four types of sentences: simple sentences, compound sentences, complex sentences, and compound-complex sentences. While

clauses have three types, they are: noun clauses, adjective clauses, and adverb clauses. Finding relevant theories can make it easier for the writer to analyze, and the results of the analysis become more accurate and maximal. Nevertheless, despite conducting a thorough review, the writer sometimes faced difficulties in the analysis process. These challenges make the analysis process more challenging and require more effort to analyze accurately. The writer must re-analyze each sentence carefully and ensure that each sentence is analyzed appropriately.

The writer also encountered several obstacles in analyzing the types of sentences and clauses used in Airlangga Global Engagement meeting minutes. There were several problems; one significant obstacle was the fear of making mistakes during the in-depth analysis, which could potentially lead to inaccurate results. This fear was compounded by the need to ensure consistent and objective analysis, which is crucial for the validity of the findings. Additionally, the writer encountered several grammar mistakes within the meeting minutes themselves, which complicated the analysis process. Understanding the different types of sentences and clauses, including their structure and function, also proved to be a difficult task. These challenges required careful attention to overcome, ensuring that the analysis was both accurate and reliable.

Despite the challenges, there are several added values that the writer gained from the whole analysis process. It enriched the writer's experience by

offering new insights into the analysis of sentence types and clauses, enhancing her ability to analyze sentences accurately. This practice not only improved her overall understanding of sentence structure and grammar, but also equipped her with the skills to write more structured and coherent meeting minutes in the future. By improving the clarity, precision, and readability of the meeting minutes, the writer can ensure that the documentation serves its intended purpose effectively, providing a clear and accurate record of the meetings.

In conclusion, the writer learned many things and gained precious experience. By analyzing the types of sentences and clauses used in Airlangga Global Engagement, the writer can distinguish the types of sentences and clauses, their functions, and their structures so that, in the future, the writer can write better and more well-structured meeting minutes. Although there were some obstacles, such as inconsistency in analyzing, a lack of understanding of the types of sentences and clauses, and confusion when analyzing the data, these obstacles helped the writer improve her skills and thoroughness. Furthermore, the writer can improve her skills in various things, such as analyzing and writing.

5.2. Suggestions

5.2.1. Suggestion for Airlangga Global Engagement

The writer suggests Airlangga Global Engagement keep up their excellent job, especially the teamwork or collaboration which is always successful at Airlangga Global Engagement and impresses the writer with the staff's teamwork. The writer also wants to suggest Airlangga Global Engagement give trust to the interns and give other tasks to interns besides helping staff to do their work. The writer hopes that Airlangga Global Engagement would keep accepting students and giving them the opportunity to do the internship in Airlangga Global Engagement for the next generation and would still maintain a good relationship with English Diploma Program.

5.2.2. Suggestion for English Diploma Program

The writer suggests for English Diploma to have additional courses that are directly related to the work field. The writer also suggests for English Diploma to establish more relationships with various companies to facilitate students and make English Diploma more well-known by many people. Therefore, the students can improve their skills and obtain experiences of how situation in the work field.

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APPENDICES

Appendix 1. Table of Clauses Analysis

DATA 1		
No.	Sentence in the meeting minutes	Clauses Analyzed
1.	This meeting discusses possible partnerships with the faculties at UNAIR.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
2.	Unair has several MoUs, MoAs, and IAs with several universities in France and has no issue with the renewal.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
3.	There are opportunities for academic collaboration, such as the LPDP Scholarship and co-finance scholarships.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
4.	Unair needs to hold an info session or seminars to raise awareness about French universities and increase students' interest in studying French.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
5.	The LPDP program has 52 training programs taught in English, so language would not be an issue.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
6.	Next week, there will be a virtual meeting to discuss potential collaboration between FEB and the business school.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
7.	Unair has sent applications to	The writer does not find any clauses, whether noun

	many universities in Europe, but the response is still too little.	clauses, adjective clauses, or adverb clauses, in the example sentence.
8.	FPK would love to engage in academic collaboration and cooperation, but it currently lacks similar activities with universities in France.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.

