



**AN ANALYSIS ON THE STUDENTS' POSSESIVES MATERY
AT GRADE VII SMP NEGERI 4 PADANGBOLAK**

A THESIS

*Submitted to the state institute for Islamic Studies Padangsidempuan As
A Partial Fulfilment of The Requirement for the Degree of
Islamic Education Scholar (S.Pd.I) in English*

Written By:

**FITRI MORBEINI
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ENGLISH EDUCATION DEPARTMENT

**FACULTY OF TARBIYAH AND PEDAGOGY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSISIMPUAN**

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2014

Things : Thesis

a.n. Fitri Morbeini

Appendix : 6 (six) Exemplar

Padangsidimpuan, Juni 2014

To:

Dean Tarbiyah and Pedagogy Faculty

in –

Padangsidimpuan


Assalamu'alaikum Wr.Wb.

After Reading, studying, and giving advices for necessary revises on thesis belongs to Fitri Morbeini, entitle "AN ANALYSIS ON THE STUDENTS' POSESSIVES MASTERY AT GRADE VII SMP NEGERI 4 PADANGBOLAK". We assume that the thesis has been acceptable the assignment and fulfill the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I), Department of Tarbiyah and Pedagogy Faculty in IAIN Padangsidimpuan.

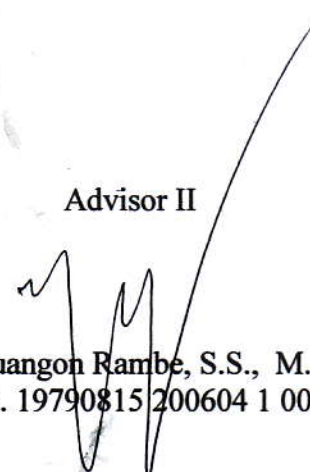
Therefore, we hope that she could be to defend her thesis in Munaqosyah. That's all and thank you for your attention.

Wassalamu'alaikum Wr.Wb.

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Mastery at Grade VII SMP Negeri 4
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Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of IAIN Padangsidimpuan in article 14 subsections 2.

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Padangsidimpuan, 28th May 2014



Declaration Marker

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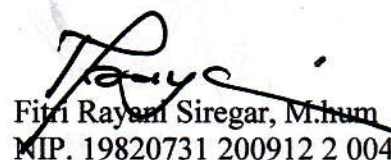
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Time	: 13.30 - 17.50 PM
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IPK	: 3,08
Predicate	: Very good



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LEGALIZATION

The theses with title : AN ANALYSIS ON THE STUDENTS' POSSESSIVES
MASTERY AT GRADE VII SMP NEGERI 4 PADANGBOLAK

Written by : FITRI MORBEINI

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Firstly, the researcher would like to convey her grateful to Allah SWT who has given her healthy, time and change finishing this thesis: **“An Analysis on the Students’ Possessives Mastery at Grade VII SMP Negeri 4 Padangbolak”**. Secondly, blessing and peace be upon to Prophet Muhammad SAW, who has brought human being from the darkness era to the brightness era. The thesis is written to fulfill one of the requirements for the degree of Islamic educational scholar in the English section at the Tarbiyah Department of The State Institute Islamic Studies (IAIN) Padangsidimpuan.

In finishing this thesis, the researcher faced a lot of difficulties and troubles. Exactly without any help from the following people, it was impossible for researcher to complete and finish this thesis. Therefore researcher would like to thanks:

1. H. Nurfin Sihotang, M.A.,Ph.D and Sojuangon Rambe, S.S.,M.Pd., as researcher’s advisors who had given researcher more suggestion, ideas, criticism and guidance in writing this thesis.
2. Rayendriani Fahmei Lubis, M.Ag., as a chief Faculty of Tarbiyah and Pedagogy in English Study in IAIN Padangsidimpuan and her staffs.
3. All lectures who have given me their valuable through in teaching English for researcher during the process of academic years in TBI IAIN Padangsidimpuan.

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Last but not least, researcher just wants to say thank you very much for their helping, Allah bless them and IAIN Padangsidimpuan.

Padangsidimpuan, 28th May 2014

Researcher,



FITRI MORBEINI
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Name : Fitri Morbeini
Registration Number : 09 340 0041
The Title : AN ANALYSIS ON THE STUDENTS'
POSSESSIVES MASTERY AT GRADE VII SMP
NEGERI 4 PADANGBOLAK

ABSTRACT

This study is talking about the students' mastery in possessives at grade VII SMP Negei 4 Padangbolak. The purpose of this research is to describe the students' possessives mastery at grade VII SMP Negeri 4 Padangbolak, to identify the students' difficulties in possessives mastery at grade VII SMP Negeri 4 Padangbolak PALUTA, and to identify the students' causes of difficulties in possessives mastery at grade VII SMP Negeri 4 Padangbolak.

This research is conducted by qualitative research combines with quantitative research and type of this research is descriptive method. The research was done in SMP Negeri 4 Padangbolak. The population of the research was VII and the sample of the research was VII-2 grade in second semester. The instrument of data collection was test and interview.

Based on the result of the research, it was known that the students' possessives mastery at grade VII SMP Negeri 4 Padangbolak can be categorized into enough category, mean score 53,46%. The students' difficulties in possessives mastery at grade VII SMP Negeri 4 Padangbolak were; many students did not know about possessives, lack knowledge about characteristics of possessives, lack knowledge of grammar, lack focus while in studying English and poor vocabulary. The Students' Causes of Difficulties in Possessives Mastery at Grade VII SMP Negeri 4 Padangbolak were; many students were dislike in studying English, lazy study in their home, lack of exercise, lack of attention while studying in the school, boredom, lack of concentration, lack of enthusiasm, lack of motivation and interest in studying English.

Appendix 1

Nama :

Kelas :

TEST

Cross the best answer (X) a, b, c, d!

1. The door of my ... house is broken
a. friends's b. friend's c. friend d. friends
2. ... money lost in the canteen
a. my b. mine c. I d. me
3. The ... uniform are beautiful
a. students' b. student c. students d. students's
4. This bicycle car is ...
a. mine b. myself c. me d. my
5. My ... friend is my teacher
a. sisters b. sisters's c. sister's d. sister
6. ... television is broken
a. we b. our c. ours d. us
7. The ... hair is curly
a. girl b. girls' c. girls's d. girls
8. I shall go to my ... house
a. aunt b. aunt's c. aunts's d. aunts
9. The red one is ...
a. yours b. you c. your d. she
10. This is my grand ... house
a. parent b. parents' c. parents's d. parents
11. Wren and ... grammar is good our learning
a. Martin b. Martins's c. Martin's d. Martins'

26. Their team is stronger than ...
a. our b. ours c. us d. we
27. Look at those cars, ... is really ugly
a. they b. their c. theirs d. them
28. ... flag has two colors
a. our b. we c. us d. me
29. She forgot ... homework this morning.
a. she b. me c. her d. hers
30. The man is ... father
a. his b. he c. I d. himself
31. The cat is ...
a. he b. his c. we d. me
32. Santi washed ... hands
a. I b. his c. her d. she
33. ... is on the table
a. yours b. you c. your d. yourself
34. ... car did not start this morning
a. he b. she c. we d. his
35. The best writing is ...
a. hers b. she c. her d. he
36. This car is more beautiful than ...
a. we b. ours c. us d. our
37. ... ears is wide (elephant)
a. its b. it c. I d. me
38. This is my Al-qur'an and that is ...
a. she b. he c. her d. hers
39. Sarah's house is much bigger than ...
a. ours b. our c. we d. us

40. This ball is ...
a. they b. theirs c. their d. them
41. ... shoes lost on the class
a. mine b. me c. I d. my
42. They left ... car dress
a. they b. theirs c. their d. them
43. Our class is nice different than ...
a. he b. she c. we d. his
44. My book is on the table, and ... too
a. you b. your c. yours d. mine
45. That pen is ...
a. I b. me c. my d. mine
46. ... dog is very friendly
a. she b. her c. we d. mine
47. You tell me your dream, and I tell you ...
a. my b. me c. myself d. mine
48. That idea of ... is excellent
a. you b. yourself c. yours d. your
49. ... is the one beside it
a. ours b. our c. we d. us
50. My HP is more expensive than ...
a. theirs b. their c. them d. they

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a means of communication. People can communicate each other by using language. It brings idea, opinions, thoughts, and feelings. When Allah SWT wanted to say something, He had done it by language. We can see in holy Qur'an Surah Al-Baqarah verse 30:

وَإِذْ قَالَ رَبُّكَ لِلْمَلَائِكَةِ إِنِّي جَاعِلٌ فِي الْأَرْضِ خَلِيفَةً قَالُوا أَتَجْعَلُ فِيهَا مَنْ يُفْسِدُ فِيهَا وَيَسْفِكُ
الدِّمَاءَ وَنَحْنُ نُسَبِّحُ بِحَمْدِكَ وَنُقَدِّسُ لَكَ قَالَ إِنِّي أَعْلَمُ مَا لَا تَعْلَمُونَ ﴿٣٠﴾

Meaning: “And (mention, O Muhammad), when your Lord said to the angels, “Indeed, I will make upon the earth a successive authority.” They said, “Will you place upon it one who causes corruption there in and sheds blood, while we declare your prairie and sanctify you?” Allah said, “Indeed, I know that which you do not know”.¹

In this case, English is the first foreign language in Indonesia that is one of many languages in the world. English as one of the languages has been used as international language. It is used as a medium of communication in forum international meeting, as well as writing scientific books. In holy Qur'an Allah said that people must in learning other language. Language is the sign of His greatness; it can be seen in surah Ar-Rum verse 22:

¹Muhammad Muhsin Khan, *The Noble Qur'an in the English Language 1*, (Saudi Arabia: Islamic University Al-Munawwara, 1994), P. 8.

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوَالِدَاتُ إِذَا حَمَلْنَ فِي ذَلِكَ لآيَاتٍ
لِّلْعَالَمِينَ ﴿١٢١﴾

Meaning: “and among His signs are the creation of the heavens and the earth, and the difference of your languages and color of your skin. Verily in that are indeed signs for men of sound knowledge.”²

In Al-Qur’an explanation browsing knowledge is obligation Muslim in learning English. It can be seen in Hadis as Prophet Muhammad Said:

حدثنا هشام بن عمار. سنا حفص بن سليمان. سنا كثير بن ثنظير، عن محمد بن سيرين، عن أنس بن مالك، قال: قال رسول الله صلى الله عليه وسلم "طلب العلم فريضة على كل مسلم..."

Meaning: “Menceritakan kepada kami Hisam bin ‘Ammar, Huppas bin Sulaiman, Kusyairin bin Nazir dari Muhammad bin Syirin dari Anas bin Malik berkata: Rasulullah bersabda “menuntut ilmu adalah wajib bagi setian muslim...”³

“Said to Hisam bin ‘Ammar, Huppas bin Sulaiman Kusyarin bin Nazir from Muhammad bin Syirin from Anas bin Malik said: prophet said “Browsing knowledge is obligation by Muslim...”.

However, English is very much controlled, conditioned and regulated by grammar. In other word, grammar is a systematic study of scientific method which provides information and guidance necessary to learn a language. Hence, without

² Muhammad Taqi- Ud-Din Al- Hilali & Muhammad Muksin Khan, *the Noble Qur’an English Translation of the Holy Qur’an*, (Madinah, K.S.A: King Fahd Complex, 1419), P.542

³ Muhammad Puad Abdul Baqi, *Sunan Ibnu Madja, Zul Awwal Babul Muqoddimah*, (Beirut-Libanon: Dar Alkitab Ilmiah, 1994) p. 81.

taking recourse to grammar it is impossible for anyone to speak and write this language correctly.

Possessive is a part of grammar. In grammar, possessive is used to show the relationship between people and noun. The list of possessives is used to replace and to show ownership of something else. It is important to teach and learning English. Writing clear sentences requires learning the rules of English grammar and mechanics such as the correct use of possessives. Mastering grammar is an important point in language. Little mistakes in grammar can become a serious problem in writing English especially for the students of the English Department. Possessives concerns with possessive noun, possessive adjectives and possessive pronouns. The following illustration will present some significance of possessives in writing for correctly.

First, possessive is changing the form of a noun to indicate a relationship to another noun. Possessive indicate the relationship between an owner and something that is being owned. The possessive is form addition of an apostrophe s that relates to another noun to indicate what is being owned. Possessive noun is referring to people, countries or animals. However, the possessive form of noun that represent of time, natural phenomenon, political entities, and aggregates of people working together.

Second, we can show something belongs to somebody and for relations and friends. It is possessive adjective as showing parts of the body. Possessive adjective replace to the possessor and no things possessed. Everything that man or

boy possessor is his thing; everything that woman or girl possesses is her thing. Further, everything that an animal or thing possesses is its thing. In other word, we can indicate that a thing belongs to someone or that it is connected in some ways with someone.

Finally, we can refer possessive pronoun instead of a noun phrase. It indicates a relationship to a person or thing. When we talk about people and things on English we can say this possession to other people but they not said or repeated things. It is very simply modify of a noun phrase. Then, we can be used to contrast two things of the same type which belong to or associated with different people. It is based on the subject pronouns and indicates to the person or persons to whom they refer.

