

UIN SUSKA RIAU

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UIN SUSKA RIAU

FACULTY OF EDUCATION AND TEACHER TRAINING  
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PEKANBARU

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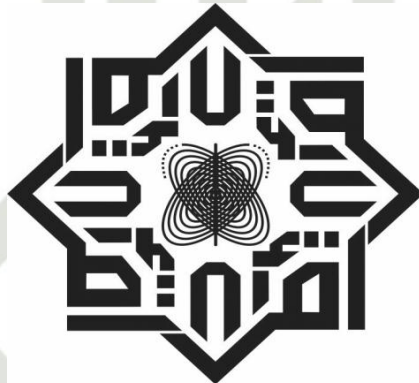
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# **AN ANALYSIS ON STUDENTS' ABILITY IN USING DETERMINER AT STATE JUNIOR HIGH SCHOOL 1 PANGEAN**

A Thesis

Submitted in Partial Fulfillment of the Requirements  
for Bachelor Degree of English Education  
(S. Pd.)



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This thesis entitled *An Analysis on Students' Ability in using Determiner at State Junior High School 1 Pangean* is written by Ica Cyntia Sari, SIN. 11513200189. It has been accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim of Riau.

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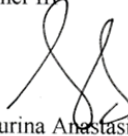
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Finally, the researcher realizes that this thesis is still far from perfect. Therefore, constructive comment, critique, and suggestion are needed very much. May Allah Almighty the Lord of the universe bless us all, Aamiin.

Pekanbaru, 18<sup>th</sup> November 2019

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**ABSTRACT**

**Isa Cyntia Sari (2019) : An Analysis on Students' Ability in using Determiner at State Junior High School 1 Pangean.**

The purpose of this research is to describe the students' ability in using determiner at seventh grade students at State Junior High School 1 Pangean. This research was descriptive quantitative. There were 24 students as samples chosen by using total sampling technique. In collecting the data, the researcher distributed the test to the respondents to determine students' ability in using determiner, which consisted of 20 items that was constructed based on the indicators of determiner by Howard Sargeant. The writer used descriptive statistic 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.

**Keywords:** *Ability, Determiner*





## ABSTRAK

**Ca Cyntia Sari (2019): Analisa Kemampuan Siswa dalam Menggunakan Determiner di Kelas Tujuh Sekolah Menengah Pertama Negeri 1 Pangean**

Tujuan dari penelitian ini adalah untuk mendeskripsikan kemampuan siswa dalam menggunakan determiner di kelas tujuh Sekolah Menengah Pertama Negeri 1 Pangean. Desain penelitian ini adalah deskriptif kuantitatif. Terdapat 24 siswa sebagai sample penelitian dengan metode total sampling teknik. Untuk mengumpulkan data, peneliti memberikan tes kepada responden untuk mengetahui kemampuan siswa dalam menggunakan determiner, yang terdiri dari 20 pertanyaan yang tersusun sesuai indikator determiner oleh Howard Sargeant. Penulis menggunakan deskriptif statistik untuk menganalisa data. Hasil dari penelitian ini menunjukkan bahwa nilai rata-rata siswa dalam menggunakan determiner di kelas tujuh Sekolah Menengah Pertama Negeri 1 Pangean adalah 70,21. Sebagai kesimpulan, kategori kemampuan siswa dalam menggunakan determiner di kelas tujuh Sekolah Menengah Pertama Negeri 1 Pangean adalah bagus.

**Kata kunci:** *Kemampuan, Quantifier*

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## ملخص

إيما جنتيا ساري، (٢٠١٩): تحليل قدرة التلاميذ على استخدام *Determiner* في الفصل السابع بمدرسة المتوسطة ١ فانجيان

يهدف هذا البحث لوصف قدرة التلاميذ على استخدام *Determiner* في الفصل السابع بمدرسة المتوسطة ١ فانجيان. نوعه بحث وصفي كمي. وعدد العينة ٢٤ تلميذ باستخدام طريقة أخذ العينة الكلية. لجمع البيانات، استخدم طريقة الاختبار لمعرفة قدرة التلاميذ على استخدام *Determiner* الذي يتكون من عشرين سؤال التي تم ترتيبها وفقا للمؤشر *Determiner* لهوارد سارقينات. استخدم وصفي إحصائي لتحليل البيانات. تدل نتيجة هذا البحث على أن القيمة المتوسطة للتلاميذ على استخدام *Determiner* في الفصل السابع بمدرسة المتوسطة ١ فانجيان ٢١، ٧٠. استنتج أن قدرة التلاميذ على استخدام *Determiner* في الفصل السابع بمدرسة المتوسطة ١ فانجيان هي جيدة.

الكلمات الأساسية: القدرة، *Determiner*

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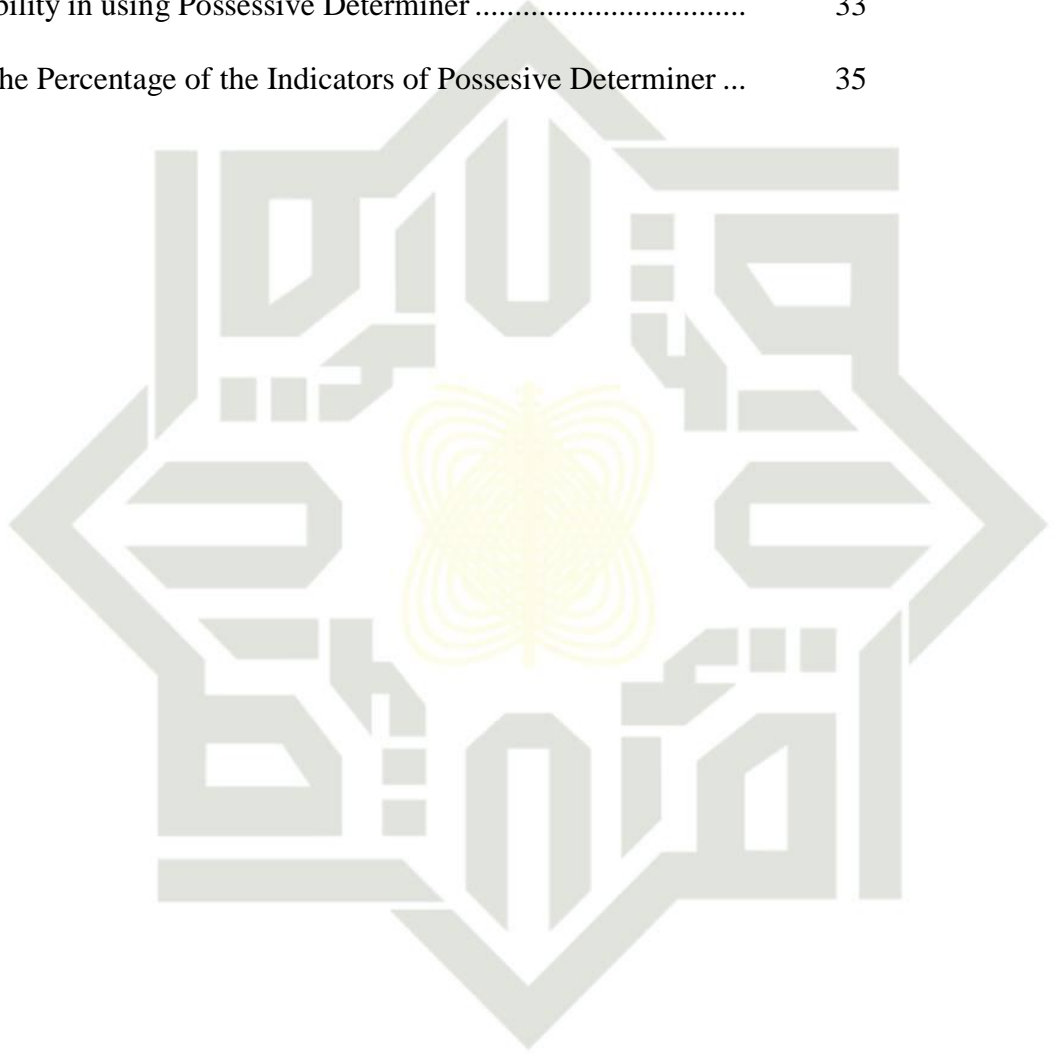
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UIN SUSKA RIAU



## CHAPTER I INTRODUCTION

### Background of the Problem

Language is a crucial thing used to communicate each other. In the world, there are many languages, one of them is English. According to Huddleston and Pullum (2007), English is probably the most widely used language in the world, with around 400 million native speakers and a similar number of bilingual speakers in several dozen partially English-speaking countries, and hundreds of millions more users in other countries where English is widely known and used in business, government, or media.

English is an international language that has a significant role in the world. Mastering English well will give some advantages for the users, such as a getting good job, education, business, even social network. It is used in the world of education such while teaching and learning of English, when the teacher and the students communicate to each other by using English in the classroom. This language has been well-known and many people have been trying to learn it. However, English is a foreign language in Indonesia. According to Ramelan (1992), English is chosen by the Indonesian government as the first foreign language.

In learning English, the students should study about English skills, namely: listening, speaking, reading and writing. Four of English skills indicate the fluency of communication when using English. In line with the above idea, Doquette (1995) said that the ability of English is influenced by

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productive skill and receptive skill. Each of English skill is distinguished becomes two communication processes. Two communication processes of English skills are productive skill and receptive skill (Rodriques,2000). Productive skill involves speaking and writing whereas receptive skill involves listening and reading. Richard and Renandya (2002) said that writing is one of the most difficult subjects in English. Many students still confuse about the writing texts when they are asked by the teacher to write in English. In order to understand how to write well, the students have to master grammar, vocabulary, punctuation, etc.

Grammar is a very prominent aspect in English, it is useful in term of teaching and learning process. Grammar is the rule that show how words are combined, arranged or changed to show certain kinds of meaning (Swan, 2005). The word grammar is used variously, both in everyday language and as a technical term. It may refer to a book or to the contents of a book. Its scope may be restricted to syntax (the ways in which words combine into structures of phrases, clauses, and sentences) or it may include many other aspects of language (Greenbaum, 1996). Grammar may not the most important thing in language learning. But if the people make a lot of grammar mistakes in communication, it will make another people hard to understand. .

In Indonesia, grammar is not particular subject, it is include in English subject. This subject has been taught from junior high school up to university. Students are expected to have good proficiency in English skills. In order to master those skills, it cannot be ignored that the students must have good

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grammatical competence. Based on syllabus of seventh grade state junior high school 1 Pangean, one of the grammar component that must be mastered by the students is possessive determiner or possessive adjective.

Determiners are used to introduce a noun or noun phrase and give information about the item. There are several classes in determiner, one of them is called by Possessive Determiner or possessive adjective. According to Seaton and Mew (2007), the words my, your, his, her, its, our, their are called Possessive Determiners or possessive adjectives. We use these words before nouns to say who something belongs to. In line with the above idea Eastwood (2002) stated that Possessive Determiners (sometimes called possessive adjectives) come before a noun. we use Possessives to express a relation, often the fact that someone has something or that something belongs to someone.

According to Alexander (1998), the words my, your, his, its, one's, our, your and they are possessive adjective. This means they must go in front of noun. Mine, yours, his, hers, ours, and theirs are possessive pronoun. This means they stand on their own. personal pronoun has two possessive forms. One form shows possession by preceding a noun. A personal pronoun in this form may be referred to as a possessive adjective, since, like an adjective, it describe the thing to which the noun refers.

Possessive Determiner or possessive adjective is the basic grammar rule, but most of students still confuse to use it.. Possessive Determiner is an important grammar component that should be mastered by students, because to determine possession the students must know the function of possessive

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adjective. Even though there are many factors influenced the students' ability in Mastering possessive determiner, such as vocabularies, media, strategy, grammar and many more. Actually, to be able in possessive determiner is not too difficult, but the students got problems to understand kind and use of the possessive determiner.

State junior high school 1 Pangean is one of the junior schools in Pangean. State junior high school 1 Pangean uses 2013 Curriculum (K 13), This school provides English lesson for the students which include, listening, speaking, reading, and writing. It means that grammar, especially Possessive Determiner is learned indirectly, because it is integrated with the language skills. Regarding to 2013 curriculum, the goal of learning is to develop the students' communicative competence in interpersonal, transactional, and functional text by using kind of English texts in spoken and written. Interpersonal is texts that is used to connect with other people with the aim that we can establish good communication with others, transactional is texts used to connect with other people with the aim that we get what we want from the use of texts, and functional texts used to convey something that has a specific purpose and message according to the type of texts used.

Based on writer's preliminary study by interviewing the English teacher of State junior high school 1 Pangean on January 2019, the writer identify that many of seventh grade students of State Junior High School 1 Pangean have difficulties in learning English, especially in grammar. The students still struggle to achieve all of grammar aspects of the syllabus in the

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first semester, such as pronoun, verb, possessive adjective and so on. The teacher mentioned that most of students had low score in learning English, there are 14 students (58%) from the total 24 students who could not passed the minimum criteria achievement (70 point) in the first semester and should follow remedial test. The fact that students English proficiency is low make the writer interested in knowing students ability in particular aspect of the syllabus which is possessive adjective or Possessive Determiner.

Based on syllabus, the categories of students' ability in mastering possessive adjective as follows:

**Table I.1**  
**Score Rubric**

No	Range	Category	Description
1	90-100	Excellent	Students are able to understand about the use of possessive adjective, identify possessive adjective, and clarify possessive adjective very well
2	80-89	Good	Students are able to understand about the use of possessive adjective, identify possessive adjective, and clarify possessive adjective well.
3	70-79	Sufficient	Students are able to understand about the use of possessive adjective, identify possessive adjective, and clarify possessive adjective sufficiently.
4	60-69	Poor	Students have poor ability to understand about the use of possessive adjective, identify possessive adjective, and clarify possessive adjective.
5	0-59	Very poor	Students have very poor ability to understand about the use of possessive adjective, identify possessive adjective, and clarify possessive adjective.

Based on the writer's preliminary study at State junior high school 1 Pangean, the writer identify some phenomena as follows:

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1. Students consider that grammar is difficult to learn and to understand.
2. Student do not understand about Possessive Determiner.
3. Students do not memorize the kinds of Possessive Determiner and the using of it.
4. Students confuse and feel difficult to distinguish between Possessive Determiner, pronoun and possessive pronouns.
5. Students could not apply their grammar knowledge especially in using Possessive Determiner.

Based on the description above, the researcher intended to find out the ability of the students in using the Possessive Determiner. Thus, the researcher is interested in investigating the problems above into a research entitled “ AN ANALYSIS ON STUDENTS’ ABILITY IN USING DETERMINER AT STATE JUNIOR HIGH SCHOOL 1 PANGEAN”.

**B. The Problem**

**1. Identification of the Problem**

After conducting preliminary observation at the seventh grade students of state junior high school 1 Pangean, it is found that some of students are still getting problems especially in term of using possessive determiner. To make them clearer, the problems of this research was identified as follow:

- a. Why do the students consider that grammar is difficult to learn and to understand?