DATA 2		
No.	Sentence in the meeting minutes	Clauses Analyzed

1.	This meeting will focus on three main agendas: student mobility, master student exchange, and research projects.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
2.	Students must prepare a half-page summary detailing their experiences, interests, and focus areas.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
3.	Universitas Airlangga sends students from its master's and PhD programs to Dalhousie University. Students must have a supervisor to join the program.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
4.	The government and the university will provide the scholarship.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
5.	If students cannot secure it in the current round, they may reapply in subsequent rounds, for the opportunity remains open.	The example sentence beside is a condition in adverb clause because the sentence “If students cannot secure it in the current round” introduces a condition under which the action will take place or not take place. Here, "if" introduces the condition that needs to be met or not met for the subsequent action to happen. The subject from the sentence beside is “students” and the verb is “cannot secure.”
6.	Dalhousie University's vocational program in hospitality and tourism is actively seeking	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.

	opportunities for its students.	
7.	Dalhousie University accepts students into its two-year diploma program in hospitality and offers opportunities for practical work experience within Canada.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
8.	The program closes in March, and the students will come to the university in September and February.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
9.	The program is a one-semester student exchange at a Canadian university. The program contains two parts: exchange and research.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
10.	Students are required to write 150 words that describe themselves, their research, why they want to study at Dalhousie and their experiences.	The example sentence beside is adjective clause as an object because the sentence “that describe themselves, their research, why they want to study at Dalhousie, and their experiences” contains an adjective clause which modifies the noun "words" and collectively serves as the object of the verb "write." The clause begins with the relative pronoun "that."

DATA 3

No.	Sentence in the meeting minutes	Clauses Analyzed
1.	This meeting has evolved from the previous one, where UNAIR and Western Sydney University discussed four to five ideas.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
2.	Since they signed the memorandum of understanding in 2022, UNAIR and Western Sydney University have had an ongoing partnership.	The example sentence beside is a cause and effect in adverb clause because the sentence “Since they signed the memorandum of understanding in 2022” provides the cause for the independent clause “UNAIR and Western Sydney University have had an ongoing partnership.” “Since” in the sentence as a connector. The subject from the sentence beside is “they” and the verb is “signed.”
3.	Western Sydney University has a branch in Indonesia located in Tunjungan Plaza 6.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
4.	Western Sydney University is committed to enhancing learning and teaching, conducting research with significant impact, and promoting internationalization.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
5.	Western Sydney University is welcome to participate in the program in 2024.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
6.	Airlangga grants provide matching funds for community development through articles, summer programs, summits, etc.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.

7.	Western Sydney University is willing to assist with the staff mobility program, so there will be further discussions regarding this.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
8.	SDGS has 17 goals, so SDGS invited Western Sydney University to come and visit the center.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
9.	Unair offers the Colombo plan and the Turing program.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
10.	The Faculty of Medicine at UNAIR, which has an international class, offers a program to study abroad for at least three months.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.

DATA 4		
No.	Sentence in the meeting minutes	Clauses Analyzed
1.	Juntendo University and Universitas Airlangga (UNAIR) expressed their mutual interest in enhancing collaboration through student and staff exchanges, as well as joint research and publication projects.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
2.	Similarly, the Faculty of Advanced Technology and Multidisciplinary at UNAIR has expressed keen interest in collaboration with Juntendo University, especially in biomechanics, data science, and cyber security.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
3.	The Faculty of Science and Technology at UNAIR has also shown interest in collaborating with Juntendo University, particularly in fields such as mathematics, information systems, and statistics.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
4.	Representatives from UNAIR's Faculty of Science and Technology will initiate discussions among their faculty	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.

	members to explore potential collaboration avenues with Juntendo University.	
5.	Juntendo University will also discuss potential collaboration opportunities with its faculty members to explore with various faculties at UNAIR, and this includes the faculty of medicine, the faculty of advanced technology and multidisciplinary, and the faculty of science and technology.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
6.	UNAIR has made offers to Juntendo University for participation in various programs, such as AMERTA, Lingua, Scholarships, Airlangga Joint Class, and Tailor-Made Programs.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
7.	UNAIR recommend that Juntendo University participating in SEGTA as an initial step toward collaboration.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
8.	UNAIR has also offered summer programs such as AIRVENTURE (Airlangga Adventure), inviting international students to explore Surabaya, Pasuruan, and	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.

