

**THE POSSESSIVE PRONOUNS MASTERY IN
WRITING SENTENCES AT THE VIII GRADE
STUDENTS OF SMP NEGERI 8 PADANGSIDIMPUAN
ACADEMIC YEAR 2023/2024**



Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a Partial Fulfillment of the Requirement
for the Graduate Degree of Education (S.Pd) in English*

Written By:

FATMA YULIARA SIREGAR
Reg. Number. 19 203 00009

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
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Reg. Number. 19 203 00009

ADVISOR I

ADVISOR II

Rayendriani Fahmei Lubis, M.Ag.
NIP. 19710510 200003 2 001

Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010 201903 2 007



ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2024**

LETTER OF AGREEMENT

Term : Thesis

a.n. Fatma Yuliara Siregar

Padangsidempuan, Januari 2024

To : Dean of Tarbiyah and Teacher
Training Faculty

In-

Padangsidempuan

Assalamu'alaikum warahmatullah wabarakatuh

After reading, studying, and giving advice for necessary revision on the thesis belongs to **Fatma Yuliara Siregar**, entitled *"The Possessive Pronouns Mastery in Writing Sentences at the VIII Grade Students of SMP Negeri 8 Padangsidempuan Academic Year 2023/2024"*, we assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu'alaikum warahmatullah wabarakatuh

ADVISOR I



Rayendriani Fahmei Lubis, M.Ag.
NIP. 19710510 200003 2 001

ADVISOR II



Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010 201903 2 007

DECLARATION OF THESIS COMPLETION

The name who signed here:

Name : Fatma Yuliara Siregar
Reg. Number : 19 203 00009
Department : English Education
Faculty : Tarbiyah and Teacher Training
Title of Thesis : The Possessive Pronouns Mastery in Writing Sentences at
the VIII Grade Students of SMP Negeri 8 Padangsidimpuan
Academic Year 2023/2024.

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Padangsidimpuan, November 2023

Declaration Maker



Yuliara Siregar

Reg. Number. 19 203 00009

**APPROVAL STATEMENT FOR THE PUBLICATION OF
THE FINAL PROJECT FOR ACADEMIC PURPOSES**

As academic civity of the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan, the named who signed here :

Name : Fatma Yuliara Siregar
Reg. Number : 19 203 00009
Department : English Education
Faculty : Tarbiyah and Teacher Training
Kind : Thesis

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Fatma Yuliara Siregar
Reg. Number. 19 203 00009



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UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTASTARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

MUNAQOSYAH THESIS EXAMINERS

Name : Fatma Yuliara Siregar
Registration Number : 19 20300 009
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI
The Tittle of Thesis : The Possessive Pronouns Mastery in Writing Sentences at the VIII Grade Students of SMP Negeri 8 Padangsidimpuan Academic Year 2023/2024

Chief,

Secretary,



Fitri Rayani Siregar, M. Hum.
NIP. 19820731200912 2 004



Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010201903 2 007

Members,



Fitri Rayani Siregar, M. Hum.
NIP. 19820731200912 2 004



Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010201903 2 007



Dr. Fitriadi Lubis, M.Pd
NIP. 19620917199203 1 002



Sri Minda, M. Hum.
NIP. 19880118202321 2 033

Proposed:

Place : Padangsidimpuan
Date : January, 12th 2024
Time : 14:00 WIB until finish
Result/Mark : 77.75 (B)
IPK : 3.58
Predicate : Sangat Memuaskan



MINISTRY OF RELIGIOUS AFFAIRS
UIN SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY
Jalan T. Rizal Nurdin Km, 4.5 Sihitang 22733
Telepon (0634) 2280, Faximile (0634) 24022

LEGALIZATION

Thesis : **The Possessive Pronouns Mastery in Writing Sentences
at the VIII Grade Students of SMP Negeri 8
Padangsidempuan Academic Year 2023/2024.**

Name : **Fatma Yuliara Siregar**

Reg. Number : **19 203 00009**

Faculty/Department : **Tarbiyah and Teacher Training Faculty / TBI**

The thesis has been accepted as a partial fulfillment of the requirement for graduate degree of Education (S.Pd) in English.

Padangsidempuan, Oktober 2023
Dean of Tarbiyah and Teacher Training Faculty



Dr. Lelya Ghida, M.Si.
NIP. 07200920200003 2 002

ABSTRACT

Name : Fatma Yuliara Siregar
Reg. Number : 19 203 00009
Title of Thesis : **The Possessive Pronouns Mastery in Writing Sentences at the VIII Grade Students of SMP Negeri 8 Padangsidimpuan Academic Year 2023/2024.**

This research is taken based on the fact of the problems faced by students such as they are still confused in differentiating possessive pronoun and possessive adjective in writing sentence. Other problems of students in writing sentence is lack of understanding in mastering grammar and lack of vocabulary, students easily forget about pronouns and most of them do not like English, students do not interest to follow the lesson. The purpose of this research is to know the possessive pronouns mastery in writing sentences at grade VIII students of SMP Negeri 8 Padangsidimpuan. This research is a quantitative descriptive research. The population of this research is 128 students of grade VIII SMP Negeri 8 Padangsidimpuan. The sample of this research is the students from VIII-3 of SMP Negeri 8 taken as many as 30 students. The data were collected by doing the test. The test was essay test. The data analysis is done by calculating the mean score from the students' test. Based on the result of the research and calculation of the data, the researcher got that the possessive pronouns mastery in writing sentences at grade VIII students of SMP Negeri 8 Padangsidimpuan was categorized into high category. The implication of this research for academics is the students better master possessive pronoun to increase writing sentence achievement and for social implication is to make the sentences better in using possessive pronoun mastery.

Key Words: *Students' mastery, Possessive Pronoun, Writing Sentence*

ABSTRAK

Nama : Fatma Yuliara Siregar
NIM : 19 203 00009
Judul Skripsi : **Penguasaan Kata Ganti Posesif dalam Menulis Kalimat pada Siswa Kelas VIII SMP Negeri 8 Padangsidimpuan Tahun Pelajaran 2023/2024.**

Penelitian ini diambil berdasarkan fakta permasalahan yang dihadapi siswa seperti masih bingung membedakan kata ganti posesif dan kata sifat posesif dalam penulisan kalimat. Permasalahan lain siswa dalam menulis kalimat adalah kurangnya pemahaman dalam menguasai tata bahasa dan kurangnya kosa kata, siswa mudah melupakan kata ganti dan kebanyakan dari mereka tidak menyukai bahasa Inggris, siswa tidak tertarik untuk mengikuti pelajaran. Tujuan penelitian ini adalah untuk mengetahui penguasaan kata ganti posesif dalam menulis kalimat pada siswa kelas VIII SMP Negeri 8 Padangsidimpuan. Penelitian ini merupakan penelitian deskriptif kuantitatif. Populasi penelitian ini adalah siswa kelas VIII SMP Negeri 8 Padangsidimpuan yang berjumlah 128 siswa. Sampel penelitian ini adalah siswa kelas VIII-3 SMP Negeri 8 yang diambil sebanyak 30 siswa. Pengumpulan data dilakukan dengan melakukan tes. Tes yang dilakukan adalah tes esai. Analisis data dilakukan dengan menghitung nilai rata-rata tes siswa. Berdasarkan hasil penelitian dan perhitungan data, peneliti memperoleh bahwa penguasaan kata ganti posesif dalam menulis kalimat siswa kelas VIII SMP Negeri 8 Padangsidimpuan termasuk dalam kategori tinggi. Implikasi dari penelitian ini bagi akademisi adalah siswa lebih menguasai penguasaan kata ganti posesif untuk meningkatkan prestasi menulis kalimat dan untuk implikasi sosial adalah menjadikan kalimat lebih baik dalam penguasaan kata ganti posesif.

Kata Kunci: *Penguasaan Siswa, Kata Ganti Posesif, Penulisan Kalimat*

ملخص البحث

الاسم : فاطمة يوليارا سيريجار
رقم التسجيل : ١٩٢٠٣٠٠٠٠٩ :
موضوع البحث : إتقان ضمائر الملكية في كتابة الجمل لطلاب الصف الثامن في إس إم بي
نيجيري ٨ بادانجسيديمبوان العام الدراسي ٢٠٢٣/٢٠٢٤ .

تم إجراء هذا البحث بناءً على حقائق المشكلات التي يواجهها الطلاب، مثل استمرار الخلط بين ضمائر الملكية وصفات الملكية في كتابة الجمل. مشكلة أخرى يواجهها الطلاب في كتابة الجمل هي عدم الفهم في إتقان القواعد ونقص المفردات، ينسى الطلاب الضمائر بسهولة ومعظمهم لا يحب اللغة الإنجليزية، الطلاب غير مهتمين بمتابعة الدروس. الهدف من هذا البحث هو تحديد مدى إتقان ضمائر الملكية في كتابة الجمل لدى طلاب الصف الثامن في إس إم بي نيغيري ٨ بادانجسيديمبوان. هذا البحث وصفي كمي. كان مجتمع هذا البحث طلاب الصف الثامن في إس إم بي نيغيري ٨ بادانجسيديمبوان، بإجمالي ١٢٨ طالبًا. وكانت عينة هذا البحث ٣٠ طالبًا في الصف الثامن-٣ من إس إم بي نيغيري ٨ بادانجسيديمبوان. يتم جمع البيانات عن طريق إجراء الاختبارات. الاختبار الذي تم إجراؤه هو اختبار مقالي. تم إجراء تحليل البيانات من خلال حساب متوسط درجات اختبار الطالب. بناءً على نتائج البحث وحسابات البيانات، وجد الباحثون أن إتقان ضمائر الملكية في كتابة الجمل لطلاب الصف الثامن في إس إم بي نيغيري ٨ بادانجسيديمبوان كان في الفئة العالية. إن الآثار المترتبة على هذا البحث بالنسبة للأكاديميين هي أن الطلاب لديهم إتقان أفضل لضمائر الملكية لتحسين إنجازاتهم في كتابة الجمل وبالنسبة للآثار الاجتماعية، فإن جعل الجمل أفضل في إتقان ضمائر الملكية.

