



**IDENTIFYING CORE PARTS IN SENTENCES
OF THE X GRADE STUDENTS SMK N 4
PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidempuan as
a Partial Fulfillment of the Requirement for the Degree of
Islamic Educational Scholar (S.Pd.I) in English*

Written by:

SARIPAH HANNUM
Reg. No: 09 340 0062

ENGLISH EDUCATION DEPARTMENT

**FACULTY OF TARBIYAH AND TEACHER TRAINING
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2015



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PADANGSIDIMPUAN**

2015

Term : Thesis
a.n. Saripah Hannum

Padangsidimpuan, 13th May 2015

Appendix : 7 (Seven) Exemplars

To:

Dean Tarbiyah and Teacher
Training Faculty
In-
Padangsidimpuan

Assalamu 'alaikum Wr.Wb.

After Reading, studying, and giving advices for necessary revises on thesis belongs to SARIPAH HANNUM, entitle "**Identifying Core Parts in Sentences of the X Grade Students SMK N 4 Padangsidimpuan**". We assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Islamic Educational (S.Pd.I), In English Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of the thesis examiner team of English Department Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan.

Thank you.

Wassalamu 'alaikum Wr.Wb

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DECLARATION OF SELF THESIS COMPLETION

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Padangsidimpuan, 13th May 2015
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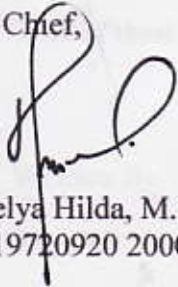


(SARIPAH HANNUM)

EXAMINERS
SCHOLAR MUNAQHOSAH EXAMINATION

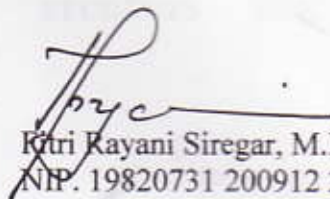
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Result/ Mark : 69.37 (C)
IPK : 3.00
Predicate : Very Good



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Title of thesis : IDENTIFYING CORE PARTS IN SENTENCES OF
THE X GRADE STUDENTS SMK N 4
PADANGSIDIMPUAN

Written By : SARIPAH HANNUM

Reg. No : 09 340 0062

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The Thesis had been accepted as a partial fulfillment of the requirement for the degree
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Padangsidempuan, 20 May 2015

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2. Mrs. Eka Sustris Harida, M.Pd., as the first advisor who has given suggestions and helps in writing this thesis.
3. Mrs. Fitri Rayani Siregar, M. Hum., as the second advisor who has helped, supported and suggested me to finish this thesis. May God bless Her.
4. Mrs. Hj. Zulhimma, S.Ag.,M.Pd., the Dean of Tarbiyah Faculty.
5. Mrs. Rayendriani Fahmei Lubis, M.Ag., the leader of English Department.
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7. My beloved brothers and sisters, who have motivated and support me to finish my thesis.

8. All my friends, I cannot mention them here who have supported and motivated me to finish this thesis. May Allah, the Almighty bless them all, Amin.

Finally, I realize that there must be some weaknesses in this thesis. Therefore, I welcome to all good and value critics that can improve this thesis.

Padangsidempuan, 13th May 2015

Researcher,



SARIPAH HANNUM
Reg. No. 09. 340. 0062

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SMK Negeri 4 Padangsidempuan
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The title : Identifying Core Parts in Sentences of the X Grade Students
SMK N 4 Padangsidimpuan
Year : 2015

ABSTRACT

The aims of the research are to know the students' identifying core parts in sentence grade X SMK N 4 Padangsidimpuan, and to know the difficulties of students in identifying core parts in sentence grade X SMK N 4 Padangsidimpuan.

The research was done in SMK N 4. The kind was qualitative research by using descriptive method. The sources of data has been collected from all the respondents that was students of grade X SMK N 4 Padangsidimpuan, English teacher and headmaster. The instruments of collecting data were observation, interview and test.

Based on the result of research, researcher found that the students identifying core parts in sentence grade X SMK Negeri 4 Padangsidimpuan can be categorized is enough (45.20%). The difficulties in learning identifying core parts in sentence were: the students are still lack of knowledge about core parts, the students don't know kinds of sentence, the students poor of vocabularies, the students are still lack in comprehending sentence.

APPENDIX I

GUIDANCE OF OBSERVATION

1. The learning process English in SMK N 4 Padangsidimpuan
2. The condition and the facilities as the supporting of the learning.
3. To observe the teacher's teaching method.

APPENDIX II

INTERVIEW

A. Interview to the teacher

1. How is the students' ability in making sentence ?
2. What are the students' difficulties in learning core parts in sentence ?
3. What are the students' know about component of sentence ?
4. How is the students' ability in learning core parts in sentence ?
5. How the strategy to motivate the students' in learning process ?

B. Interview to the students

1. Is it difficult to learn sentence ?
2. Mention kinds of sentence ?
3. What difficulties that you found when study English, especially in analysis core parts in sentence ?
4. What difficulties make in sentence ?
5. How your solutions to solve this problems ?

C. Interview to the Headmaster

1. What the background this school was built ?
2. How many teachers in SMK N 4 Padangsidimpuan ?
3. How many English teacher in SMK N 4 Padangsidimpuan ?
4. How many students in SMK N 4 Padangsidimpuan ?
5. How the development condition in SMK N 4 Padangsidimpuan ?

APPENDIX III

TEST

1. Identify the core parts from simple sentence below.

a. My sister read the magazine.

.....
.....

b. Lili and Ioniare reading a book.

.....
.....

c. I write the letter

.....
.....

d. I am cooking rice

.....
.....

e. She is studying English now

.....
.....

2. Identify the core parts from compound sentence below.

a. Vina and Amel wake up at 5:00 am, and they go to school at 6:30 am.

.....
.....

b. He studied hard and he succes in his exam

.....

- c. Denise wanted to go shopping, but Fred refused to drive her.

.....

.....

- d. Hollis was watching television in the family room, and April was upstairs on the phone.

.....

.....

- e. The rain increased, so the officials canceled the game.

.....

.....

3. Identify the core parts from complex sentence below.

- a. We know the man whom you were talking to yesterday

.....

.....

- b. I like the book that you bought yesterday

.....

.....

- c. I know the man who said that this would happen

.....

.....

- d. I think that he destroyed the letter which you sent there

.....

.....

e. I talked to Ani before she went to Padang

.....
.....

4. Identify the core parts from the following compound complex sentence.

a. When the power line snapped, Jack was listening to the stereo, and Linda was reading in bed.

.....
.....

b. When you are in difficulty, please ask me for help

.....
.....

c. After I returned to school following a long illness, the math teacher gave me makeup work, but the history teacher made me drop her course.

.....
.....

d. I hate playing foot ball, but I enjoy playing tennis even though I am not very well at it.

.....
.....

e. I like banana, but my friends likes apple

.....
.....