Based on the illustrations above that mastery of possessives is necessary for everybody to indicate ownership. However, possessives mastery is problematic at SMP Negeri 4 Padangbolak. The mastering of possessives is a subject material of junior high school. Before, the students improve their mastering English grammar. They should be learnt basics English grammar especially possessives. It is one of the obligatory subjects taught formal to the students since elementary school up junior high school.

The actual fact is revealed that many problems found in the school. The first, Based on achievement of the students in English is not standard on the students' test result. Passing grade of junior high school is 75 for all subjects of English included possessive mastery. It is hoped that they are expected to get the average

75. However the data found at SMP Negeri 4 Padangbolak reveals the average of the students' English achievement of grade VII-A : 72, grade VII-B : 70 and grade VII-C : 68. There are many students made mistakes of writing on the possessives and to use their function. So, many students got poor understanding on possessives mastery.

Second, based on the interview with students Juita Fitriani Harahap at grade VII said that "students' difficulties is the teacher did not clearly taught possessives and to use their function."⁴ So, the students are unable to use them properly. However, the teacher should be able to create an interesting method and technique in order to obtain a good result and to avoid the student boredom. Besides that, the teacher also seemed paying less attention taught subject material to students to easy in learning English.

In addition, students SMP Negeri 4 Padangbolak also found that many students had lack motivation and attention to learn English well. Based on the researcher interview with Yusma Siregar, S.Pd. as English teacher in SMP Negeri 4 Padangbolak, she said that "not all students interested in learning English."⁵ However, learning English had been studied in elementary school but in the fact many students have less attention to learn English. So, they could not speak and write English correctly especially at grade VII SMP Negeri 4 Padangbolak.

⁴ Juita Fitriani Harahap, Students of SMP Negeri 4 Padang Bolak, *Interview*, at 15th November 2013.

⁵ Yusma Siregar, S.Pd, English Teacher of SMP Negeri 4 Padang Bolak, *Interview*, at 15th November 2013.

In view of above explanations, the researcher is interested in doing research on the students' mastery in possessives and their functions. It is expected that the problems in using possessive noun, possessive adjective and possessive pronoun to their functions can be analyzed in order to find the important information for the teacher to know the students' quality of possessives mastery. Besides that, the researcher wants to get more knowledge about English language. In holy Quran also had been explained well about people's prestige which had knowledge. God will give good position which had science in his live. It can be seen in holy Qur'an surah al-Mujadilah verse 11:

يٰۤاَيُّهَا الَّذِيْنَ ءَامَنُوْا اِذَا قِيْلَ لَكُمْ تَفَسَّحُوْا فِى الْمَجْلِسِ فَاَفْسَحُوْا يَفْسَحِ اللّٰهُ لَكُمْ وَاِذَا قِيْلَ اَنْشُرُوْا فَاَنْشُرُوْا يَرْفَعِ اللّٰهُ الَّذِيْنَ ءَامَنُوْا مِنْكُمْ وَالَّذِيْنَ اٰتُوْا الْعِلْمَ دَرَجٰتٍ وَاللّٰهُ بِمَا تَعْمَلُوْنَ خَبِيْرٌ

Meaning: "Hi the peoples who believe! When ye told to make room in the assemblis, spread out and make room: ample room will Allah provide for you. And when ye are told to rise up. Allah will rise up, to suitable ranks and degrees, those of you who believe and who have been granted knowledge and Allah is well acquainted with all ye do."⁶

Based on the explanation above, researcher entitles this research by **“An Analysis on the Students' Possessives Mastery at Grade VII SMP Negeri 4 Padangbolak”**.

⁶ Abdallah Yousuf Ali, *The Glorious Qur'an*, (Dar El-Fikri, Beirut: 2009), P. 495

B. Identification of the Problem

Based on the background above, problems concerns with possessives mastery at SMP Negeri 4 Padangbolak were: 1) Test result of the many students is not standard, 2) Many teacher not clearly to teach possessives and to use their function, and 3) The many students lack motivation and attention in learning English.

C. Formulation of the Problem

From the focus on the explanation above, the researcher formulated the research problem as follows:

1. How is the student's possessives mastery at the grade VII SMP Negeri 4 Padangbolak?
2. What are the students' difficulties in possessives mastery at the grade VII SMP Negeri 4 Padangbolak?
3. What are the students' causes of difficulties in possessives mastery at grade VII SMP Negeri 4 Padangbolak?

D. Focus of the Research

Based on the formulation of the problem, there were many problems in possessives mastery. The researcher focused the problem to make it clearly. The researcher only focused about possessives mastery concerns with possessive noun, possessive adjective, and possessive pronoun. So, this research focused to describe possessives mastery and their function at SMP Negeri 4 Padangbolak grade VII in second semester the academic years 2013/2014.

E. The Purpose of the Study

Based on the focus of the problem the researcher made the purpose of the research. So the purposes of the research are follows:

1. To describe the students' possessives mastery at grade VII SMP Negeri 4 Padangbolak.
2. To identify the students' difficulties in possessives mastery at grade VII SMP Negeri 4 Padangbolak.
3. To identify the students' causes of difficulties in possessives mastery at grade VII SMP Negeri 4 Padangbolak.

F. The Significant of the Study

The researcher hoped this research can be useful for:

1. The research can contributions to the students, it can be used a source of information to use possessives. Then, to increase the students' motivation to study English.
2. To give some contributions for English teacher to improve the quality in teaching English possessive in junior high school. Also, to be input in teaching learning process to get successful learning possessives. Information to English teacher of SMP about the students' difficulties in mastering possessives.
3. To enrich the writer and readers skills to know the English grammar and structure well especially possessive. The result of the research is hoped to

help out the researcher who will investigate further research in the same subject as reference.

G. Definition of the Key Terms

To avoid the vagueness and misunderstanding between the researcher and reader the terminologies as followed:

1. Analysis is the study of something by examining, its parts and their relationship.⁷ From the definitions above, it can be concluded that analysis is the study about something to find out the real situation. So, analysis is finding the result of study the students at grade VII in SMP Negeri 4 Padangbolak.
2. Mastery is complete control or knowledge.⁸ It could be taken the conclusion that mastery is complete knowledge or great skill in comprehending and using the knowledge or skill. So, mastering in this research means the great skill in comprehending of the student at grade VII SMP Negeri 4 Padangbolak.
3. Possessive is showing possession or ownership.⁹ Possessives are a structure used to show possession. So, based on the definition above, the researcher concludes that possessive is show possession.

⁷ A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 1974), P. 41.

⁸ *Ibid*, P. 523.

⁹ *Ibid*, P. 650 .

4. SMP Negeri 4 Padangbolak is names of the formal school that acronym of Junior High School Negeri 4 Padangbolak. It is located at Siunggam sub district Padangbolak, regency of Padang Lawas Utara, North Sumatra. So, in this research researcher made SMP Negeri 4 Padangbolak.

Finally, the researcher concluded the terminologies that researcher wanted to find out the real situation of the students' possessives mastery at grade VII SMP Negeri 4 Padangbolak.

H. Outline of Thesis

The outline of the scrip included in to five chapters, they are:

The first chapter is an introduction that consists of the background of the problem, identification of the problem, formulation of the problems, focus of the problem, purpose of the research, significant of the research, and definition of key terms and outline of the thesis

The second chapter is a theoretical description consists the theoretical of possessives, the definition of possessives, types of possessives and their function, the use of possessives, the evaluation of possessives, definition of students' mastery, review related findings, and conceptual framework.

The third chapter is the research methodology that consists of setting the research, research design, place and time of research, the population and sample, instrument of collecting data, techniques of collecting data analysis, techniques of data analysis and technique of data trustworthiness.

The fourth chapter is the result research that finding consists of an analysis on the students' possessives mastery at grade VII SMP Negeri 4 Padangbolak, the students' difficulties in possessive mastery at grade VII students SMP Negeri 4 Padangbolak, and the students causes of difficulties in possessives mastery at grade VII SMP Negeri 4 Padangbolak.

The fifth chapter is a consisting of conclusions and suggestions from researcher.

CHAPTER II

THEORETICAL DESCRIPTION

A. Students' Mastery

Hornby states that "Students are a person who is studying in a university or college".¹ While in Indonesia dictionary the student is a learner especially on the grade of elementary, junior and senior high school. Furthermore, Ramayulis states that "Student is member of society that effort is the member of society that effort to develop his/her self through education level process and kind of certain education".²

Then mastery comes from the word master. Master is a person skill and able in some work, profession, science. Furthermore, mastery is the expert skill or knowledge.³ On oxford advanced learner dictionary by Hornby states that mastery is comprehension or capability to use knowledge or skill.⁴

Based on above definition, the researcher concludes that the students' possessives mastery is a power level of skill or intelligence of a person that indicate the relationship between people and things who is studying in a university or college on performs something.

¹ A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 1974), P. 721.

² Ramayulis, *Ilmu Pendidikan Islam*, (Jakarta: Kalam Mulia, 2010) , P. 169.

³ A.S. Hornby, *Op. Cit.*, P. 833.

⁴ *Ibid*, P. 721.

B. Possessives

1. Definition of Possessives

In this case, the researcher discuss about definition of possessives. Possessive is mean show possession of something else. A possessive form is a word or grammatical construction used to indicate a relationship in possession in a broad sense. According to Hornby that “Possessive is show ownership”.⁵ Showing ownership should be combined people and noun. Further, Collins states that “Possessives are used to indicate the relationship between people and things”.⁶ They can be used to modify a noun or as complements of a link verb. So, Possessives are used to show the relationship between people and noun to modify a noun or as complements of a link verb.

Based on the explanation above, it can be known that possessive is a word as rules to show ownership in the grammatical. It is refer to relationship between people and noun. Three types of possessives concerns with possessive noun, possessive adjective, and possessive pronoun.

⁵ *Ibid*, p. 650.

⁶ Collins Cobuild, *English Grammar*, (London: Harper Collins publishers, 1990), p. 62.

2. Types of Possessives

a. Possessive Noun

According to Jayanthi that “Possessive noun is a noun with used an apostrophe and (s) or a pronoun which indicates possession”.⁷ Possessive noun is to show that a person possesses something, add an apostrophe (') and –s to a singular noun and to add an apostrophe (') at the end of a plural noun (after the s).⁸ Moreover, Collins states that” One way of specifying something is by saying who or what it belongs to or associated with. The ways of expressing possession with a noun group, typically by using a structure based on apostrophe s ('s). When an apostrophe s ('s) is added to a noun or name it is called the possessive form”.⁹

Next, according to Robert Krohn that “The possessive form of the noun phrase referring to an animal or a person is made by addition the suffix –'s (an apostrophe s) in the end of the noun phrases”.¹⁰ A possessive noun formed with an apostrophe always relates to another noun that indicates what is being owned. In addition, Martin state that “The form of the possessive noun, they are; making the possessive form of nouns in

⁷ Jayanthi Dakhina Murty, *Contemporary English Grammar*, (New Delhi: Book Palace, 1998), P. 29.

⁸ Azar Betty Schramper & Stacy A. Hagen, *Basic English Grammar*, (New Jersey: Prentice-Hall), P. 436.

⁹ Collins, *Op. Cit*, P. 102.

¹⁰ Robert Krohn, *English Sentence Structure*, (Indonesia: Binarupa Aksara, 1970), P. 35.

writing, they add (' and 's) to singular nouns and to irregular plurals that do not end in –s”.¹¹

According to A.J. Thomson & A.V. Martinet that “The form of possessive noun”,¹² they are:

- 1) An apostrophe –s (’s) is used with singular nouns and plural nouns not ending in –s:
Ex: A man’s job
- 2) A simple apostrophe (’) is used with plural nouns ending in –s:
Ex: The students’ hostel
- 3) Classical names ending in –s usually add only the apostrophe:
Ex: Pythagoras’ theorem
- 4) Other names ending in –s can take ’s or the apostrophe alone:
Ex: Mr. Jones’s (or Mr. Jones’ house)
- 5) With compounds, the last word takes the ’s:
Ex: My brother in law’s guitar

b. Possessive Adjective

Before the researcher discuss about possessive adjective and possessive pronoun, it is better to explain the pronouns in detail, because the possessive adjective and possessive pronoun is formed by pronoun.

¹¹ Martin Hewings, *Advanced Grammar in Use A Self-Study Reference and Practice Book for Advanced Learners of English*, (Jakarta: Erlangga, 2001), P. 106.

¹² A.J. Thomson & A.V. Martinet, *A Practical English Grammar*, (London: Oxford University Press, 1985), P. 29-30.

Wren & Martin states that “Pronouns are words that are used instead of a noun”.¹³ Pronoun as a word that takes the place of a noun is applicable to some types of pronouns but not to other. Those pronouns that are actual substitutes may refer not only to a preceding noun –its antecedent but to a larger part of a discourse that precede.¹⁴ Furthermore, a pronoun is used to replace the words for people, places, or things.

