



**THE ABILITY OF THE STUDENTS TO UNDERSTAND  
PERSONAL REFERENCES IN PARAGRAPHS  
AT GRADE VIII SMP NEGERI 5 PADANGSIDIMPUAN**

**A THESIS**

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

**By:**

**SITI ASRINA HARAHAP**

Reg. No. 09 340 0021

**ENGLISH EDUCATION DEPARTMENT**

**FACULTY OF TARBIYAH AND PEDAGOGY  
THE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2014**



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## DECLARATION OF SELF THESIS COMPLETION

I my self:

Name : SITI ASRINA HARAHAAP  
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Thesis :The Ability of Students to Understand Personal References in Paragraphs at Grade VIII SMP Negeri 5 Padangsidimpuan.

Had written this thesis with consultative aids of advisors, dividing plagiarism and others' un-registered advice based on Students Code case 14 verses 2.

This statement is accomplished fully responsibility. The researcher will receive every chastisement if there is inaccurate on this statement as sentence did Students' Code case 19 verses 4 including taking off the academic degree un-respectfully based on the official authorized norms.

Padangsidimpuan, may 6<sup>th</sup>, 2014

Researcher



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Things : Thesis

Padangsidimpuan, 6<sup>th</sup> May 2014

a.n. Siti Asrina Harahap

To:

Appendix : 7 (seven) Exemplar

Dekan Fakultas Tarbiyah dan Ilmu  
Keguruan

di-

Padangsidimpuan

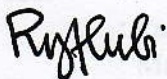
*Assalamu'alaikum Wr.Wb.*

After reading, studying, and giving advices for necessary revises on thesis belongs to Siti Asrina Harahap, entitle "**THE ABILITY OF STUDENTS TO UNDERSTAND PERSONAL REFERENCES IN PARAGRAPHS AT GRADE VIII SMP NEGERI 5 PADANGSIDIMPUAN**". 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 Education 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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Title : **THE ABILITY OF STUDENTS TO UNDERSTAND  
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Result Mark : 74.75(B)  
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Predikat : Cumlaude



**MINISTRY OF RELIGION  
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**LEGALIZATION**

The Thesis with Title :THE ABILITY OF STUDENTS TO UNDERSTAND  
PERSONAL REFERENCES IN PARAGRAPHS AT GRADE  
VIII SMP NEGERI 5 PADANGSIDIMPUAN.

Written by : SITI ASRINA HARAHAHAP

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Had been accepted as a partial fulfillment of the requirement for the degree of  
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## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, I would like to convey the grateful to Allah SWT, the most Creator and Merciful that has given me the health, time and chance for finishing this thesis on titled .The Ability of Students to Understand Personal References in Paragraphs at Grade VIII SMP Negeri 5 Padangsidimpuan. I have received suggestion, guidance, and encouragement from many people during writing this thesis. I also assisted by some people and institution. Therefore, in this opportunity the I would like to express the gratitude to the following people:

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2. Thanks to Mrs. Rayendriani Fahmei Lubis, M.Ag. as my advisor I, Who had guided the me with great patience throughout the thesis writing and enlightened me on a new way of looking at language teaching research. I also would like to thank her for offering consultative aids and advices for finishing this thesis as well.
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5. Thanks to all the lecturers and all the academic cavities of IAIN Padangsidimpuan, who had helped me in writing this thesis and also in this studying
6. IAIN Padangsidimpuan Librarian (Yusri Fahmi, S.Ag.,S.S.,M.Hum) and the staffs for their cooperative and permission to use their books.
7. Thanks to the head master of SMP Negeri 5 Padangsidimpuan Drs. Muhammad Idris who had allowed me to the research establishment, information giving, and data collection admittance of the thesis. I appreciated much to the co-teacher Elmi Sartika Dewi Lubis, S.Pd. is the English teacher at the research school to collaborate with me in completing the thesis data collection.
8. Thanks to my parents ( Sutan Napatut Harahap and Derma Hari Siregar), my younger brother (Zainul Haris Harahap, Edi Kali Ridoan Harahap, Mustapa Ramadhani Harahap) and my younger sister (Rizky Rumi Anti Harahap) who always give me support, pray and motivation to finish my study

This thesis is still so far from being perfect based on weakness of me. Therefore, I expects the constructive criticism and suggestions from the readers to improve this thesis.

Padangsidimpuan, May 6<sup>th</sup>, 2014  
Researcher



SITI ASKINA HARAHAP  
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Name : Siti Asrina Hrahap  
Reg. No : 09 340 0021  
Fak/Depar : Tarbiyah and Pedagogy/TBI-1  
Year : 2013-2014  
Title : The Ability of Students to Understand Personal References in Paragraphs at Grade VIII SMP Negeri 5 Padangsidimpuan.

### **ABSTRACT**

The aims of the research were to know the ability of students to understand personal references in paragraphs, to find out the difficulties of grade VIII students of SMP Negeri 5 Padangsidimpuan and to know the English teacher' efforts done in overcoming students' difficulties to understand personal references in paragraphs.

The research was conducted with descriptive analysis and qualitative approach. There were 24 students as respondent of the research at grade VIII<sup>-2</sup> in SMP Negeri 5 Padangsidimpuan. There were 3 instruments in collecting data: test, interview, and observation. Data was processed and analyzed with qualitative process.

Based on the result of research, researcher found that the ability of students at grade VIII SMP Negeri 5 Padangsidimpuan to understand personal references in paragraphs was enough category (62.29%). It can be classification from the score of the students, they were 23 students got very weak categories ( 8.33 %), 2 students got weak categories (8.33%) 4 students got enough categories (16.66%), 15 students got good categories (62.5%), and the last is 1 students got good categories (4.16%). Next, there were the students' difficulties of grade VIII SMP Negeri 5 Padangsidimpuan to understand personal references in paragraphs are: student felt difficult to determine the subject, object, and possessive, and also they were confused to differentiate the using of object and possessive.



## **CURRICULUM VITAE**

### **A. Identity**

Name : SITI ASRINA HARAHAAP

Nim : 09 340 0021

Place and Birthday : Sialagundi, May 15<sup>st</sup> 1991

Sex : Female

Religion : Islamic

Address : Sialagundi, Kec. Huristak, Kab. Padang

Lawas

### **B. Parent**

1. Father's name : Sutan Napatut Harahap

2. Mother's name : Derma Hari Siregar

### **C. Educational background**

1. Graduated from Primary School 100489 Padang Sihopal in 1997-2003.

2. Graduated from Mts Robitotul Istiqomah in 2003-2006.

3. Graduated from MAS Robitotus Istiqomah in 2006-2009.

4. Be University student in IAIN Padangsidimpuan.

## **APPENDIX I:**

### **PLEASE DO THIS TEST, THE RESULT NOT FOR PUBLICATION**

Name:

Class:

#### **A. Read the paragraph and answer the test appropriate with the paragraph!**

Mrs. Susi has a garden in her yard. And she likes to work there. She says it is fun. Today, she is planting flowers in the garden. There is also an old mango tree in the yard. The tree is very big. She always cut the leaves and the branches in taking care of it. It results. She said that, the flowers must get more sun. Mrs. Susi often involves her children to take care the garden and also help her. So, they will understand how to take care their environment. Many people tell how Mrs. Susi beautiful her garden is.

Mr. Santosa is Susi's husband. He works in the office. He always on time and also diligent. Therefore his chief in the office appointed him as the manager branch. For the first meeting as a manager branch, Mr. San introduced him self. He said " my name is Mr. Santosa, you can call me Mr. San or Tosa. I come from padangsidimpuan city. I have two children and one wife" Until finish. The chief admired him. In the last meeting his chief said " your presentation is very good". One of his friends said "I will support you".



**B. Choose the best answer from the paragraph**

1. In the first line. The word "**her**" refer to...
2. **She** likes work there. the function of she in this sentence is...
3. She says **it** is fun. It refer to...
4. She always cut the leaves and the branches in taking care of **it**. The function of it is..
5. **She** always cut the leaves". She refer to...
6. **It** results. The word it in this sentence refer to..
7. Mrs. Susi often involves her children to take care the garden and also help **her**. the function of her in this sentence is....
8. The function of "**her** " in the sentence Mrs. Susi often involves her children is..
9. **He** work in the office. He is refer to..
10. **He** always on time and also diligent. He is the pronoun of...
11. Therefore, his chief in the office. The function of **his** in this sentence is
12. The function of **him** in the ninth line is....
13. My name is Mr. Santosa. The function of **my** in this paragraph is...
14. You can call me. The word **me** is the pronoun of...
15. The function of "**me**" in the sentence (you can call me) is...
16. **you** can call me Mr. San or Tosa. The word **you** refer to..
17. In the last paragraph "**I** come from Padangsidimpuan city" the word **I** refer to,,
18. **Your** presentation is very good. The function of word "**your**" is...
19. The word "**your**" in the last paragraph is refer to...
20. I will support **you**. The function of word "**you**" is...

## **APPENDIX II**

### **THE ANSWER OF THE TEST**

1. Mrs. Susi
2. Mrs. Susi
3. Garden
4. Object
5. Mrs. Susi
6. Mango
7. Object
8. Possessive
9. Mr. Santosa
10. Mr. Santosa
11. Possessive
12. Object
13. Possessive
14. Mr. Santosa
15. Object
16. His friends
17. Mr. Santosa
18. Possessive
19. Mr. Santosa
20. Object



## **APPENDIX III:**

### **THE LIST OF INTERVIEW**

#### **A. Interview to the teacher**

1. What book is used by the teacher to teaching personal reference?
2. How is the ability of students to understanding personal reference in paragraph?
3. What are the difficulties of students to understanding personal reference in paragraph?
4. What are the teacher solution toward the difficulties?

#### **B. Interview to the students**

1. Do you like English?
2. Do you know personal reference?
3. Do you know about paragraph?
4. What are the difficulties to understanding personal reference in paragraph?

#### **C. Interview to the headmaster**

1. What is the background of SMP N 5 Padangsidempuan?
2. When did the school establish?
3. How many teachers are in SMP N 5 Padangsidempuan?
4. How many students are in SMP N 5 Padangsidempuan?