The Answering of Questions

1. Identify the core parts from simple sentence below

SUBJECT	PREDICATE
a. My sister	Read
b. Lili and Loni	Reading
c. I	Write
d. I	Cooking
e. She	Studying

2. Identify the core parts from compound sentence below

SUBJECT	PREDICATE
a. Vina, Amel	Wake up, go
b. He,	Studied
c. Denise, Fred	Wanted, go shopping, drive
d. Hollis, April	Watching
e. The rain, Officials	Canceled,

3. Identify the core parts from complex sentence below

SUBJECT	PREDICATE
a. We, you	Know, Talking
b. I, you	Like, Bought
c. I	Know
d. I, he, you	Think, destroyed, sent

e. I, she	Talked, Went
-----------	--------------

4. Identify the core parts from the following compound complex sentence

SUBJECT	PREDICATE
a. Jack and Linda	Listening, reading
b. You,	Ask
c. I, math teacher, history teacher	Returned, gave, made
d. I	Playing, enjoy playing
e. I, my friend	Like

APPENDIX III

IDENTIFYING CORE PARTS IN SENTENCES OF THE STUDENTS X GRADE SMK N 4 PADANGSIDHUPAN AT GRADE X SMK NEGERI 4 PADANGSIDHUPAN

No.	Initial Name	1					2					3					4					Score
		a	b	c	d	e	a	b	c	d	e	a	b	c	d	e	a	b	c	d	e	
1	ELS	5	5	5	5	5	0	5	0	5	0	0	5	0	0	5	0	5	0	0	5	55
2	UKD	0	5	5	5	5	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0	25
3	SYN	5	5	5	5	5	0	0	0	0	0	0	0	0	0	0	5	0	0	0	5	35
4	HSB	5	5	5	5	5	5	5	0	0	0	0	5	0	0	0	0	5	0	5	5	55
5	MAN	5	5	5	5	5	5	0	0	0	0	0	0	0	5	0	0	0	0	0	5	40
6	NDA	0	5	5	5	5	0	0	0	0	5	0	5	0	5	0	5	5	0	0	0	45
7	EJT	5	5	5	5	5	0	0	0	0	5	0	5	0	0	0	5	5	0	0	0	45
8	HEG	0	5	5	5	5	0	0	5	0	5	0	5	0	0	0	5	0	0	5	5	50
9	EJA	5	5	5	5	5	5	0	0	0	0	0	0	0	0	0	5	0	0	0	5	40
10	UMN	5	5	5	5	5	0	0	0	0	0	0	0	0	0	0	5	0	0	0	5	35
11	MNE	0	5	5	5	5	5	5	0	0	0	0	0	0	0	0	0	0	0	0	0	30
12	FKK	5	5	5	5	5	0	0	0	0	0	0	0	0	0	0	5	0	0	0	5	35
13	WNO	5	5	5	5	5	5	0	0	0	0	0	0	0	0	0	0	0	0	0	5	35
14	HLW	5	5	5	5	5	5	5	0	0	0	0	5	0	0	0	0	0	0	0	5	45
15	UMN	5	5	5	5	5	5	0	0	5	5	5	0	5	0	5	0	5	0	0	5	65
16	NGM	0	5	5	5	5	0	0	0	0	0	0	0	0	0	0	5	0	0	0	0	25
17	EUM	5	5	5	5	5	0	0	0	0	0	0	0	0	0	0	5	0	0	0	5	35
18	NRE	0	5	5	5	5	0	0	0	0	0	0	0	0	0	0	5	0	0	0	5	30
19	MLN	5	5	5	5	5	5	5	0	0	5	0	5	5	0	5	5	0	5	0	5	70
20	SGM	5	5	5	5	5	5	5	0	0	5	0	5	5	5	5	0	0	5	5	5	75
21	FLN	0	5	5	5	5	0	0	0	0	5	0	5	5	0	0	5	5	0	5	0	50
22	DWI	0	5	5	5	0	0	0	0	5	0	0	5	0	0	5	0	5	0	0	5	40
23	SAM	5	5	5	5	5	0	0	0	0	5	0	5	5	0	0	5	5	0	5	5	60
24	EUM	0	5	5	5	5	0	0	0	0	5	0	5	0	0	0	5	5	5	5	5	55
25	MLK	5	5	5	5	5	0	0	0	0	0	0	5	0	0	0	5	5	0	0	5	45
TOTAL																						1130

The sum result score of collecting data

The researcher calculated the score by using the formula:

$$\begin{aligned}
 M &= \frac{\text{? Score}}{\text{? Responden} \times \text{? Item} \times \text{Nilai Item}} \times 100\% \\
 &= \frac{1130}{25 \times 20 \times 5} \times 100\% \\
 &= 45.20\%
 \end{aligned}$$

APPENDIX V

Situation Teacher and Official in SMK N 4 Padangsidempuan

NO	N A M E	GROUP	SUBJECT
1	Dra, Darwisah	KS	Pend. Tata Boga
2	DRS. Masino	Kejur Bangunan	KejurTeknik Bangunan
3	Drs.H.Abd, Rasyid Sartono	Guru	Bahasa. Inggris
4	Drs. Harmon	K. Perpustakaan	Penjaskes.
5	Drs. Sudisal	Waka Sarana	Kejur.Teknik Otomotif
6	Masraya Siregar SPdI	Guru	PAI
7	Muhammad Natsir Hrp. SPd	Kejur Perbankan	Kejuruan Perbankan
8	Marahalim Harahap SPd	Guru	PAK
9	Karma sahnan SPd	Guru	Pisika
10	HealthiaNatalia Sitanggang	Guru	PAK
11	Salwahati Nasution SPd	Guru	Bahasa Inggris
12	Linda Mora Siregar SPd	Guru	Matematika
13	Bahrum Saleh Siregar SPd	Guru	KejurTeknik Bangunan
14	RosidahMintaIto Sir. S.Ag.	Guru	PAI
15	Nirmawati SPd	Guru	PPKn
16	Asrul Azis Lubis SPd	Waka Humas	Kejuruan Perbankan
17	Tapanuli Siregar SPd	Guru	KejurTeknik Otomotif
18	Freddi Manurung SPd	Kjur Otomotif	Kejur Teknik Otomotif
19	Pradana Adisyahputra SPd	Guru	BK
20	Adlin Erwisy, SPd	Waka Kesiswaan	Bahasa indonesia
21	Cilca S.Pd	Guru	Kejur Teknik Otomotif
22	Elidawati Manalu	Kejur Busana	Fisika
23	Fatima Saari Hasibuan APd	Guru	Matematika

24	Hadi Wijaya Hsb, SPd	Guru	Penjaskes
25	Heli Juwita Hrp, SPd	Guru	Bahasa Indonesia
26	Madonna SPd	Guru	Kejuruan Perbankan
27	Manjadi Paraduan Rambe	Ka Labor	Kejuruan Permankan
28	Neny Suriyatni SPd	Guru	BK.
29	Rapotan Harahap SPd.	Guru	IPS
30	Rotua Siska Sibarani SPd	Guru	Fisika
31	Sitirohana Hasibuan SPd	Guru	Matematika
32	Wiraahadi Hasibuan SPd	Kabag Otomotif	Kejur.Teknik Otomotif
33	Yusrida Batubara SPd	Guru	Kejuruan Perbankan
34	Deviani Yulinda Yusuf SE	Guru	Kejuruan Perbankan

APPENDIX III

TEST

1. Identify the core parts from simple sentence below.

~~X~~ a. My sister read the magazine.

S = read

P = My Sister

(5) ✓ h. Lili and Ioni are reading a book.

S = Lili and Ioni

P = reading

(5) ✓ c. I write the letter

S = I

P = write

(5) ✓ d. I am cooking rice

S = I

P = cooking

(5) ✓ e. She is studying English now

S = she

P = studying

30

~~X~~ 2. Identify the core parts from compound sentence below.

a. Vina and Amel wake up at 5:00 am, and they go to school at 6:30 am.

