# THE CORRELATION BETWEEN PERSONAL PRONOUNS MASTERY AND WRITING SENTENCES ABILITY AT MTs. SWASTA AL-MUKHTARIYAH SUNGAI DUA PADANG LAWAS UTARA

## A THESIS

*Submitted to the English Section of State College for Islamic Studies Padangsidimpuan in Partial Fulfillment of the Requirement for the Degree of Islamic Educational Scholar  (S.Pd.I)* **in English Program**

### By:

**DEWI RAHYUNI HASIBUAN**
Reg. No. : 07 340 0004

**ENGLISH EDUCATION STUDY PROGRAM**

**DEPARTMENT OF TARBIYAH
STATE COLLEGE FOR ISLAMIC STUDIES (STAIN)
PADANGSIDIMPUAN
2012**

**THE CORRELATION BETWEEN PERSONAL PRONOUNS MASTERY**
**AND**
**WRITING SENTENCES ABILITY AT MTs. SWASTA AL-MUKHTARIYAH**
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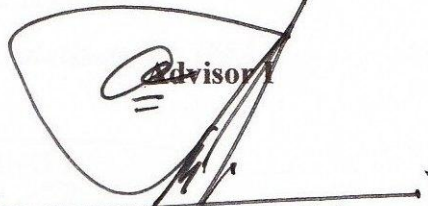**PADANGSIDIMPUAN**
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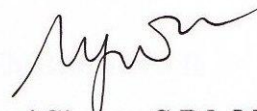Islamic Educational Scholar (S.Pd.I)*

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2012**

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                 Bapak Ketua STAIN Padangsidimpuan

*Assalamu 'alaikum Wr. Wb*

   Setelah membaca, meniliti, memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. Dewi Rahyuni Hasibuan yang berjudul: The Correlation Between Personal Pronouns Mastery and Writing Sentences Ability at MTs. Swasta Al-Mukhtariyah Sungai Dua Padang Lawas Utara . Kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan syarat-syarat guna mencapai gelar Sarjana Pendidikan Islam (S.Pd.I) dalam Ilmu Tarbiyah pada STAIN Padangsidimpuan.

   Untuk itu dalam waktu yang tidak lama kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang Munaqasyah.

   Demikian kami sampaikan kepada Bapak atas perhatiannya dan kerja samanya kami ucapkan terima kasih.

*Wassalamu 'alaikum Wr. Wb*

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| **Ditulis Oleh** | : DEWI RAHYUNI HASIBUAN |
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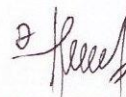Registration Number        :  07 340 0004

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# ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَـٰنِ الرَّحِيمِ

Firstly, I would like to convey the grateful to Allah Swt. The most creator and merciful has given the health and chance for finshing this script under the title "**The Correlation Between Personal Pronouns Mastery and Writing Sentences at MTs. Swasta  Al-Mukhtariyah Sungai Dua Kab. Padang Lawas Utara**". This thesis is written in order to fulfill one of requirement for being Islamic Educational Scholar in English Department at the Tarbiyah Faculty of State College for Islamic Studies (STAIN) Padangsidimpuan, this thesis has been undertaken.

I have received suggestion, guidance and encouragement from many people during writing this thesis. Here, I would like to extend the gratitude to the following people :

1. Special thanks are due to Mr. Drs. H. Syahid Muammar Pulungan, SH., as the advisor I (one) and Mrs. Yusni Sinaga, M.Hum., as the advisor II (two), who had given the guidance and the motivation to the writing this thesis.

2. Special thanks are due to leader of  STAIN Padangsidimpuan, Dr. H. Ibrahim Siregar, MCL., and the deputy leader I, II and III.

3. Thanks are due to Hj. Zulhimma, S.Ag., M.Pd., as the Chief of Tarbiyah Department and her Staff.

4. Thanks are due Drs. Samsuddin Pulungan, M.Ag., as the Chief of  Library and his Staff, who had helped to give the books related to the researcher.

5. Thanks are due to the chief of English section, lectures and all of the civitas academic of STAIN Padangsidimpuan who had helped in writing this thesis.

