AN UNDERGRADUATE THESIS

AN ANALYSIS OF GENITIVE CASE IN STUDENTS' WRITING SKILL OF THE SEVENTH GRADERS OF MTS DARUSSALAM SEPUTIH BANYAK IN THE ACADEMIC YEARS 2020/2021

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TARBIYAH AND TEACHER'S TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2020 M

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By :

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1441 H/2020 M

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APPROVAL PAGE

The Title : AN ANALYSIS OF GENITIVE CASE IN STUDENTS'
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OF MTS DARUSSALAM SEPUTIH BANYAK IN THE
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                 OF MTS DARUSSALAM SEPUTIH BANYAK IN THE
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher
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Wassalamu'alaikum Wr.Wb

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RATIFICATION PAGE

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The Undergraduate Thesis entitled: AN ANALYSIS OF GENITIVE CASE IN STUDENTS' WRITING SKILL OF THE SEVENTH GRADERS OF MTS DARUSSALAM SEPUTIH BANYAK IN THE ACADEMIC YEARS 2020/2021 written by: TRI WAHYUNI, Student Number 1601070052, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, December 16, 2020 at 10.00-12.00 a.m.

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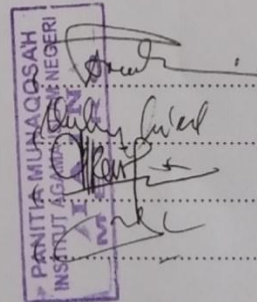
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AN ANALYSIS OF GENITIVE CASE ON STUDENTS' WRITING SKILL OF THE SEVENTH GRADERS OF MTS DARUSSALAM SEPUTIH BANYAK IN THE ACADEMIC YEARS 2020/2021

Abstract

By: Tri Wahyuni

The purpose of this research is to analyze the most dominant form of genitive case used in writing skill by the seventh graders of MTS Darussalam Seputih Banyak and to investigate the use of genitive case in writing skill by the seventh graders of MTS Darussalam Seputih Banyak. The researcher analyzed the phenomenon based on consideration of students' problems in writing that were investigated in the pre-survey process. Therefore, it is hoped that this research is useful in describing the phenomenon of the use of genitive cases in writing.

Moreover, this research method is qualitative research in the form of case study conducted in MTS Darussalam Seputih Banyak. The main source of this research is the seventh graders at MTS Darussalam Seputih Banyak consist of 15 students. In this research, the researcher used observation, documentation and interview in collecting data. Observation were made to find out the dominant form of genitive case used in writing skill by the seventh graders of MTS Darussalam Seputih Banyak and to investigate the use of genitive case in writing skill by the seventh graders of MTS Darussalam Seputih Banyak. Interviews were conducted to analyze the dominant form of genitive case used in writing skill by the seventh graders of MTS Darussalam Seputih Banyak and to investigate the use of geneitive cases in writing skills by seventh graders at MTS Darussalam Seputih Banyak.

Furthermore, the first research result is about the dominant form of genitive case used in writing skill by the seventh graders in MTS Darussalam Seputih Banyak that is the form of possessive pronoun. That is because 90% of genitive case used on students' writing is possessive pronoun. In addition, the second research result was the use of genitive case in writing skill by the seventh graders of MTS Darussalam Seputih Banyak which are dominantly classified as appropriate. The most appropriate use of the genitive case in the writing of seventh graders is *possessive pronoun* form (87.1%). Moreover, it is followed by the use of genitive case in the form of *apostrophe (')* and *s* (4,3%). In addition, the lowest appropriate use of genitive case is the form of *preposition of* (2.9%).

Keywords: analysis, genitive case, writing skill, qualitative research

ANALISIS KASUS GENITIF PADA KETERAMPILAN MENULIS SISWA DI KALANGAN SISWA KELAS TUJUH MTS DARUSSALAM SEPUTIH BANYAK DI TAHUN AKADEMIK 2020/2021

Abstrak

Oleh: Tri Wahyuni

Tujuan dari penelitian ini adalah untuk menganalisis bentuk dominan kasus genitif yang digunakan dalam keterampilan menulis oleh siswa kelas tujuh di MTS Darussalam Seputih Banyak dan untuk menyelidiki penggunaan kasus genitif dalam keterampilan menulis oleh siswa kelas tujuh di MTS Darussalam Seputih Banyak. Peneliti menganalisis fenomena tersebut berdasarkan pertimbangan masalah siswa dalam menulis yang diselidiki dalam proses prasurvei. Oleh karena itu, diharapkan penelitian ini bermanfaat dalam menggambarkan fenomena penggunaan kasus genitif dalam menulis.

Metode penelitian ini adalah penelitian kualitatif dalam bentuk studi kasus yang dilakukan di MTS Darussalam Seputih Banyak. Sumber utama penelitian ini adalah siswa kelas tujuh di MTS Darussalam Seputih Banyak yang terdiri dari 15 siswa. Peneliti menggunakan observasi, dokumentasi dan wawancara dalam mengumpulkan data. Pengamatan dilakukan untuk menganalisis bentuk dominan kasus genitif yang digunakan dalam keterampilan menulis oleh siswa kelas tujuh di MTS Darussalam Seputih dan untuk menyelidiki penggunaan kasus genitif dalam keterampilan menulis oleh siswa kelas tujuh di MTS Darussalam Seputih Banyak. Wawancara dilakukan untuk untuk menganalisis bentuk dominan kasus genitif yang digunakan dalam keterampilan menulis oleh siswa kelas tujuh di MTS Darussalam Seputih dan menyelidiki penggunaan kasus genitif dalam keterampilan menulis oleh siswa kelas tujuh di MTS Darussalam Seputih Banyak.

Selanjutnya, hasil penelitian pertama adalah bentuk dominan kasus genitif yang digunakan dalam keterampilan menulis oleh siswa kelas tujuh di MTS Darussalam Seputih Banyak adalah dalam bentuk kata ganti posesif. Hal itu karena 90% kasus genitif yang digunakan pada tulisan siswa adalah kata ganti posesif. Selain itu, hasil penelitian kedua menunjukan bahwa penggunaan kasus genitif dalam keterampilan menulis oleh siswa kelas tujuh di MTS Darussalam Seputih Banyak dominan tergolong tepat. Penggunaan kasus genitif yang paling tepat dalam penulisan siswa kelas tujuh adalah bentuk kata ganti posesif (87,1%). Kemudian, diikuti dengan penggunaan genitive case berupa apostrophe (') dan s (4,3%). Selain itu, penggunaan kasus genitif yang sesuai terendah adalah bentuk preposisi of (2,9%).

Kata Kunci: analisis, kasus genitif, kemampuan menulis, penelitian kualitatif

STATEMENT OF RESEARCH ORIGINALITY

This undersigned

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State that this undergraduate thesis is originally the result of the writer research, in expectation of certain parts which are excepted from the bibliographies mentioned.

Metro, ... December 2020

The writer

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1601070052

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

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Jurusan   : Tadris Bahasa Inggris

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk sumbernya dan disebutkan dalam daftar pustaka.

Metro, ... Desember 2020

Penulis

Tri Wahyuni

1601070052

MOTTOS

ن وَٱلْقَلَمِ وَمَا يَسْطُرُونَ

Nun, for the sake of the pen and what they write! (Al-Qalam:1)

DEDICATION PAGE

I dedicate this undergraduate thesis to:

1. My beloved parents, Mr.Tumiran, and Mrs. Wigiyanti who always support me in finishing this thesis.
2. My beloved sisters, Maylani Kholisah, and Navisha Alzan Medina.
3. My beloved sisters in Mahad Darussalam
4. My best friends, they are Putri Jayanti, Merita Prabandari, Astuti, Elby Nourma Mudha, Khaula Annisa, and Vinna Naralita who always help me in finishing this thesis.
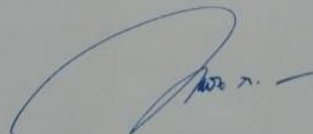5. My almamater IAIN Metro.

ACKNOWLEDGEMENT

Metro, December 6th 2020
The Writer

Tri Wahyuni

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language that plays an important role in almost all aspects of life. As an international language, English is a mediator of communication which is used by many people in a lot of countries. English mastery has benefits that significantly support the community in communication need both through writing or oral. Furthermore, English mastery is also necessary since this language is an international language used by many people in the world. Therefore, by mastering English, it is easy for people fulfill their communication need, as a means of introducing local culture to the global market.

Therefore, as one of the English language skills, writing is an important skill to learn. Writing skill is an important part of communication because writing is a way of communicating that is chosen by some people through a work in the form of writing. Writing is a process organizing the idea, opinions, and feelings into written form. It is a complex activity with the control language both of the sentences level including of grammatical, structure, vocabulary, punctuation, spelling, and later information. Writing deals with the sentence rank including of organizing and integrating information into cohesive and coherent paragraph or text. In addition, something that the writers want to write should have meaning to convey.

Moreover, writing skill has tremendous benefits in communication process. The benefits of writing include: for some people who have mental limitations in speaking in public, writing is a solution for them to express ideas that they want to convey. Writing can also train someone to choose the right words, sentence fragments and can put punctuation well in a writing. Writing is also a supporting factor in the development of one's mindset. By writing, someone gets used to develope an idea that is a supporting factor in the development of one's mindset. Besides writing can also make productive life and age not wasted.

However, writing is not an easy language skill. There are many problems got by students in the process of writing an English text. These problems are caused by the low contribution of linguistic aspects, among others, the limited vocabulary of English, low grammar mastery, difficulty in applying the concept of writing mechanism, and the inability to develop ideas. While writing problems caused by low non-linguistic aspects include low motivation to write, low of writing habits, low of environmental support, mismatch in the choice of teaching media and teaching strategies.

In line with the writing problems above, the researcher had conducted a pre-survey on March 12th 2020. The pre-survey was conducted not in the pandemic condition, so the researcher investigated the data directly by coming to the school to find out the writing problems got by the seventh graders at MTS Darussalam Seputih Banyak. The pre-survey results are illustrated in the following table.

Table 1

The Categorization of Pre-Survey Result Data

Writing Skill of the Seventh Graders

at MTS Darussalam Seputih Banyak

No	Name	Grade	Criteria
1	ARS	100	Good
2	AKS	80	Good
3	DL	42	Bad
4	EF	50	Bad
5	EP	20	Bad
6	FA	60	Bad
7	HK	40	Bad
8	IAP	80	Good
9	LA	20	Bad
10	RJ	60	Bad
11	SS	40	Bad
12	S	60	Bad
13	S	80	Good
14	TW	100	Good
15	WES	80	Good

Table 2

The Categorization of Pre-Survey Result Data

Writing Skill of the Seventh Graders

at MTS Darussalam Seputih Banyak

No	Grade	Frequency	Percentage	Criteria
1	76-100	6 students	40%	Good
2	66-75	0 students	0%	Fair
3	0-65	9 students	60%	Bad

Based on the illustration of the pre-survey results above, it is known that the percentage of students that has good criteria in writing is 40%, while the percentage of students that has fair criteria is 0%, and the percentage of students that has bad criteria is 60%. It shows that the percentage of students that has bad criteria is greater than the percentage of students that has good criteria. Therefore, the facts from the results of the pre-survey showed that the students have problems in their English writing skills.

The researcher had found the phenomenon in a pre-survey. The phenomenon is genitive case. The genitive case is primarily the describing case. It is older than the adjective and, in fact, is basically adjectival in function.[1] Genitive case has an influence in determining the writing quality of

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[1] David Alan Black, *It's Still Greek to Me: An Easy-to-Understand Guide to Intermediate Greek* (Grand Rapids, Michigan: Baker Publishing Group, 1998), 50, http://rbdigital.oneclickdigital.com.

students. The genitive case forms can be the use of apostrophe (') and s and preposition of accompanying noun used as adjective.

Moreover, a form of genitive case in writing by the seventh graders of MTS Darussalam Seputih Banyak illustrated in the following error example in using apostrophe (') and S as follows:

Tail Dolpin color white.

Errors found in student work are errors in the use of apostrophe (') and S so that the sentence is not grammatical. The sentence above Tail Dolpin color white was declared not grammatical because they were wrong in the use of apostrophe (') and S. The sentence should be: Tail Dolpin color white (The Dolpin's tail is white). In genitive, Dolpin should have a function to describes a noun with the addition apostrophe (') and s in the word Dolpin. From the above data it is clear that students have not been able to apply the concept of genitive cases to their writing.

The researcher conducted this research during the pandemic period on the date September, 23rd 2020. It was forbidden for the research to meet the students directly because the learning process because the teacher did the online learning process. Therefore, the researcher conducted the online research through WhatsApp application. The researcher was added in to group WhatsApp of the seventh grade in the English subject. Furhtermore, the researcher was allowed to access the students' writing documents that were sent through the group WhatsApp of the seventh grade. In addition, the

researcher conducted interview with the English teacher and the students through online chat room of WhtasApp to analyze the dominant form of genitive case used in writing skill by the seventh graders at MTS Darussalam Seputih Banyak and to investigate the use of genitive case in writing skill by the seventh graders at MTS Darussalam Seputih Banyak.

Based on the whole description above, the researcher intends to reveal the use of genitive case in writing by seventh graders of MTS Darussalam Seputih Banyak. In this case the researcher focused only on three genitive case forms that the researcher found on students' writing document based on pre-survey result, including apostrophe (') and s, preposition of, and possessive pronoun. To achieve this, the researcher conducted a qualitative study in the form of a case study that was conducted in the seventh graders of MTS Darussalam Seputih Banyak. Therefore, the researcher submitted this undergraduate thesis with the title "An Analysis of Genitive Case in Students' Writing Skill of the Seventh Graders of MTS Darussalam Seputih Banyak in the Academic Years 2020/2021".

B. Research Questions

Based on background of the study, the researcher had constructed two research questions, as follow:

1. What is the dominant form of genitive case used in writing skill by the seventh graders at MTS Darussalam Seputih Banyak?

2. How are the use of genitive case in writing skill by the seventh graders at MTS Darussalam Seputih Banyak?

C. Objective and benefits of the study

1. Objective of the study

Based on research questions that have been formulated, researcher determined research objectives, as follows:

a. To analyze the dominant form of genitive case used in writing skill by the seventh graders at MTS Darussalam Seputih Banyak.

b. To investigate the use of genitive case in writing skill by the seventh graders at MTS Darussalam Seputih Banyak.

2. Benefits of the Study

a. For the Students

This research is expected to provide benefits for students by helping to uncover the phenomenon of using the genitive case in writing. This phenomenon are the dominant form of genitive case used in writing skills by the seventh graders at MTS Darussalam Seputih Banyak, and the use of genitive case in writing skills by the seventh graders at MTS Darussalam Seputih Banyak.

After knowing the phenomenon about genitive case in students' writing skill, the researcher hopes that the students can be mastered in using genitive case.

b. For the Teacher

The benefits of this study are also intended for English teachers, especially in MTS Darussalam Seputih Banyak. This is because this study provides information to teachers regarding the dominant form of genitive case used in writing skill by the seventh graders at MTS Darussalam Seputih Banyak, and the use of genitive case in writing skills by the seventh graders at MTS Darussalam Seputih Banyak. This study also directs the teacher to prepare an alternative effort to update the quality of student writing.

c. For the Other Researchers

This research is expected to provide a valuable contribution for the next researchers who conduct research with the same topic of research, which is related to mastery of the genitive case in writing. The results of this study later become one of the references for the next researcher who solves the problem of the low quality of student writing. This is because this research provides an overview of the data collection and processing procedures related to the use of genitive cases in writing.

D. Prior Research

This research was conducted by considering some prior researches. The first prior research had been done by Imanuel Kamlasi and Darni Nopi Nokas entitled "Grammatical Errors in Writing of the Second Class Students of

SMA Kristen 1 Soe".[2] The objective of the first prior research is to describe the kind of grammatical error in writing of the students and to find out the kind of grammatical error in writing of the students. The research method of their research is a descriptive qualitative. The objective of the first prior research is to show that the kind of grammatical errors in students' writing that include of the errors of verbs, noun, pronoun, adjective, adverb, conjunction, and preposition.

The first prior research and this research have similarities and differences. The similarities between the first prior research and this research are in the topic of research and research methods. The research topic of both research is grammar. The research method both of this research is the qualitative research method. The difference of this research and the first prior research is in the study sample. The research sample involved the students of MTS Darussalam Seputih Banyak. While the sample of the first prior research is students of SMA Kristen 1 Soe.

The second prior research was conducted by Agnesa Çanta with entitled "The Category of Case in English and Albanian Nominal System: A Contrastive Analysis".[3] The objective of her research is to indicate that despite their different morphological structure which implies differences in their grammatical categories, English and Albanian, also show some

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[2] Imanuel Kamlasi and Darni Nopi Nokas, "Grammatical Errors in Writing of the Second Class Students of SMA Kristen 1 Soe," *Journal of English Language, Literature, and Teaching* 1 (April 2017): 130.

[3] Agnesa Çanta, "The Category of Case in English and Albanian Nominal System: A Contrastive Analysis," *International Journal of English Linguistics* 7, no. 1 (January 15, 2016): 226, https://doi.org/10.5539/ijel.v7n1p226.

similarities that concern the grammatical category of case and especially the genitive case as the only marked case in English nominal system. The research method of that study is qualitative research method in the type of library research. The primary sources of that research are the textual documents written in English and Albanian. The results of that research indicate that the similarity concern mainly the genitive case. Nouns in the genitive case, in English and Albanian, share some characteristics that concern their semantic functions, their use in "the double genitive" constructions, rules of forming such constructions, and the omission of the case markers without affecting meaning.

Furthermore, the second prior research and this research have similarities and differences. The similarities between the second prior research and this research are in the topic of research and the research method. The topic of both of the research is grammar in the theme of genitive case. The research method of the second prior research is contrastive method. The difference of both of the research in the primary resource of the study. The primary resource of this study involved the students' English written documents by the seventh graders of MTS Darussalam Seputih Banyak. While the primary resource of the second prior research is the textual documents in English and Albanian.

Moreover, the third prior research was conducted by Naniana N Benu entitled "Possessive Construction in Uab Meto".[4] The objective of the third prior research is to uncover the structure and marking on the possessive construction in Uab Meto based on morpho-syntax point of view. The research method of that research is the qualitative research method in the type of library research. The technique employed to analyze the data in the second prior research was descriptive-analytic. The primary sources of that research are the textual documents written by Uab Meto.