S = wake up

P = Vina and Amel

~~X~~ b. He studied hard and he succes in his exam

X e. I talked to Ani before she went to Padang

S = Talked

P = I

4 Identify the core parts from the following compound complex sentence

X a. When the power line snapped, Jack was listening to the stereo, and Linda was reading in bed.

S = The power

P = When

) ✓ h. When you are in difficulty, please ask me for help

S = You

P = Ask

X c. After I returned to school following a long illness, the math teacher gave me makeup work, but the history teacher made me drop her course.

S = Returned

P = I

X d. I hate playing foot ball, but I enjoy playing tennis even though I am not very well at it.

S = Playing

P = I

✓ e. I like banana, but my friends likes apple

S = I, my friend

P = likes

S = ~~Studied~~ Studied

P = exam

X c. Denise wanted to go shopping, but Fred refused to drive her.

S = wanted

P = Denise

X d. Hollis was watching television in the family room, and April was upstairs on the phone.

S = watching

P = Hollis

X e. The rain increased, so the officials canceled the game.

S = increased

P = The rain

3. Identify the core parts from complex sentence below.

X a. We know the man whom you were talking to yesterday

S = know

P = we

X b. I like the book that you bought yesterday

S = that

P = yesterday

X c. I know the man who said that this would happen

S = know

P = I

X d. I think that he destroyed the letter which you sent there

S = that

P = I

CURRICULUM VITAE

A. Identity

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Mother : Seri Harahap

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2. SMP N 5 Padangsidimpuan, 2006
3. Senior High School at SMK Swasta Panca Dharma Padangsidimpuan, 2009
4. Student of English Section at State Institute for Islamic Studies (IAIN) Padangsidimpuan 2009-2015.

CHAPTER I

INTRODUCTION

A. Background of the Problems

Language is necessity to human life and civilization is certainly not possible without it. All sciences depend upon it and also all education in human life is conducted through it. There are many languages in this world. One of them is English. Nowadays, English language has become the popular language which is learnt by most people in many areas of the world. English is an international language. It is the world's most widely used language by society for communication and international contact.

In Indonesia, English is a foreign language and it is taught from Elementary School up to University level and it is one of many formal lessons in which students should get it high score. Unfortunately, most of students in the classroom have nothing to say or just keep silence. Many people feel that speaking in a new language is harder than reading, writing, or listening for two reason. First, unlike reading or writing, speaking happens in real time, usually the person you are talking to is waiting for you to speak right. Second, when you speak, you can't edit and revise what you wish to say, as you can if you are writing.¹

¹David Nunan. *Practical English Language Teaching* (New York : Me Graw Hill Companies, 2003)., p. 48

Sentence is a group of word which makes complete sense. From this definition we can conclude that a group of word called sentences and that word has a complete sense. Even the words are combined but do not get a sense it is not called sentences. The core ingredients of any sentence are subject and predicate. The subject names a person, a place or a thing we are talking about. The predicate makes a statement about the subject. In other words the predicate is the part of a sentence which expresses what is said about the subject. Sentences are the first goal in writing, and although they may be compared to baby steps, they are not just for the young grades. Even adult authors need to know the different ways to craft sentences and to combine sentences.

Sentence is an important part in a language which consist of some words with meanings. Jayanthi stated that “sentence is a group of words which makes complete sense.”² Then, Oshima and Hogue said “a sentence is a group of word that you use to communicate your ideas in writing or in speech. It is a complete, independent unit of thought and consists of two main parts: a subject and a predicate.”³

²Jayanthi Dakshina Murthy, *Contemporary English Grammar* (Delhi : Book palace, 2003), p. 235.

³ Alice Oshima and Ann Hogue, *Writing Academic English: A Writing and Sentence Structure Workbook for International Students* (America: Addisons Wesley Publishing Company, 1983) p. 121.

Core parts is the two core parts namely subject and predicate. A subject contains a noun or a pronoun and the predicate contains a verb. So it can be said the naming parts is subject and telling part is predicate. Every sentence has two main parts namely subject and predicate. Understand a sentence should be able to quickly identify these core parts. So, core parts in sentence is subject and predicate there is subject is noun or pronoun that became cases of the spoken. To know the subject is usually can be do by asking the question who or what. Predicate is makes a statement about the subject. It consist of a verb. To do its modifier or compliments. To know the predicate from a sentence can do by asking the question who or why.

In the tenth grade of Senior High School the student have taught how to write sentence but they difficult to comprehend core parts in sentence. Most of them didn't understand how to construct sentence well. After asking the English teacher SMK Negeri 4 Padangsidempuan, she said that they didn't know where is subject and predicate. All the fact mentioned above indicates are still not satisfied. These can be influenced by some problems or factors. One of them is their ability core parts in sentence.⁴ the students of grade X SMK N 4 Padangsidempuan did not the meaning of core parts. The students did not identify core parts in sentence, because students did not where is subject and predicate. The students did not have kinds of sentences.

⁴Salwahati Nasution, English Teacher SMK N 4 Padangsidempuan, *private Interview*, 16 February.

Based on the explanation above, the researcher wanted to make a research about **“IDENTIFYING CORE PARTS IN SENTENCES OF THE X GRADE STUDENTS SMK N 4 PADANGSIDIMPUAN.”**

B. Focus of the problem

This research is focused on core parts namely subject and predicate in sentences; simple sentence, compound sentence, complex sentence, and compound complex sentence; it was for the grade X students of SMK N 4 Padangsidimpuan.

C. Formulation of the problem

In this thesis the research tried to describe the problem as follows:

1. How is the students' English learning process in grade X SMK N 4 Padangsidimpuan?
2. What are students' difficulties in identifying core parts in sentence at grade X SMK Negeri 4 Padangsidimpuan ?

D. Aims of the research

There are some aims of research, they are:

1. To know students' English learning process in grade X SMK N 4 Padangsidimpuan.
2. To know students' difficulties grade X SMK Negeri 4 Padangsidimpuan in identifying core parts in sentence.

E. Significant of the Research

This research used to:

1. As the input to the students of education about to increase score parts in sentence.
2. As the input to the headmaster to give more attention to the English teacher and prepare of facilities in teaching.
3. As input to researcher who will be do another research at teacher of English in the future.

F. Outline of the Thesis

The outline of the Script included into five chapters, each chapter consists of many sub chapters with detail as follow: The first chapter is an introduction that consists of the background of the problem, focus of the problem, definition of key terms, formulation of the problem, purpose of the research, significant of the research, and outline of the thesis. The background of the problem talked about the reason to choose the title of the research. Focus of the research is made to specific discussion of the research. Definition of the key terms is used to clarify the terminologies in the title of this research. The formulation of the problem use to give a general problem of the research. The aims of the research are made to clarify the purpose of the research. The significant of the research is made to state that the research is useful for researcher and another. The outline of the thesis is the content of the thesis generally.

The second chapter is a theoretical description consists of the theoretical of core parts, the definition of core parts and sentence, kinds of sentence, and learning difficulty and review related findings.