6. Thanks are due to Mr. Fitriadi Lubis, M.Pd., as my academic advisor during studying at STAIN Padangsidimpuan.

7. Thanks also are due to Drs. Mara Endah Harahap, as the headmaster of MTs. Swasta Al-Mukhtariyah Sungai Dua Padang Lawas Utara, who had helped to complete this research as well as his students for helping.

8. Thanks are due to my friend classmate and all of friends in English section, who had supported me in writing this thesis.

Finally, I would like to express the special gratitude to my beloved parent and all of my family, sisters and brothers,who had given the most supporting both of moral and material.

This thesis is still far from being perfect based on the weakness of the writer. Therefore, I expect the constructive criticism and suggestions from readers to improve this thesis.

Padangsidimpuan, 29 May 2012

**DEWI RAHYUNI HSB**
NIM. 07 340 0004

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## ABSTRACT

This research is taken to base on fact of the problems the about personal pronouns mastery and writing simple sentence. The researcher identified many problems was lack of vocabularies, lack of structure and grammar and lack of exercises, interets, support and have studied personal pronouns but they still weak in writing simple sentence. Finally the researcher was interested in searching the correlation between personal pronouns mastery and students ability on writing simple sentence.

In this research, the researcher wanted to find out about how was the significant correlations the personal pronouns mastery and writing simple sentence. So the population of research is all students grade VII of MTs., and the sample of research is also all students grade VII. As the instrumen for collecting data the researcher used test. The researcher used the product moment for analyzing data.

This occassion, mean scores of personal pronoun mastery = 60.02 and then mean scores of writing simple sentence = 65.52. In which the product moment result $r_{xy} = 0.805$ more than $r_{tabel}$ on taraf significant 5% = 0.244 and on taraf significant 1% = 0.317, so it is categorized very high correlation. Finally $h_o$ is rejected and $h_a$ is received.

Based on the result above, there are significant correlations between personal pronouns mastery and writing simple sentence. Its mean hypothesis is received.

**CHAPTER I**

**INTRODUCTION**

**A. Background of The Problem**

Language is the most important media in communication. It is used to interact in society. It can also demonstrate of ideas, feelings and desires to other people. There are many languages in the world for communicating. One of these is English. Which is used as an international language.

In Indonesia, English has been though as foreign language, it is taught started since kindergarden up to university. To make a communication in English someone must own language skills; there are four aspect skills in a language, they are : speaking, listening, reading, and writing.

Moreover, in al- Qur'an Allah SWT invites the human to read and write as follow;

ٱقۡرَأۡ بِٱسۡمِ رَبِّكَ ٱلَّذِى خَلَقَ ۝ خَلَقَ ٱلۡإِنسَٰنَ مِنۡ عَلَقٍ ۝ ٱقۡرَأۡ وَرَبُّكَ ٱلۡأَكۡرَمُ ۝ ٱلَّذِى عَلَّمَ بِٱلۡقَلَمِ ۝ عَلَّمَ ٱلۡإِنسَٰنَ مَا لَمۡ يَعۡلَمۡ ۝

Meaning: "Recite in the name of your lord who created. Created man from a clot if congealed blood. Recite and your lord is most generous. Who taught by the pen. Taught man what he didn't know". [1]

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[1] Abdullah Yusuf Ali, *The Meaningoif the Holy Qur'an in English Language*, (Al- Alami Publications: Beirut, 2001), p. 924.

Writing cannot be said an easy thing, therefore the lesson of writing taught since SMP, it is not taught in kindergarten or primary school. In writing the students have to master vocabulary, structure and grammatical rules first. In learning structure and grammar students must comprehend about noun, verb, adverb, and adjective.

Noun is the name of thing, person, or place. Noun is also one of the most important part of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. To make good in writing the students must be taught about pronouns, especially personal pronouns.

Personal pronouns are words that take the place of a noun, such as a person or thing. Personal pronoun can be used to refer to ourselvesves, a person is talking to, or the people or things you are being talked about. Someone will find difficulties in writing and also speaking if he/she didn't understand about personal pronouns. In writing the students should know about structure of a sentence like subject or object. Besides they should know about personal pronous as subject, object, possessive adjective, and possessive adverb. This subject is taught at SMP grade V11 first semester .

