

**THE ANALYSIS OF STUDENTS' ABILITY TO USE POSSESSIVE
ADJECTIVE IN WRITING DESCRIPTIVE TEXT AT JUNIOR HIGH
SCHOOL**

(A Descriptive Quantitative Research)



A THESIS

*Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in Partial Fulfillment of the Requirement
for the Degree of Sarjana Pendidikan in English Departement*

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2022



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Day / Date	Chapter	Note	Sign
22/04/2022	IV	Understanding concept of Descriptive Text by using possessive adjective	
19/05/2022	IV	See the concept of Possessive adjective and the ability of possessive adjective	
23/05/2022	IV	Analyze discussion based on the problem statement	
1/06/2022	IV	See the scope to analyze the ability	
4/06/2022	IV	Revise some analysis in the chapter IV focus on ability of possessive adjective	
10/06/2022	IV	Analyze instrument based on the problem statement	
14/06/2022	IV	Analysis discussion connect with problem statement	
28/6/2022	V	See the conclusion based on problem statement	
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Day / Date	Chapter	Note	Sign
2/6/2022		Revise chapter IV Table of content	
1/7/2022		- Abstract - Chapter IV Revise finding and discussion	
4/7/2022		- put the example in the discussion - Revise the abstract	
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Yang Membuat Pernyataan

Dewi Anggita Putri

MOTTO

“ Without Struggle There Is No Progress ”

“ Never Give up! You are not alone, Allah SWT beside you ”



I dedicate this thesis for:

My Family especially to my parents,

My beloved mom St. Jumasari and my father Abd. Salam.

All of the best educators

And also, My self

ABSTRACT

Dewi Anggita Putri. 2022. *The Analysis of Students' Ability to Use Possessive Adjective in Writing Descriptive Text at Junior High School (A Descriptive Quantitative Research).* Faculty of Teachers Training and Education, Muhammadiyah University of Makassar Supervised by Hasnawati Latief and Ilmiah.

The aim of this study was to know the students' ability to use possessive adjective in writing descriptive text at Junior High School. The method of this research was descriptive quantitative method. The data of this research was collected through a writing test as the instrument. The population were all students in the ninth grade and the sample of this research was students in class IX A consisted of 34 students. The sample was taken by using purposive sampling technique. The researcher found that from 34 students, there were 22 or (64.70%) students who got excellent category, 3 or (8.80 %) students who got good category, 4 or (11.80 %) students who got average category, 5 or (14.70 %) students who got poor category and none students got fail category. Students have variety levels to used possessive adjective but most of them (22 students) can used possessive adjective in writing descriptive text correctly because they were in excellent category. The result of this research showed that the mean score of students' ability to use possessive adjective in writing descriptive text at SMP Negeri 1 Sunggumisa was 85. This score was got based on the result of all the students' score that were divided into the total of student who became the sample of this research. In conclusion, the students' ability to use possessive adjective in writing descriptive text of ninth grade at SMP Negeri 1 Sungguminasa was categorized into excellent level.

Keywords : Ability, Writing, Possessive Adjective, Descriptive Text

ABSTRAK

Dewi Anggita Putri. 2022. *Analisis Kemampuan Siswa Menggunakan Kata Sifat Posesif dalam Menulis Teks Deskriptif di Sekolah Menengah Pertama (A Descriptive Quantitative Research).* Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Makassar Dibimbing oleh Hasnawati Latif dan Ilmiah.

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa menggunakan kata sifat posesif dalam menulis teks deskriptif di SMP. Metode penelitian ini adalah metode deskriptif kuantitatif. Data penelitian ini dikumpulkan melalui tes tertulis sebagai instrumennya. Populasi dalam penelitian ini adalah seluruh siswa kelas IX dan sampel penelitian ini adalah siswa kelas IX A yang berjumlah 34 siswa. Sampel diambil dengan menggunakan teknik purposive sampling. Dari 34 siswa tersebut, terdapat 22 atau (64.70 %) siswa yang mendapatkan kategori sangat baik, 3 atau (8.80 %) siswa yang mendapatkan kategori baik, 4 atau (11.80 %) siswa yang mendapatkan kategori sedang, 5 atau (14.70 %) siswa yang mendapatkan kategori kurang, dan tidak ada siswa yang mendapatkan kategori gagal. Siswa mempunyai taraf yang bervariasi dalam menggunakan kata sifat posesif tetapi kebanyakan dari mereka (22 siswa) bisa menggunakan kata sifat posesif dengan benar karena mereka berada pada kategori sangat baik. Hasil dari penelitian ini menunjukkan bahwa nilai rata-rata dari kemampuan siswa menggunakan kata sifat posesif dalam menulis teks deskriptif di SMP Negeri 1 Sungguminasa adalah 85. Nilai ini diperoleh berdasarkan hasil nilai seluruh siswa yang dibagi menjadi jumlah siswa yang menjadi sampel penelitian ini. Kesimpulannya, kemampuan siswa menggunakan kata sifat posesif dalam menulis teks deskriptif kelas IX di SMP Negeri 1 Sungguminasa berada pada taraf sangat baik.

Kata kunci : Kemampuan, Menulis, Kata Sifat Posesif, Teks Deskriptif

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Makassar, Juli 2022

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CHAPTER I

INTRODUCTION

A. Background

Language is crucial thing using to communicate and interaction with others people in this world. Jordan (2003) said a language is a system that operates using vocal sound as a symbol and it used by a particular group to communicate with each others. Language is a system of arbitrary vocal symbols that allows all people in a particular culture or others who have studied that cultural system to communicate or interact (Finocchioro, 1984). Beside that, a language is a system of communication consisting of sounds, words, and grammar (Cambridge Dictionary, 2022). If you know a language you can understand other people who understand that language easily. Every country in the world has their own language to communicate each other.

A language is called a global language when it is recognized by many countries. One of language that many country used is English. In 2022, there approximately 1.5 billion people worldwide who speak English either as a native language or as a second language (Statista, 2022). English is a global language that has an important role in the world. Mastering English has a very good impact on its users, such as getting a good job, education, business, and social network. We heard it in television from around the world. We see English signs and advertisements wherever we travel. Whenever we enter a hotel or restaurant in a foreign city, they will understand English and there will be an English menu (Crystal, 2003).

There are four main skills that we should know if we want to be mastered at English. These skills are listening, reading, speaking and writing. In addition to these skills, there are also the components of language such as vocabulary, pronunciation and grammar. All these skills and components are important to help us become fluent in English. According to Richard and Renandya (2002) they said the most complex skill in English is writing. Writing is a process and product where the writer construct idea and develop into sentence or paragraph (Nunan, 2003). Tarigan (1985) said writing is different from what is conveyed by speaking directly. In other words, It is a productive skill for writing an indirect communication. Writing called most difficult skill cause it not convenient to establish idea. When the thought is at work, speech is express.

In order to understand how to write well, the students must master at grammar, vocabulary, punctuation, etc. According to Swan (2005) said grammar is the rule that how words are conjoined, composed or changed to show certain kinds of meaning. A lot of students find difficulties in grammar because grammar structures in Indonesia is totally different with English grammar structures and have a lot of rules (Amria, 2017). If we make a lot of mistakes in grammar when communication, then people will have difficulty understanding what we mean.

In natural languages, words, group of words and utterances are categorized as 'parts of speech' or alternatively 'elements of grammar'. Parts of speech according to Carnie (2006), tell us how a word will function in the

sentence. In this study, a part of speech is a type of word that is used to form a sentence with multiple functions. Roziqin (2013), the part of speech describes the role of a word in a sentence. As a result, in order to comprehend a sentence, one must first comprehend and master the parts of speech. Part of speech like noun, verb, adverb, adjective, prepositions, pronoun, conjunction, and interjection (Chakravarty, 2004).

In this research, the writer focus discussed about pronoun especially possessive adjective. Pronoun 'replace' noun, or rather whole noun phrases, since they cannot commonly exist with determiners such as the definite article or premodification. Pronoun is used for efficiency. Especially in writing articles, the writer will use pronoun to avoid repeating the same word by using pronoun to represent words to save time and effort. There are five forms of pronouns in English: Subject pronouns, objective pronoun, possessive pronouns, possessive adjectives and reflexive pronouns (Cliffs, 1995).

Possessive adjective have been called "possessive determiner" since 1960s (Herring, 2016). Both terms are still commonly used. The use of the term "possessive adjective" however is currently about more popular than "possessive determiner". The words (my, your, her, his, its, our, their) are called possessive determiner or possessive adjective (Seaton and Mew, 2007). Possessive adjective used to show the ownership of things. It means they must go in front of noun. When a possessive adjective appears in a sentence, the possessive adjective tells us who or what has the noun or noun phrase that

precedes it. The reason why the researcher choose Possessive Adjective : First, Possessive adjective is really important because it is basic grammar. Pronoun usually used in coversation and writing (Amria, 2017). Second, Possessive adjective is interesting. Pronoun in Indonesia totally different with English's pronoun. Pronouns in Indonesian are not based on gender. While, Pronoun in English are used based on the gender of the subject or object (Bhat, 2004). The researcher have experienced when teaching practice, student faced some problem in pronoun especially in possessive adjective. For example, students said "*She task*" instead of "*Her task*". They did not know when to use each of them in the conversation or sentence. They got some problems because of the different language system between their mother tongue and target language (Riadussulhi, 2017).

SMP Negeri 1 Sungguminasa is one of school in Gowa that implemented Curriculum 2013. One of the subjets offered at this school is English. The language skills that students should develop is writing. Students can express themselves in written form via writing. One of texts learned by the students is descriptive text. Descriptive text is one of the kinds of text that the students learn. Descriptive text is a text which focus on describe or represent things such as people, animal, or place. It is also called sensory experience (Kane, 2000) about something looks, taste, and sounds. When the reader sees the text, the reader is like seeing an image just by reading the description (Stanley, 1988). Descriptive text is taught in learning English at

school, so it can be said that descriptive text has an important role in learning to write.

In describe something, we describe all the possessions associated with that person or things. Like how it looks physically. When we want to explain the ownership of the person we use the possessive adjective. In descriptive text there is a paragraph which tells and describe person, animal, or thinggs. It means in descriptive text there are many use possessive adjective. It also based on language feature of descriptive use linking verbs (belong to) to classify and characterize the participant's apperance, attributes, and parts or function (Knapp and watkins, 2005). The students have to pay attention in applying possessive adjective when they write a descriptive text, so that in arrangement of the words are fused. So, the researcher interested to find out the ability of the students to use the possessive adjective in writing descriptive text. Thus, the researcher is interested in analysis problem above into a research entitled "The analysis of students' ability to use possessive adjective in writing descriptive text at Junior High School"

B. Problem Statement

Based on the limitation of the problems above, the problems formulated: "How is the students' ability to use possessive adjective in writing descriptive text at Junior High School ?"