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- b. What factors make the students do not understand about Possessive Determiner?
- c. Why do the students memorize the kinds of Possessive Determiner and the using of it ?
- d. Why are the students confused and difficult to distinguish between Possessive Determiner, pronoun and possessive pronouns?
- e. Why could the students not apply their grammar knowledge especially in using Possessive Determiner and possessive pronoun ?

**2. Limitation of the Problem**

After identifying the problem stated above, those the writer has to limit his research problems to students' ability in using Possessive Determiner based on their curriculum, and the subject is the seventh grade students of State junior high school 1 Pangean, in order to pay more attention to a specific problem.

**3. Formulation of the Problem**

Based on the limitation of the problems above, the problems formulated: "How is the students' ability in using Possessive Determiner of state junior high school 1 Pangean ?"

**Objective and Significance of the Research****1. Objective of the Research**

The objective of this research is to find out the students' ability at the Seventh Grade of State Junior High School 1 Pangean in using Possessive Determiner.

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## 2. Significance of the Research

- a. Hopefully this research is able to benefit the researcher as a novice researcher (especially in learning how to conduct the research).
- b. These research findings are expected to be useful and valuable, especially for students and teachers of English at the seventh grade of State Junior High School 1 Pangean to be consideration for their future learning process.
- c. Besides, these research findings also expected to be positive and valuable information, especially for those who are concerned in the world of teaching and learning English as a foreign language.
- d. Finally, these research findings are also expected to be the practical and theoretical information to the development of theories on language teaching.

### D. Reason for Choosing the Tittle

There are some reasons why the writer is interested in carrying out this research. The reasons are as follows:

1. The tittle of this research is relevant with the writers' status as a students of English Education Department.
2. There are only few researcher that investigated this topic.
3. The location of the research facilitates the writer to conduct the research.

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**Definition of the Terms**

In order to avoid misunderstanding and misinterpreting of the terms in this research, it is necessary to define the terms consisted in this research:

**1. Ability**

Ability is a word come from 'able' that related to capability of a person to do something, related to your level or skill at doing something. In this research ability is the power and knowledge to do something. usually concern on cognitive aspect such intelligence, particularly in the world of education. So, in this reasearch the researcher discusses about the capability of students use Possessive Determiner.

**2. Determiner**

Determiners are words such as this, those, my, their,which. They are special adjectives that are used before nouns (Seaton and Mew,2007). So, the term determiner refers collectively to all classes of noun modifiers that precede adjectives. In this research, the determiner that was investigated is possessive determiner.

**3. Possessive Determiner**

Possessive Determiner is one of the kind of determiner. In this research Possessive Determiner are words such as my, your, his, her, its, our and their. We use these words before nouns to say who something belongs to.



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## CHAPTER II

### LITERATURE REVIEW

#### Theoretical Framework

##### 1. The Nature of Ability

Ability is a word that describes about capacity, level or skill and power to do something mentality or physically, that permits or facilitates achievement required to do something and get it done. In this research, the ability of students is students' skills to do something related to study.

The word of ability often related to capability, skill, and competence, especially in cognition aspect of education. Ability is skill or power of a person to do something (Oxford dictionary, 2011). Besides, Littlewood (1998), the ability is often be defined to cognitive aspects of a person's ability to learn, particularly intelligence and also about language learning abilities. In addition, Hornby (1995) states the ability as the capacity or power to do something physically or mentally.

The following are concepts related to the ability based on Merriam-webster dictionary:

##### a. Capability

Means having ability necessary to do something or be able to something well (Oxford Dictionary, 2008).

##### b. Competency

Competence is ability to do something well includes skill, knowledge, and the others (Oxford Dictionary, 2008).

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**2. Determiner**

Herring (2016) stated that determiners are used to introduce a noun or noun phrase. There are several classes of determiners: articles, demonstrative adjectives, possessive adjectives, interrogative adjectives, distributive determiners, pre-determiners, possessive pronouns, and numbers. Determiners do two things. First, they signal that a noun or noun phrase will follow. Then, they give information about the item. They may tell us whether the item is general or specific, near or far, singular or plural; they can also quantify the item, describing how much or how many are referred to; or they can tell us to whom the item belongs. We'll look at each class of determiners separately.

Determiners are words such as this, those, my, their, which. They are special adjectives that are used before nouns (Seaton and Mew, 2007). Furthermore, Lester (2008) stated that the term determiner refers collectively to all classes of noun modifiers that precede adjectives. In this chapter we examine four of the most important types of determiners: Articles, Possessives, Demonstratives, and Possessive Pronouns. Here is an example of each type of determiner: Determiners are words such as this, those, my, their, which. They are special adjectives that are used before nouns.

Did you ever find the books? (article)

Did you ever find your books? (possessive)

Did you ever find those books? (demonstrative)

Did you ever find any books? (possesive pronouns)

With the exception of a few possessive pronouns, the four types of determiners are mutually exclusive. That is, we cannot combine multiple determiners to modify a single noun. For example:

X Did you ever find the your books ?

X Did you ever find those any books

Unlike Lester, Biber et al (1999) categories determiner into three groups namely:

- a. Predeterminers: All, both. Half and multiplier like double, once, and twice.
- b. Central determiners: articles, demonstrative determiners, and Possessive Determiners.
- c. Postdeterminers, with two subgroups: (1) ordinal numeral and the semi determiners *same, other, former, latter, last and next*; (2) cardinal numerals and quantifying determiners.

### 3. The Nature of Possesive

According Richard and Schmidt (2002) Possesive a word or part of a word which is used to show ownership or possession. In line with the idea, Aarts (2014) states that possessive (n. & adj.) is a word or case that indicates possession or ownership. The possessive case of nouns is also called the genitive case, e.g. boy's, boys', Mary's, the Smiths'. Pronouns in the genitive case include the independent items mine, yours, hers, his, ours, etc., corresponding to my, your, etc. that occur before the head in

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noun phrases. Some grammars include the latter items in the class of determiner (2); others regard them as possessive pronouns. More traditional grammars wrongly classify them as possessive adjectives.

Herring (2016) stated that possessive adjectives also known as Possessive Determiners, are used to indicate whom an item belongs to. The possessive adjectives are:

**Table II.1**  
**Possessive Adjectives**

	<b>Singular</b>	<b>Plural</b>
<b>1st person</b>	My	Our
<b>2nd person</b>	Your	Your
<b>3rd person</b>	His / Her / Its	Their

For example:

- a. “My house is on Steven Street.” (The house belongs to me.)
- b. “Please give your sister back her pencil.” (The pencil belongs to her.)
- c. “Look at the dog! Its tail is wagging like crazy!” (The tail belongs to the dog.)
- d. “Can you fix the table? Its leg is wobbly.” (The leg belongs to the table.)

According to certain styles, its is typically only used when the owner is animate, such as the dog in the example above. To avoid using its with inanimate objects, some writers would use “the ... of the ...” structure. For example:

- a. “The leg of the table is wobbly. Can you fix it?”

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Possessive Determiners, also known as possessive adjectives, are a class of determiners that are used to modify nouns to denote possession. They take the place of the definite article the, and state whom or what an item belongs to. We use a different Possessive Determiner to correspond with each personal pronoun. The main Possessive Determiners in English are:

**Table II.2**  
**Possessive Determiner with Each Personal Pronoun**

<b>Personal Pronoun</b>	<b>Possessive Determiner</b>
<b>I</b>	My
<b>You</b>	Your
<b>He</b>	His
<b>She</b>	Her
<b>It</b>	Its
<b>We</b>	Our
<b>They</b>	Their

The word whose and the structure noun + possessive apostrophe also function as Possessive Determiners.

**Using Possessive Determiners Sentences placement Possessive**

Determiners are usually placed in front of the noun they modify.

For example:

- a. “You remember Hannah, right? This is her brother, Richard.”
- b. “Please return my books as soon as possible.”
- c. “Have they found their tickets yet?”
- d. “The Earth spins on its axis.”

If the noun is further modified by one or more other determiners, the Possessive Determiner is placed first. For example:

- a. “You remember Hannah, right? This is her little brother, Richard.”
- b. “Please return my three library books as soon as possible.”
- c. “Have they found their train tickets yet?”
- d. “The Earth spins on its invisible axis.”

A common mistake is to use an apostrophe with the word *it* when we want to indicate possession. *It's* is a contraction that we use instead of writing out *it is* or *it has*. If we want to denote possession, we must use *its* without an apostrophe.

#### **Differences with possessive pronouns**

Possessive Determiners are often confused with possessive personal pronouns (*mine, yours, his, hers, its, ours, theirs*). Although some of the forms overlap, there are important distinctions between the two types of possessives. While possessive pronouns can stand on their own, taking the place of a noun, Possessive Determiners cannot. For example:

- a. Speaker A: “Whose is this book?”
- b. Speaker B: “It’s mine.” (correct)
- c. Speaker B: “It’s my.” (incorrect)

The second example is incorrect because Possessive Determiners, such as *my*, can modify a noun, but cannot replace one. We would need to include the noun *book* in order to use the Possessive Determiner, as in:

- a. Speaker A: “Whose is this book?” (incorrect)
- b. Speaker B: “It’s my book.” (correct)

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However, that Possessive Determiners formed using “-'s” can function both as determiners and pronouns, as in:

- a. Speaker A: “Whose is this book?”
- b. Speaker B: “It’s Jane’s book.” (correct)
- c. Speaker B: “It’s Jane’s.” (correct)

Another distinction is that although the structure of + possessive pronoun can be used to create a possessive sentences, a Possessive Determiner gives the noun a more definite meaning. Compare the following two sentences:

- a. “A friend of mine is going to come with us.”
- b. “My friend is going to come with us.”

The first example gives the impression that either the speaker is unsure which friend is going to come, or that the listener has never met the friend. On the other hand, the second example, which uses the Possessive Determiner my to directly modify the noun friend, gives the impression that the speaker has a definite friend in mind, and/or the listener is familiar with this friend.

In line with the above idea according to Sargeant (2007) The words my, your, his, her, its, our and their are used before nouns to show ownership. They are called Possessive Determiners.

Example:

I gave my sandwich to John.

Is this your desk?

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Alan crashed his bike into a wall.

Mrs. Park keeps her house very clean.

The dog was licking its paws.

There's a snake in our garden.

Susan and Peter have invited me to their party.

The Possessive Determiner your can be used when you are talking to one person or more than one person.

- a. I'm very angry with you, John. Your behavior has been very bad today.
- b. Jake and Josh, your dinner is ready.

**Table II.3**  
**The table of Possessive Determiners**

<b>Singular personal pronoun</b>	<b>Possessive Determiner</b>	<b>Plural Personal Pronoun</b>	<b>Possessive determiner</b>
<b>I (subject pronoun)</b>	My	We (subject pronoun)	Our
<b>Me (object pronoun)</b>	My	us (object pronoun)	Our
<b>You (subject/object pronoun)</b>	Your	You (subject/object pronoun)	Your
<b>He (subject pronoun)</b>	His	they (subject pronoun)	Their
<b>Him (object pronoun)</b>	His	them (object pronoun)	Their
<b>She (subject pronoun)</b>	Her		
<b>Her (object pronoun)</b>	Her		
<b>It (subject/object pronoun)</b>	Its		



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According to seaton (2007), the words my, your, his, her, its, our, their are called Possessive Determiners or possessive adjectives. Use these words before nouns to say who something belongs to. Example :

- a. My sister lost her way in the city.
- b. The lion is chasing its prey.

**Table II.4**  
**Possessive Determiners**

	<b>Singular</b>	<b>Plural</b>
<b>First person</b>	My	Our
<b>Second person</b>	Your	Your
<b>Third person</b>	His	Their
	Her	Their
	Its	Their

### Possessive Determiner in Descriptive Text

Actually we can find Possessive Determiner in many kinds of text, but here the writer shows the example of how Possessive Determiner applied in descriptive text. Example :

#### **My Family**

“My family is the best family that I have ever known. I am feeling so grateful to have such a nice and lovely family. My family consists 5 people. It is a small family. There are my father, my mother, my younger sister, my little brother, and me in my family.

My family is a lovely family. My father’s name is Wahyu. His age is 49 years old. He is a calm and kind father that I have ever had. He likes to play with his children and always helps his children when we need his help. My mother is the best one. Her name is Wati. He is about 44 years old. She is an independent woman and is also a loving mother. Moreover, she is a humorous person. The food that she cooks is the best and is really delicious. Then, I have one younger sister and one little brother. My sister’s name is Septi. She is about 14 years old. She is about 5 years old younger than me. She is my lovely sister because I like to share

my thoughts to her and also do our hobbies together, such as watching movies and trying new recipes. While my little brother's name is Azka. He is only 5 years old. He is very cute and sweet.“

(<https://www.kakakpintar.id/contoh-descriptive-text-family-artinya/>)

In the above text we can find some examples of Possessive Determiner such as “my, his, her, and our” applied in the texts and all of them come before noun. Which means that Possessive Determiner cannot stand alone contrary to possessive pronoun that can stand on their own. According to Alexander (1998), the words (my, your, his, its, one's, our, your) and there are possessive adjective. This means they must go in front of noun. (Mine, yours, his, hers, ours) and theirs are possessive pronoun. This means they stand on their own.

The words “my” in “ my family “ shows that family is belongs to pronoun “i” which is based on the context of the text is the writer. Furthermore the word “his” in “ his age” shows that the age is belongs to pronoun “he” which is the writer's dad. Based on those examples we can see that the function of Possessive Determiner is to give information about possession. Eastwood (2002) stated that we use possessives to express a relation, often the fact that someone has something or that something belongs to someone.

So, based on those experts' explanation about Possessive Determiner, the researcher concluded that Possessive Determiner are words before nouns that used to say who something belongs to. He also agreed with sergeant's idea that the words my, your, his, her, its, our, their

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are called Possessive Determiners and took it as a grand theory for operational concept that researcher used to create a test for collecting data.

### **Relevant Research**

According to Syafi'i (2017), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself. The writer has to analyze what the point that was focused on, inform the design, findings and conclusions of the previous researchers:

1. A research by Rahmadani, et al (2014). The title of this research is An Analysis of The First Year Students' Ability in Using Subject Pronouns and Possessive Adjectives at SMPN 10 Sungai Lansek Kabupaten Sijunjung. The purpose of this research is to describe the students' ability in using subject pronouns and possessive adjectives to complete sentences. They showed that There were 19 students (63.33%) who had moderate ability. The students' ability in using subject pronouns to complete sentences was moderate. It consisted of 19 students (63.33%) who had moderate ability. The students' ability in using possessive adjectives to complete sentences was moderate. It consisted of 18 students (60%) who had moderate ability. Based on those findings, it can be concluded that the first year students' ability in using subject pronouns and possessive adjectives to complete sentences was moderate.

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2. A research by Yuli Amria (2017). the title of their research is Grammatical Errors in Using Studying Grammar of English as a Foreign Language: Students' Ability in Using Possessive Pronouns and Possessive Adjectives in One Junior High School in Jambi. The purpose of this research are to know the students ability in using possessive pronouns and possessive adjectives and to know the commoen mistake that students make in using possessive pronouns and possessive adjectives in sentences. She stated that the students' ability of the use of possessive pronouns and possessive adjective in class V11 SMP N 22 Kota Jambi was good enough. 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%.

