

# CHAPTER I

## INTRODUCTION

### A. Rationale

Language is one of communication tool especially among human beings. Without language, people cannot make any relationship with others, because language is the most effective tool of communication. Besides that, language is also to deliver message, express ideas, thought and one's feeling to others. In this regard, Finocchiaro stated that "language is the means by which results of human thought and action are passed on<sup>1</sup>.

God in His Holy Koran Surah Ar-Ruum: 22 has also granted to our capability in communicating and interacting to each other as follow:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ  
لِّلْعَالَمِينَ (الروم: ٢٢)

It means that the creature needs an instrument to use in communication, one of them of course language.

Language teaching in Indonesia not only to teach Indonesian but also teaches foreign language. It is significant in the communication era. Student learns Arabic, English and soon. Learning the international language really can widen students communication scope.

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<sup>1</sup>Mary Finocchiaro, *English as a Second Language: from Theory to Practice*, (New York: Regents Publishing, Inc, 1974), p. 3.

English as foreign language has been taught at school as in harmony with the communication era when people communicate one another throughout the world. Connecting with people from around the world needs an international languages that can be understood by both sides of speakers. English is one international language which is widely used. It is used as a native language and second language in many countries, include Indonesian.

English as a subject at school requires students to be able to communicate in oral and written using appropriate language from fluently and accurately<sup>2</sup>. Therefore, Students are taught to master four language skills namely listening, speaking, reading and writing. Students' competency on the four skills above that can be gained based on their ability in some subject matters such as vocabulary, grammar, pronunciation and spelling, these matters help students decode and encode English fluently and accurately as the intended goal.

In learning a foreign language, particularly English, mastering its vocabulary is not enough without mastering grammar. The word, which is uttered by someone who is learning the language, will not be meaningful without having them arrange in a certain grammatical pattern appropriately. In order to give a message, a speaker will not be understood if he just says the word without arranging them, Hans P. Buth stated that "Grammar is the system by which words are combined into large units to convey ideas and information"<sup>3</sup>.

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<sup>2</sup>Departemen Pendidikan Nasional, *Pengembangan Silabus dan Sistem Penilaian Mata Pelajaran Bahasa Inggris*, (Jakarta: 2004), p. 5.

<sup>3</sup>Hans. P. Buth, *Concise English Handbook*, (Wadsworth: Publishing Company, Inc, 1970), p. 1.

Grammar is one important subject matter which should be mastered in English it helps students construct a grammatically correct utterance and writing. Grammatically sentence is easily understood by interlocutors rather than ungrammatical one. Moreover in written language, the writing has to be constructed in grammatically accepted form.

One of the grammatical patterns of English that is important to be taught is pronouns especially possessive and personal. By having the knowledge about it, student are supposed be able to make sentence correctly. Because, it is a basic knowledge of English should be mastered. Thus, it is introduce to students since beginning level.

Based on temporary observation at MTsN Kelayan, the writer found that there were many students who couldn't answer their English teacher's question about the material correctly. Some of them do not understand how to use and apply Possessive and personal pronouns. In this research the writer intends to take the second year student.

Based on the rationale the writer is interested in getting research in script with title "STUDENTS' ABILITY IN USING POSSESSIVE AND PERSONAL PRONOUNS OF THE SECOND YEAR AT STATE ISLAMIC JUNIOR HIGH SCHOOL KELAYAN BANJARMASIN ACADEMIC YEAR 2007/2008"

Then to avoid any misinterpretation to the title, the writer states the correct meanings of some terms as follows:

1. Ability means Capacity or power (to do something physical or mental)<sup>4</sup>.  
The ability that is discussed in this research, relates to students' Ability to use possessive and personal pronouns.
2. Possessive pronouns are pronouns show possession As first, second and third person, and also as singular and plural<sup>5</sup> .The possessive Pronouns used in this Research are possessive as adjective: my, your, her, his, its, their, our, and possessive pronoun: mine, yours, hers, his, theirs an ours. Possessive as adjective need noun in sentences but possessive pronouns didn't need noun in sentences.
3. Personal pronouns are pronoun show person as first, second, and third person. It can be as object and subject in sentences<sup>6</sup>. The personal use in this research are: I, you, we, they, she, he, me, you, us, her and him.

Based on the definition above, the writer limited discussion of possessive pronoun only two types are possessive as adjective (need noun in sentences) and possessive pronoun (didn't need noun in sentences) and personal pronoun as subject and object. This research is also intended to know the ability of the students to understand and apply possessive and personal pronoun and identify some factors influence the ability.

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<sup>4</sup>A. S. Hornby, *Oxford Advanced Learner's of Current English*, (New York: Oxford University Press, 1987), p. 2.

<sup>5</sup>Rudy Haryono, *Complete English grammar*, (Surabaya: Gita Media Press, 2002), Special edition, p.114.

<sup>6</sup>*Ibid.*, p.116.

## **B. Formulation of Problems**

Based on the background above, the writer formulates the problems as follow:

1. How is the degree of students' ability in using possessive and personal pronouns of the second year students at MTsN Kelayan Banjarmasin academic year 2002/2008?
2. What factors influence students' ability in using possessive and Personal pronouns at MTsN Kelayan Banjarmasin academic year 2007/2008?

## **C. Reason for Adopting Title**

There are some reasons for adopting this title, they are:

1. English is one of the most popular languages in the world that has become the main communication device in the field of science and technology.
2. Possessive and personal pronouns are a basic knowledge of English and it's important to master in order to make the correct sentence.
3. The research has never been done yet at MTsN Kelayan Banjarmasin.

## **D. Purpose of Research**

Based on the formulation of problems above the purposes of the research as follows:

1. To know the degree of the students' ability in using possessive and Personal pronouns properly.
2. To know the factors that might have some effects on the students' ability in using possessive and personal pronouns.

### **E. Significance of Research**

The results that are going to be reached in this research are expected to:

1. Give information for teachers and educational decision makers to take appropriate strategies to improve the successfulness of teaching and learning process.
2. Give basic information for other researcher who wants to do the same research in more enriched one.
3. Enrich the writer's knowledge and experience in learning more about the English Possessive pronouns.
4. Enrich the literary sources of State Institute for Islamic Studies Antasari Library.

### **F. Organization of Content**

To enable the writing of this research, the writer make the writing organization consist of 5 chapters as follows:

The first chapter contains introduction which consists of rationale, formulation of problems, reason for adopting title, purposed of research, significance of research, and organization of writing.

The second chapter contains theoretical review of related literature, which discussed about the definition of possessive and personal pronouns, types and function of possessive and personal pronoun in sentence structure, and influential factor in using possessive and personal pronouns.

The third chapter contains method of the research, which consist of population and sample, data, source of data and techniques of data collecting, basic framework of research, design measurement, techniques of data processing and analysis, and organization of writing.

The fourth chapter contains report of research result that are achieved in this research, which consist of general description about the location of this research, data presentation and data analysis.

The fifth chapter contain closure which consist of conclusion and suggestions.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Definition of Possessive and Personal Pronoun

Possessive and personal pronoun are parts of English pronoun. Using pronoun is intended to avoid useless and boring repetition in sentences. Pronoun also is consider as a part of speech, while other grammarian say it is subclass of noun. In this research the writer intended to discuss possessive and personal pronoun according to its function in sentence.

##### 1. Definition of Possessive Pronoun

A. S. Hornby in *Oxford Advanced Learner's Dictionary of Current English* said that possessive means possession or ownership.<sup>7</sup>

Pronoun is class of word that can replace noun or noun phrase position.<sup>8</sup> Pronoun is a word in place of a noun or noun phrase.<sup>9</sup> Pronoun makes up a small class of words of very high frequency, the traditional definition of a pronoun as “a word that takes place of a noun” is applicable to some types of pronoun but not to others. Those pronouns that are actual substitutes may refer not only to a

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<sup>7</sup>A.S. Horby, et. al., *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 1985), Revised and updated, p. 650.

<sup>8</sup>Fuad Mas'ud, *Essential of English Grammar a Practical Guide*, (Yogyakarta: Bpfe, 1996), p. 80.