C. Research Objective

By conducting this research, the researcher tries to formulate the objective as follows : “To find out how students’ ability to use possessive adjective in writing descriptive text at Junior High School”.

D. Significance of the Research

The results of this research are to give contribution to all English teachers, students, and readers in English learning process. The significances of this research as follows:

1. Theoretically Contribution

This research useful to give more information and become a reference to the readers or English teachers about analysis of the students’ ability in using possessive adjective or similar topic. It is expected to the future researcher will conduct a better analysis and explain more specific about the use of possessive adjective.

2. Practically Contribution

- a. For teachers, This research can be an evaluation on how the students’ writing ability in using possessive adjective especially on descriptive text. This research also can motivate teachers to explore various ways of teaching English grammar, especially in the use of possessive adjectives. So, they can take the advantage to improve the way better.
- b. For students, It can be use as an evaluation material regarding their level of ability to use possessive adjectives. Increase their knowledge

about the benefits of grammar, especially the possessive adjective itself. Students are also able to use it correctly. So, there is no misunderstanding in the use of possessive adjective. From this research, it is expected that students really know their abilities, especially in using possessive adjective to make them learn more.

E. Scope of the Research

In collecting the data for this research, the researcher limited this study only focuses on the analysis of students' ability to use possessive adjective in writing descriptive text especially describing object at ninth-grade of SMP Negeri 1 Sungguminasa.



CHAPTER II

LITERATURE REVIEW

A. Previous Research Related Findings

Researches analysis students possessive adjective In writing descriptive text have been carried out by some researchers. This study have 4 related studies. Related to a research by Amria (2017) with a tittle Students' Ability in Using Possessive Pronouns and Possessive Adjectives in One Junior High School in Jambi. The purposes of this research are to know the students' ability in using possessive pronouns and possessive adjectives in one Junior High School in Jambi and to know the common mistake that students make in using possessive pronouns and possessive adjectives in sentences. The researcher used nonexperimental quantitative design with descriptive approach. The researcher used grammar test which consisted of 27 questions in multiple-choice form for collecting the data. The researcher took 62 students of seventh year students at one of Junior High School in Jambi (SMP Negeri 22 Kota Jambi). Resulting in question that have been answered by the students there are still many mistakes that must be corrected to improve student learning outcomes with the results obtained were 64,75%. In conclusion, the researcher showed that the students' ability of the use of possessive pronouns and possessive adjective in class V11 SMP N 22 Kota Jambi was good enough.

Second research by Sari (2019) the research entitled An Analysis on Students' Ability in Using Determiner at State Junior High School 1

Pangean. The aim of this research is to describe the students' ability in using determiner at seventh grade students at State Junior High School 1 Pangean. It was descriptive quantitative research. The sample of the research was 24 students by using total sampling technique. The researcher allocated the multiple-choice test to the respondents to determine students' ability in using determiner, It consisted of 20 items that was formed based on the indicators of determiner by Howard Sargeant. Descriptive statistic used by the writer to analyze the data. The result of this research showed that the mean score of students' ability of seventh grade State Junior High school 1 Pangean in using determiner is 70,21. In conclusion, the category of students' ability of seventh grade State Junior High School 1 Pangean in using determiner was at good level.

Third researcher by Putri (2019). The title is An Analysis of Students' Ability Using Personal Pronoun in Writing Descriptive Text at SMK PGRI Pekanbaru. The aim of this research is to determine the students' ability using personal pronoun in writing descriptive text at SMK PGRI Pekanbaru. This research approach was descriptive quantitative method. Using random sampling technique and there were 34 students as samples. In collecting the data, the researcher distributed test to the respondents to assess the students' ability in understanding the use of personal pronoun which consist of 24 questions. It is done by giving the students one descriptive text and the students should filling the blank in the text. The researcher used SPSS 16.0 Program to analyze the data. The result of this research showed that the

students' ability using personal pronoun is less, because the mean score is 65.07.

The last research from Wahyuni, Et.al (2020) An Analysis of Students' Ability in Writing Using Noun Phrase on Descriptive Text at The Eleventh Grade of SMAN 1 Padang Gelugur. The purpose of this study was to determine the level achievement of students' ability in writing using noun phrase on descriptive text. This study used a descriptive quantitative design. The population of this research were the eleventh grade students that consist of 111 students. There were four classes for the students. There were 27 students in this study as sample. The researcher used purposive sampling technique to determine the sample. In conclusion, the students ability in writing using noun phrase was 54% which mean the students ability was in fair level.

The conclusion from all related studies above is that four studies used the same method, namely the quantitative method. While, the differences between this research and those researches are the, location, sampling technique, research instrument, sample and research population. In this research, the writer focused on the students' ability to use possessive adjective in writing descriptive text. The population of the research is ninth grade students of Junior High School 1 Sungguminasa.

B. Some Pertinent Ideas

1. Writing

a. Definition of Writing

Writing is one of the most essential English skills for everyone. The depiction of language in a textual medium using a set of signs or symbols is known as writing. Writing is one of the four language skills that must be learned in order to acquire English. All components of language are involved in writing, including grammar, vocabulary, word order, spelling, and logical organization of ideas. According to Heaton (1988), writing skills are complicated and difficult to teach since they require mastery of not only grammatical and rhetorical methods, but also conceptual and judgment mental aspects.

There are many definition of writing from expert. According to White (1986) said writing is process when the writer can express their idea, knowledge, and information and share to the readers. Beside that other expert Tarigan (1994) state writing is an activity to produce or draw graphic symbols and represent into language that others people can understood.

Similar with Tarigan assumption, Ramelan (1992) said writing as a symbol to representation a language. According Caroline (2003), writing is producing something in written form so that people can read, do and use it. Writing is important for career and personal life because of other people will judge our thinking ability according to what we write

and how we write it (Apsari, 2018). Written words are symbols of spoken words and are emblems of affections or impressions of the soul. Writing is a representation of oral language.

Based on the experts opinion above, we can conclude that writing is a activity to express our feeling, idea, knowledge and we can share about it in the written form. So the reader can feel and understood our ideas.

b. Steps of Writing Process

It is not an easy task to write. Practice can help you improve your writing talents. According to Zemach & Rumisek (2005) in their book *Academic writing: from paragraph to essay*, there are six steps of writing process :

1) Choose a topic

Before starting to writing. It is important to choose the topic to be discussed. Choose an interesting topic so that readers feel interested in reading it.

2) Assemble idea

When you got the topic. Read many references and gather the idea about your topic.

3) Organize

Arrange ideas that you want to use. Choose ideas you want to put first, next, and last.

4) Write

Write all of ideas you arrange before and write it into sentence or paragraph from start until finish.

5) Review structure and content

Check what you have written. Read your writing slowly and find that lacks or add more information.

6) Revise structure and content

Rewrite your writing if it need more spesific explanation. You can also change that vocabulary for make it more clearly for the readers. It also called editing.

c. Types of Writing

Based on Fachrurrazy (1990) statement, there are four types of writing skill :

1) Narration

The narration explains "what transpired." It tells a narrative. Novels, short stories, and biographies all use this style of writing. Time is frequently followed by narration.

2) Description

The word "description" refers to how something seems, feels, or sounds. It discusses characteristics such as size, shape, color, sound, and taste. The order of the description is not always followed by the order of the description.

3) Exposition

Exposition is a type of writing that is used to explain something. It frequently responds to the queries of what, how, and why. Its goal is to present ideas in the most straightforward manner feasible. Exposition can be said to follow a logical order. This means that paragraphs are organized such that the reader can follow the writer's thought process. The writer leads the reader from one thought to the next in a logical order.

4) Recount

Recount is a technique for recounting past events for the goal of enlightening or entertaining others. In most cases, events take place in a chronological order. It's commonly discovered or published in journals, diaries, personal letters, biographies, trip reports, police reports, sports reports, history, and other similar publications.

5) Letter writing

Formal letters, business letters, and personal letters are the three basic forms of letters. A formal letter is written in the third person and is usually used for invites to big dinners, dances, or other ceremonies. Above all, a business letter must be straightforward and easy to comprehend. They should be written in simple, everyday English. A personal letter is written to someone we know in an informal, friendly manner.

d. The Purpose of Writing

Tarigan (1985) stated the purposes of writing. There are :

1) Assignment purpose

The writer will start writing when someone tells them to write.

The idea to write does not come from the author's own idea.

2) Altruistic purpose

Writing to comfort and entertain the writer from sadness.

3) Persuasive purpose

It aims to convince the reader of the correct opinion presented.

4) Information purpose

To give knowledge or information and explanation to the readers.

5) Self-expresive purpose

The aim is to introduce the writer to the readers.

6) Creative purpose

Writing must achieve artistic value, artistic value.

7) Problem-solving purpose

This paper is used to solve the problems faced by the author. The author wants to explain and observe carefully about his thoughts and ideas about problem or phenomenon to be understood and accepted by readers.

e. Assessing Writing

According to Heaton (1988), the following skills are required for producing good prose:

- 1) Language skills: the capacity to construct suitable and proper sentences.
- 2) Mechanical skills: the ability to correctly apply written language standards such as punctuation and spelling.
- 3) Content treatment: the ability to think creatively and develop ideas while ignoring all extraneous data.
- 4) Stylistic abilities: the capacity to alter words and paragraphs, as well as effectively employ language.
- 5) Judgment skills: the capacity to write in an appropriate manner for a specific purpose and with a specific audience in mind, as well as the activity of selecting, organizing, and ordering important material.

f. Part of Speech

In natural languages, words, group of words and utterances are categorized as 'parts of speech' or alternatively 'elements of grammar'. Parts of speech, according to Carnie (2006), tell us how a word will function in the sentence. In this study, a part of speech is a type of word that is used to form a sentence with multiple functions. Roziqin (2013), the part of speech describes the role of a word in a sentence. As a result, in order to comprehend a sentence, one must first comprehend and master the parts of speech.