The differences between this research and those researches were the location, sample, subject, research instrument, research population, and year of the research. In this research, the writer focused on the students' ability in using possessive determiner . The population of the research is seventh grade students of state junior high school 1 Pangean. The instruments of this research is test.

#### Operational Concept

Operational concept is the concept used to give an explanation about theoretical framework to avoid misunderstanding toward the research. It is one variable of this research which is students' ability in using possessive adjectives.

Based on Sargeant (2007) and the syllabus of State Junior High School 1 Pangean, the indicators of the students' ability in using possessive adjectives in this research are as follows:

1. Students are able to understand, identify and clarify "my" as Possessive Determiner.
2. Students are able to understand, identify and clarify "your" as Possessive Determiner.
3. Students are able to understand, identify and clarify "his" as Possessive Determiner.
4. Students are able to understand, identify and clarify "her" as Possessive Determiner.
5. Students are able to understand, identify and clarify "its" as Possessive Determiner.
6. Students are able to understand, identify and clarify "our" as Possessive Determiner.
7. Students are able to understand, identify and clarify "their" as Possessive Determiner.

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## CHAPTER III

### METHOD OF THE RESEARCH

#### **A Research Design**

This research is quantitative research, specifically descriptive quantitative study. According to Gay (2012), descriptive research is the collection and analysis numerical data to describe, explain, predict or control phenomena of interest. While according to Kothari (2004), descriptive research is aimed to describe of the state of affairs as it exist at present. It is used to describe particular phenomena occurs. It is also describe about peoples' beliefs, characteristics, opinions and attitude.

This research only has one variable. It is the students' ability at the seventh grade at State junior high school 1 Pangean in using Possessive Determiner. Through the design of the research, there was result of description of students' ability at the seventh grade of State junior high school 1 Pangean in using Possessive Determiner.

#### **B Time and the Location of the Research**

This research was conducted at State junior high school 1 Pangean. The research was conducted from may to june 2019.

#### **C Subject and Object of the Research**

##### **1. Subject of the Research**

The subject of this research is the seventh grade students of State junior high school 1 Pangean.in academic year 2018/2019.

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## 2. Object of the Research

The object of this research is students' ability in using Possesive pronouns at the seventh grade students of State junior high school 1 Pangean.

## Population and Sample of the Research

### 1. Population of the Research

The population of this research is all of the seventh grade students of State junior high school 1 Pangean in academic year 2018/2019. There is only one class with the total number are 24 students.

### 2. Sample of the Research

According to Cresswell (2012) sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.

There is only one class of the seventh grade at State junior high school 1 Pangean with the total number are 24 students. Arikunto (2006,) stated that if population is less than 100 respondents we can take all of. Furthermore, the writer uses the total sampling technique as a sample for this research, it is when all members of population are used. Arikunto (2006) stated the total sampling technique is used to conduct the research if the population is relatively small, it means that all the population can be used as sample. The total sample are 24 students.

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**Technique of Collecting Data****1. Test**

In order to get data for this research, the researcher used a test as technique of collecting the data. According to Brown (2003), test is a method that used to measure a persons' ability, knowledge, or performance in given domain. It means that by using the test, the researcher can measure the ability or know the level of understanding the students. The tests are given to respondents in multiple choice form. The multiple choice as format is most frequently used in educational testing, in market research, etc. Brown (2003) stated that multiple choice is easy to administer and can be scored quickly. By using multiple choice, the researcher wants to find out the students' ability in using possessive pronouns at the seventh grade students of State junior high school 9 Pekanbaru. It is determined by having some questions dealing with possessive pronouns. In doing multiple choice items, they have to choose one correct answer among four provided options. Furthermore, the students was asked to choose only one the correct answer of possessive pronouns test.

Refers to syllabus, the researcher limits the possessive determiner which was tested to the students as follows:

- a. My
- b. Your
- c. His



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- d. Her
- e. Its
- f. Our
- g. Their

The blue print of students' Possessive Determiner test is as follows:

**Table III.1**  
**Blueprint of Possessive Determiner Test**

No	Indicator	Number
1	My	3,9,13
2	Your	14,18
3	His	5,6,11
4	Her	4,7,8
5	Its	1,2,17
6	Our	12, 16, 19
7	Their	10, 15, 20

**2. Validity**

The test is used for testing the students' ability must have validity and reliability. The test can be valid if it measures accurately what is intended to be measured. Validity is also called items discrimination. It means that the goal of validity of the test is to find out whether the test can differentiate between higher and lower group. According to Arikunto (2002), there are four types of validity they are content validity, construct validity, concurrent validity, and predictive validity. In this research, to know the validity of the test the researcher used content validity, that refers to the content in a test based on the material that they had learned. It is related to the content curriculum and the test should be based on

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indicators. The validity of the test was determined by finding difficulty level of each item.

**a. Validity of Possessive Determiner Test**

To analyze the validity of Possessive Determiner test, the researcher conducted a try out to 25 items by handing them to 30 students who were not included in the research sample. The researcher used SPSS 21.0 program to analyze the data. The researcher compared  $r$ -observed to  $r$ table at significant level of 5% is 0.361 ( $df=N-2=28$ ). The  $r$ -observed of each item should be higher than the  $r$ table to be considered as a valid question. If  $r$ -observed on the analysis is less than  $r$ -table, it can be concluded that these items are not significantly correlated with the total score (declared invalid) and must be removed or corrected.

The result of the analysis showed that there were 20 questions accepted or valid and the others were rejected or invalid, 5 questions are valid and the rest are dropped. The dropped item is question number 3, number 4, number 19, number 20 and number 25. These items were dropped because the scores are under 0.361.

**Table III.2**  
**Validity of Possessive Determiner Test**

Item No	R observed	R table	Status
Item 1	0,524	0,361	Valid
Item 2	0,428	0,361	Valid
Item 3	0,314	0,361	Invalid
Item 4	0,34	0,361	Invalid
Item 5	0,572	0,361	Valid
Item 6	0,481	0,361	Valid
Item 7	0,496	0,361	Valid
Item 8	0,576	0,361	Valid

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Item No	R observed	R table	Status
Item 9	0,53	0,361	Valid
Item 10	0,663	0,361	Valid
Item 11	0,524	0,361	Valid
Item 12	0,45	0,361	Valid
Item 13	0,428	0,361	Valid
Item 14	0,434	0,361	Valid
Item 15	0,515	0,361	Valid
Item 16	0,481	0,361	Valid
Item 17	0,496	0,361	Valid
Item 18	0,576	0,361	Valid
Item 19	0,281	0,361	Invalid
Item 20	0,102	0,361	Invalid
Item 21	0,524	0,361	Valid
Item 22	0,45	0,361	Valid
Item 23	0,428	0,361	Valid
Item 24	0,53	0,361	Valid
Item 25	0,155	0,361	Invalid

**3. Reliability**

Reliability has to do with accuracy of measurement. This kind of accuracy is reflected in obtaining the similar result when measurement is repeated on different occasion or with different instruments or by different person. Brown (2003) stated that the characteristic of reliability is sometimes termed consistency. The table below is the categories of reliability test used in determining the level of reliability of the test.

**Table III.3**  
**The Level of Acceptable Reliability**

NO	Reliability	Validity
1	>0.90	Very high
2	0.80-0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/Minimally
5	<0.60	Unacceptably low

(Cohen, Manion, & Morison, 2007)

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**a. Possessive Determiner Test**

In this research, the researcher used test re-tests reliability. According to Sugiyono (2017), test re-tests reliability means the test is conducted by testing the instrument several times. Thus, the researcher only conducted the test twice. To obtain the reliability of the Possessive Determiner test, the researcher used SPSS 21.0 Program to find out whether the test was reliable or not.

**Table III.4**  
**Reliability Statistics**

<b>Cronbach's Alpha</b>	<b>N of Items</b>
0.882	25

From the table above, it can be seen the value of Cronbach's alpha is 0.882. The value is higher than the standard Cronbach's alpha which is 0.60. Therefore, it can be concluded the test is reliable, and the level of reliability is high.

**Technique of Data Analysis**

After collecting the data, the researcher analyzed them. By using multiple choice, the writer try to find out the students' ability. After the students do the test, then the research took the total score from the result of the test. There are five categories of students' score of ability.

In order to find out the categories of score, the following are classification of the score:



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**Table III.5**  
**The Classification of Students' Score**

The Level Score	Categories
80-100	Very Good
70-79	Good
60-69	Enough
50-59	Less
0-49	0-49

(Arikunto, 2002)

To get description of this answer that given by the students, the formula used to analyze the data or to find out the percentage of students' ability as follows:

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

P = the class percentage

F = number of frequency / total percentage score

N = number of respondents (Sudjono, 2010)

Moreover, to know mean score of students' ability in using superlative degree as follow:

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

Mx = Mean of average score

$\sum X$  = the sum of scores

N = Number of cases (Sudjono, 2010)

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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A Conclusion

This research was conducted to investigate the students' ability in using Possessive Determiner at seventh grade of State junior high school 1 Pangean. Based on the data presentation, the researcher found that majority of students' ability in using Possessive Determiner is good. It was proved by the mean score of students' ability in ability in using Possessive Determiner at seventh grade of State junior high school 1 Pangean is 70,21 which is categorized as "good" level.

To be clear, the category of students' ability in using Possessive Determiner can be seen from data presentation that showed only 4 students are at very good category, with the percentage is 25%. Most of them (26 students) are at good categories, with percentage 33%. The are 16 student at enough category with percentage 17%. There are 6 students are at less category, with percentage 25%.

Furthermore, the researcher also find that the dominant indicator of students' ability in using Possessive Determiner which is "His". Category "His" get percentage 16 % with the mean score 80,55 and categorized as very good level.

#### B Suggestion

Based on the conclusion , the researcher proposes some suggestion as follow:

1. The teachers of English at State junior high school 1 Pangean should improve the students' understanding about Possessive Determiner and also other units of grammar, so that their ability is not only stuck in good level but also reach very good level.
2. Teachers should vary the methods how to teach students and also create the good atmosphere to improve their understanding.
3. For future researchers, it is important to be able to understand the theories of determiner of many experts' theories, there are also some aspects that they do not learn yet. So, the choice of aspects or indicators which are based on what they learn at school is suggested. And it is also crucial to make sure that the students have already learnt and understood the Possessive Determiner that are going to be tested so that the result of the test will be more relevant and reliable.
4. Finally, these research findings are also expected to inspire the other researchers to investigate of students' ability in using Possessive Determiner on the other variable in order to give meaningful inputs for responsibility of students and teaching English is more fun.

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# APPENDICES

UIN SUSKA RIAU

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## Appendix 1 Syllabus

UIN SUSKA RIAU

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Appendix 1

**SILABUS BAHASA INGGRIS**

Satuan Pendidikan : SMP/MTs  
 Kelas : VII (Tujuh)  
 Kompetensi Inti :

- **K11 dan K12:** Menghargai dan menghayati ajaran agama yang dianutnya serta menghargai perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat alam sekitar, bangsa, negara, dan kawasan regional.
- **K13:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan dasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **K14:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapiya, sesuai dengan konteks penggunaannya	<p><b>Fungsi Sosial</b></p> <ul style="list-style-type: none"> <li>• Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapiya.</li> <li>• Mengingat hubungan interpersonal dengan guru dan teman.</li> </ul> <p><b>Struktur Teks</b></p> <ul style="list-style-type: none"> <li>• Memulai</li> <li>• Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p><b>Unsur Kebahasaan</b></p> <ul style="list-style-type: none"> <li>• Ungkapan-ungkapan yang lazim digunakan.</li> <li>• Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</li> </ul> <p><b>Topik</b></p> <ul style="list-style-type: none"> <li>• Interaksi antara peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyapa, berpamitan, berterima kasih, meminta maaf yang dapat menumbuhkan perilaku yang termuat di KI.</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak, menirukan, dan mempraktikkan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar.</li> <li>- Mengidentifikasi ungkapan yang sedang dipelajari</li> <li>- Belajar menanyakan hal-hal yang tidak diketahui atau yang berbeda.</li> <li>- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa</li> <li>- Membiasakan menerapkan yang sedang dipelajari, dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>		12 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud.</li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapiya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks					



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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait hubungan Keluarga; pronomun (subjective, objective, possessive))</p> <p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>➢ Fungsi Sosial Berkenalan, memperkenalkan diri sendiri/orang lain.</p> <p>➢ Struktur Teks</p> <ul style="list-style-type: none"> <li>• Memulai</li> <li>• Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p>➢ Unsur Kebahasaan</p> <ul style="list-style-type: none"> <li>• Sebutan anggota keluarga inti dan yang lebih luas, serta orang-orang dekat lainnya.</li> <li>• Verba: be, have, go, work, live (dalam simple present tense)</li> <li>• Subjek pronomun: I, You, We, They, He, She, It.</li> <li>• Kata ganti possessive my, your, his, dan sebagainya.</li> <li>• Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</li> </ul> <p>➢ Topik Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik yang dapat menimbulkan perilaku yang termuat di KI.</p>	<ul style="list-style-type: none"> <li>- Menyimak dan meminakan beberapa contoh pemaparan jati diri, dengan ucapan dan teknan kata yang benar</li> <li>- Mengidentifikasi ungkapan-ungkapan penting</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda.</li> <li>- Mempelajari contoh teks pemaparan jati diri oleh figur-figur terkenal</li> <li>- Mempaparkan jati dirinya yang sebenarnya.</li> <li>- Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya.</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>		16 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013</li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>
<p>3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama, hari, bulan, nama waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)</p>	<p>➢ Fungsi Sosial Menyebutkan/menanyaikan waktu keadaan/peristiwa/kegiatan.</p> <p>➢ Struktur Teks</p> <ul style="list-style-type: none"> <li>• Memulai</li> <li>• Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p>➢ Unsur Kebahasaan</p>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan pemaparan tentang waktu terjadinya keadaan/kejadian/peristiwa, mencakup nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</li> <li>- Menyebutkan semua nama hari, bulan, tanggal 1-31, waktu, bagian hari, tahun dengan ucapan dan</li> </ul>		20	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013</li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta</li> </ul>