The third prior research and this research have similarities and differences. The similarities between both of the research are in the topic of research and research methods. The research topic of both of the research is grammar in the theme of genitive case. The research method both of this research is the qualitative research method. Meanwhile, the difference lies in the primary resource of the study. The primary resource of this study involves the students' English written documents by the seventh graders of MTS Darussalam Seputih Banyak. While the primary resource of the third prior research is are the textual documents written by Uab Meto.

Based on all of the explanation above, the researcher would like to continue the first prior research by focusing the phenomenon of genitive case. In this case, the researcher would like to conduct qualitative research in the type of a case study.

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[4] Naniana Benu, "Possessive Construction in Uab Meto," *RETORIKA: Jurnal Ilmu Bahasa* 5, no. 1 (April 29, 2019): 45, https://doi.org/10.22225/jr.5.1.897.45-51.

CHAPTER II

REVIEW OF LITERATURE

A. The Concept of Writing

1. Definition of Writing

Writing is but also a form of thinking not only a process of ideas by the use of language as the basis of all thinking.[5] It means that writing is one of the ways to express ideas logically from a thought into a work in the form of writing. Through the ideas contained in a work, the writers can strengthen their ability to think critically.

According to Nunan, writing is a complex activity that involves a combination of mental and physical activity. The physical activity on writing activities is much done by novice writers who only write physically. Moreover, mental activity is done a lot by the advanced writers because they have to pour their ideas into writing.[6] In the other words, writing represents activities that require harmony between physical and mental activity. Mental activity is able to create new ideas, develop ideas. In addition, thinking about how to express and to make the idea in writing is important to get the coherence and cohesion in writing. Physical activity in writing is needed during the process of expressing the idea for example when typing or writing manually.

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[5] Luis A. Nazario, Deborah D. Borchers, and William F. Lewis, *Bridges to Better Writing*, 1st ed (Boston, MA: Wadsworth Cengage Learning, 2010), 5.

[6] David Nunan, ed., *Practical English Language Teaching*, 1st ed (New York: McGraw-Hill/Contemporary, 2003), 88.

Writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects.[7] It can be said that writing is an activity that contains several interconnected elements. Starting from the development of ideas to representative forms of knowledge and experience arranged in epic.

In addition, Nation states that writing is a useful activity and related to other English skills. Writing can be supported by other skills such as listening, speaking, and reading. This is because the words that have been used receptively for productive use.[8] It can be said that writing is a continuation of previous activities such as listening, speaking and reading. Some of the writing activities can trigger increased vocabulary as one of the best ways to continue to use the vocabulary productively is by writing.

Based on the definition above, it can be concluded that writing is the process of generating and expressing ideas, person's ability to convey information to someone or others in writing. Writing is not just an activity to arrange words into forms and sentences, but also to think of ways to express and to organize them into statements and paragraphs that are balanced, interrelated and easily understood by readers.

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[7] Horvart Jozsef, *Advanced Writing In English As A Foreign Language* (Lingua Franca Csoport, 2001), 5.

[8] I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*, ESL & Applied Linguistics Professional Series (New York: Routledge, 2009), 112.

2. The Aspect of writing

Writing involves important aspects that must exist in the writing process so that the quality of the writing becomes good. According to Mastropieri and Scruggs, the aspects of writing are:[9]

a. Mechanics of writing relate to spelling, punctuation, capitalization, handwriting, and writing formats. Analysis of error in mechanics of writing is often necessary to identify the types of difficulty in writing.

b. Grammar relates to subject-verb agreements, tense verbs, pronouns, and singular-plural forms.

c. Organization relates to the order of content; paragraph, contents, relevant focus, detail, accuracy, breadth and depth, originality, and supporting evidence.

d. Sophistication relates to vocabulary, sentence length, sentence complexity, variety, and interesting.

3. The Writing Process

If the language learners wants to make a good paragraph, they need to construct a good topic sentence, starting the point, standard aspects in writing, and the process of writing. The writing process is a complex stage that the writer goes through to produce the final work in written form. The process begins by determining the content of the writing, the

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[9] Peter Westwood, *Learning and Learning Difficulties: Approaches to Teaching and Assessment*, 1st ed. (Routledge, 2013), 109, https://doi.org/10.4324/9780203823767.

type of writing, and the media used for writing. According to Harmer, the process of writing has four main process:[10]

a. Planning

In the planning process, the writers must first plan something that they will write. In this case almost all authors make detailed notes before they start writing or typing. When designing an idea the writer should consider three main things. First, the writers must consider the purpose of writing. Second, the writer should consider the readers of the writing that they write. Third, the writers must consider the content in the writing.

b. Drafting

The drafting process is an advanced activity of planning, namely developing the draft that has been determined into the form of a written framework. Drafts are used as the first guidelines in writing activities.

c. Editing

In this process, the writer corrects the ambiguous or confusing writing result and contain unclear information. In the process reflecting and revising, the writer is usually supported by the suggestion from the readers who provide their comment toward the writing result.

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[10] Jeremy Harmer, *How To Teach Writing* (Malaysia: Longman, 2007), 4.

d. Final version

After doing through several processes, the writer will get the final version of their writing. To get the final version of their writing, drafting and editing are better to do in multiple process.

4. The Writing Difficulties

According to Graham and Harris in Glynn et al, writing difficulties may in large part, be the result of three factors:[11]

a. Insufficient ability in text production, such as errors in spelling, capitalization, and mis-use of punctuation.

b. Inadequate knowledge of the subject to be written or characteristic changes in writing.

c. Inappropriate strategies in planning and composing effective texts.

B. The Concept of Writing Skill

1. The Definition of Writing Skill

Language skill has an important role in the process of learning foreign languages. One of them is writing skill. Writing is a very complex language skill that requires a high ability to express ideas, harmonize thoughts and feelings to produce good written text. It is in line with the explanation of Zohreh and Ali who state that writing is a very

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[11] Ted Glynn, Janice Wearmouth, and Mere Berryman, *Supporting Students with Literacy Difficulties: A Responsive Approach* (England: Open University Press, 2005), 98.

complex process.[12] While the skill is the ability to do something well.[13] It can be said that writing skill is a person ability to express ideas, harmonize feelings, and arrange them into writing.

Furthermore, the writing skills are complicated or difficult skills compared to other language skills. Even, native English speakers sometimes still have some difficulty in the writing process.[14] It is because writing requires harmony from various aspects. Starting from developing ideas, choosing words, and structuring structured paths, all require skills.

Writing includes of some accurate sub-skills such as the correct use of language. The correct use of mechanics also makes the writing accurate. Writing accurately means skill in using mechanics correctly, skill in using the right vocabulary, skill in content, skill in organized the sentences and paragraphs, skill in using grammar correctly. But writing is not just about accuracy. It is also about skill in having a message and skill in communicating it successfully to other people. Therefore, writing skill is more complicated than that of other language skills.[15]

In addition, Heaton states that the writing skills are complex and sometimes difficult to teach.[16] Besides defining writing as a skill that is complicated and difficult to learn, Heaton considers writing skills to be

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[12] Zohreh Tahvildar and Ali Emamjome Zade, "Evaluation of Writing Skills and the Levels of Difficulty" 3 (2013): 53.

[13] Paul Attewel, "What Is Skill?," *SAGE Social Science Collections* 17 (November 1990): 432.

[14] Muhammad Javed, Wu Xiao Juan, and Saima Nazli, "A Study of Students' Assessment in Writing Skills of the English Language," *International Journal of Instruction* 6 (July 2013): 130.

[15] *Ibid*.,

[16] J. B. Heaton, *Writing English Language Tests*, New Edition (USA: Longman, 1990), 135.

learned. He considers that writing skills can be learned and trained like general skills.

Based on the statement above, it can be said that, writing is a complex skill and requires several additional sub skills to master it. Writing skill also requires the writer not only to master the sub-skills but also be able to communicate the message. Although this writing skill is a skill that is difficult to learn, this skill can be owned by anyone. Writing skill is an important skill for students to have, because for students who lack confidence to express ideas directly in public, writing can be the solution.

2. **The Relation between Genitive Case and Writing Skill**

Genitive is one of the forms taken by a noun phrase (often a single noun or pronoun) in languages which express grammatical relationships by means of inflections.[17] In writing skill, the use of good grammar is very important because writing is meaningful when the grammar is correct.[18]

From the explanation above, it is clear that the genitive case and writing skills have a very close relationship. Grammar is one of the most important elements in writing skills. If a text does not use good and right grammar, it can change the meaning to be conveyed by the author. Errors

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[17] David Crystal and David Crystal, *A Dictionary of Linguistics and Phonetics*, 6th ed, The Language Library (Malden, MA ; Oxford: Blackwell Pub, 2008), 210.

[18] Imanuel Kamlasi and Darni Nopi Nokas, "Grammatical Errors in Writing of the Second Class Students of SMA Kristen 1 Soe," *Journal of English Language, Literature, and Teaching* 1 (April 2017): 133.

in using grammar can also make it difficult for readers to understand the content or ideas in reading a text.

C. The Concept of Genitive Case

1. The Definition of Genitive Case

Genitive case is one of the inflection cases in English. Beiber states that there are four cases which are renowned by inflection: nominative, genitive, dative, and accusative.[19] Case is an inflected form of the noun that simultaneously with definite syntactic functions (such as subject) or semantic relations (such as possessor).[20] Therefore, each of the cases of inflection has a different function, the function of nominative cases is subjects, the genitive serves as owners, then dative serves as indirect objects, and accusative serves as direct objects. From some cases, Beiber states that the only remnant case inflection for nouns is the genitive.[21]

Many experts define the genitive. According to Quirk, the genitive is the highest class buffer on the gender scale, namely in the form of personal nouns (especially referring to humans and animals) and in collective nouns with personal gender as characteristics.[22] It means that

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[19] Douglas Biber et al., *Longman Grammar of Spoken and Written English* (China: Pearson Education Limited, 2007), 292.

[20] Sidney Greenbaum, *The Oxford English Grammar* (London: Oxford University Press, 1996), 109.

[21] Douglas Biber et al., *Longman Grammar*, 292.

[22] Randolph Quirk et al., *A Comprehensive Grammar Of The English Language* (New York: Longman Inc, 1985), 323.

the genitive refers to word classes that partly refers to gender-related barriers such as the use of personal pronouns and collective nouns.

Moreover, Palmer states that genitive is a case of noun or pronoun indicating ownership, whether it belongs to a person or a thing.[23] It means that genitive is a case of inflection that shows a word reference. Furthermore, the genitive includes of forms that serve as determiners, such as *my* and *our*, as well as forms that serve as pronouns, such as *mine* or *ours*.[24]

Mainly, the genitive case is a describing case. Genitive cases are also older than adjectives, but basically have the same function as adjectives.[25] In the other words, genitive case is a case that describes a word, so that it is explaining a word. However, genitive cases are heavier than adjectives, and have more semantic meaning. The genitive case generally shows that the noun is dependent on the noun that follows it.[26] It can be said that in general genitive cases describe the reference words that follows.

Genitive cases are generally characterized by apostrophes (') and s. Apostrophes (') and s are used to distinguish the writing of a single noun in the genitive case and plural nouns in common case.[27] In writing, a

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[23] Richard Palmer, *The Good Grammar Guide* (USA: Routledge, 2003), 24.

[24] Laurel J. Brinton, *The Structure of Modern English: A Linguistic Introduction* (Amsterdam ; Philadelphia: John Benjamins Pub, 2000), 108.

[25] David Alan Black, *It's Still Greek to Me: An Easy-to-Understand Guide to Intermediate Greek* (Grand Rapids, Michigan: Baker Publishing Group, 1998), 50, http://rbdigital.oneclickdigital.com.

[26] Sidney Greenbaum and Gerald Nelson, *An Introduction to English Grammar*, 2. ed., [Nachdr.] (London: Longman, 2002), 91.

[27] М Я Блох, "Теоретическая Грамматика Английского," n.d., 384.

genitive word is followed by an apostrophe added by s when singular form, and uses by the apostrophe following plural-s inflection when plural form.[28] The difference in the use of apostrophe (') and s in the singular and plural forms lies only in their placement. If it is single then the apostrophe is between the singular and s, while when it is plural the apostrophe is at the end of the plural word -s.

John Lynch argues that the genitive is so called because its case-marking is the same as for a owners.[29] That is why the genitive case is known as another form of possessive. The case-marking is used to specify the reference.

Based on some expert opinions above, it can be concluded that the genitive or genitive case is usually used to refer to the case of the grammar of a noun (or a single word that is reflected in a genitive case) that expresses various relationships including ownership relationships, sources, etc. between two nouns. For languages that do not have a developed case inflection system, such as English, the term possessive is used to refer to the word construction (or the word owner in this construction) which states the relationship of ownership, source, etc.

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[28] Sidney Greenbaum and Gerald Nelson, *An Introduction*, 91.

[29] John Lynch, Malcolm Ross, and Terry Crowley, *The Oceanic Languages* (USA: Routledge, 2011), 58.

2. The Form of Genitive

Genitive case consists of some forms including as follow:

a. The Genitive case in the first form are characterized by the addition of apostrophe in ending writing, especially in ordinary regular plural noun:[30]

boys--boys', ladie-ladies'

Furthermore, to indicate ownership in irregular plural noun is same as the use of apostrophe (') and s in a single noun:

men-men's, women-women's

Generally, the main characteristics of this genitive case are the apostrophe (') and s at the end of the noun, which is also shown in the following example:

1) She is in many people's minds the next logical woman to fill Elis' place.

2) The prosperity of this part of the nation depends upon getting Senator Saras's bill enacted.

3) The court not heard the social services department received complaints of Mrs Saras' ill-treatment.

4) Mrs Andien had a different view of Pras's behaviour.

5) Mc Avril nodded Grant's lob into Pras' path.

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[30] Douglas Biber et al., *Longman Grammar*, 292.

b. The genitive case includes of the relation between two nouns that are separated by preposition *of*, for example: (the boy's mother—the mother of the boy).[31]

c. The genitive case also includes of possessive pronouns without s and an apostrophe such as my, mine, her, our, hers, ours, yours, its.[32]

3. The Function of Genitive

Some experts argue about the function of the genitive case, including, Quirk states that the main function of the genitive case is to emphasize ownership which in general the term 'possessive' fittingly applied to genitive pronouns like *his*.[33] In addition, David also states that the genitive case was frequently used to express possession.[34] In general, genitive functions is to declare ownership or as a possessor.

Meanwhile, according to Douglas, the most important function of the genitive case is to specify the reference of the noun phrase of which it is a part, in the same way as a determiner.[35] It shows that genitive serves to declare the possessor and also to determine references or headword references.

Based on the opinion of some experts, it can be concluded that the genitive function is to show references of noun phrases based on

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[31] Sidney Greenbaum, *The Oxford*, 549.

[32] *Ibid*, 550.

[33] Randolph Quirk et al., *A Comprehensive*, 318.

[34] David Alan Black, *It's Still*, 22.

[35] Douglas Biber et al., *Longman Grammar*, 294.

determinants, from which references can be known ownership. Therefore, in general the genitive function is to express possession.

4. The Difficulties of Genitive case

Palmer states that genitive is a case of noun or pronoun indicating ownership, whether it belongs to a person or a thing.[36] It can be said that genitive case related concepts that in English are expressed a possessor or owner, for examples: my bike (possessive pronoun), Jim's bike (the genitive is indicated in writing by an apostrophe (') followed S in the singular form and by an apostrophe following the plural-s in the plural form, the bike of Jim (the genitive includes of the relation between two noun that are sparated by preposition of). In general, students have difficulty in using the genitive case. Even more, the distinction between the use of the apostrophe and the preposition *of* for possession is signaled as a common mistake of the students.[37] This is allegedly because students are confused in laying apostrophe (') and s in singular and plural form.

In addition the other problems might appear if the students consider that the combination of two nouns together to mean one thing/person/idea, etc. also exist in English, such as *tennis ball*, *road accident*, *bank manager*, *life story*, *income tax*, among many others.[38]

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[36] Richard Palmer, *The Good*, 24.

[37] Natalia Fabiola Muguiro, "Genitive 's and of Possessive Structures and Their Use Constraints for Argentinian EFL Learners: A Reflective Stance towards Grammar Errors," n.d., 38.

[38] Raymond Murphy, *English Grammar in Use*, Third (New York: Cambridge University Press, 2004), 160.

Those combinations, in which the first noun usually carries an adjectival value, can cause problems to students who might think about them as attributes the second noun 'possesses'. For example think that *a ball of tennis* or *the manager of the bank* as valid options. Some specific cases can be even more confusing, for example the difference between *a sugar bowl* (perhaps empty) and *a bowl of sugar* (=a bowl with sugar in it) or *a shopping bag* (perhaps empty) and *a bag of shopping* (=a bag full of shopping).[39]

The adding of unnecessary apostrophes plus *s* is also common, mainly when dealing with complex nouns, such as *garden vegetables*, *the restaurant owner* or *the garage door*.[40] It is not strange to find cases in which students think of *garden's vegetables*, *the restaurant's owner* or *the garage's door* as possible options. This occurs because once learners become familiar with the genitive case, they might tend to over generalize its use to every noun + noun combination. Many other confusing cases exist if we consider the use of the genitive in the form of apostrophe (*')* and *s* or the genitive in the form preposition *of* for time expressions, organizations and geographical names, without forgetting that in many cases the decisions towards which is the best option purely depends on contextual features such as end-focus or end-weight.[41]

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[39] *Ibid.,*

[40] *Ibid.,*

[41] Sidney Greenbaum and Randolph Quirk, *A Student's Grammar of the English Language* (London: Longman, 1990), 104.

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

The researcher investigated the genitive case in students' writing skill by using qualitative research. The researcher decides to use qualitative research to analyze the genitive case in students' writing skill of the seventh graders of MTS Darussalam Seputih Banyak.

The type of this research is qualitative research. Denzin and Lincoln state that qualitative research is the research method that focuses on the naturalistic approach to its subject matter.[42] In the other words, qualitative research is a kind of research method that analyzes the natural phenomenon.

This research is characterized as the descriptive qualitative. Descriptive qualitative research is important for investigating the urgent data.[43] The purpose of survey in descriptive research is to involve the described data. Therefore, the aims of this research are to analyze the dominant form of genitive case used in writing skills by the seventh graders at MTS Darussalam Seputih Banyak, and to investigate the use of genitive case in writing skills by the seventh graders at MTS Darussalam Seputih Banyak.

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[42] Norman K. Denzin and Yvonna S. Lincoln, *The Sage Handbook Of Qualitative Research*, Third Edition (London: Sage Pllblication, 2005), 2.