Chakravarty (2004) states that in a sentence, a word may play one of eight parts :

1) Noun

Nouns are words that describe a person, a place, an object, or idea. A noun can be the subject of a sentence as well as the object of a verb.

For example : *Izzy reads a newspaper* (as a subject)

2) Verb

A verb is a word that describes someone or something's activities, processes, situations, or states of being. They are sleep, work, wash, etc.

For example : Emily *learn* many languages.

3) Adjective

Adjective is one of the parts of speech that used to explain the noun or pronoun which can be a thing, place, animal and etc. They are small, big, long, short, etc. For Example: John bring *thick* book.

4) Adverb

An adverb refers to any element in a sentence used to change a verb, adjective, or any other adverb, or a whole clause, is referred to as an adverb. Unmarried words can be used as adverbs.

For Example: You write *beautifully*.

5) Pronoun

A pronoun is a term that is substituted for one or more nouns.

When referring to a noun, pronouns are utilized (called its antecedent).

They are she, he, they, them, my, etc. For example : Bella feels that *she* can win the competition.

6) Preposition

A preposition is a term that expresses the relationship between a noun or pronoun and another word in a phrase. They are above, behind, under, etc. For example : The mermaid swim *under* the sea.

7) Conjunction

Conjunction is a word or collection of words that connects them.

A single connecting word is a coordinating conjunction. For, and, nor, but, or, yet, and so make up these seven words.

For example : Glee *and* Paul worked in the Fashion Company.

8) Interjection

An interjection is a word that communicates a strong sensation or emotion. It is commonly accompanied by an exclamation point (!) when the emotion is strong or a comma (,) when the emotion is mild.

They are hey!, bravo!, wow!, Oops!, etc.

For example : *Wow!* Your performance was great.

g. Definition of Pronoun

According to Ebbits (1978) grammar can also relate to mental capacity. Every normal human being has the ability to communicate and

understand sentences. As a result, we have all got grammar in our school. Every human being is capable of comprehending an infinite number of new sentences. Grammar is the study of how words are arranged into groups that are more or less meaningful. To study, you need to know how words are related to one another, or you need to know how to design a signal system that allow for effective and efficient communication.

According to Hornby (1991), learners who want to speak and write English correctly must pay attention to grammatical correctness. That is to say, grammar plays a critical function in communication. A pronoun is a term that is used instead of a noun (Oxford Learner's Pocket Dictionary, 1991). Pronoun 'replace' noun, or rather whole noun phrases, since they cannot commonly exist with determiners such as the definite article or premodification. Pronoun is used for efficiency.

h. Types of Pronoun

Pronoun divided into several types according to the tabel below :

Table 2.1 Types of Pronoun

Subject Pronoun	Object Pronoun	Possessive Adjective	Possessive Pronoun	Reflexive Pronoun
I	Me	My	Mine	Myself
You	You	Your	Yours	Yourself
They	Them	Their	Theirs	Themselves
We	Us	Our	Ours	Ourselves
She	Her	Her	Hers	Herself
He	Him	His	His	Himself
It	It	Its	Its	Itself

(Source : Cliffs, 1995)

There are five forms of pronouns in English (Cliffs, 1995):

1) *Subject pronouns*. Subject pronouns is the person or thing that performs the action of a verb. Example : (*I, you, they, we, she, he, it*)

- a) **I** go to market with Bella.
- b) **They** bought a beautiful flower.
- c) **He** watch Harry Potter movie series.

2) *Objective pronoun*. Whether complementing a verb or a preposition, complement pronouns appear in the complement position. Example : (*me, you, us, them, her, him, it*)

- a) She called **me** on the telephone.
- b) The girl gave **her** a pretty dress.
- c) Jacob told **him** a bad news.

3) *Possessive adjectives*. Possessive adjectives and possessive pronouns are not the same thing. These just alter nouns rather than replacing them; possessive pronouns replace nouns, while possessive forms denote ownership. Example : (*my, your, his, her, its, our, their*)

- a) John is eating **my** dinner
- b) She is not **her** sister
- c) The cat has injured **its** food.

4) *Possessive pronouns*. These pronouns aren't allowed to come before nouns. As pronouns, they take the place of the noun. Example : (*mine, yours, his, hers, its, ours, theirs*)

- a) This is your coat. This is **yours**.
- b) Our hoodie are cheap. **Ours** are cheap.
- c) My t-shirt is too small. **Mine** is too small.

5) *Reflexive pronouns*. These pronouns normally come after the verb and show that the subject is doing both the giving and receiving of the action. Example : (*myself, yourself, himself, herself, itself, ourselves, themselves*)

- a) I washed **myself**.
- b) She sent the letter to **herself**.
- c) We hurt **ourselves** playing football.

2. Possessive Adjective

a. Definition of Possessive Adjective

Possessive adjectives also known as possessive determiners, are used to indicate whom an item belongs to (Herring, 2016). Both terms are still commonly used. The use of the term possessive adjective however is currently about more popular than possessive determiner. Possessive adjectives is part of pronoun. Pronoun used to replaces a noun.

The words *my, your, his, her, its, our, their* are called Possessive Determiners or possessive adjectives. It is used to show the ownership of things (Seaton and Mew, 2007). According to Richard and Schmidt (2002) Possessive a word or part of a word which is used to show ownership or possession. The possessive adjective modifies the noun that follows it in

command to show ownership or possession to a specific person, animal or things.

Table 2.2 Possessive Adjective

No	Possessive Adjective	Example
1	My	This is my book
2	Your	This is your book
3	His	This is his book
4	Her	This is her book
5	Its	This is Its book
6	Their	This is their book
7	Our	This is our book

(Source : *Lou, 2006*)

The words my, your, his, her, its, our and their are used before nouns to show ownership (Sargeant, 2007). When a possessive adjective appears in a sentence, the possessive adjective tells us who or what has the noun or noun phrase that precedes it.

b. Differences between Possessive Pronoun and Possessive Adjectives

Possessive pronoun and possessive adjectives have similar thing and sometime both of them are often confused (Sari, 2019). Despite some overlapping forms, there are important differences between the two types of possessive. Possessive adjective go before noun, meanwhile possessive pronoun go after noun. While possessive pronouns can stand on their own, taking the place of a noun, Possessive adjective cannot (Azar & Hagen, 1992).

Table 2.3 The differences between possessive adjective and Possessive Pronoun

Possessive Form	
Possessive Adjective	Possessive Pronoun
This is <i>my</i> book	This is <i>mine</i>
This is <i>your</i> book	This is <i>yours</i>
This is <i>her</i> book	This is <i>hers</i>
This is <i>his</i> book	This is <i>his</i>
This is <i>our</i> book	This is <i>ours</i>
This is <i>their</i> book	This is <i>theirs</i>
This is <i>its</i> book	This is <i>its</i>

(Source : Lou, 2006)

Possessive adjective are used when the reference to which person or thing is understood. Possessive pronouns are used to refer to or replace the possession of an object. While the possessive adjective is used to describe who owns an object (Amria, 2017).

3. Descriptive Text

a. Definition of Descriptive Text

According to Tompkins (1994) descriptive text as painting images with word. It means the students describe about something, such as thing, person, animal, and place. In descriptive text, the students must describe object detail from what its look. Described by Kane (2000), is defined description is about sensory experience, how something looks, sound, taste. Mostly about visual experience, but description also relates to other types of perception. In addition, descriptive text is a kind of text with a purpose to give information. The context of this text is the description of particular thing, animal, person,

or others (Gerot and Wignell, 1994). Based on the explanation above, it can be concluded that this descriptive text is a text that explains about a person or thing such as, what is the form, properties, quantities and others specifically.

b. Social Functions

The primary purpose of a descriptive writing is to describe something. The following are the functions of a descriptive text (Gerot and Wignell, (1994) :

- 1) Giving details about a certain object by explaining its features and special characteristics.
- 2) Giving details about a specific object by describing its physical attributes, behavior, functions, among other things.

c. Generic Structures

The generic structures of descriptive text according to Pardiono (2007), as follows:

1) Identification

Consisting of identification phenomenon to be describe (general information)

2) Description

Describing its features, forms, colors (physical appearance), characteristics (aspects that are unique) or things related to subject or object the writer describe. This part give specific information.

Example of Descriptive text :

My Room

My room is my favorite place in my house. My room is in second floor, next to my big sister's room. My room is painted light grey. There is big bed inside my room where I sleep every day. I put some pictures on my desk. There are my family picture, my picture with my friends, and my pictures with my pet, Luna, a persian cat. I also have drawers where I put all my clothes inside. My room is not big, but it is the best place in my house for me.

(<https://www.ef.co.id/englishfirst/kids/blog/contoh-descriptive-text-dalam-bahasa-inggris/>)

Table 2.4 Identify the Generic Structure of Descriptive text

Identification	My room is my favorite place in my house.
Description	My room is in second floor, next to my big sister's room. My room is painted light grey. There is big bed inside my room where I sleep every day. I put some pictures on my desk. There are my family picture, my picture with my friends, and my pictures with my pet, Luna, a persian cat. I also have drawers where I put all my clothes inside. My room is not big, but it is the best place in my house for me.

(Source : EF Kids, 2020)

d. Types of Descriptive Text

There are five types of descriptive text according to Jolly (1984) namely, describing process, describing an event, describing personality, describing object and describing place.

1) Describing process.

The purpose of describing a process is to convey not just how something is done, but also why it is done and what is required to complete it.

2) Describing an event.

A writer must be able to memorize and remember what happened during an event in order to explain it.

3) Describing a personality.

The first thing that we must do in describing a person is recognizing the individual characteristics. We need to describe people occurs fairly areas of physical attribute (hair, skin), emotional (warm, nervous), attributes (greedy, honest, humble) and intellectual.

4) Describing a place

The approach to explain a place is to present a concrete entity, such as a house, market, library, swimming pool, train station, or office.

5) Describing an object.

To describe an object accurately is done through providing the physical objects' characteristics such as color, form, shape, and so on.

e. Language Features

According to Knapp and Watkins (2005), descriptive text uses the following language features:

- 1) Specific participant : has a particular object, is not common and unique (only one). For example: My house
- 2) The use of the adjective (an adjective) to clarify the noun. For example: a beautiful mountain, a handsome man, the famous place in Jakarta, etc.
- 3) The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- 4) Action verb: verbs that show an activity (for example, read, run, walk, sleep, etc.
- 5) Use linking verbs : or related processes frequently (is, are, has, have, belongs to) to classify and characterize the participant's appearance, attributes, and parts or functions.
- 6) Use mental verb : or mental process when describing feelings
- 7) Use adverbial phrases : to add further information regarding manner, location, or time with adverbial words, which are occasionally realized in an embedded sentence that serves as a situation.