The third chapter is the research methodology that consists of the setting of the research, research design, the sources of the research, the technique for collecting the data and instrument, technique of checking trustworthiness and the technique of data analysis. Setting of research is the place and schedule. The sources of the research are the participant of the data. The technique for collecting the data and instrumentation is the way and instrument to get the data. Techniques of checking trustworthiness are used to reduce the bias of the data and to improve the validity of the collected. The techniques of data analysis are the way to analyze the data collected.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Descriptions

1. The Nature of Sentence

a. Definition of Sentence

Sentence is a group of words that make a complete sense. Sentence is an oral or written communication which is made up one or more units. Sentence is a complete independent unit of thought and consists of two main parts, a subject and a predicate.¹ Another word, sentence is a group of words that have one subject and one predicate which make sense.

Absolutely, sentence is an expression in natural language, and often defined to indicate a grammatical unit consisting of one or more words that generally bear minimal syntactic relation to the words that precede or follow it. A sentence can include words grouped meaningfully to express a statement, question, exclamation, request, command or suggestion. A sentence can also be defined in orthographic terms alone, as simply that which is contained between a capital letter and a full stop.

¹Alice Oshima and Ann Hogue, *Writing English Academic* (USA: Wesley Publishing Company, 1983), p. 121.

The subject is the word or word that names the person, thing, or place that sentence is about. The subject is usually a noun or pronoun. The predicate makes a statement about the subject. It consists of a verb and its modifiers or complements. Complement is a word or word that used to complete the meaning of the verb. The verb is “ The most important part of the predicate. It express action or a state of which a full grammatically analysis”.²The Interrelations between the grammatical elements and groups of elements within a sentence belongs. Sentence is group of the syntactically related words that states, asks, command, or exclaims something. Conventional units of connected speech or writing, usually constraining a subject and a predicate.³Sentence is a set of words expressing a statement a question or a command. Thus, sentence is used to communicate the ideas in writing or in speech.

b. Sentence Elements

Every sentence has two main parts namely subject and predicate. A subject contains a noun or pronoun and the predicate contains a verb. So it can be said the naming parts is subject and the telling part is predicate. The others, there are object, complements, can be adverb, or the object.

²R. H. Robins, *Generally Linguistics* (London: Longman Publisher, 1968), p. 190.

³Victoria Newfeldt, *Webster's New World Collage Dictionary* (USA: Oxford University Press, 1995), p. 1223.

1) Subject

The subject in a sentence consist of one word or several words, but the subject must have a noun or pronoun. Subject is a noun or pronoun that became cases of the spoken. To know the subject is usually can be do by asking the questions who or what. According to Wren and Martin subject is of a sentence usually comes first, but occasionally it is put after the predicate.⁴ So, subject is of a sentence is the person or thing about which an assertion is made or a question is ask. There are two kinds of the subjects, they are :⁵

a) Simple subject

Simple subject is a subject as a noun or pronoun, adjective as noun, infinitive as a noun, or participial as a noun.

Example : 1. **Pizza** is expensive.

2. **Singing** is my hobby.

3. **They** run.

4. **The old** should be respected.

5. **Teaching** is a noble profession.

⁴Wren and Martin, *English Grammar and Composition* (New York : Prasada, 1990), p. 2.

⁵Sulastri, *Op. Cit.*, p. 98.

b) Compound subject

Compound subject is a subject consists of two ore more the words.

Example :1.**The new** book is mine.

2.**The new English teacher** is from Surabaya.

3.**Fruit flies and ladybugs** are insects.

2) Predicate

Predicate is makes a statement about the subject. It consists of a verb and its modifiers or complements. To know predicate from a sentence can do by asking the questions how or why.⁶ According Marcella predicate is word or the linking word is give the part of speech name of verb.⁷ So, predicate is the part of the sentence which make a statement or ask a question.

Example :a) I write a letter.

c) We play volleyball

3) Object

Object is a noun group which refers to a person or thing, other than the subject, which is involved in or affect by the action of a verb. There are two kinds of the object, they are :⁸

⁶Moh. Kusnadi, *Exellen English Grammar* (Surabaya : Bintang Usaha Jaya, 2011), p. 199.

⁷Marcella Frank, *Modern English* (USA : Englewood Cliffs, New Jersey), p. 2.

⁸Team of Five, *Improving Reading Skill in English* (Jakarta : Darul Ulum Press Jakarta,2001)

- a) Direct object is receives the action of the verb or names the result of this action. Only action verbs have direct object.

Example : 1. I wrote a letter

2. I saw a snake

3. I read a book

- b) Indirect object is answer the questions what and whom after an action verb. And indirect object answer the question to what or to whom or for what or for whom after a certain action. The indirect object always comes before the direct object in the sentence.

Example : 1. I gave his a book.

2. I wrote her a letter.

4) Complement

Complement is a word required to complete the meaning of an intransitive verb is called a complement. There are two kinds of complement, they are :⁹

- a) Subjective complement is the complement which is used to refer to or describe the subject is called a subject complement.

⁹Jayanthi Dakshina Murthy, *Op., Cit*, p. 244.

b) Objective complement is the complement which is used to refer to or describe the object is called a subject complement.

The complement can be adjective, noun, adverb, and preposition with object. Complement can be used to transitive verb, intransitive verb and linking verb.

Example : 1. The news made him sad.

2. He grew happier gradually.

5) Adjunct

Adjunct is a word or combination of words added to a clause to give more information about time, place, or manner. See also sentence adjunct and linking adjunct. Adjunct is a word or group of words which you add to a clause when you want to say something about the circumstances of an event or situation.¹⁰ So, adjunct is a word or words that explain or get adverb of the object or subject in a sentence.

Example : a) She is studying English *now*.

b) I go to market *by car*.

c) They met a tourist *yesterday*.

¹⁰Collins Cobuild, *English Grammar* (London : Harpercollins Publishers, 1990), p. 281.

c. Kinds of Sentence

Basically, the sentence can be divided into four classes from structural point of view, they are :¹¹

1) Simple sentence.

Simple sentence is the sentence that has one object and one predicate, it is an independent clause. A simple sentence also called an independent clause, contains a subject and a verb, and it expresses a complete thought.

In the following simple sentence, subjects and verb.

Example : a) A horse runs

b) I write a letter.

c) They come here

d) Some students like to study in the mornings.

e) Juan and Arturo play football every afternoon

The explanation above simple sentence is the sentence also called as an independent clause. The subject is usually defined as what the sentence is talking about. With this definition, the predicate can be defined as what is said about the subject. That is, the predicate tells what the subject does or what is done to the subject or what is done to the subject or what the subject is.

¹¹Jayanthi Dakshina Murthy, *Op.*, Cit, P, 238.

2) Compound sentence

Compound sentence is a sentence that is made up of two or more principle or main clause.¹² Compound sentence is a sentence which consists of two or more coordinate clauses.

Example : a)The night is dark **and** I am far from home

b)She is a teacher **and** writer too.

c)Register the letter **or** it will be lost in the middle.

d)Canada is a rich country, **but** still it has many poor people.

The explanation above compound sentence is a sentence is a sentence consisting two or more main clauses. A compound, or “ double, “ sentence is made up of two (or more) simple sentence. The two complete statements in a compound sentence are usually connected by a comma plus a joining word (and, but, for, or, so, yet).

¹²R.W. Zandvoort and J.A. Van Ek, *A Hand Book English Grammar* (Singapore : Singapore Offset Printing, 1980), p. 206.