<sup>9</sup>A. S. Hornby, *op. cit.*, p. 926.



preceding noun its antecedent. But to a large part of discourse that precedes. Those pronouns that are not substitutes may simply have indefinite reference or express indefinite quantity.<sup>10</sup>

So, possessive pronoun are pronoun show possession, indicate that the pronoun is acting as a marker of possessive and defines who own particular object. The possessive pronouns used in this research are: mine, yours, hers, his, its, ours, and theirs.

## **2. Definition of Personal Pronoun**

Personal from the word “person” as noun means individual human beings. Personal as adjective means one’s own, individual, private.<sup>11</sup> Personal is belonging to a particular person rather than a group or an organization.<sup>12</sup>

Personal pronoun is pronoun show person, refers to a specific person or thing and changes its form to indicate person, number, gender and case. Personal pronoun used in this research are: as subject: I, you, we, they, she, he and as object: me, you, us, her, him.

## **B. Types and Function of Possessive and Personal Pronoun**

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<sup>10</sup>Marcella Frank, *Modern English, a Practical Reference Guide*, (New York, New Jersey: Prentice Hall Inc, Engle Word Cliffs, 1992), p. 20.

<sup>11</sup>H. W. Fowler, *The Concise Oxford Dictionary of Current English*, (Oxford at Theclarendon Press, 1995), Fourth edition, p. 889.

<sup>12</sup>A. S. Hornby, *op. cit .*, p. 863.

Possessive and personal pronoun have similarity, they can replace noun in sentence, either possessive or personal pronoun used for change noun such as: person, thing, animal, etc.

There is the difference between possessive and personal pronoun in sentence. Possessive pronoun is used to show possession, it explains possession of the things. Although, personal pronoun is used to show person or people.

Example: I have a book, the book is mine.

Word “I” is personal pronoun show person, “Mine” is possessive pronoun show possession of the things.

## **1. Type and Function of Possessive Pronoun**

### **a. Possessive Pronoun and Adjective**

Actually possessive pronoun are very similar to possessive adjective, that its distinguish are possessive pronoun is used alone without a noun following it, although a possessive adjective used only with a noun following it.<sup>13</sup>

Example: This pen belongs to me.

1) it is mine (possessive pronoun)

2) it is my pen (possessive adjective)

(1) and (2) have the same meaning, they both show possession. That are “mine” is a possessive pronoun “my” is possessive adjective.

#### Possessive Pronoun

#### Possessive Adjective

Mine

My

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<sup>13</sup>Betty Schramper Azar, *Fundamental of English Grammar*, (New Jersey: Prentice Englewood Cliffs, 1941), Second edition, p. 79.

Yours	Your
His/hers/its	His/her/it
Yours	You
Theirs	Their <sup>14</sup>

### 1) Possessive Pronoun

Possessive pronoun is used without noun following it. But possessive pronoun can replace possessive adjective + noun.

Ex: You have got my pen.

You are using mine, where is yours?

Word “yours” is possessive pronoun replacing your pen.

### 2) Possessive Adjective

Possessive adjective is used with noun following it. There are some agreement and use of possessive adjective.

- a) Possessive adjective in English refers to the possession not to the thing possessed.

Example: Tom’s father is his father.

Mary’s father is her father.

Man or boy possesses is his.

Woman or girl possesses is her.

- b) Everything that an animal or thing possesses is its thing:

Example: A tree drops its leaves in autumn.

A happy dog wags its tail.

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<sup>14</sup>A. J. Thomson and A. V. Martinet, *A Practical English Grammar*, (London: Oxford University, 1986), Low-priced edition, Fifth edition, p. 33.

But if the sex of the animal is known, his/her would often be used. If there is more than one possessor, there is used:

Example: The girls are with their brother.

Trees drop their leaves in autumn.

- c) The possessive adjective remains the same whether the thing possessed is singular or plural:

Example: my glove, my gloves      his foot, his feet

- d) Possessive adjectives are used with clothes and parts of the body.

Example: She changed her shoes.

He injured his back.

- e) To add emphases, own can be placed after my, your, his, etc and after one's.

Example: My own room.

Her own room.

Own can be an adjective, as a pronoun:

Example: A room of one's own.<sup>15</sup>

### **b. A Friend of + Possessive**

A friend of + a possessive noun/pronoun is a special or idiomatic expression. It is used to identify another person as one friend among many friends.<sup>16</sup>

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<sup>15</sup>*Ibid.*

Example: 1) Do you know John Smith? He is a friend of mine.

2) We ate lunch with a friend of Bill's.

3) The Smiths are friends of mine.

In (1): a friend of mine, one of my friends, but not my only friend, in (2): a friend of Bill's: one of Bill's friends, Bill has other friends, in (3): the expression can also be used in the plural.

### c. Possessive Noun

#### 1) Singular noun

Singular noun shows that the noun only one, generally it is begun with article (a or an) especially for countable noun.

Table 2.1. Form of Singular Noun

No.	Singular noun	Possessive form
1.	The boy	The boy's
2.	A lady	A lady's
3.	My husband	My husband's
4.	A child	A child's
5.	Charles	Charles's/Charles' <sup>17</sup>

To show possession, add an apostrophe (') and -s to a singular noun: The boy's pen is on the table. If a singular noun ends in -s, there are two possible forms:

a) Add an apostrophe and -s: Charles's pen.

b) Add only an apostrophe: Charles' pen.

#### 2) Plural noun

<sup>16</sup>Betty Schramper Azar, *op. cit.*, p. 80.

<sup>17</sup>Jake Allsop, *Making Sense of English Grammar*, (Jakarta: Cassel Bina Rupa Aksara, 1989), p. 6.

Plural noun shows that the noun more than one, generally it is formed from singular noun by adding -s/-es, But for irregular verb it is not formed by adding -s/-es.

Table 2.2. Form of Plural Noun

No.	Plural noun	Possessive form
1.	The boys	The boys'
2.	The women	The Women's
3.	Their husbands	Their husbands'
4.	My children	My children's
5.	The men	The men's <sup>18</sup>

Add only an apostrophe to a plural noun that ends -s: The boys' pens are on the table. Add an apostrophe and s to plural noun that do not end -s: The women's books are on the table.

## 2. Type and Function of Personal Pronouns

Personal forms are pronoun show person as singular or plural. The personal pronoun of English can have various forms according to gender (male and female), number (plural and singular), person (first, second and third), and case (objective and subjective).

Personal pronoun refers to:

- a. The speaker called the first person

Singular : I

Plural : We (include the speaker and one or more others)

- b. The person spoken to, called the second person

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<sup>18</sup>Betty Schramper Azar, *Understanding and Using English Grammar*, (New Jersey: Englewood Cliffs), Second edition, p. 202.

You (singular and plural)

- c. The person or thing beings spoken called the third person

Singular : He (for male)

She (for female)

It (for things and also for live beings whose sex is unknown  
or unimportant to the speaker)

Plural : They (for all live beings and for all things)<sup>19</sup>

Based on position in sentences, personal which consists of two types:

- a. Subjective personal pronoun ( Subjective case )

Subjective personal pronouns indicate that the personal is acting as the subject of the sentence. The subjective personal pronouns are: I, you, he, she it, we, you and They.

I is called singular first person

You is called singular second person

He is called singular third person

She is called singular third person

It is called singular third person

We is called plural first person

You is called plural second person

They is called plural third person

Generally, in sentence subjective case are before infinitive or auxiliary verb or to be.

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<sup>19</sup>Marcella Frank, *op. cit.*, p. 21.

Example: I am a student.

We study hard every day.

He writes a letter.

b. Objective personal pronoun ( Objective case )

Objective personal pronoun indicates that the pronoun is acting as an object of a verb, compound verb, preposition or infinitive phrase, the objective personal pronoun are: me, you, her, him, it, us, you, and them.

Me is called singular first person

You is called singular second person

Him is called singular third person

Her is called singular third person

It is called singular third person

Us is called plural first person

You is called plural second person

Them is called plural third person.<sup>20</sup>

Objective case in sentence is usually after infinitive or preposition.

Example: My father believes him.

He is talking to me.

