



**THE ABILITY OF THE STUDENTS  
IN MASTERING SIMPLE SENTENCE AT GRADE  
V SD NEGERI 200512 SALAMBUE**

**A THESIS**

*Submitted to the English Education Study Program of State College for Islamic  
Studies Padangsidempuan, in Partial Fulfillment of the Requirement for the  
Degree of Islamic Educational Scholar  
(S.Pd.I) in English Program*

**BY:**

**LILI HAYATI**

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**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH DEPARTMENT  
STATE COLLEGE FOR ISLAMIC STUDIES  
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### ***ABSTRACT***

The formulations of the problem are talking about the ability of the students in mastering simple sentences at grade V SD Negeri 200512 Salambue and the efforts of English teacher in over come the difficulties of students in mastering simple sentence at grade V SD Negeri 200512 Salambue. The aims of research are to know the ability of the students in mastering simple sentences, the difficulties of the ability of the students in mastering simple sentences at grade V SD Negeri 200512 Salambue and the efforts of English teacher in over come the difficulties at gradeV SD Negeri 200512 Salambue.

The research is conducted with descriptive analysis and qualitative approach. There are 20 students as sample of analytical unit from 60 students of at grade V SD Negeri 200512 Salambue. In collecting data, the research uses the instrument of the research are test, interview and observation for the English teacher and head master.

Based on the result of research, researcher found that the ability of at grade V SD Negeri 200512 Salambue in mastering simple sentences is enough 44,50 %.The difficulties of the students in mastering simple sentence are: the still have low motivation and feel boring in learning because of the choosing of method and media that make students less interest, the students have less of vocabulary, and because of less exercise and practice, students unconfident in construct the sentence with their owns words. The effort done by English to overcome the students' difficulties in learning interrogative sentence are: choosing the best media and method in teaching, made the students as interest as they can, give more explanation about matter with real examples and exercises that can motivate the students' confident in made sentence with their owns words, and asks the students to learn by hard the vocabularies minimize 2 new vocabularies each meeting.



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Padangsidempuan      Juni 2013



**LILI HAYATI**

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of The Study**

Language is the most fundamental means of human communication. However, English is one of the most language in the world and it states as International language, because it also is used for human communication to interact to others in different native language.

English has mushroomed in every part of the world and become a universal language because it is used by almost all countries, even in some countries have become the primary language or has become the standard language used in everyday life whether in government, social, and other formal institution.

In Indonesia, English as a foreign language. Students in the school must know and understand English well. So, English become a compulsory subject in the school.

In the English curriculum 2007, there are the special objectives why English as a compulsory subject, they are:

1. For the students became more familiar with their environment and also their socio-cultural background.
2. For students to have knowledge, ability and skills about their regions that are relevant their needs and interests and also the surrounding community.

3. For students to demonstrate their attitude and behavior that exhibit their culture values, and preserve and develop these value to support national development.<sup>1</sup>

Based on the curriculum KTSP, there are four based competences or skill of the students in learning English, they are reading, speaking, writing, and listening. So, in studying English, every students should be mastered some competences or the skill to improve their ability in using English. Before study the four skills, students must know about sentence as the beginner.

There are many factors of English that must be understood by students in the school to arrange a sentence such as vocabulary, tenses, and the parts of speech. They are the important things to take a good sentence. So, students must know the factors. One of the factors of mastery the sentence is parts of speech. English teacher must teach parts of speech one by one. There are eight parts of speech, they are noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. Then, teacher teaches them to make a sentence well. Teacher must know the students difficulties in teaching learning to increase their ability.

Sentence is a group of words make a complete sense and has a subject and a predicate. It means that sentence is not only the combination of some words but

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<sup>1</sup>Siti Jamilah. 2008. English in Indonesian Primary School. *Primary School bagian KURIKULUM/ CURRICULUM*, (Online), (<http://re-searhengines.com/siti.html>, accessed on December 1, 2011).



has the element. The element can be subject, verb, object, or complement. A sentence may be a statement, question, command, request or exclamation.

For primary school, the students will study about sentence and they must know how is said sentence in English. For the beginner, the students can make a short sentence that the sentence only have subject and predicate and it is namely simple sentence.

Simple sentence is one which has only one subject and one predicate or a simple sentence is one which has only one finite verb. But, there are many students still difficult how to arrange word to be a good sentence. It can found when the researcher ask the English teacher and the teacher explain that the student still confuse the subject, verb, object and complement in a sentence.

Based on the explanation above, the researcher wants to do a research about the simple sentence. This research entitled “The Ability of the Students in Mastering Simple Sentence at Grade V SD Negeri 200512 Salambue”.

## **B. Focus of the Study**

Based on the background above in this research, it is limited on the ability of the Students in Mastering Simple Sentence in positive form at Grade V SD Negeri 200512 Salambue.

## **C. Definition of Terminologies**

In this thesis had some terminologies relate with the ability of the students in mastering simple sentence. In other word, with this classification, to avoid

misunderstanding and vagueness, and the clarification of the terminologies can be seen in the following discussion:

1. Ability meant potential, capacity or power (to do something physical or mental), or potential of students in mastering five tenses.
2. Mastery meant greet or knowledge.
3. Simple Sentence meant one which has only one subject and one predicate or a simple sentence is one which has only one finite verb.

So, the ability of the students in mastering simple sentence meant the potential of the students to mastery the simple sentence which has one subject and one predicate.

#### **D. Formulation of the Study**

From the focus of the research had been made above, to give a description of the fact, it must be made formulation of the problem, and the researcher formulated this problem were as follows:

1. How is the students' ability in mastering simple sentence at grade V SD Negeri 200512 Salambue?
2. What are the difficulties of students in mastering simple sentence at grade V SD Negeri 200512 Salambue?
3. What are the efforts of the English teachers in overcoming the difficulties of students in mastering simple sentence at grade V SD Negeri 200512 Salambue?

### **E. Aims of the Study**

Based on the formulation of the problem, the researcher made the aims of the research. So the aims of the research as follows:

1. To know the ability of students in mastering simple sentence at grade V SD Negeri 200512 Salambue.
2. To know the difficulties of students in mastering simple sentence at grade V SD Negeri 200512 Salambue.
3. To know the efforts of the English teachers in overcoming the difficulties of students in mastering V SD Negeri 200512 Salambue.