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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.3 Menyusun teks interaksional lisan dan tulis yang pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.</p> <p>4.4 Menyusun teks naratif lisan dan tulis yang pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><b>Materi Pembelajaran</b></p> <ul style="list-style-type: none"> <li>• Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.</li> <li>• Angka ordinal dengan <i>the</i> untuk menyebut tanggal (lisan): antara lain. <i>the first, the second, the twenty third, the thirty first of May</i></li> <li>• Angka ordinal tanpa <i>the</i> untuk menyebut tanggal (tulis): antara lain. <i>1st, 2nd, 3rd, 31st of May.</i></li> <li>• Waktu (lisan): <i>at one, at two fifteen, at ten to seven, at a quarter past eight.</i></li> <li>• Waktu (tulis): 01:00; 02:15; 06:50; 08:15.</li> <li>• Artikel <i>the</i> untuk menyebut waktu dalam hari, <i>in the morning, in the afternoon, in the evening.</i></li> <li>• Preposisi untuk <i>in</i> (bulan, tahun, waktu dalam hari), <i>on</i> (hari dan tanggal), <i>at</i> (jam, <i>at noon, at night</i>).</li> <li>• Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</li> </ul> <p><b>Topik</b></p> <p>Waktu kejadian/peristiwa/kegiatan terkait kehidupan di sekolah, rumah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.</p>	<p><b>Kegiatan Pembelajaran</b></p> <p>tekanan kata yang benar, satu per satu.</p> <ul style="list-style-type: none"> <li>- Menyatakan secara lisan waktu terjadinya berbagai keadaan/peristiwa/ kegiatan</li> <li>- Menanyakan hari, tanggal, bulan, dan waktu terjadinya keadaan/peristiwa/ kegiatan dengan unsur kebahasaan yang benar</li> <li>- Membuat tulisan tentang waktu-waktu terjadinya peristiwa penting yang diketahui umum. Hasilnya dipublikasikan di kelas atau di majalah dinding sekolah</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>		24 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013</li> </ul>
<p>3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<p><b>Fungsi Sosial</b></p> <p>Mengidentifikasi dan</p>	<p>Mencermati beberapa teks pendek</p>			



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<p>teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait kebahasaan dan kosa kata terkait article a dan the, plural dan singular).</p> <p>4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar.</p> <p><b>Struktur Teks</b></p> <ul style="list-style-type: none"> <li>• Memulai</li> <li>• Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p><b>Unsur Kebahasaan</b></p> <ul style="list-style-type: none"> <li>• Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik.</li> <li>• Penyebutan benda dengan <i>a, the</i>, bentuk jamak (-s)</li> <li>• Penggunaan kata penunjuk <i>this, that, these, those...</i></li> <li>• Preposisi untuk <i>in, on, under</i> untuk menyatakan tempat.</li> <li>• Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</li> </ul> <p><b>Topik</b></p> <p>Benda, binatang, dan bangunan yang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat memebuhkan perilaku yang termuat di KI.</p>	<p>berisi penyebutan benda-benda di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru menanyakan dan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar</li> <li>- Mencermati beberapa teks pendek</li> </ul>			<p>Mata Pelajaran Bahasa Inggris When English Kings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013</p> <ul style="list-style-type: none"> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>
<p>3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan be, adjective)</p>	<p><b>Fungsi Sosial</b></p> <p>Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</p> <p><b>Struktur Teks</b></p> <ul style="list-style-type: none"> <li>• Memulai</li> </ul>	<p>Menyimak dan menirukan guru menanyakan dan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Mencermati beberapa teks pendek</li> </ul>		20 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Kings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013</li> <li>❖ Kamus Bahasa</li> </ul>



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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p>&gt; <b>Unsur Kebahasaan</b></p> <ul style="list-style-type: none"> <li>• Pernyataan dan pertanyaan terkait sifat orang, benda, binatang.</li> <li>• Kosakata, terkait dengan ciri fisik (antara lain, red, big, dark, loud), selera (antara lain, nice, beautiful, cute), mental (antara lain, clever, smart), psikologis (antara lain, happy, sad, disappointed, angry, wild), budi (antara lain, kind, good, polite).</li> <li>• Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</li> </ul> <p>&gt; <b>Topik</b></p> <p>Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.</p>	<p>Yang mendeskripsikan sifat orang, benda, dan binatang di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar rumah</li> <li>- Membaca beberapa teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya</li> <li>- Bertanya jawab tentang sifat orang, benda, binatang terkenal</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>			<ul style="list-style-type: none"> <li>❖ Ingggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>
<p>3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan ungkahan laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)</p>	<p>&gt; <b>Fungsi Sosial</b></p> <p>Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda tangkahu/tindakan/fungsinya.</p> <p>&gt; <b>Struktur Teks</b></p> <ul style="list-style-type: none"> <li>• Memulai</li> <li>• Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p>&gt; <b>Unsur Kebahasaan</b></p>	<ul style="list-style-type: none"> <li>- Menyimak guru membacakan beberapa teks pendek kebiasaan yang dilakukan orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dan kemudian menurukannya kalimat-kalimat dengan tata bahasa, ucapan dan tekanan kata yang benar</li> <li>- Didiktekan guru, peserta didik menulis teks-teks tersebut dengan tulis tangan, dengan ejaan dan tanda baca yang benar</li> <li>- Membuat teks-teks pendek tentang</li> </ul>		20 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud,</li> <li>❖ Revisi Tahun 2013 Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>
<p>4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat</p>					





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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
pendek dan sederhana yang melibatkan tindakan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> <li>Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda</li> <li>Kalimat deklaratif (positif dan negatif) dalam simple present tense.</li> <li>Kalimat interrogative: Yes/No question, Why-question.</li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</li> </ul> <p><b>Topik</b> Tingkah laku/tindakan/fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menimbulkan perilaku yang termuat di KI.</p>	<ul style="list-style-type: none"> <li>kebiasaan yang dilakukan beberapa orang dan binatang yang sangat dikenal</li> <li>Bertanya jawab tentang isi teks yang telah ditulis dengan kelompok lain.</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>			
<p>3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.7 Teks deskriptif</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda</p> <p>4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan</p>	<ul style="list-style-type: none"> <li><b>Fungsi Sosial</b> Mendeskripsikan, mengemalkan, memuji, mengidentifikasi, mengkritik.</li> <li><b>Struktur Teks</b> • Identifikasi (nama keseluruhan dan bagian)</li> <li>• Sifat yang menjadi pencirinya</li> <li>• Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan.</li> <li><b>Unsur Kebahasaan</b> • Kalimat deklaratif (positif dan negatif), dan</li> </ul>	<ul style="list-style-type: none"> <li>Membaca beberapa teks deskriptif tentang sekolah termasuk benda-benda dan binatang-binatang yang ada yang disertai foto atau gambar yang menarik</li> <li>Bertanya tentang informasi yang terkait di dalam teks tersebut</li> <li>Menggunakan alat analisis (tabel atau bagan <i>mind-map</i>) untuk mempelajari sistematisa deskripsi yang diterapkan</li> <li>Mengamati suatu benda/binatang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengritik/ menyatakan kekaguman/ mempromosikan</li> <li>Dalam kelompok membuat proyek</li> </ul>		24 JP	<ul style="list-style-type: none"> <li>Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013</li> <li>Kamus Bahasa Inggris</li> <li>Pengalaman peserta didik dan guru</li> </ul>



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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Pemilaian	Alokasi Waktu	Sumber Belajar
<p>3.8 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>4.8 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<p>Materi Pembelajaran (Yes/No interrogative; Whquestion) dalam simple present tense.</p> <ul style="list-style-type: none"> <li>Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb</li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</li> </ul> <p>Topik Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat memunculkan perilaku yang termuat di KI.</p> <p>Fungsi Sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif.</p> <p>Unsur Kebahasaan dalam lirik lagu</p> <ul style="list-style-type: none"> <li>Kosakata dan tata bahasa</li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p>Topik Hal-hal yang dapat memberikan keladanan dan menumbuhkan perilaku yang termuat di KI.</p>	<p>kecil; dengan bantuan <i>mind-map</i>, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan</p> <ul style="list-style-type: none"> <li>Menempatkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	<p>Membaca, menyimak, dan menirukan lirik lagu secara lisan.</p> <ul style="list-style-type: none"> <li>Menanyakan hal-hal yang tidak diketahui atau berbeda</li> <li>Menyebutkan pesan yang terkait dengan bagian-bagian tertentu</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya.</li> </ul>	4 JP	<ul style="list-style-type: none"> <li>Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013</li> <li>Kamus Bahasa Inggris</li> <li>Pengalaman peserta didik dan guru</li> </ul>

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## Appendix 2

### Possessive determiner Test Try Out

UIN SUSKA RIAU

**Read the following text (1) to answer questions number 1 to 2.**

Most people in the world have pets. I also have a pet. My pet is a dog, named Miko. Its color is brown. It has brown eyes, too. I got this pet from my friend at the beginning of 2009. He bought it from a pet shop in this country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbor's dog. I love him very much because he can be my friend, too.

(Retrieved from <https://www.itapuih.com/2018/01/kumpulan-soal-descriptive-text-dan-pembahasan.html> )

1. Miko's eyes are ....
  - A. Black
  - B. White
  - C. Brown
  - D. Dark brown
2. "Its color is brown", the underlined word refers to .....
  - A. His neighbour
  - B. miko
  - C. His friend
  - D. His mother

**Read the following text (2) to answer questions number 3 to 4.**

The Sheep is found in every quarter of the globe, and is one of the most profitable animals that mankind possesses. His flesh is eaten by the inhabitants of all nations, and, as you know, is called mutton. The wool of the Sheep is very valuable, and most of our clothing is made from it: that produced by the breed called Merino sheep is particularly fine, and fetches a high price. The skin is also of service, and forms covers for many of our school-books. Sheep-washing and shearing are busy times for the farmer, and are very interesting sights. Young sheep are called lambs—you have often seen the gentle little things skipping about in the meadows.

(Retrieved from <https://www.sederet.com/tutorial/10-contoh-descriptive-text-dalam-bahasa-inggris/> )

3. Whose clothes made from the wool of the Sheep?
  - A. The writer
  - B. Writer's friend
  - C. The reader
  - D. Citizen
4. Who eats the flesh of the sheeps ?
  - A. The writer
  - B. writer's friend

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- C. you
- D. inhabitants of all nations

**Read the following text (3) to answer questions number 5 to 6.**

My favorite toy is a doll. I named my doll Becky. I got it on my 12th birthday. My dad bought it for me when he was in England. Becky is 16 cm tall doll with plastic head, arms, and legs and a white cloth stuffed body. Her body is covered with yellow, orange, and green flower bud prints. She has a long auburn-red brush-able hair, green eyes. There are freckles on her cheek. There are also two dimples near her mouth on the left and on the right. They make her more beautiful. I put her at my side when I sleep at night. I like my doll very much. I sometimes ask my friends to come to my house and play with Becky. They like Becky too.

(Retrieved from <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html> )

- 5. Who got the doll at 12<sup>th</sup> birthday?
  - A. Dad
  - B. Becky
  - C. The writer
  - D. Writer's friend
- 6. Whose body is covered with yellow, orange, and green flower bud prints ?
  - A. Becky's friend
  - B. The writer
  - C. Becky
  - D. Dad

**Read the following text (4) to answer questions number 7 to 8.**

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. His body is small body, his hands and feet are white. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called yojigen-pocket, or fourth-dimensional pocket. Doraemon's favorite food is dorayaki, a Japanese treat filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.

(Retrieved from <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html> )

- 7. Who has white hands and feet ?
  - A. Fujiko mujio
  - B. Nobita
  - C. Doraemon

D. Dorayaki

8. "...pull out every unnecessary gadget from his pocket" the underlined word refers to...
- A. Doraemon
  - B. Nobita
  - C. Dorayaki
  - D. Fujiko mujio

**Read the text (5) below to answer questions 9 to 10!**

Kartikasari was born on December 15, 2004 in Bandung. Her friend called her Ika. She lives at Jl. Gatot Subroto 12A, Bandung. She is an SMP students. She is in the seventh grade. Her body is quite tall and slim. Her hair is long ang wavy. Her eyes are dark . She looks beautiful with her long hair. She will not have hair cut, because she prefers it that way.

Everyone knows she is very serious person and very discipline with her main duty as a student. That's why she always does well in her class. She is also symphatic, honest, kind and friendly. Her parents must be proud of her.

(Retrieved from <http://demiurfin.blogspot.com/2017/04/soal-descriptive-text-kelas-7.html> )

9. What is Kartikasari's nick name?
- A. Sari
  - B. Ika
  - C. Tika
  - D. Ira
10. What does Kartikasari look like?
- A. She has long wavy hair and brown eyes
  - B. She has short curly hair and brown eyes
  - C. She has short wavy hair and dark eyes
  - D. She has long wavy hair and dark eye

**Read the following text (6) to answer questions number 11 to 12.**

My Uncle Martin is my mother's elder brother. He is my favourite among my mother's brothers. He is a very interesting man. He lives quite near us with my Aunt Agela and my cousins Anne and Bob. I often go to his house. He is about 45 with grey hair. He is still quite good-looking. He is tall and well-built. He has blue eyes and a strong face. He wears glasses. He is short sighted. He takes them off when he doesn't work.

Uncle Martin is a textile engineer. He works for a big firm in the city. He travels widely in his job. He is an expert in solving problems with machines. At present, he is in

## Lembah Pelangi Waterfall

Lembah Pelangi Waterfall sounds unfamiliar for either local or foreign tourists. The location of Lembah Pelangi Waterfall is near to my village. It is located in Sukamaju village, Ulubelu sub district, Tanggamus district, Lampung province, Indonesia. The access to this place is quite difficult because Ulu Belu sub district is a remote area in Lampung with its hilly contours which make this tourist spot elusive.

Lembah Pelangi Waterfall has two levels where the waterfall on the second level has two branches. The height of the first level waterfall is about 100 meters, while the second level waterfall is about dozens of meters. The best enchantment of this waterfall is the rainbow which appears between the valley and the waterfall as the name suggests. The soft flowing gurgling waterfall sounds is like a chant of nature which can remove the tiredness of the long trip to go there. Under the waterfall, there are several spots of warm water which can be an interesting spot for bathing.

In this place, you will be shown a panorama of natural beauty which is very interesting for every pair of eyes seeing it. Rocky hills accompanied by leafy trees will actually soothe both your eyes. (Retrieved from <http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php> )

15. "... Lembah Pelangi Waterfall is near to my village" the underlined word refers to...
- The writer
  - Writer's friend
  - Citizen
  - The reader
16. "... will actually soothe both your eyes."... the underlined word refers to ?
- The writer
  - Writer's friend
  - The reader
  - Citizen

**Read the following text (9) to answer questions number 17 to 18.**

I have a special friend. She is my classmate and sits besides me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. She has a younger brother. His name is Rahmat. their father is a pedicab driver and their mother has passed away. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful. (Retrieved from <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html> )

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the United States. He is visiting the firm's customers there. He is very fond of the sea. He has a boat at seaside. He goes there every weekend in summer to sail it. I sometimes stay with my cousins at their house on the coast. When Uncle Martin is at home, he usually takes us out in the boat. (Retrieved from <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html> )

11. Who is Martin?
  - A. Bob's father.
  - B. Anne's uncle.
  - C. My mother's uncle.
  - D. The writer's uncle .
12. Who has house on the coast ?
  - A. The writer
  - B. The writer's friends
  - C. Martin's cousins
  - D. The writer's cousins

**Read the following text (7) to answer questions number 13 to 14.**

Peter is the youngest in our family. His age is fourteen years old and four years younger than me. His hair is long and straight, his eyes is blue and he has a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family. (Retrieved from: *pegangan guru untuk SMP/MTS oleh Bachtiar Bima Mustriana, 2009, PT Intan Pariwara*)

13. Who has long straight hair ?
  - A. The writer
  - B. Peter's friend
  - C. Peter
  - D. family
14. "He is the best badminton player in our family" the underlined word refers to...
  - A. The writer
  - B. Peter
  - C. The writer and Peter
  - D. Peter and his friend

**Read the following text (8) to answer questions number 15 to 16.**



17. whose mother has passed away?