Table 2.3. The Form of Subjective and Objective Personal Pronoun

No.	Subject pronoun	Object pronoun	Subject	Object
1.	I know Ann	Ann knows me	I	Me
2.	We know Ann	Ann knows us	We	We
3.	She knows Ann	Ann knows her	She	Her

<sup>20</sup>Rudy Haryono, *op. cit.*, p. 113.



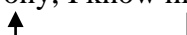
4.	He knows Ann	Ann knows him	He	Him
5.	You know Ann	Ann knows you	You	You
6.	They know Ann	Ann knows them	They	Them <sup>21</sup>
7.	It starts English at 08.00	Ann knows it	It	it

The mixture of subjective and objective personal pronoun

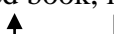
1) I know Tony, he is a friendly person.



2) I like Tony, I know him well.



3) I have a red book, it is on my desk.<sup>22</sup>



A pronoun has the same meaning as a noun, in (1) **he** has the same meaning as **Tony**, in (2) **him** as the same meaning as **Tony**, in grammar, we say that a pronoun “refer to” a noun. The pronoun **he** and **him** refer to the noun **Tony**. Sometimes a pronoun n refers to a “noun phrase” in (3) **it** refers to the whole phrase **a red book**.

Table 2. 4. Form of Possessive and Personal Pronoun

		Personal pronoun		Possessive pronoun		
		Subject	Object	Possessive pronoun	Possessive adjective	
First person	Singular	I	Me	Mine	My	
	Plural	We	Us	Ours	Our	
Second person	Singular	You	You	Yours	Your	
	Plural	You	You	Yours	Your	
Third person	Singular	Masculine	He	Him	His	His
		Feminine	She	He	Hers	Her
		Impersonal	It	It	-	Its
	Plural		They	Them	Theirs	Their

### C. Influential Factors in Using Possessive and Personal Pronoun

<sup>21</sup>Raymond Murphy, *Essential Grammar in Use*, (New York: Cambridge University Press, 1997), Second edition, p. 124.

<sup>22</sup>Betty Schramper Azar, *Basic English Grammar*, (Jakarta: Prenhallindo, 1996), Second edition, p. 135.

In learning English, there are some factors that influence students' ability in using possessive and personal pronoun; they are internal and external factors, namely:

## **1. Internal Factors**

### **a. Students' Interest**

In psychology "Interest is a tendency to pay attention and remember something continuously"<sup>23</sup>. In Indonesia, it is called "*minat*", According to Syaiful Bahri Djamarah "*Minat adalah kecenderungan yang menetap untuk memperhatikan dan mengenang beberapa aktivitas, seseorang yang berminat terhadap suatu aktivitas akan memperhatikan aktivitas itu secara konsisten dengan rasa senang.*"<sup>24</sup> It is an internal factor or psychological factor of students that can move students to learn.

Increasing the interest in learning a foreign language, The Liang Gie says"*Hadapilah tugas tersebut dengan penuh kegembiraan dan kepercayaan terhadap diri sendiri, ini akan membuat pekerjaan membaca buku-buku asing itu tidak dirasakan terlampau berat dan sukar*"<sup>25</sup>

A students who has a good or great interest to any kind of subject in this study, he or she will give much more interest and attention in it. He also has happiness to study it, otherwise, if the students have less interest or does not like to a kind of subject he will show the opposite behavior and be lazy to study it.

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<sup>23</sup>H.M. Alisuf Sabri, *Psikology Pendidikan*, (Jakarta: Pedoman Ilmu, 1996), p. 84.

<sup>24</sup>Syaiful Bahri Djamarah, *Psikologi Belajar*, (Jakarta: Rineka Cipta, 2002), p. 123.

<sup>25</sup>The Liang Gie, *Cara Belajar yang Efisien*, (Yogyakarta: Gajah Mada University Press, 1979), p.102.

It has clearly that English teaching will be succeeded if there is an interest coming from the students themselves. Therefore, interest is very important and determining factor in increasing students' mastery in learning English.

### **b. Students' Motivation**

Motivation means a psychological of people that motivated them to do something<sup>26</sup>. In this case motivation moves students to learn, beside that, it can motivate students to study hard, it can focus students 'attention to goal and keep them not to do useless thing.

Motivation is divided into two types; namely intrinsic and extrinsic motivation. Intrinsic motivation is gotten from within oneself and extrinsic motivation is gotten from other people.<sup>27</sup>

If the students have intrinsic motivation within themselves, so, they realize that they will do the creatively without motivation from other people, and they will realize that English is important to be learned. Extrinsic motivation needed in order that the students want to study and usually support the students to study hard, so, extrinsic motivation is needed when the students do not have intrinsic motivation within themselves.

### **c. Students' Learning Activity**

Students' learning activity doesn't cover activities at school only, but the students must be active to learn the subject at home. There are so many activities

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<sup>26</sup>Muhibbin Syah, *Psikologi Belajar*, (Jakarta: Logos Wacana Ilmu, 1999), First edition, p. 137.

<sup>27</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*, (USA: Prentice Hall Regent, 1987), p. 164.

of students' learning especially English learning. In learning English actively, the students must do the task or exercise given by their English teacher in the classroom and give attention what the teacher do or explained and doing homework at home.

Learning has a close relationship with the interest, if the students have a high interest in learning, their activity will be high too. In this case, the students must have a good learning activity and it must be done continually, Syaiful Bahri Djamarah says, "*Belajar adalah serangkaian kegiatan jiwa raga untuk memperoleh perubahan tingkah laku sebagai hasil dari pengalaman individu dalam interaksi dengan lingkungannya yang menyangkut kognitif, afektif dan psikomotor.*"<sup>28</sup>

From the definition above, a conclusion can be drawn that learning is a process, which makes a change happen, the change has only ownership of science, but it also involves other aspects such as maturity and exercise. Thus, learning process happens because there is awareness of students themselves, and also because of the awareness then the activity of learning will be done well.

In getting the goal of English learning, a student has to do learning actively seriously and must learn his subject again at home, not only study at home.

## **2. External Factors**

### **a. Teacher Factors**

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<sup>28</sup>Syaiful Bahri Djamarah, *op. cit.*, p. 13.

### 1) Teacher's educational background

Teacher is the main factor in teaching learning process. To help increasing students' ability in each subject such as in English subject, nowadays, teachers functioned as facilitator or mediator.<sup>29</sup> They have to have the competence as professional teachers to lead the instruction.

Teacher's educational background also influences this ability. The teacher who has graduated from English Education will be different in teaching way with the teacher who has graduated from other education beside English. The teacher, who has graduated from English Education, certainly has learnt how to teach English professionally. Also, the knowledge about it is only got by them from educational institution such as English Department of Tarbiyah Faculty or English Department of FKIP.

### 2) Teaching experience of the teacher

The experience of the teacher is also one important part to support students in mastering English, Syaiful Bahri Djamarah stated:

*Pengalaman mengajar bagi seseorang merupakan suatu yang sangat berharga, untuk itu guru sangat memerlukannya, sebab pengalaman mengajar tidak pernah ditemukan dan diterima selama duduk di bangku sekolah lembaga formal. Pengalaman teoritis tidak selamanya menjamin keberhasilan seorang guru dalam mengajar bila tidak ditopang dengan pengalaman mengajar.<sup>30</sup>*

So the teacher who has more experience is usually more competence in achieving the goal of teaching learning process in the class.

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<sup>29</sup>Mary Finocchiaro, *op. cit.*, p. 16.

<sup>30</sup>Syaiful Bahri Djamarah and Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 1996), p. 127.

**b. Facility Factors**

It is undeniable facilities influence the successfulness of instruction at school. Students surely will learn better and more enjoying if school provides all studied facilities also the problems can be decreased. Thus, the successfulness can be easily gained.<sup>31</sup>

At school, it is commonly provided some general facilities such as classroom, library, laboratory, text book. While in the teaching and learning process, some equipment such as text book, dictionary, white board, tape recorder, cassette and the other media should be provided too.

So, the writer concludes that well provided facilities will help students to absorb the lesson, some facilities such as various text book and dictionary are significant to be provided for students.

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<sup>31</sup>Syaiful Bahri Djamarah, *Psikologi Belajar, op. cit.*, p. 151.