C. Conceptual Framework

Referring from all previous statements above which related to The Analysis of Students' Ability to Use Possessive Adjective in Writing Descriptive Text at Junior High School below is presenting conceptual framework. This part gives explanation about the scheme of this research.

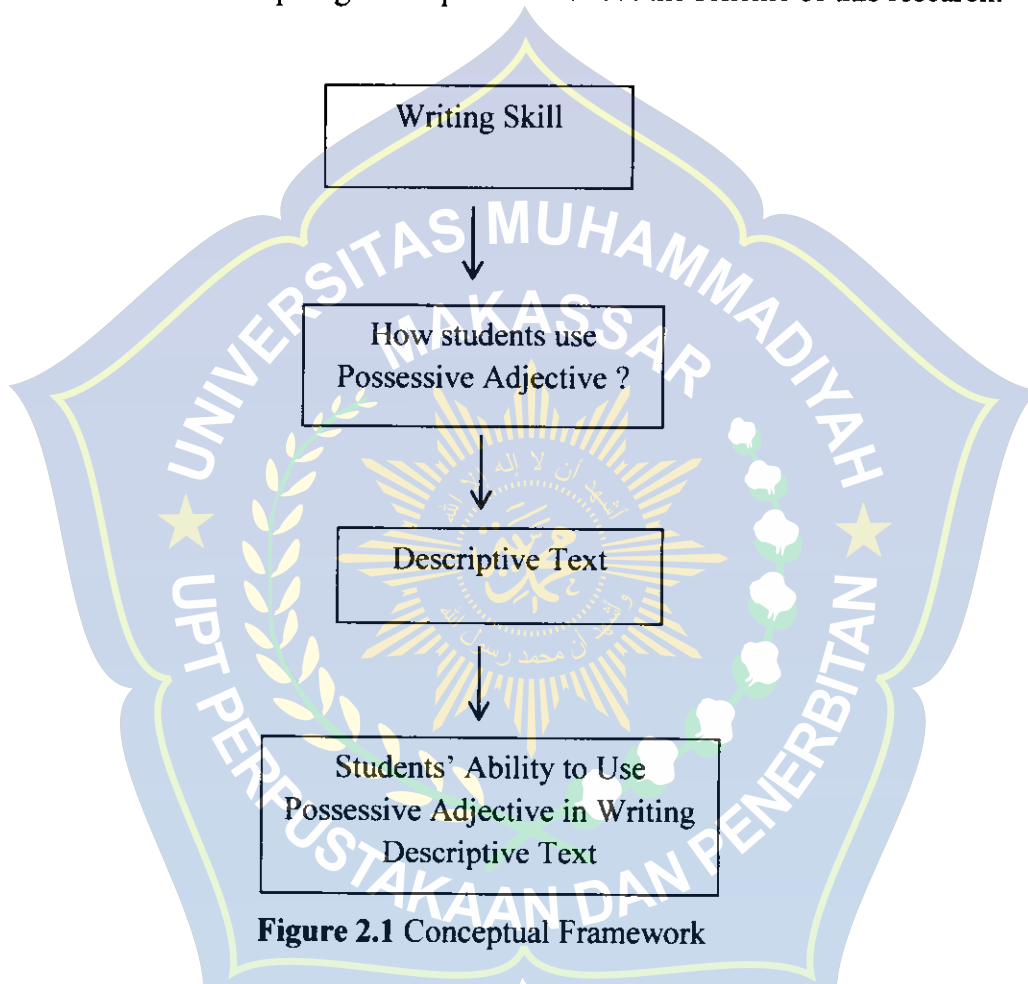


Figure 2.1 Conceptual Framework

From the conceptual framework above, the researcher will give students writing test to write the correct possessive adjective to complete the descriptive texts. Furthermore, it will be analyzed to determine the students' ability to use possessive adjective in writing descriptive text at SMP Negeri 1 Sungguminasa.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used descriptive quantitative method which analyzing students' ability to use possessive adjective in writing descriptive text at Junior High School. According to Kasiram (2008), Quantitative research descriptive is an activity of gaining knowledge using numerical data, where numerical data is used to analyze something that will later be understood and known. Moreover, Gay (2012) state descriptive research is collection and analysis of numerical data to describe, explain, predict or control interesting phenomenon. This research was to describes the students' ability to use possessive adjective in writing descriptive text.

B. Research Variables and Indicator

1. Variable

There are two variables in this research such as independent variable (X) and dependent variable (Y)

a. The independent variable (X)

In this research the independent variable is students' ability to use possessive adjective.

- b. The dependent variable (Y) is the reason measured.

The dependent variable (Y) was the reasons that are measured.

Dependent variable could be influenced by independent variable. In this research the dependent variable is writing descriptive text.

2. Indicators

Based on Sargeant (2007) the indicators of the students' ability to use possessive adjectives on this research are as follows:

1. Students are able to understand and identify "my" as possessive adjective. ("My" belongs to subject pronoun "I").
2. Students are able to understand and identify "your" as possessive adjective. ("Your" belongs to subject pronoun "You").
3. Students are able to understand and identify "his" as possessive adjective. ("His" belongs to subject pronoun "He").
4. Students are able to understand and identify "her" as Possessive possessive adjective. ("Her" belongs to subject pronoun "She").
5. Students are able to understand and identify "its" as Possessive Determiner. ("Its" belongs to subject pronoun "It").
6. Students are able to understand and identify "our" as possessive adjective. ("Our" belongs to subject pronoun "We").
7. Students are able to understand and identify "their" as possessive adjective. ("Their" belongs to subject pronoun "They")

C. Research Subject

Subject of this research are required to obtain the required information. The researcher chose the ninth grade students of SMP Negeri 1 Sunggumina. This research used purposive sampling technique. Purposive sampling is a technique in which the reasearcher determines sampling by specifying spesific characteristic that fit the purpose of the study. The researcher selected class IX A that consisted of 34 students as the research subject because they already learnt writing subject in the previous semesters. The teacher also said that the students in the class IX.A were higher quality and the researcher want to prove it with the teacher's statement.

D. Research Instrument

In this study, the researcher used a writing test. The researcher asked students to wrote a descriptive text used possessive adjective. The researcher provided 2 topics about describing object (my family and my best friend). The topic was chosen by the students about the topic that they were interested in. The researcher provide the possessive adjective in a column as an answer option for the students. Only the correct answer that considered as the score.

E. Procedure of Data Collection

The researcher used writing test as the instrument for gathering the data. In gathering the data, the researcher asked the students to wrote a descriptive text use possessive adjective. The researcher provided 2 topics

about describing object (my family and my best friend). The topic was chosen by the students about the topic that they were interested in. The researcher provide the possessive adjective in a column as an answer option for the students. The researcher gave 90 minutes to the students to did the writing test. After they completed with the task, the researcher collected the data and analyzed the students' answer to got the result of the analysis. After the students finished and submitted the task, the researcher checked the students' answer by used mark (✓) if correct answer and used mark (X) if incorrect answer. The last, the researcher classified the students' ability based on the 5 levels of students' ability.

F. Technique of Data Analysis

Data analysis is the process of finding data and compiling it systematically. After the data is collected and processed, it ready for analysis the data.

1. To know each of students' score individually, the data was calculated by using the following formula (depdiknas cited by Hermawan, 2016):

$$\text{Scoring} = \frac{\text{total correct subject}}{\text{total number subject}} \times 100$$

2. The find out the percentage of students' ability by the following formula :

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

P = The class percentage

F = Number of frequency / total percentage score

N = Number of respondents (Sudjono, 2010)

3. To find out mean score of students’ test, the researcher used the following formula :

$$\overline{X} = \frac{\sum x}{N}$$

where:

\overline{X} = Average score

$\sum x$ = Total score

N = Total students (Gay, 1981)

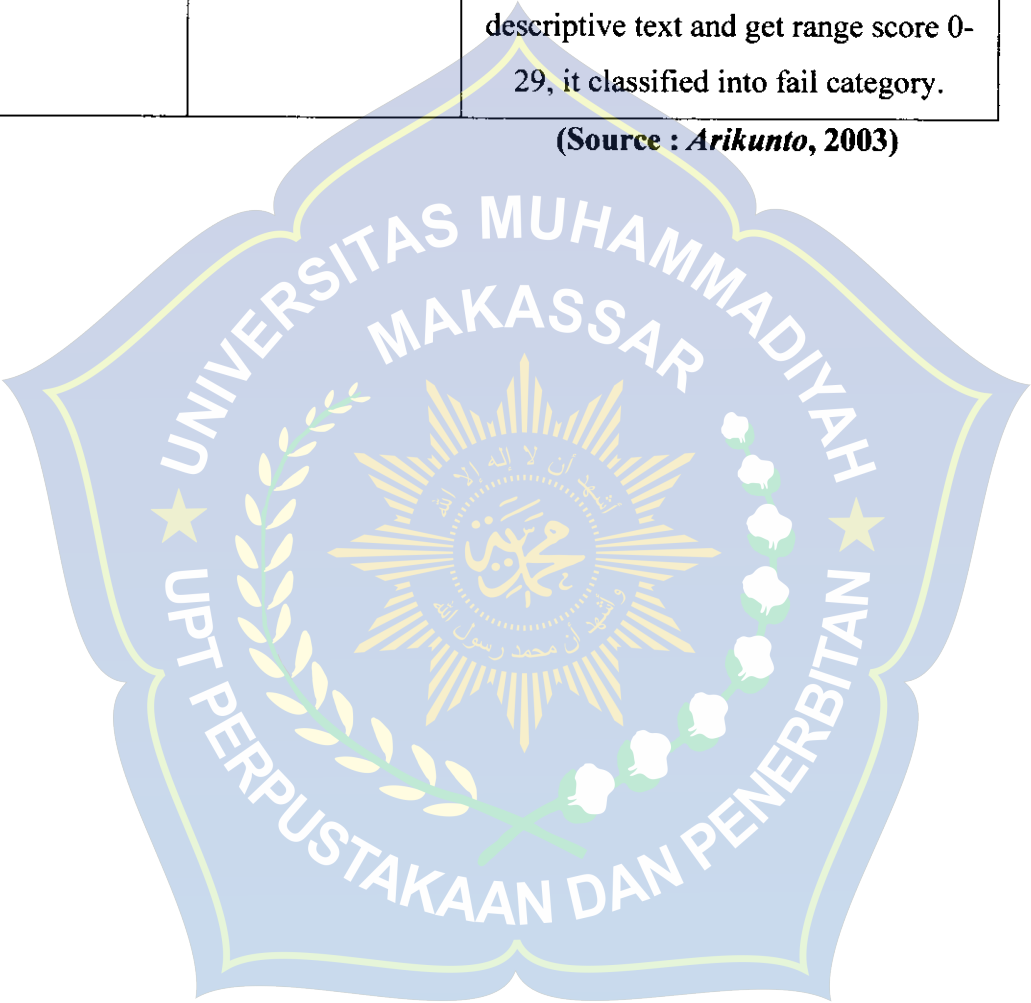
Furthermore, the level students’ score classified into five levels. The classification can be seen in this following table:

Table 3.1 Score Classification

The Score Level	Level of Ability	Description
80 – 100	Excellent	If students are able to used possessive adjective correctly in their writing descriptive text and get range score 80-100, it classified into excellent category.
66 – 79	Good	If students are able to used possessive adjective correctly in their writing descriptive text and get range score 66-79, it classified into good category.
56 – 65	Average	If students are able to used possessive adjective correctly in their writing descriptive text and get range score 56-65, it classified into average category.