Table 1

Form of the Pronouns and the Function in the Sentence

Subject pronoun	Object pronoun	Possessive adjective	Possessive pronoun	Reflexive pronoun
Singular I You He She It	Me You Him Her It	My Your His Her Its	Mine Yours His Hers -	Myself Yours Himself Herself Itself
Plural We You They	Us You Them	Our Your Their	Ours Yours Theirs	Ourselves Yourselves Themselves

Based on the explanation above, Pronoun is most important to mastery because they are referred most to people and to things. Talking about possessive adjectives and possessive pronoun is not much different. The word pronoun relates to persons. Possessive adjective as the following charts shows, are derived from these personal pronoun and express the idea

¹⁴ Marcella Frank, *Modern English A Practical Reference Guide*, (New York: Prentice-Hall, Inc, 1972), P. 20.

of possession with expectation of it, all of them relate to people. However, the possessive form of personal pronouns are not write with ('s).

Jayanthi states that “Possessive adjective use to talk about an ownership or possessions”.¹⁵ Possessive adjectives also known as possessive determiners; are a part of speech that modifies a noun by attributing possessive. Then, Slamet Riyanto states that “Possessive adjectives are words that are used to express possessions. They cannot stand alone. But they are followed by a noun”.¹⁶ They were; my, your, his, her, its, our, their. The possessive *its* is used only with a noun following and do not take apostrophe.

c. Possessive Pronoun

Collins states that “When you are talking about people or thing, you often want to in what way they are connected with each other. These are several different ways in which you can do this, but you most often do it by using a possessive pronoun to indicate that something belongs to someone or is associated with them”.¹⁷

Possessive pronouns are words used to express possession. They can stand alone. They are not followed by a noun.¹⁸ Possessive pronouns

¹⁵ Jayanthi Dakhina Murty, *Op. Cit*, P. 34.

¹⁶ Slamet Riyanto & Emilia & Leila, *A Handbook of English Grammar*, (Yogyakarta: Pustaka Belajar, 2009), P.19.

¹⁷ Collins Cobuild, *Op. Cit*, P. 23.

¹⁸ Slamet Riyanto & Emilia & Leila, *Op. Cit*, P. 22.

replacing possessive adjectives and add noun. Possessive pronouns are cannot precede a noun. A noun is understood from the context and is not repeated. They were; mine, yours, his, hers, ours, theirs.

3. The Use of Possessives

a. The Use of Possessive Noun

According to Jayanthi that use of the possessive noun, they were;

- 1) Possessive noun is used with living things.

Ex: President's car

- 2) The possessive noun is used with personified objects.

Ex: Indonesia's leader

- 3) The possessive noun is used with nouns denoting time/space/weight.

Ex: a month's salary

- 4) With the names of buildings such as house/ school/ college/ shop/ hospital/ theatre.

Ex: I shall go to my aunt's. (house)

- 5) The possessive noun is used with some phrases.

Ex: at finger's ends

- 6) The possessive noun is also to express authorship/ origin/ kind besides possession.

Ex: Keat's poetry (poetry written by Keats).¹⁹

¹⁹ *Ibid*, P. 31.

Martin states that “An apostrophe “s” can use the possessive form of a noun with people or groups of people, other living things, places and times. Furthermore, to make the possessive form of names ending in –s (pronounced /z/) they can add either ’ or ’s and sometimes they add ’s to the last word of a noun phrase, which may not be a noun”.²⁰

b. The Use of Possessive Adjective

Possessive adjective used to the same form for singular and plural nouns. According to Collins that “Using possessive adjective in front of nouns which refer to object and things which things which can be own”.²¹

Ex : Mary washed her hands

Refer to the hands which belong to Mary

Possessive adjectives also used in front of many other types of noun. Sometimes, the possessive adjective does not always indicate that what follows them is actually possessed by someone. But, they are connected or associated with them in some way.

Ex : it’s their teacher who has workshop in the office

Refer to the teacher which belongs to them

In addition, Possessive adjective in front of a noun which refers to an action in order to indicate who or what is doing the action.

²⁰ Martin, *Op. Cit*, P. 106.

²¹ Collins, Cobuild, *Op. Cit*, P. 23.

Ex : I do not understand your explanation.

Refer to the explanation which belongs to you

c. **The Use of Possessive Pronoun**

Collins states that “Using possessive pronouns when talking about the same type of thing that has just been mentioned but want to indicate that it belongs to someone else”.²²

Ex : My book is on the table, and yours is too

Yours refer to book and indicate that it belongs to her/his

Possessive pronouns are often used to contrast two things of the same type which belong to or are associated with different people.

Ex : Sarah’s house is much bigger than ours

Ours refer to house and indicate that it belongs to them

Besides that, possessive pronoun can be used in prepositional phrases beginning with of to qualify a noun group. Its structure suggests that you are talking about one of a group of things. Some nouns are almost always used with a possessive, that is a possessive determiner, 's, or a prepositional phrase beginning with ‘of’, because you have to indicate who or what the thing you are talking about relates to or belongs to.

²² *Ibid*, P. 32.

4. The Evaluation of Possessives

a. Evaluation of Possessive Noun

Possessive noun is show that something belongs to or is associated with someone by adding 's to the name of the person and place. The possessive form used in front of the thing that belongs to them, or is associated with them.

('s) : Linda's a laptop.

Apostrophe s ('s) refer to Linda own a laptop

(') : Students' book

Apostrophe (') refer to students own mastery.

b. Evaluation of Possessive Adjective

Possessive adjective is refer to the possessor and do not thing possessed are the form of possessive adjective is followed by a noun, they do not stand alone. It can be seen the example below:

My : my mobile phone is on the table

My is the possessive adjective of the possessor mobile phone

Your : your chair is in the back corner

Your is the possessive adjective of the possessor chair

His : his bag is on the table

His is the possessive adjective of the possessor bag

Her : her book is loose on the table

Her is the possessive adjective of the possessor book

Its : its body consists of three colors

Its is the possessive adjective of the possessor body

Our : our book has three colors

Our is the possessive adjective of the possessor book

Their : their sister is clever

Their is the possessive adjective of the possessor sister

c. Evaluation of Possessive Pronoun

Possessive pronoun is same as possessive adjective but the form of possessive pronoun not followed by a noun. Possessive pronouns replace possessive adjectives and noun. Possessive pronoun stands alone. There is no pronoun *it*. It can be seen in the example below:

Mine : the pen is mine

Mine is the possessive pronoun show possession that means my pen.

Yours : the red one is yours

Your is the possessive pronoun show possession that means your red one

Hers : the best writing is hers

Hers is the possessive pronoun show possession that means her writing

His : the cat is his

His is the possessive pronoun show possession that means his
cat

Ours : their team is stronger than ours

Ours is the possessive pronoun show possession that means our
team

Theirs : this ball is theirs

Theirs is the possessive pronoun show possession that means
their ball.

Table 2

The indicators of Possessives

No.	Types of Possessives	The elements of possessives
1.	Possessive noun	's ,
2.	Possessive adjectives	My Your His Her Its Our Their
3.	Possessive pronouns	Mine Yours His Her Ours Theirs

C. Review of Related Finding

Related to this research, some researcher had been done as below: a thesis of Nurisma Simbolon in UMTS Padangsidempuan 2011 with entitled “An analysis on the grade students’ ability in using possessive pronoun of SMP Negeri 4 Sipirok in 2010-2011 academic years”.²³ This research used qualitative method and the type of this research categorized into descriptive type. She concludes this research that the students’ ability in using possessive pronoun was sufficient.

Second, a thesis of Nunik in UMP Palembang entitled “An analysis of students’ abilities in using English personal pronoun and their functions in the second grade of SMP Xaverius 2 Palembang”.²⁴ The concluding of her research is the ability of students’ abilities in using English personal pronouns and their functions is enough. The researcher used close test to collect the data and descriptive analysis techniques (percentages) to analyze the data. Based on the findings, in general, 59,69 % (57 students) were categorized into enough category.

Third, a thesis of Deli Warni in UGN Padangsidempuan 2006 with entitled “Ability of the grade VII students at Mts YPKS Padangsidempuan in mastering

²³ Nurisma Simbolon, “An Analysis on the Grade Students’ Ability in Using Possessive Pronoun of SMP Negeri 4 Sipirok in 2010-2011 Academic Years”, (Thesis UMTS Padangsidempuan , 2011).

²⁴ Nunik, “An Analysis of Students’ Abilities in Using English Personal Pronouns and Their Functions in the Second Grade of SMPN 3 Kuripan”. (Thesis UMP Palembang,2010)

personal pronoun”.²⁵ The result of her research 58,33 % into sufficient category. The researcher used qualitative research and type of this research is descriptive method.

Based on the research above, there is relation between this title and Nurisma Simbolon , Nunik and Deli Warni’s thesis. The first researchers mentioned above research about “An analysis on the grade students’ ability in using possessive pronoun of SMP Negeri 4 Sipirok in 2010-2011 academic years. The second, researcher mentioned above research about an analysis of students’ abilities in using English personal pronoun and their functions in the second grade of SMPN 3 Kuripan. The third, researcher mentioned above research about ability of the grade VII students at Mts YPKS Padangsidimpuan in mastering personal pronoun.

Based on the above, the similar of this thesis that topic of titles used to analysis, replacing of noun and using in level SMP, whereas the different of this thesis that ability and mastery, school of research and also kind of the research and types of the research. So, the researcher research was An Analysis on the Students’ Possessives Mastery at Grade VII SMP Negeri 4 Padangbolak.

D. Conceptual Framework

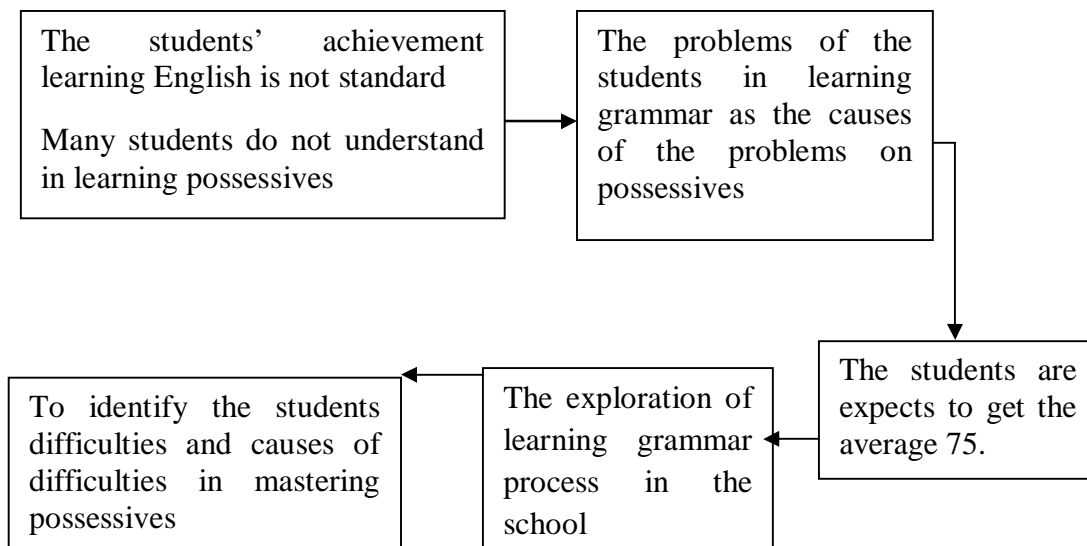
From theoretical above, conceptual framework is important used to show a certain assumption about research topic in order to arrange or organize the research problem, resolution, and its evidence criteria. Actually Possessives are used to show

²⁵ Deli Warni “Ability of the grade VII students at Mts YPKS Padangsidimpuan in mastering personal pronoun”. (Thesis UGN Padangsidimpuan, 2006)

the relationship between people and noun. Possessives should be master by students. Because, possessives is important to use indicate things and noun. It is showing possession. Furthermore, possessive concerns with possessive noun, possessive adjective, possessive pronoun. Possessive adjective is not much different from possessive pronoun.

Finally, possessive is very important to know by students, because possessives are the structure to show possession that important to know indicate between noun and things that is often uses both in speaking and writing in daily life.

Picture I
Histogram of Framework Conceptual



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Based on the method, the researcher used combines between qualitative and quantitative research and type of the research is descriptive method. According to L.R. Gay & Peter Airasian states that “Qualitative research sometimes combines qualitative (e.g. interview) and quantitative (e.g. test score) data in studies, resulting in the need for statistical analysis”.¹ So, the process is easier and better with more careful, complete and systematic. Qualitative research approach is based on the collection data and analysis of non numerical data such as observations, interviews, and other more discursive sources of information”.¹

The method of research is descriptive method. Winarno surakhman state that “Metode deskriptif adalah penyelidikan yang menentukan dan mengalokasikan penyelidikan dengan teknis, angket, observasi, atau teknis tes, studi kasus waktu dan gerak analisis kooperatif atau operasional”.² (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). So, Descriptive research is a descriptive study determines and describes the way things are.

¹ L.R. Gay & Peter Airasian, *Educational Research: for Analysis and Application*, (USA: Prentice Hall, Incorporate, 2000), P. 109.