[43] Geoffrey Marczyk, David De Matteo, and David Festinger, *Essentials of Research Design and Methodology* (Canada: John Wiley & Sons,Inc., 2005), 16.

B. Data Resources

There are two kinds of data resources, as follow:

1. Primary sources

Primary sources are original materials on which research is based.[44] They present information in its original form, neither interpreted nor condensed nor evaluated by other researchers. The primary source of this research is writing document of the seventh graders of MTS Darussalam Seputih Banyak. The researcher took 15 students as a participant in this research. In taking the number of students as primary sources, the researcher used purposive sampling technique. Purposive sampling is selected by some arbitrary method because it is known to be representative of the total population, or it is known that it produced well matched groups.[45] Purposive sampling is not random sampling and this sampling technique establishes provisions in accordance with the research objectives to be achieved by the researcher.

2. Secondary sources

Secondary source is a type of data that offers interpretation based on primary sources.[46] They may explain primary sources to accept a certain point of view. The secondary source in this research is from interview,

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[44] William Gibson and Andrew Brown, *Working with Qualitative Data* (1 Oliver's Yard, 55 City Road, London England EC1Y 1SP United Kingdom: SAGE Publications, Ltd, 2009), 66, https://doi.org/10.4135/9780857029041.

[45] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Delhi: New Age International, 2006), 91, http://site.ebrary.com/id/10323377.

[46] William Gibson and Andrew Brown, *Working with*, 66.

documentation, journals, e-books and articles that are related to the research.

C. Data Collecting Technique

Data collecting techniques are the ways to gather the accurate data that is needed in the research.[47] In this research, there are three techniques to collect the data including of observation, documentation and interview.

1. Observation

Observation is a technique of collecting data used in monitoring the important data.[48] In this research, the researcher observed the students' writing document of the seventh graders of MTS Darussalam Seputih Banyak. The process of observation was done by referring to the research questions.

2. Documentation

Documentation is a technique of collecting data used to comprehend the phenomena.[49] In qualitative research, document is meaningful source of information. Moreover, to get the data the researcher took from the students' writing document by the seventh graders of MTS Darussalam Seputih Banyak.

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[47] Linda Kalof, Amy Dan, and Thomas Dietz, *Essentials of Social Research* (Maidenhead; New York: McGraw Hill/Open University Press, 2008), 85, http://site.ebrary.com/id/10274049.

[48] Donald Ary et al., *Introduction to Research in Education*, 8th ed (Belmont, CA: Wadsworth, 2010), 431.

[49] *Ibid*., 432.

3. Interview

The interview is a data collection technique used to collect data from participant about opinions, and beliefs to strengthen the accurate information.[50] In addition, Nigel Fielding's in Gibson and Brown state that the interview mode is a question and answer between the researcher and the participant where it can be done in the form of such as face-to-face, telephone, online chat room, email, etc., and the type of interview that includes structured, semi-structured, unstructured.[51] In this case, the researcher used online chat-room as a mode of interview and structured interview as a type of interview.

D. Data Analysis Technique

Analyzing data is the most important part of a study, because the conclusion of a study comes from there. Analyzing data is an advanced process that refers to the data that has been collected by researchers. It can help the reader to understand the important parts and important meanings of the data. According to Miles and Huberman to analyze the data, researchers need three important steps: Data condensation, data display, and drawing/verification of conclusions.[52]

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[50] *Ibid.*, 438.

[51] William Gibson and Andrew Brown,, *Working with*, 86.

[52] Matthew B. Miles, A. M. Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, Third edition (Thousand Oaks, Califorinia: SAGE Publications, Inc, 2014), 31.

The researcher would apply Miles and Huberman model to analyze the data.[53] The componets of this analysis model are pictured by this figure.

Components of Data Analysis: Interactive Model
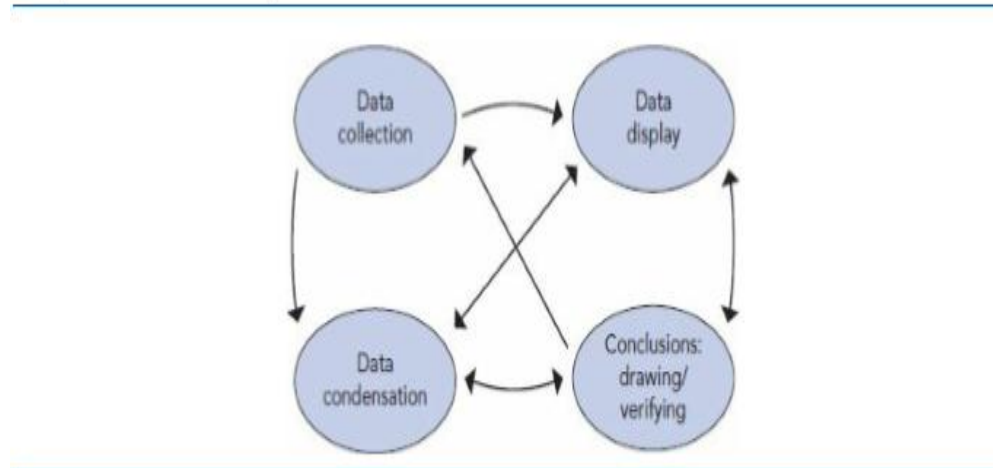
Figure. I Components of Data Analysis: Interactive Model

Data analysis by Miles and Huberman model conducts the following steps:[54]

1. Data Collection

    Data collection means that the process of the researcher collects the data. In collecting the data the researcher collects the data based on the aims or the objectives of the research. The process of data collection depends on the deep of the aims that are determined by the researcher. The way to collect the data is variety that is conducted by using data collection instrument.

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[53] *Ibid*, 33.
[54] *Ibid*, 31.

2. Data condensation

Data condensation refers to the selection process, focus, simplification, abstract, and/or altering the data that appears in interview transcripts, documents, and other empirical materials. In this case, researchers determined data related to the use of genitive cases in student writing documents by referring to research questions.

3. Data Display

The display of the data is defined as an organized, compressed assembly of information that gives conclusion drawing or action taking. In this research, the researcher displayed the research data by using the word description.

4. Drawing and Verifying Conclusions

The final step is to draw conclusions and verification. The final conclusion will not be obtained until the data collection is complete, and also depends on the method used by the researchers. After collecting data to be examined, the researcher interpret the data and then make a clear conclusion by answering the research question.

E. Research Approach

In this research, the researcher used six steps qualitative approach in the process of research related to the research objective that are to analyze the dominant form of genitive case used in writing skill and to investigate the use of genitive case in writing skill by the seventh graders at MTS Darussalam

Seputih Banyak. The following are several steps to conduct this approach in the research:

1. Organize and prepare. The researcher prepared the data to be used. In this step, the researcher organized the data and select data from the data source so that the data to be need and discussed is ready for research.

2. Read through all the data. This activity means reading the entire data for the purpose of obtaining the general idea to further begin to note the intent of the material. So, the step makes the researcher know about what the data is.

3. Begin detailed analysis with a coding process. Coding is the way to develop data. In this case, the researchermarked and retrieved the text or data that needs to be researched, dividing sentences or words according to the data source category.

4. Further categorized data was processed into a description that corresponds to its category. The description means creating data in more detail in explaining it. In this case, the researcher categorizes the research in the content analysis of a data.

5. From the description, the researcher analyzed and interpreted the data finding. In this case, the researcher analyzed the genitive case in students' writing document of the seventh grade of MTS Darussalam Seputih Banyak.

6. Making interpretation or meaning of data. This Step suggests that what the data gets. Therefore, so that the data can be obtained easily, then the

researcher interpreted and gave a description of the meaning or category of the word after all the procedures are done. This phase also makes writer should see the validity of the research.[55]
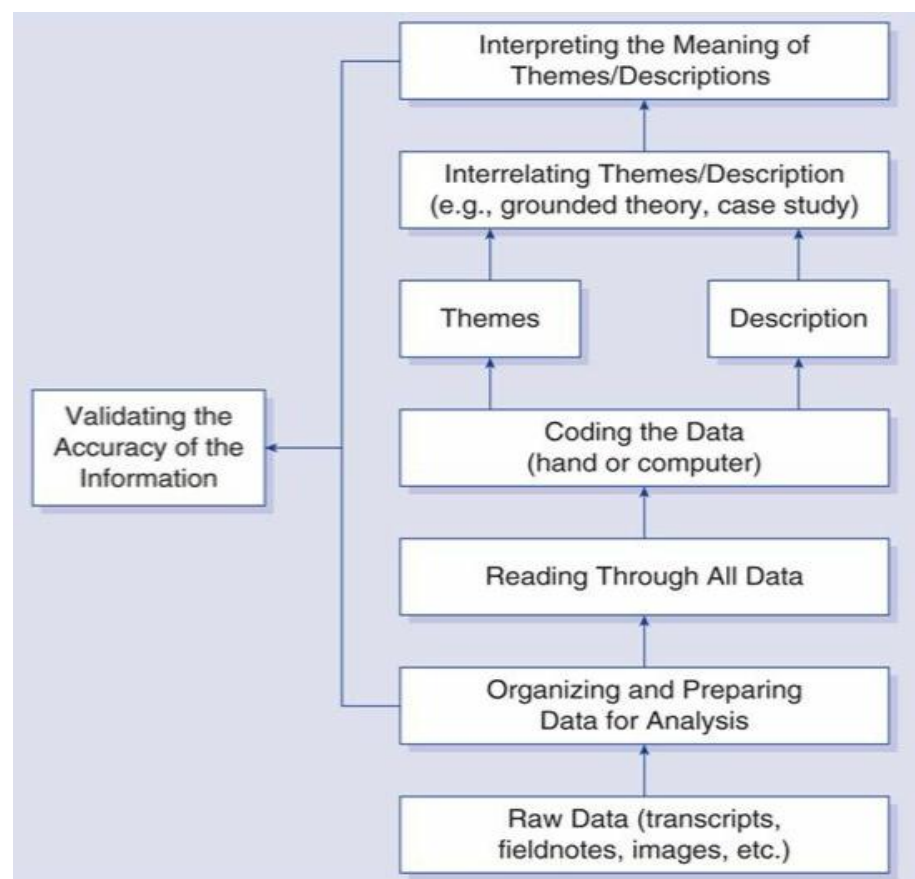
Figure. II. Step to Conduct Approach; John W.Creswell Model[56]

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[55] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed (Thousand Oaks: SAGE Publications, 2014), 186.

[56] *Ibid*, 185.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. **Result of the Research**

1. **Description of the Research Setting**

   a. **Profil of MTS Darussalam Seputih Banyak**

   Based on the result of documentation of MTs Darussalam, it is investigated that the establishment of MTs Darussalam Seputih Banyak was caused by public concern for madrassa education that is increasingly important. Therefore, several seputih banyak public figures, one of them is Syaifuddin Hasan (Alm), founded Madrasah Tsanawiyah Darussalam in 1986.

   The establishment of MTs Darussalam Seputih Banyak is not separated from the support of the community Seputih Banyak in general, especially the support of community figures such as Mr. Dulhadi (Alm) and Mr. Sa'id. In addition, Mr. Syaifuddin Hs, had an important role in the establishment of madrasah. In addition, the establishment of MTs Darussalam Seputih Banyak also inspired the establishment of MA Darussalam Seputih Banyak which was established 1 year after MTs Darussalam.

   MTS Darussalam Seputih Banyak was established in 1986, with a land area of 5.500 m^2 and a building area a 500 m^2. MTS Darussalam Seputih Banyak began operating around 1986, addressed Monas Kembar streed No 15-16, Tanjung Harapan Village, Seputih

Banyak Subdistrict, Center Lampung. The ontact person: is (0725) 7623308, NSS/NSM: 312180216184/10802296 and accredited.

Following up on the global development that increased rapidly and greater challenges for a future Muslim generations and people's desire to choose the quality Madrasah that was recognized regionally, nationally and even international, for the MTS Darussalam Seputih Banyak was expected be ready to realize the graduates who were responsive and able to tackle challenges in global competition. One effort that was expected to achieve those all above was by projecting themselves to change the vision and mission that would be developed into a national standard of Madrasah. MTS Darussalam Seputih Banyak has Vission and Mission.

The Vision is "Being a religious school and cultured environment"

The mission are:

1) Achieving the Development of Education Unit Level Curriculum (SBC) which is proactive and adaptive.

2) Realizing innovative, innovative, creative, efficient and enjoyable learning (PAIKEM).

3) Achieving guidance on students in achieving the competency standards of graduates.

4) Achieving self-development according to interests and talents.

5) Realizing the professionalism of educators and education personnel.

6) Achieve the availability of educational facilities and infrastructure.

7) Realizing the development of instructional media.

8) Realizing the development of school administration system.

9) Realizing networking with school committee, business world and other institutions.

10) Realizing the mastery of information and communication technology.

11) Achieving comprehensive assessment system validation strategy.

12) Realizing of human resources with noble character.

13) Realizing a healthy, clean, beautiful, safe and comfortable school environment.

b. **The building condition and school facilities in MTS Darussalam Seputih Banyak**

1) Power Sources and Electronic Equipment

Table 3. Power Sources and Electronic Equipment

PLN : 10 KVA   Generator _____ KVA

No	Facilities	Total	Utilization		Conditions		
			Function	Not	Good	LD	HD
1	TL Lamp	21	21	-	21	-	-
2	Incandescent	-	-	-	-	-	-

3	Power Outlet	2	2	-	-	2	-
4	Electrical Installation	1	1	-	1	-	-
5	Television	3	2	1	2	-	1
6	Computer Practice	10	8	2	4	2	2
7	Tape Recorder	1	1	-	-	1	-
8	Internet Network	1	1	-	1	-	-

2) KBM Supporting Book

Table 4. KBM Supporting Book

No	Types of Supporting Books	Total	Utilization		Conditions		
			Function	Not	Good	LD	HD
1.	Indonesian Languge	1086	902	184	836	66	184
2.	Mathematics	1086	1014	72	918	96	72
3.	English Language	937	872	65	861	11	65
4.	Physics	148	97	51	39	41	68
5.	Biology	180	150	30	132	30	18
6.	History	-	-	-	-	-	-
7.	Economic	-	-	-	-	-	-
8.	Geography	148	70	78	44	52	52
9.	Computer	-	-	-	-	-	-
10.	Lampung language	-	-	-	-	-	-
11.	Sports	-	-	-	-	-	-
12.	Akidah Akhlak	35	-	-	-	-	-
13.	Arabic	39	-	-	-	-	-
14.	Qur'an Hadist	46	-	-	-	-	-

15.	Fiqih	45	-	-	-	-	-

3) Office Machine Tools

Table 5. Office Machine Tools

No	Types of tools	Total	Utilization		Conditions		
			Function	Not	Good	LD	HD
1.	Computer	2	1	1	-	2	-
2.	Typewriter	2	2	-	1	1	-
3.	Filing Cabinet	2	2	-	-	1	1
4.	Tape Recorder	1	-	-	1	-	-

c. **The quantity of students at MTS Darussalam Seputih Banyak**

The quantities of the students at MTS Darussalam Seputih Banyak
can be identified as follows:

Table 6. Students Quantity of MTS Darussalam Seputih Banyak

in the Academic Year of 2020/2021

CLASS	THE NUMBER OF STUDENTS		
	2018/2019	2019/2020	2020/2021
VII	34	16	29
VIII	66	34	16
IX	76	66	34
Total	176	116	79

d. The organization structure of MTS Darussalam Seputih Banyak
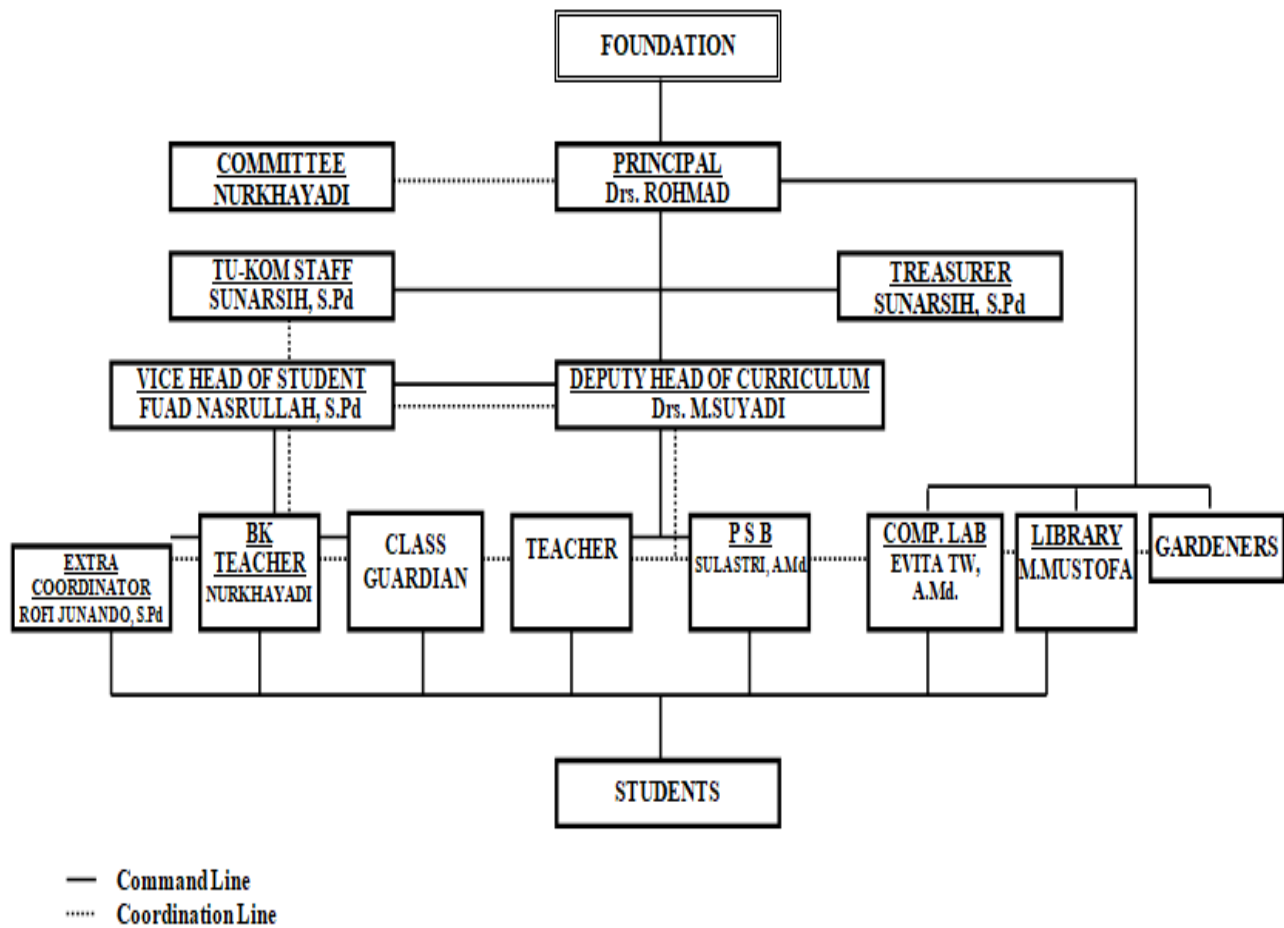
Figure 3. The organization structure of MTS Darussalam Seputih Banyak

