

## **AN ANALYSIS OF STUDENTS' ABILITY TO UNDERSTAND POSSESSIVE IN SIMPLE SENTENCE AT THE SECOND YEAR STUDENTS OF SMP NEGERI 31 PADANG**

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### **Abstract**

The purpose of this research was to describe the second year students' ability of SMP Negeri 31 Padang to understand possessive in simple sentence. The population was the second grade students of SMPN 31 Padang. The number of the population was 234 students. They were divided into eight classes. The sample of this research was VIII.1, the sample was 30 students. The researcher used cluster random sampling technique to get representative sample. The instrumentation was the form of multiple choice. The researcher used split-half method to know the reliability of test. The result of the test was reliable. The result of analyzing data the data showed that the ability of the second year students of SMP Negeri 31 Padang to understand possessive in simple sentence was moderate. It could be seen 66.6 % students had moderate ability, 16.7 % students had high ability, 16.7 % students had low ability. In specific, the percentage of each possessives were; 63.3 % had moderate ability in possessive adjective, 66.7 % had moderate ability in possessive pronoun, and 46.6 % had moderate ability in possessive noun. The conclusion, the researcher suggests to the teacher's to review the material about possessives, ask the students to do more exercises, and gives some reward to the students in order that they have motivation to do exercises. To the students, the researcher suggests to learn and more attention in studying about possessives, and do more exercises about possessives. To the next researcher, the researcher suggest to used this thesis as a reference to make their thesis perfectly.

**Key words:** Analysis, Possessive, Students' Ability

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### **A. Introduction**

Language is one of the most important things in human life. Every people uses language to communicate each others. It means that people uses language to express and tell what they think and what they feel. Without language every

people cannot communicate and interact each other.

English is an international language and everyone demands to know it. English is used by people in many countries, including Indonesia. In Indonesia, English has been introduced and taught to students since elementary

level to university level. It is one of primary subjects which students have to pass in order to continue their study to the higher levels.

In learning English, students have to master all of language skills and components. There are four language skills that students should be mastered in English. They are listening, speaking, reading, and writing. To get success in mastering all of skills, the students also need to master language components. They are pronunciation, vocabulary, grammar.

One of the language components that students need to master is grammar. Grammar is very important to study because it is closely related to language skills. In speaking, the students learn how to speak well and correctly. Hall (1993:3) says that studying a grammar helps one to learn about a language. In listening, the students will get difficulties if they cannot understand the grammar well. In reading and writing, the students can learn how to read English texts, and they also learn how to write essay correctly. In conclusion, if we want to master all of English skill, we have to understand the grammar well.

Hall (1993:3) says that in studying grammar people can improve knowledge of a language. Whatever the language skills to be mastered, grammar must be there. One will not exclude grammar if

he/she wants to hear one's utterance or read the text. From explanation above, it can be concluded that grammar is very important for people to master language skills.

Hewings (1999) states that there are several aspects of grammar that students have to understand. They are: tenses, noun, modal, passive, quantifiers, question, and possessives. In this thesis, the researcher wants to discuss about possessive. Possessive is one of the important aspects that students have to understand. As one of the English grammatical rules, possessive is very important since it is one of the basics English and often used in daily communication. Possessive is taught to the first grade students of junior high school, so the second grade students of junior high school have knowledge about possessive.

However, based on the researcher's observation during teaching practice at SMP N 31 Padang and the researcher did an informal interview with English teacher, the researcher found out that most of the students have the difficulties to understand about grammatical rules in English. It is difficult for them to understand of possessive. Here, the students cannot understand about possessive adjective, possessive pronoun, and possessive noun in simple sentences.

Based on the description above, the researcher wants to prove scientifically the students' ability to understand possessive in simple sentence.

## B. Research Method

The designed of this research is descriptive one. It is done to find out the students' ability to understand possessives in sentences. Gay (1987:18) states that descriptive research involves collecting data in order to test hypotheses or answer questions concerning the current status of the subject of the study. The population of this research was the second year students at SMPN 31 Padang. The total population members was 234 students. For more information, the distribution of the population members was shown in Table 3.1 below.

**Table 3.1**  
**The Population of the Second Year**  
**Students of SMPN 31 Padang**

No	Class	Total
1	VIII.1	30
2	VIII.2	29
3	VIII.3	29
4	VIII.4	30
5	VIII.5	29
6	VIII.6	28

7	VIII.7	29
8	VIII.8	30
	Total	234

The researcher took sample by using cluster random sampling because the population had been grouped into classes. Gay (1987:110) states that cluster random sampling is sampling in which group, not individual, are randomly selected. The population consisted of eight classes. The researcher chose the sample class randomly because these classes are homogeneous; they have the same syllabus and materials. Here, the researcher chose among the class VIII 1, VIII 2, VIII 3, VIII 4, VIII 5, VIII 6, VIII 7, VIII 8 as the sample, and write these names of classes on eight pieces of paper. And the class selected was VIII.2 as a sample.

The instrument used to collect the data is grammar test in the form multiple choice test. The test consisted of 40 items for try out and 30 items for real test. The researcher gave 45 minutes for students to do the test. Before giving the test, the researcher did try out test in the class out of sample. Try out test was done to find out the reliability of test and to analyze item difficulties and item discrimination. To see the reliability of the test, the researcher used split-half method. The

researcher calculated the correlation coefficient between the odd and even test items by using Pearson Product Moment Formula.