### **F. Significances of the Study**

In this research, the researcher finds supposes three significances they are students, English teacher and another researcher. First, students know their ability in learning simple sentence and also their difficulties in learning simple sentence. So, it is hoped they will be better in learning the simple sentence. Second, English teachers know the students' ability and the difficulties of students in learning simple sentence. In other word, the teacher finds the solution to solve the difficulties of students in learning simple sentence. Third, it is hoped will be useful as a reference or comparisons for other researchers, when they have similar problem in their research.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Defenition of Sentence

##### 1. Simple sentence

###### a. Defenition of Simple Sentence

Sentence is a group of words that make a complete sense. A complete sentence usually uses a subject, and a predicate. Alice Oshima and Ann Hogue said, "Sentence is a group of words that is used to communicate the ideas in writing or in speech".<sup>1</sup> According to RW. Zandvoort and J. A. Van. Ek they said, "Sentence is an oral or written communication which is made up one or more units".<sup>2</sup>

Sentence is a group of word lying open intact and meaning able to comprehend in general is (clear). Sentence is a set of word expressing a statement, a question or an order, usually containing a subject and a verb.<sup>3</sup>

Marcella Frank says, "A sentence is a full predication containing a subject plus a predicate with a finite verb. Sentence is a complete independent unit consists of two main parts: a subject and a predicate. The subject is the word or words of person name, thing, or place that sentence are about. The predicate makes a statement about the subject. The predicate is the portion of the sentence containing the verb. A predicate says something about the subject of the sentence. It consists of a verb and

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

<sup>2</sup>R. W. Zandvoort and J. A. Van Ek. *A Hand Book of English Grammar* (Singapore: Singapore Offset Printing, 1980) p. 195.

<sup>3</sup>A S Hornby, *Oxford Advanced Learner's Dictionary of Current English Sixth Edition* (New York: Oxford University Press, 2000), p. 1212.

its modifiers or complements. Complement is a word that is used to complete the meaning of the verb. The verb is the most important part of the predicate.<sup>4</sup>

All of the following are simple sentences, because each contains only one clause. It is an independent clause.

Example:

- a. Mariati writes a letter for my brother.
- b. Nurdiana comes to my house.
- c. Nelvi goes to Medan for two weeks.
- d. Novi does not come to campus.

### **b. Sentence Elements**

As mentioned above, that sentence is a group of related words that has subject and predicate. It means that the sentence is not only the combination of some words but has the elements. Jayanthy Dakshina Murthy said, “Every sentence has two main parts namely subject and predicate. A subject contains a noun or a pronoun and the predicate contains a verb”.<sup>5</sup> The subject usually at the beginning of each sentence and the predicate follow the subject.

The element of sentence not only subject and predicate but object and complement consist the element of verb. Object is used in a sentence when a verb in the predicate is a transitive verb, it must have an object to give complete

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<sup>4</sup>Marcella Frank. *Modern English Exercise for Non-Native Speaker Part I* (New Jersey: Prentice-Hall, 1972) p. 220.

<sup>5</sup>Jayanthy Dakshina Murthy. *Contemporary English Grammar* (New York: Shivem Printers, 2003) p. 240.

meaning.<sup>6</sup> And complement is used in a sentence when the predicate contains verbs to incomplete predication; it requires a word to complete a meaning.<sup>7</sup>

Example:

a. S + V

Example:

Positif	negative	interrogative
1) Diana cries	Diana not cries	is Diana cries?
2) Zahra sleeps	Zahra not sleeps	is Zahra sleeps?

b. S + V + O

Example:

Positif	negative	interrogative
1) Lenny eats an apple	lenny not eat an apples	is Lenny eats an apples?
2) Velly eats a mango	velly not eat mango	is Velly eats a mango?

c. S + V + Adv

Example:

Positif	negative	interrogative
1) Sahrul goes there	Sahrul not goes there	is Sahrul goes there

---

<sup>6</sup>*Ibid.*, p. 243.

<sup>7</sup>*Ibid.*, p. 244.

2) Adek walks to school      Adek not walks to there      Does Adek walks there

3) Rani is here      rani is not here      is rani here

d. S + V +adv

Example:

Positif	negative	introgatif
1) Naja is beautiful	Naja is not beautiful	is Naja beautiful
2) Desi is bad	Desi is not bad	is Desi bad

e. S + V + O + Adv

Example:

Positif	negative
1) Fika cooked cake yesterday	Fika did not cook cake yesterday
2) Budi read book every day	Budi did not read book every day

f. S + V + Adv + AdvS

Example:

Positif
1) Novi comes from Malang today
2) Novi do not come from Malang today

Negative

1) Dean came from Bandung two days ago
2) Dean did not come from Bandung two days ago

### c. Kinds of Sentence

Basically, students can distinguish sentence into four kinds, they are:

1. Simple sentence
2. Compound sentence
3. Complex sentence
4. Compound-complex sentence<sup>8</sup>

#### 1. Simple Sentence

A simple sentence has the most basic elements that make it a sentence: a subject, a verb, and a completed thought. The sentence has a subject as well as a predicate and both may have modifiers.

According to Marjolijn Vespoor and Kim Sauter, “a simple sentence consists of one main clause only”. However, it does not mean that the sentence has to be very short.<sup>9</sup>

As according to Wren & Martin, “simple sentence is one which has only one subject and one predicate or a simple sentence is one which has only one finite verb”.<sup>10</sup> The subject and predicate are often described as a topic and a comment, what is being talked about (the subject) and what is being said about it (the predicate). A subject and predicate, together, form a simple

---

<sup>8</sup> Alice Oshima and Ann Hogue. *Op. Cit.*, p. 122.

<sup>9</sup> Marjolijn Vespoor and Kim Sauter. *An introductory Course* (Amsterdam: John Benjamin Publishing Company, 2000), p. 35.

<sup>10</sup> Wren and Martin. *High School English grammar & Composition* (NDV: Persada Rao, 1990) p. 200.



sentence. As used here, the term “simple”S refers to the basic structure of a sentence. Simple sentences can be short or long, and can express simple or complex thoughts and may contain complex constructions, but the basic structure of the sentence is simple.

All of the following are simple sentences, because each contains only one clause. It is an independent clause, such as:

Example:

- 1) She *plays* football
- 2) I *go* there
- 3) The ice *melts* quickly

## 2. Compound Sentence

Compound sentence is a sentence that is made up of two more principles or main clause.<sup>11</sup> A compound sentence is made up of two or more independent clause connected by a coordinating conjunction such as, and, or, nor, but, for, so.<sup>12</sup> Each clause in a compound sentence must have a subject and a verb, is equal importance, and can stand alone. Punctuate the sentence by putting a comma (,) before the coordinating conjunction.

Example:

- 1) He will go to Medan, **or** will go to Jakarta.
- 2) Canada is a rich country, **but** still has many poor people.

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<sup>11</sup> *Ibid.*, p. 201.

<sup>12</sup> Alice Oshima and Ann Hogue, *Op. Cit.*, p. 123.

- 3) Rina cleans the house, **and** Riri watches the television.
- 4) Roni completed his homework early, **so** he decided to go to the party.
- 5) Foreign students must take English classes, **for** they must be able to communicate easily in speaking and writing.
- 6) Many students do not like to study for tests, **nor** do they like to write term paper.