² Winarno Surakhmad, *Pengantar Penelitian Ilmiah, Dasar Metode dan Teknik*, (Bandung: Tarsito, 1982), P. 139.

Based on the explanation above, the researcher described an analysis on the students' possessives mastery at grade VII SMP Negeri 4 Padangbolak and collected the data in this research.

B. Place and Time of Research

This research has been done at SMP Negeri 4 Padangbolak. It is located at Jl. Gunung tua-Padangsidimpuan 13 Km, at Siunggam, Sub-district Padangbolak, regency of Padang Lawas Utara, North Sumatra. The subject of research is students of grade VII SMP Negeri 4 Padangbolak in 2013-2014 academic years. This research held on May 2013 up to May 2014.

C. Population and Sample of the Research

1. Population of the Research

The population of this research is the students of the grade VII SMP Negeri 4 Padangbolak in the second semester, although they have got the materials about the possessives in the first semester. The students' knowledge about possessives in the second years is deeper than students in the first year. The researcher conducts the research in the second semester of 2013-2014 academic years. They divided into to three classes. They are 84 students that consisted of 43 male and 41 female students.

Table 3

The Population of the Students

No	Grade	Male	Female	Total
1	VII-1	15	11	26 students
2	VII-2	17	13	30 students
3	VII-3	11	17	28 students
	Total	43	41	84 students

2. Sample of the Research

Sample is the part of population that is taken to be investigated. According to L.R. Gay & Peter Airaian that “Sampling is the process of selecting a number of individuals for a study in such a way that they represent the longer group from which they were selected”.³ Finally, the researcher took one grade only of the population the grade VII-2 SMP Negeri 4 Padangbolak as sample of this research. So, from the total of population the researcher used purposive sampling technique.

D. Instrument of Collecting Data

The instruments of collecting data are:

1. Test

To complete the data of this research, the researcher used test as the first instrument of the research to collect the data need. The first instrument of the

³ L.R. Gay & Peter Airasian, *Op. Cit*, P. 121.

research is multiple choice tests. Further, the materials of possessive that tests are: possessive noun, possessive adjective, and possessive pronoun.

Table 4
The Indicator of Tests

No	Indicator	Sub indicator	Item	Number item	Score
1	Possessive noun	- 's	4	1,5,8,11	2
		- '	4	3,7,10,15	2
2	Possessive adjective	-My	3	2, 16, 41	2
		-Your	3	13, 19,23	2
		-His	3	22, 25,30	2
		-Her	3	12, 29,32	2
		-Its	3	18, 24,37	2
		-Our	3	6, 21, 28	2
		-Their	3	14,20,42	2
3	Possessive pronoun	-Mine	3	4, 17,45,47	2
		-Yours	3	9,33,44,48	2
		-His	3	31,34,43	2
		-Hers	3	35,38,46	2
		-ours	3	26,36,39,49	2
		-theirs	3	27,40,50	2
Total			50	50	100

2. Test Analysis

a. Validity of the test

The researcher used content validity. Actually, content validity is the degree to which a test measures an intended content are. So, the researcher showed the test to validator as a specialist test to measure the test to be valid.

b. Reliability of the test

Reliability of the test refers to internal consistency of measurement. The scoring of the possessives test involved the subjectivity. To find reliabilities of multiple choice tests, the researcher used the formula of K-R. 20 as follow⁴:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S_t^2 - \sum pq}{S_t^2} \right)$$

Where :

r_{11} : test reliability

n : Sum of the test items

1 : constant numeral

$\sum pq$: sum of times p and q

p : proportion subject test of true answer

q : proportion subject test of false answer

S_t : standard deviation of the test

The result of calculation of test reliability (r_{11}) interprets with two criterions as follows:

1. If r_{11} higher than 0,70, so result of the test is reliable.
2. If r_{11} smaller than 0,70, so result of the test is unreliable.⁵

⁴ *Ibid*, P. 65.

⁵ Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta: 2009, PT RajaGrafindo Persada), P. 209.

The researcher did the test to students, there were 20 students. Based the result reliability of the test is reliable. It can be known that the result of the test 0,97. (See appendix II). Based on the above, r_{11} is $0,97 \geq 0,70 =$ reliable. So, the test is reliable.

3. Interview

While the concept of an interview study seems straight forward, it can be a complex and difficult undertaking when the gender, cultures, and social lines of the interviews and participant are quite different. Finally, the researcher was interview to students for getting data about difficulties in using possessive noun, difficulties in using possessive adjective, and difficulties in using possessive pronoun. Then, the causes of difficulties in using possessive noun, causes of difficulties in using possessive adjective, and causes in using possessive pronoun in grade VII SMP Negeri 4 Padangbolak.

Kinds of interview in this research are;

- a) Open- ended
- b) Spontaneous
- c) Closed ended.⁶

Generally, qualitative interview are free flowing and open-ended, with the interviewer to clarify and extend the participant's comments. So, researcher used kind of interview open-ended.

⁶ L.R. Gay & Peter Airasian, *Op. Cit*, P. 220.

E. The techniques of collecting data

The techniques for collecting data with the test as follows:

1. Gave the test with multiple choices to all of students in grade VII-2 with correctly.
2. The researcher asked the students to do test and the researcher looked after the students during the test time.
3. After students finished answer the test, then the researcher collected their answer to be analysis.

The techniques for collecting data with the interview as follows:

1. The researcher done interview to get data of some students from sample of the research. They were ten students.
2. The researcher asked the students about difficulties of possessives.
3. The researcher also asked the students what the causes of difficulties possessives.
4. After students finished answer the interview, then the researcher has done analysis their answer.

F. Technique of Data Analysis

In analysis data of this research is to know the mastery students' in using possessives. The researcher conducted by steps. Further, after the researcher distributed the tests for students also the researcher gave their score based on their correct answers.

After collecting the data, the researcher analyzed the data by using some steps. They are:

1. Checked all collective data.
2. Counted sum of the true from students' answer and then classify them based on their score.
3. Calculated their result (mark) by using mean score.
4. The percentage of students' possessive mastery analyzed by the following formula:

$$P = \frac{f}{N} \times 100\%$$

Explanation: f: frequency

N: Sum of the students

P: Percentage⁷

5. After calculated and scoring students' answer sheets then their score are consulted in to the classification quality and the table below:

Table 5

The Classification Quality of the Students' Score⁸

Interval	Predicate
0-20	Very low
21-40	Low
41-60	Enough
61-80	Good
81-100	Very good

⁷ Anas Sujino, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 1991), P. 40.

⁸ Riduan, *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Peneliti Pemula*, (Bandung: Alfabeta, 2005), P. 89.

Finally, the researcher summarized the process qualitative data analysis through six stages as suggest by Creswell as in the following.⁹

1. The researcher organized and prepared the data for analysis. This involves transcribing interview, scanning material, typing up fields notes, or sorting and arranging the data info different types depending on the sources of information.
2. The researcher read all the data, this way does by obtain a general sense of the information, and reflecting on its overall meaning.
3. The researcher used detail analysis with a coding process it is process of organizing material before bringing meaning to those chunks. It involves taking text data into categories, and labeling those with a term.
4. The researcher used coding process to generate a description of the setting or people as well as categories for analysis. Description involves a detail rendering of information about the notes. Then, researcher uses this to generate themes or categories. Beyond identifying the themes during the coding, researcher build additional layers of complex analysis.
5. The researcher advanced how the description and themes represent in the qualitative narrative. This might be discussion that mentions a chronology of events, the detail discussion of several themes or inter-connecting themes.

⁹ John W. Creswell, *Research Design : Qualitative, Quantitative and Mixed Methods Approaches*, (USA: Sage Publication, 2003), P.191-192.

6. Finally, the researcher made interpretation or meaning of the data. Researcher's personal interpretation mean derive from a comparison of the finding with information glean from the theories.

G. The Technique of Data Trustworthiness

Trustworthiness in qualitative research is very important because checking to the trustworthiness of the data is use to contradict the assumption of qualitative research is not scientific. There are nine techniques to determine the data trustworthiness state by Lexy J. Moleong as:

1. The extension of participation is the extension not only done at the short time, but need the long time.
2. The application of the research the researcher must do the research with careful, detail and continuous to the object the research.
3. Triangulation is the technique of the checking data trustworthiness that using something beside the data to verification or as a comparison data.
4. Checking with friends through discussion is done with expos the interim result or the final result that gotten in the discussion with friends.
5. Analyze the negative causes is the research collects example and inappropriate cases with the model and inclination of information that have collected a used as a substance of comparison.
6. The adequate and referential are tools of them, which using the free time to compare the result of the research with critics and collected.
7. Checking the member is the most important in checking credibility.
8. The detail description is a technique to demand the researcher to report of his/her research result, so description is done carefully and accurately to draw the context of the research.
9. Auditing is used to check the truth and certainty of data, this point is done well to the process or result and extent.¹⁰

¹⁰ Lexy J. Moleong, *Methodology Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2006) ,P. 175-183.

From the all techniques to determine the data trustworthiness, the researcher used eight number is the detail description. The detail description is a technique to demand the researcher to report of draw the context of the research. So, the researcher was description the data with carefully and accurately.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This research was conducted at SMP Negeri 4 Padangbolak. The located of the school at Siunggam Village, Jl. Gunung Tua-Padangsidimpuan Km-13, in Padangbolak Sub district, North Sumatera.

The specific findings in this research were consisted of the answer for formulation of the problem that was discussed in the chapter 1. They were some factual, idealities and realities in the field that were found by the researcher. So, the researcher described them below:

1. The Students' Possessives Mastery at Grade VII SMP Negeri 4 Padangbolak.

States the previous chapter that the instrument of this research was test. In this case, the results of score students have answered the questions about possessive noun, possessive adjective and possessive pronoun in sentences can be seen below:

a. Possessive Noun

1) Apostrophe 's

The result of answer of students for question number 1, it can be known that students who choose (friend's) in sentence were 16 students (53%) and whereas, there were 14 students (47%) not chosen correct answer.

For question number 5, it can be known that students who choose "sister's" in sentence were 16 students (53%) and whereas, there were 14 students (47%) not chosen correct answer.

For question number 8, it can be known that students who choose "aunt's" in sentence were 18 students (60%) and whereas, there were 12 students (40%) not chosen correct answer.

For question number 11, it can be known that students who choose "Martin's" in sentence were 16 students (54%) and whereas, there were 14 students (46%) not chosen correct answer.

2) Apostrophe '

For question number 3, it can be known that students who choose (students') in sentence were 13 students (43%) and whereas, there were 17 students (57%) not chosen correct answer.

For question number 7, it can be known that students who choose (girls') in sentence were 15 students (50%) and whereas, there were 15 students (50%) not chosen correct answer.

For question number 10, it can be known that students who choose (parents') in sentence were 17 students (57%) and whereas, there were 13 students (43%) not chosen correct answer.

Then, for question number 15, it can be known that students who choose (boys') in sentence were 10 students (34%) and whereas, there were 20 students (66%) not chosen correct answer.

b. Possessive adjective

1) My

For question number 2, it can be known that students who choose "my" in sentence were 21 students (70%) and whereas, there were 9 students (30%) not chosen correct answer.

For question number 16, it can be known that students who choose "my" in sentence were 27 students (90%) and whereas, there were 3 students (10%) not chosen correct answer.

For question number 41, it can be known that students who choose “mine” in sentence were 25 students (83%) and whereas, there were 5 students (17%) not chosen correct answer.

2) Your

For question number 13, it can be known that students who choose “yours” in sentence were 17 students (57%) and whereas, there were 13 students (43%) not chosen correct answer.

For question number 19, it can be known that students who choose “your” in sentence were 15 students (50%) and whereas, there were 15 students (50%) not chosen correct answer.

For question number 23, it can be known that students who choose “your” in sentence were 10 students (33%) and whereas, there were 20 students (67%) not chosen correct answer.

3) His

For question number 22, it can be known that students who choose “his” in sentence were 16 students (53%) and whereas, there were 14 students (47%) not chosen correct answer.

For question number 25, it can be known that students who choose “his” in sentence were 15 students (50%) and whereas, there were 15 students (50%) not chosen correct answer.

Then, for question number 30, it can be known that students who choose “his” in sentence were 13 students (43%) and whereas, there were 17 students (57%) not chosen correct answer.

4) Her

For question number 12, it can be known that students who choose “her” in sentence were 15 students (50%) and whereas, there were 15 students (50%) not chosen correct answer.

For question number 29, it can be known that students who choose “her” in sentence were 15 students (50%) and whereas, there were 15 students (50%) not chosen correct answer.

For question number 32, it can be known that students who choose “her” in sentence were 13 students (43%) and whereas, there were 17 students (57%) not chosen correct answer.

5) Its

For question number 18, it can be known that students who choose “its” in sentence were 18 students (60%) and whereas, there were 12 students (40%) not chosen correct answer.

For question number 24, it can be known that students who choose “its” in sentence were 20 students (66%) and whereas, there were 10 students (34%) not chosen correct answer.

For question number 37, it can be known that students who choose “its” in sentence were 20 students (67%) and whereas, there were 10 students (33%) not chosen correct answer.