الكلمات المفتاحية: إتقان الطالب، ضمائر الملكية، كتابة الجملة

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I never realize this thesis can not be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidempuan, November 2023
Researcher

FATMA YULIARA SIREGAR
Reg. Numb. 19 203 00009

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Appendix 3 : Research Documentation

Appendix 4 : Validity

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a system that connects thoughts which can be heard, seen, or taught, with sound, letters, manual signs, or tactile symbol. Language has been a major topic of research for well over two centuries.¹ Language is also a communication system consisting a set of written sounds and symbols used by people in a particular country or region to speak or write as in English. There are many languages in the world, one of which is English.

Language as a social phenomenon has a function as a communication tool with which members of a society communicate and interact with each other. When communication and interaction occur, words are spoken. However, it cannot be denied that English is still a crucial problem for Indonesian students. In fact, until now the majority of students from middle school to university level experience difficulties in all of these skills. There are many reasons why English is one of the main subjects, such as; English is an international language, English is one of the main subjects in the National Examination (UN). English has become the dominant foreign language in the curriculum of educational and foreign language learning institutions.

English is one of the foreign languages which is made a compulsory subject for students in Indonesia, starting from elementary school to the

¹ Gerald P. Delahunty and James J. Garvey, *The English Language: From Sound to Sense, The English Language: From Sound to Sense*, 2020, <https://doi.org/10.37514/per-b.2010.2331>.

university. Students in learning English should know there are four skills in English. Namely, listening, speaking, reading and writing. All of the students in junior high school know all of this skill but, many students still find difficulties in studying English and have problems in studying each skill in learning especially in writing. English is an international language. It is used by millions of people in different countries to communicate each other in the world. They use it for education, social, and business. English has become famous in every country and become a universal language because it is used many countries. Whether in government, social, and other formal institution in every day use English.

Writing is important for students to understand English language. Writing is a complex skill because when students write something, they should choose the words, arrange it into paragraph by brain and then use hand to write it. Moreover, Brown said that writing is a transaction with words whereby you free yourself from what you presently think, feel and perceive.² It means that everybody who wants to write, he or she does not only think about what they will write but they also must pay attention to the grammar.

Then, according to Susanto, writing is a process of expressing ideas or ideas thoughts in words must do in our spare time.³ It means writing is a fun way to express ideas as long as we have ideas and means to achieve it. Writing

² H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, Second Edi (University of California: Longman, 2001).

³ Leo Sutanto, *English for Academic Purpose Essay Writing* (Yogyakarta: Andi Offset, 2007).

is a process and often write heavily influenced by genre constraints than these elements should be present in learning activities.⁴ In writing all components seem to support each other, if one of the elements is missing then there will be no writing in this case understandable paragraphs.

One of the important aspect in writing is grammar structure mastery. Even though grammar is not one of the skills in English but grammar is very important in English. Grammar is usefull in writing aspect because it helps in constructing a good sentences and also makes the writing easily understood by the audience or the reader.

Therefore, knowledge of how to construct sentences includes grammar itself. The grammatical structure in English also has a variety of important elements such as: nouns, verb, adverbs, participles, pronouns and others. Most of the students still have difficulties and make errors about the element of grammar. Especially pronouns, it's very important because they are usually used for: sentences, conversation, and telling or writing a story book, to change a word that names a person, place or thing. Possesive pronouns is a substitution for a noun in subject or object and it can reduce the repetition of pronoun.

Pronouns are very important in how people communicate with each other. The importance of pronouns is used as a way to identify or refer to someone. Yes, using personal pronouns is a way to show respect and foster an inclusive culture. It is important to never use someone's pronouns, this can send

⁴ Jeremy Harmer, *How to Teach English* (New York: Pearson Education Limited, 2008).

the unintended message that people have to look a certain way to be able to use their pronouns. In addition, the purpose of the students' learning pronouns is to improve their mastery in interacting with other people correctly in both speaking and writing English. Meanwhile, most students cannot differentiate between possessive pronouns and adjective pronouns well, so they have difficulty pointing out people or objects correctly. Students have studied the use of pronouns and their types in class VII. But, students often make mistakes in writing sentences that use possessive pronouns. One of them is that the students are still confused and do not understand about the difference between possessive pronoun and possessive adjective.

Based on the interview with one of the English teacher at grade VIII in SMP Negeri 8 Padangsidempuan, there are students still do not master the use of possessive pronoun in writing sentences, because they are still confused in differentiating possessive pronoun and possessive adjective in writing sentence. Other problems of students in writing sentence based on the interview with English teacher is lack of understanding in mastering grammar and lack of vocabulary.⁵

From all the problems above, the researcher is interested in making a research about possessive pronoun. Thus, this research title is **“The Possessive pronouns mastery in writing sentences at grade VIII students of SMP Negeri 8 Padangsidempuan”**.

⁵ Masna Khairani, S. Pd, Pra- research Interview to English Teacher of SMP Negeri 8 Padangsidempuan, May 10, 2023.

B. Limitation of The Problem

There are some problems of students in using possessive pronoun in building sentences at the VIII grade SMP Negeri 8 Padangsidempuan. That happened because some reasons such as weakness of student's ability in grammar especially in using possessive pronoun. There are several types of pronouns, namely: subjective pronouns, objective pronouns, possessive adjective pronouns, and possessive pronouns. This type is a pronoun that is positioned as a subject in a sentence. In this condition, students are still confused and do not understand how to use possessive pronoun. Many problems about using possessive pronoun in writing sentences. From the above explanation, this research was limited on student's mastery in using possessive pronoun in writing sentences at the VIII grade SMP Negeri 8 Padangsidempuan.

C. Formulation of The Problem

The researcher formulates the problem of the research as follows:

How is possessive pronouns mastery in writing sentences at grade VIII students of SMP Negeri 8 Padangsidempuan?

D. Objective of the Research

Based on the formulation of the problem above, objective of the study is:

To know possessive pronouns mastery in writing sentences at grade VIII students of SMP N 8 Padangsidempuan.

E. Significances of the Study

The result of the study is expected to give some benefits to the following parties:

1. For teacher, it gives some information about the students understanding about using possessive pronoun in writing sentences. These enable them to knows the factors that cause the students have problem in grammar, especially using possessive pronoun in writing sentences and to improve the quality of teaching English.
2. For students, to enrich the knowledge towards grammar. Moreover,they can use possessive pronoun in writing sentences correctly.
3. Theoretically, the result of this research can be beneficial for other researchers and other readers it can be a references for their research in future.

F. Outlines of the Research

This research will contain five chapters are follow:

1. Chapter one consist of background of the problem, focuse of the problem, limitation of the problem, formulation of the problem, objective of the research, definition of key terms, and significance of the research.
2. Chapter two includes theoretical description.
3. Chapter three consists of methodology of the research which is devided into sub chapter, the place and time of the research, the research methodology,

the population and sample, the research instrument, procedure of data collection, technique of analyzing data.

4. Chapter four is the results of the research that consist of data analysis and discussion of the research result.
5. Chapter five is contain about conclusion of the research and suggestion.

G. Definitions of the Key Terms

- a. **Students' Mastery** : Mastery is a complete control or the state of having control over something superiority in competition, victory eminent skill, or through knowledge.⁶ From those above definition, it can be taken the conclusion that mastery is to have great skill at something or total domination over something knowledge.
- b. **Possessive pronoun** : Possessive pronouns show that an object or person belongs to someone and not someone else. Possessive pronouns can be used instead of noun phrases to avoid repeating words. The singular form, for example mine, and the plural form, for example ours
- c. **Writing Sentences** : writing is one a fun way to express ideas as long as we have ideas and means to achieve it. Writing is a process and we often write heavily influenced by genre constraints than these elements should be present in learning activities. A sentence has to make sense on its own. Sometimes, complete sentences are also called independent clauses. Clause is a group of words that can form a sentence. An independent clause is a

⁶ Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University, 1995).

group of words that can stand alone as a complete and grammatically correct thought. The following sentences indicate independent clauses.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Mastery

According to Bromley “mastery is regarded as the ability of a student to implant the essence of the lesson given in a whole”.¹ While Hornby said that mastery is complete knowledge, great skills achieves attain mastery of several language shoe complete mastery in situation one’s handling of difficult.² It means that mastery is possession of skill, ability and technique in conducting a certain activity of students. It means that students should master grammatical rules to make the good sentences and have good communication with other people.

2. Writing Sentences

a. Definitions of Writing

Writing is the act or art of forming visible letters or characters. A group of letters or symbols written or marked on a surface to convey ideas, each symbol representing an idea, concept, or thing, and each symbol used to represent a series of syllables, which correspond approximately or exactly to each sound of the letters of the language’s alphabet. As one of four language skills, writing is powerfull process for describing synthesizing, analyzing, interpreting, and communicating

¹ K. Bromley, “Nine Things Every Teacher Should Know about Words and Vocabulary Instruction,” *Journal of Adolescent & Adult Literacy*, 2007, <https://doi.org/10.1598/JAAL.50.7.2>.

² Hornby, *Oxford Advanced Learners Dictionary* (New York: Oxford University Press, 2000).

experience. As a result is part of the important language teaching and learning. Many people feel that writing is difficult. Several reason because writing needed time to describe for anything to write, writing can be edited and revised but too many revise make them lazy and let it.³

Tarigan stated, ‘writing is activity to produce or draw graphic symbols which represent a language that is understood by people, so that other people can read the graphic symbols presented. People will understand the graphic symbols presented if they understand the language and the graphic itself.’⁴ According to Stubs “Writing is a physical act, it requires material and energy and like most physical acts to be performed fully, to bring pleasure, to both performer and audience, it requires practice.”⁵

Writing is a fundamental component of language. When a child writes, thought and knowledge are mixed, creating a single meaning. Students find writing to be more difficult than listening and reading. However, the students’ can illustrate desire by writing. In writing, people learn the way to communicate with the other people when the people are not around.