30 – 55	Poor	If students are able to used possessive adjective correctly in their writing descriptive text and get range score 30-55, it classified into poor category.
0 – 29	Fail	If students are able to used possessive adjective correctly in their writing descriptive text and get range score 0-29, it classified into fail category.

(Source : *Arikunto*, 2003)



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the results of this study are presented. This chapter is divided into two main sections, they are findings and discussions of the research. The findings of this study related to the answers to questions about “How is the students’ ability to use possessive adjective in writing descriptive text at Junior High School”. Discussions related to the interpretation of findings in research.

A. Research Findings

Table 4.1 Students’ Ability to Use Possessive Adjective in Writing Descriptive Text

Students’ Ability	Mean Score	Ability Level
Possessive adjective in Writing Descriptive Text	85	Excellent

Based on the table 4.1 above, the students’ ability to use possessive adjective in writing descriptive text of ninth grade at SMP Negeri 1 Sungguminasa was 85 in mean score and it was categorized into excellent level.

As mentioned in the previous chapter, to get the data, the researcher conducted the research by giving writing test about used possessive adjective in writing descriptive text. This research conducted on March 23, 2022. The researcher accompanied by an English teacher at SMP Negeri 1 Sungguminasa. The sample was the students in IX A at SMP Negeri 1

Sungguminasa. The sample was the students in IX A at SMP Negeri 1 Sungguminasa. After obtaining all data, the researcher analyzed the data to know the students' ability to use Possessive adjective in writing descriptive text towards students at SMP Negeri 1 Sungguminasa.

Based on the results, the researcher found that the students' ability to used possessive adjective in writing descriptive text were excellent, this can be seen in the table below:

Table 4.2 Data of the Students' Ability to Use Possessive Adjective in Writing Descriptive Text

Classification		Number	Percentage
Score	Ability Level		
80 – 100	Excellent	22 Students	64.70 %
66 – 79	Good	3 Students	8.80 %
56 – 65	Average	4 Students	11.80 %
30 – 55	Poor	5 Students	14.70 %
0 – 29	Fail	0 Students	0 %
Total		34 Students	100 %

Based on the table above, It can be seen that students' ability to used possessive adjective in writing descriptive text have variety levels , there were 22 or (64.70 %) students who got excellent category with a range score of 80-100, there were 3 or (8.80 %) students who got a good category with a range score of 66-79, there were 4 or (11.80 %) students who enters the average category with a range score of 56-65, then there were 5 or (14.70 %) students who got a poor category with a range score of 30-55 and finally

there was no student who got into the fail category with the percentage 0 % and range score of ≤ 29 .

The students' ability to use possessive adjective in writing descriptive text are :

1. The students' score categorized into excellent were students number 3, 4, 6, 7, 8, 9, 10, 12, 14, 16, 17, 19, 20, 21, 22, 23, 25, 30, 31, 32, 33 and 34
2. The students' score categorized into good were students number 1, 18 and 24
3. The students' score categorized into average were students number 2, 11, 13 and 29
4. The students' score categorized into poor were students number 5, 15, 26, 27 and 28
5. None students who fall into the fail category

Here are the examples of students' possessive adjective used in writing descriptive text for each level category :

- a. Excellent level category

There were some students who got this level category. Here are the several students' answer that researcher found on their writing test to used possessive adjective.

First, Student 3 got this category because this student used 10 possessive adjective in writing descriptive text correctly, namely :

- 1) My father's name is Abdul Haris.
- 2) His favorite colors are black and white.
- 3) Almost all of his clothes are black and white.
- 4) Our hair is both straight.
- 5) Our noses are pretty sharp
- 6) My mother's name is Bungaculang.
- 7) I will take your phone if you don't want to study.
- 8) Her favorite colors are blue and pink
- 9) My mom also loves to cook
- 10) I often borrow their things, such as clothes, watches and others.

Second, student 7 got this category because this student used 13 possessive adjective in writing descriptive text correctly, namely :

- 1) I want to introduce my family.
- 2) My father works as a private employee.
- 3) My mother is a house wife.
- 4) My little sister is very cute.
- 5) She will cry when she does not hold her toys.
- 6) My younger brother really likes to play with his friends.
- 7) They always play ball in front of our house.
- 8) My father and I have the same thing in common.
- 9) My father really likes the old band, namely Naff Band.
- 10) I admit their song are very good.

11) I once told my dad that.

12) Your favorite band is really good.

Third, student 12 got this category because this student used 13 possessive adjective in writing descriptive text correctly, namely :

- 1) The school is not far from our house.
- 2) His favorite football is Barcelona.
- 3) My older sister is married and has a son.
- 4) His face is very handsome.
- 5) My father is a good.
- 6) My mother has died.
- 7) My aunt likes to listen to dangdut music.
- 8) Her close is close to mine.
- 9) Their music is interesting.
- 10) Its fur is orange.
- 11) "Your cat is very cute".
- 12) Our family is very good.

b. Good level category

There were some students who got this level category. Here are the several students' answer that researcher found on their writing test to used possessive adjective.

First, student 1 got this category because this student used 8 possessive adjective in writing descriptive text correctly, namely :

- 1) My name is Tuha.
- 2) My family.
- 3) My father's name is Islamuddin.
- 4) My mother's name is Nur Aeni.
- 5) Her job is a housewife.
- 6) Its my family
- 7) Our family is really happy.
- 8) What about your family.

- 9) Its my family (**Incorrect**)

Got Incorrect because used possessive adjective "its". It should be "it is" or "it's" with apostrophe.

- 10) His a student. (**Incorrect**)

Got Incorrect because used possessive adjective "his" as a subject pronoun.

- 11) His a police. (**Incorrect**)

Got Incorrect because used possessive adjective "his" as a subject pronoun.

Second, student 18 got this category because this student used 6 possessive adjective in writing descriptive text correctly, namely :

- 1) Putri aprilia is my bestfriend.
- 2) She is my classmate.
- 3) I and really love my bestfriend.
- 4) She will come to my house and bring many fruit.

- 5) She often eat and drink in my house.
- 6) My family also like Putri.
- 7) Our sometime go to school together. (**Incorrect**)

Got Incorrect because used possessive adjective “our” as a subject pronoun.

- 8) When other people see our (**Incorrect**)

Got Incorrect because used possessive adjective “our” as an object pronoun.

- 9) They say our are sibling. (**Incorrect**)

Got Incorrect because used possessive adjective “our” as an object pronoun.

The last, student 24 got this category because this student used 9 possessive adjective in writing descriptive text correctly, namely :

- 1) There were 4 people in my family.
- 2) My father.
- 3) My mother.
- 4) My younger sister.
- 5) My father is teacher.
- 6) My mother is a housewife.
- 7) We usually spend our time together.
- 8) My younger sister study in SDN 1 Tinggimae.
- 9) I love my family so much.
- 10) His always works (**Incorrect**)

Got incorrect because used possessive adjective “his” as a subject pronoun.

11) Very hard for our. (**Incorrect**)

Got Incorrect because used possessive adjective “our” as an object pronoun.

12) She always take care of our. (**Incorrect**)

Got Incorrect because used possessive adjective “our” as an object pronoun.

c. Average level category

There were some students who got this level category. Here are the several students’ answer that researcher found on their writing test to used possessive adjective.

First, student 2 got this category because this student used 9 possessive adjective in writing descriptive text correctly, namely :

- 1) My name is Anggun.
- 2) I will introduce my family.
- 3) My parents.
- 4) My father name is Amiruddin.
- 5) My mother name is Arianna.
- 6) My sister and brother.
- 7) My sister is Ade.
- 8) My family.
- 9) My parents.

10) Her is 58 years old. (**Incorrect**)

Got Incorrect because used possessive adjective “her” for male. It should be “his”

11) I often borrow some of his. (**Incorrect**)

Got Incorrect because used possessive adjective “his” for female. It should be “her”

12) Our often have fighting over things. (**Incorrect**)

Got Incorrect because used possessive adjective “our” as an subject pronoun.

13) This is mine, not your. (**Incorrect**)

Got Incorrect because used possessive adjective “your” as an object pronoun.

14) Its not all mine. (**Incorrect**)

Got Incorrect because used possessive adjective “its”. It should be “it is” or “it’s” with apostrophe

15) Its not all mine but their. (**Incorrect**)

Got Incorrect because used possessive adjective “their” as an possessive pronoun.

Second, student 11 got this category because this student used 3 possessive adjective in writing descriptive text correctly, namely :

- 1) He likes to play football a field not far from our house.
- 2) My mother.
- 3) I used to say “Your doll is cute”

- 4) Her can be very annoying sometimes. (**Incorrect**)

Got Incorrect because used possessive adjective “her” as an subject pronoun.

- 5) Her is also very kind and funny. (**Incorrect**)

Got Incorrect because used possessive adjective “her” as an subject pronoun.

- 6) His likes to play online games. (**Incorrect**)

Got Incorrect because used possessive adjective “his” as an subject pronoun.