## CHAPTER III

### METHOD OF RESEARCH

#### A. Population and Sample

##### 1. Population

The population in this research are all of the second year students at MTsN Kelayan Banjarmasin Gg. Setuju location in academic year 2007/2008 there as many as 143 students that consist of 48 male and 95 female that divided into four classes.

Table 3. 1. Population of Research

No.	Class	Sex		Total
		Male	Female	
1.	II D	7	29	36
2.	II E	10	27	37
3.	II F	15	20	35
4.	II G	16	19	35
Total number		48	95	143

##### 2. Sample

The writer uses technique proportional random sampling to take sample, that will be taken 25 % from the population are 36 students that consist of 10 male and 26 female.

The further information about the sample can be seen t the table bellow.

Table 3. 2. Sample of Research

No.	Class	Sex		Total
		Male	Female	
1.	II D	2	7	9
2.	II E	2	7	9
3.	II F	2	7	9
4.	II G	4	5	9
Total number		10	26	36

## B. Data, Sources of Data and Techniques of Data Collecting

### 1. Data

#### a. Primary Data

To answer the problem of this thesis, the writer will collect the following data:

- 1) Data about the ability of the second year students in using possessive and personal pronoun.
- 2) Data about factors influence the ability of the second year students in using possessive and personal pronouns. Which consist of:
  - a) Students' Internal Factors
    - Students' interest
    - Students' motivation
    - Students' learning activity
  - b) Students' External Factors
    - Teacher's factors
    - Facility factors



#### b. Secondary Data

To complete the primary data, the writer will also collect the secondary data those relate to general description of MTsN Kelayan Banjarmasin as follow:

- 1) Brief history of MTsN Kelayan Banjarmasin
- 2) Description about headmaster, teachers, administration staff, students and facilitates.

### **2. Source of Data**

- a. Respondents : All the sample who are at the second year of their study at MTsN Kelayan Banjarmasin.
- b. Informant : Headmaster, teachers, administration staff.
- c. Document : Written source that is needed in this research.

### **3. Techniques of Data Collecting**

#### a. Written Test

This technique is used to collect the data which relate to the ability of the second year students in using possessive and personal pronouns at MTsN Kelayan. All questions in the written form.

#### b. Questionnaire

This technique is one of the most important things to collect the data, which have related to influential factors on the ability of the second year students in using Possessive and Personal pronouns.

c. Observation

This technique is used to collect data by observe directly in this class to see the process of English teaching learning especially English possessive and personal pronouns.

d. Interview

This technique is used to interview some related person like the Headmaster of the school and English teacher.

e. Documentary

This technique is used to get data by looking and collecting all documents and written report. Description about research locations, headmaster, teachers, administration staff and students.

For further information about data, source of data and techniques of data collection can be observed on this matrix:

Table 3. 3. Matrix  
Data, Source of Data, and Technique of Data Collecting

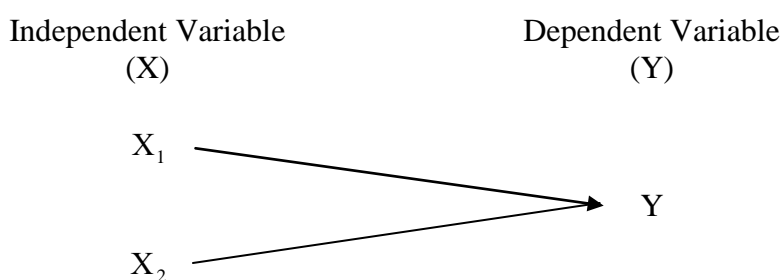
No.	Data	Sources	Techniques
1.	Primary Data		
	a. Data about the ability of the first student year in using possessive pronouns	Students	Test
	b. Data about influential factors of students' ability in using possessive pronouns		
	1) Students' internal factors		
	• Students' interest	Students	Questionnaire
	• Students' motivation	Students	Questionnaire
	• Students' learning activity	Students	Questionnaire
	2) Students' external factors		
	• Teacher factors	Teacher	Interview
	• Facility factors	Teacher/students	Interview/ Questionnaire

The Continuation of Table 3.3.

No.	Data	Sources	Techniques
2.	Secondary Data a. History of the school b. Description about teacher, students, school facilities and administration staff condition	Headmaster and documents Administration staff documents	Interview and documentary Documentary

### C. Basic Framework of Research

In this research, there are two variables will be collected; they are dependent variable and independent variable. Dependent variable is about the degree of the students' ability in using possessive and personal pronouns, which symbolized with "Y". Independent variable is about the factors that influence the students' ability in using possessive and personal pronouns which symbolized with "X". The relation between dependent variable and independent variable can be described in the following scheme:



#### Description

Y : The students' ability in using English Possessive pronouns

X : The influence factors

X<sub>1</sub> : Students' internal factors

$X_2$  : Student's external factors

#### **D. Design of Measurement**

This design of measurement is intended to know students' ability in using possessive pronouns. In this research student will answer 40 test item, they are:

1. 20 questions are multiple choice, the right answer will be marked 2,5 and wrong answer will be marked 0, if the students answer all questions correctly, they will get score 50.
2. 10 questions that require students to complete the sentences score for right answer is 3 and 0 for wrong answers, if the students answer all questions correctly, they will get score 30.
3. 10 questions that require students to choose the right words score for right answer is 2 and 0 for wrong answers, if the students answer all questions correctly, they will get score 20.

The highest score is 100 and the lowest is 0. Then, students' score are interpreted as their ability. In English pronouns, there are 5 categories used here:

80 – 100 : Very good

60 – <80 : Good

40 – <60 : Enough

20 – <40 : Low

0 – <20 : Very Low

Mean of the score is got by the pattern below:

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

M : Mean of score

$\sum X$ : Accumulative score

N : Number of respondents

To know the factors that influence students' abilities in using possessive and personal pronouns the writer put some indicators and the categories are:

### 1. Students' Internal Factors

#### a. Students interest which is indicated by:

##### 1) Students' Respond toward English

- a) Like very much : High category
- b) Like : Middle category
- c) Dislike : Low category

##### 2) Students' presence while teaching learning process

- a) Always : High category
- b) Sometimes : Middle category
- c) Never : Low category

##### 3) Student's attention in learning process

- a) Always : High category
- b) Sometime : Middle category
- c) Seldom : Low category

##### 4) Students' likeness in reading English book

- a) Like very much : High category

- b) Like : Middle category
  - b) Dislike : Low category
- 5) Students take English course
- a) Take English course : High category
  - b) Never : Low category
- b. Students' Motivation
- 1) Source of students' motivation
- a) Internal motivation : High category
  - b) External motivation : Middle category
  - c) No motivation : Low category
- c. Students' Learning Activity
- 1) Students' activeness to repeat English lesson at home
- a) Always : High category
  - b) Sometimes : Middle category
  - c) Never : Low category
- 2) Students' time in learning English in a Day
- a) 1 - 2 hour : High category
  - b) 30 minutes - 1 hour : Middle category
  - c) 0 - 30 minutes : Low category
  - d) No time : Very low category
- 3) Students' concentration in teaching learning process

- a) Yes, can concentration : High category
  - b) Sometime : Middle category
  - c) Never : Low category
- 4) Students' activeness to ask difficult lesson
- a) Often : High category
  - b) Some times : Middle category
  - c) Seldom : Low category
- 5) Students' activeness to respond teacher's question
- a) Often : High category
  - b) Sometimes : Middle category
  - c) Never : Low category
- 6) Students' activeness to do homework
- a) Yes, always doing homework : High category
  - b) Do not doing homework : Low category
- 7) Students' habit in doing homework at home
- a) Doing by herself/ himself : High category
  - b) Doing with friend : Middle category
  - c) To imitate : Low category
- 8) Students activeness to take important note
- 1. Always : High category
  - 2. Sometimes : Middle category
  - 3. Never : Low category

## 2. Students' External Factors

### a. Teacher Factors

#### 3. Teacher educational background

- a) S1 from English department : High category
- b) S1 from Non English department : Middle category
- c) D3 from Non English department : Low category

#### 4. Teacher experience in teaching English

- a) More than four years : High category
- b) 1 – 4 years : Middle category
- c) Less than one year : Low category

### b. Facility factors

#### 1) Students' possession of text book

- a) Have text book : High category
- b) Have text book but loan : Middle category
- c) Have no text book : Low category

#### 2) Student's possession of English dictionary

- a) Have dictionary : High category
- b) Have dictionary but loan : Middle category
- c) Have no dictionary : Low category

## E. Technique of Data Processing and Analysis

### 1. Data processing

#### a. Editing



The writer collected data to know whether they have been completed or not.

b. Coding

The writer classifies the data based on fixed category by giving particular code to the data.

c. Calculating Frequency

The writer counts the frequency of answer from the respondent.

d. Tabulating

The writer puts the data into table and counts the percentage with this pattern.