³ Rayendriani Fahmei Lubis, Fitri Rayani Siregar, and Yeni Riska, “Improving Studet’s Writing Ability in Report Text Trough Clustering Technique at Grade XI SMAN 1 Siabu,” *English Education* 6 (2018), <https://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/1167/969>.

⁴ Henry Guntur Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa* (Bandung: Bandung Angkasa, 2013).

⁵ Barnet and Stubs, *Practical Guide to Writing* (Canada: brawen company, 1983).

b. The Purposes of Writing

Purpose is the aim or goal of a piece of writing to express oneself, to provide information, to persuade, or to create a literary work. There are five purposes writers use for writing. When someone communicates ideas in writing, they usually do to express themselves, inform their readers. There are some purposes of writing such as:

1. To tell a story or use an analogy to explain something to readers.
2. To explain something by appealing to one or more of the senses.
3. To provide proof of something by identifying instances where it occurs.
4. To explain or evaluate something by showing the similarities and differences between it and another subject.
5. To inform readers of how something works or how the series of actions lead to a particular result.⁶

Writing as a personal act; it is an expression of the self. It is a process that is done for a purpose, which results in a product. It is a process of thought and emotion that requires certain skills and abilities to gain the product and accomplish the purpose.⁷ This product has certain qualities and conditions of form that can be judged in terms of the purpose. In

⁶ Stephen King et al., *Writing with Purpose* (USA: Gratham University, 1987), <https://content.grantham.edu/at/EN101/How I Write - Chapter One.pdf>.

⁷ Fitri Rayani Siregar, "TEACHING WRITING AND EVALUATING STUDENTS' WRITING (IN A PROCESS APPROACH)" 1, no. 1 (2014): 1–17, <https://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/119/108>.

order be to easier to understand the writing ability, it is important to know process of writing.

For students, expressing ideas, knowledge, and desires according to their own language is very important. For that there are several process in writing.

c. Models of Writing Process

Williams' writing process model consists of eight processes of writing :

1. Prewriting.

Generating ideas, strategies, and information for a given writing task.⁸

2. Planning

Reflecting on the material produced during prewriting to develop a plan to achieve the aim of the paper.

3. Drafting

Producing words on a computer or on paper that match (more or less) the initial plan for the work.

4. Pausing

Moments when the students are not writing but instead are reflecting on what they have produced and how well it matches their plan; this usually includes reading.

⁸ Imelda Hermilinda Abas and Noor Hashima Abd Aziz, "Model of the Writing Process and Strategies of EFL Proficient Student Writers: A Case Study of Indonesian Learners," <http://WWW.Pertanika Journal of Social Sciences and Humanities> 26, no. 3 (2018): 1815–42.

5. Reading

Moments during pausing when the students read what they have written and compare it with their plan

6. Revising

Literally ‘re-seeing’ the text with the goal of making large-scale changes so that text and plan match.

Destination In principle, writing is expressing ideas, delivering messages to students readers, so that the ideas themselves can arrive at important aspects write.

d. Definitions of Sentence

Sentence is a group of words that expresses a complete idea. A sentence always has a subject and a verb.⁹ Sentence is the smallest unit of language, in spoken from writing, which expresses a complete thought. Sentence are generally groups of words but not every group of words is called a sentence.¹⁰ A sentence is a group of words naming a subject and telling something about that subject.

From the statements above, the writer concludes that sentence is a group of words that contains subject and predicate that have meaning used to express the idea or in other for general communication. A sentence is a group of words that have meaning. A sentence is a collection of words that contain a subject and a predicate and express a

⁹ Linda Butler, “Fundamentals of Academic Writing,” 2007, 225.

¹⁰ Kosasih, *Ketatabahasa Dan Kesusastraan* (Bandung: Yrama Widya, 2003).

thought as a whole. Each sentence is formed from one or more clauses. A sentence is a group of words that you use to communicate your ideas.

1. Elements of Sentence

Sentence has some elements that make the sentences completely. Elements of sentence are grammatical, not semantic, and categories. Furthermore, they are associated with certain meaning. In addition, the elements of sentence include subject, verb, object, and complement.

1) Subject

Subject refers to whom or what the sentence is about. There are simple subject and complete subject. The simple subject is a pronoun or noun, while the complete subject is this noun or pronoun and the words that modify it.

2) Verb

Verbs show action or express being in relation to the subject of a sentence. There are some types of verb. They are action verbs, being verbs, and Verb phrases. Action verbs show movement or accomplishment of an idea. Someone can consider the statement I or hit the ball. Here are other Examples:

- a) Ahmad left the arena.
- b) Yunus bought the book.
- c) We adopted the child

We can identify the verb of sentence because it changes its form or contains auxiliaries to express differences in time or attitude.

3) Object

The object is about who or for what the subject carries out an activity. In addition, the object is usually placed after the predicate. Object is divided into two kinds; they are direct object (DO) and indirect object (IO).

Example: I have a new book

O

I buy an elephant

O

He gives me a golden ring.

O

DO

They lend me much money.

O

IO

4) Complement

Complement is words or groups of words that function to complete the meaning of the subject, verb, or object. Complement consists of subject complement, object complement, and adverb complement.

Example:

She is a nurse

C

He runs quickly

C

You were policemen.

C

2. Kinds of Sentence

There are four types of sentences, simple sentence, compound sentence, complex sentence, and compound complex sentence. Before that, sentences can be classified based on the function of the sentences. Regarding the goals, there are four kinds of sentence; they are declarative, imperative, interrogative, and exclamatory. There are four main types of sentence structure as follows:

a. Simple Sentence

Simple sentence contain a single independent clause that is a subject and a predicate.

Example:

The girl bought a ring.

b. Compound Sentence

A compound sentence is two or more independent clauses joined together. There are three ways to join the clauses:

1. With a coordinator:

Salt water boils at a higher temperature **than** freshwater, **so** food cooks faster in salt water.

2. With a conjunctive adverb:

Salt water boils at a higher temperature **than** freshwater.
Therefore, food cooks faster in salt water.

3. With a semicolon :

Salt water boils at a higher temperature **than** freshwater; food cooks faster in salt water.

c. Complex Sentence

A complex sentence contains one independent clause and one (or more) dependent clause(s). In a complex sentence, one idea is generally more important than the other. We place the more important idea in the independent clause and the less important idea in the dependent clause.

Example:

Because he was late again, he would be docked a day's pay.

d. Compound Complex Sentence

A Compound-complex sentence has at least three clauses, at least two of which are independent. You can use almost any combination of dependent and independent clauses. Just be sure that there is at least one independent clause.

Example:

After I graduated from college, I wanted to travel, but I had to go to work immediately.

3. Grammar

a. Definitions of Grammar

Grammar refers to the set of rules that allows us to combine words in our language into larger units.¹¹ While, according to Thornbury grammar is partly the study of what forms (or structures) are possible in a language.¹² This can be interpreted that grammar is a science that studies how to arrange a form in a language that allows it. This also means that grammar is important to make sentences meaningful and understandable. Constructions or shapes help make meaningful sentences. Grammatical structure in English also has a variety of important elements such as nouns, verb, adverbs, participles, pronouns, and others.:

1) Noun

Noun is refer to people, places, or things. Noun is the category containing words denoting all kinds of physical objects, such as persons, animals, and inanimate objects. Example in the following sentences, nouns are bold:

1. Person: **Roni** doesn't use **Headset**.

He is a police

2. Animal: She likes **kitten**

3. Place : **Borobudur temple** is located in Yogyakarta

¹¹ G.Nelson S. Greenbaum, *An Introduction to English Grammar*, Second Edi (Britain: Great Britain, 2002).

¹² Scott Thornbury, *How to Teach Grammar* (England: Pearson ESL, 2000).

4. Thing : **My computer** is new

2) Adjective

Adjectives are descriptive words that add detail to a sentence.

Adjectives describe nouns and also characteristically express properties of people or of concrete or abstract things. For example:

1. Please give me the **short** stick
2. He is a **handsome** boy
3. I feel so **bad** today
4. The market is **crowded**
5. We are still **young**

3) Verb

Verb is the action words in a sentence that describe what the subject is doing. Verb is also as determiner to define the situation for whatever is expressed in a clause, and also verb is the chief determinant of what kind of situation it is. Examples:

1. Stella sing beautifully at the wedding
2. They are dancing in the class
3. She believes that you are strong girl
4. I finished my homework
5. We are eating seafood

4) Adverb

Adverb is describe verbs, adjectives, and even other adverbs.

Adverbs indicate information about location, time, degree, and

manner. It tell about the way something is done. Adverb modify verb, adjectives and other adverbs. Adjetives mostly can changed to an adverb by adding –ly at the and of the adjectives. The adverbs of time which answer the question when, not always adding –ly at the end of word. Consider words : today, tomorrow, yesterday, tonight, late, early, and never. Example:

1. She smiles softly
2. Dhea open the door slowly
3. He drives badly
4. My mother never speaks loudly
5. My brother ran so fast

5) Participle

Participles are verbs whose forms are V-ing or V3 which can be used in constructing tenses or created as adjectives. Example :

The **waiting girl** eats an apple

The movie is very **interesting**.

Knowledge of grammar in this sense is not just concerned with the rules for what can and cannot be done with the organization and the use of words in English sentences, but also with the way written English function to communicate. There are two core approaches in grammar can be applied: deductive and inductive.

a) Deductive approach

A deductive approach is derived from the notion that deductive reason works from general to the specific. In this case, rules, principles, concepts, or theories are presented first, and then their applications are treated. It concludes, when we use deduction, we reason from general to specific principles.¹³

This approach has been the bread and butter of language teaching around the world and still enjoys a monopoly in many course books and self-study grammar books. In the case of the application of the deductive approach outlines some guidelines for when the rule is presented. Among them are:

1. The rules should be true.
2. The rules should show clearly what limits are on the use of a given form.
3. The rules need to be clear.
4. The rules ought to be simple.
5. The rules need to make use of concepts already familiar to the learners.
6. The rules ought to be relevant.