	Banyuwangi for a dynamic learning experience.	
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DATA 5		
No.	Sentence in the meeting minutes	Clauses Analyzed
1.	The meeting commenced with a discussion on the renewal of policies about partnerships and contracts.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
2.	UNAIR expressed a keen interest in exploring partnership delegation opportunities. It was emphasized that this would involve engaging in direct discussions and exchanges with potential partners.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
3.	A physical meeting is scheduled for March 20th, providing an opportunity for face-to-face discussions, and further collaboration can be arranged.	- <i>A physical meeting is scheduled for March 20th, providing an opportunity for face-to-face discussions, and further collaboration can be arranged.</i> - <i>A physical meeting scheduled for March 20th, providing an opportunity for face-to-face discussions, and further collaboration can be arranged.</i> The example sentence beside contains a reduced adjective clause. The original clause might be "A physical meeting is scheduled for March 20th," which is reduced to "A physical meeting scheduled for March 20th."
4.	Progress on EU collaboration initiatives, including sending a	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the

	letter and establishing an EU center.	example sentence.
5.	UNAIR provides detailed information on contract partnerships and the possibility of signing Memorandums of Understanding (MoUs).	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
6.	Promoting exchange programs, including possibly hosting small meetings or conferences in Jakarta.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
7.	Internship opportunities, including mandatory unpaid internships for students (min. three months internship)	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
8.	EU collaborations with other Indonesian universities, including UI, UNPAD, and UGM, with plans for a similar partnership with UNAIR in 2024.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
9.	UNAIR's commitment to providing detailed reports for EU collaboration.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.
10.	There are opportunities for collaboration with EU universities and companies to expand the network.	The writer does not find any clauses, whether noun clauses, adjective clauses, or adverb clauses, in the example sentence.

Appendix 2. Table of Types of Sentences Analysis

DATA 1		
No.	Sentence in the meeting minutes	Types of Sentences Analyzed
1.	This meeting discusses possible partnerships with the faculties at UNAIR.	The example sentence beside is a simple sentence because it only contains one independent clause, which is "This meeting discusses Possible partnerships with the faculties at Universitas Airlangga." The subject is "This meeting," and the verb is "discusses."
2.	Unair has several MoUs, MoAs, and IAs with several universities in France and has no issue with the renewal.	The example sentence beside is a compound sentence with coordinators because it contains two independent clauses joined by a coordinating conjunction "and". The sentence can be broken down into two simple sentences: "Unair has several MoUs, MoAs, and IAs with several universities in France" and "has no issue with the renewal."
3.	There are opportunities for academic collaboration, such as the LPDP Scholarship and co-finance scholarships.	The example sentence beside is a simple sentence because it only contains one independent clause, which is "There are opportunities for academic collaboration, such as the LPDP Scholarship and co-finance scholarships." The subject is "There" and the verb is "are."
4.	Unair needs to hold an info session or seminars to raise awareness about French universities and increase students' interest in studying French.	The writer does not find any types of sentences in the example, either simple sentence, compound sentences, complex sentences, nor compound-complex sentences.
5.	The LPDP program has 52	The example sentence beside is complex sentences

	training programs taught in English, so language would not be an issue.	with adverb clauses because it contains a dependent adverb clause: "so language would not be an issue." "so" in the sentence beside as a subordinator.
6.	Next week, there will be a virtual meeting to discuss potential collaboration between FEB and the business school.	The writer does not find any types of sentences in the example, either simple sentence, compound sentences, complex sentences, nor compound-complex sentences.
7.	Unair has sent applications to many universities in Europe, but the response is still too little.	The example sentence beside is a compound sentence with coordinators because it contains two independent clauses joined by a coordinating conjunction "but". The sentence can be broken down into two simple sentences: "Unair has sent applications to many universities in Europe," and "the response is still too little."
8.	FPK would love to engage in academic collaboration and cooperation, but it currently lacks similar activities with universities in France.	The example sentence beside is a compound sentence with coordinators because it contains two independent clauses joined by a coordinating conjunction "but". The sentence can be broken down into two simple sentences: "FPK would love to engage in academic collaboration and cooperation," and "it currently lacks similar activities with universities in France." The example sentence beside is compound-complex sentences because it contains two independent clauses "FPK would love to engage in academic collaboration and cooperation" and "it currently lacks similar activities" joined by a