- 7) His invite me to play. (**Incorrect**)

Got Incorrect because used possessive adjective “her” as an subject pronoun.

- 8) She has a barbie doll and i'ts cute. (**Incorrect**)

Got Incorrect because used “it’s”. It should be “its” without apostrophe

- 9) I love to play with his. (**Incorrect**)

Got Incorrect because used possessive adjective “his” as an object pronoun.

The last, student 13 got this category because this student used 6 possessive adjective in writing descriptive text correctly, namely :

- 1) I want to tell you about my family.
- 2) They like to play football in the field not far from our house.
- 3) My aunt sometimes invite me to play at her house.

- 4) My cousin and I.
- 5) I used to say, “Your novels were funny”.
- 6) Her is sometimes very naughty but he is also very kind.

(Incorrect)

Got Incorrect because used possessive adjective “Her” as a subject pronoun.

- 7) I like to read novels because theirs novels are very fun.

(Incorrect)

Got Incorrect because used possessive pronoun “theirs” as a possessive adjective.

- 8) His has a novel and it’s funny. **(Incorrect)**

Got Incorrect because used possessive adjective “His” as a subject pronoun.

- 9) His took me shopping for novels together. **(Incorrect)**

Got Incorrect because used possessive adjective “His” as a subject pronoun.

d. Poor level category

There were some students who got this level category. Here are the several students’ answer that researcher found on their writing test to used possessive adjective.

First, student 5 got this category because this student used 6 possessive adjective in writing descriptive text correctly, namely :

- 1) My father's name is Syamsuddin.
- 2) My mother's name is Ismawati.
- 3) My mother is kind.
- 4) My mom also likes pink.
- 5) My mom also likes to make cakes.
- 6) I also often borrow their belongings.
- 7) Your hurry up to wash her stomach. (**Incorrect**)

Got Incorrect because used possessive adjective "Your" as a subject pronoun.

- 8) Your hurry up to wash her stomach. (**Incorrect**)

Got Incorrect because used possessive adjective "her" for subject pronoun "you". It should be "your"

- 9) I often borrow his clothes. (**Incorrect**)

Got Incorrect because used possessive adjective "his" for female. It should be "her"

- 10) Our often joke together. (**Incorrect**)

Got Incorrect because used possessive adjective "our" as a subject pronoun.

Second, student 15 got this category because this student used 4 possessive adjective in writing descriptive text correctly, namely :

- 1) My father is passed away.
- 2) I only live with my mother.
- 3) My sister name is Ayu.

4) My second sister is Dela.

5) His eyes is big. (**Incorrect**)

Got Incorrect because used possessive adjective “his” for female. It should be “her”.

6) His hair is short. (**Incorrect**)

Got Incorrect because used possessive adjective “his” for female. It should be “her”.

7) His is 3 years old. (**Incorrect**)

Got Incorrect because used possessive adjective “his” as a subject pronoun.

8) His is really cute. (**Incorrect**)

Got Incorrect because used possessive adjective “his” as a subject pronoun.

e. Fail level category

There was no student who got into the fail category. It means students were able used at least 3 possessive adjectives correctly in their writing test.

The Students' individually Score to Use Possessive Adjective in Writing Descriptive Text can be seen in this following table :

Table 4.3 Individually Score of the Students' Result

Students	Score of students' ability			Category
	Correct	Incorrect	Score	
Student 1	8	4	66	Good
Student 2	9	6	60	Average
Student 3	10	-	100	Excellent
Student 4	7	1	87	Excellent
Student 5	6	5	54	Poor
Student 6	5	-	100	Excellent
Student 7	13	-	100	Excellent
Student 8	10	-	100	Excellent
Student 9	14	2	87	Excellent
Student 10	12	1	92	Excellent
Student 11	9	6	60	Average
Student 12	13	-	100	Excellent
Student 13	6	4	60	Average
Student 14	16	-	100	Excellent
Student 15	4	5	44	Poor
Student 16	11	-	100	Excellent
Student 17	8	1	88	Excellent
Student 18	6	3	66	Good
Student 19	8	-	100	Excellent
Student 20	15	-	100	Excellent
Student 21	10	2	83	Excellent
Student 22	9	-	100	Excellent
Student 23	10	-	100	Excellent
Student 24	9	3	75	Good
Student 25	6	1	85	Excellent
Student 26	5	4	55	Poor
Student 27	3	4	42	Poor
Student 28	4	4	50	Poor
Student 29	4	3	57	Poor
Student 30	6	-	100	Excellent
Student 31	5	-	100	Excellent

Student 32	7	-	100	Excellent
Student 33	7	-	100	Excellent
Student 34	7	-	100	Excellent
Total	562	114	2889	

The researcher used the skill levels score which includes excellent, good, average, poor and fair to determine students' ability. The mean score data for the above was calculated as follow :

$$\overline{X} = \frac{\sum x}{N}$$

where:

\overline{X} = average score

$\sum x$ = total score

N = total students

So the mean score would be :

$$\overline{X} = \frac{2889}{34} = 85$$

Based on the table above, it can be seen that for the use possessive adjective in writing descriptive text obtained a mean value of 85 which is included in the excellent level, while the highest score is 100 and the lowest score is 42.

B. Discussion

This chapter discussed about the data that was collected from the students in writing test. The researcher had collected the data at IX A grade which has 34 students of SMP Negeri 1 Sungguminasa. The researcher provided 2 topics about describing object (my family and my best friend). The topic was chosen by the students about the topic that they are interested in. Knapp and Watkins (2005) mention that, use linking verbs (belong to) on language features of descriptive text to classify and characterize the participant's appearance, attributes, and parts of function.

The researcher collected there were 22 or (64.70 %) students who got Excellent category with a range score of 80-100. Almost all the students who got excellent category in use possessive adjective are able answer all the writing test correctly and got 100 score. Student 7 wrote "I want to introduce *my* family". Student 8 wrote "My friends are all very kind and loving". Another example from student 9 wrote "Today I'm gonna describing *my* family". This is because that word is the easiest to use and has often been used in English both in writing and in everyday conversation. "My" belong to subject pronoun "I" (Cliff, 1995). Student 3 also answer correctly, this student wrote "*His* clothes are black and white". Student 21 wrote "He likes to play with *his* children". These student got correct because used possessive adjective "His" for subject pronoun "He". Student 20 also wrote "*Her* face is pretty". This student got correct because used possessive adjective "Her" for subject pronoun "She".

Student 16 wrote “I hope *our* friendship will be forever”. This student got correct because used possessive adjective “*our*” for subject pronoun “*We*”.

The researcher found there were 3 or (8.80 %) students who got a good category with a range score of 66-79. The problem that the researcher found was the students confused the difference between possessive adjective and object pronoun. Student 18 wrote “When other people see *our*, they say *our* are sibling”. It should be “When other people see *us*, they say *we* are sibling”. Student 24 also wrote “She always take care of *our*” instead of “She always take care *us*”. Another mistook that student 24 wrote was “He always work hard for *our*”. It should be “He always work hard for *us*”.

Next, there was 4 or (11.80 %) students who enters the average category with a range score of 56-65. The problem also confused the difference between possessive adjective, subject pronoun and object pronoun. Student 11 wrote “I love to play with *his*”. It should be wrote “I love to play with *him*”. Student 11 used possessive adjective as an object pronoun. While, Student 29 wrote “*His* is from Makassar”. It should be “*He* is from Makassar Student 13 also wrote “*His* has a novel”. It should be “*He* has a novel”. Student 29 and student 13 used possessive adjective as an subject pronoun. Their answer was incorrect because possessive adjective go before noun while, subject pronoun is a pronoun that takes the place of a noun as the subject of a sentence and subject pronoun complement pronouns appear in the complement position (Cliff,1995).

Then there were 5 or (14.70 %) students who got a poor category with a range score of 30-55. First, The students still mixed up between possessive pronouns and possessive adjectives. Students use the wrong pattern in using possessive adjective. For example, student 5 wrote “This is mine, not *your!*” instead of This is mine, not *yours!*”. This is because possessive pronoun and possessive adjectives have similar thing and sometime both of them are often confused (Sari, 2019). Despite some overlapping forms, there are important differences between the two types of possessive. Based on Azar & Hagen (1992) possessive pronouns can stand on their own, taking the place of a noun, while possessive adjective cannot.

Another problem that the researcher found were students did not able to understand the difference between “His” and “Her”. Student 15 wrote “*His* eyes is big and *his* hair is short”. It is incorrect because the subject pronoun that student used before was female “My sister name is Ayu”. It should be “*Her* eyes is big and *her* hair is short”. The next problem that the researcher found were students did not understand the difference between it’s and its. The student 5 wrote “*Its* not all mine” instead of “*It’s* not all mine” It’s and its is one of the most common grammatical errors. “It’s” is a contraction and should be used where a sentence would normally read “It is”. The apostrophe indicates that part of a word has been removed. In other word, “Its” without apostrophe, is a possessive adjective word, like “Her” and “His,” for nouns without gender.

Its (without the apostrophe) is the possessive adjective form of the pronoun "It". Most possessives use 's, which is probably the reason why many students found this confusing.

The last, there was none students who fall into the fail category with the percentage 0 % and range score of ≤ 29 . This showed that students got at least 30 score to used possessive adjectives in their writing test. So, there was no student in fail category because they did not get the score below 30 score.

Thus, it indicated that students still had difficulties to used possessive adjective in writing descriptive text, because there were some students who write correct and incorrect possessive adjective. They still confused to use possessive because the different between grammar in Indonesia and grammar in English. The pattern and grammatical is totally different. This is natural, the pronoun in Indonesian is different from English. Indonesian doesn't have gender in pronouns either personally or possessive case. Indonesian is only divided into three groups, namely: 1st first person pronouns, 2nd person pronouns, 3rd person pronouns, whereas in English it has five groups of pronouns categorized into singular, plural, masculine, feminine and non-person pronoun (Rischa, 2021).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

This research was conducted to know how the students' ability to use Possessive Adjective in writing Descriptive Text at IX A grade of SMP Negeri 1 Sungguminasa. Based on the data presentation, the researcher found that the category of students' ability to use possessive adjective in writing descriptive text can be seen from data presentation that showed 22 or (64.70 %) students were at excellent category with a range score of 80-100, 3 or (8.80 %) students were at good category with a range score of 66-79, 4 or (11.80 %) students were at average categories with a range score of 56-65, 5 or (14.70 %) students at poor category with a range score of 30-55 and There were none students at fail category with the percentage 0 % and a range score of ≤ 29 .