e.   **Location sketch of MTS Darussalam Seputih Banyak**
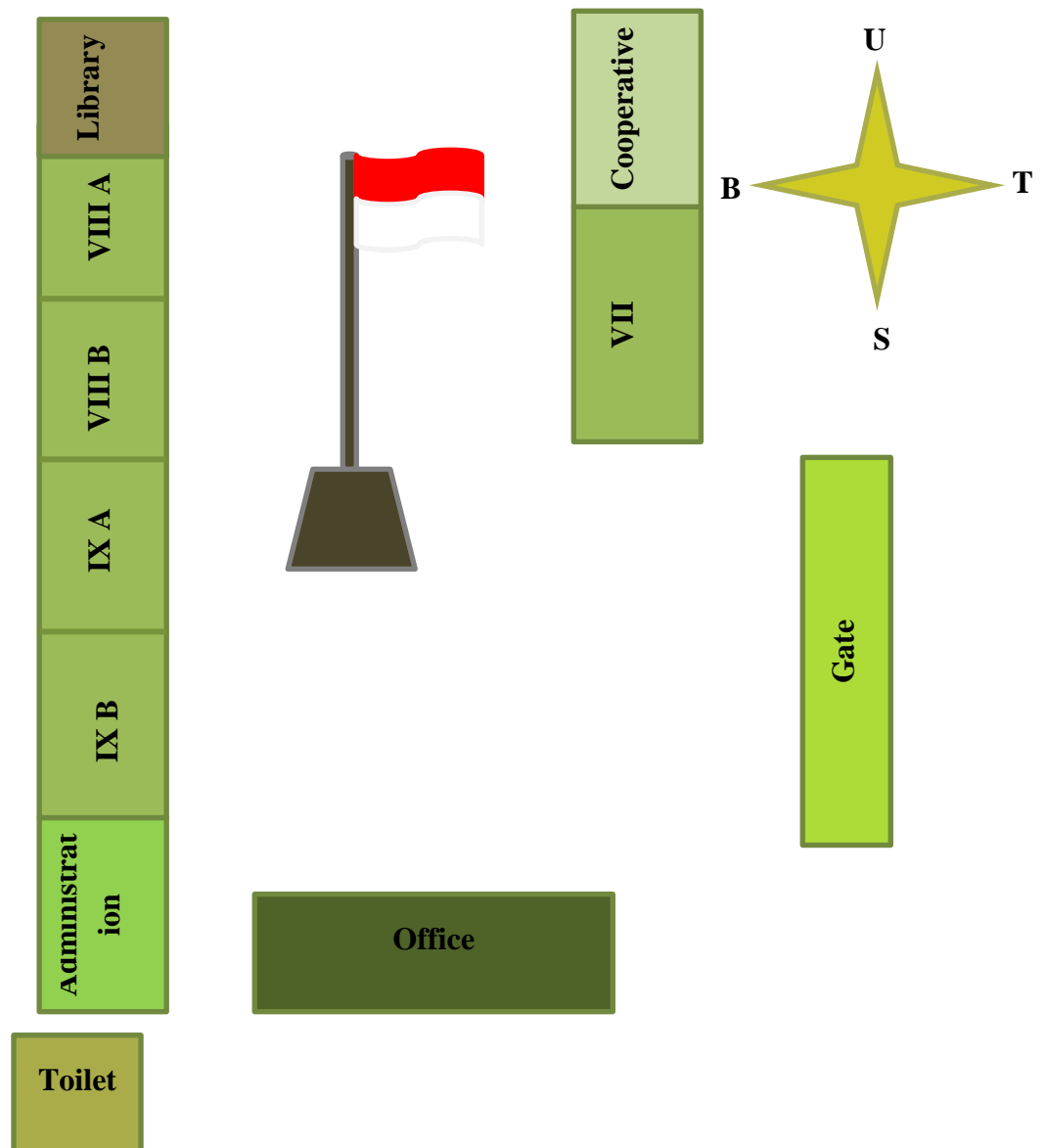
Figure 4. Location sketch of MTS Darussalam Seputih Banyak

2.   **Description of Research Result**

In conducting this research, the researcher investigated the phenomenon of genitive case in students' writing during the pandemic

period on the date September, 23rd 2020. The regulation of MTS Darussalam Seputih Banyak did not allow the face-to-face contact in school. Therefore, the researcher conducted the online research. At the first step, the researcher asked for the school permission, especially English teacher who gave the permit by allowing the online research through WhatsApp application. The researcher was added in to group WhatsApp of the seventh grade in the English subject. The topic of English learning at that time was writing the script of dialog in the theme of identity introduction as the part of family members. Furhtermore, the researcher was allowed to download the students' writing documents that were sent through the group WhatsApp of the seventh grade because the researcher was involved to be one of the members of the group. After downloading the students' writing document, the researcher analyzed the data.

In addition, the researcher conducted interview with the English teacher through online chat room of WhatsApp to investigate the use of genitive case in writing skill by the seventh graders at MTS Darussalam Seputih Banyak. Furthermore, the researcher conducted interview with the students through online chat room of WhatsApp to analyze the dominant form of genitive case used in writing skill by the seventh graders at MTS Darussalam Seputih Banyak and to investigate the use of genitive case in writing skill by the seventh graders at MTS Darussalam Seputih Banyak.

Description of Research Result refers to the research question including of *What is the dominant form of genitive case used in writing skill by the seventh graders at MTS Darussalam Seputih Banyak; How are the use of genitive case in writing skill by the seventh graders at MTS Darussalam Seputih Banyak*. In this case the researcher focused only on three genitive case, including apostrophe (') and s, preposition of, and possessive pronoun.

a. The dominant form of genitive case used in writing skill by the seventh graders at MTS Darussalam Seputih Banyak

The first description of research result is about the dominant form of genitive case used in writing skill by the seventh graders at MTS Darussalam Seputih Banyak. In collecting the data needed in investigating the first research question, the researcher used the technique of observation and interview that represented in the following table:

Table 7. The Data analysis based on the Observation Sheet

No	Data	Type of Genitive Case						Total
		Apostrophe (') + s		Preposition of		Possessive pronoun		
		Freq	Perc	Freq	Perc	Freq	Perc	
1	KA	-	-	-	-	4	100%	4
2	SSF	-	-	1	14,3 %	6	85,7%	7

3	NMR	-	-	-	-	4	100%	4
4	DS	-	-	-	-	2	100%	2
5	DPA	-	-	-	-	6	100%	6
6	FJS	-	-	-	-	3	100%	3
7	SRN	-	-	-	-	5	100%	5
8	TH	1	20%	-	-	4	80%	5
9	SAN	-	-	1	25%	3	75%	4
10	MNY	-	-	-	-	5	100%	5
11	NSF	-	-	-	-	4	100%	4
12	UAA	-	-	-	-	5	100%	5
13	MN	-	-	-	-	7	100%	7
14	MMS	2	40%	1	20%	2	40%	5
15	MF	1	25%	-	-	3	75%	4
Total		4	5,71 %	3	4,29 %	63	90%	70

1) The Data Analysis Based on the Observation Sheet

The data result of observation sheet related with the dominant form of genitive case used in writing skill by the seventh graders at MTS Darussalam Seputih Banyak is provided in Appendix 7. Based on the results of students' writing documents that written by fifteen students found 70 genitive case.

a) The genitive suffix in the form of an *apostrophe (')* and *s*

Based on observation result toward fifteen students' writing document, it was found that there were four use of genitive case in the form out of *apostrophe (')* and *s*. Meanwhile, the total of genitive case found in the document is 70. In the other words, there are 5,71% use of genitive case in the form of *apostrophe (')* and *s*. The use of genitive case in this form is found in TH data in the sentence "*My sister s name* is Sari", in MMS data in the sentences "*My young sister's name* is Nadya" and "*My old sister's name* is Lulu", and in MF data in the sentence "*My sisters name* is Nina". From these three sentences, it was known that the use of genitive case in the form of *apostrophe (')* and *s* in TH data is error. In the sentence "*My sisters name* is Sari", there should be an *apostrophe (')* between the word *sister* and *s* to indicate that the genitive case in the ***sister*** word in question is singular. This indicates that the use of genitive case in the form of *apostrophe (')* and *s* is very rarely used by seventh graders of MTS Darussalam Seputih Banyak.

b) The genitive case in the form of the relation between two nouns that are separated by preposition *of*

Based on the observations in students' writing document, there was only three genitive case found in this

type of the relation between two nouns that are separated by preposition *of.* In the other words there are 4,29% use of genitive case in the form of preposition *of.* The use of genitive case in this form is found in the SAN data in the sentence "I am *Student of* MTS Darussalam Seputih Banyak", in SSF data in the sentence "What is *name or your brother?*" in this SSF sentence there is an error using the preposition of. It should in that sentence use the preposition *of* to gain the meaning of ownership. While in the sentence instead use or., and in MMS data in the sentence "What is *the name of* your sister?". The use of preposition *of* is used to strengthen the possessive effect. This indicates that the use of genitive case in the form of prepositions *of* belong to the lowest percentage used by the seventh graders of MTS Darussalam Seputih Banyak compared to the other two forms.

c) The genitive case in the form of *possessive pronoun*

Based on observation result toward 15 students' writing document, there were 63 genitive case in the form of *possessive pronoun.* In the other words, there is 90% use of genitive case in possessive pronouns. The use of genitive case in this form is found in all students' writing document

data. The use of *possessive pronoun* found in students'
writing documents are:

(1) In the KA data, it was found four uses *possessive
pronoun* such as, *My name*, *Your name*, *My name*, and
Your favourite food.

(2) In the data SSF, it was found seven uses *possessive
pronoun* in the form of, *My name*, *Your name*, *My
name*, *My brother*, *Her name*, and *My mom*.

(3) In NMR data, it was found four uses *possessive
pronoun* such as, *My name*, *Your name*, *Your favorite
food*, and *My favorite food*.

(4) In DS data, it was found two uses of *possessive
pronoun* such as, *My name*, and *You name*.

(5) In the data DPA, it was found also five uses *possessive
pronoun* such as, *My name*, *Your name*, *My family*, and
Their name.

(6) In the FJS data, it was found three uses *possessive
pronoun* such as, *My name*, *Your name*, and *My name*.

(7) In SRN data, it was found five uses *possessive pronoun*
in the form of, *My name*, *Your name*, *Your hobby*, *My
hobby*, and *My hobby*.

(8) In the TH data, it was found four uses *possessive pronoun* such as, *My name*, *Your name*, *My name*, and *My name*.

(9) In the SAN data, it was also found three uses *possessive pronoun* such as, *My name*, *Your name*, and *My name*.

(10) In the MNY data, it was found five uses *possessive pronoun* in the form of, *My name*, *Your name*, *My name*, *Your favourite colour*, and *My favourite colour*.

(11) In NSF data, it was found four uses *possessive pronoun* name, *My name*, *Your name*, *My name*, and *His name*.

(12) In the UAA data, it was found five uses *possessive pronoun* in the form of, *My name*, *Your name*, *My name*, *Your favourite colour*, and *My favourite colour*.

(13) In the MN data, it was also found six *possessive pronoun* in the form of, *My name*, *Your name*, *My name*, *Your family*, *My father*, *My mother,* and *My brother*.

(14) In MMS data, there are two *possessive pronoun* such as, *My name*, and *Your name*.

(15) In the MF data, it was also found three *possessive pronoun* such as, *My name*, *Your name*, and *My name*.

This means that genitive case in *possessive pronoun* form become the form that most often appears in the writings of the seventh graders MTS Darussalam Seputih Banyak.

2) The data analysis based on the interview with the students

To find out the dominant form of genitive case used in writing skill by the seventh graders at MTS Darussalam Seputih Banyak, the researchers also conducted interviews with students. By giving four main questions;

a) *When you want to show ownership, then what do you use to show ownership?*

There are nine of fifteen students replied that they were to demonstrate their ownership usually using possessive pronoun. In other words, as many as 60% of students use possessive pronoun to show ownership. This is because possessive pronoun is more often taught by teachers compared to another form of genitive case.

b) *Do you know another form of how to show ownership?*

There are six of fifteen students know another form of how to show ownership. This means that 40% of students know another form of how to show ownership. Based on the results of the interview can be known that, they only know the other form of how to show ownership. They consider

that other forms are difficult and they do not yet understand. In addition, nine of fifteen students do not yet know another form of how to demonstrate ownership. This means, 60% of students do not yet know another form of how to show ownership.

c) *Do you know about the other forms of genitive cases except possessive pronoun?*

There are three of fifteen students know of the other forms of genitive cases except possessive pronoun. This shows that, 20% of students know another form of genitive case other than possessive pronoun. Meanwhile, twelve out of fifteen students do not yet know another form of genitive case except possessive pronoun. This means that, 80% of students do not yet know another form of genitive case except possessive pronoun.

d) *From the three forms of genitive case, which one do you use the most?*

There are nine of fifteen students replied that they dominant used a genitive case in the possessive pronoun form. This means that, 60% of students are more dominant using genitive case possessive pronoun form.

The results of the interview corroborate the observation results that show that the genitive case that is often used by

students is possessive pronoun. From the results of the interview can also be known that the reason that causes students to be more dominant using genitive cases in possessive pronoun form is because possessive pronoun is more often studied. In addition, most students do not yet know another way to show ownership.

b. The use of genitive case in writing skill by the seventh graders at MTS Darussalam Seputih Banyak

To find out the use of genitive case in writing skill by the seventh graders at MTS Darussalam Seputih Banyak, the researcher used the instrument of observation and interview with students and English teacher. Based on the result of observation and interview, the researcher analyzed the use of genitive case in writing skill by the seventh graders at MTS Darussalam Seputih Banyak, including the following:

1) The Data Analysis Based on Observation

Based on the observation of the use of genitive case in students' writing document by the seventh graders of MTS Darussalam Seputih Banyak, the researchers categorized it into two categories:

a) The appropriate use of genitive case

The appropriate use of the genitive case in the students' writing is described in the following data according to the form of each genitive case, as follow:

(1) The appropriate use of *apostrophe (')* and *s*

      The appropriate use of the genitive case in the form *apostrophe (')* and *s* is found in the following data:

(a) MMS

    Appropriate use of the genitive case in the form *apostrophe (')* and *s* in MMS data, such as:

    ((1))   "*My young sister's name* is Nadya"

    ((2))   "*My old sister's name* is Lulu"

(b) MF

    Appropriate use of the genitive case in the form *apostrophe (')* and *s* in MF data, such as:

    ((1))   "*My sister's name* is Nina"

    The use of the genitive case found in some of the above data is appropriate, since the use of apostrophe (') and s is used appropriately in accordance with the rules. To show ownership then the apostrophe (') and s must follow the referenced word.

(2) The appropriate use of preposition *of*

      The appropriate use of the genitive case in the form preposition *of* is found in the following data:

(a) SAN

    The appropriate use of the genitive case in the form preposition *of* in SAN data, such as:

((1)) "I am *Student of* MTS Darussalam Seputih Banyak"

(b) MMS

The appropriate use of the genitive case in the form preposition *of* in MMS data, such as:

((1)) "What is *the name of* your sister?"

The use of a genitive case in the form of *preposition of* which is found in some of the data above is appropriate. Because, to show the noun that is initially part of the noun at the end it takes a *preposition of* between the two nouns, and also to make ownership of the sentence.

(3) The appropriate use of *possessive pronoun*

The appropriate use of the genitive case in the form *possessive pronoun* is found in the following data:

(a) KA

The appropriate use of the genitive case in the form *possessive pronoun* in KA data, such as:

((1)) *My name* is Kesya Afinata.

((2)) What is *your name?*

((3)) *My name* is Safira Rizki Nabila

((4)) *Your favourite food* is noodle.

(b) SSF

The appropriate use of the genitive case in the form

possessive pronoun in SSF data, such as:

((1)) *My name* is Shasi.

((2)) What is *your name*?

((3)) *My name* is Mesa.

((4)) This is *my brother.*

((5)) *My mom* call me.

(c) NMR

The appropriate use of the genitive case in the form

possessive pronoun in NMR data, such as:

((1)) *My name is* Nuzil Maulana Rahman.

((2)) What is *your name*?

((3)) *Your favorite food* is baso.

((4)) *My favorite food* is pem-mpek

(d) DS

The appropriate use of the genitive case in the form

possessive pronoun in DS data, such as:

((1)) *My name* is Iva.

(e) DPA

The appropriate use of the genitive case in the form

possessive pronoun in DPA data, such as:

((1)) *My name* is Dea.

((2)) What is *your name*

((3)) *My name* is Syifa.

((4)) I am the first daughter in *My family.*

((5)) *Their name* are Dwi and Wulan.

(f) FJS

The appropriate use of the genitive case in the form

possessive pronoun in FJS data, such as:

((1)) *My name is* Febriyanta Jaya Saputra.

((2)) What is *your name?*

((3)) *My name* is Nuzil Maulana Rahman.

(g) SRN

The appropriate use of the genitive case in the form

possessive pronoun in SRN data, such as:

((1)) *My name* is Safira Rizki Nabila.

((2)) What is *your name?*

((3)) What is *your hobby?*

((4)) *My hobby* is swimming.

((5)) *My hobby* is reading.

(h) TH

The appropriate use of the genitive case in the form

possessive pronoun in TH data, such as:

((1)) *My name* is Teti.

((2)) What is *your name?*

((3)) *My name* is Tiara.

((4)) *My name* is Teti.

((5)) *My name is Tiara*

(i) SAN

The appropriate use of the genitive case in the form

possessive pronoun in SAN data, such as:

((1)) *My name* is Shifa.

((2)) What is *your name?*

((3)) *My name* is Dea.