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{(N \sum x^2 - (\sum x)^2)(N \sum y^2 - (\sum y)^2)}}$$

Where: r =The correlation coefficient between variable x and y

x =The odd number test

y =The even number test

N =The total number of test

$\sum xy$  =The total scores of cross product xy

Furthermore, to determine the total reliability of the test, the result was analyzed by using Spearman Brown formula.

$$r_{total\ test} = \frac{2r_{xy}}{1 + r_{xy}}$$

Where :  $r_{total\ test}$  = The reliability coefficient for the total test

$r_{xy}$  = The correlation coefficient of the two halves of the test

From the result of try out, the researcher found that the degree of correlation coefficient of the try out was 0.62 (high).

In selecting good items of the test, the researcher analyzed the item difficulties and item discrimination of the test. The researcher chose the items that have item difficulties = .30 – .70 to find a good test item for the real test and item discrimination = .40 – .70 as test items to be included in the instrument in order to find a good test item for the real test. From the range of item difficulties and discrimination above, the researcher got 17 items as good item. The researcher also got 13 items were revised and the researcher got 10 items (4, 6, 14, 15, 21, 24, 31, 32, 39, 40) were discarded.

To give score to the students' test, the researcher read the answer sheet and gave 1 for correct answer and 0 for wrong answer. In analyzing the data, the researcher used the procedure as follow :

1. The researcher presented the raw scores of each sample.
2. The researcher calculated the Mean (M) suggested by Gay (1987:361)

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

And Standard Deviation (SD) suggested by Gay (1987:362)

$$SD = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

Where:

M = Mean

$\sum X$  = Sum of the all scores

$\sum X^2$  = The total X

N = Number of the student

SD = Standard Deviation

3. The researcher classified the students' ability into high, moderate, and low ability.

$> M + SD$

Between  $M - SD$  until  $M + SD$

$< M - SD \Rightarrow M - SD$

4. The researcher calculated the percentage of the students who got high, moderate and low ability.

$$P = \frac{R}{T} \times 100\%$$

Where :

P = Percentage of the students score.

R = The sum of the students who got high, moderate, and low ability.

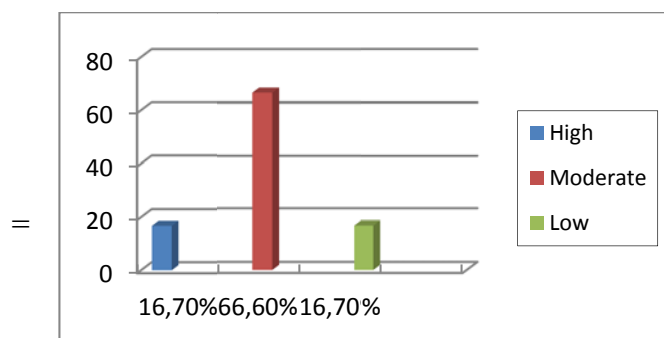
T = The sum of the students.

### C. Findings and Discussion

The result of data analysis showed that the students had moderate ability to understand possessive in simple sentence. The result was that 5 students (16.7 %) had high ability, 20 students (66.6 %) had moderate ability, and 5 students (16.7 %) had low ability. In order to be clear, see the Diagram 4.1 below:

**Diagram 4.1**

#### **The Percentage of Students Who Get High, Moderate, and Low in Possessive**

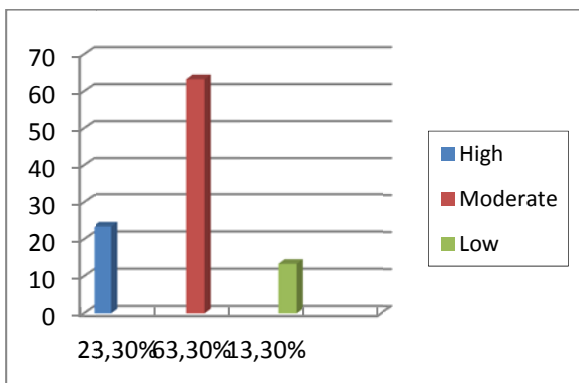


The researcher also calculated the percentage the students' ability to understand possessive adjective in simple sentence. The result was that 7 students (23.3 %) had high ability, 19 students (63.3 %) had moderate ability, and 4 students (13.3%) had low ability. These

findings were presented in the Diagram 4.2 below:

**Diagram 4.2**

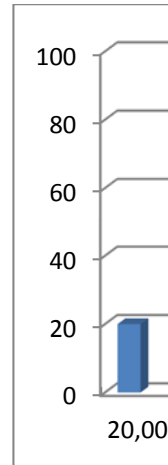
**The Percentage of Students Who Get High, Moderate, and Low in Possessive Adjective**



The researcher calculated the percentage the students' ability to understand possessive pronouns in simple sentence. The result was that 6 students (20 %) had high ability, 20 students (66.7 %) had moderate ability, and 4 students (13.3 %) had low ability. In order to make it clear, the researcher presented the findings above in the Diagram 4.3 below:

**Diagram 4.3**

**The Percentage of Students Who Get High, Moderate, and Low in Possessive Pronoun**



After the percentage of students who understand possessive pronouns in simple sentence. The result was that 6 students (26.7 %) had high ability, 20 students (66.7 %) had moderate ability, and 4 students (26.7 %) had low ability.

**The Percentage of Students Who Get High, Moderate, and Low in Possessive Pronoun**