¹³ Handoyo Puji Widodo, "English Teaching: Practice and Critique" 5, no. 1 (2006): 141, https://www.academia.edu/2109960/Teaching_English_Grammar.

b) Inductive approach

An inductive approach comes from inductive reasoning stating that a reasoning progression proceeds from particulars to generalities. Most experts argue that the inductive approach can also be called rule-discovery learning. The inductive approach relates to subconscious learning process same with concept of language acquisition.

b. Grammar of English

There are many English grammar and differ in how much grammar they cover and how they organize it out the rules. There are also some differences in the categorization and terminology they use. Nevertheless, most of the categories and terms are widely shared, passed down from a long tradition of grammatical description.

c. The Purpose of Studying Grammar

Grammar is important because it is the part of language that makes it possible for people to talk about their ideas, opinions and feelings both orally and written forms. People will speak English correctly and clearly with possession good grammar skills.

English grammar is a set of rules that people use speak and write. It is not taught separately from the four language skills: listening, reading, speaking, and writing. To use a language correctly, one must know their grammatical structure language and its meaning. Therefore, someone who wants to learn a language must understand its grammar.

If the students understand the nature of language, it will realize the reasons for linguistic prejudices and perhaps moderate them, they will too more clearly assess linguistic issues of public concern, such as concerns about state of language or what to do about teaching immigrants. Learn English has an even more obvious practical application. It can help you use it more effective language. Easy to learn to use own dictionary to find the pronunciation, spelling, or meaning of words, but it is difficult to consult a grammar book without sufficient knowledge grammar.¹⁴

4. Pronoun

a. Understanding of Pronoun

Pronouns are words that can replace nouns or noun phrases. The pronoun serves to avoid repeating the same noun or noun phrase that has been mentioned before. According to Payne, pronouns are reffering expression that can be thought as abbreviated versions of a determined noun phrase.¹⁵ Sidney and Gerald also stated that pronouns are essentially special types of nouns and are the main word in a noun phrase or (more usually) the only word in a noun phrase.¹⁶

Actually, the word pronoun means a noun. Pronouns are a shortcut that prevents you from repeating words unnecessarily in writing. Every

¹⁴ S. Greenbaum, *An Introduction to English Grammar*.

¹⁵ Payne T. E., *Understanding English Grammar* (Cambridge University Press, 2011).

¹⁶ G.Nelson S. Greenbaum, *An Introduction to English Grammar*, Second Edi (Britain: Great Britain, 2002).

human understands an unlimited number of new sentences that he has never heard before. The study of grammar is the study of the arrangement of words into more or less meaningful groups. To learn the necessary ways in which words relate to each other, or use the terms introduced previously to learn how to build a signaling system that will make communication effective and efficient. However, many students are still confused and do not understand with the use of possessive pronouns and possessive adjectives as there are a variety of forms related to possessive pronouns and possessive adjectives.

Pronouns are a shortcut that prevents you from repeating words unnecessarily in writing. Every human understands an unlimited number of new sentences that he has never heard before. The study of grammar is the study of the arrangement of words into more or less meaningful groups. To learn the necessary ways in which words relate to each other, or use the terms introduced previously to learn how to build a signaling system that will make communication effective and efficient.

Based on the expert above, pronouns can act as a phrase or main phrase and can be thought as abbreviated versions of a determined noun phrase.

b. Kinds of Pronoun

Based on Sidney and Gerald, kinds of pronouns are :

1. Personal pronouns I, you, we, they, she, he, it.¹⁷ The personal pronouns that appear after the verb be (usually for identification of a

¹⁷ S. Greenbaum, *An Introduction to English Grammar*.

person) take the subject form in formal English, it is I, it is we, although grammatically correct but many native speakers are uncomfortable with such expressions and modern English usage allowing some hope for that rule. Form of personal pronouns:

subject [i you he she it we they]

object [me you him her it us them]

Subject pronouns nearly always come before a verb in statements. They are used when the person or thing referred to can be identified by both speaker and hearer. Object pronouns replace nouns in object positions. It can be:

1. Direct objects (Have you met Marilyn? I've never met her)
 2. Indirect objects (If you see Jim give him my regards)
 3. Objects of prepositions (really feel sorry for them)
2. Possessive adjective my, your, their

Possessive adjectives are adjectives that modify or change a noun by identifying its owner, which is the subject or pronoun I, You, They, we, she, he and it. The use of these adjective is intended to show ownership of the noun. This adjective is used to express someone's ownership of a figurative sentence. Example:

- a. **My** mother is a doctor
- b. How old is **your** sister?

3. Possessive pronouns mine, yours

The possessive pronouns mine, yours, etc. are never used in front of nouns are stressed in speech. They refer equally to persons and things, singular or plural. Its never used as a pronoun. Example

a. These children are **mine**

b. These things are **mine**

Possessive pronouns can come at the beginning of a sentence.

Example:

Yours is the one that's chipped

The possessive pronouns are the genitives of the personal pronouns. There are two sets. One set contains the possessive determiners, a subclass of determiners. A possessive determiner is dependent on a noun.¹⁸ Possessive pronouns are used in English to avoid repeating information that is already clear.

Example: Here is **your** book

The other set of possessives contains the possessive pronouns, a subclass of pronouns. A possessive pronoun functions independently.

Example : This book is **yours**

The use of possessive pronouns depends on several things, namely:

¹⁸ S. Greenbaum, *An Introduction to English Grammar*.

1. Number.

The singular, for example **mine**, and the plural, for example **ours**.

2. Person.

First Person Sentences, Examples of **Mine**. Second person, for example **yours**. Third person, for example **his**.

3. Gender

Boys (men) use **theirs**, and women (women) use **theirs**.

Possessive pronouns can be either a subject or an object that refers to a singular or plural antecedent. It is usually used as a possessive pronoun, simply by adding an apostrophe and an 's' at the end of the noun.

Table 1
Pronoun

NO	Subject Pronoun	Object pronouns	Possessive adjective	Possessive pronoun
1	I	Me	My	Mine
2	You	You	Your	Yours
3	He	Him	His	His
4	She	Her	Her	Hers
5	It	It	Its	Its
6	We	Us	Our	Ours
7	They	Them	Their	Theirs

4. Reflexive pronouns myself, yourself

Reflexive pronouns are subject pronouns that are used to indicate that the subject and object are the same person or thing. This

pronoun has the addition of "-self" or "-selves" to the object or subject used in a sentence. A reflexive pronoun is a combination of a personal pronoun with a personal pronoun or with an impersonal pronoun, generally referring to a living creature which is usually a person. The most common use of reflexive pronouns is as an object that reflects back to the subject; it is used.

Singular reflexive pronouns, such as: myself, yourself, herself, himself, or itself always refer to an individual living being. Meanwhile, examples of plural reflexive pronouns such as: yourselves, ourselves, or themselves are reflexive pronouns refer to 2 or more individual living things simultaneously.

5. Demonstrative pronouns this, these, that, those

Demonstrative pronouns are adverbs that use the parameters number (amount) and distance (distance). The replaced noun is generally in the form of an object, but can also be a person or thing. These English pronouns include: this, that, these, and those. The use of this pronoun functions so that the object referred to in a sentence can become more specific so that the other person will more easily digest what we mean.

Demonstrative pronoun parameters consist of:

- a. Number in the form of singular or plural. In the plural we usually use **those** and **these**. Meanwhile, we use singular **this** and **that**.

- b. Distance in the form of range or time (far or near). In English we use "**far**" and "**near**"

6. Reciprocal pronouns each other, one another

Reciprocal pronoun is a pronoun (pronoun) that is used in conditions when two or more subjects perform the same action against each other. This pronoun consists of: **each other** and **one another**. Reciprocal pronouns in sentences function as objects of verbs (after verbs) or objects of prepositions (after prepositions). Reciprocal pronouns are not used as the subject of a sentence.

7. Interrogative pronouns who, what, which

Interrogative Pronouns are pronouns that are used to ask questions. The use of interrogative pronouns also depends on the needs and pronouns used. Interrogative pronouns can also be used as relative pronouns, which may be found in questions or indirect questions. Pronoun is classified as an interrogative when it's used in an inquiring way, because interrogative pronouns are found only in question and indirect questions. The five interrogative pronouns are **what, which, who, whom, and whose**

8. Relative pronouns which, who, that

A relative pronoun is a pronoun to join two independent sentences that have one subject and one object. These pronouns include who, whom, whose, which, and that. Examples are below:

- a. My mother, **who** always comes on time, suddenly came late last night.
- b. We don't know the person **who** donated this money.
- c. He went to the school **that** my father went to.

9. Indefinite pronouns some, none

Indefinite pronouns is a pronoun (pronoun) for people, things, or things in general (not specific). Indefinite pronouns do not refer to a particular person, place or thing. In English, there is a group of indefinite pronouns that are formed with quantifiers or distributives and start with any, some, every, and no.

c. Features of Pronoun

There are a number of distinguishing features of the English Pronouns. For easy understanding and comprehension, the features are categorized into four maxims. They include: (1) Person, (2) Number, (3) Gender, (4) Cases.

a. Person

In the context of the Pronouns, person simply refers to the roles played by entities in a speech activity. In other words, this implies that in any speech situation, there are three (3) observable characters (the first person, second person and the third person) and their roles such as (speaking, listening and reference). Example: (you, you, your, yours) and the third person is viewed as 'the person being spoken about' i.e the referred. Example: (it, they, them and it, their, theirs).

b. Number

Number refers to the numerical distinction made to the characters involved in the speech activity. In this way, we have the singular and the plural. For example: (I and we; me and us; he, she, it and they; you and you respectively).

c. Gender

The English Pronouns are also categorized according to sex of the characters involved in the speech activity. By gender, four classes have been identified: *the masculine* (male), *the feminine* (female), *the neuter* (for unspecified gender, non-human and at times, babies) and *the generic* (used for both male and female in cases of generalizations as well as for proper nouns, personal names of specific people, places, things or events). For example:

Masculine: *He, Him*

Feminine: *She, Her*

Neuter: *I, me, It, Its*

Generic: *His, Her*

Examples of generic cases include:

(a) Everyone should bring forth his pen

(b) Nigeria gained her independence in 1960

(c) Solarin will be convoking her postgraduate students by

November

d. Case

In the pronominal class, case refers to the changes a word undergoes in line with its syntactic relationship with other words in the sentence. Case also expresses ownership in a word. There are outstanding kinds of case in Pronouns. They are:

(a) Subjective (nominative)

When a Pronoun serves as the subject of the sentence, the case is subjective i.e being the actor or performer or doer. In this case, that Pronoun is the word or group of words being spoken about the subject.