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

Note:

P : Percentage

F : Frequency

N : Number of respondents

e. Data interpretation

The interpretation of data is needed to describe the significance meaning of data. The data are interpreted verbally by using the following categories:

80 – 100 : Very good

60 – <80 : Good

40 – <60 : Enough

20 – <40 : Low

0 – <20 : Very Low

## **2. Data Analysis**

In analysis the data, the writer applies qualitative descriptive analysis and concludes through inductive method.

## **F. Research Procedure**

There are some steps that passed through to complete this research as follow:

1. Preliminary step
  - a. To hold prior observation on the research location.
  - b. To discuss the result of the observation with the research location.
  - c. To make a research proposal design to be submitted to the Tarbiyah faculty thesis bureau to approve it.
2. Preparatory step
  - a. To hold a seminar the research proposal design.
  - b. To ask the dean of Tarbiyah Faculty for written mandate to conduct the research.
  - c. To make the instruments of collecting data.
3. Research step
  - a. To write the first draft.

- b. To consult with the supervisor and his assistant to get correction and improvements.
- c. To write final draft.
- d. To defend the research report before the board of the thesis examiners of the Tarbiyah faculty.

## **CHAPTER IV**

### **REPORT OF RESEARCH RESULT**

#### **A. General Description about Research Location**

##### **1. Brief History about MTsN Kelayan Banjarmasin at Kelayan Location**

In this research, the writer has taken research location at MTsN Kelayan Banjarmasin that located at Kelayan, especially for second year students. MTsN Kelayan was built on July 6<sup>th</sup>, 1968 based on the decision letters of the minister of religious affairs No. 124 with school statistic number 211637101001. Actually MTsN Kelayan divided into two locations; there was MTsN Kelayan Gg. Setuju location and MTsN Kelayan at Pekauman location. The built school was MTsN Kelayan in Gg. Setuju location; few years later build a new MTsN Kelayan at Pekauman location as affiliate of MTsN Kelayan in Gg. Setuju location, but MTsN Kelayan Gg. Setuju location is perform teaching process only not administration affairs. This location is guided by a location head as vice-headmaster of MTsN Kelayan at Pekauman location. In MTsN Kelayan Pekauman there are few classes, I A, B, and C, II A, B, and C, III A, B and C. And in Gang Setuju location is for the students of class I D, E, and F, II D, E, F, and G, III D, E, F, and G.

Location of MTsN Kelayan in Gg. Setuju location is strategies enough, its area around is full people' houses, but this school is limited by wood fence, by that fence all the students and other can not come out freely because the fence always controlled by an overseer.

The position of building of this school is:

- a. To the east borders on people's houses.
- b. To the west borders on people's houses.
- c. To the south borders on people's houses.
- d. To the north borders on Jalan Gg. Setuju.

Generally, the environment condition of MTsN Kelayan Banjarmasin in Gg. Setuju Banjarmasin is arranged neatly, but now the teacher's room is being repaired. So that for the time being the teachers are full in one of Vice-Headmaster's room and the others in the library.

The buildings of MTsN Kelayan Gg. Setuju location consist of:

- a. The pole from wood.
- b. The floor from wood
- c. The wall from wood.
- d. The roof from roof-tile.
- e. The windows consist of carved wire like beam.

## **2. The Headmaster Condition of MTsN Kelayan Banjarmasin**

Since the school runs the headmaster has changed for 11 times. To know more closely about the headmaster period condition, the table below shows the subsequent change of its headmaster as follow:

Table 4. 1. The Description of Headmaster Period Condition of MTsN Kelayan Banjarmasin

No.	Headmaster	Period of Leader
1.	H. Kaspul Anwar Lanie	1968 - 1971
2.	Drs. H. Salni Ijan	1971 - 1972
3.	H. Japeri	1972 - 1974
4.	Siti Aisyah, B. A	1974 - 1977
5.	Drs. H. Mahlan Abbas	1977 - 1978
6.	Hj. Napiah	1978 - 1984
7.	Djohansyah Kadir	1984 - 1990
8.	Drs. H. M. Arifin	1990 - 1993
9.	Saifuddin Dahlan	1993 - 1997
10.	Drs. H. M. Harmidan Noor	1997 - 2006
11.	Hj. Djuhriah, A. Md	2006 - (now)

Source: Administration staff document of MTsN Kelayan Banjarmasin 2007/2008

### 3. Description about Teachers, Administration Staff and Facilities of MTsN Kelayan Banjarmasin

#### a. Teacher

Today, MTsN Kelayan has 31 teachers included the headmaster and vice headmaster. There were 23 permanent teachers and 8 part times teachers from 31 teachers at school, they were teaching different subjects and have different educational background and status, and furthermore to know closely about the teacher's condition, we can see the table follow:

Table 4. 2. The Description of Teachers at MTsN Kelayan Gg. Setuju Location Banjarmasin on Academic Year 2007/2008

No.	Name	Subject	Position	Latest Education
1	2	3	4	5
1.	Djuhriah, A.Md	Indonesian	Headmaster	D3 PAI
2.	Hj. Ida Sulastri, S.Pd.I	English, Qur'an Hadits	Vice-Headmaster/Teacher	S1 STIA AL-JAMI/FAKTAR/PAI

The Continuation of Table 4. 2.

No.	Name	Subject	Position	Latest Education
1	2	3	4	5
3.	Drs. H. M. Muchlis	Arabic	Permanent	S1 PTIK Jakarta
4.	Dra. Ratinah	Fiqh	Permanent	S1 IAIN
5.	Hj. Mastika, S.Pd.I	Qur'an Hadits	Permanent	S1 STIA AL-JAMI
6.	Dra. Siti Murni	Physics, Qurdist	Permanent	S1 IAIN
7.	Dra. Hj. Pateriana	English, Qurdist	Permanent	IAIN/FAKTAR/PAI
8.	Hj. Muzzalifah, B.A	SKI, PPKN	Permanent	Sarmud IAIN
9.	Dra. Wahidah	Fiqh	Permanent	S1 IAIN
10.	Nor Asiah, S.Pd	Mathematics	Permanent	S1 FKIP UNLAM
11.	Hj. Suhartini, B.A	Aqidah Akhlak, PPKN	Permanent	Sarmud IAIN
12.	Muhammad Toriq, S.Pd	Penjaskes	Permanent	S1 FKIP UNLAM
13.	Siti Rahmah Hirawati, S.Ag	PPKN, Aqidah Akhlak	Permanent	S1 IAIN
14.	Drs. H. Rusdi Halim	Muatan Lokal	Permanent	S1 IAIN
15.	Heny Nelawaty, S.Pd	Economic	Permanent	S1 FKIP UNLAM
16.	Jahidah, S.Pd.I	Mathematics	Permanent	S1 IAIN
17.	Sholehah, S.Pd	Indonesian	Permanent	S1 FKIP UNLAM
18.	Ardiansyah, S.Pd	BP	Permanent	S1 UVAYA
19.	Ihsan Nasuhi, S.Pd	Physics, Biology	Permanent	S1 STIKIP
20.	Ahmad Sufian, S.Ag	Arabic, Qurdist	Permanent	S1 IAIN
21.	Lina Rosita, S.Ag	History, Economic, Aqidah Akhlak	Permanent	S1 IAIN
22.	Dra. Aspiyah	Indonesian	Permanent	S1 IAIN
23.	Erna, S.Ag	Art	Permanent	S1 IAIN
24.	Raudhatur Ridha, S.Ag	Art	Part times	S1 IAIN
25.	Salahuddin, S.Ag	Mulok, Art and Culture	Part times	S1 IAIN
26.	Rifka Sari, S.Pd	Biology	Part times	S1 FKIP UNLAM
27.	Arbain Yusran, S.Ag	TIK	Part times	S1 IAIN

The Continuation of Table 4. 2.