6) Our

For question number 6, it can be known that students who choose “our” in sentence were 16 students (53%) and whereas, there were 14 students (47%) not chosen correct answer.

For question number 21, it can be known that students who choose “our” in sentence were 11 students (37%) and whereas, there were 19 students (63%) not chosen correct answer.

For question number 28, it can be known that students who choose “our” in sentence were 14 students (47%) and whereas, there were 16 students (53%) not chosen correct answer.

7) Their

For question number 14, it can be known that students who choose “their” in sentence were 14 students (47%) and whereas, there were 16 students (53%) not chosen correct answer.

For question number 20, it can be known that students who choose “their” in sentence were 18 students (60%) and whereas, there were 12 students (40%) not chosen correct answer.

Then, for question number 42, it can be known that students who choose “their” in sentence were 14 students (47%) and whereas, there were 16 students (53%) not chosen correct answer.

c. Possessive pronoun

1) Mine

For question number 4, it can be known that students who choose “mine” in sentence were 13 students (43%) and whereas, there were 17 students (67%) not chosen correct answer.

For question number 17, it can be known that students who choose “mine” in sentence were 15 students (50%) and whereas, there were 15 students (50%) not chosen correct answer.

For question number 45, it can be known that students who choose “my” in sentence were 15 students (50%) and whereas, there were 15 students (50%) not chosen correct answer.

For question number 47, it can be known that students who choose “mine” in sentence were 14 students (47%) and whereas, there were 16 students (53%) not chosen correct answer.

2) Yours

For question number 9, it can be known that students who choose “yours” in sentence were 8 students (27%) and whereas, there were 22 students (73%) not chosen correct answer.

For question number 33, it can be known that students who choose “yours” in sentence were 18 students (60%) and whereas, there were 12 students (40%) not chosen correct answer.

For question number 44, it can be known that students who choose “yours” in sentence were 10 students (33%) and whereas, there were 20 students (67%) not chosen correct answer.

Then, for question number 48, it can be known that students who choose “yours” in sentence were 17 students (57%) and whereas, there were 13 students (43%) not chosen correct answer.

3) His

For question number 31, it can be known that students who choose “his” in sentence were 21 students (70%) and whereas, there were 9 students (30%) not chosen correct answer.

For question number 34, it can be known that students who choose “his” in sentence were 13 students (44%) and whereas, there were 17 students (56%) not chosen correct answer.

For question number 43, it can be known that students who choose “his” in sentence were 14 students (47%) and whereas, there were 16 students (33%) not chosen correct answer.

4) Hers

For question number 35, it can be known that students who choose “hers” in sentence were 20 students (67%) and whereas, there were 10 students (33%) not chosen correct answer.

For question number 38, it can be known that students who choose “her” in sentence were 14 students (47%) and whereas, there were 16 students (53%) not chosen correct answer.

For question number 46, it can be known that students who choose “her” in sentence were 12 students (40%) and whereas, there were 18 students (60%) not chosen correct answer.

5) Ours

For question number 26, it can be known that students who choose “ours” in sentence were 15 students (50%) and whereas, there were 15 students (50%) not chosen correct answer.

For question number 36, it can be known that students who choose “ours” in sentence were 16 students (53%) and whereas, there were 14 students (47%) not chosen correct answer.

Then, for question number 39, it can be known that students who choose “ours” in sentence were 16 students (53%) and whereas, there were 14 students (47%) not chosen correct answer.

Further, for question number 49, it can be known that students who choose “ours” in sentence were 13 students (43%) and whereas, there were 17 students (57%) not chosen correct answer.

6) Theirs

For question number 27, it can be known that students who choose “theirs” in sentence were 13 students (43%) and whereas, there were 17 students (57%) not chosen correct answer.

For question number 40, it can be known that students who choose “theirs” in sentence were 15 students (50%) and whereas, there were 15 students (50%) not chosen correct answer.

Then, for last question number 50, it can be known that students who choose “theirs” in sentence were 19 students (63%) and whereas, there were 11 students (37%) not chosen correct answer.

All of the data can be seen on the appendix V. Based on the result of the test, it can know that score of the students were 36 up 76. It means that the highest score got by students is 76, the lowest score is 36. The means is 53, 46%. It can be seen on the appendix VI.

Table 6

The result of Score students

Highest score	: 76
Lowest Score	: 36
Means Score	: 53,46

Based on the test result that determined the students' mastery in possessives at grade VII SMP Negeri 4 Padangbolak are enough, means score 53,46. It can be seen on the table below like Riduan said:

Table 7

The Classification Quality of the Students' Score

Interval	Predicate
0-20%	Very low
21-40%	Low
41-60%	Enough
61-80%	Good
81-100%	Very good

2. The Students' Difficulties in Possessive Mastery at Grade VII SMP Negeri 4 Padangbolak.

a. Possessive Noun

1) Apostrophe s ('s)

Apostrophe s ('s) requests the students to articulate the relationship between an owner and something that is being owned that are used to singular, which are expected to be master by the students.

Based on the result of the test, four items have employed for thirty students; 7 of them were 1 error, 8 students were 2 errors, 4 students were 3 errors and 4 other students were 4 errors. So, 23 from the 30 students have got difficulties from 4 questions.

In the interview, four from twenty three students said that mastering of the characteristics of apostrophe s ('s) is difficult. They reasoned that they were lack of vocabularies to understand the meaning of the sentence so that they could not determined the using of apostrophe s ('s) to singular.¹ They were Ahmad Hapis Daulay, Asrul Hamsyah Tanjung, Marnambur Siregar and Hartika Sari Daulay. Then, stated Rini Dama Yanti Daulay, Nanda Sangkot Siregar and Irwan Hasibuan that they did not know the function of apostrophe s ('s) to used the sentences and how ways determined the apostrophe s ('s) to use singular or plural.² Furthermore, the other three students Arjun Harahap, Khoirul Azhar Daulay and Dedy Chandra Siregar said that they confused to relate apostrophe s ('s) with things.³

Based on the above the researcher concluded that from the students' difficulties of apostrophe s ('s) in sentences were; four students were lack of vocabularies, three students did not have knowledge of apostrophe s ('s) and three other students were lack of knowledge of apostrophe s ('s).

¹ Ahmad Hapis Daulay & dkk, Students of SMP Negeri 4 Padangbolak, *interview about difficulties of possessives mastery*, at 18th April 2014.

² Rini Dama Yanti Daulay & dkk, Students of SMP Negeri 4 Padangbolak, *interview about difficulties of possessives mastery*, at 18th April 2014.

³ Arjun Harahap & dkk, Students of SMP Negeri 4 Padangbolak, *interview about difficulties of possessives mastery*, at 18th April 2014.

2) Apostrophe (-')

Apostrophe (-') requests the students to articulate the relationship between an owner and something that is being owned that are used to plural, which are expected to be master by the students.

From the result of the test, it was found that from four items have employed for thirty students; 5 of them were 1 error, 10 students were 2 errors, 10 students were 3 errors and 2 other were 4 errors. So, 27 from the 30 students have got difficulties from the 4 questions.

In the interview, five from twenty seven students they were Irwan Siregar, Nanda Sangkot Siregar, Marnambur Siregar, Dedy Chandra Siregar, and Khoirul Azhar Daulay said that they did not know the function apostrophe (-') to indicate ownership in the sentence.⁴ Next, two students Rini Dama Yanti Daulay and Arjun Harahap said that they confused to distinguish apostrophe (-') to use singular or plural.⁵ Furthermore, the three other students Ahmad Hapis Daulay, Asrul Hamsyah Tanjung and Hartika Sari Daulay said that they felt difficult the using of apostrophe (-') in sentences,

⁴ Irwan Siregar & dkk, Students of SMP Negeri 4 Padangbolak, *interview about difficulties of possessives mastery*, at 18th April 2014.

⁵ Rini Dama Yanti Daulay & dkk, *Op.Cit*, at 18th April 2014.

they reasoned that they were lack of vocabularies to understand the meaning of word in the sentence.⁶

Based on the above the researcher concluded that from the students' difficulties of apostrophe (-') in sentences were; five students did not knowledge of apostrophe (-'), two students were lack of knowledge, three other students were lack of vocabulary.

b. Possessive Adjective

Possessive adjective requests the students to indicate that thing belongs to someone or that it is connected in some ways with someone that is useful in daily life, which are expected to be master by students.

1) My

Based the result of the test, three items have employed for 30 students, 12 of them were 1 error and another were 3 errors. So, 13 from the 30 students have got difficulties from the 3 questions.

In the interview, five from thirteen students said that they could not understand the sentences perfectly, so that they could not determine the sentences to use I as subject or my as possessive adjective. So, they were lack knowledge about grammar like replacing I to be my as possessive adjective.⁷ They were Irwan Hasibuan, Marnambur Siregar, Arjun Harahap, Hartika sari Daulay,

⁶ Ahmad Hapi Daulay & dkk, *Op.Cit*, at 18th April 2014.

⁷ Irwan Hasibuan & dkk, *Op.Cit*, at 18th April 2014.

and Asrul Hamsyah Tanjung. Then, Rini Dama Yanti Siregar, Dedy Chandra Siregar and Ahmad Hapis Daulay said that they did not know the function of *my* in the sentence.⁸ Furthermore, two students they were Nanda Sangkot Siregar and Koirul Azhar Daulay said that they could not distinguish between *my* and *mine*.⁹

Based on the above the researcher concluded that from the students' difficulties and causes of difficulties of *my* in sentences were; five students were lack of knowledge in grammar, three students did not knowledge, and two other student were lack of knowledge.

2) Your

Based on the result of test students, three items have employed for thirty students. 7 from them were 1 error, 13 students were 2 errors, 5 other students were 3 errors. So, 25 from the 30 students have got difficulties from the 3 questions.

In the interview, five from twenty five students they were Nanda Sangkot Siregar, Irwan Hasibuan, Dedy Chandra Siregar, Ahmad Hapis Daulay, Marnambur Siregar, Hartika Sari Daulay and Arjun Harahap said that they could not determined the sentences to use *you* as subject or *your* as possessive adjective they reasoned that

⁸ Rini Dama Yanti Daulay & dkk, *Op.Cit*, at 18th April 2014.

⁹ Nanda Sangkot Siregar & dkk, Students of SMP Negeri 4 Padangbolak, *interview about difficulties of possessives mastery*, at 18th April 2014.

they could not comprehend the meaning used to indicate ownership in the sentences.¹⁰ Therefore from their result of the test they chose you. So, they were lack knowledge in grammar. Furthermore, three other students said that they were poor vocabulary.¹¹ They were Khoirul Azhar Daulay, Ahmad Hapis Daulay and Rini Dama Yanti Siregar.

Based on the above the researcher concluded that from the students' difficulties and causes difficulties of your in sentences were; seven students were lack knowledge in grammar and three other students were poor vocabulary.

3) His

Based on the result of the test it was found that from three items have employed for 30 students, 6 of them were 1 error, 8 students were 2 errors, 7 other students were 3 errors. So, 21 from the 30 students have got difficulties from the 3 questions.

In the interview, five from twenty one students said that they could not understand the sentences so that they could not determine his or he. So, they were poor vocabularies to understand meaning of words.¹² They were Nanda Sangkot Siregar, Irwan Hasibuan, Rini

¹⁰ *Ibid*, at 18th April 2014

¹¹ Khoirul Azhar Daulay & dkk, Students of SMP Negeri 4 Padangbolak, *interview about difficulties of possessives mastery*, at 18th April 2014.

¹² Nanda Sangkot Siregar & dkk, *Op.Cit*, at 18th April 2014.

Dama Yanti Siregar, Khoirul Azhar Daulay, and Asrul Hamsyah Tanjung. Then, stated Marnambur Siregar, Ahmad Hapis Daulay and Arjun Harahap that they did know the replacing of he and he confused to determine of his in sentences.¹³ However, they did not knowledge while the researcher asked them to make example of his, they felt difficult they reasoned that they could not distinguish between her or his. Furthermore, Hartika Sari Daulay and Dedy Chandra Siregar were confused the replacing of he is his or her.¹⁴

Based on the above the researcher concluded that from the students' difficulties of his in sentences were; five students were poor vocabularies, three students did not knowledge, two students were lack of knowledge.

4) Her

Based the result of the test, three items have employed for 30 students 5 of them were 1 error, 14 students were 2 errors, 6 of them were 3 errors. So, 25 from the 30 students have got difficulties from the 3 questions.

¹³ Marnambur Siregar & dkk, Students of SMP Negeri 4 Padangbolak, *interview about difficulties of possessives mastery*, at 18th April 2014.

¹⁴ Hartika Sari Daulay & dkk, Students of SMP Negeri 4 Padangbolak, *interview about difficulties of possessives mastery*, at 18th April 2014.