		coordinating conjunction "but" and a dependent clause "with universities in France."
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DATA 2		
No.	Sentence in the meeting minutes	Types of Sentences Analyzed
1.	This meeting will focus on three main agendas: student mobility, master student exchange, and research projects.	The writer does not find any types of sentences in the example, either simple sentence, compound sentences, complex sentences, nor compound-complex sentences.
2.	Students must prepare a half-page summary detailing their experiences, interests, and focus areas.	The example sentence beside is a simple sentence because it only contains one independent clause, which is "Students must prepare a half-page summary detailing their experiences, interests, and focus areas." The subject is "Students" and the verb is "must."
3.	Universitas Airlangga sends students from its master's and PhD programs to Dalhousie University. Students must have a supervisor to join the program.	The writer does not find any types of sentences in the example, either simple sentence, compound sentences, complex sentences, nor compound-complex sentences.
4.	The government and the university will provide the scholarship.	The example sentence beside is a simple sentence because it only contains one independent clause, which is "The government and the university will provide the scholarship." The subject is "The government and the university," and the verb is "will."
5.	If students cannot secure it in the current round, they may reapply in subsequent rounds, for the opportunity remains open.	The example sentence beside is complex sentences with adverb clauses because it contains a dependent adverb clause: "If students cannot secure it in the current round." "if" in the sentence beside as a subordinator.

		The example sentence beside is compound-complex sentences because it contains two independent clauses “if students cannot secure it in the current round” and “the opportunity remains open” joined by a coordinating conjunction "and" and a dependent clause "If students cannot secure it in the current round."
6.	Dalhousie University's vocational program in hospitality and tourism is actively seeking opportunities for its students.	The example sentence beside is a simple sentence because it only contains one independent clause, which is “Dalhousie University's vocational program in hospitality and tourism is actively seeking opportunities for its students.” The subject is "Dalhousie University’s vocational program in hospitality and tourism" and the verb is "is.”
7.	Dalhousie University accepts students into its two-year diploma program in hospitality and offers opportunities for practical work experience within Canada.	The writer does not find any types of sentences in the example, either simple sentence, compound sentences, complex sentences, nor compound-complex sentences.
8.	The program closes in March, and the students will come to the university in September and February.	The example sentence beside is a compound sentence with coordinators because it contains two independent clauses joined by a coordinating conjunction "and.” The sentence can be broken down into two simple sentences: "The program closes in March" and "the students will come to the university in September and February."
9.	The program is a one-semester student exchange at a Canadian	The writer does not find any types of sentences in the example, either simple sentence, compound

	university. The program contains two parts: exchange and research.	sentences, complex sentences, nor compound-complex sentences.
10.	Students are required to write 150 words that describe themselves, their research, why they want to study at Dalhousie and their experiences.	The writer does not find any types of sentences in the example, either simple sentence, compound sentences, complex sentences, nor compound-complex sentences.

DATA 3		
No.	Sentence in the meeting minutes	Types of Sentences Analyzed
1.	This meeting has evolved from the previous one, where UNAIR and Western Sydney University discussed four to five ideas.	The example sentence beside is complex sentences with adjective clauses because it contains an adjective clause: "where UNAIR and Western Sydney University discussed four to five ideas." "where" in the sentence beside as a relative adverb. The example sentence beside is complex sentences with noun clauses because it contains a noun clause: "where UNAIR and Western Sydney University discussed four to five ideas." "Where UNAIR and Western Sydney University." is the subject of the verb discussed.
2.	Since they signed the memorandum of understanding in 2022, UNAIR and Western Sydney University have had an ongoing partnership.	The writer does not find any types of sentences in the example, either simple sentence, compound sentences, complex sentences, nor compound-complex sentences.
3.	Western Sydney University has a branch in Indonesia located in Tunjungan Plaza 6.	The example sentence beside is a simple sentence because it only contains one independent clause, which is "Western Sydney University has a branch in Indonesia located in Tunjungan Plaza 6." The subject is "Western Sydney University," and the verb is "has."
4.	Western Sydney University is committed to enhancing learning and teaching, conducting research	The example sentence beside is a simple sentence because it only contains one independent clause, which is "Western Sydney University is committed