E.g: *I own it*

(In the above sentence, I is a subjective and it, objective)

(b) Objective (accusative)

When in the objective case, the Pronoun is used as the object of the sentence. It often referred to as 'accusative' because it suffers or receives the action of the verb in a sentence directly or indirectly.

e.g: *He gave me the letter*

(In the above sentence, He is subjective and me is objective for being the accused and receiver of the action of the verb gave).

(c) Possessive (Genitive)

The Pronoun is “said to be in a possessive case when it is used to express ownership or possession relationship, hence the term genitive”¹⁹.

- E.g:
- (1) The book is his
 - (2) Let me have my food
 - (3) That is the man whose child died

In the above sentences, the underlined Pronouns his, my, whose indicate possession of the following objects: book, food and child respectively.

So, From above explanation, the researcher concludes that the features of pronoun include person, number, genre, and case.

c. The Use of Pronoun

Pronouns are words that are used to take the place of nouns in sentences. They usually refer back to a noun used earlier in the sentence, and they must match the number, point of view, and gender of the noun. We use pronouns to make sentences clearer, and smoother. Pronouns are used so that in writing or pronunciation, we don't mention the same nouns repeatedly.

¹⁹Imikan Nkropuk, Odusina, and Kehinde Saheed, “The English Pronouns and Their Usage,” 2017, 2–3.

B. Review of Related Findings

The researcher found some studies related to this research. The first research is students' ability in applying possessive pronoun in writing sentences at first semester FKIP UNILAK Pekanbaru by Syahdan and Putri. From the result of their journal is the students were low ability in applying possessive pronoun in writing sentences. In collecting the data the researcher used two instrument, test and interview. The form of test was essay test. The interview is held to support the data. In analyzing the data, the researcher used SPSS in descriptive statistics.

The result of the analysis showed that the average score of 1st semester student in applying Possessive Pronoun was 52.98. Meanwhile for the median is 48, the mode is 20. The score of Standard Deviation is 27.93, Variance is 780.25, and Range is 84. According to the Z-Score, it can be seen that 41.5% students' ability was higher than average and 58.5% students ability was below the average. It can be seen that students' ability in applying Possessive Pronoun was low.

The study also found the common problems. First, Students still mixed up between possessive pronoun and possessive adjectives. Second, they are used the wrong pattern in using a possessive pronoun and did not understand clearly about a possessive pronoun. The last, experiencing difficulties in learning possessive pronoun.²⁰

²⁰ Syahdan and Eka utami putri, "Stuydents' ability in Applying Possessive Pronoun in Writing Sentences" Vol 1 (2019),
<https://www.semanticscholar.org/reader/d281e073307812d7813c0702c786bd3129285603>.

The second research has been conducted by Rischa.²¹ She conclude that the students' ability in using possessive pronoun and possessive adjective of eight grade students at the first semester of MTs Masyariqul Anwar Bandar Lampung in the academic year of 2020/2021 was categorized into fair level by mean score 58.03.

Then, the research is An analysis of students' abilities in using possessive pronoun in writing sentences at the Seventh Grade Students of MTS Assalafi by Yuliana.²² From the data result, the total average of students' scores is 59. So that it be can concluded that students' ability in using possessive pronouns in their writing English sentence is in the average category. Based on the interview, the students' problem in using possessive pronoun are students didn't understand clearly about Possessive Pronoun, still confused, students using the adjective pronoun, instead of possessive pronoun. Based on the the interview result, the students mention their strategies to cope with their problem such as do more exercises, explore the material more, ask their friends, and pay more attention.

And also this research, with tittle "teaching writing possessive pronoun by using song". The subject was the eleventh grade students at

²¹ Ade Fatma Rischa, "An Analysis of Students' Ability in Using Possessive Pronoun and Possessive Adjective at the First Semester of Eighth Grade of MTs Masyariqul Anwar Bandar Lampung in Academic Year of 2020/2021," 2021, http://repository.radenintan.ac.id/13605/1/PERPUS_PUSAT.pdf.

²² Khafiyana, "An Analysis of Students' Abilities in Using Possessive Pronoun in Writing Sentences at the Seventh Grade Students of MTS Assalafi," 2020, <http://e-repository.perpus.uinsalatiga.ac.id/id/eprint/10057>.

SMK PGRI 2 Sidoarjo, there were 35 students. The instruments of this research are field note, observation checklist and questionnaires. In data analysis there are four procedures, namely identification of data, data reduction, data display, verification. The result showed that the process of teaching writing possessive pronoun by using media song can make students interested, fun in learning process. For the students' responses based on the count percentage from each number about all of yes no questions. There were 70% students answer yes and 30% students answer no. For suggestion, the teacher could use media song for teaching possessive pronoun and the students should learn more about English grammar and should be confident. For further researcher, the researcher suggested that this research can be reference in writing the other research.²³

Other research is analysis of students' errors in using pronoun in English by Riadussulhi. This study aimed to identify and describe the most common pronoun errors made by students in English composition. The population of this study was the eighth grade students of SMPN 1 Narmada in academic year 2017/2018 which consist of ten classes.²⁴ This study involved 40 students as the sample of the study which was taken by using simple random sampling technique. The instruments used in this study were fill in the blank test, guidedwriting test, and questionnaire. In

²³ Vivi Avinah, Dina Meris Mayasari, and Siti Aisyah, "Teaching Writing Possessive Pronoun By Using Song," n.d., [https://repository.stkip PGRI-sidoarjo.ac.id/574/1/1523044 - Artikel.pdf](https://repository.stkip PGRI-sidoarjo.ac.id/574/1/1523044-Artikel.pdf).

²⁴ Riadussulhi, "Analysis of Students' Errors in Using Pronoun in English Composition: A Case Study at the Eight Grade Students of SMPN 1 Narmada in Academic Year 2017/2018," 2018, [http://eprints.unram.ac.id/11770/1/JOURNAL %282%29.pdf](http://eprints.unram.ac.id/11770/1/JOURNAL%20%29.pdf).

analyzing the data, descriptive-quantitative method was used. Based on the data analysis, it was found that the eighth grade students of SMPN 1 Narmada made errors in using pronoun in English composition with percentage of errors 67.23%. The data from the test showed that the most common errors made by students was possessive pronoun with 21.85% errors. Meanwhile, The result of the questionnaire showed the most factors causing students' errors were intralingual error and interference error.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time Research

This research was conducted in 2023 even semester academic year 2023/2024 until the end of the research. The location of this research is held at Junior High School (SMP) Negeri 8 Padangsidempuan. That is located in Jl.HT.Rizal Nurdin, Padangsidempuan Tenggara, North Sumatera.

B. Research Method

The kind of this research is descriptive quantitative. Descriptive study was used in order to answer the research question in this research. Descriptive research can be explained as a statement of affairs as they are at present with the researcher having no control over variable. It is kind of method used in research based on analysis of data and this research used descriptive quantitative. The method of this research used quantitative method. Quantitative research is that the data collected numerically.

Based on the definition above, the researcher concluded that descriptive research is research that analyzes or provides perceptions (descriptive) about situations or events systematically, so that it is easier to know and conclude. This method was used to describe students' abilities in mastering possessive pronouns.

This results in descriptive data in the form of written words from the subject and observable behavior. Students' mastery in using possessive pronoun was analyzed numerically by mean score.

C. Population and Sample

a) Population

Population is a generalization area consisting of subject/objects that have certain qualities and characteristics that are determined by the researcher for study and then draw the conditions.¹ Based on the statement above, the population of this research consists of the grade VIII of SMP N 8 Padangsidimpuan. There are 4 classes at VIII grade which each room has 32 students. For the total population above, to make it clear with the table below:

Table 2
The Population of the research

NO	Class	Total of students
1	VIII-1	32 Students
2	VIII-2	32 Students
3	VIII-3	32 Students
4	VIII-4	32 Students
Total		128

¹ Sugiyono, "Metode Penelitian Kuantitatif, Kualitatif, Dan R&D," ALFABETA (Bandung, 2013).

b) Sample

Sample is a part of the number and characteristics of the population.² In this research has used random sampling. Where the name of class were written on a piece of paper and one paper chosen by the teacher. It has taken one class as a sample. The formula for calculating the sample size of known population was slovin's formula :

$$n = \frac{N}{1+N(e)^2}$$

n = sample size / number of responden

N = Population size

e = percentage of accuracy of sampling errors that are still be tolareted

e = 0,05 (5%).³

So, this research used the formula above to determine the sample size, with the limit error tolerance 5% as follows:

$$n = \frac{128}{1+128,0.05^2}$$

$$n = \frac{128}{1+128,0.025}$$

$$n = \frac{128}{4.2}$$

$$n = 30$$

² Sugiyono.

³ Sugiyono.

From the explanation above, it can be said that all the number of sample were 30 students. After the names of class taken from the box, the teacher got class VIII-3 as the sample.

D. The Instrument of the research

Research instrument as a tool or media that used to get the data. The instrument of this research is test. Test is one of instrument which use by researcher to get the value in the research. Brown stated that test is a method of measuring a person's ability, knowledge or performance in given domain.⁴ The researcher chooses written test as the research instruments to get data because it is easier to attend and to score the students' answer in the test. An essay was a composing activity that discusses a problem in passing from the author's personal point of view the essay contains.