## APPENDIX IV

### THE STUDENTS ABILITY TO UNDERSTAND PERSONAL REFERENCES IN PARAGRAPHS TEST

No.	Name	Correct	Fault	Score
1.	Ahmad Adrian	13	7	65
2.	Aina Ramiza	13	7	65
3.	Aldo Saputra	12	8	60
4.	Alya Khadra	14	6	70
5.	Asrul Faizar	14	6	70
6.	Bintang Nasution	17	3	85
7.	Cici Febi Putri	16	4	80
8.	Desi Ratna Sari	14	6	70
9.	Dinda Sriwanti	7	13	35
10.	Duma Sari	2	18	10
11.	Fitrah Suci	13	7	65
12.	Halimatussa'diyah	3	17	15
13.	Hasrin Hakiki	9	11	45
14.	Imam shaleh	13	7	65
15.	Indah Wulan	8	12	40
16.	Ingrid Nauli	13	7	65
17.	Iqbal	13	7	65
18.	Mansur	13	7	65
19.	Muhammad Ridwan	13	7	65

20.	Novendi	14	6	70
21.	Nurasiah	10	10	50
22.	Rahma Yani	11	9	55
23.	Risma Efendi	13	7	65
24.	Rizky Saputra	16	4	80
Total				1420

the formula of the score is:

the right answer x100 = the score

the total of the test

## APPENDIX V

### THE RESULT OF ITEM TEST

Num. of test	Student (correct)	Students (fault)	Total
1.	17	7	24
2	5	19	24
3.	13	11	24
4.	16	8	24
5.	13	11	24
6.	11	13	24
7.	8	16	24
8.	20	4	24

9.	20	4	24
10.	13	11	24
11.	18	6	24
12.	20	4	24
13.	19	5	24
14.	3	21	24
15.	17	7	24
16.	6	18	24
17.	21	3	24
18.	19	5	24
19.	9	15	24
20	16	8	24

#### THE FORMULA OF THE RESULT OF THE TEST EVERY ITEM

1. The right students \_\_\_\_ x 100 = the frequency

The total of the students

2. The false students \_\_\_\_ x 100 = the frequency

The total of the students

#### APPENDIX VI

#### THE FORMULA OF THE STUDENTS ABILITY TO UNDERSTAND PERSONAL REFERENCES IN PARAGRAPHS



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

Where:

M: Mean score (average)

N: total of the students

$\sum x$ : Total of the result essay test

So: the mean score of the students is:

$$\frac{1420}{24} = 59.16$$

**THE RESULT OF THE TEST STUDENTS ABILITY AT GRADE VIII-<sup>2</sup> SMP NEGERI 5  
PADANGSIDIMPUAN TO UNDERSTAND PERSONAL REFERENCES IN PARAGRAPH**

No item	Initial name																									
	A A	A R	A S	A K	A F	B N	C F	D R	D S	D U	F S	H A	H K	I S	I W	I N	I Q	M A	M R	N O	N U	R Y	R E	R S		
1.	5	5	0	5	0	0	0	5	0	0	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	
2.	0	0	0	0	0	5	5	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	5	0	
3.	5	5	0	5	0	5	5	0	5	0	0	0	0	5	5	5	5	5	0	5	0	0	0	5		
4.	5	5	0	5	5	5	5	0	0	5	5	0	5	5	0	0	5	5	0	5	5	0	5	5		
5.	0	0	5	5	5	5	5	5	5	0	5	0	0	0	0	5	0	0	5	0	5	5	0	5		
6.	5	0	5	0	5	5	5	0	0	0	5	0	0	0	0	5	0	0	0	5	5	0	5	5		
7.	0	0	5	0	5	0	0	5	0	0	0	0	5	0	0	5	0	0	5	0	0	5	5	0		
8.	5	5	5	5	5	5	5	5	0	0	5	0	5	5	5	5	5	5	5	5	0	5	5	5		
9.	5	5	0	5	5	5	5	5	5	0	5	0	5	5	5	5	5	5	5	5	0	5	5	5		
10.	0	5	0	5	0	5	5	0	0	0	5	0	5	5	5	5	5	5	0	0	0	0	5	5		
11.	5	5	5	5	5	5	5	5	5	0	0	0	5	5	0	0	5	5	5	5	0	5	5	5		
12.	5	5	5	5	5	5	5	5	0	0	5	0	5	5	0	5	5	5	5	5	5	5	5	5		
13.	5	5	5	5	5	5	5	5	0	0	5	0	0	5	5	5	5	5	5	5	5	0	5	5		
14.	0	0	0	0	0	0	0	0	0	0	0	5	0	0	5	0	0	0	0	0	0	0	0	5		
15.	5	5	5	5	5	5	5	5	0	0	5	0	0	5	0	5	5	5	5	5	5	0	0	5		
16.	5	0	0	0	0	5	5	0	0	0	0	0	0	0	0	0	0	0	0	5	5	5	0	0		
17.	0	5	5	5	5	5	0	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5		
18.	5	5	5	5	5	5	5	5	5	0	5	0	0	5	0	5	5	5	5	5	0	5	5	5		
19.	0	0	5	0	5	5	5	5	5	0	5	0	0	0	0	0	0	0	5	0	0	0	0	5		
20	5	5	5	5	5	5	5	5	0	0	0	0	0	5	0	0	5	5	5	5	5	0	5	5		
Tot al	6 5	6 5	6 0	7 0	7 0	8 5	8 0	7 0	3 5	1 0	6 5	1 5	4 5	6 5	4 0	6 5	6 5	6 5	6 5	7 0	5 0	5 5	6 5	8 0		

# CHAPTER I

## INTRODUCTION

### A. Background of the Problems

Human is a social creatures, who can't live without other people. Human as a creature of Allah process weakness and limitation and also strengths. For socialization and communication with another people, people use a language. So, language is very important. It is the tool of communication for human beings in their life because by using language people can speak and deliver their message, opinion, argument and feeling. In short, Language as a tool to extend something which crossed in our heart

In the Qur'an there is a verse about the language of the days. This in accordance with the word of Allah Subhana Wata'ala surah Ar-Ruum:22

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتِلَافُ أَلْسِنَتِكُمْ وَالْوَالِدَاتُ إِذَا حَمَلْنَ فِي ذَلِكَ لَآيَاتٍ

لِّلْعَالَمِينَ ﴿٢٢﴾

It means: “And among his signs is the creation of the heavens and the earth, and the variations in your language and your colors: verily in that are signs for those who know”.<sup>1</sup>

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1 Abdullah Yusuf Ali, *The Glorious Qur'an*, (Beirut: Dar El-Fikr, 2009), p. 363.

Halliday quoted by Hendri Guntur Tarigan book's states that, there are seven function of language; instrumental function, regulatory function, representational function, interactional function, personal function, heuristic function, imaginative function.<sup>2</sup>

According to Note of PBB in 2008 that, there are seven international languages, they are; English, Arabic, Mandarin, Bahasa Indonesia, Prances, Portugal, and Spain. Based on the information, Bahasa Indonesia is one of international language, because there are 48 countries have used it in the world. It is our proud as a Indonesian people. English is very important, because it is the major international language. That is why in Indonesia English is studied in elementary school, junior high school, senior high school until university. Moreover, in some kindergartens English has been started to introduce. It is needed by students to improve and understand their confidence to face global competition. Therefore, the government of Indonesia takes it as an obligatory subject in schools.

In English there are four skills that must be owned by students, they are; listening, speaking, reading, and writing. To obtain those skills, students have to master grammar. It is known that there are many subjects that must be studied in grammar such as; tenses, part of speech, and conditional sentence. In Part of

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<sup>2</sup> Hendri Guntur Tarigan, *Pengajaran Kompetensi Bahasa*, (Bandung: Angkasa, 1990) p. 6-8.



speech itself there are many parts such as; noun, verb, adverb, adjective, interjection, conjunction, and pronoun. Meanwhile, in the pronoun there are some topics; personal pronoun, possessive pronoun, possessive adjective, reflective pronoun.

Personal reference is a part of grammar. According the explanation of english teacher at SMP Negeri 5 Padangsidempuan Mrs. Helmi Sartika Lubis S.Pd at Grade VIII book's or curriculum, grammar just as addition in every subject. The majority of the subject is about speaking, listening, writing, and reading practices. The grammar have to be studied in speaking, listening, writing, and also reading.<sup>3</sup>

In this case is personal reference means refer to personal. In SMP Negeri 5 Padangsidempuan at Grade VIII still often find difficulties to identify personal reference in a paragraph according to the explanation of English teacher's SMP Negeri 5 padangsidempuan at grade VIII. Sometimes they are confious to differentiate it. Include personal pronoun, possessive pronoun, possessive adjective, and reflective pronoun. Especially to identify personal pronoun such as; I, you, she, he, and it, as a subject, object and possessive. Though they have been studying the pronoun in two years.

By looking at this phenomenon, the researcher is interested in conducting the research about "The Ability of Students to Understand Personal References in Paragraphs at grade VIII SMP Negeri 5 Padangsidempuan".

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<sup>3</sup> Helmi Sartika, English teacher at grade VIII SMP negeri 5 padangsidempuan, private interview on 8 january 2014

## **B. Focus of the Problem**

Actually, there are many problems of the students when they study English especially in grammar. But, based on the explanation in the background of the problems above, the researcher focuses this problem about to know the ability of students to understand personal references in paragraph.

## **C. Formulation of the Problem**

Based on the explanation above, the problems of the research can be formulated as follows:

1. How is the ability of students SMP Negeri 5 Padangsidimpuan to understand Personal References in Paragraph?
2. What are the difficulties of students SMP Negeri 5 Padangsidimpuan to Understand Personal References in Paragraph?
3. What are the efforts done by the English teacher in overcoming the difficulties to Understand Personal References in Paragraph?

## **D. Purpose of the Research**

The purpose of the research is:

1. To describe the ability of students of SMP Negeri 5 Padangsidimpuan to understand personal references in paragraph.
2. To identify the difficulties of students SMP Negeri 5 Padangsidimpuan to understand personal references in paragraph.
3. To identify the effort done by the English teacher in overcoming the difficulties.

## **E. Significances of the Research**

The significances of the research divided into two parts, they are: theoretical significances and practical significances. The theoretical significances include another researcher and the practical significances include for headmaster, English lecturer, and English teacher.