No.	Name	Subject	Position	Latest Education
1	2	3	4	5
28.	Dahliaana, S.Pd	Indonesian & Art and Culture	Part times	S1 FKIP UNLAM
29.	M. Fuad Fiqri, S.Pd	Physics	Part times	S1 UNLAM
30.	Suhrawardi, S.Pd.I	English, TIK	Part times	S1 IAIN
31.	Fathur Rahman, S.Pd.I	Mathematics	Part times	S1 IAIN

Source: Administration staff document of MTsN Kelayan Banjarmasin 2007/2008

There are some English teachers in MTsN Kelayan, to know closely about them can be seen in the following table:

Table 4. 3. Description of the English Teachers at MTsN Kelayan Banjarmasin.

No.	Name	Graduated	English Class
1.	Dra. Hj. Pateriana	S1 IAIN/TAR/PAI	I and II D
2.	M. Husni Thamberin, S.Ag	S1 IAIN/TAR/PAI	II E, F, G
3.	Hj. Ida Sulastri, S.Pd.I	S1 STAI AL-JAMI	III D, E
4.	Suhrawardi, S.Pd.I	IAIN/TAR/ENGLISH DEPARTMENT	III F, G

Source: Administration staff document of MTsN Kelayan Banjarmasin 2007/2008

#### **b. Students**

In academic year 2007/2008, the total numbers of students who are administratively registered at MTsN Kelayan Gg. Setuju location are 389 persons. They are 143 male and 246 female students from class I to class to class III. Detail information can be observed in the table below:



Table 4. 4. Description of Students at MTsN Kelayan Gg. Setuju Location Banjarmasin in Academic Year 2007/2008

No.	Class	Sex		Amount
		Male	Female	
1	2	3	4	5
1.	I D	17	20	37
2.	I E	17	20	37
3.	I F	16	22	38
4.	II D	7	29	36
5.	II E	10	27	37
6.	II F	15	20	35
7.	II G	16	19	35
8.	III D	7	27	34
9.	III E	9	24	33
10.	III F	17	16	33
11.	III G	12	22	34
Total		143	246	389

Source: Administration staff document of MTsN Kelayan Banjarmasin 2007/2008

### c. Administration Staff

The administration staffs at MTsN Kelayan are 14 persons. Clearly, the data can be seen in the following table:

Table 4. 5. Description of Administration Staff and Official at MTsN Kelayan Banjarmasin Academic Year 2007/2008

No.	Name	Latest Education	Occupation
1	2	3	4
1.	Afifah	UNISKA	Head of Administration Staff
2.	Drs. H. Rusdiansyah	S1 IAIN	Treasurer of Salary
3.	Fajrian Noor	SLTA	Administration Staff
4.	Faridah	SLTA	Administration Staff
5.	Nasrullah	SLTA	Administration Staff of Computer Affair (Part times)
6.	Noormayani, S.Ag	S1 IAIN	Infaq Affair Pekauman location (Part times)
7.	Nor'aini	SLTA (PGA)	Infaq Affair Kelayan location

The Continuation of Table 4. 5.

No.	Name	Latest Education	Occupation
1	2	3	4
8.	Wahyu Agustina	SLTA	Librarian Pekauman location (Part times)
9.	Rahma Prabowo	UNLAM	Equipments Affair
10.	Khasni, S.Pd.I	S1 IAIN	Saving Affair (Part times)
11.	Raudah	SLTA	Librarian Kelayan location (Part times)
12.	Idris	SLTA	Security / Office Boy Pekauman location (Part times)
13.	Utuh Taberi	SD	Office Boy Kelayan location (Part times)
14.	Matali	-	Security Kelayan location (Part times)

Source: Administration staff document of MTsN Kelayan Banjarmasin 2007/2008

#### d. Facilities

Based on the school data, known that facilities in MTsN Kelayan Gg.

Setuju location in 2007/2008 can be seen in the following table:

Table 4. 6. Description of Facilities at MTsN Kelayan Banjarmasin Gg. Setuju Location

No.	Facilities	Total	Condition
1.	Headmaster room	1	Good
2.	Teacher's room	1	Good
3.	Class room	11	Good
4.	Organization room (OSIS)	1	Good
5.	Library	1	Good
6.	Cooperation room	1	Good
7.	Prayer room	1	Good
8.	Playing and sport yard	1	Good
9.	Toilet for students	5	Good
10.	Toilet for teachers	1	Good
11.	Parking area	1	Good
12.	Canteen	2	Good
13.	Lab of computer	1	Good

The Continuation of Table 4.6.

No.	Facilities	Total	Condition
14.	Kitchen for teachers	1	Good
15.	PMR room	1	Good
16.	UKS room	1	Good
Total		33	

Source: Administration staff document of MTsN Kelayan Banjarmasin 2007/2008

## B. Presentation of Data

This subchapter is intended to present the result of data analysis and the interpretation which could be derived from the analysis, this part deals with the result of the study based on some facts found in data. It covers the ability in using possessive and personal pronouns and the factors that influence it.

### 1. Description about the Ability in Using Possessive and Personal Pronouns of the second Year at Islamic Junior High School Banjarmasin Academic Year 2007/2008

Based on the result of the test, it found the data that the highest score is 69 and the lowest score is 18, the whole gotten score 1414,5 from 36 respondents, so from this result can be known that mean is  $1414,5 : 36 = 39,29$ .

The data can be seen at the following table:

Table 4. 7. Test Result of Respondents Frequency Distribution Based on the Students' Ability in Using Possessive and Personal Pronouns

No.	Score	No.	Score
1.	69	19.	38,5
2.	62	20.	35,5
3.	59	21.	34
4.	59	22.	33,5
5.	57	23.	31
6.	56	24.	30,5
7.	55,5	25.	29,5

The Continuation of Table 4.7.

No.	Score	No.	Score
8.	47,5	26.	29
9.	47	27.	28,5
10.	47	28.	27
11.	46,5	29.	25,5
12.	46,5	30.	25,5
13.	46	31.	23,5
14.	46	32.	23,5
15.	45	33.	23,5
16.	42	34.	23
17.	41	35.	22,5
18.	40,5	36.	18
Total		1414,5	

According to the test result category students' ability in using possessive and personal pronouns of the second year of Islamic Junior High School Kelayan Banjarmasin academic year 2007/2008, in the following table:

No.	Category	F	%
1.	Very good (80 - 100)	-	-
2.	Good (60 - <80)	2	5,56
3.	Enough (40 - <60)	16	44,44
4.	Low (20 - <40)	17	47,22
5.	Very low (0 - <20)	1	2,78
Total		36	100,00

The table above, it shows students in using possessive and personal pronoun of the second year based on its categories that are none of students are in very good category, 2 students (5,56%) are in good category, 16 students (44,44%) are in Enough category, 17 students (47,22%) are in low category, 1 student are in very low category.

The data shows that students' ability in using possessive and personal pronouns of the second year of Islamic Junior High School Kelayan Banjarmasin

mostly in low category, it is proven, there are 17 students (47,22%) in this category.

## **2. Description about the Factors that Influence Students' Ability in Using Possessive and Personal Pronouns of the Second Year at State Islamic Junior High School Kelayan Banjarmasin**

### a. Students' Internal Factors

#### 1) Students' Interest

Students' interest is a basic to improve their ability in using possessive and personal pronoun, it can be seen in some tables below

Table 4. 8. The Frequency of Students' Likeness to English skill and Grammar

No.	Category	F	%
1.	Listening	7	19,44
2.	Speaking	1	2,78
3.	Reading	18	50,00
4.	Writing	4	11,11
5	Grammar	6	16,67
Total		36	100,00

From the table above, it is known that 7 students (19,44%) like listening, 18 students (50,00%) like reading, 4 students (11,11%) like writing, and 6 students (16,67 %) like grammar. So, the frequency of students like in English grammar skill only 6 students (16,67%) and very large category of the students like reading skill

Table 4. 9. The Frequency of Students' Presence While Teaching Learning Process

No.	Category	F	%
1.	Always present	32	88,89
2.	Sometime present	3	8,33
3.	Never present	1	2,78
Total		36	100,00

From the table above, it is known that 32 students (88,89%) are always present, 3 students (8,33%) sometimes present, 1 students (2,78%) never present. Thus, very large category of the students is always present in English lesson.