3) Complex sentence

Complex sentence is a sentence which consists of one main clause and one more subordinate clauses.¹³ Complex sentence is made up of an independent clause and a dependent clause. The independent clause is introduced with a subordinate, such as when, while, where, because, if, even, though and so that.

Example :a) The people rest when evening came.

b)I talked to Ani before She went to Padang.

c)She came when I went out.

d)When he handed in his homework, he forgot to give the teacher the last page.

e)The teacher returned the homework after she noticed the error.

The explanation above complex sentence is have one main clause. such sentence also have two or more full preications. One of these is an independent clause or main clause that is similar to the form of the simple sentence, and one or more of these are dependent clauses or subordinate clauses.

4) Compound complex sentence

¹³*Ibid.* , p. 239.

Compound complex sentence is a sentence which consists of two or main clauses and at least one subordinate clauses.¹⁴ So, A compound-complex sentence combines two or more independent clauses and at least one dependent (subordinate) clause.

Example: a) Although our team feared the opposition, they played exceptionally well, and they almost won the game.

b) Mark stole my purse, and I went to my teacher, who redressed the problem.

c) When he made some inflammatory comments, he tried to redress the situation, but he made it worse.

d) When I yelled at my sister, I felt bad, but I redressed the nonsense by giving her a hug.

e) When the owner redressed the problem with the food, the customers were much happier.

The explanation above compound complex sentence is two or more independent clause and one dependent clause. Compound complex sentence also two more simple sentence and one or more dependent statement.

2. The Nature of Core Parts

a. Core Parts

¹⁴*Ibid*, p. 239.

Core parts is subject and predicate, there is subject of a sentence is the word (or group of words) denoting the person thing about which something is said.¹⁵ Predicate is of a sentence is the part, which says something about the subject.¹⁶

Based on the explanation above core parts have two in the sentence the are subject and predicate. Subject is the noun in clause that refers to the person or action must present for a group of word to convey a complete thought. Predicate of a sentence is what is said about the subject.

b. The Element of Core parts

1) Subject

The subject in a sentence may consist of one word or several words. But the subject must have a noun or a pronoun. The chief word in the subject is called the subject is called the subject word or simple subject(I, we, you, you, he, she, it, they) and singular and plural.¹⁷ Subject the name of the person or thing we speak about is called the subject.¹⁸ The subject of a sentence often does something to another person or thing that receives the action of the subject is called the object of the verb.¹⁹ So, subject is can be a noun or pronoun that is partnered with an action verb and can include

¹⁵Team of Five, *Op. Cit.*, p. 135.

¹⁶*Ibid.*, p. 80.

¹⁷Ridwansyah, *Mastering English Grammar* (Jakarta : Puspa Swara, Anggota Ikapi, 2006), p. 1

¹⁸Jayanthi Dakshina Murthy, *Op., Cit.*, p. 240.

¹⁹Howard Sargeant, *Basic English Grammar* (USA : Saddleback Educational Publishing, 2007), p. 119.

modifying words, phrases, or clauses. To know the subject from a sentence can do by asking who or what.

2) Predicate

Predicate of a sentence is the person or thing about the subject.²⁰The essential word in the predicate is a verb and it is often modified by an adverb or an adverb equivalent which is called the extension of the verb or adverbial qualification.²¹ So, predicate is a verb that expresses the subject's action or state of being.

c. The Core Parts in Sentences

1) Simple sentence

Simple sentence have only one full predication in the form of an independent clause.²²Simple sentence is one which has only one subject and one predicate.²³ Core parts in sentence is very important because core parts is a subject and predicate in sentence. Example simple sentence needed subject and predicate to making the good sentence.

Tabel 1
Example of core parts in simple sentence

No	Simple Sentence	Core parts

²⁰C.E. Eckersley, *A Concise English Grammar* (London : Longsmans, Green and Co LTD), p. 1958.

²¹Jayanthy Dakshina Murthy, *Op., Cit*, p. 243.

²²Marcella Frank, *Op., Cit*, p. 223.

²³Wren and Martin, *Op., Cit*, p. 200.

1	I write the letter	I is a subject and letter is predicate
2	A horse runs	A horse is a subject and runs is predicate
3	The moon shines	The moon is a subject and shines as a predicate
4	I read a book	I is a subject and read book is a predicate
5	She comes here	She is subject and come here is a predicate

In the example above, core parts in simple sentence have relations with sentence because a good sentence must have subject and predicate. Simple sentence is have only one full predication in the form of an independent clause. Analysis simple sentence dividein into individuals parts.

2) Compound sentence

Compound sentences is have two or more full predications in the form of independent clauses.²⁴ So, the relations of core parts in compound sentence have same subject and predicate in making the sentence. Example of the core parts in compound sentence.

Tabel 2
Example of core parts in compound sentence

No	Compound sentence	Core parts
1	I tried to speak Spanish, and my friends tried to speak English	I and my friend is a subject speak Spanish and speak English is a predicate.
2	Andi played football, so Maria went shopping	Andi, Maria is a subject played football and shopping is predicate.
3	We must hurry, or we shall miss the bus	We is a subject, must hurry shall miss the bus is a predicate.
4	I love conjunctive adverbs, but my students love each other	I, my students is a subject conjunctive adverbs, love each other is a predicate.
5	He tried hard but failed in his attempt	He is a subject tried hard failed in this attempt is predicate.

²⁴Marcella Frank, *Op., Cit*, p. 223.

So, core parts in compound sentence have relations with subject and predicate to the making a good sentence.

3) Complex sentence

Complex sentence is two or more full predications. One of these is an independent clause or main clause that is similar to the form of the simple sentence, and one or more of these are dependent clause or subordinate clause.²⁵ So, the relations core parts in complex sentence have two or main clauses and one suborinate clause. Example of the core parts in complex sentence.

Tabel 3
Example of core parts in complex sentence

No	Complex Sentence	Core Parts
1	The people rest when evening came	The people is a subject rest when evening came is a predicate
2	She came when I went out	She, I is a subject came, out is predicate
3	I talked to Ani before she went to Padang	I, is a subject talked went to Padang is a predicate.
4	The teacher returned the homework after she noticed the error	The teacher, is a subject returned the homework, noticed the error is a predicate.

²⁵*Ibid.*, p. 223.

So, core parts in complex sentence two or main clause and one subordinate clause. In the example above have two or main clause and subordinate clause in complex sentence and than have subject and predicate in sentence.

4) Compound complex sentence

Compound complex sentence is contain two or more independent clauses and one or more dependent clauses.²⁶ So, the relations core parts in compound complex sentence is two or more independent and one or more dependent clause. Example of the core parts in compound complex sentence.

Tabel 4
Example core part in compound complex sentence

No	Compound complex sentence	Core parts
1	When I yelled at my sister, I felt bad, but I redressed the nonsense by giving her a hug.	I, my sister is a subject yelled at, felt bad, redressed the nonsense by giving is a predicate
2	I don't know who you are and I have not seen you before	I, you is a subject don't know, not seen is a predicate.

²⁶*Ibid.*, p. 223.

3	I hate playing golf, but I enjoy playing tennis even though I am not very well.	I is a subject playing golf, tennis even though not very well at it is a predicate
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So, compound complex sentence have two or more independent clause and one or more dependent clause. In the example compound complex sentence.