- Ⓐ. The writer
- Ⓑ. Pedicab driver
- Ⓒ. Father
- Ⓓ. Rohmi and Rahmat

18. "Rohmi sells food during our class break" the underlined word refers to...

- Ⓐ. Rahmat
- Ⓑ. Rohmi's friend
- Ⓒ. Rohmi
- Ⓓ. The writer and Rohmi

**Read the following text (10) to answer questions number 19 to 20.**

Do you know Isyana Sarasvati? She is a very famous singer from Indonesia. She is pretty and very talented. Her fulname is Isyana Sarasvati. She is usually called Isyana. This beautiful lady was born in Bandung, West Java, on May 2, 1993. Her parents are Sapta Dwi Kardana and Luana Marpanda.

Isyana, the Taurus girl, is slim. She is only 50 kg and 165 tall. She has a long smooth beautiful hair. By glimpsing, she looks like a korean star. Talking about her personality, Isyana is kind of introvert girl. She seems very quiet. But actually she is friendly enough to people. Talking about her passion in music. Isyana likes jazz, RnB, pop, and soul. She also can play piano, saxophone, and violin. That's fantastic. What do you know about her song? Isyana is being famous because of a very romantic song entitled "Keep Being You" and "Tetap dalam Jiwa".

(Retrieved from <http://demiurфина.blogspot.com/2017/04/soal-descriptive-text-kelas-7.html> )

19. Who are Sapta Dwi Kardana and Luana Marpanda?

- Ⓐ. isyana's cousins
- Ⓑ. isyana's parents
- Ⓒ. isyana's neighbours
- Ⓓ. isyana's friends

20. "Talking about her passion in music" the underlined word refers to..

- Ⓐ. Isyana
- Ⓑ. Sapta Dwi Kardana
- Ⓒ. Luana Marpanda
- Ⓓ. isyana's parents

**Read the following text (11) to answer questions number 21 to 22.**

My cat zedva

Zedva is my beautiful gray Persian cat. it walks with pride and grace, performing a dance of disdain as it slowly lifts and lowers each paw with the delicacy of a ballet dancer. Its pride, however, does not extend to its appearance, for it spends most of its time indoors watching television and growing fat. it enjoys movie in Television , especially chanel those for vichanel and cinemas 24. almost every day of my cat zedva Always watch television, after the feed and Sometimes it ate while watching television.

Zedva is as finicky about visitors as he is about what he eats, befriendng some and repelling others. It may snuggle up against your ankle, begging to be petted, or it may imitate a skunk and stain your favorite trousers. Zedva does not do this to establish its territory, as many cat experts think, but to humiliate me because it is jealous of my friends. After my guests have fled, I look at the old fleabag snoozing and smiling to himself in front of the television set, and I have to forgive him for his obnoxious, but endearing, habits. (Retrieved from <https://brechonana.blogspot.com/2015/01/contoh-descriptive-text-bahasa-inggris.html> )

21. Who spends most time indoors watching television and growing fat ?

- A. The writer
- B. Beautiful gray Persian cat
- C. Friend
- D. Guest

22. “It may snuggle up against your ankle” the underlined word refers to...

- A. The writer
- B. Zedva
- C. The writer’s cat
- D. The reader

**Read the following text (12) to answer questions number 23 to 25.**

My wife and i are used to having pets at home because our family is pet lovers. We have kept two turtles since February 2003. I put them all in one tank in our room. They are very cute, their name are Donatello and Rafaela. It is quite easy to keep them. They can survive without food for about two months. However, they need a comfortable place to live. They have to live with imported soil and plants, good water circulation and a piece of dry trunk in the aquarium. Inadequate conditions can cause not only stress but also affect their growth. The worst thing is they may even end in their death. The weapon of an adult turtle lies in its edge of the shell. He will use this weapon when he is disturbed while he is taking a nap.

(Retrieved from <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html>)

23. “I put them all in one tank in our room.” the underlined word refers to ...?

- A. Donatello and His wife

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- B. Rafaela and Donatello  
C. The writer and Donatello  
© D. The writer and his wife

24. “..... they may even end in their death.” the underlined word refers to..

- A. The writer and His wife  
B. The writer and his pets  
C. The writer and the reader  
D. Rafaela and Donatello

25. Who is pets lover ?

- A. The writer and His wife  
B. The writer and his pets  
C. The writer and the reader  
D. Rafaela and Donatello

## Appendix 3

### Possessive determiner Test

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Read the following text (1) to answer questions number 1 to 2.

Most people in the world have pets. I also have a pet. My pet is a dog, named Miko. Its color is brown. It has brown eyes, too. I got this pet from my friend at the beginning of 2009. He bought it from a pet shop in this country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbor's dog. I love him very much because he can be my friend, too.

(Retrieved from <https://www.itapuih.com/2018/01/kumpulan-soal-descriptive-text-dan-pembahasan.html>)

1. Miko's eyes are ....
  - A. Black
  - B. White
  - C. Brown
  - D. Dark brown
2. "Its color is brown", the underlined word refers to ....
  - A. His neighbour
  - B. miko
  - C. His friend
  - D. His mother

Read the following text (2) to answer questions number 3 to 4.

My favorite toy is a doll. I named my doll Becky. I got it on my 12th birthday. My dad bought it for me when he was in England. Becky is 16 cm tall doll with plastic head, arms, and legs and a white cloth stuffed body. Her body is covered with yellow, orange, and green flower bud prints. She has a long auburn-red brush-able hair, green eyes. There are freckles on her cheek. There are also two dimples near her mouth on the left and on the right. They make her more beautiful. I put her at my side when I sleep at night. I like my doll very much. I sometimes ask my friends to come to my house and play with Becky. They like Becky too.

(Retrieved from <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html>)

3. Who got the doll at 12<sup>th</sup> birthday?
  - A. Dad
  - B. Becky
  - C. The writer
  - D. Writer's friend
4. Whose body is covered with yellow, orange, and green flower bud prints ?
  - A. Becky's friend
  - B. The writer
  - C. Becky

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D. Dad

**Read the following text (3) to answer questions number 5 to 6.**

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. His body is small body, his hands and feet are white. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called yojigen-pocket, or fourth- dimensional pocket. Doraemon's favorite food is dorayaki, a Japanese treat filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.

(Retrieved from <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html> )

5. Who has white hands and feet ?

- A. Fujiko mujio
- B. Nobita
- C. Doraemon
- D. Dorayaki

6. "...pull out every unnecessary gadget from his pocket" the underlined word refers to...

- A. Doraemon
- B. Nobita
- C. Dorayaki
- D. Fujiko mujio

**Read the text (4) below to answer questions 7 to 8!**

Kartikasari was born on December 15, 2004 in Bandung. Her friend called her Ika. She lives at Jl. Gatot Subroto 12A, Bandung. She is an SMP students. She is in the seventh grade. Her body is quite tall and slim. Her hair is long and wavy. Her eyes are dark . She looks beautiful with her long hair. She will not have hair cut, because she prefers it that way.

Everyone knows she is very serious person and very discipline with her main duty as a student. That's why she always does well in her class. She is also symphatic, honest, kind and friendly. Her parents must be proud of her.

(Retrieved from <http://demiurfina.blogspot.com/2017/04/soal-descriptive-text-kelas-7.html> )

7. What is Kartikasari's nick name?

- A. Sari
- B. Ika



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- C. Tika
  - D. Ira
8. What does Kartikasari look like?
- A. She has long wavy hair and brown eyes
  - B. She has short curly hair and brown eyes
  - C. She has short wavy hair and dark eyes
  - D. She has long wavy hair and dark eye

**Read the following text (5) to answer questions number 9 to 10.**

My Uncle Martin is my mother's elder brother. He is my favourite among my mother's brothers. He is a very interesting man. He lives quite near us with my Aunt Angela and my cousins Anne and Bob. I often go to his house. He is about 45 with grey hair. He is still quite good-looking. He is tall and well-built. He has blue eyes and a strong face. He wears glasses. He is short sighted. He takes them off when he doesn't work.

Uncle Martin is a textile engineer. He works for a big firm in the city. He travels widely in his job. He is an expert in solving problems with machines. At present, he is in the United States. He is visiting the firm's customers there. He is very fond of the sea. He has a boat at seaside. He goes there every weekend in summer to sail it. I sometimes stay with my cousins at their house on the coast. When Uncle Martin is at home, he usually takes us out in the boat. (Retrieved from <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html> )

9. Who is Martin?
- A. Bob's father.
  - B. Anne's uncle.
  - C. My mother's uncle.
  - D. The writer's uncle .
10. Who has house on the coast ?
- A. The writer
  - B. The writer's friends
  - C. Martin's cousins
  - D. The writer's cousins

**Read the following text (6) to answer questions number 11 to 12.**

Peter is the youngest in our family. His age is fourteen years old and four years younger than me. His hair is long and straight, his eyes is blue and he has a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family. (Retrieved from: *pegangan guru untuk SMP/MTS oleh Bachtiar Bima Mustriana, 2009, PT Intan Pariwara*)

- 11 Who has long straight hair ?
- A. The writer
  - B. Peter's friend
  - C. Peter
  - D. family
- 12 "He is the best badminton player in our family" the underlined word refers to...
- A. The writer
  - B. Peter
  - C. The writer and Peter
  - D. Peter and his friend

**Read the following text (7) to answer questions number 13 to 14.**

### Lembah Pelangi Waterfall

Lembah Pelangi Waterfall sounds unfamiliar for either local or foreign tourists. The location of Lembah Pelangi Waterfall is near to my village. It is located in Sukamaju village, Ulubelu sub district, Tanggamus district, Lampung province, Indonesia. The access to this place is quite difficult because Ulu Belu sub district is a remote area in Lampung with its hilly contours which make this tourist spot elusive.

Lembah Pelangi Waterfall has two levels where the waterfall on the second level has two branches. The height of the first level waterfall is about 100 meters, while the second level waterfall is about dozens of meters. The best enchantment of this waterfall is the rainbow which appears between the valley and the waterfall as the name suggests. The soft flowing gurgling waterfall sounds is like a chant of nature which can remove the tiredness of the long trip to go there. Under the waterfall, there are several spots of warm water which can be an interesting spot for bathing.

In this place, you will be shown a panorama of natural beauty which is very interesting for every pair of eyes seeing it. Rocky hills accompanied by leafy trees will actually soothe both your eyes. (Retrieved from <http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php> )

- 13 "... Lembah Pelangi Waterfall is near to my village" the underlined word refers to...
- A. The writer
  - B. Writer's friend
  - C. Citizen
  - D. The reader
- 14 "... will actually soothe both your eyes."... the underlined word refers to ?
- A. The writer





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- B. Writer's friend
- C. The reader
- D. Citizen

**Read the following text (8) to answer questions number 15 to 16.**

I have a special friend. She is my classmate and sits besides me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. She has a younger brother. His name is Rahmat. their father is a pedicab driver and their mother has passed away. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful. (Retrieved from <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html> )

- 15. whose mother has passed away?
  - A. The writer
  - B. Pedicab driver
  - C. Father
  - D. Rohmi and Rahmat
- 16. "Rohmi sells food during our class break" the underlined word refers to...
  - A. Rahmat
  - B. Rohmi's friend
  - C. Rohmi
  - D. The writer and Rohmi

**Read the following text (9) to answer questions number 17 to 18.**

My cat zedva

Zedva is my beautiful gray Persian cat. it walks with pride and grace, performing a dance of disdain as it slowly lifts and lowers each paw with the delicacy of a ballet dancer. Its pride, however, does not extend to its appearance, for it spends most of its time indoors watching television and growing fat. it enjoys movie in Television , especially chanel those for vichanel and cinemas 24. almost every day of my cat zedva Always watch television, after the feed and Sometimes it ate while watching television.

Zedva is as finicky about visitors as he is about what he eats, befriendng some and repelling others. It may snuggle up against your ankle, begging to be petted, or it may imitate a skunk and stain your favorite trousers. Zedva does not do this to establish its

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territory, as many cat experts think, but to humiliate me because it is jealous of my friends. After my guests have fled, I look at the old fleabag snoozing and smiling to himself in front of the television set, and I have to forgive him for his obnoxious, but endearing, habits. (Retrieved from <https://brechonana.blogspot.com/2015/01/contoh-descriptive-text-bahasa-inggris.html>)

17. Who spends most time indoors watching television and growing fat ?

- A. The writer
- B. Beautiful gray Persian cat
- C. Friend
- D. Guest

18. "It may snuggle up against your ankle" the underlined word refers to...

- A. The writer
- B. Zedva
- C. The writer's cat
- D. The reader

**Read the following text (20) to answer questions number 19 to 20.**

My wife and i are used to having pets at home because our family is pet lovers. We have kept two turtles since February 2003. I put them all in one tank in our room. They are very cute, their name are Donatello and Rafaela. It is quite easy to keep them. They can survive without food for about two months. However, they need a comfortable place to live. They have to live with imported soil and plants, good water circulation and a piece of dry trunk in the aquarium. Inadequate conditions can cause not only stress but also affect their growth. The worst thing is they may even end in their death. The weapon of an adult turtle lies in its edge of the shell. He will use this weapon when he is disturbed while he is taking a nap.

(Retrieved from <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html>)

19. "I put them all in one tank in our room." the underlined word refers to ...?

- A. Donatello and His wife
- B. Rafaela and Donatello
- C. The writer and Donatello
- D. The writer and his wife

20. "..... they may even end in their death." the underlined word refers to..

- A. The writer and His wife
- B. The writer and his pets
- C. The writer and the reader
- D. Rafaela and Donatello

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## Appendix 4 Key Answer



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### Key Answers for Possessive Determiner Test

1	C	11	C
2	B	12	C
3	C	13	A
4	C	14	C
5	C	15	D
6	A	16	D
7	B	17	B
8	D	18	D
9	D	19	D
10	D	20	D

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## Appendix 5

### Sample of Students' Response to Possessive Determiner Test

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Name : ELRI PAHISRA HSB  
 Class : VII (TUJUH)

B: 13  
 S: 7

Approved  
 27/24/15

Read the following text (1) to answer questions number 1 to 2.

Most people in the world have pets. I also have a pet. My pet is a dog, named Miko. Its color is brown. It has brown eyes, too. I got this pet from my friend at the beginning of 2009. He bought it from a pet shop in this country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbor's dog. I love him very much because he can be my friend, too.

(Retrieved from <https://www.itapuih.com/2018/01/kumpulan-soal-descriptive-text-dan-pembahasan.html>)

1.  Miko's eyes are ....
- A. Black
  - B. White
  - C. Brown
  - D. Dark brown

2.  "Its color is brown", the underlined word refers to .....
- A. His neighbour
  - B. miko
  - C. His friend
  - D. His mother

Read the following text (2) to answer questions number 3 to 4.