1. To headmaster, as an information about the ability of students to Understand Personal References in Paragraph. And also link the skills of English teachers in teaching. Then the headmaster was supported the English teacher to follow talk show or training to increase their skills in English teaching.
2. For the English lecturer, especially for English Teacher about grammar. How prepare students who will be a teacher.
3. English Teacher, as an input and information about the ability of students to Understand Personal References in Paragraph, and make an addition lesson for students who less understand about English.
4. To another Researcher, to help the other researcher who will conduct further research in the same topic, it can give them information about it.

## **F. The Definition of Key Terms**

To avoid the misunderstanding of this research, the researcher will explain definition of key terms as follows:

## 1. Ability

According to A.S. Hornby, ability is “to do something the fact that something is able to do something”<sup>4</sup>. Meanwhile, “Ability is a being able; power to do ( something physical or mental, skills, expertnes or talent)”<sup>5</sup>.

So, it can be concluded that ability is a skill of someone. It can be come from extrinsic factor and intrinsic factor.

## 2. Student

A.S Hornby said that, students is a person usually over the age of who is studying at a university or college<sup>6</sup>. According to Simon & Schuster student is a person who studies or investigates (a student to study) and also enrolled for study at a school and collage<sup>7</sup>. In dictionary of Indonesia, the students is the learner at grade of elementary school, junior high school and senior high school<sup>8</sup>.

So, according to researcher students is a person who is studying at Grade VIII SMP Negeri 5 Padangsidimpuan.

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<sup>4</sup> A.S Hornby, *Oxford Advanced Learner’s Students*, (New York: University Press, 2010), p. 2.

<sup>5</sup>Simon & Schuster, *Webster’s New World Collage Dictionary*, (New York: Macmillan Company, 1988), p. 2-3.

<sup>6</sup> Ibid., p. 34.

<sup>7</sup>.Ibid., p. 1330

<sup>8</sup>Tim Penyusun Pusat Pembina dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta:Balai Pustaka, 2001), p. 1077.

### 3. Personal

According to A.S.Hornby, Personal is your own; not belonging to or connected with anyone else<sup>9</sup>. Personal it means refer to subject. So, according to researcher personal is your own.

### 4. Reference

Yule state reference as an act in which a speaker or writer uses linguistic form enable a listener or reader to identify something<sup>10</sup>. According to Linda Gerot and Peter Wignell, Reference refer to systems which introduce and track the identify of participants through text. It is related to textual meaning and thus to mode<sup>11</sup>

So, according to researcher Reference is it refer to someone or something else.

### 5. Paragraph

Paragraph is a number of sentences grouped together and relating to one topic; or a group of related sentences that develop a single point.<sup>12</sup> A paragraph is a basic unit organization. According to researcher, paragraph is a group of sentence and also have one main idea. The content of paragraph is minimize have three sentences.

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<sup>9</sup> AS.Hornby, *Op. Cit.* p. 1131.

<sup>10</sup> George Yule, *Pragmatic*, (New York: Oxford University Press, 1996 ), p. 95.

<sup>11</sup> Linda Gerot and Peter Wignell, *Making Sense Of Functional Grammar*, (Australia: 1994), p. 170.

<sup>12</sup> Wren and Martin, *High School English Grammar*, (N.D.V: 1990), p. 387.



## **G. Thesis Outline**

The systematic of this research is divided into five chapters. Each chapter consist of many sub chapter with detail as follows:

In the chapter one it is consist of background of the problem, focus of the problem, formulation of the problem, the purpose of the research, significances of the research, definition of key terms, and thesis outline. Next, the chapter two, it is consist of theoretical description they are; students ability, personal references, paragraph and review of related finding.

In the chapter three, it is consist the research methodology they are; time and place of the research, kinds and approach of the research, source of the data, instrument of the collecting data, technique of data analysis, and techniques of data trustworthiness. Then, the four chapter, it consists of result of the research, general findings, specific findings, threats of the research, and discussion.

Finally. In the chapter five, it is consist of conclusion and suggestion.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Theoretical Description

##### 1. Student's ability

###### a. Students

According to Simon & Schuster student is a person who studies or investigates (a student to study) and also enrolled for study at a school and collage<sup>1</sup>. The other hand A.S Hornby said that, "student is a person usually over the age of who is studying at a university or college<sup>2</sup>.

So, it can be concluded that the students are the persons who are in the education process. The student part of a school that must be advocated and teach until they can be find the knowledge for grow up a student. The students have level education it must to do. There are primary school level, secondary school, high school, collage/ diploma until university level.

###### b. Ability

According to G. & C. Said that ability is physical ,mental, or legal power to perform natural or acquired proficiency. Especially in a particular activity<sup>3</sup>. Meanwhile Ability is physical mental or legal to perform (he has ability to accomplish whatever he stes his mind to).

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<sup>1</sup> Op. Cit. Simon & Schuster, p. 1330.

<sup>2</sup> Op. Cit. A.S Hornby, p. 2.

<sup>3</sup> G.&C, *Webster's Collage Thesaurus*, (USA: Merriam Company, 1976), p. 3.

So, it can be concluded that students ability is the quality of being to do something, especially the physical, mental, or legal power to accomplish something of students.

## **2. Personal references**

### **a. Definition of References**

References come from the word “refer”. It means to indicate something. A.S. Hornby says in Oxford dictionary Reference is a thing you say or write the mentions something else; the act of mentioning something<sup>4</sup>. Meanwhile Linda Gerot and Peter says “Reference comes from the word relate. Reference refers to systems which introduce and track the identify of participants trough text. It is related to textual meaning and thus to mode. We find very different between the more written the text is”<sup>5</sup>.

Reference is the word that refers to someone or something found in sentences, paragraphs and text. The other hand Yule states “reference as an act in which a speaker or writer uses linguistic from unable a listener or reader to identify something”<sup>6</sup>. Reference is a relation between object in which one object designates, or acts as a means by which to connect to or link to, another object in semantics reference is generally construed as

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<sup>4</sup> A.S Hornby, *Op. Cit.* p. 1277.

<sup>5</sup> George Yule, *Op. Cit* p. 17.

<sup>6</sup> Linda Gerot and Peter, *Op. Cit*, p. 171.,

the relationships between nouns or pronouns and object that are name by them.

From some opinions from the experts above, the researcher concludes that reference is a word that refers to someone or something found in sentences, paragraphs and text.

### **b. Personal Reference**

Personal reference refer to person. In personal reference, the category of person is used to refer; it describes the basic principle in the previous subsection, suggesting that non-interacting personal pronouns and possessive determiners have come to be used primarily in anaphoric reference.

Personal References is something which refer to the person can be man, women and animal.

**Table I**

**The personal reference items of English are:<sup>7</sup>**

Class	Gender	Subject	Object	Possessive
Singular	Masculine	I	me	My
		you	you	your
		he	him	

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<sup>7</sup> M.A.K. Halliday, *An Introduction to Functional Grammar*, (New York: Oxford University Press, 2004), p. 550.

				his
	Feminine	I you she	me you her	me your her
	Neuter	It	It	Its

The explanation of table above as follows:

### 1) Masculine is refer to men

a) Personal references as a subject is I, you, and he

(1) I : you refer to yourself by using the pronoun I, it's always written with a capital letter.

Example: **I** don't know what to do

**I** think you made the wrong decision.

May **I** ask why stephen's here?<sup>8</sup>

(2) You: you refer to the person or people you are talking to as "you".

Example: **You** stand at the door

**You** give me some money

**You** choice the best way<sup>9</sup>

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<sup>8</sup> Collins Cobuild, *English Grammar* (London, Harper Collins: 2003) p. 29

(3) He: you refer to a man or boy as “he”.

Example: **He** arrives in my house at 09:00 pm

**He** always help peoples

**He** often come to my house for discuss

b) Personal references as a object is me, you and him

Example:

(1) Me : the pronoun of “I” as a object

Example: **I** invite her, She gives **me** gift when my birthday

**I** like mango, He takes it for **me**

**I** followed the contest yesterday,My mother

supported **me** in the contest of memorize Qur’an.

(2) You: you refer to the person or people you are talking to as “you”. Here “you” as a object.

Example: His father help **you**

**I** see **you** in the garden

**We** bring some fruits for **you**

(3) Him: the pronoun of “he” as a object.

Example: **Risky** is my friend, **I** seldom see **him** in the class

**Mustofa** is a clever student, The teacher ask **him** a

lot of questions every day.

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<sup>9</sup> Betty Schramper Azar, *Understanding and Using English Grammar*,(Washington, longman :2006), p.25



Edi is my brother, I often see **him** in the garden

c) Personal references as a possessive is my, your and his.

(1) My: the pronoun of “I” refer to he as possessive

Example: **My** father always work hard

**My** sister was married

**My** cousin work as an army

(2) Your: the pronoun of “you” refer to he as possessive.

Example: **Your** perform is the best than another

**Your** trip lasted for three days.

**Your** garden has flowers in it.

(3) His: the pronoun of he as possessive.

Example: **His** brother is studying at university

We came to **his** house last week

**His** mother is a doctor

## 2) Feminine is refer to women

a) Personal references as a subject is I, you, and she

(1) **I**: you refer to yourself by using the pronoun I, it’s always written with a capital letter.<sup>10</sup>

Example: **I** got money from my sister

**I** arrive in the campus at 08.00 o’clock

**I** swept the floor just now

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<sup>10</sup> Ibid., p. 29

- (2) **You**: you refer to the person or people you are talking to as "you". It refer to women as subject.

Example: **You** are the agent of change in your country

**You** bought the fruits in the market

**You** brought some flowers for her

- (3) **She**: refer to the women or girl.

Example: **She** is my best lecturer in the campus

**She** thought that being married has some advantages.

**She** asked me about mathematics

- b) Personal references as a object is me, you, and her.

- (1) **Me**: the pronoun of I as possessive. This refer to the women or girl.

Example: **Robert** go to post office, He send letter for **me**

**Tino** is a teacher, he often judges **me**

**Lilo** is a police, he catches **me**

- (2) **You**: you refer to the person or people you are talking to as "you". refer to the women as object.

Example: **She** hit **you** in the class

**He** reads the poem for **you**

**She** asked **you** about the problem

- (3) **Her**: the pronoun of "she" as object.

Example: **Tri** is my best friend, I walked to class with **her**

*Nisa* comes to her house, She gave **her** some money to buy some food.

**Risky** one of our friends, We telephone **her** to invite us to party

c) Personal references as a possessive is my, your, and her

(1) My: the pronoun of “I” refer to the women (she) as possessive.