B. Review Related Findings

This research related to Hikmah Alami the title of research was “ The Analysis of Students’ Mastery in Forming Sentences by Using Pronoun of the Grade IX Students at SMP Negeri 1 Batahan”. The result of this research said that the students’ mastery in forming sentences by using pronoun is good.²⁷

Secondly, this research also related to Yesrida the title of research was “ The Analysis Of Students’ Ability in Building Sentences by Using Preposition at SMA Negeri 1 Gunung Tuleh “. The result of this research said that students ability in building sentences by using preposition is enough.²⁸

²⁷Hikmah Alami, “The Analysis of Students’ Mastery in Forming Sentences by using Pronoun of Grade IX Students at SMP Negeri 1 Batahan”(Thesis, STKIP Padangsidempuan , 2009).

²⁸Yesrida, “The Analysis Of Students’ Ability in Building Sentences by Using Preposition at SMA Negeri 1 Gunung Tuleh” (Thesis, STAIN Padangsidempuan , 2012).

Finally, Zannuriyah Pakpahan the title is “ An Analysis Of Students Ability in Identifying Adjective and Adverbs in Sentence at Grade SMP N 2 Arse”. The result of this research said that the students’ Ability in Identifying Adjective and Adverbs in sentence is enough.²⁹

If the research mention above research about students’ ability in using pronoun, preposition, adjective and adverbs. Here the research through the title : An analysis of the students’ ability in identifying core parts in sentence at grade SMK N 4 Padangsidempuan, then did the research to know how is the students identifying core parts in sentence.

²⁹Zannuriyah Pakpahan, “ An Analysis Of Students’ Ability in Identifying Adjectives and Adverbs in Sentences at Grade VIII SMP N 2 Arse” (*Thesis*, STAIN Padangsidempuan, 2013).

CHAPTER III

RESEARCH METHODOLOGY

1. Place and Time of the Research

This research was conducted at SMK N 4Padangsidimpuan. It is located at Jln. Perkebunan Pulau Bauk Kecamatan Padangsidimpuan Tenggara. This subject of research is grade X students of SMK N 4Padangsidimpuan in 2014 academic year. The research has been done from 17 February 2014 up to 30 April 2015.

2. Research Design

The method of the research was conducted by using the descriptive method. The descriptive method is a kind of method used in the research and this research used a qualitative approach. Qualitative approach is used for investigating a variety of educational problems an issue. It is used to determine and describe the way things.¹ Qualitative approach is used to investigate of educational problems such as knowledge claims and observation of behavior.

Depend on the depth of analysis, this research is descriptive that used with procedures to draw and to show the condition of research object.² So, this research will showed and drew the students' identifying core parts in using sentences at SMK N 4 Padangsidimpuan.

¹L.R.Gay&Peter Airasian, *Educational Research: Competencies for Analysis and Application*(USA: Prentice Hall, 2000), p. 56.

²Lexi J. Moleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosda Karya, 2009), p. 126.

3. Informants of the Research

The sources of data in these research consist of two parts, they are:

a. Primary sources of data

Primary sources of data that is the grade X students' at SMK N 4Padangsidimpuan. They are 240 students. From the six class students of at SMK N 4Padangsidimpuan. The students consist of six class. This research was be used purposive sampling. Riduan said purposive sampling is "one of technical that can be used by researcher, if researcher has some of considerations take the certainly sampling to get the aim".³ Actually, the Research taking one class to done the research. So, there are 25 students who answer the test.

b. Secondary sources of data (supplementary data), that is an information from the principle and the English teacher and the headmaster of SMKNegeri4Padangsidimpuan.

4. Instrument of the Research

The key instrument of this research is the researcher self. The researcher taking the data by the student and the teacher to collecting the valid data.

Based on the source of data, for the primary data the researcher used the test as in instrument for collecting the data, this research uses the qualitative research.

L. R. Gay stated : " qualitative research sometimes combines qualitative (e.g.

³Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*(Bandung: Alfabeta, 2005), p. 63.

observation) and qualitative (e.g. test scores) data in studies, resulting in the need for statistical analysis “.⁴ Suharsimi Arikunto says, “ Instrument merupakan alat bantu bagi peneliti di dalam menggunakan metode pengumpulan data”.⁵ (Instrument of the research is a tool of facility is used by the researcher in collecting data).

Based of statement above, the researcher use the instrument of collecting data in this research. There are :

a. Observation

Observation is a technique of collecting data which is used an observation to the object of research. Ronny HanitijoSoemitro Said, “Observasi adalah pengamatan yang dilakukan secara sengaja, sistematis mengenai fenomena social dengan gejala-gejala psikis untuk kemudian dilakukan pencatatan”.⁶ (observation is tracking with intentionally, systematic, about social phenomena with psychological indications to be notes later). Observation is a technique of collecting data which is done through an observation and take a note to a condition or object behavior. Observation happened in which the researcher takes the field notes on the behaviour and activities of individuals at the research site.

⁴L. R. Gay & Peter Airasian, *Op. Cit.*, p. 109.

⁵Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta : PT. Rineka Cipta, 2003), p. 135.

⁶Joko Subagyo, *Metode Penelitian Dalam Teori dan Praktek* (Jakarta : PT. Rineka Cipta, 2004), p. 63.

b. Interview

Interview is a conversation with the aims.⁷ Gay and Peter Airasian said that Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.⁸ In this research, the researcher uses structural interview. In structural interview the researcher prepared the question an alternative of the answer that is given to the interviewer.⁹ So, this interview is one of the techniques of collecting data by doing oral interview in individual meeting.

The researcher interviewed the teachers and students. It is to know the students' difficulties in identifying core parts in sentence. *First*, the researcher asked the English teacher about the students' identifying core parts in sentence. *Seconds*, the researcher asked the students' how the difficulties in identifying core parts in sentence, and what are the difficulties for students in identifying core parts in sentence at grade X SMK N 4 Padangsidempuan and the efforts that they have to do to solve it. Then, the researcher asks the headmaster about the location and condition in SMK N 4 Padangsidempuan.

⁷Lexy J. Meleong, *Op.Cit*, p. 135.

⁸Gay and Peter Airasion, *Op. Cit*, p.219.

⁹AmirulHadi and Haryono, *Metodologi Penelitian*(Bandung: PustakaSetia, 1998), p. 136.

c. Test

Based on the source of the research, for the primary data the researcher used the test as an instrument for collecting the data. Appropriate with the instrument of this research, the researcher want to analysis the students' identifying core parts in sentence at grade X SMK N 4 Padangsidempuan. The identifying core parts in sentence as an information of this research. The test was consist of 20 question. The test in this research was essay to answer the test, for each correct answer was give 5 values, if the incorrect answer is not give a value. So, it means totality of score is 100. There is materials that usedin the test, the analysis core parts in sentence by using definition of sentence, kinds of sentence and core parts. The researcher make the indicator of test as follow :

Table 5
Indicators of the Test

No.	Indicator	Items	Number items	Score
1	The core parts in simple sentence	4	1, 2, 3, 4	5
2	The core parts in compound sentence	4	5, 6, 7, 8	5
3	The core parts in complex sentence	4	9,10, 11, 12,	5
4	The core parts in compound complex sentence	4	13,14, 15, 16	5
	Total	20	20	100

So, the techniques for collecting data by using the test as follow:

1. Preparing the test.
2. Giving core parts in sentence test to all of students according the sample stated, and gave the test with fill the blank correctly.
3. Determining the time of doing the test.
4. Giving chance or time for students to ask something left or not clears in doing the test.
5. Asking the students to do test and the researcher looked after the students during the test time.
6. After student finished answering the test, then the researcher collected their answer to analyze.