### 3. Complex Sentence

A Complex sentence is made up of an independent clause and more dependent clauses. The dependent clause is introduced with a subordinate, such as when, while, where, because, as, if, even though, so that, etc.<sup>13</sup>

The dependent clause can come at the beginning or end of the complex sentence. When the dependent clause comes at the beginning, a Comma (,) is placed before the independent clause.

In a complex sentence of two related ideas, one idea is generally more important than the other one. The important idea is placed in the independent clause: the less important idea is placed in the dependent clause.

Example :

- 1) Someone came **when** I slept
- 2) She does not come to school **because** it is raining
- 3) Rudi will go home **if** the rain stop

---

<sup>13</sup> *Ibid.*, p. 127.

#### 4. Compound Complex Sentence

A compound complex sentence is a sentence that requires a minimum of three clauses; they are two independent and dependent clause. As according to Alice Oshima and Ann Hogue, “a compound complex sentence is a combination of two or more independent clauses and one or more dependent clause”.<sup>14</sup>

Example:

- 1) My father was a police *and* my mother was a teacher *when* I was child
- 2) Rachel usually prefers watching tennis on TV, she watched the World Series, and she enjoyed it very much.

Generally, the entire sentences are same, even they are in simple sentence, compound sentence, complex sentence, compound-complex sentence. Next, because this research is focused on simple sentence, it will be described further in the subtitle below.

## 2. Simple Sentence

### a. Definition of Simple Sentence

Simple sentence is the most basic type of sentence possessed any language in the world. Frequently, we need deeper understanding to be able to comprehend the “hidden” constructions of a simple sentence, despite

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<sup>14</sup>*Ibid.*, p. 129.

the fact that it may have simple structure as reflected on its name.<sup>15</sup> A simple sentence also called an independent clause contains a subject and a verb, and it expresses a complete thought.<sup>16</sup>

According to Wren and Martin:

Simple sentence is one which has only one subject and one predicate or a simple sentence is one which has only one finite verb. The subject and predicate are often describe as a topic and a comment, what is being talked about (the subject) and what is being said about it (the predicate). A subject and predicate, together, form a simple sentence. As used here, the term “simple” refers to the basic structure of the sentence is simple.<sup>17</sup> From the explanation above, it can be concluded simple sentence is consist one subject and one predicate.

### **b. Pattern of Simple Sentence**

From the predicting explanation, the simple sentence pattern is not only formulated by subject and predicate, but both subject and predicate may have modifier. According to Wren and Martin there are eleven simple sentence patterns in English, they are:

#### **a. Subject + Predicate/ Verb**

Subject + Predicate
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Noun + Verb
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<sup>15</sup> Rofiah Evi Datur. *Understanding Transitivity: Reading English Simple Sentence against the Backdrop of Javanese* (Malang: Thesis. English Department, Faculty of Letters, State University of Malang, 2009), p. 1.

<sup>16</sup> Jayanthi Dakshina Murthy. *Contemporary English Grammar* (Delhi: Book Place, 2003), p. 238.

<sup>17</sup>Wren and Martin. *High School English and Grammar & Composition* (NVD: Persada Rao, 1990), p. 200.

Table I  
Example of pattern I subject + predicate/verb

Noun/ Subject	Verb/ Predicate
+ The Baby	Cries
- the baby not	Cries
? is the baby	cries
+ the women	laugh
- the women not	laugh
? is the women	laugh

This simple sentence consists of subject or noun and predicate or verb the verb that the subject follow is always intransitive verb, which expresses complete sense without the help of any other words.<sup>18</sup>

b. Subject + Verb + Object

This simple sentence pattern consists of three elements: subject, predicate, and object. Simple sentence can contain a noun phrase called the object, which follows the predicate. The verb group may be followed by one object: a noun, a pronoun, or a noun phrase.

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<sup>18</sup>*Ibid*, p. 367.

Table II  
Example of pattern I subject + predicate/verb

Noun/ Subject	Verb/ Predicate	Noun/ Object
He	opens	the car door
She	married	a young engineer
They	hate	him

1. Subject + Verb + Direct Object + Adverbial

Table III  
Example of pattern 2 Subject + Verb + Direct Object + Adverbial

subject	Verb	Direct Object	Objective complement
Noun		Noun/ Pronoun	Noun
We	Elect	their new home	different
She	considers	her speech	peculiar
He	makes	them	less critical <sup>19</sup>

2. Subject + Verb + Direct Object + to infinitive

This simple sentence pattern consists of four elements: subject, verb, direct object and to-infinitive. The direct object of the simple sentence can be followed by to-infinitive.

Example:

a) I suggest you to say

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<sup>19</sup> *Ibid* p. 368.

- b) We ask him to go
- c) I can't allow to smoke

### 3. Subject + Verb + Direct Object + bare infinitive

This pattern consists of subject, verb, direct, and bare infinitive. The direct object of simple sentence pattern can be followed by 'bare infinitive' or without 'to'.

Example:

- a) He lets me go
- b) We hear sing
- c) The men feel someone touch his arm<sup>20</sup>

### 4. Subject + Verb + to-infinitive

In this simple sentence pattern, the presence of to-infinitive is directly after the verb. Here, to-infinitive is as object of the verb.

Example:

- a) I forgot to post the letter
- b) He fears to speak
- c) She decides to visit the museum<sup>21</sup>

### 5. Subject + Verb + Adverb

This pattern consists of subject, verb, and adverb. Adverbs normally follow the verb.

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<sup>20</sup>*Ibid.*

<sup>21</sup>*Ibid*, p. 371.

Example:

a) He works all day

b) She dines quietly<sup>22</sup>

#### 6. Subject + Verb + Prepositional Phrase

Simple sentence pattern can be formulated by adding prepositional phrase here, the prepositional phrases has the function as adverbs. They show place (where), manner (how), time (when, how long), and reason or purpose (why).

Table III

Example of pattern 3 Subject + Verb + Prepositional Phrase

Subject	Verb	Prepositional phrase
He	arrives	at the airport
They	fly	for three hour
The passengers	wait	in the terminal <sup>23</sup>

#### 7. Subject + Linking Verb + Adjective

This simple sentence pattern consists of four elements: subject, linking verb, and adjective. A linking verb in simple sentence pattern connects to a complement which tells something about subject

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<sup>22</sup>*Ibid*, p. 373.

<sup>23</sup> *Ibid*, p. 378.



Table V

Example of pattern 4 Subject + Linking Verb + Adjective

Subject	Linking verb	Subjective complement
Noun		Adjective
Natural Resources	are	precious
Water	can be	necessary
	is not	dangerous <sup>24</sup>

#### 8. Subject + Linking Verb + Adverbial

The linking verb in simple sentence pattern is also 'be'. While, the adverbial may be an adverb or a prepositional phrase. Only time and place adverbials are used in this pattern and they come after the linking verb or be.