Example: *Syifa* is a teacher, **Her** friend help me to get a job

**Yani** write o poem, **Her** writing almost impossible to read<sup>11</sup>

**Firda** is my class mate, **Her** house very near with my house

(2) Your: the pronoun of “you” refer to women as possessive

Example: **Your** style very nice

**Your** voice is good

**Your** house near with her house

(3) Her: the pronoun of she as possessive.

Example: Riska is **her** sister

**Her** brother very clever

**Her** house beautiful

3) Neuter is thing refer to immovable or un living object

a) Personal references as a subjec is it

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<sup>11</sup> Op. Cit p. 30

Example: *it* is my house

*It* is her school

*It* is their garden

b) Personal references as a object it

Example: The **flowers** are very beautiful, the people often take *it*.

The **cat** is clever, she always keep *it*

The **grape** is sweet, I like to buy *it*

c) Personal references as a possessive its

Example: **Sun flower** in front of my house, *it's* colour is yellow.

The **rabbit** is pet of Roni, *its* eye very funny

Rini **cooked** the cake last week, *its* very sweet

From the explanation above the researcher concluded that there are 3 types gender of personal references. They are; masculine, feminine and also neuter. From the masculine, feminine and neuter divided to subject, object, and possessive.

### 3. Paragraph

#### a. Definition of Paragraph

Paragraph is a noun. A paragraph consists of several sentences and one main idea. It usually the first sentences of paragraph starts on a new line. It can be support the opinion of Alice Oshima and Ann Hogue.

A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. A paragraph can be

short as one sentence or as long as ten sentences. The number of sentences is unimportant; however<sup>12</sup>. The other hand Frank Chaplen said in his book "A paragraph is a unit of information unified by a controlling idea. The paragraph is a good one only if the reader completely understands the unit of information it contains and if its controlling idea is completely developed"<sup>13</sup>.

According to George E. Wishon that" the paragraph is usually a series of sentences that develops one topic. A paragraph can be as long or as short as necessary to develop the topic. The purpose of paragraphing is to show a change of thought or change of topic. For that reason, each paragraph must be limited to a single topic. The topic is most often expressed in the topic sentence, which is usually the first sentence of the paragraph. The other sentences in the paragraph develop the main idea of the paragraph<sup>14</sup>".

Meanwhile Charles H. Vivian & Bernetta M. Jackson that in the book's English Composition said" a paragraph is a unit of thought or feeling, a unit ordinarily composed of several smaller units (sentences) and serving as part of a larger unit (whole composition). The paragraph is therefore an intermediate unit in written expression. In good composition the sentences that constitute this intermediate unit are closely related in meaning. The paragraphs in an effective whole composition are likewise closely related. They present the successive stages of thought or feeling that make the organic whole composition. Thus the paragraph is the structural unit with which the whole composition is built".

The paragraph is also a physical unit on the page, a unit made apparent by the conventions of indenting the first line (about an inch in longhand or five space in typescript) and leaving blank any unneeded part of the last line. Although incidentally useful in relieving the eye, these conventions are primarily valuable as signs of the divisions of thought or feeling within the whole composition. They indicate forward movement from one phase of the subject to the next. A study of the paragraph is

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<sup>12</sup> Alice Oshima & Ann Hogue, *Writing Academic English*, (USA: Addison Wesley Publishing Company, 1983), p. 1.

<sup>13</sup> Frank Chaplen, *Paragraph Writing*, (London: Oxford University, 1972), p. 1.

<sup>14</sup> George E. Wishon, *Let's Write English*, (New York: American Book Company, 1980), p. 369.

highly important for the inexperienced writer, especially if he has difficulty in organizing and developing his ideas<sup>15</sup>.

From the some opinion above, the researcher conclude that paragraph is a group of sentences and have one main idea. The paragraph can be short or long.

#### **b. The Aspect of Paragraph**

A paragraph has three major structural parts they are<sup>16</sup>:

##### 1) Topic Sentence

Topic sentence states the main idea of the paragraph. It not only names the topic of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. The specific area is called the controlling idea. Notice how the topic sentence of the model states both the topic and the controlling idea.

##### 2) Supporting Sentence

Supporting sentence develop the topic sentence. That is, they explain the topic sentence by giving reasons, example; facts, statistic, and quotations. Some of supporting sentences that explain the topic sentence.

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<sup>15</sup> Chaerles H. Vivian & Bernetta M. Jackson, *English Composition*, (New York: Barnes & Noble Books, 1981), p. 163.

<sup>16</sup> Ibid, p. 169.



### 3) Concluding Sentence

The concluding sentence signals the end of the paragraph and leaves the reader with important points to remember.<sup>17</sup>

### **c. The Requirement of Paragraph**

Wren and Martin said, there are three the requirement of paragraph. They are: unity, order, and variety<sup>18</sup>:

#### 1). Unity

The first and the most important principle to be observed in constructing a paragraph is that of unity. Just as each sentence deals with one thought, each paragraph must deal with one topic or idea-and with no more than one.

#### 2). Order

The second requirement of paragraph is order. That is logical sequence of thought or development of the subject .events must be related in the order of their occurrence, and all ideas should be connected with the leading idea and arranged according to their importance or order.

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<sup>17</sup> Alice Oshima and Ann Hogue, *Op.Cit.* p. 3-4.

<sup>18</sup> Wren and martin,, *Op. cit.* p. 56

### 3). Variety

A third requirement of paragraph is variety. By which is means that, to avoid monotony, the paragraph of a composition should be of different lengths and not always of the same sentence construction.<sup>19</sup>

According to Alice Oshima, there are two requirements of paragraph: unity and coherent.<sup>20</sup>

#### a) Unity

Unity means that you discuss only one main idea in a paragraph. The main idea is stated in the topic sentence, and then each and every supporting sentence develops that idea.

#### b) Coherent

Coherence means that you paragraph is easy to read and understand because (1) your supporting sentences are in some kind of logical order, and (2) your ideas are connected by the use of appropriate transition signals<sup>21</sup>.

On the other hand Hullons Wills stated, the requirement of the paragraph are “unity and coherent”.

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<sup>19</sup> Wren and Martin, *Op. Cit* p. 387-388.

<sup>20</sup> *Ibid*, p. 27-28

<sup>21</sup> Alice Oshima and Ann Hogue, *Op. Cit* p. 30-40.

a) Unity

A successful paragraph may be not only complete in its development, but also unified in structure. Its unity is evident when each of its sentences pertains to its one control idea. The unity of a paragraph may be violated in two ways: (1) Through the inclusion of the second central ideas or (2) through the inclusion of one or more sentences of detail that are not related or are only vaguely related, to the paragraph's central.

b) Coherent

Coherent in paragraph is different from unity in that unity pertains only to the mechanical expression of that relationship. That is, coherence has to do with the verbal meant where by the logical relationship sentence is made clear.<sup>22</sup>

So, it can be concluded that there are four the requirement of paragraphs are unity, order, variety, and coherent.

**d. The Kinds of Paragraph**

Sanggam Siahaan said, the kind of the paragraph divided into three; they are narrative paragraph, descriptive paragraph, and expository paragraph.<sup>23</sup> According to George E. Wishon and Juila M. Burk, the kinds of paragraph divided into four are: narration, description, exposition, and

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<sup>22</sup> Hullon Wills, *Structure Style and Usage A Guide to Expository Writing*, (New York: Holt Rinehart and Wiston, 1996), p. 94-99.

<sup>23</sup> .Sanggam Siahaan, *Op. Cit.* p. 109.

argumentation.<sup>24</sup> While there are kinds of paragraph stated by Zaenal Arifin and Arman Tasai: description, expository, argumentation, and narrative.<sup>25</sup>

Based on the statement above, it can be concluded that there are four kinds of paragraph: narrative, descriptive, expository and argumentative.

a) Narrative paragraph

Sanggam Siahaan said, narrative is a paragraph in which a writer about an event to his reader. It can be about biographies, autobiographies, historical event, instruction and process.<sup>26</sup>

The example of narrative paragraph is:

### **The story Snow White**

In earlier times there lived a who named Snow White. He lived with his aunt and uncle because his parents died. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they wanted to go to America and they did not have enough money to take Snow White with them. Princess Snow White did not want her uncle and aunt to do this. So he decided to escape.

The next day he ran away from home when her aunt and uncle were having breakfast, he fled into the wood .In the wood she

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<sup>24</sup> George E. Wishon and Julia Mburk, *the Guided Paragraph Writing* (New York: American Company, 1989), p. 378.

<sup>25</sup> Zainal Arifin Purba and Arman Tasai, *Cermat Berbahasa Indonesia*, (Jakarta: Akademika Pressindo, 2006) , p. 142.

<sup>26</sup> Sanggam Siahaan, Op. Cit p. 56

felt very tired and hungry. Then she saw this cottage. She knocked but no one answered her so she went inside and felt asleep. Meanwhile seven dwarfs came home from his work. They get into there, they found Snow White woke up from his sleep. He saw the dwarfs. The dwarf said "What is your name? Snow White said, "My name is Snow White. One dwarf said, If you want, you can stay here with us. Snow White tells all about her story. Then daughter snow and the seven dwarves are now living happily ever after.

b) Descriptive paragraph

According to Zaenal Arifin and Arman Tasai, descriptive is paragraph. Descriptive is a paragraph in which a writer to picture out an object to his reader.<sup>27</sup>

The example of descriptive paragraph is:

**Monas National Monument**

Monas National Monument is a 132-meter tower in the center of Merdeka Square, Central Jakarta, Indonesia. Jakarta, is the capital of the state. It symbolizes the struggle for Indonesian independence of our country. The monument consists of a 117.7 m. obelisk on a 45m square platform at a height of 17 m. Towering monument symbolizes the philosophy of Lingga and Yoni. Resembles a phallus, or pestle mortar

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<sup>27</sup> Zainal Arifin Purba, Op. Cit p. 150

pestle and Yoni resembles rice or mortar, two important things in the tradition of Indonesian agriculture. Construction began in 1961 under the direction of President Sukarno, the first president of the us and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil, and now the monument calls.

c) Expository paragraph

According to Sanggam siahaan, “Expository is a paragraph in which a writer tries to reveal out a new truth of fact of a certain object to his readers”.<sup>28</sup>

The example of expository paragraph is:

**Whether Award or Punishment Can Give an Influence**

Whether award or punishment can give an influence to me when I study. I will be motivated to learn more one lesson when there’s an award to my result. On the contrary, I will be down, even I will hate the lesson, when there is a kind of punishment. For example, when I was in senior high school, I got a really great mark for my English exam and my teacher gave me some compliments and invited me to be the member of English Club in my school (I consider it is a kind of award). Then, I became more enthusiastic to learn more and more. While in Biology, the teacher often gave some punishment to

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<sup>28</sup> Sanggam Siahaan, *Op. Cit.*, p. 58

the students who came late or got a bad mark by giving so many assignments and saying something unpleasant to hear. So, I do not like biology lesson and not really understand the material until now. In conclusion, I learn more when I am awarded because I feel appreciated and I learn less when I am punished because I feel that my hard work is useless.

d) Argumentative paragraph

George E. Wishon and Juila M. Burk said, “Argumentative is used in persuading and convincing , it used to make a case or to prove or disprove a statement.”<sup>29</sup>

The example of argumentative paragraph is:

**The Important of English Language**

I personally think that English is the world’s most important language. Why I say that? Firstly, English is an international language. It is spoken by many people all over the world, either as a first or second language. Secondly, English is also the key which opens door to scientific and technical knowledge, which is needed for the economic and political development of many countries in the world. Thirdly, English is a top requirement of those seeking jobs. Applicants who master either active of passive English are more favorable than

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<sup>29</sup> George E. Wishon and Juila M. Burk Op. Cit 379

those who don't. From the fact above, it is obvious everybody needs to learn English to great the global era.