5. Technique of the Data Analysis

The technique of analysis of this research was done some steps as follow :

- a. After collecting the students' answer, the research will analyze result of the test with mean score, and the average scores of the students were in terpreted in descriptive.
- b. Reduction of the data, when the researcher was done interviewed teacher and students.
- c. Display of the data, the researcher arranged the data with systematically. The data could explaint and answering the formulation of the problem in this research.
- d. Tabulation of the data was done to occounted and it was given the score to students answered though the test and the researcher was taken on the table that consist of alternative answer, frequency any percentage those all, to obtain the percentage of the students' answered and the researcher was put the students scores on the table by using the formula below :

$$P = F / N \times 100 \%$$

Explanation :

F = Frequency

N = Sum of the samples

P = Percentage

- e. Then, students result with mean / score was calculated into the classification quality.
- f. Taking conclusion, it is done to conclude the discussion solidly and briefly.¹⁰

So, from the explain above that the researcher analyze result of the test with meant score, the researcher interviews the English teacher and some of students, the researcher arranged the data systematically and concluding of the researcher descriptively.

6. Technique of the Data Trustworthiness

Trustworthiness in qualitative research is very important because checking to the trustworthiness of the data. There are nine techniques to determine the data trustworthiness state by Lexy J. Moleong as :¹¹

- a. The extension of participation is the extension not only done at the shor time, but need the long time.
- b. The application of research is the researcher must do the research with careful, detail and continuous to the object of the research.
- c. Tringulasi is the technique of checking data trustworthiness that using something besides the data to verification or as a comparison of the data.
- d. Checking with friendly through discussion is done with expos the interview result or the final result that gotten in discussion with friends.

¹⁰Iskandar, *Penelitian Kualitatif* (Jambi : GP Press, 2000), p. 139-142

¹¹Lexy J Moleong, *Metode Penelitian Kualitative* (Bandung : Remaja Rosdakarya, 2009), p. 175.

- e. Analyze the negative case is the research collects the example an appropriate case with the model and the inclination of information that have collected a used as a substance of comparison.
- f. The adequate and referential are tools of them, with using the free time to compare the result of the research with critics are collected.
- g. Checking the member is the most important in checking credibility.
- h. The detail description is a technique to demand the researcher to the result his / her research, so description is done carefully and accurately to draw the context of the research.
- i. Auditing used to check the truth and certainly of data, this point that done well to the process of result and extent.

But the researcher take number eight the detail description is a technique to demand the researcher to the result his / her research, so description has done carefully and accurately to draw the context of the research.

CHAPTER IV

THE RESULT OF RESEARCH

A. Findings

1. General Findings

In learning process, the English teacher uses LKS book, text book (Look a Head), dictionary. English teacher usually use whiteboard and English teacher's methode in teaching core parts in sentence are discussion methode, talk methode, and do drill methode. The methode is used the English teacher very helpfull the students to uderstand about the lesson. In order to get the real data the researcher handed down to the field to see how are the students situations in the learning process.

pre teaching; to make the greeting in the class,the teacher asked students to pray before lesson then asked students condition, to check the present of students, to review the lessons last time. While teaching; the teacher explained about core parts in sentence.Then, the teacher opens their background knowledge about core parts in sentence and the teacher asked students to answer the question as example.

Post teaching; to measure the students understanding and reviewed the learning about core parts in sentence. It means that teacher want to give feedback for the students. ¹

B. Specific Findings

1. The Description of Students' identifying Core Parts in Sentence X grade SMK N 4 Padangsidempuan

The result of the core parts said that the score of respondents was around 25 and 75 . It means that the highest score is 75 and the lowest score is 25. The description scores of Grade X Students of SMKNegeri4Padangsidempuan in core parts in sentence can be seen in these following explanation, In this part of material test, students must be able and made understand the core parts from simple sentence, let see in the table as bellow:

Table 6
Part A :Thecore parts from simple sentence.

No.	Number of Test	Correct	Fault	Total	%
1.	a	16	9	25	64 %
2.	b	25	0	25	100 %
3.	c	25	0	25	100 %
4.	d	25	0	25	100 %
5.	e	25	0	25	100 %

¹*Observasi*, SMK N 4 Padangsidempuan, 19th Agustus 2014

Based on the table the tests consist of 5 questions. 16 students are correct (64%) for the first question and it is the highest score. 25 students are correct (100%) for the second question. 25 students are correct (100%) for the third question. 25 students are correct (100%) for the fourth question. 25 students are correct (100%) for the last question. From the data researcher found that students' mastery the question in part A is very good (92.8% students correct).

Next, in this part of material test, students must be able and to make easier understood the core parts from compound sentence, these were the result of test with material about the core parts from compound sentence, let see in the table as bellow:

Table 7
Part B :Thecore parts from compound sentence.

No.	Number of Test	Correct	Fault	Total	%
1.	a	9	16	25	36%
2.	b	6	19	25	24%
3.	c	1	24	25	4%
4.	d	3	21	25	12%
5.	e	9	17	25	36%

Based on the table the tests consist of 5 questions. 9 students are correct (36%) for the first question. 6 students are correct (24%) for the second question. 1 students are correct (4%) for the third question. 3 students are correct (12%) for the fourth question. 9 students are correct (36%) for the last question. Both of the questions, many students fault and made this question as the lowest score in this part. The problem is the students the just answer one subject and one predicate mean while in sentence there are two subject and two predicate. So, in this part they got is the lowest score. From the data researcher found that students' mastery the question in part B is weak (22.4% students correct).

Next, in this part of material test, students must be able and to make easier understood the core parts from complex sentence, these were the result of test with material about the core parts from complex sentence, let see in the table as bellow:

Table 8
Part C :Thecore parts from complex sentence

No.	Number of Test	Correct	Fault	Total	%
1.	a	1	24	25	4%
2.	b	13	13	25	52%
3.	c	4	21	25	16%
4.	d	5	23	25	20%
5.	e	6	19	25	24%

Based on the table the tests consist of 5 questions. 1 student correct (4%) for the first question. 13 students are correct (52%) for the second question. 4 students are correct (16%) for the third question. 5 students are correct (20%) for the fourth question. 6 students are correct (24%) for the last question. Both of the questions, many students fault and made this question as the lowest score in this part. The problem is the students the just answer one subject and one predicate in sentence mean while in complex sentence there are one main clause and one subordinate clause. So, in this part they got is the lowest score. From the data researcher found that students' mastery the question in part C is weak (23.2% students correct).

Next, in this part of material test, students must be able and to make easier understood the core parts from compound complex sentence, these were the result of test with material about the core parts from compound complex sentence, let see in the table as bellow:

Table 9
Part D :Thecore parts from compound complex sentence

No.	Number of Test	Correct	Fault	Total	%
1.	a	8	17	25	32%
2.	b	18	7	25	72%
3.	c	3	22	25	12%
4.	d	5	20	25	20%
5.	e	19	6	25	76%

Based on the table the tests consist of 5 questions.8 students are correct (32%) for the first question. 18 students are correct (72%) for second question 3 students are correct (12%) for the third question. 5 students are correct (20%) for the fourth question. 19 students are correct (76%) for the last question. From the data researcher found that students' mastery the question in part D is enough (42.4% students correct).