Students have variety levels to used possessive adjective but most of them (22 students) were able to used possessive adjective in writing descriptive text correctly because they were in excellent category. The result of this research showed that the mean score of students' ability to use possessive adjective in writing descriptive text at SMP Negeri 1 Sungguminasa was 85. In conclusion, the students' ability to use possessive adjective in writing descriptive text of ninth grade at SMP Negeri 1 Sunggumisa was categorized into excellent level.

B. Suggestions

Based on the result of the research, the researcher would like to offer some suggestions to the teachers and the students :

1. The teachers of English at SMP Negeri 1 Sungguminasa should improve and explore more various ways of teaching English grammar to make the students' understanding not only about possessive adjective but also other units of grammar. So, the students' ability constantly in the excellent category.
2. Students should maintain their ability to remain stable in the excellent category. The more students do the exercises, the more they understand about it. They must be able to understand not only the possessive adjective but also the types of pronoun.
3. The researcher realize that there are still many shortcomings in this study, so it is hoped that other researchers can conduct further research and use this thesis as an addition reference.

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APPENDIX 1
WRITING TEST

Please refer instructions:

A. Please select a topic below!

- 1. Describing “My Family”
- 2. Describing “My Best friend”

Make a descriptive text using 10 possessive adjectives in your paragraph and adjust it with the options below! (*Put the underline on it*)

- My	- Her	- Our	- Their
- Your	- His	- Its	

Name :

Class :



APPENDIX 2

ANALYSIS DATA OF WRITING TEST

The formula :

$$\text{Scoring} = \frac{\text{total correct subject}}{\text{total number subject}} \times 100$$

1. Student 1

$$\text{Scoring} = \frac{8}{12} \times 100 = 66$$

2. Student 2

$$\text{Scoring} = \frac{9}{15} \times 100 = 60$$

3. Student 3

$$\text{Scoring} = \frac{10}{10} \times 100 = 100$$

4. Student 4

$$\text{Scoring} = \frac{7}{8} \times 100 = 87$$

5. Student 5

$$\text{Scoring} = \frac{6}{11} \times 100 = 54$$

6. Student 6

$$\text{Scoring} = \frac{5}{5} \times 100 = 100$$

7. Student 7

$$\text{Scoring} = \frac{13}{13} \times 100 = 100$$

8. Student 8

$$\text{Scoring} = \frac{10}{10} \times 100 = 100$$

9. Student 9

$$\text{Scoring} = \frac{14}{16} \times 100 = 87$$

10. Student 10

$$\text{Scoring} = \frac{12}{13} \times 100 = 92$$

11. Student 11

$$\text{Scoring} = \frac{9}{15} \times 100 = 60$$

12. Student 12

$$\text{Scoring} = \frac{13}{13} \times 100 = 100$$

13. Student 13

$$\text{Scoring} = \frac{6}{10} \times 100 = 60$$

14. Student 14

$$\text{Scoring} = \frac{16}{16} \times 100 = 100$$

15. Student 15

$$\text{Scoring} = \frac{4}{9} \times 100 = 44$$

16. Student 16

$$\text{Scoring} = \frac{11}{11} \times 100 = 100$$

17. Student 17

$$\text{Scoring} = \frac{8}{9} \times 100 = 88$$

18. Student 18

$$\text{Scoring} = \frac{6}{9} \times 100 = 66$$

19. Student 19

$$\text{Scoring} = \frac{8}{8} \times 100 = 100$$

20. Student 20

$$\text{Scoring} = \frac{15}{15} \times 100 = 100$$

21. Student 21

$$\text{Scoring} = \frac{10}{12} \times 100 = 83$$

22. Student 22

$$\text{Scoring} = \frac{9}{9} \times 100 = 100$$

23. Student 23

$$\text{Scoring} = \frac{10}{10} \times 100 = 100$$

24. Student 24

$$\text{Scoring} = \frac{9}{12} \times 100 = 75$$

25. Student 25

$$\text{Scoring} = \frac{6}{7} \times 100 = 85$$

26. Student 26

$$\text{Scoring} = \frac{5}{9} \times 100 = 55$$

27. Student 27

$$\text{Scoring} = \frac{3}{7} \times 100 = 42$$

28. Student 28

$$\text{Scoring} = \frac{4}{8} \times 100 = 50$$

29. Student 29

$$\text{Scoring} = \frac{4}{7} \times 100 = 57$$

30. Student 30

$$\text{Scoring} = \frac{6}{6} \times 100 = 100$$

31. Student 31

$$\text{Scoring} = \frac{5}{5} \times 100 = 100$$

32. Student 32

$$\text{Scoring} = \frac{7}{7} \times 100 = 100$$

33. Student 33

$$\text{Scoring} = \frac{7}{7} \times 100 = 100$$

34. Student 34

$$\text{Scoring} = \frac{7}{7} \times 100 = 100$$



APPENDIX 3

THE RESULT OF STUDENTS' ABILITY

Students' Score to Use Possessive Adjective in Writing Descriptive Text

Classification		Number	Percentage
Score	Ability Level		
80 – 100	Excellent	22 Students	64.70 %
66 – 79	Good	3 Students	8.80 %
56 – 65	Average	4 Students	11.80 %
30 – 55	Poor	5 Students	14.70 %
0 – 29	Fail	0 Students	0 %
Total		34 Students	100 %

Individually Score

Students	Score of students' ability			Category
	Correct	Incorrect	Score	
Student 1	8	4	66	Good
Student 2	9	6	60	Average
Student 3	10	-	100	Excellent
Student 4	7	1	87	Excellent
Student 5	6	5	54	Poor
Student 6	5	-	100	Excellent
Student 7	13	-	100	Excellent
Student 8	10	-	100	Excellent
Student 9	14	2	87	Excellent
Student 10	12	1	92	Excellent
Student 11	9	6	60	Average
Student 12	13	-	100	Excellent
Student 13	6	4	60	Average
Student 14	16	-	100	Excellent
Student 15	4	5	44	Poor
Student 16	11	-	100	Excellent

Student 17	8	1	88	Excellent
Student 18	6	3	66	Good
Student 19	8	-	100	Excellent
Student 20	15	-	100	Excellent
Student 21	10	2	83	Excellent
Student 22	9	-	100	Excellent
Student 23	10	-	100	Excellent
Student 24	9	3	75	Good
Student 25	6	1	85	Excellent
Student 26	5	4	55	Poor
Student 27	3	4	42	Poor
Student 28	4	4	50	Poor
Student 29	4	3	57	Poor
Student 30	6	-	100	Excellent
Student 31	5	-	100	Excellent
Student 32	7	-	100	Excellent
Student 33	7	-	100	Excellent
Student 34	7	-	100	Excellent
Total	562	114	2889	

Mean score of students

$$\bar{X} = \frac{\sum x}{N}$$

where:

\bar{X} = average score

$\sum x$ = total score

N = total students

So the mean score would be :

$$\bar{X} = \frac{2889}{34} = 85$$

Appendix 4

STUDENTS' WORKSHEET

1.

APPENDIX 1

Writing Test

Please refer instructions:

A. Please select a topic below!

1. Describing "My Family"
2. Describing "My Best friend"

B. Make a descriptive text using 10 possessive adjectives in your paragraph and adjust it with the options below!

- | | | | |
|--------|-------|-------|---------|
| - My | - Her | - Our | - Their |
| - Your | - His | - Its | |

Name : cheasea Dwinawa Putri

Class : IX.A

my family

I only have little family. my father is passed away when i'm in Junior high school. so, i only live with my mother, 2 sisters, and 1 brother. my sister name is ayu and deia. ayu is married and live far from our house. ayu have beautiful face, his eyes is big and his hair is short. my second sister is deia. his hair is long and black. my brother is arsal. his is 3 years old. his is really cute when smile. ~~Thx~~ Thank you.

2.

APPENDIX 1

Writing Test

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Name: SARAH MASARI

Class: IX A

MY FAMILY

I have 4 brothers, 3 boys and 1 sister. 2 boys work and 1 is still in school. The school is not far from our house. And he really likes football and his favorite football is Barcelona. My older sister is married and ~~she~~ has a son, his face is very handsome, he is also very cute, he is 3 years old.

My father is a good person, he is loving. My mother has died. I also have an aunt and I live with her, her house is close to mine. My aunt likes to listen to dangdut music, because their music is interesting.

I have a cat, its fur is orange. My sister always says "your cat is very cute" she likes cats too.

Our family is very good.

3.

APPENDIX I

Writing Test

Please refer instructions:

A. Please select a topic below!

1. Describing "My Family"
2. Describing "My Best friend"

B. Make a descriptive text using 10 possessive adjectives in your paragraph and adjust it with the options below!

- | | | | |
|--------|-------|-------|---------|
| - My | - Her | - Our | - Their |
| - Your | - His | - Its | |

Name : Nazwa Maharani Annur

Class : IX A (9A)

I want to introduce my family.

I was born in a simple family. My father works as a private employee. Meanwhile my mother is a house wife who takes care of the family everyday, fulfilling the requirements as mother and mother to us children. I was born as the eldest of three siblings.

I have a younger sister and younger brother.

My little sister is very cute she is only 5 months old, she will cry when she doesn't hold her toys or falls. And my younger brother really likes to play with his friends, they always play ball in front of our house.

My father and I have the same thing in common, namely we like music. My father really likes the old band, namely the Naff band, I admit their song are very good. I once told my dad that, "Your favorite band is really good," And it's really good.

4.

APPENDIX I

Writing Test

Please refer instructions:

A. Please select a topic below!

1. Describing "My Family"
2. Describing "My Best friend"

B. Make a descriptive text using 10 possessive adjectives in your paragraph and adjust it with the options below!

- My	- Her	- Our	- Their
- Your	- His	- Its	

Name : MaghfiraTul Inayah

Class : IX -A

I have a happy family. My father's name is Abdul Haris, he is very kind and friendly to people. He's also very diligent in worshipping every day, he often scolds me for often forgetting to pray but it's a natural thing. His favorite colors are black and white, almost all of his clothes are black and white. But we have a lot in common, our hair is both straight and our noses are pretty sharp.

My Mother's name is Bungaculang, she is a teacher in one of the elementary schools in the area where I live. She is also very nice and friendly but also often scolds me for forgetting to study, she often says "I will take your phone if you don't want to study". Her favorite colors are blue and pink, we both like these colors. My Mom also loves to cook, she often makes me chicken soup and it's very delicious.