## **I. Review of Related Findings**

This research is not beginner in this title. But, there is the researcher had researched before which relevant with title;The first is Diana Mariati script with title "The Effect of Contextual Teaching and Learning (CTL) on Teaching Personal References in Descriptive Text at grade XI Students of SMA Negeri 1 Barumun Tengah in 2012-2013 Academic Year". The concluding of her script is there is significant effect to the students on teaching personal references. After using contextual teaching and learning (CTL) on teaching personal reference in descriptive text at grade XI SMA Negeri 1 Barumun Tengah, the post test control class was 68.75 (low) and post test experimental class was 72.3 (high).<sup>30</sup>

The next is syarifahannum script "The Analysis on the Students Ability in Mastering Reference of the grade IX at SMP Negeri 1 Lembah Sorik Marapi in 2010-2011 Academic Year". She was found that the ability of the grade IX students of SMP Negeri 1 lembah sorik marapi in mastering reference was sufficient namely.

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<sup>30</sup> Diana Mariati Hasibuan, "The Effect of Contextual Teaching and Learning (CTL) on Teaching Personal References in Descriptive Text at Grade XI Students of SMA Negeri 1 Barumun TengahIn 2012-2013 Academic Year ", ( Unpublised A *Thesis*), STAIN PADANGSIDIMPUAN, 2013), p. 56.



Because after computed their score, it can be found that the total score of them is 42.25 and the mean score of them is 60.35.<sup>31</sup>

Then, research done by Khotimah” Understanding References in Descriptive Text at MTS Negeri Batang Angkola. She found that the students ability in identifying personal reference, possessive pronoun, possessive adjective, object, reflective pronoun, subject, demonstrative and comparative reference were categorized into good, it found the total mean score will be 100<sup>32</sup>. The last is sumarni script “The Effect of CTL in Teaching Personal References in Reading Text”. Actually after collecting and analyzing the data it has known that the score of them was 4.12.<sup>33</sup>

From the some research above, this research have related with the title “The Ability of Students to Understand Personal References in Paragraphs at grade VIII SMP Negeri 5 Padangsidimpuan”. It is the qualitative research and the used detail description technique to data trustworthiness.

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<sup>31</sup> Syarifahannum, script “ The Analysis on The Students Ability in Mastering Reference of at Grade IX Smp Negeri 1 Lembah Sorik Marapi in 2010-2011 Academic Year”, ( Unpublished, A Thesis), UMTS PADANGSIDIMPUAN, 2011), p. 53.

<sup>32</sup> Khotimah, ” Understanding References Descriptive Text Mtsn Batang Angkola, ( Unpublished, A Thesis), STAIN PADANGSIDIMPUAN, 2012), p.22.

<sup>33</sup> Sumarni, “The Effect of CTL in Teaching Personal References in Reading Text”, ( Unpublished, A Thesis), UNIMED MEDAN, 2009), p. 41.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. The Time and the Place of the Research**

##### **1. The time of the research**

The research has been done from January 2014 until March 2014. It done maybe in three months.

##### **2. The place of the research**

This research has been done at SMP Negeri 5 Padangsidempuan, especially at grade VIII-<sup>2</sup>. It is located at Perintis Kemerdekaan Street.

#### **B. Kind and Approach of the Research**

The kind of the research is Qualitative Research. L.R. Gay and Peter Airaison stated, “Qualitative Research is base on the collection and analysis of non numeric data such as observation, interview and other more discursive sources of information”.<sup>1</sup> Then Burhan Bungin stated that “qualitative research is one of the main approaches that basically is a label or the name of generally from a research methodology”.<sup>2</sup>

The approach of this research is descriptive approach. Moh. Nasir stated “ descriptive approach an approach observe the status of a group, person,

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<sup>1</sup> L.G. Ray and Peter Airaison, *Educational Research*, (Competence for Analysis & Application), (USA: Prentice Hall, 2000), p. 8.

<sup>2</sup> Burhan Bungin, *Analisis Data Penelitian Kualitatif*, (Jakarta: PT. Grafindo Persada, 2007), p. 19.

object, system, a thought or an event in preset”.<sup>3</sup> So, shortly qualitative research is a research uses descriptive approach and use non numeric data and observe a how a phenomena occur.

### **C. The Source of the Data**

The source of the data divided into two part, they are primary source and secondary sources of the data.

1. The primary source of the data was taken from at grade VIII of SMP Negeri 5 Padangsidimpuan, especially at VIII-<sup>2</sup> class.

The reason of researcher choose at grade VIII-<sup>2</sup> are:

- a) It is the choose of the researcher.
  - b) It is the suggestion from the English teachers at SMP Negeri 5 at grade VIII also.
  - c) From the information of English teacher, the grade VIII can help the research more easy.
2. The secondary source is the all of data collected from English teacher and the administration data of SMP Negeri 5 Padangsidimpuan.

### **D. Instrument of Collecting Data**

For collecting the data, the researcher uses test, interview and observation.

1. Test

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<sup>3</sup> Moh. Nasir, *Metode Penelitian*, ( Jakarta: Ghalia Indonesia, 1998), p. 19.

Suharsimi Arikunto stated that “Test is a group of question that used to measure the skill, knowledge, ability or talent are hard by individual or group.”<sup>4</sup> The other hand, Amirul Hadi said ” test as instrument of collecting data is a group of question or exercise that uses to measure competence, knowledge, intelligence, abilities or talent of a person or a group”.<sup>5</sup>

**Table II**  
**The indicator of the test**

No.	Indicators	Sub indicators	Item	Num item	score
1.	Students are able to understanding <i>I</i> as a subject, object and possessive in the paragraph	1. I 2. Me 3. My	4	13, 14, 15, 17	20
2.	Students are able to understanding <i>you</i> as a subject, object and possessive in the paragraph	4. You 5. You 6. Your	4	16,18,19, and 20	20

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<sup>4</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1993) p. 58

<sup>5</sup> Ridwan, *Op. Cit.* p. 136.4

3.	Students are able to understanding <i>she</i> as a subject, object and possessive in the paragraph	7. She 8. Her 9. Her	4	1, 5, 7, and 8	20
4.	Students are able to understanding <i>he</i> as a subject, object and possessive in the paragraph	10. He 11. Him 12. His	4	9, 10,11, and 12	20
5.	Students are able to understanding <i>it</i> as a subject, object and possessive in the paragraph	13. It 14.It 15.Its	4	3, 4, 6, and	20

## 2. Interview

Interview is a technique of collecting data that used by researcher to get information orally and normally interview done facile to someone who

can give information.<sup>6</sup> Then interview is a purposeful interaction usually between two people, focused on one person to get information from the other person.<sup>7</sup> In the structural interview, the researcher prepares the question an alternative of the answer that will be given to the respondents.<sup>8</sup>

The researcher concludes an interview is an activity done to get information by giving question to the sources of data here is the all students of Grade VIII at SMP Negeri 5 Padangsidempuan.

### 3. Observation

To complete the data of research, researcher took an observation. According to Margono “Observation was monitoring and record-keeping as indication of research object systematically.”<sup>9</sup> Next Abdurrahman Fathonithat, “observasi adalah teknik pengumpulan data yang dilakukan melalui suatu pengamatan dengan disertai pencatatan terhadap keadaan atau perilaku objek atau sasaran.”<sup>10</sup> (Observation is a technique of collecting data which is done through an observation and take a note about the condition or the aim of the object behavior).

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<sup>6</sup> L.G. Ray & Peter Airason, *Educational Research, (Competence for Analysis & Application)*, (USA: Prentice Hall, 2000), p. 8.

<sup>7</sup> M.S, *Metode Penelitian (Suatu Pendekatan Proposal)*, (Jakarta: Bumi Aksara, 1989), p. 64.

<sup>8</sup> Amirul Hadi & Haryono, *Metodologi Penelitian Pendidikan*, (Bandung: Pustaka Setia, 1998), p. 77.

<sup>9</sup> Margono, *Metode Penelitian Pendidikan* (Jakarta: RinekaCipta, 2005), p. 158.

<sup>10</sup> Abdurrahman Fathoni, *Metodologi Penelitian dan Teknik Penyusunan Skripsi*, (Jakarta: RinekaCipta, 2006), p. 104.

The researcher concluded that observation were about all aspects in SMP Negeri 5 Padangsidempuan which had a relationship to the students' ability to understand personal references in paragraphs include places, facilities, subject of research, event, time, and experience.

#### **E. Technique of Data analysis**

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

- a. Check the true and false of the data
- b. Counted sum of the true from the students answer and then classified it based on their score

In this research used the formula mean score. The formula is:

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

Where:

M: Mean score (average)

N: Sum of respondents

$\sum x$  : Total of the result<sup>11</sup>

- c. Description of the data is to do to describe or interpretation of data that have been collected systematically.

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<sup>11</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja GrafindoPersada, 1987), p. 81.

- d. Take the conclusion; it is done to conclude the discussion solidly and briefly.