The students at MTs. Swasta Al-Mukhtariyah Sungai Dua has studied about writing at grade VII first semester. Their English teacher said that her students still confuse to write their ideas in writing form. Most of the students still got many difficulties in writing especially in writing sentences. First, it was hard to write their ideas into written form. Second, they have problem in structure and

grammar. Third, they lack in vocabularies. And the last, they still confuse to use right personal pronouns in sentences especially simple sentence.

Next, Allah is the all mercifull explains about education as source of knowledge at suroh Al- baqarah, verse 31:

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسْمَآءِ هَٰٓؤُلَآءِ إِن كُنتُمْ صَٰدِقِينَ ۝

Meaning :  And he taught Adam the nature of all things; then, he placed them before the angels, and said: "tell me the names of there if you are right".[2]

Based on the problem above, the researcher decided to conduct a research on the "***The Correlation Between Personal Pronouns Mastery And Writing Sentences at  MTs. Swasta Al-Mukhtariyah Sungai Dua  Padang Lawas Utara***".

**B. Identification of The Problem**

Based on the background above, the researcher identified the problem of many students got difficulties in writing sentences. The problem was caused they didn't understand about personal pronouns like subject, object, possessive adjective, or possessive adverb. Besides they hard to write their ideas into written

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[2]Ibid., p. 7.

form, they lack in structure and grammar, and they lack in vocabularies. So, they are less in writing their idea.

## C. Limitation of the Problem

The problem in this research was limited in order to make it spesific. The problem was limited on personal pronoun mastery and writing simple sentences at grade V11 of MTs. Swasta AL- Mukhtariyah Sungai Dua Padang Lawas Utara. This analysis focused on personal pronouns mastery about subject, object, and possessive adjective, it is limited on writing simple present sentences.

## D. Formulation of the Problem

Based on the above background of the research, the problems can be formulated as follows :

1. How was the grade VII of Mts. Swasta Al- Mukhtariyah Sungai Dua Padang Lawas Utara in mastering personal pronoun?

2. How was the ability of grade VII of Mts. Swasta Al- Mukhtariyah Sungai Dua Padang Lawas Utara in writing simple present sentences?

3. Was there a significant correlation between personal pronouns mastery and writing simple present sentences ability at grade VII of MTs. Swasta Al- Mukhtariyah Sungai Dua Padang Lawas Utara?

### E.  Aims of the Research

From the problem formulation above, the aims of the research are as follows :

1.  To know the students at grade VII of MTs. Swasta Al-Mukhtariyah Sungai Dua Kab. Padang Lawas Utara in mastering personal pronoun.

2.  To know the ability of the students at grade VII of MTs. Swasta Al-Mukhtariryah Sungai Dua Kab. Padang Lawas Utara in writing simple present sentences.

3.  To know whether there is a significant correlation between personal pronouns mastery and writing simple present sentences ability at grade VII of MTs. Swasta Al-Mukhtariyah Sungai Dua Kab. Padang Lawas Utara.

### F. Utilization of the Research

The results of this research are expected as follow :

1.  To head master of the school, to support the teachers to teach well and provide facilities involves with learning process..

2.  To english teachers, to develope teaching learning process more especially to writing sentence.

3.  To students, especially english students is hoped to develope the students writing sentences ability and use personal pronouns in good way.

4.   To researcher, to requirement the degree of Islamic Educational Scholar (S. Pd. I) at State Collage For Islamic Studies (STAIN) Padangsimpuan.

## G. Defenition of the Operational Variables

To avoid ambiguity the researcher clarifies of operational variables in this research as follow :

1. Personal Pronouns Mastery

Personal pronouns mastery as dependent (x) variable of this reseach and consist of two words they are "personal pronoun" and "mastery". Personal pronouns are words that are used to replace (kata-kata yang digunakan untuk mengganti) a person (orang) or thing (benda).[3] It is can be use as nominative (subject), objective (object) and possessive.

The word "master" as adjective in Oxford learner's pocket dictionary means very skilled at the job mentioned.[4] So, word "mastery" as noun is a skill. So, personal pronoun mastery is students skill which they can answer some test or question about personal pronoun and they can use personal pronoun in good position.