Table 4. 10. The Frequency of Students' Attention While Teaching Learning Process

No.	Category	F	%
1.	Always attention	25	69,44
2.	Sometime attention	5	13,89
3.	Seldom	6	16,66
Total		36	100,00

From the table above, it is known that 25 students (69,44%) are always attention, 5 students (13,89%) are sometimes attention, 6 students (16,66%) are seldom attention. Thus, very large category of the students is always attention in teaching and learning English process.

Table 4. 11. The Frequency of Students' Likeness in Reading English Book

No.	Category	F	%
1.	Like very much	2	5,56
2.	Like	30	83,33
3.	Dislike	4	11,11
Total		36	100,00

From the table above, it is known that 2 students (5,56%) like reading English book very much, 30 students (83,33%) like reading English book, 4 students ( 11,11 % ) Do not like reading English book. Thus, very large category of the students like reading English book.

Table 4. 12. The Frequency of Students Take English Course

No.	Category	F	%
1.	Take English course	6	16,67
2.	Never	30	83,33
Total		36	100,00

The table shows that 6 students (16,67%) who take English course and 30 students (83,33%) who never take English course. So, it is seen that most students never take English course.

## 2) Students' Motivation

To know students' motivation can be seen in the table below

Table 4. 13. The Frequency of Source of Students' Motivation

No.	Category	F	%
1.	Herself/His self	18	50,00
2.	Parent and teacher	13	36,11
3.	No motivation	5	13,89
Total		36	100,00

From the table above, it is known that 18 students (69,44%) have their own motivation, 13 students (16,67%) are from parents and teachers, 5 students (13,89%) have no motivation in learning English. Thus, the very large category of the students is from herself/his self in learning English.

### 3) Students' Learning Activity

To know the students' learning activity can be seen in some tables below.

Table 4. 14. The Frequency of Students' Activeness to repeat English lesson at Home

No.	Category	F	%
1.	Always	3	8,33
2.	Sometimes	28	77,78
3.	Never	5	13,89
Total		36	100,00

From the table above, it is known that 3 students (8,33%) always repeat English lesson at home, 28 students (77,78%) sometimes repeat English lesson at home, 5 students (13,89%) never repeat English lesson at home. Thus, very large category of the students is sometimes repeat English lesson at home.

Table 4. 15. The Frequency of Students' Time in Learning English in a Day

No.	Category	F	%
1.	1 - 2 hour	1	2,78
2.	30 minutes - 1 hour	23	63,89
3.	0 - 30 minutes	7	19,44
4.	No time	5	13,89
Total		36	100,00

From the table above, it is known that 1 students (2,78) 1 - 2 hour study English in a day, 23 students (63,89%) 30 minutes - 1 hour study English in a day, 7 students (19,44) 0 - 30 minutes study English in a day and 5 students never study English at home. Thus, the very large category of the students is 30 minutes - 1 hour study English in a day.



Table 4. 16. The Frequency of Students' Concentration in Teaching Learning Process

No.	Category	F	%
1.	Always concentrate	12	33,33
2.	Sometime concentrate	23	63,89
3.	Never concentrate	1	2,78
Total		36	100,00

From the table above, it is known that 12 students (33,33%) always can concentrate in learning English, 23 students (63,89%) sometimes can concentrate in learning English, 1 student (2,78%) never can concentrate in learning English. Thus, the very large category of the students is sometimes can concentrate in learning English.

Table 4. 17. The Frequency of Students' Activeness to Ask Difficult Lesson

No.	Category	F	%
1.	Always	12	33,33
2.	Sometimes	13	36,11
3.	Seldom	11	30,56
Total		36	100,00

From the table above, it is known that 12 students (33,33%) always ask difficult lesson, 13 students (36,11%) sometimes ask difficult lesson, 11 students (30,56%) seldom ask difficult lesson. Thus, the very large category of the students is sometimes to ask difficult lesson.

Table 4. 18. The Frequency of Students' Activeness to Respond Teachers' Question

No.	Category	F	%
1.	Always	9	25,00
2.	Sometimes	26	72,22

The Continuation of Table 4. 18.

No.	Category	F	%
3.	Never	1	2,78
Total		36	100,00

From the table above, it is known that 9 students (25,00%) are always active to respond teacher's question, 26 students (72,22%) sometimes respond teacher's question, 1 student (2,78%) never respond teacher's question. Thus, the very large category of the students is sometimes respond teacher's question.

Table 4. 19. The Frequency of Students' Activeness to Do Homework at Home

No.	Category	F	%
1.	Always doing homework	35	97,22
2.	Do not do homework	1	2,78
Total		36	100,00

The table shows that 35 students (97,22%) always do homework, and only 1 student (2,78%) did not do homework. So, it's seen that almost all students always do homework at home.

Table 4. 20. The Frequency of Students' Habit in Doing Homework at Home

No.	Category	F	%
1.	Doing by herself/his self	16	44,44
2.	With friends	18	50,00
3.	To imitate	1	2,78
Total		36	100,00

The table shows that 16 students (44,44%) do homework by herself/his self, 18 students (50,00%) do homework with their friends, and only 1 student

(2,78%) imitate with the other. It's seen that most students do homework at home with friend.

Table 4. 21. The Frequency of Students' Activeness to Take Important Notes

No.	Category	F	%
1.	Often	30	83,33
2.	Sometimes	6	16,67
3.	Never	-	-
Total		36	100,00

The table shows that 30 students (83,33%) often take important note, 6 students (16,67%) sometimes take important note, and no one student ever take important note. So, it's seen that most students often take important notes while the instruction.

#### b. Students' External Factors

##### 1) Teacher Factors

###### a) Teacher Educational Background

In this factor the writer interview two English teachers of the second year students at MTsN Kelayan Banjarmasin in academic year 2007/2008, they graduated from Antasari State Institute for Islamic Studies (IAIN) majoring in Islamic Education not in English Department.

###### b) Teacher's Experience in Teaching English

According to the interview (result) it is known that Miss.Dra Hj. Pateriana has been worked as an English teacher for 12 year from 1994 until now and Mr.

M. Husni Thamberin, S. Ag has been worked as an English teacher less than one year.

## 2) Facility Factors

From the observation, the writer found that the school provides enough facility to run the teaching and learning process well. There is a library that supplies important books for students, including for English.

This data presentation also shows the data about the facility owned by students. It is presented by the table below:

Table 4. 22. The Frequency of Students' Ownership to the English Textbook

No.	Category	F	%
1.	Have	7	19,44
2.	Have but loan	28	77,78
3.	Have no	1	2,78
Total		36	100,00

Based on the table, it is found that 7 students (19,44%) have English textbook, 28 students (77,78%) have but loan, and only 1 student (2,78%) have no English textbook. So, it is seen that most students have English textbook but loan.

Table 4. 23. The Frequency of Students' Possession of English Dictionary

No.	Category	F	%
1.	Have dictionary	31	86,11
2.	Have but loan	3	8,33
3.	Have no	2	5,56
Total		36	100,00

The data shows that 31 students (86,11%) have dictionary, 3students (77,78%) have dictionary but loan, and 2 students (5,56%) have no dictionary. So, it is seen that almost all students have dictionary.

### **C. Data Analysis**

#### **1. Students' Ability of the Second Year Students in Using Possessive and Personal Pronouns at State Islamic Junior High School Kelayan Banjarmasin**

The presented data on the previous subchapter show that none of students are in very good category, 2 students (5,56%) include in good category (60 - <80), 16 students (44,44%) include in Enough category (40 - <60), 17 students (47,22%) include in low category 20 - <40), and 1 student in very low category. The mean is 39,29 (low category)

Based on the data, the writer concludes that the degree of the second year students' ability in using possessive and personal pronoun at State Islamic Junior High School Kelayan Banjarmasin is in low category, it cause of some factors that influence in using their ability.