In the interview, four from twenty students said that they did not know the replacing of the she so that they could not master the changing of she. So, they were lack of knowledge about her.¹⁵ They were Rini Dama Yanti Siregar, Hartika Sari Daulay, Dedy Chandra Siregar, and Ahmad Hapis Daulay. Then, Marnambur Siregar and Khoirul Azhar Daulay said that they could not distinguish between her and hers.¹⁶ Furthermore, four of them said that they could not understand the meaning of words in the sentence. They reasoned that their vocabularies still poor.¹⁷ They were Nanda Sangkot Siregar, Irwan Hasibuan, Arjun Harahap and Asrul Hamsyah Tanjung.

Based on the above the researcher concluded that from the students' difficulties of his in sentences were; six students were lack of knowledge and four other students were poor vocabulary to understand the sentences.

5) Its

Based the result of the test, it was found that from three items have employed for 30 students, 14 of them were 1 error, 8 other students were 2 errors. So, 22 from the 30 students have got difficulties from the 3 questions.

¹⁵ Rini Dama Yanti Daulay & dkk, *Op.Cit*, at 18th April 2014.

¹⁶ Marnambur Sirega & dkk, *Op.Cit*, at 18th April 2014.

¹⁷ Nanda Sangkot Siregar & dkk, *Op.Cit*, at 18th April 2014.

In the interview, seven from twenty two students said that they did not understand the meaning of the sentences so that they were poor vocabulary.¹⁸ They were Arjun Harahap, Marnambur Siregar, Rini Dama Yanti Siregar. Next, Ahmad Hapis Daulay, Dedy Chandra Siregar, Khoirul Azhar Daulay and Asrul Hamsyah Tanjung said that they could not determine in the sentences to use it as a subject or its as possessive adjective. So, they were lack knowledge in grammar.¹⁹ Furthermore, three students said that they did not know the function of its in the sentences. So, they did not have knowledge about its.²⁰ They were Irwan hasibuan, Hartika Sari Daulay and Nanda Sangkot Siregar.

Based on the above the researcher concluded that from the students' difficulties of its in sentences were; three students were poor vocabulary, four students were lack of knowledge in grammar and three students were not have knowledge of its.

6) Our

Based the result of the test it was found that from three items have employed for 30 students, 14 of them were 1 error, 8 of them were 2 errors, 6 of them were 3 errors. So, 28 from the 30 students have got difficulties from the 3 questions.

¹⁸ Arjun Harahap & dkk, *Op.Cit*, at 18th April 2014.

¹⁹ Ahmad Hapis Daulay & dkk, *Op.Cit*, at 18th April 2014.

²⁰ Irwan Hasibuan & dkk, *Op.Cit*, at 18th April 2014.

In the interview, six from twenty eight students their name were Irwan Hasibuan, Hartika Sari Daulay, Rini Dama Yanti Daulay, Ahmad Hapis Daulay, Asrul Hamsyah Tanjung and Khoirul Azhar Daulay said that they did not understand the sentences perfectly therefore, they did not know about the sentences refer to ownership or not. So, they were lack of knowledge in grammar.²¹ Next, Arjun Harahap and Dedy Chandra Siregar said that they poor vocabulary to understand the sentence.²² Furthermore, two other students said that did not determine the sentences to use we as subject or our as possessive adjective because they did not read the sentences seriously.²³ They were Nanda Sangkot Siregar and Marnambur Siregar.

Based on the above the researcher concluded that from the students' difficulties of our in sentences were; six students were lack of knowledge in grammar, two students were poor vocabulary and two students were lack of knowledge of our.

²¹ *Ibid*, at 18th April 2014

²² Arjun Harahap & dkk, *Op.Cit*, at 18th April 2014.

²³ Nanda Sangkot Siregar & dkk, *Op.Cit*, at 18th April 2014.

7) Their

Based the result of the test, three items have employed for 30 students, 8 of them were 1 error, 16 students were 2 errors, 2 of them were 3 errors. So, 26 from the 30 students have got difficulties from the 3 questions.

In the interview, five from thirty students said that they could not determine the sentences to use they as a subject or their as possessive adjective. However, they did not knowledge about their as possessive adjective.²⁴ They were Irwan harahap, Marnambur Siregar, Hartika Sari Daulay, Khoirul Azhar Daulay and Asrul Hamsyah Tanjung. Next, two students said that they did not read the sentences carefully. They reasoned that they lack of vocabularies so that they did not know the meaning of the words. They were Ahmad Hapis Daulay and Nanda Sangkot Siregar.²⁵ Furthermore, Rini Dama Yanti Siregar, Arjun Harahap and Dedy Chandra Siregar said that she could not distinguish between their and theirs. However, they lack of knowledge of their as possessive adjective.²⁶

²⁴ Irwan Hasibuan & dkk, *Op.Cit*, at 18th April 2014.

²⁵ Ahmad Hapis Daulay & dkk, *Op.Cit*, at 18th April 2014.

²⁶ Rini Dama Yanti Siregar & dkk, *Op.Cit*, at 18th April 2014.

Based on the above the researcher concluded that from the students' difficulties of their in sentences were; five students did not have knowledge about it, two students were lack of vocabularies and three other students were lack of knowledge of their.

c. Possessive pronoun

Possessive pronoun requests the students to indicate that relationship a person and thing but they did not say or repeated that are useful to communicate in daily life, which are expected to be master by students.

1) Mine

Based the result of the test, it was found that from four items have employed for 30 students. 7 of them were 1 error, 12 of them were 2 errors, 5 of them were 3 errors and 4 other students were 4 errors. So, 28 from the 30 students have got difficulties from the 4 questions.

In the interview, six from the thirty students said said that they could not understand the sentences perfectly. So that, they could not determine the sentences to use I as subject, my as possessive adjective or mine as possessive pronoun.²⁷ They were Nanda Sangkot Siregar, Rini Dama Yanti Siregar, Asrul Hamsyah Tanjung. Ahmad Hapis Daulay, Dedy Chandra Siregar and Khoirul Azhar Daulay. Next, four student said that they did not read the sentences seriously

²⁷ Nanda Sangkot Siregar & dkk, *Op.Cit*, at 18th April 2014.

because they were poor vocabularies to understand the meaning of the sentences.²⁸ So that they were get 4 incorrect answers from four questions. They were Irwan Hasibuan, Arjun Harahap, Marnambur Siregar and Hartika Sari Daulay.

Based on the above the researcher concluded that from the students' difficulties of mine in sentences were; six students were lack of knowledge of mine and four students were poor vocabulary to understand the sentences.

2) Yours

Based the result of the test it was found that from three items have employed for 30 students, 7 of them were 1 error, 12 of them were 2 errors, 9 of them were 3 errors and 2 other students were 4 errors. So, 30 students have got difficulties from the 3 questions.

In the interview, six from thirty students said could not distinguish between your and yours.²⁹ They were Asrul Hamsyah Tanjung, Hartika Sari Daulay, Marnambur Siregar, Nanda Sangkot Siregar, Arjun Harahap and Ahmad Hapis Daulay. Then, Rini Dama Yanti Siregar and Irwan Hasibuan stated that they could not understand the sentences perfectly so that she could not determine the sentences to use you as subject, your as possessive adjective or

²⁸ Irwan Hasibuan & dkk, *Op.Cit*, at 18th April 2014.

²⁹ Asrul Hamsyah Tanjung & dkk, Students of SMP Negeri 4 Padangbolak, *interview about difficulties of possessives mastery*, at 18th April 2014.

your as possessive pronoun.³⁰ Furthermore, two another said that he did not read the sentences seriously. However, he was poor vocabulary.³¹ So that he was gotten four incorrect answers from four questions. They were Dedy Chandra Siregar and Marnambur Siregar.

Based on the above the researcher concluded that from the students' difficulties of yours in sentences were; six students were lack of knowledge of yours, two students were lack of knowledge in grammar and two other students were poor vocabulary.

3) His

Based the result of the test it was found that from three items have employed for 30 students, 6 of them were 1 error, 16 of them were 2 errors, and 2 other students were 3 errors. So, 24 from the 30 students have got difficulties from the three questions.

In the interview, four from twenty four students said that they could not understand the sentences so that they could not determine his or he. So, they were poor vocabularies to understand meaning of words.³² They were Nanda Sangkot Siregar, Irwan Hasibuan, , Khoirul Azhar Daulay, and Asrul Hamsyah Tanjung. Then, stated Marnambur Siregar, Ahmad Hapis Daulay and Arjun Harahap that

³⁰ Rini Dama Yanti Siregar & dkk, *Op.Cit*, at 18th April 2014.

³¹ Dedy Chandra Siregar & dkk, Students of SMP Negeri 4 Padangbolak, *interview about difficulties of possessives mastery*, at 18th April 2014.

³² Rini Dama Yanti Siregar & dkk, *Op.Cit*, at 18th April 2014.

they did know the replacing of he and he confused to determine of his in sentences. However, they did not know while the researcher asked them to make example of his, they felt difficult they reasoned that they could not distinguish between her or his.³³ Next, Hartika Sari Daulay and Dedy Chandra Siregar were confused the replacing of he is his or her. Furthermore, another student said that he could not distinguish of his as possessive adjective or possessive pronoun.³⁴

Based on the above the researcher concluded that from the students' difficulties of his in sentences were; five students were poor vocabularies, three students did not know, two other students were lack of knowledge.

4) Hers

Based the result of the test it was found that from three items have employed for 30 students, 11 of them were 1 error, 11 of them were 2 errors, 4 other students were 3 errors. So, 26 from the 30 students have got difficulties from the 3 questions.

³³ Marnambur Siregar & dkk, *Op.Cit*, at 18th April 2014.

³⁴ Hartika Sari Daulay & dkk, *Op.Cit*, at 18th April 2014.

In the interview, four from twenty six students said that they did not know the replacing of the she so that they could not master the changing of she.³⁵ However, they were lack of knowledge about her. They were Rini Dama Yanti Siregar, Hartika Sari Daulay, Dedy Chandra Siregar, and Ahmad Hapis Daulay. Then, Marnambur Siregar and Khoirul Azhar Daulay said that they could not distinguish between her and hers.³⁶ Furthermore, four of them said that they could not understand the meaning of words in the sentence. They reasoned that their vocabularies still poor.³⁷ They were Nanda Sangkot Siregar, Irwan Hasibuan, Arjun Harahap and Asrul Hamsyah Tanjung.

Based on the above the researcher concluded that from the students' difficulties of his in sentences were; six students were lack of knowledge and four other students were poor vocabulary to understand the sentences.

5) Ours

Based the result of the test, four items have employed for 30 students; 9 of them were 1 error, 9 of them were 2 errors, 7 of them were 3 errors and 3 other students were 4 errors. So, 27 from the 30 students have got difficulties from the 4 questions.

³⁵ Rini Dama Yanti Siregar & dkk, *Op.Cit*, at 18th April 2014.

³⁶ Marnambur Siregar & dkk, *Op.Cit*, at 18th April 2014.

³⁷ Nanda Sangkot Siregar & dkk, *Op.Cit*, at 18th April 2014.

In the interview, six from twenty seven students their name were Irwan Hasibuan, Hartika Sari Daulay, Rini Dama Yanti Daulay, Ahmad Hapis Daulay, Asrul Hamsyah Tanjung and Khoirul Azhar Daulay said that they did not understand the sentences perfectly therefore, they did not know about the sentences refer to ownership. However, they were lack of knowledge in grammar.³⁸ Next, Arjun Harahap and Dedy Chandra Siregar said that they poor vocabulary to understand the sentence.³⁹ Furthermore, two other students said that did not determine the sentences to use we as subject or our as possessive adjective because they did not read the sentences seriously.⁴⁰ They were Nanda Sangkot Siregar and Marnambur Siregar.

Based on the above the researcher concluded that from the students' difficulties of our in sentences were; six students were lack of knowledge in grammar, two students were poor vocabulary and two students were lack of knowledge of our.

6) Theirs

Based the result of the test it was found that from three items have employed for 30 students; 9 of them were 1 error, 14 of them

³⁸ Irwan Hasibuan & dkk, *Op.Cit*, at 18th April 2014.

³⁹ Arjun Harahap & dkk, *Op.Cit*, at 18th April 2014.

⁴⁰ Nanda Sangkot Siregar & dkk, *Op.Cit*, at 18th April 2014.

were 2 errors, 2 other students were 3 errors. So, 25 from the 30 students have got difficulties from the 3 questions.

In the interview, five from thirty five students said that they could not determine the sentences to use they as a subject or their as possessive adjective. However, they did not knowledge about their as possessive adjective.⁴¹ They were Irwan harahap, Marnambur Siregar, Hartika Sari Daulay, Khoirul Azhar Daulay and Asrul Hamsyah Tanjung. Next, Nanda Sangkot Siregar and Ahmad Hapis Daulay said that they did not read the sentences carefully. They reasoned that they lack of vocabularies so that they did not know the meaning of the words.⁴² Furthermore, Rini Dama Yanti Siregar, Arjun Harahap and Dedy Chandra Siregar said that she could not distinguish between their and theirs. However, they lack of knowledge of their as possessive adjective.⁴³

Based on the above the researcher concluded that from the students' difficulties of their in sentences were; five students did not have knowledge about it, two students were lack of vocabularies and three other students were lack of knowledge of their.

⁴¹ Irwna Hasibuan & dkk, *Op.Cit*, at 18th April 2014.