2. Writing Sentences Ability

Writing sentence as an independent (y) variable consist of two word, they are "writing" and "sentence". Writing is a personal act in which writer takes ideas and transforms them into self initiated topics.[5]

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[3] Slamet Riyanto, A Complete Grammar for TOFL Preparation, (Yogyakarta; Pustaka Pelajar, 2009) p. 42

[4] As. Hornby, *Oxford Learners Pocket Dictionary-Fourth Edition*, (English: Oxford University Press, 2008) p. 271.

[5] Michel Omalley and Lorrane Valdez, *Authentic Assesment for English language learners*, (America: Wesley publishing Campany, 1995), P. 136.

Sentence is a set of words expressing a statement, a question, or a command.[6]

Writing sentence means that the students understand how to writing sentence in good way.

## H.  Outline of the Thesis

In chapter I, it was consist of background of the problem that explained about the important and the reasons of the research, identification of the problem that told about research concerned, limitation of the problem, formulation of the problem that told about what must we search in the research, aim of the research told about the aim of research and expleined what for the research did, significances of the research expleined the destination of the research, definition of operational variables told about definition of terminologies, outline of the thesis expleined the contents each chapter.

In chapter II, it was consists of theoritical description that told about the description of personal pronouns and simple sentence, review of related findings told about the related research that found before, conceptual frame- work told about correlation between personal pronouns and writing simple sentence, hypothesis told about predictions in the research.

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[6] A.S Hornby, *Oxford Andvanced Learner's Dictionary of current English* (New York; Oxford University Press, 1995), P. 1071.

In chapter III, it was consists of research methodology consists of schedule and place of the research told about how long and where the research did, population and sampletold about how many population and sample in the research, instrument of the research told about the tools that used to collect the data in research, techniques of data collection told about the way to collect the data, techniques of data analysis told about the in analyze the data collection.

In chapter IV, it was the result of the research told about the correlation between personal pronouns mastery and writing simple sentence at MTs. Swasta AL-Mukhtariyah Sungai Dua kab. Padang Lawas Utara. This chapter consists of description of data, description of the result , testing hypothesis described there were correlation between personal pronouns mastery and writing simple sentence, discussion told about the discuss between findings before to the result of the research, the threats of the research told about the threats when the researcher conducted the research.

In chapter V, it was consists of conclusions was concluded the result of the research, and suggestions of the research that can improve our abilityin writing.

# CHAPTER II

# THEORETICAL DESCRIPTION

## A. The Theoretical Description

### 1. Description of Personal Pronoun

a. Definition of personal Pronoun

In this case, firstly the reseacher will discuss about definition of personal pronoun. Personal pronoun taken from two words, they are; personal and pronoun. The word "person" as noun means people. Whereas, pronoun means a replaces word. So, personal pronoun is a word that used to replace the name of a noun, means here the name of human, the name of animals and the name of things.

Actually, personal pronoun in English is different from Indonesia. Such as the word " Dia " is same in all function as a subject and as an object. Where as in English is changed based on the each function means as a subject and as an object. For example;1).Abdullah goes to the school. In this sentence, Abdullah is as a subject. 2). He goes by motorcycle. " He" is subject pronoun to replace Abdullah. 3). It makes him quickly arrives at the school. " It " also as a subject but to replace the motorcycle. Than, " Him " as an object to replace Abdullah. 4). His motorcycle is very good. " His " as a possessive to replace Abdullah too or state that Abdullah is owner of the

motorcycle. So, the pronoun he, him, and his are words that can be used to replace Abdullah.

It relates to what Slamet Riyanto says in his book by the title A Complete grammar for TOFL preparation: "Personal pronouns are words that are used to replace a person  or thing .[1]Then, according to Jayanthi Dakshina Murthy : "personal pronoun is a pronoun used for three persons"[2] it means first person, second person, third person. Next, A S Hornby also has same opinion with Jayanthi Dakshina Murthy, he says that:"Personal pronoun is pronoun for three person.[3] Meanwhile, according to Sulastri: "Personal pronoun adalah kata ganti yang digunakan untuk menggantikan diri dari benda (manusia, hewan, maupun benda mati)".[4] In other word, personal pronoun is a pronoun that used toreplace a noun (human, animals or things).