(j) MNY

The appropriate use of the genitive case in the form

possessive pronoun in MNY data, such as:

((1)) *My name* is Yahya.

((2)) What is *our name?*

((3)) *My name* is Tirta.

((4)) What is *your favourite colour?*

((5)) *My favourite colour* is white.

(k) NSF

The appropriate use of the genitive case in the form

possessive pronoun in NSF data, such as:

((1)) *My name* is Shafa.

((2)) What is *your name?*

((3)) *My name* is Ulin.

(l) UAA

The appropriate use of the genitive case in the form

possessive pronoun in UAA data, such as:

((1)) *My name* is Ulin.

((2)) What is *your name?*

((3)) *My name* is Safa.

((4)) What is *your favourite colour?*

((5)) *My favourite colour* is Merah.

(m) MN

The appropriate use of the genitive case in the form

possessive pronoun in MN data, such as:

((1)) *My name* is Tiara.

((2)) What is *your name?*

((3)) *My name* is Teti.

((4)) How many member in *your family?*

((5)) *My father*

((6)) *My mother*

((7)) *My brother*

(n) MMS

The appropriate use of the genitive case in the form

possessive pronoun in MMS data, such as:

((1)) *My name* is Muhamad Makruf Saputra.

(o) MF

The appropriate use of the genitive case in the form *possessive pronoun* in MF data, such as:

((1)) *My name* is Muhammad Fadil.

((2)) What is *your name?*

((3)) *My name* is Muhammad Makruf Saputra.

The use of genitive case in the form of *possessive pronoun* in the sentences above is appropriate. Because, the laying of *possessive pronoun* is before the noun directly which serves as a pre-modifier to clarify who the noun belongs to.

b) The inappropriate use of genitive case

The inappropriate use of the genitive case in the students' writing is described in the following data according to the form of each genitive case:

(1) The inappropriate use of *apostrophe (')* and *s*

The inappropriate use of *apostrophe (')* and *s* are found in the following data:

(a) TH

The inappropriate use of genitive case type *apostrophe (')* and *s* in TH data, such as:

((1)) *My sister s name* is Sari

In the above sentence, there is an error in the use of genitive case form *apostrophe (')* and *s*. The use of genitive case in that sentence is supposed to be able to show ownership that the sister's name is Sari. The way to show the possession should be followed by *apostrophe (')* and *s*. Therefore, the appropriate use of genitive case in that sentence is "*My sister's name* is Sari".

(2) The inappropriate use of preposition *of*

The inappropriate use of genitive case in the form of preposition *of* is found in one data from fifteen existing data, here are the data:

(a) SSF

The inappropriate use of genitive case in the form of preposition *of* in SSF data, such as:

((1)) What is *name or your brother*?

(3) The inappropriate use of *possessive pronoun*

The inappropriate use of genitive case in the form of *possessive pronoun* are found in three data from fifteen existing data, here are the data:

(a) SSF

The inappropriate use of genitive case in the form of *possessive pronoun* in SSF data, such as:

((1)) *Her name* is Alvin.

The use of genitive case in the form of *possessive pronoun* in that sentence is inappropriate. The use of genitive case in that sentence is supposed to show ownership. The word "*Her*" in the sentence should be replaced with the word "*His*". The reason is because the word refers to man.

(b) DS

The inappropriate use of genitive case in the form *possessive pronoun* in DS data, such as:

((1)) What is *you name*?

The use of genitive case in the form *possessive pronoun* in the interrogative sentence is error. The word *You* in the sentence should be *Your*, in order to underline the meaningful possession. Therefore, the appropriate use of genitive case in the interrogative sentence is "What is *your name*?"

(c) NSF

The inappropriate use of genitive case in the form of *possessive pronoun* in NSF data, such as:

((1)) *His name* is Shinta.

The use of genitive case in the form *possessive pronoun* in that sentence is inappropriate. The use of genitive case in that sentence is supposed to show ownership. The use of *his* in that sentence is inappropriate because *his* is a possessive pronoun to show the possession of the man; meanwhile, Shinta is a name that refers to a woman. Therefore, the word *his* in the sentence should be replaced by the word *her* to refer the possession of woman.

2) The Data Analysis Based on interview

The interview was conducted by asking the questions to the students and the teacher.

a) The analysis result of interview with the students

To find out the use of genitive case in writing skill by the seventh graders at MTS Darussalam Seputih Banyak, the researchers also conducted interviews with students. In this case, the researchers asked four main questions, there are:

(1) F*rom the three forms of genitive cases, which one do you find difficult?*

There are eight of fifteen students consider that the difficult type of genitive case is a preposition of and

apostrophe (') and s. This means that 53% of students consider that the difficult type of genitive case is the preposition of and apostrophe (') and s. Based on the data of the interview results, what caused them difficulty to use both forms of genitive case was because they were confused in understanding the use of both forms of genitive case. In addition, the main factor is because both forms of genitive case are rarely taught by teacher.

(2) *What do you think about the use of genitive case in the form of apostrop (') and s?*

    There are eight of fifteen students argue that they have difficulty in using genitive case forms of apostrophe (') and s. It can be said that 53% of students have difficulty in using genitive cases in the form of apostrophe (') and s. Based on the interview results, they had difficulty determining the placement of apostrophe (') and s. Then those difficulties is because the genitive case in the form of the apostrophe (') and s rarely taught by teachers in school.

(3) *What do you think about the use of genitive case in the form of preposition of?*

There are eight of fifteen students replied that they were struggling and did not yet understand about the use of genitive case in the form of preposition of. This means that 53% of students are difficult and do not yet understand about the use of genitive case in the form of preposition of.

(4) *What do you think about the use of genitive case in the form of possessive pronoun?*

There are eight of fifteen students replied that they thought the use of genitive cases in the form of possessive pronoun was not too difficult. This means that, 53% of students replied that they thought the use of genitive case in the form of possessive pronoun was not too difficult. Based on the interview data, the use of genitive case in the form of possessive pronoun is quite easy to understand, and its use is clear, and not too difficult although also sometimes they still have a little difficulty. In addition, genitive case in the form of possessive pronoun are more often taught compared to the other forms of genitive case. So, they are more adept at using genitive case in the form of possessive pronoun.

b) The analysis result of interview with the teacher

Based on the interview with English teacher, the researcher analyzed the use of genitive case in students' writing skill of the seventh graders of MTS Darussalam Seputih Banyak:

(1) The ability of students used genitive case in writing

Based on the results of interview with the seventh grade English teacher at MTS Darussalam Seputih Banyak, it was known that the ability of students to use genitive case in writing in general is sufficient. It is because the students show their ability to use all three forms of genitive case well. However, there are still some students who show an inability to use the genitive case.

(2) The difficulty in using genitive case

Based on the results of interview, it was found that students had difficulty in using genitive case, especially in distinguishing *possessive pronoun* referring to the right gender; for example, when showing ownership for the woman, the students tend to inappropriate *possessive pronoun* use for men. Another difficulty is the difficulty in the placement of *apostrophe (')* and *s*.

A small number of students got error in the placement of *apostrophe (')* and *s* to show ownership.

(3) The form of the students to apply genitive case in good quality

Based on the results of interview, it was found that most of students used genitive case in *possessive pronoun* form. Few of students used the genitive case in the form of *apostrophe (')* and *s.* Meanwhile, the students seldom used the preposition *of* in showing ownership. This is because the dominant material of possession contained in the junior syllabus is *possessive pronoun* material.

(4) The cause of students' difficulty in using genitive case

Based on the results of interview it is stated that the cause of students in having difficulty in the genitive case is because of their low of understanding in using *possessive pronoun* according to their gender. This is due to a low of understanding of grammar. Meanwhile, the form of *apostrophe (')* and *s*, and preposition *of* is seldom taught in the learning process.

(5) The enthusiastic of the students when teacher give English material especially about genitive case

Based on interview data students are very enthusiastic to take lessons that contain a genitive case, because the learning process is associated with daily life. For example, the teacher associates it with the description of family members and themselves.

B. Discussion

In the discussion of the results of this research, the researcher refers to the several theories that serve as the basis for the creation of data collection technique, which in the end the results of the research include of, as follow:

1. **The dominant form of genitive case used in writing skill by the seventh graders at MTS Darussalam Seputih Banyak**

   The research result of dominant form of genitive case used in writing skill by the seventh graders at MTS Darussalam Seputih Banyak was analyzed by interviewing the students and by observing the students' writing document that had been submitted to teachers. This is based on theories about the forms of genitive case:

   a. The genitive suffix is marked off in writing by an apostrophe and s.[57]

   b. The genitive case includes of the relation between two nouns that are separated by preposition of.[58]

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[57] Douglas Biber et al., *Longman Grammar of Spoken and Written English* (China: Pearson Education Limited, 2007), 292.

[58] Sidney Greenbaum, *The Oxford English Grammar* (London: Oxford University Press, 1996), 549.

c.   The genitive case also includes of possessive pronouns.[59]

Furthermore, based on observation in students' writing document, data related to the dominant form of genitive case used in writing skill by the seventh graders at MTS Darussalam is as follows:

a.   It was found that there were four use of genitive case in the form out of *apostrophe (')* and *s*. Meanwhile, the total of genitive case found in the document is 70. In the other words, there are 5,71% use of genitive case in the form of *apostrophe (')* and *s*.

b.   There was only three genitive case found in this type of the relation between two nouns that are separated by preposition *of.* Meanwhile, the total of genitive case found in the document is 70. In the other words, there are 4,3 % use of genitive case in the form of preposition *of.*

c.   Based on observation result toward 15 students' writing document, there were 63 genitive cases in the form of *possessive pronoun.* Meanwhile, the total of genitive case found in the document is 70. In the other words, there is 90% use of genitive case in possessive pronouns.

In addition, the results of the interview data analysis related to the dominant form of genitive case used in writing skill by the seventh graders at MTS Darussalam Seputih Banyak including:

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[59] *Ibid*, 550.

a. There are 60% of students using possessive pronoun to show ownership. This is because the material about possessive pronoun is more often taught by teachers, making it easier for students to understand it.

Therefore, based on the discussion above, it can be concluded that the most dominant form of genitive case used by the students in writing is possessive pronoun. That is because possessive pronoun is often taught intensively by the teacher in the learning process. Therefore, the students understood and used possessive pronoun easily and intensively to show ownership. Meanwhile, the rarely used types of genitive case are apostrophe (') and s, and preposition *of*. This form is rarely used because both forms of genitive case were rarely taught by the teacher so the students did not yet understand both forms of genitive case. In addition, the ways to overcome the rare use of genitive cases in the form of apostrophe (') and s, and the preposition *of* are by providing varieties example of genitive case especially in the form of apostrophe (') and s, and preposition *of* and by training the students to use genitive cases in the practice writing.

2. **The use of genitive case in writing skill by the seventh graders at MTS Darussalam Seputih Banyak.**

The use of genitive case in writing skill by the seventh graders at MTS Darussalam Seputih Banyak is analyzed using instruments in the form of observation. In the exposure, to find out the use of genitive case

in writing skill by the seventh graders at MTS Darussalam Seputih Banyak, the researcher analyzed by interview with English teacher and observed the students' writing document that had been submitted to teachers. This is based on theories about the use of genitive case, as follow:[60]

a. The principle of use *apostrophe (')* and *s*.

b. The principle of use *preposition of*.

c. The principle of *possessive pronoun*.

Based on the observation result, the use of genitive case in students' writing document by the seventh graders of MTS Darussalam Seputih Banyak, include:

a. The principle of use *apostrophe (')* and *s*.

Based on the observation of the use of genitive case in students' writing document by the seventh graders of MTS Darussalam Seputih Banyak, it can be known that the total use of genitive case in the form of *apostrophe (')* and *s* is four. While, the total use of genitive case is 70. From the four genitive case in the form of *apostrophe (')* and *s*, there were three appropriate uses and one inappropriate use. In other words, the appropriate use of genitive case in the form of *apostrophe (')* and *s* is 75%, while, the inappropriate use of genitive cases in the form of *apostrophe (')* and *s* is 25%.

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[60] *Ibid*, 84–110, 112–13, 549–50.

b. The principle of use *preposition of*.

Based on the observation of the use of genitive cases in students' writing document by the seventh graders of MTS Darussalam Seputih Banyak, it can be known that the total use of genitive case in the form of preposition *of* is three. While, the total use of genitive case is 70. From the three genitive case in the form of prepositions *of*, there were two appropriate uses and one inappropriate use. In other words, the appropriate use of a genitive case in the form of preposition *of* is 66.7%, while, the inappropriate use of a genitive case in the form of preposition *of* is 33.3%.

c. The principle of *possessive pronoun*.

Based on the observation of the use of genitive case in students' writing document by the seventh graders of MTS Darussalam Seputih Banyak, it can be known that the total use of genitive case in the form of *possessive pronoun* is sixty-four. While the total use of genitive case is 70. From the sixty-four genitive case in the form of *possessive pronoun*, there were sixty-one appropriate uses and three inappropriate uses. In other words, the appropriate use of genitive case in the form of *possessive pronoun* is 95.3%, while the inappropriate use of genitive cases in the form of *possessive pronoun* is 4.7%.

Furthermore, the results of the interview data analysis related to the use of genitive case in students' writing document by the seventh graders of MTS Darussalam Seputih Banyak , including:

a. There are 53% of students have difficulty in using genitive case in the form of apostrophe (') and s.

b. There are 53% of students are difficult and do not yet understand about the use of genitive case in the form of preposition of.

c. There are 53% of students answered that they think the use of genitive case in the form of possessive pronoun is not too difficult.

In addition, the most appropriate use of genitive cases in the writing of seventh graders is a form of possessive pronouns (87.1%). Moreover, it is followed by the use of genitive cases in the form of apostrophe (') and s (4,3%). In addition, the use of corresponding genitive cases was lowest in the form of preposition of (2.9%).

Therefore, it is concluded that the use of genitive cases in students' writing is dominant classified appropriate especially in the form of possessive pronoun. This is because the dominant material of possession contained in the junior syllabus is possessive pronoun material. Based on the results of interview, it is stated that the cause of students in having difficulty in the genitive case is because of their low of understanding in using possessive pronoun according to their gender. This is due to a low of understanding of grammar. Meanwhile, the form of apostrophe (') and

s, and preposition of is seldom taught in the learning process. Based on the data got from interview, to habituate the students in using genitive case in writing, the teacher relates the genitive case theory with daily life in the learning process. For example, the teacher associates the theory of genitive case with the description of family members.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

In this chapter, the researcher briefly illustrates the conclusion of the research that provides the results of the research. The first is the dominant form of genitive case used in writing skill by the seventh graders at MTS Darussalam Seputih Banyak is *possessive pronoun* with the percentage: 90% of genitive case used on students' writing is possessive pronoun.. That is because the material about possessive pronoun is more often taught by teachers, making it easier for students to understand it.

In addition, the second result of the research is about the use of genitive case in writing skill by the seventh graders at MTS Darussalam Seputih Banyak. The use of genitive case in the seventh graders of MTS Darussalam Seputih Banyak, is dominant classified appropriate. Although, there are some students who still have difficulty in using genitive case. The most appropriate use of the genitive case in the writing of seventh graders is *possessive pronoun* form (87.1%). Moreover, it is followed by the use of genitive case in the form of *apostrophe (')* and *s* (4,3%). In addition, the lowest appropriate use of genitive case is the form of *preposition of* (2.9%).

B. Suggestions

The researcher provides some suggestion for the writer, the students, the teacher and the headmaster, as follows: the first, it is suggested that the

students to understand the concept of genitive case. In addition, the students are advised to apply the concept of genitive case by not just focusing on a single type of genitive case so the writing result is not monotonous. The second, it is recommended that the English teachers to motivate students to focus more on the writing process and direct students to apply genitive case concepts to make students' writing more varied. The last, it is suggested that the headmaster to provide various English books including of grammar materials that encourage students and teachers to master English.

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APPENDICES

1. Blue Print of Observation Sheet

No.	Aspect	Sub Aspect	References
1.	The dominant form of genitive case used in writing skill	The genitive suffix is marked off in writing by an *apostrophe* and *s*.	Douglas Biber et al., *Longman Grammar of Spoken and Written English.* England: Perrson Education Limited,1999, p. 292.
		The genitive case includes of the relation between two nouns that are separated by preposition *of*.	Sidney Greenbaum, *The oxford English grammar.* Great Britain:TJ International ltd, 1996, p. 549-550.
		The genitive case also includes of *possessive pronouns*.	
2.	The use of genitive case in writing skill.	The principle of use *apostrophe* and *s*.	Sidney Greenbaum, *The oxford English grammar.* Great Britain:TJ International ltd, 1996, p. 549-550.
		The principle of use preposition *of*.	Sidney Greenbaum, *The oxford English grammar.* Great Britain:TJ International ltd, 1996, p. 112-113.
		The principle of *possessive pronoun*.	Sidney Greenbaum, *The oxford English grammar.* Great Britain:TJ International ltd, 1996, p. 84-110.

2. Blue print of Documentation Sheet

No.	Aspect
1.	Profil of MTS Darussalam Seputih Banyak
2.	The building condition and school facilities in MTS Darussalam Seputih Banyak
3.	The quantity of students at MTS Darussalam Seputih Banyak
4.	Organization structure of MTS Darussalam Seputih Banyak
5.	Location sketch
6.	Students' writing document

3. Blue Print of Interview Sheet

No.	Aspect	Sub Aspect	References
1.	The use of genitive case in writing skill.	The ability of students used genitive case in writing.	Sidney Greenbaum, *The oxford English grammar*. Great Britain:TJ International ltd, 1996, p. 84-110, 112-113, 549-550.
		The difficulty in using genitive case.	
		The Form of the students to apply genitive case in good quality.	
		The cause of students' difficulty in using genitive case.	

		The enthusiastic of the students when teacher give English material especially about genitive case.	

4. The Documentation of Research at the seventh graders of MTS Darussalam
Seputih Banyak

Shasi Saiya Faradiba

A. : Hi.. My Name is Shasi what is your Name?

B : My Name is Mega this is My brother?

A : what is Name of far brother?

B : Her Name is Alvin.

A : what About You?

B. : I Live on jalan merbau, what About You?

A : I Live on Jalan merapi.