Based on the data above, an analysis of the students ability in identifying core parts in sentence at grade X SMK N 4Padangsidimpuan can beseen on the criteria below:

Table 10
Criteria Score Interpretation

Percentage	Criteria
0% - 20%	Very Low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	High
81% - 100%	Very High

From the result above, the researcher could conclude that the students' get means score was **45.20%** identifying core parts in sentence enough categories.

2. The Student's Difficulties in Identifying core parts in sentence at Grade X SMK N 4 Padangsidempuan

Based on the result of interview with Grade X students at SMK N 4 Padangsidempuan, researcher found that, 16 students feel enjoy in learning English because they can identifying core parts in sentence and they can know defenition sentence and kinds of sentence. But 9 students did not enjoy it because they think it is hard in teaching.

Based on the above result, students have difficulties in identifying core parts in sentence. The difficulties that usually faced by the grade X students are low in comprehending identifying core parts in sentence. Elvin Susiani said that she felt difficult to learning sentence, because she didn't know the defenition of

sentence, kinds of sentence. And she didn't know where is subject and predicate in sentence.²

Ummul Hanafi said that she felt difficult in complex sentence and compound complex sentence, because complex sentence and compound complex sentence consist of one main clause and some subordinate clause, so she felt difficult determine subject and predicate.³ Ngatiman said that he felt difficult and he didn't know subject and predicate, because his basic skill in determine subject and predicate in sentence is low.⁴ So, he needed long time to study specially subject and predicate.

Then Nita said that she felt difficult in learning core parts in sentence, because she didn't know where is subject and predicate, and she didn't know definition subject and predicate.⁵ Lili Tiomalini, she said that felt difficult in determine predicate in sentence, because predicate have infinitive, past tense, past participle.⁶ Miswar said that he felt difficult in learning core parts in sentence he was lazy study, because she didn't like English.⁷ Corina Armina

²Elvin Susiani, The student of SMK N 4 Padangsidempuan at grade X-1, *Private Interview*, 20th Agustus 2014.

³Ummul Hanafi, The student of SMK N 4 Padangsidempuan at grade X-1, *Private Interview*, 20th Agustus 2014.

⁴Ngatiman, The student of SMK N 4 Padangsidempuan at grade X-1, *Private Interview*, 20th Agustus 2014.

⁵Nita, The student of SMK N 4 Padangsidempuan at grade X-1, *Private Interview*, 20th Agustus 2014.

⁶Lili Tiomalini, The student of SMK N 4 Padangsidempuan at grade X-1, *Private Interview*, 20th Agustus 2014.

⁷Miswar, The student of SMK N 4 Padangsidempuan at grade X-1, *Private Interview*, 20th Agustus 2014.

Hasibuan said that, she felt difficult in component in sentence, because miscomprehend about it.⁸

Salwahati Nasution, English teacher in SMK N 4 Padangsidimpuan said that:

- 1) The students had difficulties in identifying core parts in sentence because the basic skills of students is low when learning proces.
- 2) They miscomprehend in Learning English especially in identifying core parts in sentence.

Based on the result of the interview, the researcher concluded that there are some difficulties usually faced by student in learning core parts in sentence. Many students didn't know core parts, sentence, and kinds of sentence.

3. Discussion

After analyzing the collection data, it was gotten that the students analysis core parts in sentence at grade SMK N 4 Padangsidimpuan could be categorized in to enough categories. It could be known from the calculating score that ability identifying core parts in sentence at grade X-1 was means score **45.20** %.

⁸Corina Armina, The student of SMK N 4 Padangsidimpuan at grade X-1, *Private Interview*, 20th Agustus 2013.

Related to this research, some researchers had been done as below: the first, Hikmah Alami the title is “The Analysis of Students’ Mastery in Forming Sentence by Using Pronoun of the Grade IX Student at SMP N 1 Batahan in 2009-2010 academic year. She found that categorized into good, it found the total mean score was 65.55%.⁹

While according to research was done by Yesrida the title is “ The Analysis Of Students’ Ability in Building Sentence by using Preposition at SMA Negeri 1 Gunung Tuleh ” the research was conducted with descriptive analysis and qualitative approach. There were 37 students in XII 2 class as sample. This research to the students, it could be concluded ability in identifying Gerund Phrases and Noun Phrases was 72.43%.¹⁰

The last, research done by Zannuriyah Pakpahan the title is “An Analysis Of Students Ability in Identifying Adjective and Adverbs in Sentence at Grade SMP N 2 Arse ”. The concluding Analysis of Students Ability in Identifying Adjective and Adverbs in Sentence at Grade SMP N 2 Arse were categorized good with score was 53.80%.¹¹

⁹Hikmah Alami, “*Op, Cit*” (Thesis, STKIP Padangsidempuan, 2009), p. 56.

¹⁰Yesrida, “*Op, Cit*” (Thesis, STAIN Padangsidempuan, 2012), p. 56.

¹¹Zannuriyah Pakpahan, “*Op, Cit*” (Thesis, STAIN Padangsidempuan, 2013), p. 61.

Identifying core parts in sentence, there were some difficulties that faced by students, such as: the students didn't know what is core parts, sentence, kinds of sentence. Students also faced difficulties poor vocabulary and meaning vocabulary, it made they felt difficulty to analysis core parts in sentence with well. MuhibbinSyah said that the learning difficulties can be caused by 2 (two) factors; they were: the first, internal factor (factors from the self child involve, physiology factors such as healthy, and psychological factors such as IQ (Intelligence Question). The second, external factors (factor outside the child) involve: social factor, such as relationship between child's parent, school environment.¹² To anticipate the learning difficulties, the English often repeat the lesson until the students understand about the lesson. English teacher must explain clearly about core parts and sentence, how to used it, what the kinds of sentence and to show the example in sentence to overcome the poor vocabulary of students, English teacher must asked to students to know vocabularies by heart and the meaning.

¹² Muhibbin Syah. *Psikologi Belajar* (Jakarta: Raja Grafindo Persada, 2003), p. 182-184.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. The Conclusions

Based on the result of the test done by students, observation and interview done by the researcher about an analysis core parts in sentence. The researcher would like to write the conclusions of this research as the following:

1. The students' Identifying core parts in sentence X grade SMK N 4 Padangsidempuan means score was 45.20%. It could be categorized into enough categories.
2. The students' difficulties in analysis core parts in sentence were:
 - a. Lack of knowledge about core parts.
 - b. The students don't know kinds of sentence.
 - c. Poor of vocabularies
 - d. The students difficulties in vocabulary meaning
 - e. The students are still lack in comprehending sentence.

B. Suggestions

Based on the conclusions above, the researcher give some suggestions to:

1. The headmaster of SMK Negeri 4 Padangsidempuan, to motivate the English teachers to increase their ability in teaching English.

2. The English teacher, to motivate the students to improve their abilities especially explaining clearly about core parts (subject, predicate) and sentence, where the simple sentence, compound sentence, complex sentence, compound complex sentence and does teaching must be done by inure feeling, so that the teacher always effort and the students can understand what we say. The teacher must to apply the suitable methods. So, the students can understand the lesson and the teacher gives more exercise.
3. The students must increase their mastery in core parts in sentence and exercise to study English.
4. The readers, especially English learners must improve their knowledge in learning parts of speech specially core parts in sentence.

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