Table VII

Example of pattern 5 Subject + Linking Verb + Adverbial

Subject	Linking verb	Subjective complement
Noun		Adverbial
You	Must be	There soon
The cat	Is	In the corner
She	Is not	Here now <sup>25</sup>

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<sup>24</sup> *Ibid.*

<sup>25</sup> *Ibid*, p. 374.

## 9. Subject + Linking Verb + Noun

Consist of three elements: subject, linking verb, and noun. In this pattern, a linking verb connects a subject to a complement, which tells something about, or names, the subject.

Table IX  
Example of pattern 6 Subject + Linking Verb + Noun

Subject	Linking verb	Subjective complement
Noun		Noun
He	Won't become	Anything
she	waters	The flower
She	Is	A doctor <sup>26</sup>
You	Wash	The car every day
I	Am	A student
We	Are	Students
It	is	My house

### B. Review of Related Finding

The Researcher found the research related to this research. First, Afsani Djayanti did research about "An Error Analysis of the Use of Simple Sentence Made by the Ninth Grade Students of SMP Negeri Pancur Batu". The

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<sup>26</sup>*Ibid*.p.374

result of her thesis is the students of SMP Negeri Pancur Batu have less error in made simple sentence.<sup>27</sup>

Next, Melvi Batubara did research about “The Correlation between the Part of Speech Mastery to the Grade XI of SMK Negeri 1 Padangsidimpuan in 2008-2009 Academic Years”. The result of her thesis is there is a correlation between the part of speech mastery and simple sentence mastery.<sup>28</sup>

The last, Dewi Yanti did the about “The ability of Eight Grade students of SMP Negeri 2 Padangsidimpuan in 2010-2011 Academic Years in mastering English parts of speech”. The result of her script is: there were many students lost score; it meant that they were still having difficulties to master or to identify the English parts of speech correctly. The difficulties of the students can be known from their unable to identify the classification of words especially to classify adverbs and adjectives.<sup>29</sup>

From the researcher mention above, this research is related to them; it is about the ability in mastering simple sentence. This research will be done to the grade V SD Negeri 200512 Salambue, in other to know the ability of the students at elementary school in mastering sentences.

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<sup>27</sup> Afsani Djayanti. An Error Analysis of the Use of Simple Sentence Made by the Ninth Grade Students of SMP Negeri Pancur Batu, (unpublished thesis). (Medan: UNIMED, 2010).

<sup>28</sup> Melvi Batubara. Correlation between the Part of Speech Mastery to the Grade XI of SMK Negeri 1 Padangsidimpuan in 2008-2009 Academic Year, (unpublished thesis). (Padangsidimpuan: UMTS, 2009).

<sup>29</sup> Dewi Yanti. The Ability of Eight Grade Students of SMP Negeri 2 Padangsidimpuan in 2010-2011 Academic Year in Mastering English Parts of Speech, 2010/2011 Academic Year, (unpublished thesis). (Padangsidimpuan: UMTS, 2006).

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. The Location and Schedule of Research**

This study had been done at SD Negeri 200512 Salambue, where it is in Palopat Pijorkoling. This research had been done from Mei 2012 to Februari 2013.

#### **B. Method of the Research**

Based on the analysis of data, the reseach will use qualitative approach. Qualitative research is the research that's means to understand the phenomena about what is the subject research undergone by using natural method.<sup>1</sup>This method used in this research is descriptive method. According to Winarno Surakhman that descriptive method is a survey that determine and allocate it with interview technical, observation, or test technical, studying time of problem and indication, comparative analysis or operational.<sup>2</sup>

It can be concluded that descriptive research meant to analyze or make a sense perception (description) about situation or events. It was used describe how the ability of the students simple sentence at grade V SD N 200512 Salambue, the difficulties of students in simple sentence, and the efforts of the English teachers at grade V SD Negeri 200512 Salambue.

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<sup>1</sup>Lexy J. Moleong. *Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2009) p. 126.

<sup>2</sup>Winarno Surakhman. *Pengantar Penelitian Ilmiah Dasar Metode dan Teknik* (Bandung: Kasito, 1982) p. 2.

### **C. Sources of Data**

The sources of data in this research are divided into parts, they are:

- a. Primary sources of data, is the students at grade V SD Negeri 200512 Salambue.

They are divided in to three classes consist of 20 students each.

- b. Secondary sources of data, is information from:

- 1) The English teacher of SD Negeri 200512 Salambue.
- 2) The headmaster SD Negeri 200512 Salambue.

### **D. Instruments of Collecting Data**

The instruments of collecting data that will be use in this research are:

#### *1. Observation*

According to Abdurrahman Fathoni, observation is a technique of collecting data which is done through an observation and take a note about the condition or the aim of the object behavior.<sup>3</sup> In this research, the researcher wants to see the condition of the school, the class and the learning process in SD Negeri 200512. The researcher uses this observation also to see the activity of students when the teacher teaches them the simple sentence at grade V SD Negeri 200512 Salambue. The researcher observes the teacher and the students when they are learning in their class room.

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<sup>3</sup>Abdurrahman Fathoni. *Metodologi Penelitian dan Teknik Penyusunan Skripsi* (Jakarta: Rineka Cipta, 2006) p. 104.

## 2. Interview

Interview is a purposeful interaction usually between two people, focused on one person to get information from the other person.<sup>4</sup> In the interview session, the researcher asked the teacher and students what the difficulties students in mastering simple sentence. Researcher also interview the Headmaster of SD Negeri 200512 Salambue to know the condition of school and teacher and etc. Interview is also done to know the about the effort of English teacher in overcoming the difficulties in simple sentence.

## 3. Test

The research used the test make some questions about simple sentence in order to get the information about the ability of students in simple sentence. The researcher makes the essay test 10 items, and the score for each item are 10. It meant that the totality of score for this test is 100. The indicators can be seen on the table below :

Table X  
The Indicator of test

No	Indicator	Item	No. Item	Score
1	Student are able to make the positive sentence	6	1,2,5,6,7,8	60
2	Student are able to make negative sentence	2	3,4	20

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<sup>4</sup>Gay & Peter Airasian, *Education Research Competencis For Analysis and Aplication*, (USA: Prentice Hall, 2000) p. 219.

3	Student are able to make interogative sentence	2	9,10	20
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### **E. Technique of the Data Trustworthiness**

Trustworthiness in qualitative research was very important because checking to the trustworthiness of the data is use to contradict the assumption of qualitative research was not scientific. There are many techniques to determine the data trustworthiness but the researcher only used discussion.