B : Listen! My Mom Call Me, good bye A-
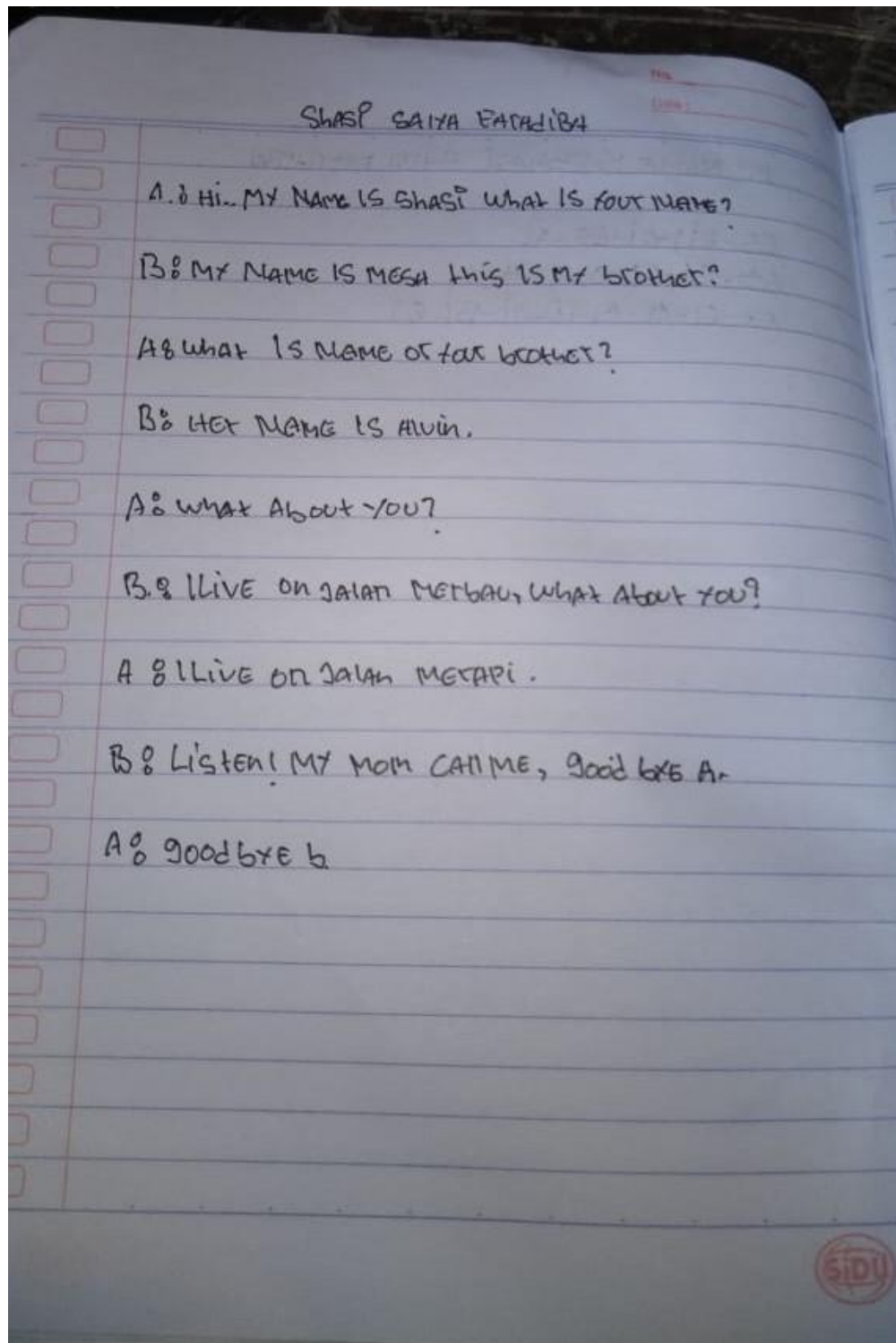
A : goodbye b

Nuzil mawana rahman

A my name is Nuzil mawana rahman what is your name?

B. I'm Rician what is your favourite food

A my favourite food is Baso. How about you?

B my favourite food is pem-mpeu.

A all Rician good bye!

b good bye!

A. Hi hello my name is teti what is your
name

B. my name is flara m the First daughter
From mi. arul

A. have you sister = adi
B. yes, I have my sister s nama is sari.

flara: hello my name teti
teti: my name is flara
Hara: good bye
teti = good bye

muhammad nur YAHYA

A: Hai. my name is YAHYA im 13 years old.
what is your name?

B: my name is Tirta what is your favourite colour

A: my favourite colour is white. Haw old are you?

B: Im 12 years old.

A: ok tirta Good bye!

B: Good bye!

NAMA: Ulin nuha ainun alif

A: Hallo. my name is ulin what is your name?

B: my name is Safa where de you come from?

A: I'm From sb y sribudaya what is your favourite colour?

B: my favourite colour is merah

A: nice to meet you

B: nice to meet you too

5. Sylabus

SILABUS PEMBELAJARAN

Mata Pelajaran : **Bahasa Inggris**

Kelas : **VII**

Alokasi Waktu : 4 jam pembelajaran/minggu

Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan pembelajaran
4.2 Menyusun teks interaksi	• Fungsi social Berkenalan, memperkenalkan diri	

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	sendiri/orang lain.
	• Struktur teks
	  o Memulai
	  o Menanggapi (diharapkan/di luar dugaan).
	• Unsur kebahasaan
	  o Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya.
	  o Verba: *be*, *have*, *go*, *work*, *live* (dalam *simple present tense*).
	  o Subjek Pronoun: *I, You, We, They, He, She, It.*
	  o Kata ganti possessive *my*, *your*, *his*, dsb.
	  o Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.
	• Topik
	Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu,	

	kakak, adik,yang dapat menumbuhkan perilaku yang termuat di KI.	

6. Interview Sheet
   a. The interview with the teacher to analysed the use of genitive case in students' writing skill.

   The question that are given to English teacher of the seventh graders of MTS Darussalam Seputih Banyak to analyze the use of genitive case in writing skill, as follow:

   1) Can the students use genitive case in writing skill?

   Answer: Most of them are able to use the genitive case well, especially in the positive case form, but there are also those who have difficulty using the genetic case.

   2) Do students have difficulty in using genitive case?

   Answer: They have a little difficulty in using the genitive case Especially with the use of a possessive pronoun, they have difficulty determining the gender that matches the ownership word in a sentence.

   3) In which form, students are able to apply genitive case with good quality?

   Answer: For MTS Darussalam students, they mostly use the possessive pronoun and for the Proposition Apostrof's Then

for the proportion of them, they rarely use it because the syllabus uses possessive pronouns.

4) What is the students' difficulty in using genitive case?

Answer: Their difficulty is if for a possessive pronoun they find it difficult to distinguish the ownership pronouns for each gender. And for appostrof's they are often upside down put.

5) Why do the students get difficulty in using genitive case?

Answer: Because they have difficulty using grammar.

6) How is enthusiastic of the students when teacher give English material especially about genitive case?

Answer: Students are very enthusiastic in participating in lessons, especially those containing genitive cases because the learning process is associated with everyday life and the environment, for example, descriptors Family members and yourself.

← 🔘 **Bu Orin Mts...**   📹 📞 ⋮

16 OKTOBER 2020

Assalamualaikum ibu
Mohon maaf malam-malam
menganggu waktunya   20.29 ✓✓

Walaikumsall   20.44

Walaikumsallam   20.44

Bu mohon maaf saya boleh minta
bantuan ya?   20.45 ✓✓

Iya gmna mb   20.57

Mohon bantuannya untuk
menjawab soal interview saya bu
20.06

Hanya 6 pertanyaan bu   21.07 ✓✓

Iya ok mb   21.11

😊 Ketik pesan   📎 📷   🎤

← 🔘 **Bu Orin Mts...**   📹 📞 ⋮

Baiknya malam ini atau besok ya
bu?   21.13 ✓✓

Soalnya text apa record mb   21.13

Bisa diketik via chat bu, karena
nanti yang jadi lampiran adalah
screenshoot wa bu   21.14 ✓✓

Skrng Aja mb, soalnya klo pagi
smpk sore saya ngajar privet
21.15

Baik bu   21.15 ✓✓

1. Can the students use genitive
case in writing skill?   21.16 ✓✓

Most of them are able to use the
genitive case well, especially in
the positive case form, but there
are also those who have difficulty
using the genetic case.   21.22

😊 Ketik pesan   📎 📷   🎤

🖼 Menyimpan tangkapan layar...

← 🔘 **Bu Orin Mts...**   📹 📞 ⋮

2. Do students have difficulty in
using genitive case?   21.25 ✓✓

They have a little difficulty in
using the genitive case Especially
with the use of a possessive
pronoun, they have difficulty
determining the gender that
matches the ownership word in a
sentence   21.29

3. In which form, students are
able to apply genitive case with
good
quality?   21.30 ✓✓

For MTS Darussalam students,
they mostly use the possessive
pronoun and for the Proposition
Apostrof's Then for the proportion
of them, they rarely use it
because the syllabus uses
possessive pronouns

😊 Ketik pesan   📎 📷   🎤

← 🔘 **Bu Orin Mts...**   📹 📞 ⋮

4. What is the students' difficulty
in using genitive case?   21.39 ✓✓

Their difficulty is if for a
possessive pronoun they find it
difficult to distinguish the
ownership pronouns for each
gender. And for appostrof's they
are often upside down put   22.13

5. Why do the students get
difficulty in using genitive case?
22.14 ✓✓

Because they have difficulty using
grammar   22.17

6. How is enthusiastic of the
students when teacher give
English material
especially about genitive case?
22.18

😊 Ketik pesan   📎 📷   🎤

b. The interview with the students to analysed the dominant form used of genitive case and the use of genitive case in students' writing skill.

A. INK

1. Ketika kalian ingin menunjukan kepemilikan, maka apakah yang kalian gunakan untuk menunjukan kepemilikan?

   Jawab: Aku sering y pakek kata ganti yang my kk

2. Apakah kalian mengetahui tipe lain dari cara untuk menunjukan kepemilikan?

   Jawab: Gk tau kk

3. Apakah kalian mengetahui tentang tipe genitive case yang selain possessive pronoun?

   Jawab: Belum kk

4. Dari ketiga bentuk genitive case tersebut, manakah yang paling sering kalian gunakan?

   Jawab: Aku sering gunain yang possessive pronoun kak

5. Dari sekian tipe genitive case, manakah yang kalian anggap sulit?

   Jawab: Yang pake of of gitu kak,aku gk tau

6. Bagaimana pendapat kalian tentang penggunaan genitive case bentuk apostrop (') dan s?

Jawab: Sedikit sulit kak,jadi jarang aku pake

7. Bagaimana pendapat kalian tentang penggunaan genitive case bentuk preposisi of?

Jawab: Aku belum bisa yang itu kak

8. Bagaimana pendapat kalian tentang penggunaan genitive case bentuk possessive pronoun?

Jawab: Cukup mudah untuk dipahami kak

B. SRN

1. Ketika kalian ingin menunjukan kepemilikan, maka apakah yang kalian gunakan untuk menunjukan kepemilikan?

Jawab: Aku pake kepemilikan kaya my kak

2. Apakah kalian mengetahui tipe lain dari cara untuk menunjukan kepemilikan?

Jawab: Tau tapi susah kak

3. Apakah kalian mengetahui tentang tipe genitive case yang selain possessive pronoun?

Jawab: Tau kak

4. Dari ketiga bentuk genitive case tersebut, manakah yang paling sering kalian gunakan?

Jawab: Aku seringnya pake yang posesif kak

5. Dari sekian tipe genitive case, manakah yang kalian anggap sulit?

Jawab: Kalo menurut aku, yang ada of nya itu terlalu ribet kak

6. Bagaimana pendapat kalian tentang penggunaan genitive case bentuk apostrop (') dan s?

Jawab: Agak susah kak, karena kadang kebalik2

7. Bagaimana pendapat kalian tentang penggunaan genitive case bentuk preposisi of?

Jawab: Susah kak, aku belum ngerti

8. Bagaimana pendapat kalian tentang penggunaan genitive case bentuk possessive pronoun?

Jawab: Penggunaannya jelas, dan tidak terlalu sulit meskipun kadang aku masih keliru kak

C. MNY

1. Ketika kalian ingin menunjukan kepemilikan, maka apakah yang kalian gunakan untuk menunjukan kepemilikan?

Jawab: Aku pake yang kaya sering diajarkan guru kak, kaya my gitu

2. Apakah kalian mengetahui tipe lain dari cara untuk menunjukan kepemilikan?

Jawab: Tau tapi belum paham kak

3. Apakah kalian mengetahui tentang tipe genitive case yang selain possessive pronoun?

Jawab: tau kak

4. Dari ketiga bentuk genitive case tersebut, manakah yang paling sering kalian gunakan?

Jawab: Aku sering pake yang vposesf kak, yang lain jarang aku gunakan

5. Dari sekian tipe genitive case, manakah yang kalian anggap sulit?

6. Bagaimana pendapat kalian tentang penggunaan genitive case bentuk apostrop (') dan s?

7. Bagaimana pendapat kalian tentang penggunaan genitive case bentuk preposisi of?

8. Bagaimana pendapat kalian tentang penggunaan genitive case bentuk possessive pronoun?

D. TH

1. Ketika kalian ingin menunjukan kepemilikan, maka apakah yang kalian gunakan untuk menunjukan kepemilikan?

Jawab: Kepemilikan yang have gitu kak. Oo kalo kaya gitu aku biasanya pake my kak

2. Apakah kalian mengetahui tipe lain dari cara untuk menunjukan kepemilikan?

   Jawab: Tau sedikit kak

3. Apakah kalian mengetahui tentang tipe genitive case yang selain possessive pronoun?

   Jawab: Tau sedikit kk

4. Dari ketiga bentuk genitive case tersebut, manakah yang paling sering kalian gunakan?

   Jawab: Yang possessive pronoun kak

5. Dari sekian tipe genitive case, manakah yang kalian anggap sulit?

   Jawab: Preposisi of kak

6. Bagaimana pendapat kalian tentang penggunaan genitive case bentuk apostrop (') dan s?

   Jawab: Belum begitu mengerti, karena jarang diajarkan kak

7. Bagaimana pendapat kalian tentang penggunaan genitive case bentuk preposisi of?

   Jawab: Saya kesulitan kak

8. Bagaimana pendapat kalian tentang penggunaan genitive case bentuk possessive pronoun?

   Jawab: Karena sering diajarkan dan tidak terlalu ribet, jadi saya cukup faham kak

E. MMS

1. Ketika kalian ingin menunjukan kepemilikan, maka apakah yang kalian gunakan untuk menunjukan kepemilikan?

   Jawab: Kalo yang kaya menunjukan nama ku gitu aku pake my kak

2. Apakah kalian mengetahui tipe lain dari cara untuk menunjukan kepemilikan?

   Jawab: Ga tau kak

3. Apakah kalian mengetahui tentang tipe genitive case yang selain possessive pronoun?

Jawab: Enggak

4. Dari ketiga bentuk genitive case tersebut, manakah yang paling sering kalian gunakan?

Jawab: Yang possessive pronoun kak

5. Dari sekian tipe genitive case, manakah yang kalian anggap sulit?

Jawab: Apostrop (')dan s

6. Bagaimana pendapat kalian tentang penggunaan genitive case bentuk apostrop (') dan s?

Jawab: Gk tau

7. Bagaimana pendapat kalian tentang penggunaan genitive case bentuk preposisi of?

Jawab: Gk tau smua kak

8. Bagaimana pendapat kalian tentang penggunaan genitive case bentuk possessive pronoun?

Jawab: Sedikit paham kak, karena sering diajarkan

F. DPA

1. Ketika kalian ingin menunjukan kepemilikan, maka apakah yang kalian gunakan untuk menunjukan kepemilikan?

Jawab: Biasanya Aku seeing pakek my

2. Apakah kalian mengetahui tipe lain dari cara untuk menunjukan kepemilikan?

Jawab: Saya tadi belajar kayak gitu, tapi saya nggak paham

3. Apakah kalian mengetahui tentang tipe genitive case yang selain possessive pronoun?

Jawab: Nggak

4. Dari ketiga bentuk genitive case tersebut, manakah yang paling sering kalian gunakan?

Jawab: Possessive pronoun

5. Dari sekian tipe genitive case, manakah yang kalian anggap sulit?

Jawab: Tanda (') Sama S

6. Bagaimana pendapat kalian tentang penggunaan genitive case bentuk apostrop (') dan s?

Jawab: Saya sangat bingung, Dan tidak paham

7. Bagaimana pendapat kalian tentang penggunaan genitive case bentuk preposisi of?

Jawab: Nggak paham

8. Bagaimana pendapat kalian tentang penggunaan genitive case bentuk possessive pronoun?

Jawab: Kadang Saya paham, Kadang nggak paham

G. NSF

1. Ketika kalian ingin menunjukan kepemilikan, maka apakah yang kalian gunakan untuk menunjukan kepemilikan?

Jawab: saya biasanya pakai kt my

2. Apakah kalian mengetahui tipe lain dari cara untuk menunjukan kepemilikan?

Jawab: tau kak, tp saya blm begitu mengerti

3. Apakah kalian mengetahui tentang tipe genitive case yang selain possessive pronoun?

Jawab: sedikit mengetahui kak

4. Dari ketiga bentuk genitive case tersebut, manakah yang paling sering kalian gunakan?

Jawab: Yang possessive pronoun kak

5. Dari sekian tipe genitive case, manakah yang kalian anggap sulit?

Jawab: apostrop (') dan s, Karena bingung menempatkan nya kak

6. Bagaimana pendapat kalian tentang penggunaan genitive case bentuk apostrop (') dan s?

Jawab: bingung menempatkannya kak

7. Bagaimana pendapat kalian tentang penggunaan genitive case bentuk preposisi of?

Jawab: saya belum begitu mengerti kak

8. Bagaimana pendapat kalian tentang penggunaan genitive case bentuk possessive pronoun?

Jawab: Cukup mudah untuk dipahami kak dan sering digunakan disekolah

H. FJS

1. Ketika kalian ingin menunjukan kepemilikan, maka apakah yang kalian gunakan untuk menunjukan kepemilikan?

Jawab: Biasanya saya pake kata my,your gitu kak

2. Apakah kalian mengetahui tipe lain dari cara untuk menunjukan kepemilikan?

Jawab: Saya tidak tau

3. Apakah kalian mengetahui tentang tipe genitive case yang selain possessive pronoun?

Jawab: Engga tau

4. Dari ketiga bentuk genitive case tersebut, manakah yang paling sering kalian gunakan?

Jawab: Yang sering aku gunain yg possessive pronoun

5. Dari sekian tipe genitive case, manakah yang kalian anggap sulit?

Jawab: apostrop (') dan s, Karena Aku belum mengerti kak

6. Bagaimana pendapat kalian tentang penggunaan genitive case bentuk apostrop (') dan s?

Jawab: Aku masih bingung kak, karena jarang diajarkan

7. Bagaimana pendapat kalian tentang penggunaan genitive case bentuk preposisi of?

Jawab: Belum begitu faham kak

8. Bagaimana pendapat kalian tentang penggunaan genitive case bentuk possessive pronoun?

Jawab: Karena sering diajarkan, jd saya cukup mengerti kak

I. SAN

1. Ketika alian ingin menunjukan kepemilikan, maka apakah yang kalian gunakan untuk menunjukan kepemilikan?

   Jawab: Kalo kaya nunjukin sesuatu itu miliki aku biasanya aku pake kaya my, your gitu kakak