So, from the opinions above, the reseacher concludes that personal pronoun is a group of pronoun such as I, we ,you, he, she, it, they that used instead a noun. In other word, personal pronoun talks about the elements of sentence such as subject, object, and possessive. The subject is the name of person or thing who speaks about[5]. The subject is usually noun or pronoun.

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[1] Slamet Riyanto, *Loc. Cit*.
[2] Jayanthi Dakshina Murthy*, Contemporary English Grammar*, (New Delhi: Shivam Printers, 2003), p. 62.
[3] A S Hornby , *Op. Cit*, p. 625.
[4] Sulastri, *Learning English Grammar*, (Surabaya: Karya Gemilang Utama), p. 65.
[5] Jayanthi Dakshina Murthy*, Op.Cit*, p. 241.

The object is a word or a group of words which used after transitive verb.[6]

And the possessive is a word that used to express possessions.[7]

b. The function of personal pronoun

Personal pronouns have most of the same functions as noun;

1). As the subject of verb

The subject in a sentence means a noun or a pronoun used as the doer of the verb, and it is placed at the beginning of a sentence. It relates to what M.J. Lado stated: "Sebagai subjective pronoun selalu ditempatkan di depan kata kerja pokok (main verb)".[8] In other word, As a subjective pronoun always put in front of verb.

For example: <u>He</u>  studies English every morning
               S

              <u>I</u>  pray in the mosque every maghrib
              S

2). As the object of verb

The object in a sentence means a noun or a pronoun used as the victim of the verb, and it is placed after the verb. It also relates to what M.J. Lado stated: "Sebagai objective pronoun, dapat diletakkan di belakang kata kerja pokok (main verb) ataupunn setelah kata depan (preposition)."[9]

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[6] Ibid, p. 243.
[7] Slamet Riyanto, ed, all, *A Handbook of English Grammar*, (Yogyakarta: Pustaka Pelajar, 2010), p. 241.
[8] M.J. Lado*, Practical English Grammar*, (NP: Titik Terang, 2008), p. 204.
[9] Ibid.

In other word , as objective must be put after verb (main verb or after preposition).

For example: <u>We</u> know <u>her well</u>
          S          O

             <u>She</u> always speak to <u>us</u>
              S              O

3). As the Possessive Adjective

The possessive adjective in a sentence means as owner of a noun and it is placed before noun.

For example :  This is  <u>  my  </u>  book
                    Poss. Adj.

          That is  <u> their </u>  house
                  Poss. Adj.

c.  Form of personal pronoun

The personal pronouns changed their form for person (first, second, third), for case (subject, object, possessive), number (singular, plural), and gender (masculine, feminine, neuter).[10]

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[10] Marcella Frank, *Modern English Grammar a Practical Reference Guide*, (USA: New York, 1972), p. 29.

**Tabel. I**

**The Form of Personal Pronoun**

| PERSONAL PRONOUN | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| CASE | FIRST PERSON (COMMON GENDER) | | SECOND PERSON (COMMON GENDER) | | THIRD PERSON | | | |
| | Singular | Plural | Singular | Plural | Singular | | Plural | |
| | | | | | Masculine Gender | Feminine Gender | Neuter Gender | Common Gender |
| Nomonative | I | We | You | You | He | She | It | They |
| Objective | Me | Us | You | You | Him | Her | It | Them |
| Possessive | My | Our | Your | Your | His | Her | Its | Their |

1). The use of subject and object forms

A personal pronoun used for three person, they are:

a). First person: a pronoun used for the person speaking.
Example: I, We.
b). Second person: a pronoun used for the person spoken to.
Example: You.
c). Third person: a pronoun used for the person spoken of.
Example: He, She, It, They.[11]

From the statement and the table of personal pronouns above can

expleined the use of subject and object forms as follows;

(1). I: is used for first person singular both for masculine and

Feminine gender.

For example: I am a teacher

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[11] Jayanthy Dakshina Murthy, *Op.Cit.*, p. 62.

(2). We: is used for first person plural both masculine and feminine

gender.

For example: <u>We</u> are Indonesians

(3). Me and Us: Me and Us are used in the objective case for first

person for singular and plural for masculine and feminine gender.