## **F. The Technique of Data Trustworthiness**

There are nine techniques to determine the data trustworthiness stated by Lexy J. Moleong as below:

- a. The extension of participation is the extension not only done at the short time, but the long time.
- b. The application of the research must do with careful detail and continuous to the object the research.
- c. Triangulation is the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data.
- d. Checking with friends through discussion is done with expos the internet result or the final result that gotten in the discussion with friends.
- e. Analyze the negative causes is the research collects example and appropriate cases with the model and inclination of information that have collected a used as a substance of comparison.
- f. The adequate and referential are the tools of them, which using the free time to compare the result of the research with critics and collected.
- g. Checking the member is the most important in checking credibility.



- h. The detail description is a technique to demand the research to report of his/her research result, so description is done carefully and accurately to draw the context of the research.
- i. Auditing is used to check the truth and certainty of data, this point is done well to the process or result and exam.<sup>12</sup>

From the all techniques to determine the data trustworthiness, the researcher use the detail description . It is the technique of to demand the research to report of his/her research result, so description is done carefully and accurately to draw the context of the research.

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<sup>12</sup> Lexy J. Moleong, *Metode Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2006) , p. 175-183.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. General Findings**

As a general thesis, the researcher described the location and setting of the research. The location of the research in SMP Negeri 5 Padangsidempuan at Perintis Kemerdekaan street no. 61 Padang Matinggi, Padangsidempuan selatan. It is one of the junior high school in Padangsidempuan, and in front of SMP Negeri 5 Padangsidempuan there is SMA Negeri 3 Padangsidempuan.

#### **1. The Standing of Story of SMP Negeri 5 Padangsidempuan**

Long time ago, the planning of built SMP (Sekolah Menengah Pertama) Negeri 5 would be done in Tarutung, Tapanuli Utara. Because the government of Tapanuli Utara at the time was unable to provide the field for the buiding of SMP Negeri 5, therefore it moved to Tapanuli Selatan goverment. The government of Tapanuli Selatan Padangsidempuan put the building at Perintis Kemerdekaan street on 1976.

For the first building there are 15 classrooms, 1 room for the teacher, 1 room for headmaster, and 1 room for library. Before the development of the school finished, the process of learning done in SMP Negeri 1 Padangsidempuan during 6 months. The development of the school finished at 12 march 1976.

On the 1 April 1977 the school was legal appropriate the decision of education ministry no. 0215/D/1977, with headmaster by Mr. Ali Usman

Lubis. It located at Perintis Kemerdekaan street no. 61 Padang Matinggi, Padangsidimpuan Selatan sub district with the poss. code 22727. The last renovation of SMP Negeri 5 Padangsidimpuan school is 2010 year. The wide of SMP Negeri 5 Padangsidimpuan is 8344 m<sup>3</sup>. This school is near with SMA negeri 3 and also SPMA.

Additionally it is:

- a. North side abutted with Perintis Kemerdekaan Street or SMA Negeri 3 Padangsidimpuan.
- b. East side abutted with Sekolah Menengah Pertanian Atas (SPMA).
- c. West side is abutted with the Tapanuli Selatan agricultural office.
- d. South side is abutted with the soccer field of SPMA. <sup>1</sup>

## 2. The Number of The Students at SMP Negeri 5 Padangsidimpuan

The researcher found that the number of the students at SMP Negeri 5 Padangsidimpuan when the observation as follows:

**Table III**  
**The number of the students at SMP NEGERI 5 padangsidimpuan**

No.	Grade	Male	Female	Total
1.	Grade VII	156 students	158 students	314 students
2.	Grade VIII	162 students	176 students	338 students
3.	Grade IX	168 students	157 students	325 students

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<sup>1</sup> Data was taken from PKS (Pembantu Kepala Sekolah) by Bikner Samosir, 7 january 2014

Total	486 students	491 students	977 students
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From the table above, the number of the students at SMP Negeri 5 Padangsidempuan divides to three grades. There are 12 classes every grade. The grade VII are 314 students. Male are 156 students and female are 158, the grade VIII are 338 students. Male are 162 students and female 176 students, and the grade 325 are students. Male are 168 students and female are 157 students. The total of the students are 977 students. Male are 486 students and female are 491 students.

### **3. The English Teachers at SMP Negeri 5 Padangsidempuan**

The researcher found that the number of the teachers at SMP Negeri 5 Padangsidempuan are 63 teachers, and also there are 5 person as a staff in the office, and 1 as a security in the school. The English teachers of SMP Negeri 5 Padangsidempuan as follows:<sup>2</sup>

**Table IV**

#### **The English teachers at SMP Negeri 5 Padangsidempuan**

No.	Nama
1.	Sudarsih S.Pd
2.	Nurhayati Siregar S.Pd
3.	Hapsyah Srimei Siregar S.Pd

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<sup>2</sup> Data was taken from administration data of SMP Negeri 5 Padangsidempuan, 6 januari 2014

4.	Rosmawar S.Pd
5.	Marlina Hasibuan S.Pd
6.	Elmi Sartika Dewi Lubis S.Pd
7.	Erwina Afni S.Pd

## **B. Specific findings**

### **1. The description of the Student's ability in SMP Negeri 5 Padangsidempuan at Grade VIII, especially at VIII-2 to understand personal references in paragraphs.**

Based on the result of the essay test given by the researcher to the respondents or students, it can be seen that the score of respondents between 10 score up to 85 score. It means that the highest score gotten by the respondent is 85 and the lowest score is 10. The description score of the students to understand personal reference in paragraph can be seen in the appendix. The researcher explains the result of the essay test with every item in these following tables.

#### **The Result of Personal References Essay Test**

Table V. Question Number 1.

<b>Question</b>	<b>Right</b>	<b>False</b>	<b>Total</b>
1	17	7	<b>24</b>
<b>Frequency</b>	70.83%	29.16 %	100%

From the table above, it can be known that the ability of students in number 1 of test, there are 17 students (70.83%) which chose the right answer and whereas there are 7 students (29.16%) were wrong answer.

Table VI. Question Number 2.

<b>Question</b>	<b>Right</b>	<b>False</b>	<b>Total</b>
2	5	19	24
<b>Frequency</b>	20.83%	79.83%	100%

From the table above, it can be known that the ability of students in number 2 of test, there are 5 students (20.83%) which chose the right answer and whereas there are 19 students (79.83%) were wrong answer.

Table VII. Question Number 3

<b>Question</b>	<b>Right</b>	<b>False</b>	<b>Total</b>
3	13	11	24
<b>Frequency</b>	54.16%	45.83%	100%

From the table above, it can be known that the ability of students in number 3 of test, there are 13 students (54.16%) which chose the right answer and whereas there are 11 students (45.83%) were wrong answer.

Table VIII. Question Number 4

<b>Question</b>	<b>Right</b>	<b>False</b>	<b>Total</b>
4	16	8	24

<b>Frequency</b>	66.66%	33.33%	100%
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From the table above, it can be known that the ability of students in number 4 of test, there are 16 students (66.66%) which chose the right answer and whereas there are 8 students (33.33%) were wrong answer.

Table IX. Question Number 5

<b>Question</b>	<b>Right</b>	<b>False</b>	<b>Total</b>
5	13	11	24
<b>Frequency</b>	54.16%	45.83%	100%

From the table above, it can be known that the ability of students in number 5 of test, there are 13 students (54.16%) which chose the right answer and whereas there are 11 students (45.83%) were wrong answer.

Table X. Question Number 6

<b>Question</b>	<b>Right</b>	<b>False</b>	<b>Total</b>
6	11	13	24
<b>Frequency</b>	45.83%	54.16%	100%

From the table above, it can be known that the ability of students in number 6 of test, there are 11 students (45.83%) which chose the right answer and whereas there are 13 students (54.16%) were wrong answer.

Table XI. Question Number 7

<b>Question</b>	<b>Right</b>	<b>False</b>	<b>Total</b>
7	8	16	24
<b>Frequency</b>	33.33%	66.66%	100%

From the table above, it can be known that the ability of students in number 7 of test, there are 8 students (33.33%) which chose the right answer and whereas there are 16 students (66.66%) were wrong answer.

Table XII. Question Number 8

<b>Question</b>	<b>Right</b>	<b>False</b>	<b>Total</b>
8	20	4	24
<b>Frequency</b>	83.33%	16.66%	100%

From the table above, it can be known that the ability of students in number 8 of test, there are 20 students (83.33%) which chose the right answer and whereas there are 4 students (16.66%) were wrong answer.

Table XIII. Question Number 9

<b>Question</b>	<b>Right</b>	<b>False</b>	<b>Total</b>
9	20	4	24
<b>Frequency</b>	83.33%	16.66%	100%

From the table above, it can be known that the ability of students in number 9 of test, there are 20 students (83.33%) which chose the right answer and whereas there are 4 students (16.66%) were wrong answer.



Table XIV. Question Number 10

<b>Question</b>	<b>Right</b>	<b>False</b>	<b>Total</b>
10	13	11	24
<b>Frequency</b>	54.16%	45.83%	100%

From the table above, it can be known that the ability of students in number 10 of test, there are 13 students (54.16%) which chose the right answer and whereas there are 11 students (45.83%) were wrong answer.

Table XV. Question Number 11

<b>Question</b>	<b>Right</b>	<b>False</b>	<b>Total</b>
11	18	6	24
<b>Frequency</b>	75.00%	25.00%	100%

From the table above, it can be known that the ability of students in number 11 of test, there are 18 students (75.00%) which chose the right answer and whereas there are 6 students (25.00%) were wrong answer.

Table XVI. Question Number 12

<b>Question</b>	<b>Right</b>	<b>False</b>	<b>Total</b>
12	20	4	24
<b>Frequency</b>	83.33%	16.66%	100%

From the table above, it can be known that the ability of students in number 12 of test, there are 20 students (83.33%) which chose the right answer and whereas there are 4 students (16.66%) were wrong answer.

Table XVII. Question Number 13

<b>Question</b>	<b>Right</b>	<b>False</b>	<b>Total</b>
13	19	5	24
<b>Frequency</b>	79.16%	20.83%	100%

From the table above, it can be known that the ability of students in number 13 of test, there are 19 students (79.16%) which chose the right answer and whereas there are 5 students (20.83%) were wrong answer.