2. Apakah kalian mengetahui tipe lain dari cara untuk menunjukan kepemilikan?

   Jawab: Kakak saya belom faham

3. Apakah kalian mengetahui tentang tipe genitive case yang selain possessive pronoun?

   Jawab: Saya belum mengetahui kak

4. Dari ketiga bentuk genitive case tersebut, manakah yang paling sering kalian gunakan?

   Jawab: Kakak saya sering gunain yang possessive pronoun kakak

5. Dari sekian tipe genitive case, manakah yang kalian anggap sulit?

   Jawab: Menurut saya yang sulit yang pake of kakak

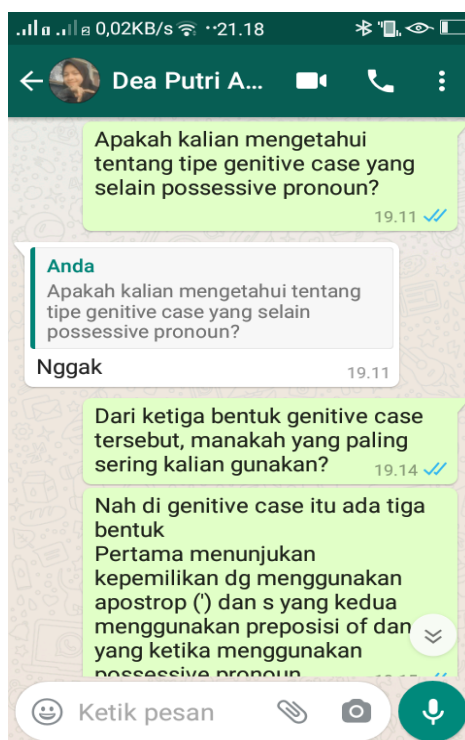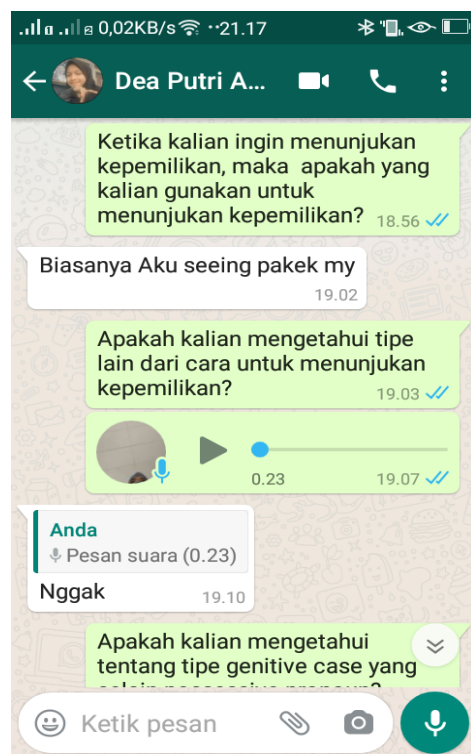6. Bagaimana pendapat kalian tentang penggunaan genitive case bentuk apostrop (') dan s?

   Jawab: Penggunaanya sedikit sulit kakak

7. Bagaimana pendapat kalian tentang penggunaan genitive case bentuk preposisi of?

   Jawab: Susah kakak

8. Bagaimana pendapat kalian tentang penggunaan genitive case bentuk possessive pronoun?

   Jawab: Aku kadang masih sering bingung juga tapi ga terlalu susah

Screenshot 1

31 OKTOBER 2020

Assalamualaikum dek 18.24

Waalaikum salam kk 18.32

Kk mau minta tolong lg dek 18.34

Minta tolong apa kk 18.36

Mau nanya2 lg 18.38

Oalah 18.42

Boleh? 18.48

Boleh kk 18.56

Ketika kalian ingin menunjukan kepemilikan, maka apakah yang kalian gunakan untuk

Screenshot 2

Ketika kalian ingin menunjukan kepemilikan, maka apakah yang kalian gunakan untuk menunjukan kepemilikan? 18.56

Biasanya Aku seeing pakek my 19.02

Apakah kalian mengetahui tipe lain dari cara untuk menunjukan kepemilikan? 19.03

🎙 0.23 19.07

Anda
🎙 Pesan suara (0.23)

Nggak 19.10

Apakah kalian mengetahui tentang tipe genitive case yang

Screenshot 3

Apakah kalian mengetahui tentang tipe genitive case yang selain possessive pronoun? 19.11

Anda
Apakah kalian mengetahui tentang tipe genitive case yang selain possessive pronoun?

Nggak 19.11

Dari ketiga bentuk genitive case tersebut, manakah yang paling sering kalian gunakan? 19.14

Nah di genitive case itu ada tiga bentuk
Pertama menunjukan kepemilikan dg menggunakan apostrop (') dan s yang kedua menggunakan preposisi of dan yang ketika menggunakan possessive pronoun

Screenshot 4

Pilih dr tiga bentuk itu dek 19.15

Anda
Dari ketiga bentuk genitive case tersebut, manakah yang paling sering kalian gunakan?

Dijawab dulu dek 19.19

Anda
Dijawab dulu dek

Possessive pronoun 19.21

Ok 19.22

Dari sekian tipe genitive case, manakah yang kalian anggap sulit? 19.22

Anda
Dari sekian tipe genitive case, manakah yang kalian anggap sulit?

Screenshot 1 — Dea Putri A...

Anda
Dari sekian tipe genitive case, manakah yang kalian anggap sulit?

Tanda (') Sama S — 19.23

Bagaimana pendapat kalian tentang penggunaan genitive case bentuk apostrop (') dan s? — 19.24

Anda
Bagaimana pendapat kalian tentang penggunaan genitive case bentuk apostrop (') dan s?
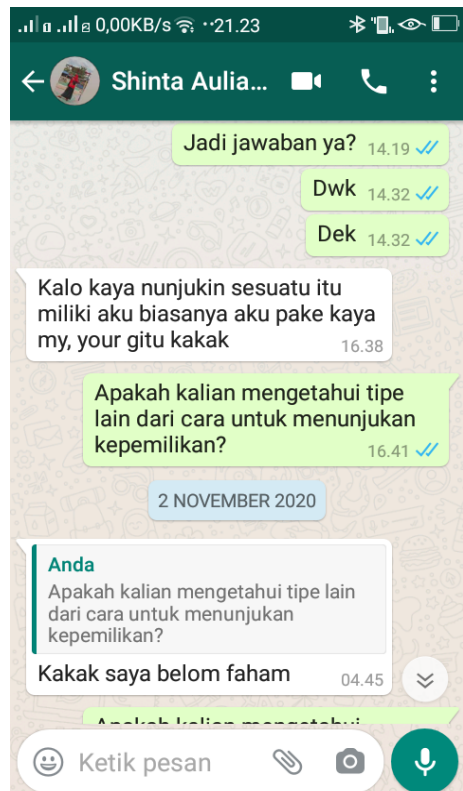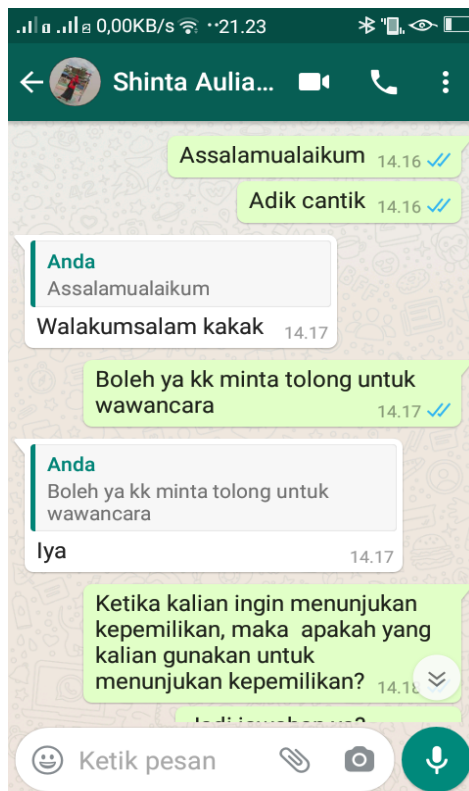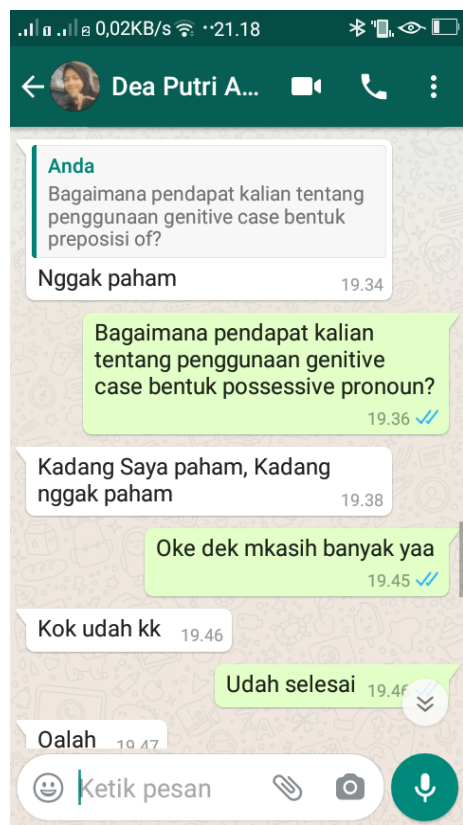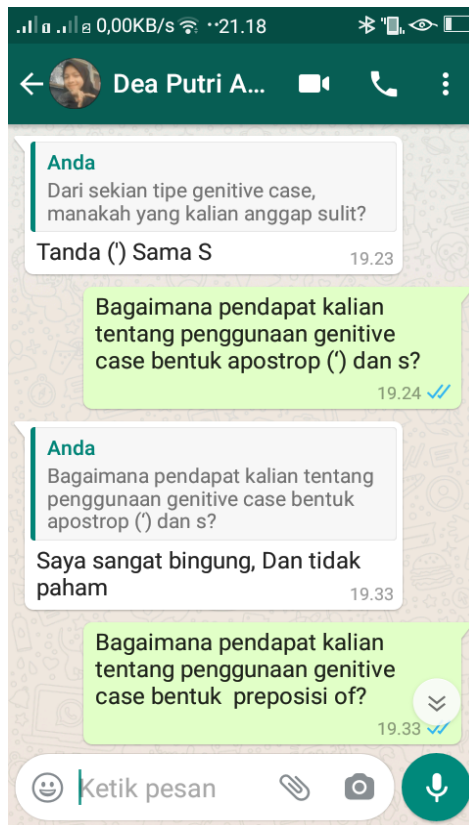
Saya sangat bingung, Dan tidak paham — 19.33

Bagaimana pendapat kalian tentang penggunaan genitive case bentuk preposisi of? — 19.33

Screenshot 2 — Dea Putri A...

Anda
Bagaimana pendapat kalian tentang penggunaan genitive case bentuk preposisi of?

Nggak paham — 19.34

Bagaimana pendapat kalian tentang penggunaan genitive case bentuk possessive pronoun? — 19.36
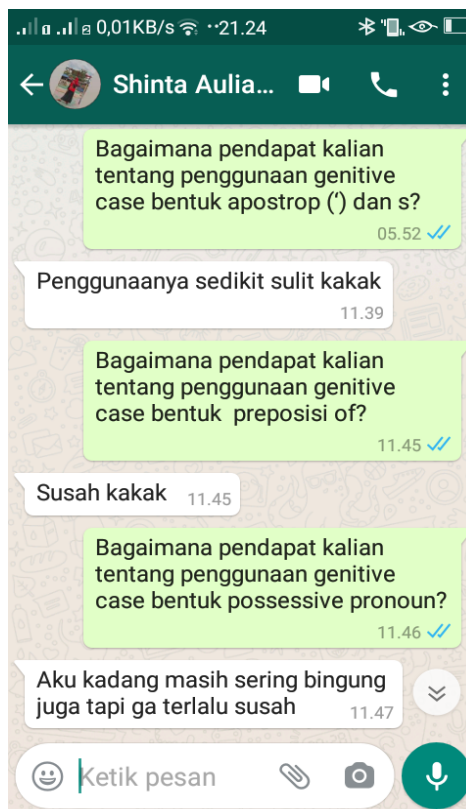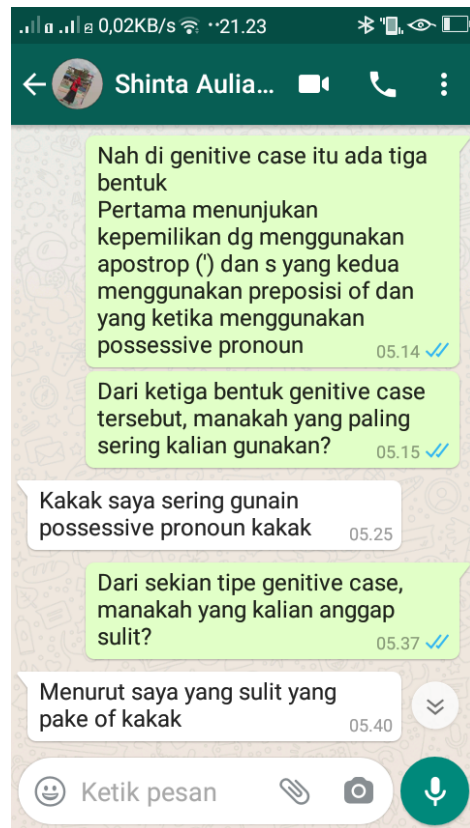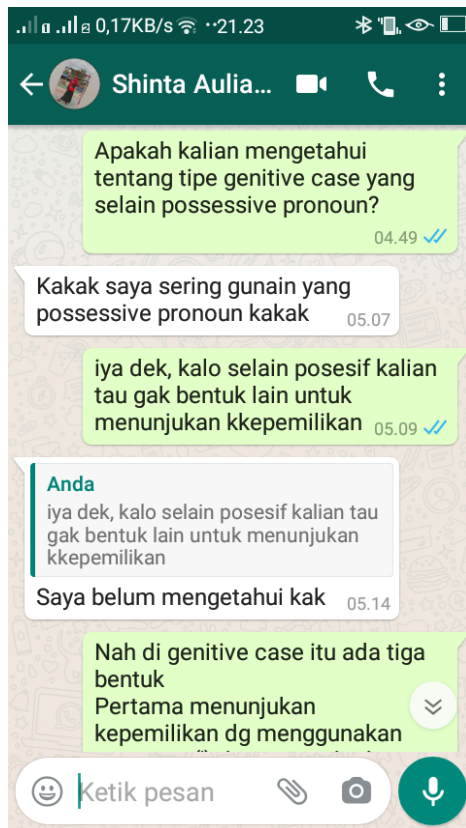
Kadang Saya paham, Kadang nggak paham — 19.38

Oke dek mkasih banyak yaa — 19.45

Kok udah kk — 19.46

Udah selesai — 19.46

Oalah — 19.47

Screenshot 3 — Shinta Aulia...

Assalamualaikum — 14.16

Adik cantik — 14.16

Anda
Assalamualaikum

Walakumsalam kakak — 14.17

Boleh ya kk minta tolong untuk wawancara — 14.17

Anda
Boleh ya kk minta tolong untuk wawancara

Iya — 14.17

Ketika kalian ingin menunjukan kepemilikan, maka apakah yang kalian gunakan untuk menunjukan kepemilikan? — 14.18

Screenshot 4 — Shinta Aulia...

Jadi jawaban ya? — 14.19

Dwk — 14.32

Dek — 14.32

Kalo kaya nunjukin sesuatu itu miliki aku biasanya aku pake kaya my, your gitu kakak — 16.38

Apakah kalian mengetahui tipe lain dari cara untuk menunjukan kepemilikan? — 16.41

2 NOVEMBER 2020

Anda
Apakah kalian mengetahui tipe lain dari cara untuk menunjukan kepemilikan?

Kakak saya belom faham — 04.45

Apakah kalian mengetahui

Screenshot 1

Shinta Aulia...

Apakah kalian mengetahui tentang tipe genitive case yang selain possessive pronoun?
04.49

Kakak saya sering gunain yang possessive pronoun kakak
05.07

iya dek, kalo selain posesif kalian tau gak bentuk lain untuk menunjukan kkepemilikan
05.09

Anda
iya dek, kalo selain posesif kalian tau gak bentuk lain untuk menunjukan kkepemilikan

Saya belum mengetahui kak
05.14

Nah di genitive case itu ada tiga bentuk
Pertama menunjukan kepemilikan dg menggunakan

Screenshot 2

Shinta Aulia...

Nah di genitive case itu ada tiga bentuk
Pertama menunjukan kepemilikan dg menggunakan apostrop (') dan s yang kedua menggunakan preposisi of dan yang ketika menggunakan possessive pronoun
05.14

Dari ketiga bentuk genitive case tersebut, manakah yang paling sering kalian gunakan?
05.15

Kakak saya sering gunain possessive pronoun kakak
05.25

Dari sekian tipe genitive case, manakah yang kalian anggap sulit?
05.37

Menurut saya yang sulit yang pake of kakak
05.40

Screenshot 3

Shinta Aulia...