### **F. Techniques of Data Analysis**

After data collected, the data had been analyzed by using some steps, they are:

1. Checked the true or false of the data
2. Counted sum of the true from the students answer and then classified it based on their score.
3. Calculate their result (mark) by using mean score, the formula is below:

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

Where:

M: Mean score (average)

N: Sum of respondents

$\sum x$  : Total of the result<sup>5</sup>

4. Description of data, it is done to describe or interpret data that have been collected and analyzed systematically.
5. After that, it is done to conclude the discussion solidly and briefly.

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<sup>5</sup>Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 1987), p. 81.

<sup>6</sup>Riduwan, *Belajar Mudah Penelitian Untuk Guru-Karyawan dan penelitian pemula*, (Bandung; Alfabeta,2005) p.89



## CHAPTER IV DATA AND DATA ANALYSIS

### A. Description Data

The data of this research consisted of two kinds. They were quantitative/primary data (writing test) and qualitative/secondary data (observation sheet and interview sheet). The data were taken from one class, the class grade V SD Negeri 200512 Salambue which consisted of 20 students. The data taken in three times when the teaching-learning process.

#### 1. The Primary Data

The primary data were taken from test in answering questions about simple sentence from 20 students. In this part, the writer shows the result of the research that has been done to the dependent variable that is simple sentence mastery. In this research, the writer presents 10 items of questions in essay. For each number, the writer gives 10 score for each question.

Based on result was found from the students, in essay A the researcher found the data in table below

Table 1.Question no.1

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
1.	Writes-Bobby-a- letter	9	11
Percentage		45%	55%

Based on the pattern of the sentence as an item of the test above, the students must arrange the sentence with “ Bobby writes a letter” but 11 students not made like that. The result of the test that the students ability in simple sentences were 9 students (45%), there were 11 students (55%) unable in using simple sentence for question number 2.

Table 2. Question no.2

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
2.	Tommy-a-teacher is	17	22
Percentage		85%	110%

Based on the pattern of the sentence as an item of the test above, the students must arrange with ”Tommy is a teacher”.. From the above, the result of the test from above were 3 students (85%) and whereas, there were 17 students (110%) unable in using simple sentences for question number 3.

Table 3. Question no.3

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
3.	do-They-not-English-speak	1	19
Percentage		5%	85%

Based on the pattern of the sentence as an item of the test above, the students must arrange the sentence with “They do not speak English”. the result of the test that the students ability in simple sentences was 1 students (5%) and whereas, there were 19 students (85%) unable in using conditional sentences.

Table 4. Question no.4

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
4.	student-a-not-She-is	2	18
Percentage		10 %	90 %

Based on the pattern of the sentence as an item of the test above, the students must arrange the sentences with “ She is not a students”. The result of the test that the students ability in simple sentences were 2 students (10%) and whereas, there were 18 students (90%) unable in using conditional sentences.

In Essay number 5-8 the researcher order the students to write the simple sentence with used the word gave by the researcher. And in Essay B the researcher found the data like below on the table for question number 5:

Table 5. Question no.5

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
5.	Study	14	6
Percentage		70%	30%

Based on the pattern of the sentence as an item of the test above, the students must wrote the simple sentence with use “study”. the result of the test that the students ability in writing simple sentence were 14 students (70%) and whereas, there were 6 students (30%) unable in using conditional sentences for question number 6.

Table 6. Question no.6

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
6.	Read	10	10
Percentage		50%	50%

Based on the pattern of the sentence as an item of the test above, the students must wrote the simple sentence with use “read”. The result of the test that the students ability in simple sentences were 13 students (50%) and whereas, there were 26 students (50%) unable in using conditional sentences for question number 6.

Table 7. Question no.7

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
7.	Beautiful	14	6
Percentage		70 %	30 %

Based on the pattern of the sentence as an item of the test above, the students must wrote the sentence with use the word “beautiful”. The result of the test that the students ability in simple sentences were 13 students (70%) and whereas, there were 26 students (30%) unable in using conditional sentences.

Table 8. Question no.8

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
8.	Student	11	9
Percentage		55 %	45 %

Based on the pattern of the sentence as an item of the test above, the students must wrote the sentence with used the word “Student”. The result of the test that the students ability in simple sentences were 11 students (55%) and whereas, there were 9 students (45%) unable in using conditional sentences for question number 9.

Table 9. Question no.9

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
9.	She is happy	11	9
Percentage		55 %	45 %

Based on the pattern of the sentence as an item of the test above, the students must made the sentence above in introgative sentence with sentence “She is happy”. The result of the test that the students ability in simple sentences were 11 students (55%) and whereas, there were 9 students (45%) unable in using simple sentences for question number 10.

Table 10. Question no.10

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
10.	Zahra cry	12	8
Percentage		60%	40%

Based on the pattern of the sentence as an item of the test above, the students must made the sentence above into interrogative sentence with sentence “Zahra cry”. The result of the test that the students ability in simple sentences were 12 students (60%) and whereas, there were 8 students (40%) unable in using mastering simple sentences.

After analyzing the data that has been collected from the respondent. It was gotten that the value of the mean score (M) at Grade V SD Negeri 200512 Salambue in mastering simple sentence is 44,5 (Appendix IV) and it can be categorized to the enough category. And to know the description about classification or the criteria of the students' mastering at grade V SD Negeri 200512 Salambue, look the following table:

Table. 43  
The Criteria Score Interpretation

No.	Percentage	Criteria
1	0% - 20%	Very low
2	21% -40%	Low
3	41% - 60%	Enough
4	61% - 80%	High
5	81%-100%	Very High <sup>1</sup>

Table 44.  
The Classification of the Students' ability in mastering simple sentences at grade V SD Negeri 200512 salambue.

No.	Classification	Predicate	Total of Student	Percentage
1.	0% - 20%	Very low	2	10%
2.	21% - 40%	Low	6	30%
3.	41% - 60%	Enough	8	40%

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<sup>1</sup>Riduwan, *Belajar Mudah Penelitian untuk Guru- Karyawan dan Penelitian Pemula*, (Bandung: Alfabeta, 2005) p. 89.

4.	61% - 80%	High	4	20%
5.	81% - 100%	Very High	0	0%
Total			20	100%

Based on the classification above, it can be seen that:

1. There are 2 students that can be categorized into very low category, It means that there are 10% of the students can be classified very low category.
2. There are 6 students that can be categorized into low category, It means that there are 30% of the students can be classified low category.
3. There are 8 students that can be categorized into enough category, It means that there are 40% of the students can be classified to the enough category.
4. There are 4 students that can be categorized into high category, It means that there are 20% of the students can be classified to high category.
5. No one of the student that can be categorized into very good category.

From the explanation above it can be conclude that the students' ability in mastering simple sentence at V Grade SD Negeri Salambue is 44.5, it is categorized enough.