Table XVIII. Question Number 14

<b>Question</b>	<b>Right</b>	<b>False</b>	<b>Total</b>
14	3	21	24
<b>Frequency</b>	12.5%	87.5%	100%

From the table above, it can be known that the ability of students in number 14 of test, there are 3 students (12.5%) which chose the right answer and whereas there are 21 students (87.5%) were wrong answer.

Table XIX. Question Number 15

<b>Question</b>	<b>Right</b>	<b>False</b>	<b>Total</b>
15	17	7	24

<b>Frequency</b>	70.83%	29.16%	100%
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From the table above, it can be known that the ability of students in number 15 of test, there are 17 students (70.83%) which chose the right answer and whereas there are 7 students (29.16%) were wrong answer.

Table XX. Question Number 16

<b>Question</b>	<b>Right</b>	<b>False</b>	<b>Total</b>
16	6	18	24
<b>Frequency</b>	75.00%	25.00%	100%

From the table above, it can be known that the ability of students in number 16 of test there are 6 students (75.00%) which chose the right answer and whereas there are 18 students (25.00%) were wrong answer.

Table XXI. Question Number 17

<b>Question</b>	<b>Right</b>	<b>False</b>	<b>Total</b>
17	21	3	24
<b>Frequency</b>	87.50%	12.50%	100%

From the table above, it can be known that the ability of students in number 17 of test, there are 21 students (87.50%) which chose the right answer and whereas there are 3 students (12.50%) were wrong answer.

Table XXII. Question Number 18

<b>Question</b>	<b>Right</b>	<b>False</b>	<b>Total</b>
18	19	5	24
<b>Frequency</b>	79.16%	20.83%	100%

From the table above, it can be known that the ability of students in number 18 of test, there are 19 students (79.16%) which chose the right answer and whereas there are 5 students (20.83%) were wrong answer.

Table XXIII. Question Number 19

<b>Question</b>	<b>Right</b>	<b>False</b>	<b>Total</b>
19	9	15	24
<b>Frequency</b>	37.5%	62.5%	100%

From the table above, it can be known that the ability of students in number 19 of test, there are 9 students (37.5%) which chose the right answer and whereas there are 15 students (62.5%) were wrong answer.

Table XXIV. Question Number 20

<b>Question</b>	<b>Right</b>	<b>False</b>	<b>Total</b>
20	16	8	24
<b>Frequency</b>	66.66%	33.33%	100%

From the table above, it can be known that the ability of students in number 20 of test, there are 16 students (66.66%) which chose the right

answer and whereas there are 8 students (33.33%) were wrong answer. The formula of the test can be seen in the appendix VI.

If look from right and false all of students individual ability only to understand personal references in paragraphs, the researcher drawn more clearly as follows:

**Table XXV.**

**The Students Individual Ability to Understand Personal References  
in Paragraphs.**

Question	Right	False	Total
1.	17	7	24
2.	5	19	24
3	13	11	24
4.	16	8	24
5	13	11	24
6	11	13	24
7.	8	16	24
8.	20	4	24

9.	20	4	24
10.	13	11	24
11.	18	6	24
12.	20	4	24
13.	19	5	24
14.	3	21	24
15.	17	7	24
16.	6	18	24
17.	21	3	24
18.	19	5	24
19.	9	15	24
20.	16	8	24

if looked from the right frequency and false frequency all of students individual ability to understand personal references can be draw as follows:

**Table XXVI**

**The Percentage of Students Individual Ability to Understand**

**Personal References in Paragraphs.**

Question	Right Frequency	False Frequency	Total
1.	70.83 %	29.16 %	100 %
2.	20.83 %	79.83 %	100 %
3.	54.16 %	45.83 %	100 %
4.	66.66 %	33.33 %	100 %
5.	54.16 %	45.83 %	100 %
6.	45.83 %	54.16 %	100 %
7.	33.33 %	66.66 %	100 %
8.	83.33 %	16.66 %	100 %
9.	83.33 %	16.66 %	100 %
10.	54.16 %	45.83 %	100 %
11.	75.00 %	25.00 %	100 %
12.	83.33 %	16.66 %	100 %

13.	79.16 %	20.83 %	100 %
14.	12.5 %	87.5 %	100 %
15.	70.83 %	29.16 %	100 %
16.	75.00 %	25.00 %	100 %
17.	87.50 %	12.50 %	100 %
18.	79.16 %	20.83 %	100 %
19.	37.5 %	62.5 %	100 %
20.	66.66 %	33.33 %	100 %

After analyzing the data, it was gotten that the value of the mean score (M) of the ability of students at grade VIII especially VIII<sup>2</sup> SMP Negeri 5 Padangsidimpuan to understand personal references in paragraphs in 2013-2014 academic year was 59.16 and it can be categorized into enough category. Then, to know the description about classification or the criteria of the ability of students at grade VIII SMP Negeri 5 Padangsidimpuan to understand personal references in paragraphs in 2013-2014 academic year, the researcher used drawn on the following table:

**Table XXVII**



### The Criteria of Score Interpretation

No.	Interval	Predicate
1	0% - 20%	Very weak
2	21% -40%	Weak
3	41% - 60%	Enough
4	61% - 80%	Good
s5	81%-100%	Very good <sup>3</sup>

Table XXVIII

### The Classification of the Students Ability to Understand Personal References at Grade VIII SMP Negeri 5 Padangsidimpun in 2013-2014 Academic Year.

No.	Classification	Predicate	Total of student	Percentage
1	0% - 20%	Very Weak	2	8.33%
2	21% - 40%	Weak	2	8.33%
3	41% - 60%	Enough	4	16.66%
4	61% - 80%	Good	15	62.5%
5	81% - 100%	Very Good	1	4.16%
	Total		24	100%

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<sup>3</sup> Ridwan, *Belajar Mudah Penelitian untuk Guru- Karyawan dan Penelitian Pemula* (Bandung: Alfabeta, 2005) , p.89.

According to the classification above, it can be seen that:

1. There were 2 students that can be categorized in to very weak category. There were 1 student get 10 score and 1 student get 15 score. The total of the score are 25 scores. It means that percentage of the score is 8.33 % of students can be classified to the very weak category.
2. There were 2 students that can be categorized in to weak category. There were 1 student get 35 score, 1 student get 40 score. The total of the score are 75 scores. It means that the percentage of the score is 8.33% of students can be classified to the weak category.
3. There were 4 students that can be categorized in to enough category. There were 1 student get 45 score, 1 student get 50 score, 1 student get 55 score, and 1 student get 60 score. The total of the total are 210 score. It means that the percentage of the score is 16.66% of the students can be classified into the enough category.
4. There were 15 students that can be categorized into good category. There were 9 students get 65 score, 4 students get 70 score, 2 students get 80 score. The total of the scores are 1025 score. It means that the percentage of the score is 62.5% of the students can be classified to the good category.

5. There were 1 students that can be categorized into very good category.

There were 1 student get 85 score. It means that the percentage of the score is 4.16% of the students can be classified to the very good category.

The result of interview about the student's ability are:

1. Ingrid Nauli Ramadhani as one of the students at Grade VIII<sup>2</sup> said that, she likes English and know about paragraph.
2. Aina Ramiza said, she know about the paragraph.
3. The other hand Fitrah suci Damayanti Ritonga said, she like English and known about personal references and also paragraphs.
4. According to Alya Khadra Nasution said that, she like English subject and she known about personal references and also paragraphs.
5. Rizky Syaputra said that, he like English subject and he known about personal references and also paragraphs.
6. Indah Wulan Rahayu said, she known about the paragraph.
7. According to Desi Ratna Sari Siregar said, she like English subject and she known about personal references and also paragraphs.
8. According to Cici Febi Putri said that, she like English subject and she known about personal references and also paragraph.
9. According to Nur Asyiyah Tanjung said that, she known about personal references and paragraphs.

## **2. The difficulties that faced by the students at Grade VIII-2 in SMP Negeri 5 Padangsidimpuan.**

One of the purposes of this research is to know the difficulties of students at grade VIII especially VIII-<sup>2</sup> SMP Negeri 5 Padangsidimpuan to understand personal references in paragraphs. From the test, the researcher found the difficulties of students at grade VIII especially VIII-<sup>2</sup> SMP Negeri 5 Padangsidimpuan is about the written. They knew the purpose of the text and also the answer, but they forgot about the good written. It causes the students still less training and learning about the English.

The another ways to know the difficulties of the students is by carrying out an interview. Researcher had carried out an interview with students and some English teachers in SMP Negeri 5 Padangsidimpuan. Based on the result of interview to the students and the teachers, there are some students difficulties to understand personal references in paragraphs. As follows:

### **1) The teacher**

According to Mrs. Elmi Sartika Lubis said the difficulties of the students to understand personal references in paragraphs are the students difficult to understand personal references. They are also confused to differentiate the using personal references (I, you, she, he, and it) as a subject, object and possessive. It caused there is no subject which explain

about them and also there are some students felt the English learning is very difficult.<sup>4</sup>

## 2) The students

The researcher interview to ten of students at grade VIII-<sup>2</sup>. They are as; Ingrid Nauli Ramadhani as one of the students at Grade VIII<sup>2</sup> said that, she faces difficult in paragraph English subject and she knows about personal references and also paragraphs. Her difficulty to understand personal references in paragraphs was determined the possessive.<sup>5</sup> Then Aina Ramiza said, she didn't like English because it is very difficult subject and very difficult to her comprehend. She know about the personal references and also paragraphs. Her difficult is about possessive also.<sup>6</sup>

The other hand Fitrah suci Damayanti Ritonga said, Her difficulty to understand personal references in paragraphs is just to determined object<sup>7</sup>. According to Alya Khadra Nasution said that, Her difficulty is to understand personal references in paragraphs was determined the possessive<sup>8</sup>. Next,

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<sup>4</sup> Eli Sartika Lubis. *The English Teacher at Grade VIII-<sup>2</sup> in SMP Negeri 5 Padangsidimpuan*, interview 10 januari 2014

<sup>5</sup> Ingrid Nauli Ramadhani Hutagaol, *The Student at Grade VIII-<sup>2</sup> in SMP Negeri 5 Padangsidimpuan*, interview 8 januari 2014

<sup>6</sup> Aina Ramiza Harahap, *The Students at Grade VIII-<sup>2</sup> in SMP Negeri 5 Padangsidimpuan*, interview 8 januari 2014.