My favorite toy is a doll. I named my doll Becky. I got it on my 12th birthday. My dad bought it for me when he was in England. Becky is 16 cm tall doll with plastic head, arms, and legs and a white cloth stuffed body. Her body is covered with yellow, orange, and green flower bud prints. She has a long auburn-red brush-able hair, green eyes. There are freckles on her cheek. There are also two dimples near her mouth on the left and on the right. They make her more beautiful. I put her at my side when I sleep at night. I like my doll very much. I sometimes ask my friends to come to my house and play with Becky. They like Becky too.

(Retrieved from <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html>)

3.  Who got the doll at 12<sup>th</sup> birthday?
- A. Dad
  - B. Becky
  - C. The writer
  - D. Writer's friend
4.  Whose body is covered with yellow, orange, and green flower bud prints ?
- A. Becky's friend
  - B. The writer
  - C. Becky



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D. Dad

**Read the following text (3) to answer questions number 5 to 6.**

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. His body is small body, his hands and feet are white. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called yojigen-pocket, or fourth- dimensional pocket. Doraemon's favorite food is dorayaki, a Japanese treat filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.

(Retrieved from <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html> )

5. Who has white hands and feet ?
- A. Fujiko mujio
  - B. Nobita
  - C. Doraemon
  - D. Dorayaki

6. "...pull out every unnecessary gadget from his pocket" the underlined word refers to...
- A. Doraemon
  - B. Nobita
  - C. Dorayaki
  - D. Fujiko mujio

**Read the text (4) below to answer questions 7 to 8!**

Kartikasari was born on December 15, 2004 in Bandung. Her friend called her Ika. She lives at Jl. Gatot Subroto 12A, Bandung. She is an SMP students. She is in the seventh grade. Her body is quite tall and slim. Her hair is long and wavy. Her eyes are dark . She looks beautiful with her long hair. She will not have hair cut, because she prefers it that way.

Everyone knows she is very serious person and very discipline with her main duty as a student. That's why she always does well in her class. She is also symphatic, honest, kind and friendly. Her parents must be proud of her.

(Retrieved from <http://demiurfina.blogspot.com/2017/04/soal-descriptive-text-kelas-7.html> )

7. What is Kartikasari's nick name?
- A. Sari
  - B. Ika



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- C. Tika
- D. Ira

8. What does Kartikasari look like?
- A. She has long wavy hair and brown eyes
  - B. She has short curly hair and brown eyes
  - C. She has short wavy hair and dark eyes
  - D. She has long wavy hair and dark eye

Read the following text (5) to answer questions number 9 to 10.

My Uncle Martin is my mother's elder brother. He is my favourite among my mother's brothers. He is a very interesting man. He lives quite near us with my Aunt Angela and my cousins Anne and Bob. I often go to his house. He is about 45 with grey hair. He is still quite good-looking. He is tall and well-built. He has blue eyes and a strong face. He wears glasses. He is short sighted. He takes them off when he doesn't work.

Uncle Martin is a textile engineer. He works for a big firm in the city. He travels widely in his job. He is an expert in solving problems with machines. At present, he is in the United States. He is visiting the firm's customers there. He is very fond of the sea. He has a boat at seaside. He goes there every weekend in summer to sail it. I sometimes stay with my cousins at their house on the coast. When Uncle Martin is at home, he usually takes us out in the boat. (Retrieved from <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html> )

9. Who is Martin?
- A. Bob's father.
  - B. Anne's uncle.
  - C. My mother's uncle.
  - D. The writer's uncle .
10. Who has house on the coast ?
- A. The writer
  - B. The writer's friends
  - C. Martin's cousins
  - D. The writer's cousins

Read the following text (6) to answer questions number 11 to 12.

Peter is the youngest in our family. His age is fourteen years old and four years younger than me. His hair is long and straight, his eyes is blue and he has a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.





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Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family. (Retrieved from: *pegangan guru untuk SMP/MTS oleh Bachtiar Bima Mustriana, 2009, PT Intan Pariwara*)

11. Who has long straight hair ?
- A. The writer
  - B. Peter's friend
  - C. Peter
  - D. family

12. "He is the best badminton player in our family" the underlined word refers to...
- A. The writer
  - B. Peter
  - C. The writer and Peter
  - D. Peter and his friend

Read the following text (7) to answer questions number 13 to 14.

Lembah Pelangi Waterfall

Lembah Pelangi Waterfall sounds unfamiliar for either local or foreign tourists. The location of Lembah Pelangi Waterfall is near to my village. It is located in Sukamaju village, Ulubelu sub district, Tanggamus district, Lampung province, Indonesia. The access to this place is quite difficult because Ulu Belu sub district is a remote area in Lampung with its hilly contours which make this tourist spot elusive.

Lembah Pelangi Waterfall has two levels where the waterfall on the second level has two branches. The height of the first level waterfall is about 100 meters, while the second level waterfall is about dozens of meters. The best enchantment of this waterfall is the rainbow which appears between the valley and the waterfall as the name suggests. The soft flowing gurgling waterfall sounds is like a chant of nature which can remove the tiredness of the long trip to go there. Under the waterfall, there are several spots of warm water which can be an interesting spot for bathing.

In this place, you will be shown a panorama of natural beauty which is very interesting for every pair of eyes seeing it. Rocky hills accompanied by leafy trees will actually soothe both your eyes. (Retrieved from <http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php>)

13. "... Lembah Pelangi Waterfall is near to my village" the underlined word refers to...
- A. The writer
  - B. Writer's friend
  - C. Citizen
  - D. The reader

14. "... will actually soothe both your eyes."... the underlined word refers to ?
- A. The writer



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- B. Writer's friend
- C. The reader
- D. Citizen

**Read the following text (8) to answer questions number 15 to 16.**

I have a special friend. She is my classmate and sits besides me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. She has a younger brother. His name is Rahmat. their father is a pedicab driver and their mother has passed away. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful. (Retrieved from <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html> )

- ~~15.~~ whose mother has passed away?
- A. The writer
  - B. Pedicab driver
  - C. Father
  - D. Rohmi and Rahmat

- ~~16.~~ "Rohmi sells food during our class break" the underlined word refers to...
- A. Rahmat
  - B. Rohmi's friend
  - C. Rohmi
  - D. The writer and Rohmi

**Read the following text (9) to answer questions number 17 to 18.**

My cat zedva

Zedva is my beautiful gray Persian cat. it walks with pride and grace, performing a dance of disdain as it slowly lifts and lowers each paw with the delicacy of a ballet dancer. Its pride, however, does not extend to its appearance, for it spends most of its time indoors watching television and growing fat. it enjoys' movie in Television , especially chanel those for vichanel and cinemas 24. almost every day of my cat zedva Always watch television, after the feed and Sometimes it ate while watching television.

Zedva is as finicky about visitors as he is about what he eats, befriending some and repelling others. It may snuggle up against your ankle, begging to be petted, or it may imitate a skunk and stain your favorite trousers. Zedva does not do this to establish its



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territory, as many cat experts think, but to humiliate me because it is jealous of my friends. After my guests have fled, I look at the old fleabag snoozing and smiling to himself in front of the television set, and I have to forgive him for his obnoxious, but endearing, habits. (Retrieved from <https://brechonana.blogspot.com/2015/01/contoh-descriptive-text-bahasa-inggris.html> )

- ✓ 17. Who spends most time indoors watching television and growing fat ?
- A. The writer
  - Ⓐ B. Beautiful gray Persian cat
  - C. Friend
  - D. Guest

- ✗ 18. "It may snuggle up against your ankle" the underlined word refers to...
- A. The writer
  - B. Zedva
  - Ⓒ C. The writer's cat
  - D. The reader

**Read the following text (20) to answer questions number 19 to 20.**

My wife and i are used to having pets at home because our family is pet lovers. We have kept two turtles since February 2003. I put them all in one tank in our room. They are very cute, their name are Donatello and Rafaela. It is quite easy to keep them. They can survive without food for about two months. However, they need a comfortable place to live. They have to live with imported soil and plants, good water circulation and a piece of dry trunk in the aquarium. Inadequate conditions can cause not only stress but also affect their growth. The worst thing is they may even end in their death. The weapon of an adult turtle lies in its edge of the shell. He will use this weapon when he is disturbed while he is taking a nap.

(Retrieved from <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html>)

- ✓ 19. "I put them all in one tank in our room." the underlined word refers to ...?
- A. Donatello and His wife
  - B. Rafaela and Donatello
  - C. The writer and Donatello
  - Ⓓ D. The writer and his wife
- ✓ 20. "..... they may even end in their death." the underlined word refers to..
- A. The writer and His wife
  - B. The writer and his pets
  - C. The writer and the reader
  - Ⓓ D. Rafaela and Donatello



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Name : Ilham Hafid Rizki  
 class : VII (EUNH)

B: 13  
 S: 7

Approved  
 27/3/15

Read the following text (1) to answer questions number 1 to 2.

Most people in the world have pets. I also have a pet. My pet is a dog, named Miko. Its color is brown. It has brown eyes, too. I got this pet from my friend at the beginning of 2009. He bought it from a pet shop in this country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbor's dog. I love him very much because he can be my friend, too.

(Retrieved from <https://www.itapuih.com/2018/01/kumpulan-soal-descriptive-text-dan-pembahasan.html>)

1. Miko's eyes are ....
  - A. Black
  - B. White
  - C. Brown
  - D. Dark brown
2. "Its color is brown", the underlined word refers to ....
  - A. His neighbour
  - B. miko
  - C. His friend
  - D. His mother

Read the following text (2) to answer questions number 3 to 4.

My favorite toy is a doll. I named my doll Becky. I got in in my 12th birthday. My dad bought it for me when he was in England. Becky is 16 cm tall with plastic head, arms, and legs and a white cloth stuffed body. Her body is covered with yellow, orange, and green flower bud prints. She has a long auburn-red brush-able hair, green eyes. There are freckles on her cheek. There are also two dimples near her mouth on the left and on the right. They make her more beautiful. I put her at my side when I sleep at night. I like my doll very much. I sometimes ask my friends to come to my house and play with Becky. They like Becky too.

(Retrieved from <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html>)

3. Who got the doll at 12<sup>th</sup> birthday?
  - A. Dad
  - B. Becky
  - C. The writer
  - D. Writer's friend
4. Whose body is covered with yellow, orange, and green flower bud prints?
  - A. Becky's friend
  - B. The writer
  - C. Becky



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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

D. Dad

**Read the following text (3) to answer questions number 5 to 6.**

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. His body is small body, his hands and feet are white. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called yojigen-pocket, or fourth- dimensional pocket. Doraemon's favorite food is dorayaki, a Japanese treat filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.

(Retrieved from <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html> )

5. Who has white hands and feet ?
- A. Fujiko mujio
  - B. Nobita
  - C. Doraemon
  - D. Dorayaki

6. "...pull out every unnecessary gadget from his pocket" the underlined word refers to...
- A. Doraemon
  - B. Nobita
  - C. Dorayaki
  - D. Fujiko mujio

**Read the text (4) below to answer questions 7 to 8!**

Kartikasari was born on December 15, 2004 in Bandung. Her friend called her Ika. She lives at Jl. Gatot Subroto 12A, Bandung. She is an SMP students. She is in the seventh grade. Her body is quite tall and slim. Her hair is long and wavy. Her eyes are dark . She looks beautiful with her long hair. She will not have hair cut, because she prefers it that way.

Everyone knows she is very serious person and very discipline with her main duty as a student. That's why she always does well in her class. She is also symphatic, honest, kind and friendly. Her parents must be proud of her.

(Retrieved from <http://demivurfina.blogspot.com/2017/04/soal-descriptive-text-kelas-7.html> )

7. What is Kartikasari's nick name?
- A. Sari
  - B. Ika



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- C. Tika
- D. Ira

8. What does Kartikasari look like?
- A. She has long wavy hair and brown eyes
  - B. She has short curly hair and brown eyes
  - C. She has short wavy hair and dark eyes
  - D. She has long wavy hair and dark eye

**Read the following text (5) to answer questions number 9 to 10.**

My Uncle Martin is my mother's elder brother. He is my favourite among my mother's brothers. He is a very interesting man. He lives quite near us with my Aunt Angela and my cousins Anne and Bob. I often go to his house. He is about 45 with grey hair. He is still quite good-looking. He is tall and well-built. He has blue eyes and a strong face. He wears glasses. He is short sighted. He takes them off when he doesn't work.

Uncle Martin is a textile engineer. He works for a big firm in the city. He travels widely in his job. He is an expert in solving problems with machines. At present, he is in the United States. He is visiting the firm's customers there. He is very fond of the sea. He has a boat at seaside. He goes there every weekend in summer to sail it. I sometimes stay with my cousins at their house on the coast. When Uncle Martin is at home, he usually takes us out in the boat. (Retrieved from <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html> )

9. Who is Martin?
- A. Bob's father.
  - B. Anne's uncle.
  - C. My mother's uncle.
  - D. The writer's uncle .

10. Who has house on the coast ?
- A. The writer
  - B. The writer's friends
  - C. Martin's cousins
  - D. The writer's cousins

**Read the following text (6) to answer questions number 11 to 12.**

Peter is the youngest in our family. His age is fourteen years old and four years younger than me. His hair is long and straight, his eyes is blue and he has a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.



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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family. (Retrieved from: pegangan guru untuk SMP/MTS oleh Bachtiar Bima Mustriana, 2009, PT Intan Pariwara)

11. Who has long straight hair ?
- A. The writer
  - B. Peter's friend
  - C. Peter
  - D. family

12. "He is the best badminton player in our family" the underlined word refers to...
- A. The writer
  - B. Peter
  - C. The writer and Peter
  - D. Peter and his friend

**Read the following text (7) to answer questions number 13 to 14.**

Lembah Pelangi Waterfall

Lembah Pelangi Waterfall sounds unfamiliar for either local or foreign tourists. The location of Lembah Pelangi Waterfall is near to my village. It is located in Sukamaju village, Ulubelu sub district, Tanggamus district, Lampung province, Indonesia. The access to this place is quite difficult because Ulu Belu sub district is a remote area in Lampung with its hilly contours which make this tourist spot elusive.

Lembah Pelangi Waterfall has two levels where the waterfall on the second level has two branches. The height of the first level waterfall is about 100 meters, while the second level waterfall is about dozens of meters. The best enchantment of this waterfall is the rainbow which appears between the valley and the waterfall as the name suggests. The soft flowing gurgling waterfall sounds is like a chant of nature which can remove the tiredness of the long trip to go there. Under the waterfall, there are several spots of warm water which can be an interesting spot for bathing.