Bagaimana pendapat kalian tentang penggunaan genitive case bentuk apostrop (') dan s?
05.52

Penggunaanya sedikit sulit kakak
11.39

Bagaimana pendapat kalian tentang penggunaan genitive case bentuk preposisi of?
11.45

Susah kakak
11.45

Bagaimana pendapat kalian tentang penggunaan genitive case bentuk possessive pronoun?
11.46

Aku kadang masih sering bingung juga tapi ga terlalu susah
11.47

7. Observation Sheet

    a. Analysis of the dominant form of genitive case used in students' writing
        skill

No	Data	Apostrophe (') + s		Preposition of		Possessive pronoun		Total
		Freq	Perc	Freq	Perc	Freq	Perc	
1	KA	-	-	-	-	4	100%	4
2	SSF	-	-	1	14,3%	6	85,7%	7
3	NMR	-	-	-	-	4	100%	4
4	DS	-	-	-	-	2	100%	2
5	DPA	-	-	-	-	6	100%	6
6	FJS	-	-	-	-	3	100%	3
7	SRN	-	-	-	-	5	100%	5
8	TH	1	20%	-	-	4	80%	5
9	SAN	-	-	1	25%	3	75%	4
10	MNY	-	-	-	-	5	100%	5
11	NSF	-	-	-	-	4	100%	4
12	UAA	-	-	-	-	5	100%	5
13	MN	-	-	-	-	7	100%	7
14	MMS	2	40%	1	20%	2	40%	5
15	MF	1	25%	-	-	3	75%	4
Total		4	5,7%	3	4,3%	63	90%	70

b. Analysis the use of genitive case in writing skill by the seventh graders at

MTS Darussalam Seputih Banyak

No.	Data	The use of genitive case					
		The use of *apostrophe* and *s*		The use of preposition *of*		The use of *possessive pronoun*	
		Appropriate use	Inappropriate use	Appropriate use	Inappoprite use	Appropriate use	Inapproprite use
1	KA	-	-	-	-	√√√	-
2	SSF	-	-	-	√	√√√√	√
3	NMR	-	-	-	-	√√√	-
4	DS	-	-	-	-	√	√
5	DPA	-	-	-	-	√√√√	-
6	FJS	-	-	-	-	√√	-
7	SRN	-	-	-	-	√√√√	-
8	TH	-	√	-	-	√√√	-
9	SAN	-	-	√	-	√√	-
10	MNY	-	-	-	-	√√√√	-
11	NSF	-	-	-	-	√√	√
12	UAA	-	-	-	-	√√√√	-
13	MN	-	-	-	-	√√√√√√	-
14	MMS	√√	-	√	-	√√	-
15	MF	√	-	-	-	√√√	-
Total		3	1	2	1	61	3
Percentage		75%	25%	66,7%	33,3%	95,3%	4,7%
Percentage total		4,3%	1,43%	2,9%	1,43%	87,1%	4,3%

Nomor   : B-4563/In.28.1/J/TL.00/12/2019
Lampiran : -
Perihal   : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA MTS DARUSSALAM SEPUTIH BANYAK
di-
      Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	**TRI WAHYUNI**
NPM	:	1601070052
Semester	:	7 (Tujuh)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	AN ANALYSIS OF GENITIVE CASE IN STUDENTS' WRITING SKILL AMONG THE SEVENTH GRADE OF MTS DARUSSALAM SEPUTIH BANYAK

untuk melakukan *pra-survey* di MTS DARUSSALAM SEPUTIH BANYAK.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 19 Desember 2019
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014

YAYASAN PENDIDIKAN ISLAM DARUSSALAM
MADRASAH TSANAWIYAH DARUSSALAM
SEPUTIH BANYAK LAMPUNG TENGAH
STATUS : TERAKREDITASI

Alamat : Jln. Monas Kembar No.15-16 Timur Pasar Tanjung Harapan Kec. Seputih Banyak Lampung Tengah 34156 Email : Mts.Darussalam97@yahoo.com

Nomor   : 135/YPID/MTs.Ds/SB/I/2020
Lampiran : -
Hal   : **SURAT BALASAN**

Kepada Yth

Bapak Ketua Jurusan

Institut Agama Islam Negeri Metro

    Di tempat

Assalamu'alaikum Wr.Wb

Yang bertanda tangan dibawah ini Kepala MTs Darussalam Sep. Banyak Lampung Tengah

Menerangkan Bahwa :

    Nama   : TRI WAHYUNI

    NPM   : 1601070052

    Jurusan   : Fakultas Tarbiyah dan Ilmu Keguruan

    Program Studi : Pendidikan Bahasa Inggris

Mahasiswa tersebut diizinkan untuk melaksanakan Riset/ Penelitian Di MTs. Darussalam

Sep. Banyak Lampung Tengah untuk menyelesaikan tugas akhir/ Skripsi.

Demikian surat keterangan ini saya buat, agar dapat digunakan sebagaPimana mestinya.

Wassalamu'alaikum Wr.Wb

                Sep. Banyak, 07 Januari 2020

                Kepala MTs. Darusalam Sep.Banyak

                Drs. ROHMAD

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Tri Wahyuni
NPM : 1601070052

Jurusan : TBI
Semester : VIII

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	28/2020 /04		✓	~ Teori yang ada dibab I dimasukan ke bab ii ~ Teori bab ii Langsung ke- genitive case. ~ Sampling teknik dibab ii Jelaskan!	
2.	5/2020 /5		✓	~ Perbaiki pengetikan bibliografi ~ Bab I tidak perlu dicantumkan kesalahan siswa dalam penggunaan genitive case. ~ Sampling technique dijelaskan pada bagian primary source.	
3.	8/2020 /05		✓	~ Lanjut ke pembimbing I (ACC)	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

SyahreniSiregar, M.Hum.
NIP. 19760814200912 2 004

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Tri Wahyuni   Jurusan : TBI
NPM : 1601070052   Semester : VIII

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	18/05/2020	✓		~ Kriteria untuk kualitatif : good, fair, bad. ~ Research Question	
2.	29/05/2020	✓		~ ACC Chapter I	
3.	3/6/2020	✓		~ Tambahkan teori writing skill ~ Tambahkan keterkaitan genitive dg Writing skill.	
4.	15/6/2020	✓		~ Tambahkan the concept of Writing skill.	
5.	17/6/2020	✓		~ ACC Chapter II	
6.	22/6/2020	✓		~ Jelaskan ke-4 Langkah dalam data analysis, jangan hanya 3!	
7.	24/6/2020	✓		~ ACC Seminar Proposal	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Drs. Kuryani, M.Pd.
NIP. 19620215 199503 1 001

NOTA DINAS

Nomor   :
Lampiran   : 1 (Satu) Berkas
Perihal   : Permohonan Seminar Proposal

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro
di_
        Metro

Assalamu'alaikum Wr.Wb

Setelah kami mengadakan pemeriksaan dan bimbingan seperlunya, maka proposal penelitian yang telah disusun oleh :

Nama   : TRI WAHYUNI
NPM   : 1601070052
Jurusan   : Tadris Bahasa Inggris (TBI)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Yang berjudul : AN ANALYSIS OF GENITIVE CASE IN STUDENTS'
                WRITING SKILL AMONG THE SEVENTH GRADE OF
                MTS DARUSSALAM SEPUTIH BANYAK IN THE
                ACADEMY YEARS OF 2019/2020

Sudah kami setujui dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk diseminarkan sebagai syarat untuk menyusun skripsi.

Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb

Dosen Pembimbing I	Metro, 29 Juni 2020 Dosen Pembimbing II
Drs. Kuryani, M.Pd. NIP. 196202151995031012002	**Syahreni Siregar, M.Hum.** NIP. 19760814200912 2 004

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhad Roza, M.Pd
NIP. 19750610 200801 1 014

PERSETUJUAN

Judul : AN ANALYSIS OF GENITIVE CASE IN STUDENTS'
WRITING SKILL AMONG THE SEVENTH GRADE OF
MTS DARUSSALAM SEPUTIH BANYAK IN THE
ACADEMY YEARS OF 2019/2020

Nama : TRI WAHYUNI
NPM : 1601070052
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan

DISETUJUI

Untuk diseminarkan dalam sidang seminar proposal Fakultas Tarbiyah dan
Ilmu Keguruan IAIN Metro.

Dosen Pembimbing I

Metro, 29 Juni 2020
Dosen Pembimbing II

Drs. Kuryani, M.Pd.
NIP. 196202151995031012002

Syahreni Siregar, M.Hum.
NIP. 19760814200912 2 004

NOTIFICATION LETTER

Number   :
Appendix   : 1 (one) Bundle
Matter   : In order to hold the seminar of Tri Wahyuni

To:
The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research proposal
script which is written by:

Name   : TRI WAHYUNI
Students Number : 1601070052
Faculty   : Tarbiyah and Teacher Training Faculty
Department   : English Education Department
Title   : AN ANALYSIS OF GENITIVE CASE IN STUDENTS'
                  WRITING SKILL AMONG THE SEVENTH GRADE OF
                  MTS DARUSSALAM SEPUTIH BANYAK IN THE
                  ACADEMY YEARS OF 2019/2020

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher
Training in order to be discussed on the seminar. Thank you very much.
Wassalmu'alaikum Wr. Wb

Metro, 29 Juni 2020

Sponsor   **Co-Sponsor**

Drs. Kuryani M.Pd   **Syahreni Siregar, M.Hum.**
NIP. 19620215 199503 1 001   NIP. 19760814200912 2 004

The Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

RATIFICATION PAGE

The Research Proposal entitled AN ANALYSIS OF GENITIVE CASE IN STUDENTS' WRITING SKILL AMONG THE SEVENTH GRADERS OF MTS DARUSSALAM SEPUTIH BANYAK IN THE ACADEMIC YEARS 2020/2021. Written by: TRI WAHYUNI, Student Number 1601070052, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Thursday, July 9th 2020 at 09.00 - 10.30 a.m.

BOARD OF EXAMINERS

Chair person	: Drs. Kuryani, M.Pd.	(..................................)
Examiner I	: Dr. Widhiya Ninsiana, M.Hum.	(..................................)
Examiner II	: Syahreni Siregar, M.Hum.	(..................................)
Secretary	: Linda Septiyana, M.Pd.	(..................................)

Head of English Education Department

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 0141

Nomor : B-2270/In.28.1/J/TL.00/8/2020 Metro, 06 Agustus 2020

Lampiran : -

Perihal : **BIMBINGAN SKRIPSI**

Kepada Yth.,

1. Drs. Kuryani, M.Pd (Pembimbing I)
2. Syahreni Siregar, M.Hum. (Pembimbing II)

Di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, maka kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa dibawah ini:

Nama	:	Tri Wahyuni
NPM	:	1601070052
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	TBI
Judul	:	AN ANALYSIS OF GENITIVE CASE IN STUDENTS' WRITING SKILL AMONG THE SEVENTH GRADERS OF MTS DARUSSALAM SEPUTIH BANYAK IN THE ACADEMIC YEARS 2020/2021

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing II.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing I.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK Pembimbing Skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi yang ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 60 s.d 120 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih

Wassalamu'alaikum Wr. Wb

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP.197506102008011014

Nomor   : B-2430/In.28/D.1/TL.00/09/2020
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS DARUSSALAM
SEPUTIH BANYAK
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2429/In.28/D.1/TL.01/09/2020, tanggal 01 September 2020 atas nama saudara:

    Nama   : **TRI WAHYUNI**
    NPM   : 1601070052
    Semester : 9 (Sembilan)
    Jurusan   : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS DARUSSALAM SEPUTIH BANYAK, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF GENITIVE CASE IN STUDENTS` WRITING SKILL AMONG THE SEVENTH GRADERS OF MTS DARUSSALAM SEPUTIH BANYAK IN THE ACADEMIC YEARS 2020/2021".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 01 September 2020
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

SURAT TUGAS

Nomor: B-2429/In.28/D.1/TL.01/09/2020

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**TRI WAHYUNI**
NPM	:	1601070052
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MTS DARUSSALAM SEPUTIH BANYAK, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF GENITIVE CASE IN STUDENTS' WRITING SKILL AMONG THE SEVENTH GRADERS OF MTS DARUSSALAM SEPUTIH BANYAK IN THE ACADEMIC YEARS 2020/2021".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 01 September 2020

Mengetahui,
Pejabat Setempat

Drs. Rohmad

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

SURAT KETERANGAN IZIN RISET
NOMOR: 139/YPID/MTs.Ds/SB/I/2020

Berdasarkan surat tugas nomor: B-2429/In.28/D.1/TL.01/09/2020 tentang Permohonan izin riset penelitian di MTS Darussalam Seputih banyak, dengan ini memberikan izin kepada:

Nama   : Tri Wahyuni

NPM   : 1601070052

Semester   : 9 (Sembilan)

Jurusan   : Tadris Bahasa Inggris

Untuk mengadakan riset penelitian yang berjudul "AN ANALYSIS OF GENITIVE CASE IN STUDENTS` WRITING SKILL AMONG THE SEVENTH GRADERS OF MTS DARUSSALAM SEPUTIH BANYAK IN THE ACADEMIC YEARS 2020/2021" di MTS Darussalam Seputih Banyak.

Demikian surat izin riset penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Sep. Banyak, 11 September 2020
Kepala MTS Darussalam Sep. Banyak
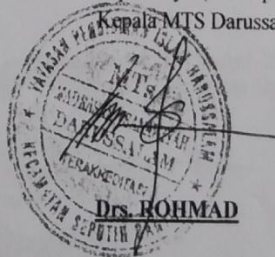
Drs. ROHMAD

SURAT KETERANGAN TELAH MELAKSANAKAN RESEARCH
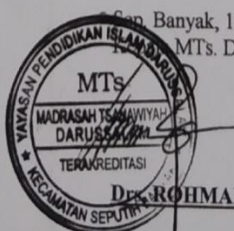#### No. 147/YPID/MTs.DS/SB/I/2020

Menindak lanjuti surat Intstitut Agama Islam Negeri (IAIN) Metro Nomor : B-2430/In.28/D.1/TL.00/09/2020 Perihal Izin Research dengan Kepala Madrasah Tsanawiyah Darussalam Seputih Banyak Menerangkan Bahwa :

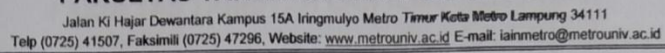|	
Nama	: **TRI WAHYUNI**
NPM	: 1601070052
Jurusan	: Tadris Bahasa Inggris

Telah selesai melaksanakan **Penelitian** dari tanggal 23 September – 16 Oktober 2020 di MTs. Darussalam Seputih Banyak dengan judul "AN ANALYSIS OF GENITIVE CASE IN STUDENTS' WRITING SKILL AMONG THE SEVENTH GRADERS OF MTs DARUSSALAM SEPUTIH BANYAK IN THE ACADEMIC YEARS 2020/2021" Dengan baik.

Demikian surat keterangan ini saya buat, agar dapat digunakan sebagaimana mestinya.

Sep. Banyak, 19 Oktober 2020
MTs. Darusalam Sep.Banyak

Drs. ROHMAD

KARTU KONSULTASI BIMBINGAN APD MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Tri Wahyuni
NPM : 1601070052

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa, 11/02/2020		✓	ACC APD	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

SyahreniSiregar, M.Hum.
NIP. 19760814200912 2 004

KARTU KONSULTASI BIMBINGAN APD MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Tri Wahyuni   Jurusan : TBI
NPM : 1601070052   Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu, 12/08/2020	✓		~ Pada documentation sheet, berkaitan dg apasaja dokumen yang diperlukan. Jangan sama dg Observation. ~ Pada interview, berkaitan dg hal² apasaja yang perlu dipertanyakan. Pertanyaan jangan seperti soal UTS.	
2.	Rabu, 19/08/2020	✓		~ ACC APD	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Drs. Kuryani, M.Pd.
NIP. 19620215 199503 1 001

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Tri Wahyuni   Jurusan : TBI
NPM : 1601070052   Semester : IX

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin 26/10		✓	1. Data Observasi, documentasi, dan interview lebih rinci dan jelas. 2. ~ Observasi apa saja? ~ Interview ada berapa pertanyaan, dan simpulkan jawaban mereka. ~ Kemudian dikesimpulan diulas kembali tentang penyebab dominan possessive pronoun 2. Data yang tidak terlalu penting tidak perlu dicantumkan. 3. Perbaiki pengetikan footnote! 4. Tambahkan data interview dengan Gcwz.	
2.	Senin 9/11		✓	1. Perjelas pengambilan data saat pandemi (dibackground & Bab 4) agar penelitianya beda dg sebelumnya	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum.
NIP. 19760814200912 2 004

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama   : Tri Wahyuni
NPM   : 1601070052

Jurusan   : TBI
Semester   : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
3	Senin 16/21		✓	ACC Chapter IV 2 V	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

SyahreniSiregar, M.Hum.
NIP. 19760814200912 2 004

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Tri Wahyuni   Jurusan : TBI
NPM : 1601070052   Semester : IX

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Rabu 18/20 /11	✓		1 Pada bagian deskription of the research point a tampilkan dulu data secara umum. Setelah itu baru dirinci satu/satu 2 Pada bagian discussion, uraikan apa, kenapa, dan bagamana.	
2.	Senin 23/20 /11	✓		1. ACC	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Drs. Kuryani, M.Pd.
NIP. 19620215 199503 1 001

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris menerangkan bahwa:

Nama   : Tri Wahyuni

NPM   : 1601070057

Fakultas   : Tarbiyah dan Ilmu Keguruan

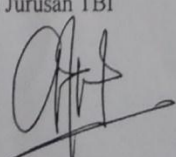Angkatan   : 2016

Telah menyerahkan buku berjudul :

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris menerangkan bahwa:

Nama   : Tri Wahyuni

NPM   : 1601070057

Fakultas   : Tarbiyah dan Ilmu Keguruan

Angkatan   : 2016

Telah menyerahkan buku berjudul :

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-770/In.28/S/U.1/OT.01/09/2020
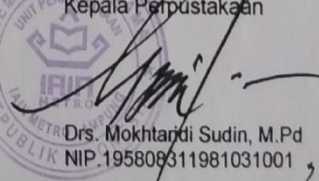
Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: TRI WAHYUNI
NPM	: 1601070052
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1601070052.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 23 September 2020
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd
NIP.195808311981031001

CURICULUM VITAE

The name of writer is Tri Wahyuni. She was born in Datarajan, June 3rd, 1998. She is the first child of married couple Mr. Tumiran and Mrs. Wigiyanti. She has two sisters. Their name are Maylani Kholisah and Navisha Alzan Medina.

She was enrolled her study at SD N 3 Datarajan on 2004-2010. She continued her study at SMP Bina Utama Ulu Belu on 2010-2013. She continued her study at SMA Muhammadiyah Gisting on 2013 and completed in 2016.

After graduating of SMA Muhammadiyah Gisting, the writer continued her study at Kota Metro. In 2016, she was registered as a student of S1 English Education Department State Institute for Islamic (IAIN) Metro. Then, the writer takes study as an S1 Students of English Education Department State Institute for Islamic (IAIN) Metro.