⁴² Nanda Sangkot Siregar & dkk, *Op.Cit*, at 18th April 2014.

⁴³ Rini Dama Yanti Siregar & dkk, *Op.Cit*, at 18th April 2014.

3. The Students' Causes of Difficulties in Possessive Mastery at Grade VII SMP Negeri 4 Padangbolak.

a. Possessive Noun

1) Apostrophe s

Based on the result of interview also found the causes of the difficulties were felt by many students. As said by Hartika Sari Daulay said that she was lazy to memorize the vocabularies so that she was dislike in studying English and the same causes were felt by many students.⁴⁴ Next, stated by Khoirul Azhar Daulay he said that he was lack of interest in studying English so that he was lazy study English in his home and the same causes were felt by many students.⁴⁵

Based on the above the researcher concluded that from the students' causes difficulties of apostrophe s ('s) in sentences were; many students were lazy to memorize the vocabularies and dislike in studying English. Then, many students were lack of interest in studying English and lazy study English in his home.

2) Apostrophe

Based on the result of interview also found the causes of the difficulties were felt by many students. As said by Rini Dama Yanti

⁴⁴ Hartika Sari Daulay & dkk, Students of SMP Negeri 4 Padangbolak, *interview about causes of difficulties in possessives mastery*, at 18th April 2014.

⁴⁵ Khoirul Azhar Daulay & dkk, Students of SMP Negeri 4 Padangbolak, *interview about causes of difficulties in possessives mastery*, at 18th April 2014.

Daulay that she was lack of interest in studying English and the same cause was felt by many students.⁴⁶ Next, Hartika Sari Daulay said that she was lazy to memorize the vocabularies in her home and the same cause was felt by many students.⁴⁷ The last, Dedy Chandra Siregar said that he was lack of enthusiasm while in studying process and the same causes were felt by many students.⁴⁸

Based on the above the researcher concluded that from the students' cause difficulties of apostrophe (-') in sentences were; many students were lack of interest in studying English, many students were lazy to memorize the vocabularies in her home and many students were lack of enthusiasm while in studying process.

b. Possessive adjective

1) My

Based on the result of the interview also found the causes of the difficulties were felt by many students. As said Irwan Hasibuan that he were lack of knowledge in grammar because he were low of exercise in his home and the same causes were felt by many students.⁴⁹ Furthermore, Nanda Sangkot Siregar said that he were

⁴⁶ Rini Dama Yanti Siregar & dkk, Students of SMP Negeri 4 Padangbolak, *interview about causes of difficulties in possessives mastery*, at 18th April 2014.

⁴⁷ Hartika Sari Daulay & dkk, *Op.Cit*, at 18th April 2014.

⁴⁸ Dedy Chandra Siregar & dkk, Students of SMP Negeri 4 Padangbolak, *interview about causes of difficulties in possessives mastery*, at 18th April 2014.

⁴⁹ Irwan Hasibuan & dkk, Students of SMP Negeri 4 Padangbolak, *interview about causes of difficulties in possessives mastery*, at 18th April 2014.

dislike in studying English, so while the teacher explained the lesson he did not concentration and the same causes were felt by many students.⁵⁰

Based on the above the researcher concluded that from the students' causes of difficulties of my in sentences were; many students were lack of exercise in his home, many students were dislike in studying English and many students were lack of concentration

2) Your

Based on the result of the interview also found the causes of the difficulties was felt by many students. As said Irwan Hasibuan that he were lack of motivation and interesting and the same causes were felt by many students.⁵¹ Furthermore, Marnambur Siregar said that he was dislike in studying English and the same causes were felt by many students.⁵² Furthermore, Arjun Harahap said that he was lack of enthusiasm while in studying process.⁵³

⁵⁰ Nanda Sangkot Siregar & dkk, Students of SMP Negeri 4 Padangbolak, *interview about causes of difficulties in possessives mastery*, at 18th April 2014.

⁵¹ Irwan Hasibuan & dkk, *Op. Cit*, at 18th April 2014.

⁵² Marnambur Siregar & dkk, Students of SMP Negeri 4 Padangbolak, *interview about causes of difficulties in possessives mastery*, at 18th April 2014.

⁵³ Arjun Harahap & dkk, Students of SMP Negeri 4 Padangbolak, *interview about causes of difficulties in possessives mastery*, at 18th April 2014.

Based on the above the researcher concluded that from the students' cause of difficulties of your in sentences were; many students were lack of motivation and interesting, many students were dislike in studying English and many students were lack of enthusiasm while in studying process.

3) His

Based on the result of the interview also found the causes of difficulties was felt by many students. As said Asrul Hamsyah Tanjung that he was lazy to memorize the vocabulary, because he were lack of interest in studying English and the same causes were felt by many students.⁵⁴ Next, Arjun Harahap said that he was dislike in studying English in his home after studied in the school and same causes were felt by many students.ⁱ Furthermore, Dedy Chandra Siregar said that he was lack of enthusiasm in studying English and the same causes were felt by many students.⁵⁵

Based on the above the researcher concluded that from the students' difficulties and causes difficulties of his in sentences were; many students were lazy to memorize the vocabulary, many students were lack of interest in studying English, many students were dislike

⁵⁴Asrul Hamsyah Tanjung & dkk, Students of SMP Negeri 4 Padangbolak, *interview about causes of difficulties in possessives mastery*, at 18th April 2014.

⁵⁵Arjun Harahap & dkk, *Op. Cit*, at 18th April 2014.

⁵⁵Dedy Chandra Siregar & dkk, *Op. Cit*, at 18th April 2014.

in studying English in his home, many students were lack of enthusiasm in studying English.

4) Her

Based on the result of the interview also found the causes of the difficulties was felt by many students. As said Rini Dama Yanti Siregar that she were dislike studying in her home after study in the school because she were lack of interest in studying English and the same causes were felt by many students.⁵⁶ Then, Hartika Sari Daulay said that she was poor vocabularies because she was lazy to memorize the vocabularies and the same causes were felt by many students.⁵⁷ Furthermore, Dedy Chandra Siregar said that he was lack of concentration while in studying English and the same causes were felt by many students.⁵⁸

Based on the above the researcher concluded that from the students' causes difficulties of his in sentences were; many students were dislike studying in her home and lack of interest in studying English, many students were lazy to memorize the vocabularies and many students were lack of concentration while in studying English.

⁵⁶ Rini Dama Yanti Siregar & dkk, *Op. Cit*, at 18th April 2014.

⁵⁷ Hartika Sari Daulay & dkk, *Op. Cit*, at 18th April 2014.

⁵⁸ Dedy Chandra Siregar & dkk, *Op. Cit*, at 18th April 2014.

5) Its

Based on the result of the interview also found the causes of the difficulties was felt by many students. As said Dedy Chandra Siregar said that he was lack motivation and interest in studying English and the same causes were felt by many students.⁵⁹ Asrul Hamsyah Tanjung said that he was dislike in studying English and the same causes were felt by many students.⁶⁰ Then, Hartika Sari Daulay said that she was lazy to memorize the vocabularies and the same cause was felt by many students.⁶¹ Furthermore, Then, Khoirul Azhar Daulay said that he was lack of concentration while in studying process.⁶²

Based on the above the researcher concluded that from the students' difficulties and causes difficulties of its in sentences were; many students were lack of motivation and interest in studying English, many students were dislike in studying English, many students were lazy to memorize the vocabularies and many students lack of concentration while in studying process.

⁵⁹ Dedy Chandra Siregar & dkk, *Op. Cit.*, at 18th April 2014.

⁶⁰ Asrul Hamsyah Tanjung & dkk, *Op. Cit.*, at 18th April 2014.

⁶¹ Hartika Sari Daulay & dkk, *Op. Cit.*, at 18th April 2014.

⁶² Khoirul Hamsyah TanjungRini & dkk, *Op. Cit.*, at 18th April 2014.

6) Our

Based on the result of the interview also found the causes of the difficulties was felt by many students. As said Irwan Hasibuan that he was lack of enthusiasms while in learning process and the same causes were felt by many students.⁶³ Furthermore, Nanda Sangkot Siregar said that he dislike in studying English, so while the teacher explained the lesson he did not listen that is why he did not know the function of our and the same causes were felt by many students.⁶⁴ The other one said he was lazy to study English because he was not interest in studying English and the same causes were felt by many students.

Based on the above the researcher concluded that from the students' causes difficulties of our in sentences were; many students were lack of enthusiasms while in learning process, many students were dislike in studying English and many students were not interest in studying English.

7) Their

Based on the result of the interview also found the causes of the difficulties was felt by many students. As said Asrul Hamsyah Tanjung that he was lack of knowledge in grammar because he was

⁶³ Irwan Hasibuan & dkk, *Op. Cit*, at 18th April 2014.

⁶⁴ Nanda Sangkot Siregar & dkk, *Op. Cit*, at 18th April 2014.

dislike to study English in his home and in the school and the same causes were felt by many students.⁶⁵ Next, Dedy Chandra Siregar said that he boredom while in learning process, so while the teacher explained the lesson he did not listen and the same causes were felt by many students.⁶⁶ Furthermore, Rini Dama Yanti Siregar said that she was poor vocabularies because she was lazy to memorize the vocabularies and the same causes were felt by many students.⁶⁷

Based on the above the researcher concluded that from the students' causes difficulties of their in sentences were; many students were dislike to study English in his home and in the school, many students were boredom while in learning process and many students were lazy to memorize the vocabularies.

c. Possessive pronoun

1) Mine

Based on the result of the interview also found the causes of the difficulties was felt by many students. As said Ahmad Hapis Daulay that he was lack of knowledge in grammar because he were dislike in studying English and the same causes were felt by many

⁶⁵ Asrul Hamsyah Tanjung Siregar & dkk, *Op. Cit*, at 18th April 2014.

⁶⁶ Dedy Chandra Siregar & dkk, *Op. Cit*, at 18th April 2014.

⁶⁷ Rini Dama Yanti Siregar & dkk, *Op. Cit*, at 18th April 2014.

students.⁶⁸ Next, Nanda Sangkot Siregar said that he was lack of concentration while in learning English and they were lazy to study English his home.⁶⁹ Then, Marnambur Siregar said that he was poor vocabularies because he was lazy to memorize the vocabularies and the same cause was felt by many students.⁷⁰

Based on the above the researcher concluded that from the students' difficulties and causes difficulties of mine in sentences were; many students were dislike in studying English, many students were lack of concentration while in learning English and many students were lazy to memorize the vocabularies.

2) Yours

Based on the result of the interview also found the causes of the difficulties was felt by many students. As said Rini Dama Yanti Siregar that she did not interest in studying English in home and in the school and the same causes were felt by many students.⁷¹ The other one said that he was lack of enthusiasms while in learning process. Furthermore, Dedy Chandra Siregar said that he was poor

⁶⁸ Ahmad Hapis Daulay & dkk, Students of SMP Negeri 4 Padangbolak, *interview about causes of difficulties in possessives mastery*, at 18th April 2014.

⁶⁹ Nanda Sangkot Siregar & dkk, *Op. Cit*, at 18th April 2014.

⁷⁰ Marnambur Siregar & dkk, *Op. Cit*, at 18th April 2014.

⁷¹ Rini Dama Yanti Siregar & dkk, *Op. Cit*, at 18th April 2014.

vocabularies because he was lazy to memorize the vocabularies in his home.⁷²

Based on the above the researcher concluded that from the students' cause difficulties of yours in sentences were; many students were not interest in studying English in home and in the school, many students were lack of enthusiasms while in learning process and many students were lazy to memorize the vocabularies in his home.

3) His

Based on the result of the interview also found the causes of the difficulties was felt by many students. As said Nanda Sangkot Siregar that he was lack of knowledge in grammar because he was lack of exercise in his home after studied in the school and the same causes were felt by many students.⁷³ Then, Rini Dama Yanti Siregar said that she was poor vocabularies because she was to memorize the vocabularies and the same cause was felt by many students.⁷⁴ Furthermore, the other one said that he was dislike in studying English, so while the teacher explained the lesson he did not attention and the same causes were felt by many students.

⁷² Dedy Chandra Siregar & dkk, *Op. Cit*, at 18th April 2014.

⁷³ Nanda Sangkot Siregar & dkk, *Op. Cit*, at 18th April 2014.

⁷⁴ Rini Dama Yanti Siregar & dkk, *Op. Cit*, at 18th April 2014.

Based on the above the researcher concluded that from the students' cause difficulties of his in sentences were; many students were lack of exercise in his home, many students were lazy to memorize the vocabularies and many students were dislike in studying English.

4) Hers

Based on the result of the interview also found the causes of the difficulties was felt by many students. As said Dedy Chandra Siregar that he lack of knowledge in grammar because he did not study in his home after studied in the school and the same causes were felt by many students.⁷⁵ Then, Rini Dama Yanti Siregar said that she was poor vocabularies because she was lazy to memorize the vocabularies and the same cause was felt by many students.⁷⁶ Furthermore, Marnambur Siregar said that he dislike in studying English, so while the teacher explain the lesson he did not focus that is why he did not know the function of hers and the same causes were felt by many students.⁷⁷

Based on the above the researcher concluded that from the students' difficulties and causes difficulties of hers in sentences were; many students were lack of knowledge in grammar, many students

⁷⁵ Dedy Chandra Siregar & dkk, *Op. Cit.*, at 18th April 2014.