For example: She told <u>me</u> a story

They thought <u>us</u> music

(4). You: you is used in the second person for singular and plural both

for masculine and feminine gender.

For example: <u>You</u> are a girl

I saw <u>you</u> yesterday

(5). He and Him: He is used for masculine gender in third person

singular in subjective case and him in the objective case.

For example: <u>He</u> stopped smoking

She wants to marry <u>him</u>

(6). She and Her: She is used in the third person singular for feminine

gender in subjective case and her is used in the objective case.

For example: <u>She</u> is my sister

I met <u>her</u> in a mosque

(7). They and Them: They is used for third person plural for all

genders in subjective case and them is used in the objective case.

For example: <u>They</u> are working in a factory

I told <u>them</u> my name

(8). It: It is used for things or animals in the third person singular for

subjective and objective case

For example: <u>It</u> is a book

Give <u>it</u> to me

Exception :

(1.) Pada baby dan terkadang child, bisa digunakan kataganti "it" jika jenis kelamin belum diketahui.
(2.) Pada beberapa kasus tertentu, "it" tidak digunakan sebagai kata ganti untuk binatang, tetapi dengan he atau she.
(3.) She dapat digunakan sebagai kata ganti untuk mobil,kapal, pesawat udara dan juga Negara.
(4.) Untuk mengidentifikasi seseorang, "it" terkadang dipakai untuk menggantikan subjek/objek tunggal dan they untuk jamak.
(5.) Untuk menginformasikan orang atau yang menunjuk kepada orang tertentu, gunakan he, she, atau they.[12]

In other word :

(1). For baby especially and sometimes child, van be used the pronoun "if"

if their gender has not knowed.

For example: every child should be registered as soon as <u>it</u> is born

(2). In other problem, "it" is not used as pronoun of animals, but used "he"

or "she".

For example: I like your horse. How old is <u>she</u>?

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[12] Ridwansyah,  *Mastering English Grammar*, (Jakarta: Puspa Swara, 2006),  p. 39.

(3). She can be used as pronoun for car, plane, air plane, and also for

country.

For example: My car is very economical. She does 40 miles to the

Gallon.

(4). To identificated someone, it sometimes used to replace the

subject/object singular and they for singular.

For example:    Who is that man? <u>It</u> is my brother.

Who was that girl? They are friends of my sister.

(5). To inform the person of specific person, used; he, she, or they.

For example:    Who is that man? He is the nurse.

<u>She</u> is acquaintance of ours.

Who are those men? They are customer of mine.

2). The use of possessive adjective forms

Possessive adjective in English refer to the possessor and not to the

thing possessod;[13]

a).  Everything that a man or boy possesses is his thing, and everything

that a woman or girl possesses is her thing.

For example :  Kinmy's mother is his mother. but;

Dewi's mother is her mother.

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[13] A.J. Thomson and A.V. Martinet, *A Practical English Grammar*, (New York: Oxford University Press, 1986), p. 75.

b). Eveything that an animal or thing possesses is its thing.

For example :   A happy dog wag its tail.

c). But if the sex of the animal is known , his or her would often be used.

If there is more than one possessor , there is used.

For example :  The girls are with their brother.

d). Possessive adjective remains the same wether the thing possessed is

singular or plural.

For example :  My glove = My gloves.

e). Possessive adjective are used with clothes and parts of body.

For example :  She changed her shoes.

f).  To add emphasis own can be placed after my, your, his, etc.

For example :  My own room.

Her own idea.

## 2. Simple Sentence

a. Definition of Simple Sentence

Simple sentence is a sentence that has one subject and one predicate, it is an independent clause. Such as: We sent a letter. According to Jayanthy Dakshyna Murthy: "Simple sentence is a ssentence which has only one subject and one predicate".[14] Then According to Marcella Frank: "Simple sentence contains one full subject and predicate takes the form of a

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[14]Jayanthy Dakshina Murthy, Op.  Cit., p. 26.

statement, a question, a request, an exclamation".[15] Next according to Wren and Martin: "Simple sentence is one which only one subject and one predicateor which has only finitive verb".[16] Meanwhile, according to Sulastri: "Simple sentence adalah kalimat yang hanya mengandung satu verb utama (satu main clause-kalimat induk) yang mencerminkan adanya satu gagasan".[17] In other word, simple sentence is the sentence which has only one verb (predicate) which has one ideas.