	with significant impact, and promoting internationalization.	to enhancing learning and teaching, conducting research with significant impact, and promoting internationalization.” The subject is "Western Sydney University," and the verb is "is committed.”
5.	Western Sydney University is welcome to participate in the program in 2024.	The example sentence beside is a simple sentence because it only contains one independent clause, which is "Western Sydney University is welcome to participate in the program in 2024." The subject is "Western Sydney University," and the verb is "is.”
6.	Airlangga grants provide matching funds for community development through articles, summer programs, summits, etc.	The writer does not find any types of sentences in the example, either simple sentence, compound sentences, complex sentences, nor compound-complex sentences.
7.	Western Sydney University is willing to assist with the staff mobility program, so there will be further discussions regarding this.	The example sentence beside is a compound sentence with coordinators because it contains two independent clauses joined by a coordinating conjunction “so.” The sentence can be broken down into two simple sentences: "Western Sydney University is willing to assist with the staff mobility program," and "there will be further discussions regarding this.” The example sentence beside is complex sentences with adverb clauses because it contains a dependent adverb clause: "so there will be further discussions regarding this." “so” in the sentence beside as a subordinator.
8.	SDGS has 17 goals, so SDGS	The example sentence beside is a compound

	invited Western Sydney University to come and visit the center.	sentence with coordinators because it contains two independent clauses joined by a coordinating conjunction “so.” The sentence can be broken down into two simple sentences: "SDGS has 17 goals," and "SDGS invited Western Sydney University to come and visit the center.” The example sentence beside is complex sentences with adverb clauses because it contains a dependent adverb clause: "so SDGS invited Western Sydney University to come and visit the center." “so” in the sentence beside as a subordinator.
9.	Unair offers the Colombo plan and the Turing program.	The example sentence beside is a simple sentence because it only contains one independent clause, which is "Unair offers the Colombo plan and the Turing program." The subject is "UNAIR" and the verb is "offers.”
10.	The Faculty of Medicine at UNAIR, which has an international class, offers a program to study abroad for at least three months.	The example sentence beside is complex sentences with adjective clauses because it contains an adjective clause: "which has an international class." “which” in the sentence beside as a relative pronoun. The example sentence beside is complex sentences with noun clauses because it contains a noun clause: "which has an international class, offers a program to study abroad for at least three months." “Which has an international class” is the subject of the verb offers.

DATA 4		
No.	Sentence in the meeting minutes	Types of Sentences Analyzed
1.	Juntendo University and Universitas Airlangga (UNAIR) expressed their mutual interest in enhancing collaboration through student and staff exchanges, as well as joint research and publication projects.	The writer does not find any types of sentences in the example, either simple sentence, compound sentences, complex sentences, nor compound-complex sentences.
2.	Similarly, the Faculty of Advanced Technology and Multidisciplinary at UNAIR has expressed keen interest in collaboration with Juntendo University, especially in biomechanics, data science, and cyber security.	The writer does not find any types of sentences in the example, either simple sentence, compound sentences, complex sentences, nor compound-complex sentences.
3.	The Faculty of Science and Technology at UNAIR has also shown interest in collaborating with Juntendo University, particularly in fields such as mathematics, information systems, and statistics.	The writer does not find any types of sentences in the example, either simple sentence, compound sentences, complex sentences, nor compound-complex sentences.
4.	Representatives from UNAIR's Faculty of Science and Technology will initiate discussions among their faculty	The writer does not find any types of sentences in the example, either simple sentence, compound sentences, complex sentences, nor compound-complex sentences.

	members to explore potential collaboration avenues with Juntendo University.	
5.	Juntendo University will also discuss potential collaboration opportunities with its faculty members to explore with various faculties at UNAIR, and this includes the faculty of medicine, the faculty of advanced technology and multidisciplinary, and the faculty of science and technology.	The example sentence beside is a compound sentence with coordinators because it contains two independent clauses joined by a coordinating conjunction "and". The sentence can be broken down into two simple sentences: "Juntendo University will also discuss potential collaboration opportunities with its faculty members to explore with various faculties at UNAIR" and "this includes the faculty of medicine, the faculty of advanced technology and multidisciplinary, and the faculty of science and technology."
6.	UNAIR has made offers to Juntendo University for participation in various programs, such as AMERTA, Lingua, Scholarships, Airlangga Joint Class, and Tailor-Made Programs.	The writer does not find any types of sentences in the example, either simple sentence, compound sentences, complex sentences, nor compound-complex sentences.
7.	UNAIR recommend that Juntendo University participating in SEGTA as an initial step toward collaboration.	The example sentence beside is complex sentences with noun clauses because it contains a noun clause: "that Juntendo university participating in SEGTA as an initial step toward collaboration." "That Juntendo university participating in SEGTA as an initial step toward collaboration." is the object of the verb recommend.
8.	UNAIR has also offered summer	The writer does not find any types of sentences in