The researcher provided questions that ask students to write sentences using possessive pronouns. This test intended as the main data source. The author included the results of tests conducted by students. In this research the researcher has asked the students to write down 10 sentences by using possessive pronouns. And the score for each items are 10. The totally of score for this is 100. The researcher made the indicator of test as follow:

⁴ H. Douglas Brown, *Language Assesment And Classroom Practice* (New York: Pearson Education, 2004).

Table 3
Indicators of the Test

No	Aspect	Sub Aspect	Items	Total Items	Score	Total Score
1	Singular	Mine	1, 2	2	2 . 10	20
		Yours	3, 4	2	2 . 10	20
		His	5	1	1 . 10	10
		Her	6	1	1 . 10	10
2	Plural	Ours	7, 8	2	2 . 10	20
		Theirs	9	1	1 . 10	10
		Its	10	1	1 . 10	10
TOTAL				10		100

E. Validity of Instrument

1. Validity test

In this research the researcher had used item validity to find out the validity of instrument. Before going to spread the test, researcher was going to try out 30 students to find out the validity and reliability of the test. Where the test consist of 10 making an essay test with 30 respondents. The result of the test have been checked by expert.

To know the validity of the each question if $r_{\text{account}} > r_{\text{table}}$ the test is classified valid. In this research, the test was valid by using SPSS 26 for the windows program. The result of the instrument validity is shown below :

Table 4
Validation of the instrument by using SPSS 26

ITEMS	r count	R table	Result
ITEM 1	0.365	0.361	Valid
ITEM 2	-0.185	0.361	Invalid
ITEM 3	0.365	0.361	Valid
ITEM 4	0.526	0.361	Valid
ITEM 5	-0.145	0.361	Invalid
ITEM 6	0.362	0.361	Valid
ITEM 7	0.362	0.361	Valid
ITEM 8	-0.165	0.361	Invalid
ITEM 9	0.365	0.361	Valid
ITEM 10	0.515	0.361	Valid
ITEM 11	0.195	0.361	Invalid
ITEM 12	0.858	0.361	Valid
ITEM 13	0.048	0.361	Invalid
ITEM 14	0.385	0.361	Valid
ITEM 15	0.385	0.361	Valid

2. Reliability test

Based on the table above, it can be concluded that all of the items are valid and can be used as the instruments of the research. Besides the validity instruments, it was necessary to count the reliability of instruments. The researcher used SPSS 26. To get the reliability of the

test, Suharsimi Arikunto said that to obtain the reliability of the test, the researcher uses formula K – R 20.⁵

The formula :

$$R11 = \left(\frac{n}{n-1} \right) \left(\frac{Sr^2 - \sum pq}{sr^2} \right)$$

R11 = reliability of the instrument

N = total of question

Sr^2 = variants total

P = provosi subject who right answer

N

P = provosi subject who wrong answer

N

Reliability is a good character of the test that refers to the consistency of the measurement. The test is reliable $r_{count} > r_{table}$
 $0.606 > 0.600$ using formulation KR-20 with r_{table} 0.600.

F. Techniques of Data Collection

In collecting data, the researcher use the techniques of collecting data as bellow:

- 1) The researcher asked the students to write down their name and class on the paper of the test
- 2) The researcher gave the explanation about possessive pronoun before do the test.

⁵Suharsimi Arikunto, Procedure Penelitian,p.188

- 3) The researcher gave the test to the students at VIII grade of SMP Negeri 8 Padangsidempuan.
- 4) The students should make 10 sentences about possessive pronoun.
- 5) The researcher explained the rule of writing the test and determines/limit the time of doing the test.
- 6) The researcher lets the students to answer the whole items.
- 7) The researcher reminds the students to check their answer before collecting.
- 8) The researcher analyzed the data using the numerical data analysis by using mean score.

G. The technique of the data analysis

In this research, the researcher follows some step:

- a. Checking the data whether the data are true or false.
- b. Counting sum of their score.
- c. Give the score to the respondents answer through test and take on the table that consist answer, frequency and percentage.
- d. To obtain the percentage by using the formula:

The formula is: $x = \frac{\sum x}{N}$

Note:

x : Mean score of the students

N: The number of students

$\sum x$: The total score⁶

For scoring the students mastery in writing from all componets is devided in to five criteria rating by following table below:

Table 5

The Classification Quality of the Student's Score⁷

NO	Percentage	Criteria
1	0% - 59%	Very Low
2	60% - 69%	Low
3	70% - 79%	Enough
4	80% - 89%	High
5	90% - 100%	Very High

After finding the mean score of all students, it was conclude to criteria as follows:

- a) If the mean score is 90%-100%, is categorized into very high
- b) If the mean score is 80%-89%, is categorized into high
- c) If the mean score is 70%-79%, is categorized into enough
- d) If the mean score is 60%-69%, is categorized into low
- e) If the mean score is 0%-59%, is categorized into very low

⁶ Ahmad Nizar Rangkuti, *Statistic Penelitian Pendidikan* (Medan: Perdana Mulya Sarana, 2014).

⁷ Dra. Rosnita Drs. Asrul, M.Si, Rusyidi Ananda, M.Pd, *Evaluasi Pembelajaran*, First edit (Medan: Citapustaka Media, 2014), [www. citapustaka. com](http://www.citapustaka.com).

CHAPTER IV

THE RESULT OF THE RESEARCH

A. Description of Data

This chapter talked about analyzing the collecting of data. The detail data of the finding is explained in this part. The result of the research discussed about the result that belongs to description of data, calculating, means score to get their whole result as general. The details description of data as follow:

To determine the level of the possessive pronoun mastery in writing sentences at the VIII Grade of SMP Negeri 8 Padangsidempuan, the researcher come to the school and ask permission from the school to do this research. After obtaining permission, the researcher do the research in class VIII-3 as the sample. Before giving the test, the researcher explained briefly about possessive pronouns and start to distributed the test to the students. The researcher asked the students to answer the test based on essay test. The total items of the test are 10, then the test given to the students at the VIII Grade of SMP Negeri 8 Padangsidempuan.

The test has been answerd by the students within the specified time, and the researcher collected the answer of the test from students. The result of the test answers have been checked by expert. The score each of them could be seen in the table below:

Table 6
The Students' scores in possessive pronouns mastery in writing sentences at the VIII grade of SMP Negeri 8 Padangsidempuan

No	Students' Initial Name	Correct answer	Total Score
1	MGS	8	80
2	RB	6	60
3	YF	4	40
4	VNH	5	50
5	NK	9	90
6	FH	9	90
7	BAT	8	80
8	IAA	9	90
9	JS	8	80
10	HS	9	90
11	FA	7	70
12	JRH	8	80
13	RA	5	50
14	APT	3	30
15	RN	2	20
16	RAS	9	90
17	REN	6	60
18	FSL	7	70
19	FAT	6	60
20	SAF	4	40
21	RP	2	20
22	VER	4	40
23	KNH	10	100
24	ANH	10	100
25	ASL	8	80
26	MZH	7	80
27	RT	7	80
28	EG	3	30
29	APH	9	90
30	JRG	7	70
			1990

Based on the data central tendency result of the possessive pronoun mastery in writing sentences at the VIII Grade of SMP Negeri 8 Padangsidempuan based on the test have done, the researcher concluded the data by using statistic

count. Based on the data central tendency, the result of the possessive pronoun mastery in writing sentences at the VIII Grade of SMP Negeri 8 Padangsidempuan from the total scores of the students are 1990. That can be seen also there where two students have got 100 as the highest score and there were have got 20 as the lowest score. Thus, to know the quality score of each student in writing sentence by using possessive pronoun can be seen in the table below:

Table 7
The quality score of each student in writing sentence by using possessive pronoun

No	Students' Initial Name	Total Score
1	MGS	High
2	RB	Low
3	YF	Very Low
4	VNH	Very Low
5	NK	Very High
6	FH	Very High
7	BAT	High
8	IAA	Very High
9	JS	High
10	HS	Very High
11	FA	Enough
12	JRH	High
13	RA	Very Low
14	APT	Very Low
15	RN	Very Low
16	RAS	Very High
17	REN	Low
18	FSL	Enough
19	FAT	Low
20	SAF	Very Low
21	RP	Very Low
22	VER	Very Low
23	KNH	Very High
24	ANH	Very High
25	ASL	High
26	MZH	High
27	RT	High

No	Students' Initial Name	Total Score
28	EG	Very Low
29	APH	Very High
30	JRG	Enough

The table above describes the quality score of the students' in Possessive Pronouns Mastery in Writing Sentences at the VIII Grade of SMP Negeri 8 Padangsidempuan is differently. There were some of students have enough and many of students have high and very high ability. It means that the Possessive Pronoun Mastery in Writing Sentences at the VIII Grade of SMP Negeri 8 Padangsidempuan is variously.