<sup>7</sup> Fitrah Suci Damayanti Ritonga, *The Students at Grade VIII SMP Negeri 5 Padangsidimpuan*, interview 8 january 2014.

<sup>8</sup> Alya Khadra Nasution, *The Students at Grade VIII SMP Negeri 5 Padangsidimpuan*, interview 8 january 2014.

Rizky Syaputra said that, His difficulty is to understand personal references in paragraphs is used of he and she as possessive.<sup>9</sup>

Next, Indah Wulan Rahayu said, she don't like the English subject and she didn't known about personal references. It makes her to understand personal references in paragraphs. As she said that her difficulties are to determine the object and possessive<sup>10</sup>. According to Desi Ratna Sari Siregar said, Her difficulty is to understand personal references in paragraphs was determined the possessive<sup>11</sup>. According to Cici Febi Putri said that, Her difficulty is to understand personal references in paragraphs was determined the possessive.<sup>12</sup>

According to Dinda Sri Wanti Rangkuti said that, she don't like the English subject she known about personal references and also paragraphs. As she said that her difficulty is to determine the possessive<sup>13</sup>. Next, According to Nur Asyiyah Tanjung said that, she don't like the English subject. Her difficulty is to determined the possessive.<sup>14</sup>

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<sup>9</sup> Rizky Syaputra, *The Students at Grade VIII SMP Negeri 5 Padangsidempuan*, interview 8 january 2014.

<sup>10</sup> Indah Wulan Rahayu, *The Student at Grade VIII-2 in SMP Negeri 5 Padangsidempuan*, interview 8 january 2014.

<sup>11</sup> Desi Ratna Sari Siregar, *The Students at Grade VIII SMP Negeri 5 Padangsidempuan*, interview 8 january 2014.

<sup>12</sup> Cici Febi Putri, the students at grade VIII SMP Negeri 5 Padangsidempuan, interview 8 january 2014.

<sup>13</sup> Dinda Sri Wanti Rangkuti, *The Students at Grade VIII SMP Negeri 5 Padangsidempuan*, interview 8 january 2014.

<sup>14</sup> Nur Asyiyah Tanjung, *The Students at Grade VIII SMP Negeri 5 Padangsidempuan*, interview 8 january 2014.

So, according to interview above, the majority of the students difficulties in determine possessive. Some of the students don't know the subject, object, and possessive. One of the caused is in Indonesia language the using of subject, object, and possessive there is no different. Such as the using of word Saya as a subject, object and possessive in Indonesia language is same.

Based on the result of observation and interview to English teachers and the students there are students' difficulties to understand personal references in paragraphs, such as:

- a) The students got confused to differentiate the using of I, you, she, he, and it as a object in paragraphs.
- b) The students got confused to determine of I, you, she, he, and it as a possessive in paragraphs.

### **3. The effort done of the English teacher in overcoming the students difficulties to understand personal reference in paragraph.**

Based on the interview with Mrs. Elmi Sartika Lubis S.Pd., as an English teacher of VIII-<sup>2</sup> in SMP negeri 5 Padangsidimpuan, she said that to

overcome the difficulties of the students can be set through the following ways:

- a. The teacher give ten minutes to students to practice about the equipments of school and used as subject, object and possessive. such as pen, bag, and book.
- b. The teacher give the task to students to write the paragraph about their idol and determine which one the subject, object and possessive.
- c. The teacher evaluate the practice and task of the students.<sup>15</sup>

Next, according to Hafsyah Sremei Siregar as one of the English teacher in SMP Negeri 5 Padangsidimpuan said that, to overcome the difficulties of the students to understand personal references in paragraphs are:

- a. The English teachers often repeat the lesson and give more examples, which familiar with students' lives and sometimes the teacher made the example with Indonesian language. So the students were easy to understand the lesson.
- b. The teacher asked the students to choose the one of the personal references with its vocabulary and say.
- c. The late students will write the English words, and then they might get into the class and join the lesson.<sup>16</sup>

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<sup>15</sup> Eli Sartika Lubis. *The English Teacher at Grade VIII-2 in SMP Negeri 5 Padangsidimpuan, interview at 6 January 2014*



Mrs. Elmi Sartika Lubis S.Pd. said that, the English teacher used *English in focus* for students' book in learning English at SMP Negeri 5 Padangsidempuan, but it was depended on teacher to use the other books as the secondary book in learning English. For example, *High school English Grammar* and *English Grammar*.

The english teacher's method in teaching personal references at SMP Negeri 5 Padangsidempuan by explaining the lesson and then she gives students examples to make them understood. Based on the researcher's observation when they were learning English, the condition or situation of the class was quiet, they studied seriously and patiently to comprehend the material, even though they felt hard or difficult. After the students understood the material, the teacher asked the student to make examples about the lesson and presented it in front of the class or wrote on the blackboard, and then submitted the task to the teacher. Finally, the teacher allowed students to share their feelings about the lesson. She would give students solution to find the lesson easy and understandable<sup>17</sup>

### **C. Discussion**

The research which the title is The Ability of Students at Grade VIII SMP Negeri 5 Padangsidempuan to understand personal references in paragraphs can

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<sup>16</sup> Hafsyah Srimel Siregar, *one of the English teacher at SMP Negeri 5 Padangsidempuan, interview* 6 January 2014.

<sup>17</sup> Eli Sartika Lubis. *The English Teacher in SMP Negeri 5 Padangsidempuan, interview* at 6 January 2014.

be categorized into good category (62.29). Diana Mariati script with title "The Effect of Contextual Teaching and Learning (CTL) on Teaching Personal References in Descriptive Text at grade XI Students of SMA Negeri 1 Barumun Tengah in 2012-2013 Academic Year. After using contextual teaching and learning (CTL) on teaching personal reference in descriptive text at grade XI SMA Negeri 1 Barumun Tengah, the post test control class was 68.75 (low) and post test experimental class was 72.3 (high).<sup>18</sup> Sumarni script with the title "The Effect of CTL in Teaching Personal References in Reading Text". She said that after collecting and analyzing the data it has known that the score of them was 4.12.<sup>19</sup>

In learning personal references there were some students' difficulties to understand personal references in paragraphs. They were confused to differentiated subject, object and possessive in the paragraph. They do not know how to determine of the using them. It is supported by Muhibbin Syah that the learning difficulties can be caused by 2 (two) factors. They are:

1. Internal factors (the factors from the child itself) involve; physiology factors such as healthy; and psychological factors such as IQ (Intelligence Question).

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<sup>18</sup> . Diana Mariati Hasibuan, "The Effect Of Contextual Teaching And Learning (Ctl) On Teaching Personal References In Descriptive Text At Grade Xi Students Of Sma Negeri 1 Barumun Tengah In 2012-2013 Academic Year ", (A Thesis, STAIN PADANGSIDIMPUAN, 2013), p. 56.

<sup>19</sup> Sumarni, "The Effect Of CTL In Teaching Personal References In Reading Text", ( A Thesis, UNIMED MEDAN, 2009), p. 41.

2. External factors (factors outside the child) involve; social factor such as the relationship with the child's parents; and non social factors such as the tool of learning and learning condition.<sup>20</sup>

To anticipate the learning difficulties, the English teacher often repeated the lesson especially in determining object and possessive, then the English teachers asked the students to know the personal references from the text and then English teachers kicked the students in learning randomly. Moreover, the English teachers always motivated the students in learning process. It is done by teachers to guide the slow learners into the fast one.<sup>21</sup> In addition, according to Yatim Riyanto that to overcome learning difficulties can be done through remedial.<sup>22</sup>

#### **D. The Treats of the Research**

In this research, the researcher believes that there are many threats of the researcher. It starts from the titled until the techniques of analyzing data, so the researcher known that it is so far from excellence thesis. In doing this test, there were the threats of time, because the students had activities. Beside, the time which was given to the students was not enough. The students also did not do the test seriously. So, the researcher took the seats answers directly without care about it.

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<sup>20</sup> Muhibbin Syah. *Psikologi Belajar* (Jakarta: raja Grafindo, 2008), p. 182-184.

<sup>21</sup> *Ibid.* p.121.

<sup>22</sup> Yatim Riyanto. *Paradigma Baru Pembelajaran* (Jakarta: Pradana Media Group, 2009), p.

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

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. The Conclusion

Based on the result of the test and interview done by the students and teachers about the ability of students to understand personal references in paragraph, the researcher jumps to conclusion as follows:

1. The student's ability in SMP Negeri 5 Padangsidempuan at Grade VIII especially in VIII-<sup>2</sup> to understand personal references in paragraph is enough with mean score 59.16 .
2. The difficulties that faced by the students to understand personal references in paragraph are; They have problem in determining whether possessive, object and also some of the students do not understand the using of I, you, she, he, and it as a subject, object and possessive
3. The effort done by the English teachers to overcome the difficulties of the students can be set through the following ways; The teacher give ten minutes to students to practice about the equipments of school and used as subject, object and possessive. such as pen, bag, and book. Next, The teacher give the task to students to write the paragraph about their idol and determine which one the subject, object and possessive. Then, The teacher evaluate the practice and task of the students

One of the English teacher in SMP Negeri 5 said that, to overcome the students difficulties as follows:

- a. The English teachers often repeat the lesson and give more examples, which familiar with students' lives and sometimes the teacher made the example with Indonesian language. So the students were easy to understand the lesson.
- b. The teacher asked the students to choose the one of the personal references with its vocabulary and say and the late students will write the English words, and then they might get into the class and join the lesson.

## **B. The Suggestion**

Based on the conclusion above, the researcher wants to give some suggestions to become advice and motivation for:

1. The Teachers of SMP Negeri 5 Padangsidimpuan

Teachers of SMP Negeri 5 Padangsidimpuan especially for English teachers should be able to cover students need in personal references, something like in using media, strategies, or methodologies. Teachers have to encourage students to understand Personal references in English more attractive in order to become good English.

2. The Headmaster of SMP Negeri 5 Padangsidimpuan

The Headmaster is expected to be more active in monitoring the process of teaching and learning English especially in personal references. Head master of SMP Negeri 5 Padangsidimpuan is expected to encourage teachers and students to and completes all equipment and

facilities which they need in order to get the best quality of teaching and learning process.

4. The Education Official Padangsidimpuan

The education official Padangsidimpuan should be more astute to increase the quality of education. Give the attention to all of school in Padangsidimpuan swith completes all of the school needs.

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