I also have 4 siblings, 1 girl and 3 boys. They are very kind and love me. I often borrow their things such as clothes, watches and others, but it's look normal. They also often spend me something and often take me on vacation, I love them.

5.

APPENDIX 1

Writing Test

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1. Describing "My Family"
2. Describing "My Best friend"

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|--------|-------|-------|---------|
| - My | - Her | - Our | - Their |
| - Your | - His | - Its | |

Name : Nagib Miftahul affan

Class : IX A

Putri Aprilia is my Bestfriend.

Putri Aprilia is my bestfriend. Our sometime go to school together. I and her have same class. She is my classmate. When I sick, she will come to my house and bring many fruits. I really love my besfriend. She often eat and drink in my house. She is really funny, cute, and beautiful. She really like spicy food but me don't because I like sweet food. When other people see our, they say our are sibling. My family also like Petri.

6.

APPENDIX 1

Writing Test

Please refer instructions:

A. Please select a topic below!

1. Describing "My Family"
2. Describing "My Best friend"

B. Make a descriptive text using 10 possessive adjectives in your paragraph and adjust it with the options below!

- | | | | |
|--------|-------|-------|---------|
| - My | - Her | - Our | - Their |
| - Your | - His | - Its | |

Name: Yuyun Eka Urbaningrum

Class: IX.A

"My Family"

I want to tell you about my family. I have two younger brother, the second child is still in junior high school and the last child is still in elementary school. They like to play football in the field not far from our house.

Her is sometimes very naughty but he is also very kind. I also have a female cousin who is quite close to me and she is the same age as me.

My aunt sometimes invites me to play at her house, my cousin and i like to read novels because their novels are very fun. He has a novel and it's funny.

I used to say "your novels were funny" and sometimes he took me shopping for novels together

7.

APPENDIX 1

Writing Test

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2. Describing "My Best friend"

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- Your	- His	- Its	

Name: Nirmala Awalia Jufri

Class: IX-A

"My Family"

I want to tell you about my family. I have 1 brother. I am the eldest child and I have a younger brother who is still in elementary school. he likes to play football a field not far from our house.

Her can be very annoying sometimes. but her is also very kind and funny.

I also have a female cousin who is quite close to me and she is the same age as my younger brother.

My mother sometimes takes my cousin to play with my brother at home. his likes to play online games with my brother. because their games are interesting.

She has a barbie doll and it's cute. I used to say your doll is cute and sometimes his invites me to play and I love to play with his.

MY FAMILY IS VERY COOL.

8.

APPENDIX 1

Writing Test

Please refer instructions:

A. Please select a topic below!

1. Describing "My Family"
2. Describing "My Best friend"

B. Make a descriptive text using 10 possessive adjectives in your paragraph and adjust it with the options below!

- | | | | |
|--------|-------|-------|---------|
| - My | - Her | - Our | - Their |
| - Your | - His | - Its | |

Name : Anggun Tri Ramadhan

Class : IX.A

"My Family"

Hello, My name is Anggun Tri Ramadhan, you can call me Anggun. I will introduce my family.

Let's start with my Parents First. My Father name is Amiruddin. Her is 58 Years old. My mother name is Arianna she is 51 years old. They are very complementary to each other.

We continue to my sister and brother. The first, my sister is Ade Sri Utari, she has been working and getting a salary. I often borrow some of his belongings but she never gets angry. The second, brother is Puhi Aprialdy, our often have fighting over things "This is mine, not your". But after a while we started to make peace.

My family can be said to be quite affluent family but its not all mine but their, namely my Parents.

9.

APPENDIX 1

Writing Test

Please refer instructions:

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B. Make a descriptive text using 10 possessive adjectives in your paragraph and adjust it with the options below!

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- Your	- His	- Its	

Name : Akmal Rimba

Class : IX.A

There are 4 people in my family they are my father, my mother, my younger sister and me. I am a student of SMPN 1 Songgumincisa. go to school by public transport. my father is a teacher. his always works very hard for our. my mother is a housewife. she always takes care of our. my younger sister is studt in SDN 1 Tinggimae. she is 7 years old she is so cute and cheer. Full. we are so busy in weekdays. so we usually spend our time together in weekend. love my family so much

10.

APPENDIX 1

Writing Test

Please refer instructions:

A. Please select a topic below!

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2. Describing "My Best friend"

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- | | | | |
|--------|-------|-------|---------|
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| - Your | - His | - Its | |

Name : Maftuha Fatimatullah

Class : IX X

Hi My name is tuha. I want to talk about my family. I have an older brother, he has brown skin, his a student. My father's name is Islamuddin, he also has brown skin, his a police. My mother's name is Nur aeni She has long hair and bright skin her job is house wife. Our family is really happy right now. me and mother really like watching kdrama and we always watch kdrama with family theme and their family is so happy. and its my family what about your family?

APPENDIX 5
DOCUMENTATION





**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat Kantor: Jl. Sultan Alauddin No.259 Makassar 90221 Tlp. (0411) 866972, 881593, Fax (0411) 865588

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SURAT KETERANGAN BEBAS PLAGIAT

**UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : Dewi Anggita Putri
NIM : 105351109817
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	5%	10 %
2	Bab 2	19 %	25 %
3	Bab 3	9 %	15 %
4	Bab 4	4 %	10 %
5	Bab 5	4 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 7 Juli 2022

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

Nursinah, S.Hum., M.I.P

NBM. 964 591



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp 866972 Fax (0411)865588 Makassar 90221 E-mail :lp3munismuh@plaza.com



Nomor : 797/05/C.4-VIII/III/43/2022

Lamp : 1 (satu) Rangkap Proposal

Hal : Permohonan Izin Penelitian

14 Sya'ban 1443 H

17 March 2022 M

Kepada Yth.

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal dan PTSP Prov. Sul-Sel
di –

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 9355/FKIP/A.4-II/III/1443/2022 tanggal 16 Maret 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : DEWI ANGGITA PUTRI

No. Stambuk : 10535 1109817

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Analisis of Students' Ability to Use Possessive Adjective In Writing Descriptive Text At Junior High School"

Yang akan dilaksanakan dari tanggal 22 Maret 2022 s/d 22 Mei 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,



Dr. Ir. Abubakar Idhan, MP.

NBM 101 7716



MAJELIS DIKILITBANG PT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Universitas Muhammadiyah Makassar
Jl. S. H. Djamil No. 100
Kec. Selayar, Kota Makassar
Prov. Sulawesi Selatan

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Dewi Anggita Putri
NIM : 105351109817
Judul Penelitian : *The Analysis of Students' Ability to Use Possessive Adjective in Writing Descriptive Text at Junior High School*
Tanggal Ujian Proposal : 05 February 2022
Tempat/Lokasi Penelitian : SMP NEGERI 1 SUNGGUMINASA

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Rabu, 23/03/2022	Izin Penelitian	Rifal Rifandi, pd-G	
2	Kamis, 24/03/2022	Membagikan writing tes	Rifal Rifandi, spd-G	
3	Jumat, 25/03/2022	Membagikan writing tes	Rifal Rifandi, spd-G	
4	Senin, 28/03/2022	Membuat Surat keterangan	Rifal Rifandi, spd-G	
5		telah meneliti		
6				
7				

Gowa, 28 Maret 2022

Mengetahui,

Ketua Jurusan

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

Pimpinan/ Kepala sekolah

Bakri Kan, S.Pd., S.H., M.H.
NBM. 92801212010011011



Terakreditasi Institusi



**PEMERINTAH KABUPATEN GOWA
DINAS PENDIDIKAN
SMP NEGERI 1 SUNGGUMINASA
TERAKREDITASI A**

Alamat : Jalan H. Habibu Kulle No. 25 Telp. (0411) 861025 Sungguminasa
e-mail : smpn1g1sungguminasa@yahoo.co.id website : <http://www.smpn1sungguminasa.net>

SURAT KETERANGAN PENELITIAN

No : 800 /065/DISDIK – GW /SMP.01/SMS /III /2022

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 1 Sungguminasa Kabupaten Gowa menerangkan bahwa :

Nama	: DEWI ANGGITA PUTRI
Nim	: 105351109817
Tempat/ Tgl. Lahir	: Sungguminasa, 2 Juli 1999
Jenis Kelamin	: Perempuan
Pekerjaan	: Mahasiswa (S1)
A l a m a t	: Parapa Dusun Boronga, Desa Tinggimae Kec. Barombong Kab. Gowa

Benar telah selesai mengadakan Penelitian di SMP Negeri 1 Sungguminasa pada Tanggal 23 Maret s/d 28 Maret 2022 sebagai salah satu tugas Penyelesaian Skripsi / Tesis dengan mengambil Tema / Judul:

" THE ANALYSIS OF STUDENT' ABILITY TO USE POSSESSIVE ADJECTIVE IN WRITING DESCRIPTIVE TEXT AT JUNIOR HIGH SCHOOL."

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Sungguminasa, 28 Maret 2022

Kepala Sekolah,



BAKRI. S.Pd.M.H

Pangkat : Penata Tk. 1

NIP 19780423 201001 1 011



**MAJELIS DIKTILITBANG PP MUHAMMADIYAH
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PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE
0539/BG-FKIP/LOA/B/VII/1443/2022

Dear DEWI ANGGITA PUTRI

It is our pleasure to inform you that, after reviewing your paper:
**THE ANALYSIS OF STUDENTS' ABILITY TO USE POSSESSIVE
ADJECTIVE IN WRITING DESCRIPTIVE TEXT AT JUNIOR HIGH
SCHOOL**

The manuscript ID: 181

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

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Makassar, 23 July 2022 M
24 Dzulhijjah 1443 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Umami Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

CURRICULUM VITAE



Dewi Anggita Putri was born on July 2nd 1999 in Sungguminasa, South Sulawesi. She has 1 sister and 1 brother. She is the first child from the marriage of her parents; Abd. Salam and St. Jumasari. She started her education at SDN Kalukuang and graduated in 2011. She continued her education at SMPN 1 Barombong and graduated in 2014. After that she continued her education at SMAN 1 Bajeng and graduated in 2017. In 2017 she registered as a student and majored in English Departement Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. At the end of her study, she successfully completed her thesis entitled *"The Analysis of Students' Ability to Use Possessive Adjective in Writing Descriptive Text at Junior High School"*.