## 2. The Secondary Data

### a. Observation sheet

Observation sheet was used to observe all the condition that happen during the teaching and learning process. It was focused on the situation of teaching-learning process; teacher's preparation in teaching, students' activities and behaviour, and the interaction between the teacher and students. The result of the observation during teaching-learning process can be seen in the following table:

**Table 3. Observation sheet focus on the teacher**

No.	Topic of Observation	Assessment in Meeting			Average	Note
		I	II	III		
1.	The teacher prepares teaching material systematically	3	3	3	3	Good
2.	The teacher explain material objectively	3	3	4	3	Good
3.	The teacher attracts students attention	2	3	3	3	Good
4.	The teacher use interesting media in teaching-learning process	2	2	2	2	Enough
5.	The teacher motivates students to show their best in	2	3	2	2	Enough

	make simple sentence					
6.	The teacher motivates students to ask if there unclear lessons	2	3	3	3	Good
7.	The teacher responses the students' question and answer it well	3	4	4	4	Very Good
8.	The teacher manage the time effectively and efficiently	3	3	3	3	Good
9.	The teacher give best examples after explain material	3	4	4	4	Very good
10.	The teacher ask the students to exercise	3	4	4	4	Very good
11.	The teacher give homework about the lesson to the students	3	3	3	3	Good

Note: Range of assessment 1-4

1= bad; 2= enough; 3= good; and 4= very good

**Table 4. Observation sheet focus on students**

No.	Topic of Observation	Assessment			Average	Note
		I	II	III		
1.	The students pay attention to the teacher's explanation	2	3	3	3	Good

2.	The students ask questions to the teacher if there is something unclear	3	2	3	3	Good
3.	The students answer questions that are given by the teacher	2	2	2	2	Enough
4.	The students give the good response to the topic given	2	3	3	3	Good
5.	The student sit and work in their chairs when the teaching-learning is running	3	3	3	3	Good
6.	The students exercise when suggested by teacher	3	3	3	3	Good
7.	The students feel interested in teaching-learning process	3	2	2	2	Enough
8.	The students doing the homework that had been given by the teacher	3	3	3	3	Good
9.	The students have practise english at home although there are not homework	2	2	2	2	Enough

Note: Range of assessment 1-4

1= bad; 2= enough; 3= good; and 4= very good

**Table 5. Observation sheet focus on the context and classroom condition**

No.	Topic of Observation	Assessment			Average	Note
		I	II	III		
1.	The classroom is save from crowded	4	4	4	4	Very good
2.	The classroom is comfortable (clean, calm)	3	3	3	3	Good
3.	The classroom has teaching aids (marker, whiteboard, duster etc.)	4	4	4	4	Very good
4.	There are a lot of english book that help student do learning process and exercise	4	4	4	4	Very good

Note: Range of assessment 1-4

1= bad; 2= enough; 3= good; and 4= very good

From the result of the observation that has been done, the teacher prepares the material systematically, manages classroom effectively and gives explanation and good example about material. But when teaching-learning process running, teacher did not always motivates the students to be active. The teacher did not give enough chance for students make their own sentences, asking about material or

giving comments although almost all of students listened and paid attention to the teacher explanation and instructions.

The situation of teaching-learning process was not really active because some student didn't understand the words they read. The students less of vocabulary because less of exercise. Most of student were shy to show their opinion because they were not confident. Some students enthusiastic to ask question to the teacher. The teacher also did not teach using interesting media like picture etc. So the students in the classroom sometime got bored.

#### b. Interview

According to the interview result with the students, researcher knew that almost all of the student have difficulties in mastering simple sentence. There were some factors could be responsible to this. First, students did not interested in English because the method used by the teacher was not good enough for students and did not have an improvement. Second, the teaching-learning method also was not interesting, so the students were not attracted to the lesson. Third, the students less of vocabulary and make them difficult to construct sentences. Fourth, the students were not confident with their own words because did not have enough exercise.

The interview result with the teacher showed that the students still have low skill in mastering simple sentence. Many students could not construct simple sentences well. The teacher has explained about simple sentence in many times and many ways but the result was not increase significantly. From 20 students in the

class, less than 50% have ability in mastering simple sentence. Although teacher gives some exercise in the class but when went home the students did not learn it any more. This could be approve from the students homework assessment. According to the teacher, the students' most difficulties was finding and organizing ideas, and also constructing good sentence.

The teacher said that some improvements has been applied to the teaching-learning process, like discussion, practise learning and words game. But the result was not increase significantly. Some students showed good improvements. They had anthusiastic to the lesson. But they still have difficulties when construct and discriminate positive, negative and interogative sentences.

According to headmaster interview result, the researcher knew that SDN 200512 Salambue have good infrastructures but still less English Teacher. The position of the school is good geographically. The Headmaster said that this school has some teachers with good experiences, but for next time they still need some new teacher that can give good improvements to this school.

#### **D. Data Discussion**

The students in range 60-89 were active student. They actively participated on teaching learning process. They concerned with the teacher suggestion and asked question to the teacher when they had problems in learning process. They have attention to the teacher explanation, and exercised soon to the new exercise that had been given.

The students in second place (range 30-59), were consist of active students. They were also have serious attention to the teacher's explanation. But sometimes they did not ask the teacher if they found something unclear. Some of them were smart student, but they still have problem in compiled and make their own sentences.

The students that have score under 30 (range 0-29), were students who did not like English. Although they have low point in test, it did not mean the student in this range were not competence in mastering simple sentence. They often went out from the class when the teaching process was running.

With that low score, almost 55% students did not have pass the english minimum completeness criteria at school. They scores less than 60, and it need to be improve with new method in english teaching-learning process.

According to the observation, research concluded that the teaching learning process was need some improvements to motivate the students. Although the teacher has good ability in mastering the lessons but there are some skills that teacher must has. To make students interesting with the lessons, a teacher must know the way to make them happy with the lesson. A teacher can change the method that she/he has applied, if she/he found that the method didn't work. Primary school's students usually interesting with Pictures, Videos, outbond learning or practise some familiar words in their habit. The teacher also must construct the student's confidence with more approaches.

Many aspects that need to be improved to make students interested with their lessons. Simple sentence is one of materials that must be acquired. Today, many approaches have been founded, examples SQ4R (Survey, Question, Read, Reflect, Review) strategy (Sari, 2010), STAD (Student Teams Achievement Division) method, PWIM (Picture Word Inductive Model) application. The directed learning will not really be effective anymore, teachers should not only focus on theory and grammar. The teacher must present the lesson as interesting as possible based on the topic. The students often get bored easily and think that English is difficult if the teacher does not motivate them with a good approach. It is the teacher's responsibility to encourage their student's interest in mastering English. Because she/he plays an important role to help students achieve the goal of the teaching-learning process by creating a situation that makes students motivated to improve their ability in English.





## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

According to the study results, it may concluded that:

1. Based on the result and discussion in the previous chapter, the writer concludes that the grade V SD Negeri 200152 Salambue were not bad in mastering the simple sentence.
2. The difficulties of the students in mastering simple sentence are: the students still have low interest in English lesson, less of vocabulary, can not construct a good sentence because of that, didn't have confidence to practice English and less of exercise.
3. The teacher must be more active to motivates the students to learn English (special simple sentence) lessons and can identify students difficulties in learning simple sentence and then finding correct methods to solve the problem.

#### **B. Suggestions**

1. The english teachers are suggested to use another good approaches/methods to applied in teaching-learning process.
2. For the readers who are interested for further study related to this research should explore more problem in the school and can finding the new approach that can be applied to improve the student's ability in english lesson (special in mastering simple

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## APPENDIX I

### A. Interview with Principal of SD Negeri 200512 Salambue

1. Apakah yang melatar belakangi berdirinya SD Negeri 200512 Salambue?

*What does the background for the establishment of SD Negeri 200512 Salambue?*

2. Bagaimana letak geografis SD Negeri 200512 Salambue?

*How does geographical location of SD Negeri 200512 Salambue?*

3. Bagaimana kondisi Infrastruktur SD Negeri 200512 Salambue?

*How does condition of Infrastructure SD Negeri 200512 Salambue?*

4. Bagaimana kondisi guru dan murid SD Negeri 200512 Salambue

*How Conditions of Teachers and Students SD Negeri 200512 Salambue?*

### B. Interview with English Teacher

1. How do you think about students' ability in simple sentence at grade V in SD 200512 Salambue?

*Bagaimana menurut Ibu kemampuan simple sentence siswa kelas V di SD 200512 Salambue?*

2. Do the students able to write simple sentence?

*Apakah siswa mampu menulis simple sentence?*

3. How far the students' ability in mastering simple sentence?

*Berapa jauh kemampuan siswa dalam menguasai simple sentence?*

4. What are the students' difficulties in mastering simple sentence?

*Apa saja kesulitan yang dihadapi siswa dalam menguasai simple sentence?*

5. How many students have maximally ability in mastering simple sentence?

*Ada berapa banyak siswa yang memiliki kemampuan maksimal dalam simple sentence?*

6. How many students have enough ability in mastering simple sentence?

*Ada berapa banyak siswa yang memiliki kemampuan cukup dalam menguasai simple sentence?*

7. How many students have low ability in mastering simple sentence?

*Bada berapa banyak siswa yang memiliki kemampuan rendah dalam menguasai simple sentence?*

8. Which part that students' get difficult to write simple sentence?

*Pada bagian manakah siswa merasa kesulitan untuk menulis simple sentence?*

9. What are teachers' efforts to solve the students' difficulties?

*Apa saja yang Ibu lakukan dalam menghadapi masalah siswa dalam mengatasi simple sentence?*

### **C. Interview with Students**

1. How do you think about your simple sentence?

*Bagaimana menurut anda kemampuan simple sentence anda?*

2. Do you can write simple sentence with easy when your teacher give you ask?

*Apakah anda dapat menulis simple sentence dengan mudah ketika guru anda menyuruh anda memberikan pertanyaan?*

3. What your difficults- tolerated by teacher?

*Apakah kesulitan anda dimaklumi oleh guru?*

4. How do you think about the activities of teaching and learning simple sentence in your class?

*Bagaimana menurut anda aktifitas belajar mengajar simple sentence di kelas?*

5. Which part you feel difficult to write when you learning simple sentence?

*Pada bagian mana yang kamu rasa sulit untuk ditulis ketika belajar simple sentence?*

6. Does your teacher help you when have problem in learning simple sentence?

*Apakah guru anda membantu ketika anda mendapat masalah dalam belajar simple sentence?*

10. What are you do to solve your problems in learning simple sentence?

*Bagaimana cara yang anda lakukan untuk mengatasi kesulitan anda dalam belajar simple sentence?*

## **APPENDIX II**

### **A. Guidance of Observation**

1. Location of SD Negeri 200512.
2. Student's ability in mastering simple sentence in SD Negeri 200512.
3. Teaching learning process at grade V in SD 200512 Salambue?



### Appendix III

A. Susun Kalimat yang acak di bawah ini menjadi kalimat yang benar.

1. Writes – Bobi – a- letter
2. Tomi – a-is – teacher –not
3. Do – They – not – English- speak
4. Student – a – not – is-He

B. Tulislah kalimat sederhana dengan menggunakan kata kata

5. Study
6. Read
7. Beautiful
8. Student

C. Tulislah kalimat Tanya dari kalimat di bawah ini

9. She is happy
10. Zahra cries

Appendix III

- A. Susun Kalimat yang acak di bawah ini menjadi kalimat yang benar.
1. Writes – Bobi – a - letter
  2. Tomi – a-is – teacher –not
  3. Do – They – not – English- speak
  4. Student – a – not – is-He
- B. Tulislah kalimat sederhana dengan menggunakan kata kata
5. Study
  6. Read
  7. Beautiful
  8. Student
- C. Tulislah kalimat Tanya dari kalimat di bawah ini
9. She is happy
  10. Zahra cries

NAMA: IMAM RA PRABU  
KELAS: 5

1. Bobi writes a letter X  
2. Tomi is not a teacher X  
3. Do they not speak English? X  
4. He is not a student X  
5. Study X  
6. Read X  
7. Beautiful X  
8. Student X  
9. She is happy X  
10. Zahra cries X

kelas : 5

Appendix III

A. Susun Kalimat yang acak di bawah ini menjadi kalimat yang benar.

1. Writes – Bobi – a – letter
2. Tomi – a – is – teacher – not
3. Do – They – not – English – speak
4. Student – a – not – is

B. Tulislah kalimat sederhana dengan menggunakan kata kata

5. Study
6. Read
7. Beautiful
8. Student

C. Tulislah kalimat Tanya dari kalimat di bawah ini

9. She is happy
10. Zahra cries

- A
- 1 Boby a Writes latter x
  - 2 a tomi not ~~stu teacher~~ teacher is x
  - 3 not Do they speak English ✓
  - 4 a a not is student ✓
- B
- 5 i lake sepeak ~~ent~~ english ✓
  - 6 i not read ✓
  - 7 you ar beati ful x
  - 8 im not student ✓
- C.
- 9 why shi is heppy ✓
  - 10 why zahra cries ✓

kelas : 5

Appendix III

A. Susun Kalimat yang acak di bawah ini menjadi kalimat yang benar.

1. Writes – Bobi – a- letter
2. Tomi – a-is – teacher –not
3. Do – They – not – English- speak
4. Student – a – not – is-He