In this place, you will be shown a panorama of natural beauty which is very interesting for every pair of eyes seeing it. Rocky hills accompanied by leafy trees will actually soothe both your eyes. (Retrieved from <http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php>)

13. "... Lembah Pelangi Waterfall is near to my village" the underlined word refers to...
- A. The writer
  - B. Writer's friend
  - C. Citizen
  - D. The reader

14. "... will actually soothe both your eyes."... the underlined word refers to ?
- A. The writer



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- B. Writer's friend
- C. The reader
- D. Citizen

**Read the following text (8) to answer questions number 15 to 16.**

I have a special friend. She is my classmate and sits besides me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. She has a younger brother. His name is Rahmat. their father is a pedicab driver and their mother has passed away. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful. (Retrieved from <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html> )

15. whose mother has passed away?
  - A. The writer
  - B. Pedicab driver
  - C. Father
  - D. Rohmi and Rahmat
16. "Rohmi sells food during our class break" the underlined word refers to...
  - A. Rahmat
  - B. Rohmi's friend
  - C. Rohmi
  - D. The writer and Rohmi

**Read the following text (9) to answer questions number 17 to 18.**

My cat zedva

Zedva is my beautiful gray Persian cat. it walks with pride and grace, performing a dance of disdain as it slowly lifts and lowers each paw with the delicacy of a ballet dancer. Its pride, however, does not extend to its appearance, for it spends most of its time indoors watching television and growing fat. it enjoys movie in Television , especially chanel those for vichanel and cinemas 24. almost every day of my cat zedva Always watch television, after the feed and Sometimes it ate while watching television.

Zedva is as finicky about visitors as he is about what he eats, befriendng some and repelling others. It may snuggle up against your ankle, begging to be petted, or it may imitate a skunk and stain your favorite trousers. Zedva does not do this to establish its





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territory, as many cat experts think, but to humiliate me because it is jealous of my friends. After my guests have fled, I look at the old fleabag snoozing and smiling to himself in front of the television set, and I have to forgive him for his obnoxious, but endearing, habits. (Retrieved from <https://brechonana.blogspot.com/2015/01/contoh-descriptive-text-bahasa-inggris.html> )

17. Who spends most time indoors watching television and growing fat ?
- A. The writer
  - B. Beautiful gray Persian cat
  - C. Friend
  - D. Guest
18. "It may snuggle up against your ankle" the underlined word refers to...
- A. The writer
  - B. Zedva
  - C. The writer's cat
  - D. The reader

**Read the following text (20) to answer questions number 19 to 20.**

My wife and i are used to having pets at home because our family is pet lovers. We have kept two turtles since February 2003. I put them all in one tank in our room. They are very cute, their name are Donatello and Rafaela. It is quite easy to keep them. They can survive without food for about two months. However, they need a comfortable place to live. They have to live with imported soil and plants, good water circulation and a piece of dry trunk in the aquarium. Inadequate conditions can cause not only stress but also affect their growth. The worst thing is they may even end in their death. The weapon of an adult turtle lies in its edge of the shell. He will use this weapon when he is disturbed while he is taking a nap.

(Retrieved from <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html>)

19. "I put them all in one tank in our room." the underlined word refers to ...?
- A. Donatello and His wife
  - B. Rafaela and Donatello
  - C. The writer and Donatello
  - D. The writer and his wife
20. "..... they may even end in their death." the underlined word refers to...
- A. The writer and His wife
  - B. The writer and his pets
  - C. The writer and the reader
  - D. Rafaela and Donatello



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Name : M. ALPANDI  
Class : VII (TUJUH)

B: 11  
S: 9

Approved  
27/3/15

Read the following text (1) to answer questions number 1 to 2.

Most people in the world have pets. I also have a pet. My pet is a dog, named Miko. Its color is brown. It has brown eyes, too. I got this pet from my friend at the beginning of 2009. He bought it from a pet shop in this country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbor's dog. I love him very much because he can be my friend, too.

(Retrieved from <https://www.itapuih.com/2018/01/kumpulan-soal-descriptive-text-dan-pembahasan.html>)

1. Miko's eyes are ....
  - A. Black
  - B. White
  - C. Brown
  - D. Dark brown
2. "Its color is brown", the underlined word refers to ....
  - A. His neighbour
  - B. miko
  - C. His friend
  - D. His mother

Read the following text (2) to answer questions number 3 to 4.

My favorite toy is a doll. I named my doll Becky. I got in in my 12th birthday. My dad bought it for me when he was in England. Becky is 16 cm tall doll with plastic head, arms, and legs and a white cloth stuffed body. Her body is covered with yellow, orange, and green flower bud prints. She has a long auburn-red brush-able hair, green eyes. There are freckles on her cheek. There are also two dimples near her mouth on the left and on the right. They make her more beautiful. I put her at my side when I sleep at night. I like my doll very much. I sometimes ask my friends to come to my house and play with Becky. They like Becky too.

(Retrieved from <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html>)

3. Who got the doll at 12<sup>th</sup> birthday?
  - A. Dad
  - B. Becky
  - C. The writer
  - D. Writer's friend
4. Whose body is covered with yellow, orange, and green flower bud prints?
  - A. Becky's friend
  - B. The writer
  - C. Becky



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D. Dad

**Read the following text (3) to answer questions number 5 to 6.**

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. His body is small body, his hands and feet are white. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called yojigen-pocket, or fourth- dimensional pocket. Doraemon's favorite food is dorayaki, a Japanese treat filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.

(Retrieved from <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html> )

5. Who has white hands and feet ?

- A. Fujiko mujio
- B. Nobita
- C. Doraemon
- D. Dorayaki

6. "...pull out every unnecessary gadget from his pocket" the underlined word refers to...

- A. Doraemon
- B. Nobita
- C. Dorayaki
- D. Fujiko mujio

**Read the text (4) below to answer questions 7 to 8!**

Kartikasari was born on December 15, 2004 in Bandung. Her friend called her Ika. She lives at Jl. Gatot Subroto 12A, Bandung. She is an SMP students. She is in the seventh grade. Her body is quite tall and slim. Her hair is long and wavy. Her eyes are dark . She looks beautiful with her long hair. She will not have hair cut, because she prefers it that way.

Everyone knows she is very serious person and very discipline with her main duty as a student. That's why she always does well in her class. She is also symphatic, honest, kind and friendly. Her parents must be proud of her.

(Retrieved from <http://demiurфина.blogspot.com/2017/04/soal-descriptive-text-kelas-7.html> )

7. What is Kartikasari's nick name?

- A. Sari
- B. Ika



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- C. Tika
- D. Ira

8. What does Kartikasari look like?
- A. She has long wavy hair and brown eyes
  - B. She has short curly hair and brown eyes
  - C. She has short wavy hair and dark eyes
  - D. She has long wavy hair and dark eye

**Read the following text (5) to answer questions number 9 to 10.**

My Uncle Martin is my mother's elder brother. He is my favourite among my mother's brothers. He is a very interesting man. He lives quite near us with my Aunt Angela and my cousins Anne and Bob. I often go to his house. He is about 45 with grey hair. He is still quite good-looking. He is tall and well-built. He has blue eyes and a strong face. He wears glasses. He is short sighted. He takes them off when he doesn't work.

Uncle Martin is a textile engineer. He works for a big firm in the city. He travels widely in his job. He is an expert in solving problems with machines. At present, he is in the United States. He is visiting the firm's customers there. He is very fond of the sea. He has a boat at seaside. He goes there every weekend in summer to sail it. I sometimes stay with my cousins at their house on the coast. When Uncle Martin is at home, he usually takes us out in the boat. (Retrieved from <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html> )

9. Who is Martin?
- A. Bob's father.
  - B. Anne's uncle.
  - C. My mother's uncle.
  - D. The writer's uncle .

10. Who has house on the coast ?
- A. The writer
  - B. The writer's friends
  - C. Martin's cousins
  - D. The writer's cousins

**Read the following text (6) to answer questions number 11 to 12.**

Peter is the youngest in our family. His age is fourteen years old and four years younger than me. His hair is long and straight, his eyes is blue and he has a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.



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Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family. (Retrieved from: *pegangan guru untuk SMP/MTS oleh Bachtiar Bima Mustriana, 2009, PT Intan Pariwara*)

13. Who has long straight hair ?
- A. The writer
  - B. Peter's friend
  - C. Peter
  - D. family

14. "He is the best badminton player in our family" the underlined word refers to...
- A. The writer
  - B. Peter
  - C. The writer and Peter
  - D. Peter and his friend

Read the following text (7) to answer questions number 13 to 14.

Lembah Pelangi Waterfall

Lembah Pelangi Waterfall sounds unfamiliar for either local or foreign tourists. The location of Lembah Pelangi Waterfall is near to my village. It is located in Sukamaju village, Ulubelu sub district, Tanggamus district, Lampung province, Indonesia. The access to this place is quite difficult because Ulu Belu sub district is a remote area in Lampung with its hilly contours which make this tourist spot elusive.

Lembah Pelangi Waterfall has two levels where the waterfall on the second level has two branches. The height of the first level waterfall is about 100 meters, while the second level waterfall is about dozens of meters. The best enchantment of this waterfall is the rainbow which appears between the valley and the waterfall as the name suggests. The soft flowing gurgling waterfall sounds is like a chant of nature which can remove the tiredness of the long trip to go there. Under the waterfall, there are several spots of warm water which can be an interesting spot for bathing.

In this place, you will be shown a panorama of natural beauty which is very interesting for every pair of eyes seeing it. Rocky hills accompanied by leafy trees will actually soothe both your eyes. (Retrieved from <http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php>)

13. "... Lembah Pelangi Waterfall is near to my village" the underlined word refers to...
- A. The writer
  - B. Writer's friend
  - C. Citizen
  - D. The reader

14. "... will actually soothe both your eyes."... the underlined word refers to ?
- A. The writer



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- B. Writer's friend
- The reader
- D. Citizen

**Read the following text (8) to answer questions number 15 to 16.**

I have a special friend. She is my classmate and sits besides me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. She has a younger brother. His name is Rahmat. their father is a pedicab driver and their mother has passed away. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful. (Retrieved from <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html> )

15. ✓ whose mother has passed away?
- A. The writer
  - B. Pedicab driver
  - C. Father
  - Rohmi and Rahmat
16. ✗ "Rohmi sells food during our class break" the underlined word refers to...
- A. Rahmat
  - B. Rohmi's friend
  - Rohmi
  - D. The writer and Rohmi

**Read the following text (9) to answer questions number 17 to 18.**

**My cat zedva**

Zedva is my beautiful gray Persian cat. it walks with pride and grace, performing a dance of disdain as it slowly lifts and lowers each paw with the delicacy of a ballet dancer. Its pride, however, does not extend to its appearance, for it spends most of its time indoors watching television and growing fat. it enjoys movie in Television , especially chanel those for vichanel and cinemas 24. almost every day of my cat zedva Always watch television, after the feed and Sometimes it ate while watching television.

Zedva is as finicky about visitors as he is about what he eats, befriendng some and repelling others. It may snuggle up against your ankle, begging to be petted, or it may imitate a skunk and stain your favorite trousers. Zedva does not do this to establish its



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territory, as many cat experts think, but to humiliate me because it is jealous of my friends. After my guests have fled, I look at the old fleabag snoozing and smiling to himself in front of the television set, and I have to forgive him for his obnoxious, but endearing, habits. (Retrieved from <https://brechonana.blogspot.com/2015/01/contoh-descriptive-text-bahasa-inggris.html>)

- Who spends most time indoors watching television and growing fat ?
- A. The writer
  - B. Beautiful gray Persian cat
  - Friend
  - D. Guest
- "It may snuggle up against your ankle" the underlined word refers to...
- A. The writer
  - Zedva
  - C. The writer's cat
  - D. The reader

**Read the following text (20) to answer questions number 19 to 20.**

My wife and i are used to having pets at home because our family is pet lovers. We have kept two turtles since February 2003. I put them all in one tank in our room. They are very cute, their name are Donatello and Rafaela. It is quite easy to keep them. They can survive without food for about two months. However, they need a comfortable place to live. They have to live with imported soil and plants, good water circulation and a piece of dry trunk in the aquarium. Inadequate conditions can cause not only stress but also affect their growth. The worst thing is they may even end in their death. The weapon of an adult turtle lies in its edge of the shell. He will use this weapon when he is disturbed while he is taking a nap.

(Retrieved from <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html>)

19. "I put them all in one tank in our room." the underlined word refers to ...?
- A. Donatello and His wife
  - B. Rafaela and Donatello
  - C. The writer and Donatello
  - D. The writer and his wife
20. "..... they may even end in their death." the underlined word refers to..
- A. The writer and His wife
  - B. The writer and his pets
  - C. The writer and the reader
  - D. Rafaela and Donatello



## Appendix 6

### Recapitulation of Students' Possessive determiner Scores

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### Recapitulation of Students' Possessive determiner Scores

Number	Correct answer	Score
student 1	14	70
student 2	11	55
student 3	15	75
student 4	19	95
student 5	13	65
student 6	13	65
student 7	15	75
student 8	11	55
student 9	17	85
student 10	13	65
student 11	15	70
student 12	18	90
student 13	11	55
student 14	16	80
student 15	17	85
student 16	11	55
student 17	16	80
student 18	10	55
student 19	14	70
student 20	13	65
student 21	11	55
student 22	15	75
student 23	15	75
student 24	14	70

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Number	His		Her		Its		Their		My		our		your		Correct	Score
	No.5	No.6	No.4	No.7	No.1	No.2	No.10	No.15	No.3	No.9	No.13	No.12	No.16	No.14		
Student 1	1	0	1	1	1	0	1	1	0	1	1	1	0	0	14	70
Student 2	1	1	0	1	1	1	0	1	0	1	0	0	1	1	11	55
Student 3	1	1	1	1	1	1	1	0	1	1	1	0	1	0	15	75
Student 4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	95
Student 5	1	1	1	1	1	1	1	0	1	0	1	0	1	0	13	65
Student 6	1	1	1	1	1	1	1	1	0	1	1	0	1	0	13	65
Student 7	1	1	1	1	1	1	1	1	1	0	1	1	1	0	15	75
Student 8	0	1	1	1	1	0	1	1	1	0	1	0	1	0	11	55
Student 9	1	0	1	1	1	1	1	1	1	1	1	1	1	1	17	85
Student 10	0	1	0	0	1	1	1	0	1	1	1	1	0	1	13	65
Student 11	1	1	1	1	1	1	1	0	1	0	0	1	1	1	15	75
Student 12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	90
Student 13	1	1	1	1	1	1	1	1	1	0	0	0	1	0	11	55
Student 14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	80
Student 15	1	0	1	1	1	1	1	1	1	1	1	1	1	1	17	85
Student 16	1	1	0	0	1	1	1	1	1	1	0	1	1	1	16	80
Student 17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	11	55
Student 18	1	1	1	1	1	1	1	1	1	0	1	1	1	1	16	80
Student 19	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10	50
Student 20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	80
Student 21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	11	55
Student 22	1	0	1	1	1	1	1	1	1	1	1	1	1	1	11	55
Student 23	0	1	1	1	1	1	1	1	1	1	1	1	1	1	13	65
Student 24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	70



## Appendix 7 r Table Product Moment

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**Tabel r untuk df = 1 - 50**

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

## Appendix 8 Supervisor Letters

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Nomor : Un.04/F.II.4/PP.00.9/1524/2019  
Sifat : Biasa  
Lamp. : -  
Hal : *Pembimbing Skripsi*

Pekanbaru, 23 Januari 2019

Kepada  
Yth. Drs. H. Kalayo Hasibuan, M.Ed.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : ICA CYNTIA SARI  
NIM : 11513200189  
Jurusan : Pendidikan Bahasa Inggris  
Judul : AN ANALYSIS OF STUDENTS' ABILITY IN USING DETERMINER  
AT JUNIOR HIGH SCHOOL 1 PANGEAN  
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara d.haturkan terima kasih.