NO	Percentage	Criteria	Total students
1	0% - 59%	Very Low	9 Students
2	60% - 69%	Low	3 Students
3	70% - 79%	Enough	3 Students
4	80% - 89%	High	7 Students
5	90% - 100%	Very High	8 Students

The test score become the data that were needed for testing hypothesis is the data are tabulated as follow:

Table 8
The Summary of Variable Score

No	Statistic	Variable
1	The Highest score	100
2	The Lowest score	20
3	Sum	1990
4	Class Classify	7
5	Class interval	13
6	Mean score	66.33
7	Mode	90
8	Median	70
9	Range	80

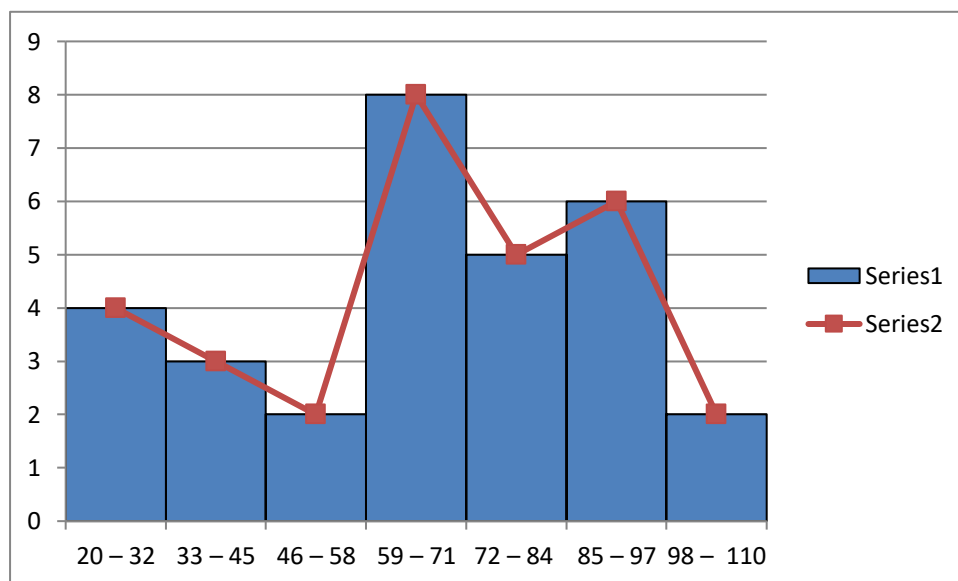
So, based on the table above, it shows that the mean score of the students' in Possessive Pronoun Mastery of the grade VIII-3 students of SMP Negeri 8 Padangsidimpuan was categorized into "low" category; it was 66.33, the total score of all the students was 1.990, the highest score that the students of VIII-3 grade gotten was 100, while the lowest score that the student of grade VIII -3 gotten was 20, while mode score was 90, median score was 70, while the class classify was 7, the class interval was 13 and the range was 80.

Then to know the description about classification or the criteria of mean score the ability of the VIII-3 grade students of SMP Negeri 8 Padangsidimpuan in mastering Possessive Pronoun in writing sentences in academic year 2023 / 2024, look the following table;

Table 9
The Frequency Distribution student in writing sentence by using possessive pronoun

No	Interval Class	Frequency	Mid Point	Percentages
1	20 – 32	4	26	13%
2	33 – 45	3	39	10%
3	46 – 58	2	52	7%
4	59 – 71	8	65	27%
5	72 – 84	5	78	17%
6	85 – 97	6	91	20%
7	98 – 110	2	104	7%
Total				100%

In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:



Picture 1
The histogram student in writing sentence by using possessive pronoun at SMP Negeri 8 Padangsidimpuan

From the figure above, it was known that the variable Possessive Pronoun Mastery of the grade VIII-3 students of SMP Negeri 8 Padangsidimpuan shown that the respondent at interval 20 – 32 were 4

students (13%), interval 33 – 45 were 3 students (10%), interval 46 – 58 were 2 students (7%), interval 59 – 71 were 8 students (27%), interval 72 – 84 were 5 students (17%), interval 85 – 97 were 6 students (20%), interval 98 – 110 were 2 students (7%).

From the data above, it can be concluded that formula of mean score as below;

$$M = \frac{\Sigma x}{N}$$

Where:

M = Students' mean score

Σx = Sum of the students' score

N = The number of students

$$M_x = \frac{1990}{30}$$

$$= 66.33$$

Based on the computation mentioned before, the investigator determined that the average was 66.33. It is evident from the table interpretation mean score in chapter III that students had a low level of proficiency while students' mastery in using possessive pronoun in writing sentences.

Thus, the value of mean score could be categorized into low category. It could be said that the students' mastery in using possessive pronoun in writing sentences was low. In addition, the description data of the students'

mastery in using possessive pronoun in writing sentences could be applied in to the distribution frequency.

Next, to know the description about classification or criteria of mean score of the students' mastery in using possessive pronoun in writing sentences at the VIII grade students of SMP Negeri 8 Padangsidempuan it can be looked at the following table.

Table 10
Criteria score interpretation¹

NO	Percentage	Criteria
1	0% - 59%	Very Low
2	60% - 69%	Low
3	70% - 79%	Enough
4	80% - 89%	High
5	90% - 100%	Very High

Base on the calculating score the possessive pronouns mastery in writing sentences at the VIII grade students of SMP Negeri 8 Padangsidempuan was 66.3%. Based on the criteria above, it can be categorized that the students mastery in possessive pronoun in writing sentences is low.

¹ Drs. Asrul, M.Si, Rusyidi Ananda, M.Pd.

B. Discussion

After the researcher analyzed the data, it was known that the possessive pronouns mastery in writing sentences at the VIII grade students of SMP Negeri 8 Padangsidempuan is low ability. The classification quality of the students' score was 66.33 it was in low category.

Based on the result, researcher got the data by using essay test. After getting the data the writer measured the possessive pronouns mastery in writing sentences by the calculating of mean, median, of modus of students score. The result of this study, as follow 66.33 mean score, it means students have low category. So the research compared with the other research one by one on the variable of this research, such as :

In this study, there are also similarities with the research. The first research is students' ability in applying possessive pronoun in writing sentences at first semester FKIP UNILAK Pekanbaru by Syahdan and Putri. In collecting the data the researcher used two instrument, essay test and interview. The result of the analysis showed that the average score of 1st semester student in applying Possessive Pronoun was 52.98. It can be seen that students' ability in applying Possessive Pronoun was low.²

The second research has been conducted by Rischa.³ In collecting the data the researcher used essay test as the instrument. According to the result of

² Syahdan and Eka utami putri, "Stuydents'ability in Applying Possessive Pronoun in Writing Sentences."

³ Ade Fatma Rischa, "An Analysis of Students' Ability in Using Possessive Pronoun and Possessive Adjective at the First Semester of Eighth Grade of MTs Masyariqul Anwar Bandar

the research, the mean score of the students was 58.03. In conclusion, the students' ability in using possessive pronoun and possessive adjective of the eighth grade students at the first semester of MTs Masyariqul Anwar Bandar Lampung in the academic year of 2020/2021 was categorized into fair level by mean score 58.03.

Then, the research is An analysis of students' abilities in using possessive pronoun in writing sentences at the Seventh Grade Students of MTS Assalafi by Yuliana.⁴ In collecting the data, the researcher used two instruments, documentation, and interview to support the data. The documentation was from the test result of the students. From the data result, eight students belong to poor category (range score: 35-44), three of them are low (range score: 44-54), in the average category are three students (range score: 55-64), two students in the good category (range score: 65-74), and the excellent category are nine students (range score: 75-84). The total average of students' scores is 59. So that it be can concluded that students' ability in using possessive pronouns in their writing English sentence is in the average category.

In conclusion all of these studies used the various instrument, technique and the result. From all the studies above, the research from Yuliana with titled An analysis of students' abilities in using possessive pronoun in writing sentences at the Seventh Grade Students of MTS Assalafi is related to this research.

Lampung in Academic Year of 2020/2021," 2021,
http://repository.radenintan.ac.id/13605/1/PERPUS_PUSAT.pdf.

⁴ Khafiyandita, "An Analysis of Students' Abilities in Using Possessive Pronoun in Writing Sentences at the Seventh Grade Students of MTS Assalafi."

Base on the result, the researcher concluded that the possessive pronouns mastery in writing sentences at the VIII Grade students of SMP Negeri 8 Padangsidempuan was 66.33 mean score, or it can be categorized into low category according to this research title was "The possessive pronouns mastery in writing sentences at the VIII grade students of SMP Negeri 8 Padangsidempuan academic year 2023/2024".

C. The Threats of the Research

In this research, the researcher believed that there were many threats of the researcher. It start from the titled until the technique of analyzing data. Due limitation of the time and finance, and materials, this research was conducted in short time which made it far from perfection.

On doing the test, there were the treats of time, because the students had activities. Besides, the time with was given to be students' enough. The research obtain might be less valid, due to the grade VIII – 3 students who might not be serious in answering the test, there was a mutual cheating.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult become there were treats the writer, the researcher was help from the entire advisers, headmaster and English teachers.

CHAPTER V

CONCLUSSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter provides two sections consist of closing and suggestion. The first section concludes the result of the study. The second section provides suggestion for students and teacher.

A. Conclusion

Drawing from the previously discussed, presented, and examined material in the chapters, the researcher arrived at the conclusion that the possessive pronouns mastery in writing sentences at the VIII grade students of SMP Negeri 8 Padangsidimpuan low category. The value of the percentage of the students' mean score 66.56 mean score makes this evident.

After treating the collecting data, the researcher takes the conclusion about this research as: the result of this research was categorized into low category. It can be seen from value percentage from mean score gotten by the students, that is 66.33. The classification quality of the students' score was 66.33 it was in low category.

After treating the collecting data, the conclusion could be taken as the possessive pronouns mastery in writing sentences at the VIII grade students of SMP Negeri 8 Padangsidimpuan could be categorized into low. It could be seen from mean score of the possessive pronouns mastery in writing sentences of the students was 66.33.

B. Implication

Implication is a consequence or direct result of findings a scientific study. The result of this study are about the possessive pronouns mastery in writing sentences at the VIII grade students of SMP Negeri 8 Padangsidempuan. Based on the result of this study, students had positive response. The result of this study are expected to has a benefit for :

1. Teacher

This research is provided for teachers to see how the possessive pronouns mastery in writing sentences of students. The result of the students mastery in possessive pronoun can be an assessment for teacher to further improve the learning process that is good and suitable for students' circumstances.

2. Reader

This research will be useful for readers as a reference to find out the possessive pronouns mastery in writing sentences, beside that readers can also use it as material to complete or explore related research again.

C. Suggestions

After finishing the research, the research got many information in English teaching learning. Therefore, from that experience, the research show some things need to be proven. It makes the research give some suggestion, as follow :

1. For the headmaster of SMP Negeri 8 Padangsidempuan, researcher suggests to be more pro-active in getting and transferring informations about the education. Therefore, support and ask the teachers to follow educational upgradings. Like, workshop, Diklat, etc. So that the teachers can be more active in choosing a suitable method in teaching their students to the students' situation and materials of the learning to make the learning successful.
2. For the English teacher, to motivate the students' to improve their abilities especially explaining clearly about pronoun, where the personal pronoun, reflective pronoun, possessive pronoun possessive adjective and the use of apostrophe and to be. And does teaching must be done by inure feeling, so that the teacher always effort and the student can understand what the teacher say. The teacher must to apply the suitable methods. So, the students can understand the lason and the teacher gives more exercise.
3. For the students, researcher suggests to increase their motivation in enriching their vocabulary. So, the students can mastery the four English skill as well.
4. For readers, It is important to other researchers to make the deepest research with the topic of this research, because it is still far from the perfect one to topic to the limitation of the researcher material, knowledge and experience.