B. Tulislah kalimat sederhana dengan menggunakan kata kata

5. Study
6. Read
7. Beautiful
8. Student

C. Tulislah kalimat Tanya dari kalimat di bawah ini

9. She is happy
10. Zahra cries

1. Bobi writes letter ✓  
2. Tomi is not a teacher ✓  
3. Do they not speak English? ✓  
4. He is not a student ✓  
5. Study ✓  
6. Read ✓  
7. Beautiful ✓  
8. Zahra is a student ✓  
9. Is she happy? ✓  
10. Why does Zahra cry? ✓

nama : .....  
kelas : 5

### Appendix III

- A. Susun Kalimat yang acak di bawah ini menjadi kalimat yang benar.
1. Writes – Bobi – a- letter
  2. Tomi – a-is – teacher –not
  3. Do – They – not – English- speak
  4. Student – a – not – is
- B. Tulislah kalimat sederhana dengan menggunakan kata kata
5. Study
  6. Read
  7. Beautiful
  8. Student
- C. Tulislah kalimat Tanya dari kalimat di bawah ini
9. She is happy
  10. Zahra cries

- A. 1. BOBY a WRITES LETTER ✓  
2 a TOMI NOT IS TEACHER ✓  
3. DO NOT THEY SPEAK ENGLISH X  
4. a NOT IS STUDENT ✓
- B. 5 NOT STUDY ✓  
6.1 READ ✓  
7. YOU NOT BEAUTIFUL ✓  
8. SHE IS STUDENT ✓
- C. 9. WHY SHE IS HAPPY ✓  
10) WHY ZAHRA CRIES ✓

Appendix III

A. Susun Kalimat yang acak di bawah ini menjadi kalimat yang benar.

1. Writes - Bobi - a - letter
2. Tomi - a - is - teacher - not
3. Do - They - not - English - speak
4. Student - a - not - is

B. Tulislah kalimat sederhana dengan menggunakan kata kata

5. Study
6. Read
7. Beautiful
8. Student

C. Tulislah kalimat Tanya dari kalimat di bawah ini

9. She is happy
10. Zahra cries

- A. Bobi writes a letter ✓  
2. a Tomi not is teacher ✓  
3. do not they speak English X  
4. no not is student X
- B. what study X  
2. we read X  
3. you are beautiful ✓  
4. we student X
- C. 9. why she is happy? ✓  
10. why cries Zahra? ✓

Appendix III

A. Susun Kalimat yang acak di bawah ini menjadi kalimat yang benar.

1. Writes - Bobi - a - letter
2. Tomi - a - is - teacher - not
3. Do - They - not - English - speak
4. Student - a - not - is

B. Tulislah kalimat sederhana dengan menggunakan kata kata

5. Study
6. Read
7. Beautiful
8. Student

C. Tulislah kalimat Tanya dari kalimat di bawah ini

9. She is happy
10. Zahra cries

- A. Bobi writes a letter ✓  
2. a Tomi not is teacher ✓  
3. do not they speak English X  
4. no not is student X
- B. what study X  
2. we read X  
3. you are beautiful ✓  
4. we student X
- C. 9. why she is happy? ✓  
10. why cries Zahra? ✓

Kelas : 5

Appendix III

A. Susun Kalimat yang acak di bawah ini menjadi kalimat yang benar.

1. Writes – Bobi – a- letter
2. Tomi – a-is – teacher –not
3. Do – They – not – English- speak
4. Student – a – not – is-He

B. Tulislah kalimat sederhana dengan menggunakan kata kata

5. Study
6. Read
7. Beautiful
8. Student

C. Tulislah kalimat Tanya dari kalimat di bawah ini

9. She is happy
10. Zahra cries

	Score in Assessment	Score in Assessment	Score in Assessment	Average
1	0	30	30	20
2	30	60	30	43
3	60	60	70	63
4	55	30	40	41
5	50	✓ 40	60	67
6	50	✗	✓ 70	53
7	30	✓ 40	✗ 30	33
8	70	70	80	73
9	60	60	70	63
10	50	✓ 30	40	47
11	30	✓ 40	✓ 30	33
12	30	✓ 40	✓ 30	33
13	70	✗	70	70
14	70	✗	70	70

Handwritten notes on the table:  
5. Bobi writes a letter ✓  
6. I read a book ✓  
7. DESI is beautiful ✓  
8. DESI is not a student ✓  
9. I am happy? ✗  
10. Is Zahra crying? ✗



Appendix IV

The Students' Score in Mastering Simple Sentence

No.	Students' Initial Name	Scores (Range 0-100)
1.	IPS	0
2.	ATHL	30
3.	UHL	60
4.	RAH	60
5.	AS	60
6.	YDS	50
7.	RFS	20
8.	TS	70
9.	RAS	60
10.	FAF	50
11.	AFA	30
12.	PS	70
13.	IPSN	20
14.	IS	70
15.	HSS	60
16.	AIP	70
17.	NL	0
18.	AS	40
19.	AR	30
20.	CAY	40
	<b>Σ</b>	<b>890</b>
	<b>Average</b>	<b>44.5</b>

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

$$M = \frac{890}{20}$$

$$= 44,5$$

## APPENDIX IV

Students Scores in answer the simple sentence questions in  
grade V SD Negeri 200512 Salambue

No	Students' Initial Name	Score in Assessment I	Score in Assessment II	Score in Assessment III	Average
1.	IPS	0	30	30	20
2.	ATHL	30	60	40	43
3.	UHL	60	60	70	63
4.	RAH	60	50	80	63
5.	AS	60	80	60	67
6.	YDS	50	40	70	53
7.	RFS	20	40	30	30
8.	TS	70	70	80	73
9.	RAS	60	60	70	63
10.	FAF	50	50	40	47
11.	AFA	30	40	30	33
12.	PS	70	80	70	73
13.	IPSN	20	20	40	27
14.	IS	70	70	70	70
15.	HSS	60	70	80	70

16.	AIP	70	70	80	73
17.	NL	0	30	40	23
18.	ASL	40	50	40	43
19.	AR	30	30	50	37
20.	CAY	40	50	30	40
	$\Sigma$	890	1050	1100	1011
	Average	44.5	52.5	55	50.6

## **CURRICULUM VITAE**

Name : LILI HAYATI

Registration Student Number : 07 340 0095

Place/Date of Birthday : Tanjung Aro II Pasaman / 25 Juli 1988

Sex : Female

Religion : Islam

Address : tanjung aro II kec:padang gelugur Keb:pasaman

Father's Name : ASLIM

Mother's Name : Nur Fajar

Educational Background

Primary School : SDN 02 padang gelugur pasaman

Junior High School : MTsN padang gelugur Pasaman

Senior High School : SMA N 1 Panti pasaman

Institute : STAIN PADANG SIDIMPUAN