Wassalam

an, Dekan

Wakil Dekan I



Dr. Drs. Alimuddin, M.Ag  
NIP. 19660924 199503 1 002

Tembusan :  
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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Nomor : Un.04/F.II.4/PP.00.9/11496/2019  
Sifat : Biasa  
Lamp. : -  
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 30 Juli 2019

Kepada  
Yth. Drs. H. Kalayo Hasibuan, M.Ed.  
Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

*Assalamu'alaikum warhamatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : ICA CYNTIA SARI  
NIM : 11513200189  
Jurusan : Pendidikan Bahasa Inggris  
Judul : An Analysis On Student's Ability In Using Determiner At State Junior High School 1 Pangean  
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam  
an Dekan  
Wakil Dekan I

*Dr. Drs. Alimuddin, M.Ag*  
NIP. 19660924 199503 1 002

Tembusan :  
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For : Un.04/F.II.4/PP.00.9/15241/2019  
 : Biasa  
 : -  
 : **Pembimbing Skripsi (Perpanjangan)**

Pekanbaru, 18 Oktober 2019

Kepada  
 Yth. Drs. H. Kalayo Hasibuan, M.Ed. TESOL.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
 Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : ICA CYNTIA SARI  
 NIM : 11513200189  
 Jurusan : Pendidikan Bahasa Inggris  
 Judul : An Analysis on students' Ability in Using Determiner at State Junior High School 1 Pangean  
 Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an, Dekan  
 Wakil Dekan I

Dr. Drs. Alimuddin, M.Ag  
 NIP. 19660924 199503 1 002

busan :  
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## Appendix 9

### Thesis Supervision Activity Report

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 SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
  - a. Seminar usul Penelitian :
  - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Drs. H. Kalayo Hasibuan, M.Ed.TESOL
  - a. Nomor Induk Pegawai (NIP) : 19651028 199703 001
3. Nama Mahasiswa : ICA Cyntia Sari
4. Nomor Induk Mahasiswa : 11513200189
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	06-02/2019	Genre text -based reading smp/sma Descriptive, recount, etc (title)		mengikuti
2	01-03/2019	Syllabus, KKM, rubric		-
3	15-03/2019	Chronological (text types), back ground edit		-
4	18-03/2019	Revisi chap 1. next chapter II		-
5	21-03/2019	sample text (descriptive, possessive adj) chapter II, The instrument, Prof read /edit bab 1.2.3		-
6	25-03/2019	Edit contoh soal dan sample text (tambahkan)		-
7	26-03/2019	Approved to be examined in the proposal <del>semana</del>		-

Pekanbaru.....20  
 Pembimbing

Drs. H. Kalayo Hasibuan, M.Ed  
 NIP. 19651028 199703 001

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1. Jenis yang dibimbing :
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2. Nama Pembimbing : Drs. H. Kalayo Hasibuan, M.Ed TESOL
  - a. Nomor Induk Pegawai (NIP) : 19651028 199703 1001
3. Nama Mahasiswa : PCA Cynthia Sari
4. Nomor Induk Mahasiswa : 11513200189
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda-Tangan	Keterangan
1	5/08-2019	nama bab format yg benar, skrinisasi antara teori silabus dan tes, babdimulai dg pengantar cakupan tes		
2	02/09-2019	secara keseluruhan cover, abstrak, daftar isi sampai chap 1-5 sampai lampiran, silabus.		
3	03/10-2019	Asi Drafto lampiran Cappadocia dalam halaman khusus dan iBEd		
4	16/10-2019	Sumber bibliografi dan		
5	16/10-2019	halaman bab v ditubahi halaman lampiran		
6	25/10-2019	Acc		
	-	-		

Pekanbaru, 05 Agustus 2019  
Pembimbing,

Drs. H. Kalayo Hasibuan, M.Ed TESOL  
NIP. 19651028 199703 1001

UIN SUSKA RIAU



## Appendix 10 Recommendation Letter

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 Fax. (0761) 561647 Web: www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/7706/2019 Pekanbaru, 08 Mei 2019  
 Sifat : Biasa  
 Lamp. : -  
 Hal : **Mohon Izin Melakukan PraRiset**

Kepada  
 Yth. Kepala Sekolah  
 SMPN 1 PANGEAN  
 di  
 Tempat

*Assalamu'alaikum warahmatullahi wabarakatuh*


Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : ICA CYNTIA SARI  
 NIM : 11513200189  
 Semester/Tahun : VIII (Delapan)/ 2019  
 Program Studi : Pendidikan Bahasa Inggris  
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

an. Dekan  
 Wakil Dekan III  
  
 Dr. Drs. Nursalim, M.Pd  
 NIP. 19660410 199303 1 005

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Nomor : Un.04/F.II.4/PP.00.9/15241/2019

Pekanbaru, 18 Oktober 2019

Jenis : Biasa

-

Tujuan : **Pembimbing Skripsi (Perpanjangan)**

Kepada  
 Yth. Drs. H. Kalayo Hasibuan, M.Ed. TESOL.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
 Pekanbaru

*Assalamu 'alaikum warahmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : ICA CYNTIA SARI

NIM : 11513200189

Jurusan : Pendidikan Bahasa Inggris

Judul : An Analysis on students' Ability in Using Determiner at State Junior High School 1 Pangean

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an Dekan  
 Wakil Dekan I



Dr. Drs. Alimuddin, M.Ag  
 NIP. 19660924 199503 1 002

Disubaskan :  
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SMP NEGERI 1 PANGEAN**

Jalan Ahmad Yani No. 20 Pasarbaru Pangean

**SURAT IZIN  
MELAKUKAN RISET**  
Nomor : 075 /SMPN.1/2019/848

Yang bertanda tangan dibawah ini :

Nama : **MAINITAWATI, S.Pd**  
NIP : 19630502 198403 2 003  
Pangkat/Gol Ruang : Pembina IV/A  
Jabatan : Kepala SMPN 1 Pangean

Memperhatikan Surat Universitas Islam Negeri Sultan Syarif Kasim Riau (UIN SUSKA RIAU) Nomor : Un.04/F.II.4/PP.00.9/7706/2019 Tanggal 08 Mei 2019 dengan ini memberikan Izin Melakukan Riset di SMP Negeri 1 Pangean Kabupaten Kuantan Singingi Provinsi Riau atas nama :

Nama : **ICA CYNTIA SARI**  
NIM : 11513200189  
Semester/Tahun : VIII (Delapan) 2019  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Demikian Surat Izin ini kami buat dengan sebenarnya, agar dapat digunakan seperlunya.

Pangean, 13 Mei 2019  
Kepala Sekolah  
  
**MAINITAWATI, S.Pd**  
NIP. 19630502 198403 2 003

UIN SUSKA RIAU



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KEMENTERIAN AGAMA  
**UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
 كلية التربية والتعليم  
**FACULTY OF EDUCATION AND TEACHER TRAINING**  
 Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647  
 Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/8152/2019 Pekanbaru, 17 Mei 2019 M  
 Sifat : Biasa  
 Lamp. : 1 (Satu) Proposal  
 Hal : **Mohon Izin Melakukan Riset**

Kepada  
 Yth. Gubernur Riau  
 Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
 Satu Pintu  
 Provinsi Riau  
 Di Pekanbaru


*Assalamu'alaikum warahmatullahi wabarakatuh*  
 Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : ICA CYNTIA SARI  
 NIM : 11513200189  
 Semester/Tahun : VIII (Delapan) / 2019  
 Program Studi : Pendidikan Bahasa Inggris  
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : An Analysis on Student's Ability in Using Determiner at State Junior High School 1 Pangean.  
 Lokasi Penelitian : SMPN 1 PANGEAN  
 Waktu Penelitian : 3 Bulan (17 Mei 2019 s.d 17 Agustus 2019)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor  
  
 Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag  
 NIM 1740704 199803 1 001

Tembusan :  
 Rektor UIN Suska Riau

UIN SUSKA RIAU





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**PEMERINTAH PROVINSI RIAU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU  
 Email : [dpmpstp@riau.go.id](mailto:dpmpstp@riau.go.id)

**REKOMENDASI**

Nomor : 503/DPMPSTP/NON IZIN-RISET/26767  
 TENTANG



182010

**PELAKSANAAN KEGIATAN RISET/PRA RISET DAN  
 PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN SUSKA RIAU, Nomor : Un.04/F.II/PP.00.9/14925/2019 Tanggal 17 Mei 2019**, dengan ini memberikan rekomendasi kepada:

- |                      |  |
|----------------------|--|
| 1. Nama              | : ICA CYNTIA SARI  |
| 2. NIM / KTP         | : 115132001890   |
| 3. Program Studi     | : PENDIDIKAN BAHASA INGGRIS  |
| 4. Jenjang           | : S1   |
| 5. Alamat            | : PEKANBARU  |
| 6. Judul Penelitian  | : AN ANALYSIS ON STUDENTS' ABILITY IN USING DETERMINER AT STATE JUNIOR HIGH SCHOOL 1 PANGEAN |
| 7. Lokasi Penelitian | : JUNIOR HIGH SCHOOL 1 PANGEAN   |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
 Pada Tanggal : 20 Mei 2019



**Tembusan :**

**Disampaikan Kepada Yth :**

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Bupati Kuantan Singingi  
 Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu di Telukkuantan
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

UIN SUSKA RIAU



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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**PEMERINTAH KABUPATEN KUANTAN SINGINGI**

DINAS PENANAMAN MODAL PELAYANAN TERPADU SATU PINTU DAN TENAGA KERJA  
 KOMPLEK PERKANTORAN PEMERINTAH KABUPATEN KUANTAN SINGINGI  
 Telepon (0760) 2524242 Fax (0760) 2524242 Kode Pos 29562  
 Email : dpmptsptk@kuansing.go.id, Website : https://dpmptsptk.kuansing.go.id  
 TELUK KUANTAN

**REKOMENDASI**

Nomor : 071/ DPMTSPTK-PTSP/ V/ 2019/ 248

Tentang

**PELAKSANAAN KEGIATAN RISET/PRA RISET  
 DAN PENGUMPULAN DATA UNTUK BAHAN TUGAS AKHIR**

Kepala Dinas Penanaman Modal Pelayanan Terpadu Satu Pintu dan Tenaga Kerja Kabupaten Kuantan Singingi, setelah membaca Surat Rekomendasi dari DPMTSP Nomor:503/ DPMTSP/ NON IZIN-RISET/ 23778 Tanggal 20 Mei 2019.

Dengan ini memberikan Rekomendasi kepada :

Nama : ICA CYNTIA SARI  
 NIM : 115132001890  
 Jurusan : PENDIDIKAN BAHASA INGGRIS  
 Tarbiyah dan Keguruan UIN Suska Riau  
 Jenjang Pendidikan : S1  
 Alamat : Pekanbaru  
 Judul Penelitian : "AN ANALYSIS ON STUDENTS' ABILITY IN USING DETERMINER AT STATE JUNIOR HIGH SCHOOL 1 PANGEAN"  
 Untuk melakukan Penelitian di : JUNIOR HIGH SCHOOL 1 PANGEAN

Dengan ketentuan sebagai berikut :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungannya dengan kegiatan riset / pra riset dan pengumpulan data ini.
2. Pelaksanaan kegiatan riset / pra riset dan pengumpulan data ini berlangsung selama 3 (tiga) bulan terhitung mulai tanggal rekomendasi ini dibuat.
3. Hasil riset / pra riset dan pengumpulan data dilaporkan kepada Bupati Kuantan Singingi melalui Badan Kesatuan Bangsa dan Politik Kabupaten Kuantan Singingi.

Demikian rekomendasi ini diberikan agar digunakan sebagaimana mestinya, dan kepada pihak yang terkait diharapkan untuk dapat memfleksikan kemudahan dan membantu kelancaran kegiatan riset / pra riset ini, dan terima kasih.

Dikeluarkan di : Teluk Kuantan  
 Pada Tanggal : 22 Mei 2019.

Ditandatangani Secara Elektronik oleh :



Plh. Kepala Dinas Penanaman Modal  
 Pelayanan Terpadu Satu Pintu dan Tenaga Kerja  
 Kabupaten Kuantan Singingi,  
**MARDANSYAH,S.Sos.MM**  
 Pembina IV.a  
 NIP 19750806200012 1 001

Tembusan : disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Kuantan Singingi di Teluk Kuantan;
2. Instansi terkait;
3. Arsip.



**Hak Cipta Dilindungi Undang-Undang**

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**PEMERINTAH KABUPATEN KUANTAN SINGINGI**  
**DINAS PENDIDIKAN KEPEMUDAAN DAN OLAHRAGA**  
**SMP NEGERI 1 PANGEAN**  
 Jalan Ahmad Yani No. 20 Pasarbaru Pangean

**SURAT KETERANGAN**

Nomor : 076 /SMPN.1/2019/137

Kepala SMP Negeri 1 Pangean Kabupaten Kuantan Singingi Provinsi Riau menerangkan bahwa :

Nama : ICA CYNTIA SARI  
 NIM : 11513200189  
 Semester/Tahun : VIII (Delapan) 2019  
 Program Studi : Pendidikan Bahasa Inggris  
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Benar telah mengadakan Riset/Penelitian dan pengambilan data dalam rangka penyusunan Skripsi atau Tugas Akhir yang bersangkutan dengan judu " AN ANALISIS ON STUDENTS ABILITY IN USING DETERMINER AT STATE JUNIOR HIGH SCHOOL 1 PANGEAN " Mulai tanggal 16 s/d 25 Mei 2019

Demikian Surat keterangan ini kami buat dengan sebenarnya, untuk dapat digunakan seperlunya.

Pangean, 25 Mei 2019  
 Kepala Sekolah  
  
**MAIN TAWATI, S.Pd**  
 NIP. 19630502 198403 2 003

UIN SUSKA RIAU



## Appendix 11 Documentation

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

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**BIOGRAPHY**

**Ica Cyntia Sari** is the youngest daughter of Mr. Shabriadi S.Pd and Mrs. Kartarina S.Pd. She was born in Pasar Baru Pangean, June 3<sup>rd</sup>, 1997. She lives at Pasar Baru Pangean, Kuantan Singingi. In 2009, She graduated from SDN 015 Pasar Baru Pangean. In 2012, She finished at SMPN 1 Pangean and continued her study to SMAN 1 Kuantan Hilir. She graduated from SMAN 1 Kuantan Hilir on 2015.

In 2015, she was accepted to become one of the students in English Education Department, Faculty of Education and Teacher Training, UIN SUSKA RIAU. On July 2018, she did KKN (Kuliah Kerja Nyata) program in Pulau Kumpai, Pangean. Then, she did teaching practice (PPL) program at SMK Multimekanik Masmur Riau on September 2018.

She followed the final examination of her thesis which entitled, "An Analysis on Students' Ability in Using Determiner at State Junior High School 1 Pangean" on November 2019. She had passed her final examination and got Bachelor Degree of English Education Department in State Islamic University of Sultan Syarif Kasim