	programs such as AIRVENTURE (Airlangga Adventure), inviting international students to explore Surabaya, Pasuruan, and Banyuwangi for a dynamic learning experience.	the example, either simple sentence, compound sentences, complex sentences, nor compound-complex sentences.
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DATA 5		
No.	Sentence in the meeting minutes	Types of Sentences Analyzed
1.	The meeting commenced with a discussion on the renewal of policies about partnerships and contracts.	The writer does not find any types of sentences in the example, either simple sentence, compound sentences, complex sentences, nor compound-complex sentences.
2.	UNAIR expressed a keen interest in exploring partnership delegation opportunities. It was emphasized that this would involve engaging in direct discussions and exchanges with potential partners.	The example sentence beside is complex sentences with noun clauses because it contains a noun clause: "that this would involve engaging in direct discussions and exchanges with potential partners." "That this would involve engaging in direct discussions and exchanges with potential partners." is the object of the verb emphasized.
3.	A physical meeting is scheduled for March 20th, providing an opportunity for face-to-face discussions, and further collaboration can be arranged.	The example sentence beside is compound-complex sentences because it contains two independent clauses "A physical meeting is scheduled for March 20th" and "providing an opportunity for face-to-face discussions" joined by a coordinating conjunction "and" and a dependent clause "and further collaboration can be arranged."
4.	Progress on EU collaboration initiatives, including sending a letter and establishing an EU center.	The writer does not find any types of sentences in the example, either simple sentence, compound sentences, complex sentences, nor compound-complex sentences.
5.	UNAIR provides detailed information on contract partnerships and the possibility of signing Memorandums of	The writer does not find any types of sentences in the example, either simple sentence, compound sentences, complex sentences, nor compound-complex sentences.

	Understanding (MoUs).	
6.	Promoting exchange programs, including possibly hosting small meetings or conferences in Jakarta.	The writer does not find any types of sentences in the example, either simple sentence, compound sentences, complex sentences, nor compound-complex sentences.
7.	Internship opportunities, including mandatory unpaid internships for students (min. three months internship)	The writer does not find any types of sentences in the example, either simple sentence, compound sentences, complex sentences, nor compound-complex sentences.
8.	EU collaborations with other Indonesian universities, including UI, UNPAD, and UGM, with plans for a similar partnership with UNAIR in 2024.	The writer does not find any types of sentences in the example, either simple sentence, compound sentences, complex sentences, nor compound-complex sentences.
9.	UNAIR's commitment to providing detailed reports for EU collaboration.	The writer does not find any types of sentences in the example, either simple sentence, compound sentences, complex sentences, nor compound-complex sentences.
10.	There are opportunities for collaboration with EU universities and companies to expand the network.	The example sentence beside is a simple sentence because it only contains one independent clause, which is "There are opportunities for collaboration with EU universities and companies to expand the network." The subject is "There" and the verb is "are."

BIOGRAPHICAL SKETCH



The writer's name is Dhea Risma Maharani. People call her Dhea or Dhehi. She was born in Surabaya, 6th July 2003 to her mother Mafula and her father Aris Wiyanto. She is the oldest child of two in the family, her sister's name is Adiva Cahya Ramadhani. The writer lives in Surabaya.

The writer graduated from SD Muhammadiyah 8 Surabaya in 2015 for elementary school, SMPN 52 Surabaya in 2018 for junior high school and SMA Muhammadiyah 3 Surabaya in 2021 for senior high school. The writer continues her study at English Diploma Universitas Airlangga in 2021. Now, the writer is in her final year, the writer hopes that she could always learn more about English and continue her degree. After finishing her study, the writer hopes that she can apply knowledge she has got from English Diploma to the real world.