⁷⁶ Rini Dama Yanti Siregar & dkk, *Op. Cit.*, at 18th April 2014.

⁷⁷ Marnambur Siregar & dkk, *Op. Cit.*, at 18th April 2014.

were lazy to memorize the vocabularies, many students were dislike in studying English and many students did not focus while in studying English.

5) Ours

Based on the result of the interview also found the causes of the difficulties was felt by many students. As said Arjun Harahap that he was lazy to study in his home after studied in the school and the same causes were felt by many students.⁷⁸ Then, Irwan Hasibuan said that he was dislike in studying English, so while the teacher explained the lesson he did not listen that is why he did not know to distinguish of our and the same cause was felt by many students.⁷⁹ Furthermore, the other one student said that he was lack of concentration in studying English that is why they were lack knowledge about ours and the same causes were felt by many students.

Based on the above the researcher concluded that from the students' cause difficulties of our in sentences were; many students were lazy to study in his home, many students were dislike in

⁷⁸ Arjun Harahap & dkk, *Op. Cit.*, at 18th April 2014.

⁷⁹ Irwan Hasbuan & dkk, *Op. Cit.*, at 18th April 2014.

studying English, and many students were lack of concentration in studying English.

6) Theirs

Based on the result of the interview also found the causes of the difficulties was felt by many students. Asrul Hamsyah Tanjung said that he was poor vocabulary to understand the meaning of the sentences. He reasoned that he was lazy to memorize the vocabularies in their home and the same causes were felt by many students.⁸⁰ Then, Hartika Sari Daulay said that she lack of enthusiasms in studying English, so while the teacher explained the lesson he felt boring that is why he did not know the function of their and the same causes were felt by many students.⁸¹ Furthermore, Dedy Chandra Siregar said that he was lazy to study English in his home after studied in the school and the same causes were felt by many students.⁸²

Based on the above the researcher concluded that from the students' cause difficulties of theirs in sentences were; many students were lazy to memorize the vocabularies, many students were lack of enthusiasms in studying English and many students were lazy to study English in his home.

⁸⁰ Arul Hamsyah Tanjung & dkk, *Op. Cit*, at 18th April 2014.

⁸¹ Hrtika Sari Daulay & dkk, *Op. Cit*, at 18th April 2014.

⁸² Dedy Chandra Siregar & dkk, *Op. Cit*, at 18th April 2014.

Table 8
The result of the Interview in Possessives Mastery

No	Indicators	Intervi ewees	Difficulties	Causes of difficulties
1.	Possessive noun a) Apostrophe s ('s)	4	- Four students were lack of vocabularies.	- Many students were lazy to memorize the vocabularies
		3	- Three students did not have knowledge of apostrophe s ('s).	- Many students were dislike in studying English.
		3	- Three other students were lack of knowledge of apostrophe s ('s).	- Many students were lack of interest in studying English - Many students were lazy study English in his home.
	b) Apostrophe (-')	5	- Five students did not knowledge of apostrophe (-').	- Many students were lack of interest in studying English.
		2	- Two students were lack of knowledge.	- Many students were lack of enthusiasm while in studying process.
		3	- Three other students were lack of vocabulary.	- Many students were lazy to memorize the vocabularies in her home.
2.	Possessive adjective a) My	5	- Five students were lack of knowledge in grammar.	- Many students were lack of exercise in his home.
		3	- Three students did not knowledge.	- Many students were dislike in studying English.
		2	- Two other students were lack of knowledge.	- Many students were lack of concentration
	b) Your	7	- Seven students were lack knowledge in grammar.	- Many students were lack of motivation and interesting. - Many students were

		3	- Three other students were poor vocabulary.	- dislike in studying English. - Many students were lack of enthusiasm while in studying process.
	c) His	5 3 2	- Five students were poor vocabularies. - Three students did not have knowledge. - Two students were lack of knowledge.	- Many students were lazy to memorize the vocabulary. - Many students were lack of interest in studying English. - Many students were dislike in studying English in his home. - Many students were lack of enthusiasm in studying English.
	d) Her	6 4	- Six students were lack of knowledge. - Four other students were poor vocabulary to understand the sentences.	- Many students were dislike studying in her home. - Many students were lack of interest in studying English. - Many students were lazy to memorize the vocabularies. - Many students were lack of concentration while in studying English.
	e) Its	3 4 3	- Three students were poor vocabulary. - Four students were lack of knowledge in grammar. - Three students were not have knowledge of its.	- Many students were lack of motivation and interest in studying English. - Many students were dislike in studying English. - Many students were lazy to memorize the vocabularies. - Many students lack of

				concentration while in studying process.
	f) Our	6	- Six students were lack of knowledge in grammar.	- Many students were lack of enthusiasms while in learning process.
		2	- Two students were poor vocabulary.	- Many students were dislike in studying English.
		2	- Two students were lack of knowledge of our.	- Many students were not interest in studying English.
	g) Their	5	- Five students did not have knowledge about it,	- Many students were dislike to study English in his home and in the school.
		2	- Two students were lack of vocabularies.	- Many students were boredom while in learning process.
		3	- Three other students were lack of knowledge of their.	- Many students were lazy to memorize the vocabularies.
3.	Possessive pronoun			
	a) Mine	6	- Six students were lack of knowledge of mine.	- Many students were dislike in studying English.
		4	- Four students were poor vocabulary to understand the sentences.	- Many students were lack of concentration while in learning English.
				- Many students were lazy to memorize the vocabularies.
	b) Yours	6	- Six students were lack of knowledge of yours.	- Many students were not interest in studying English in home and in the school.
		2	- Two students were lack of knowledge in grammar.	- Many students were
		2	- Two other students	lack of enthusiasms

			were poor vocabulary.	while in learning process. - Many students were lazy to memorize the vocabularies in his home.
c) His	5 3 2	- Five students were poor vocabularies. - Three students did not have knowledge. - Two students were lack of knowledge.	- Many students were lack of exercise in his home. - Many students were lazy to memorize the vocabularies. - Many students were dislike in studying English.	
d) Hers	6 4	- Six students were lack of knowledge. - Four other students were poor vocabulary to understand the sentences.	- Many students were lack of knowledge in grammar. - Many students were lazy to memorize the vocabularies. - Many students were dislike in studying English. - Many students did not focus while in studying English	
e) Ours	6 2 2	- Six students were lack of knowledge in grammar. - Two students were poor vocabulary. - Two students were lack of knowledge of our.	- Many students were lazy to study in his home. - Many students were dislike in studying English. - Many students were lack of concentration in studying English	
f) Theirs	5 2	- Five students did not have knowledge about it. - Two students were lack of	- Many students were lazy to memorize the vocabularies. - Many students were lack of enthusiasms in	

		3	vocabularies. - Three other students were lack of knowledge of their.	studying English. - Many students were lazy to study English in his home.
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B. DISCUSSION

After analyzing the collecting data, it was found that the students' possessives mastery at Grade VII SMP Negeri 4 Padangbolak can be categorized into enough category, it can be known from calculating score is 53,46%. While, according to research done by Nurisma Simbolon about An analysis on the grade students' ability in using possessive pronoun of SMP Negeri 4 Sipirok in 2010-2011 academic years that the result of her research 47,35 % can be categorized into sufficient category. Then, according to research done by Deli Warni about ability of the grade VII students at Mts YPKS Padangsidimpuan in mastering personal pronoun that the result of her research 58,33 % into sufficient category. Further, according to research done by Nunik about An analysis of the students' abilities in using English personal pronoun and their functions in the second grade of SMP Xaverius 2 Palembang that the result of her research 56,69 % into enough category. So, it can be seen that distinguish of result the four research were lower and higher if related with Nurisma Simbolon is lower than this research that is 6,11 % point, related with Deli Warni is higher than this research that is 4,87 % point and related with Nunik is higher than this research that is 3,23 % point.

Based on the explanation above, the students' possessive mastery if connected with result of the research formerly can be categorized in to enough categories. Because, the result found 53,46 % nearly with result formerly. Then, related with their result were lower and higher.

Furthermore, there are some difficulties that faced by students when the researcher asked them about possessives mastery in SMP Negeri 4 Padangbolak, they were lack knowledge about the indicators, lack knowledge to distinguish each other of the indicators, lack knowledge about grammar, did not focus in learning process and poor vocabulary. However, Nurisma Simbolon stated that the difficulties of possessive pronoun were lack knowledge about grammar, poor vocabulary and knowledge the characteristic of possessive pronoun. Then, according to Deli Warni that the difficulties in mastering personal pronoun were lack understood the characteristic about personal pronoun and grammar. So, there are similar difficulties with this research if related with Nurisma Simbolon and Deli Warni, they are lack knowledge, grammar and poor vocabulary. Then, dissimilar difficulties with this research if related with them are lack knowledge to distinguish of the indicators especially apostrophe to singular or plural, possessive adjective or possessive pronoun and did not focused.

So, based on the above, the difficulties of possessive mastery if connected with their result of interview. It can be found that difficulties were lack grammar, lack knowledge, and poor vocabulary.

Then, the cause of difficulties possessive mastery in SMP 4 Padangbolak was found by researcher that is lack motivation, interesting, low of exercise, concentration, enthusiasm, attention and listened, boredom, dislike and lazy to study English. Nurisma Simbolon stated that causes of difficulties were lack motivation, enthusiasm, interesting, dislike boredom and volition to study English. Then, according to Deli Warni that causes of difficulties were dislike, lack interesting, boredom, lack facilities, concentration, and motivation to study English. So, there are similar difficulties with this research if related with Nurisma Simbolon and Deli Warni, they are lack motivation, interesting, dislike and boredom to study English. Then, dissimilar causes of difficulties with this research if related with them are lazy, lack volition, low of exercise, attention and listened and lack facilities to study English.

So, based on the above, the cause of difficulties possessive mastery if connected with their result of interview. It can be found that causes of difficulties were lack motivation, enthusiasm, interesting, concentration, dislike and boredom to study English.

So, based on explanation above the researcher concluded that the averages of their result are lower and higher than this research. Next, the difficulties of this research if relate with their result of interview. They were lack grammar, lack knowledge, poor concentration and poor vocabulary. Furthermore, the cause of difficulties possessive mastery if connect with their result of interview. They

were lack motivation, interesting, concentration, enthusiasm, dislike and boredom to study English.

Table 9

The result of the research related with the other research of discussion

No.	Indicator of interview	The result of the interview	Researcher	Nurisma Simbolon	Deli Warni
1.	Difficulties	Have not knowledge	✓	-	-
		Lack of knowledge	✓	✓	✓
		Poor vocabulary	✓	✓	-
		Lack of grammar	✓	✓	✓
		Did not focus	✓	-	-
	Causes of difficulties	Lazy in studying English	✓	-	-
		Dislike in studying English	✓	✓	✓
		Lack of motivation and interest in studying English	✓	✓	✓
		Lazy to memorize the vocabulary	✓	-	-
		Lack of exercise	✓	-	✓
		Lack enthusiasm while learning process	✓	-	
		Boredom	✓	✓	✓
		Lack of concentration	✓	✓	-
		Lack of facilities	-	✓	-
		Lack of enthusiasm	✓	✓	✓

C. The Threats of the Research

In this research, the researcher believed that there were many threats of the researcher. It started from the titled until the techniques of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the test, there were the threats of time, because the students had activities. Beside, the time which was given to the students was not enough. And also the students did not do the test seriously. So, the researcher took the seats answers directly without care about it, as the experts done or far from the perfect.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult because there were the threats the researcher. The researcher has searched this research only. Finally this has been done because the helping from the entire English teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

After getting the result of the research the researcher came to the conclusions as follows:

The students' mastery in possessives at grade VII SMP Negeri 4 Padangbolak can be categorized in to enough categories, because its mean score is 53,46%.

The difficulties that faced by students when referred possessives in sentences, they were many students did not have knowledge about possessives mastery, lack of knowledge about the characteristic possessives mastery, poor vocabularies, lack of knowledge about the grammar, lack of attention while in learning process.

The causes of the students' difficulties in possessives mastery at grade VII in SMP Negeri 4 Padangbolak were many students were lazy, dislike in studying English, lack of motivation and interesting in learning English, lazy to memorize the vocabulary, low of exercise, lack of concentration, lack of enthusiasm while in learning English.

B. Suggestions

Based on the conclusion and the implication of the research that have mentioned previously, the researcher would like to give some suggestions to people who gets benefits from this research.

1. To the students of SMP Negeri 4 Padangbolak should be practice in mastering the characteristic of possessives.
2. To the teacher, especially English teacher of SMP Negeri 4 Padangbolak are hoped to develop and should be motivate the students to interest learning English.
3. To the headmaster of SMP Negeri 4 Padangbolak should active to look his student's mastery and always to motivate the English teacher to increase their mastery in teaching English.

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