#### **2. Influential Factors of the Ability of the Second Year Students in Using Possessive and Personal Pronouns at State Islamic Junior High School Kelayan Banjarmasin**

##### **a. Students' Internal factors**

##### **a) Students' Interest**

Students' interest in this research is indicated by five indicators, the first is students' likeness to English skill and grammar, this questionnaire is purposed to

know how many students like in grammar, the data shows that only 6 students (16,67%) like grammar, 7 students (19,44%) like listening, 1 student (2,78%) like speaking, 4 students (11,11%) like writing and 18 students (50,00%) like reading. Based on the data, it is known that students' likeness to English grammar in low category. The students prefer reading skill to others skill like grammar, listening, speaking and writing. Of course it influences on their ability in using possessive and personal pronoun because it is part of English grammar.

The second is students' presence while teaching learning English process, the data shows that 32 students (88,89%) always presence that include high category, 3 students (8,33%) sometime presence that include middle category, and 1 student (2,78%) never presence, it includes low category. Based on the data, it is known that students' presence while teaching learning English process is generally high. But it has low influence in their ability because students' presence while teaching learning process is their obligation

The third is students' attention while teaching learning process, the data shows that 25 students (69,44%) are always attention, it includes high category, 5 students (13,89%) are sometimes attention, it includes high category, 6 students (16,66%) are seldom attention, it includes low category. Based on the data, it is known that students' attention while teaching learning process are in high category.

The fourth indicator is students' likeness in reading English book, the data shows that 2 student (5,56%) like reading English book very much, it includes high category, 30 students (83,33%) like reading English book, it includes middle

category, 4 students ( 11,11 % ) do not like reading English book, it include in low category. Based on the data, it is known that students' likeness in reading English book is in middle category.

The last category is students' take English course, the data shows that 6 students (16,67%) who take English course that include high category and 30 students (83,37%) who never take English course (low category). So it influence on their ability.

Based on the five indicators, two of them in high category but it is not influence on their ability. So the writer concludes that students' interest in learning English in low category.

#### b) Students' Motivation

According to the data source of students' motivation, there are 18 students (50,00%) are motivated by their internal motivation/self of the students that includes high category. There are 13 students (36,11%) who motivated by her/his parent and teacher that includes middle category. There is 5 students (13,89%) have no motivation that include low category.

According to the data, the writer concludes that students' motivation is middle category that can influence in students' ability in using possessive and personal pronoun.

#### c) Students' Learning Activity

This is indicated by 8 indicators. The first is students' activeness to repeat English lesson at home, the data shows that 3 students (8,33%) always repeat English lesson at home that include high category. There are 28 students (77,78%)

sometimes repeat English lesson at home that include middle category and 5 students (13,89%) never repeat English lesson at home.

The data shows that most students are in middle category, so, the writer concludes that students' activeness to repeat English lesson at home in middle category.

The second is students' time in learning English in a day, the data shows that 1 students (2,78%) 1 - 2 hour study English in a day that include high category, 23 students (63,89%) 30 minutes - 1 hour study English in a day that include middle category, 7 students ( 19,44 %) 0 - 30 minutes study English in a day include low category and 5 students (13,89%) never study English in a day include very low category.

The data shows that most students are in middle category, so, the writer concludes that students' time in learning English in a day is middle category.

The third is students' concentration in learning process, the data shows that 12 students (33,33%) always can concentrate in learning English that include high category, 23 students (63,89%) sometimes can concentrate in learning English that include middle category, 1 student (2,78%) can not concentrate in learning English.

It is seen that most students are in middle category, so, the writer concludes that students' concentration in teaching learning process is enough category.

The fourth category is students' activeness to ask difficult lesson, 12 students (33,33%) always ask difficult lesson (high category), 13 students



(36,11%) sometimes ask difficult lesson (middle category), 11 students (30,56%) seldom ask difficult lesson (low category).

Based on the data, it is seen that most students sometimes ask difficult lesson, so, the writer concludes that students' activeness to ask difficult lesson is in middle category.

The fifth indicator is students' activeness to respond teacher's question, the data shows that 9 students (25,00%) are always active to respond teacher's question (high category), 26 students (72,22%) are sometimes active to respond teacher's question (middle category), 1 student (2,78%) never respond teacher's question (low category), the data shows that most students are in middle category.

The sixth is students' activeness to do homework at home, the data shows that 35 students (97,22%) always do homework at home (high category). 1 student (2,78%) do not do homework at home (low category), it is seen that almost all students do homework at home. So, the students' activeness in this case is generally high.

The seventh is students' habit in doing homework at home, the data present that 16 students (44,44 %) doing by his self/herself (high category), 18 students (50,00%) doing homework with friend (middle category), 1 student (2,78%) to imitate in doing homework, it is seen that most students' habit in doing homework at home with friend that include enough category.

The eighth is students' activeness to take important notes, the data present that 30 students (83,33%) always take important notes (high category), 6 students (16,67%) sometimes take important notes (middle category), and no student in

low category. Based on the data, the writer concludes that most students' activeness to take important notes is fairly active. But this indicator not influence in their ability.

All indicators have been presented almost all indicators in middle category, so the writer concludes that students' activeness in studying English at class and at home in enough category. It means that the students' learning activity enough influence in students' ability in using possessive and personal pronoun.

#### b. Students' External Factors

##### 1) Teacher Factors

##### a) Teacher Educational Background

The educational background of English will be influenced on the presentation way of English subject materials in the class. As the English teacher most know how to teach English in the appropriate way, and the knowledge about these only received from teaching English educational institution.

Based on the result of interview, it is found the data that the English teachers for the second year students of Islamic Junior High School Kelayan Banjarmasin, both of them have graduated from Antasari State Institute for Islamic Studies (IAIN) majoring in Islamic Education not in English Department. So, category of teacher's educational background is in middle category.

##### b) Teacher's Experience in Teaching English

According to the result of interview of two English teachers of second class, it is known that miss. Dra. Hj. Pateriana works as an English teacher for 12

year , so she has excellent experience in teaching English but she only teach one class ( II D ), although Mr. M. Husni Thamberin, S. Ag works as an English teacher less than one year that is categorized in low category, of course it influence on students' ability in using possessive and personal pronoun.

## 2) Facility Factors

According to the observation, the writer knows that the facilities are in good condition and enough to support the teaching and learning process. While the facilities are owned by students also consider in this research.

The possession of textbook, the data shows that 7 students (19,44%) have textbook (high category), 28 students (77,78%) have but loan (middle category), 1 students (2,78%) have no English textbook (low category). So, based on the data most of them have but loan that include middle category.

For the possession of English dictionary there are 31 students (86,11%) have dictionary (high category), 3 students (8,33%) have but loan (middle category), and 2 students (5,56%) have no dictionary (low category).Based on the data, the writer concludes that the facility factors is in middle category that can influence students' ability and achievement.

## CHAPTER V

### CLOSURE

#### A. Conclusion

In this chapter, the writer concludes that all the research result as follows:

1. The degree of students' ability in using possessive and personal pronouns of the second year of State Islamic Junior High School Kelayan Banjarmasin is in low category with the score of mean 39,29.
2. Factors that influence students' ability in using possessive and personal pronouns consist of:
  - a. Students' internal factors
    - 1) Interest  
Students' interest on English in low category, of course it very influences on students' ability
    - 2) Motivation  
Students' motivation in learning English has enough category, so it enough influences on their ability
    - 3) Students' learning activity  
Students' activeness in studying English at class and at home is categorized in middle category, it also very influences on students' ability in using possessive and personal pronoun

b. Students' external factors

1) Teacher's factors

Teacher's factor such as educational background, their experience in teaching English that include in middle category significantly influence the students' ability in using possessive and personal pronouns.

2) Facility factors

Students' facility in enough category, this factors enough influence on students' ability in using possessive and personal pronoun.

**B. Suggestions**

1. Teachers should do the best for developing the English teaching and learning process by performing better technique and using media to increase students' interest when teaching grammar, it's better to teach English grammar integrated with teaching skills, stressing on teaching skills should not let them neglect teaching grammar.
2. Students should study and practice in making sentence by using grammar because grammar is basic knowledge in learning English.

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