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CURRICULUM VITAE



A. Identity

Name	: Fatma Yuliara Siregar
Registration Number	: 19 203 00009
Sex	: Female
Address	: Huta koje, Padangsidempuan Tenggara
Religion	: Islamic
Place/Date of Birth	: Huta koje, 20 June 2001
Email	: fatmayuluara23as@gmail.com
No.Hp	: 0822-7441-4891

B. Parents

Father's Name	: Alm. Dongoran Siregar
Mother's Name	: Nurliani Rambe

Educational Background

- | | |
|-----------------------|---|
| 1. Elementary School | : SDN 200503 Pijorkoling (2007-2013) |
| 2. Junior High School | : MTSn 2 Padangsidempuan (2013-2016) |
| 3. Senior High School | : SMK N 4 Padangsidempuan (2017-2019) |
| 4. Institute | : UIN SYAHADA Padangsidempuan (2019-2023) |

Appendix I

Instrument of Test to Know The Possessive Pronoun Mastery in Writing Sentences at the VIII Grade of SMP Negeri 8 Padangsidempuan.

Possessive Pronoun Test

Name :

Class :

Time : 30 minute

Write the sentences using the following possessive pronoun !

Mine (2)	Ours (2)
Yours (2)	Theirs (1)
His (1)	Its (1)
Hers (1)	

1. (Mine) :
2. (Mine) :
3. (Yours) :
4. (Yours) :
5. (His) :
6. (Hers) :
7. (Ours) :
8. (Ours) :
9. (Theirs) :
10. (Its) :

Appendix 2

a. Data result

No	Initial name	S.1	S.2	S.3	S.4	S.5	S.6	S.7	S.8	S.9	S.10	Total
1	MGS	10	10	10	10	0	10	10	10	10	0	80
2	RB	10	0	10	10	0	10	0	10	10	0	60
3	YF	10	0	10	10	0	10	0	0	0	0	40
4	VNH	0	0	10	10	0	10	0	10	10	0	50
5	NK	10	10	10	10	10	10	10	10	10	0	90
6	FH	10	10	10	10	10	10	10	10	10	0	90
7	BAT	10	0	10	10	10	10	10	10	10	0	80
8	IAA	10	10	10	10	10	10	10	10	10	0	90
9	JS	10	10	10	10	0	10	10	10	10	0	80
10	HS	10	10	10	10	10	10	10	10	10	0	90
11	FA	10	10	10	10	0	10	10	10	0	0	70
12	JRH	10	0	10	10	10	10	10	10	10	0	80
13	RA	10	0	10	10	0	0	0	10	10	0	50
14	APT	10	0	10	0	0	0	10	0	0	0	30
15	RN	10	0	10	0	0	0	0	0	0	0	20
16	RAS	10	10	10	10	10	10	10	10	10	0	90
17	REN	10	0	10	10	0	0	10	10	10	0	60
18	FSL	10	10	10	10	0	0	10	10	10	0	70
19	FAT	10	0	10	0	0	10	10	10	10	0	60
20	SAF	10	0	10	0	0	10	10	0	0	0	40
21	RP	0	0	0	0	0	0	10	10	0	0	20

No	Initial name	S.1	S.2	S.3	S.4	S.5	S.6	S.7	S.8	S.9	S.10	Total
22	VER	10	10	10	0	10	0	0	0	0	0	40
23	KNH	10	10	10	10	10	10	10	10	10	10	100
24	ANH	10	10	10	10	10	10	10	10	10	10	100
25	ASL	10	10	10	10	10	10	10	0	10	0	80
26	MZH	10	10	0	0	10	10	10	10	10	0	70
27	RT	10	0	10	10	10	10	0	10	10	0	70
28	EG	10	0	10	0	0	0	0	0	10	0	30
29	APH	10	10	10	10	10	0	10	10	10	10	90
30	JRG	10	10	10	0	0	10	10	10	10	0	70
	TOTAL											1990

Appendix 3

Research Documentation

1. Opening and introduction



2. Explain how to answer the test



3. Distribute the test to the students



4. Collect the test from students



Possessive Pronoun Test

Name : MASWA hul zannah hrp
Class : V/III
Time : 30 minute

Write the sentences using the following possessive pronoun !

Mine (2)	Ours (2)
Yours (2)	Theirs (1)
His (1)	Its (1)
Hers (1)	

70

1. (Mine) : This Pencil is mine ✓
2. (Mine) : This Lamp is mine ✓
3. (Yours) : The house is globe (Yours) X
4. (Yours) : The house is Chair (Yours) X
5. (His) : The Pencil is (His) ✓
6. (Hers) : The ~~globe~~ is Hers ✓
7. (Ours) : The globe is (Ours) ✓
8. (Ours) : The book is (Ours) ✓
9. (Theirs) : The Lamp is (Theirs) ✓
10. (Its) : The Lamp is (Its) X

Possessive Pronoun Test

Name : FATIHA
Class : VII-3
Time : 30 minute

Write the sentences using the following possessive pronoun !

Mine (2)	Ours (2)
Yours (2)	Theirs (1)
His (1)	Its (1)
Hers (1)	

(60)

1. (Mine) : this two cats its mine ✓
2. (Mine) : Five den is hers yours X
3. (Yours) : this book is yours ✓
4. (Yours) : the book is hers X
5. (His) : the white board is ours X
6. (Hers) : the box is hers ✓
7. (Ours) : the book is ours ✓
8. (Ours) : the pen is ours ✓
9. (Theirs) : the white book is theirs ✓
10. (Its) : two chair is its X

Possessive Pronoun Test

Name : Ranaya Pratama
Class : VIII
Time : 30 minute

Write the sentences using the following possessive pronoun !

Mine (2)	Ours (2)
Yours (2)	Theirs (1)
His (1)	Its (1)
Hers (1)	

(28)

1. (Mine) : The bicycle is yours x
2. (Mine) : The pen is hers ✓
3. (Yours) : The house is mine x
4. (Yours) : The car is your x
5. (His) : The table is his x
6. (Hers) : The pen is hers x
7. (Ours) : The book is ours ✓
8. (Ours) : The book is ours ✓
9. (Theirs) : The white basket is theirs x
10. (Its) : The chair is its x



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UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Situtang 22733 Telephone (0634) 22080 Faximile (0634) 24022

Nomor : B/367/Un.28/E.1/PP.00.9/03/2023
Lamp : -
Perihal : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

20 Maret 2023

Yth.

1. Rayendriani Fahmei Lubis, M.Ag. (Pembimbing I)
2. Sokhira Linda Vinde Rambe, M.Pd. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

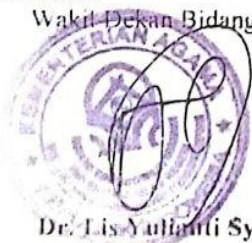
Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasihat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Fatma Yuliara Siregar
NIM	: 19 203 00009
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Possessive Pronouns Mastery in Writing Sentences at the VIII Grade Students of SMP Negeri 8 Padangsidimpuan Academic Year 2023/2024

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik



Dr. Lis Yulianti Syafrida, S.Psi., M.A
NIP 19801224 200604 2 001

Ketua Program Studi
Tadris Bahasa Inggris

Ftr. Rayani Siregar, M.Hum.
NIP 19820731 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - 7245 /Un.28/E.1/TL.00.9/12/2023 28 Desember 2023
Lampiran : -
Hal : Izin Penelitian
Penyelesaian Skripsi.

Yth. Kepala SMP Negeri 8 Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Fatma Yuliara Siregar
NIM : 1920300009
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Hutakoje, Padangsidimpuan Tenggara

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Possesive Pronouns Mastery in Writing Sentences at The VIII Grade Students of SMP Negeri 8 Padangsidimpuan Akademik Year 2023/2024".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas. Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan



3/Dr. Ululanti Syafrida Siregar, S.Psi, M.A
NIP 19801224 200604 2 001



PEMERINTAH KOTA PADANGSIDIMPUAN
DINAS PENDIDIKAN
SMP NEGERI 8 PADANGSIDIMPUAN

NSS : 201072005008 NIS : 200080 NPSN : 10212508 AKREDITASI A

email smpnegeri8padangsidempuan@gmail.com

JL. TENGGU RIZAL NURDIN KM. 8 PIJORKOLING

SURAT KETERANGAN PENELITIAN

Nomor : 421/146/SMP.N8/PSP/2023

Yang bertanda tangan dibawah ini :

Nama : ALI HAMSAH LUBIS, S. Pd
NIP : 19640805 198601 1 001
Pangkat/Gol : Pembina Tk. I/ IV.b
Jabatan : Kepala Sekolah
Unit Kerja : SMP Negeri 8 Padangsidempuan

Menerangkan dengan sebenarnya bahwa :

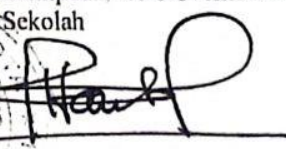
Nama : FATMA YULIARA SIREGAR
N I M : 1920300009
Fakultas : Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh
Ali Hasan Ahmad Addary Padangsidempuan
Program Studi : Tadris Bahasa Inggris
Alamat : Huta Koje, Padangsidempuan Tenggara

Benar telah mengadakan penelitian untuk penyelesaian Skripsi dengan judul "*The Possesive Pronouns Mastery in Writing Sentences at The VIII Grade Students of SMP Negeri 8 Padangsidempuan Academic Year 2023/2024*".

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana perlunya.

Padangsidempuan, 09 November 2023

Kepala Sekolah


ALIHAMSAH LUBIS, S. Pd
NIP. 19640805 198601 1 001