So, from the opinon above, the reseacher can conclude that simple sentence is one of sentence classes which has only contains one subject and one predicate. In other word, simple sentence is talking about subject, predicate and also object.

b. Simple Present Tense

The simple present tense used to express habitual action. Simple present tense is use to general thruth.[18] Simple present tense is also used to indicate a regular or habitual action.

For example :    I go to school everyday.

1). The formula of active sentence:

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[15] Marcella Frank, *Modern English Exercises For Non-Native Speakers*, (New York University: Prentice Hall, 1972), p. 1.

[16] Wren and Martin, *High School English Grammar and Composition*, (Persada Rao: 1990), p. 200.

[17] Sulastri, *Op. Cit.,*  p. 16.

[18] A.J. Thomson and A.V. Martinet, *Op. Cit.*, p. 151.

Tabel II

a). (+): Subject + Verb I. But for the subject She, He, It +Verb I+ s / es

| I<br>We<br>You<br>They | Verb I (INFINITIVE) | .... IFINITIVE+OBJECT<br>+ADVERB |
|---|---|---|
| She<br>He<br>It | Verb I +S /ES | |

For example:  (1)  I always love my mother.

(2) We go to market every Sunday.

(3) She drinks a glass of coffee every morning.

(4) He always sends a letter to me.

Tabel III

b). (-): Subject + helping verb ( do / does) + not+ Verb I

| I<br>We<br>You<br>They | DO | N<br><br>O | Verb I + Object + ...... |
|---|---|---|---|
| He<br>She<br>It | DOES | T | |

For example:  (1) I don't like banana.

(2) You don't buy a book.

(3) She doesn't cook rice in the kitchen.

(4) He doesn't swim in the swimming pool.

Tabel. IV

c). (?) Short answer : Do / Does + Subject + Verb I + ....

| DO | I<br>We<br>You<br>They | INFINITIVE+...... |
|---|---|---|
| DOES | He<br>She<br>It | |

For example:  (1) Do you go to campus every morning?

(2) Does Muhammad pray five times a day?

(3) Do you like banana?

(4) Does Aisyah come here?

2). The formula of nominal sentence.

a). Positive Sentence (+) : Subject + Helping Verb (Is, am, are ) +...

For example :  (1)  I am Arry.

(2) We are students.

(3) You are mr Ali.

(4) He is a boy.

(5) She is a girl.

(6) It is a cat.

(7) They are the soons of Mr Ibrahim.

b). Negative sentence (-): Subject + helping Verb(is, am, are)+ not +...

For example:  (1) I am not a teacher.

(2) Mr. Ali is not my teacher.

(3) Mrs. Ali is my teacher.

(4) They are not Arry.

(5) We are not students.

(6) It is not a cat.

(7) You are not a singer.

c). Interrogative sentence (?) :  Helping verb (is, am, are)+ subject+...

For  example :  (1) Am I clever?

(2) Are you a dancer?

(3) Is she a teacher?

(4) Is he a hunter?

(5) Are They in the super market now?

(6) Is It a dog?

3). Tense Maker

According to the researcher , comprehending adverb of time is also very important in learning simple present tense, especially to the Indonasian learners. Such as:

a). Usually                   ( Biasanya )

b). Always                  ( Selalu )

c). Sometimes            ( Kadang-kadang )

d). Often                     ( Sering )

e). Seldom                 ( Jarang )

f). Normally               ( Biasanya )

g). Habitually            (Biasanya )

h). Frequently           ( Seringkali )

i). Now and Then       ( Kadang-kadang )

j). On and Off           ( Kadang-kadang )

k). Everyday/ week/ month/year ( Setiap hari/pekan/bulan/tahun )

l). Once a day/week/month    ( Sekali sehari/seminggu/bulan )

m). Twice a week/month/year   ( Dua kali seminggu/sebulan/setahun )

## B. Conceptual Framework

The real implementation of english, especially writing subject in vocational high school is enable the students to understand how to right in writing, like writing simple sentence.To make good in writing simple sentence the students should know about personal pronouns. It was because personal pronoun is an important used to separate sentences to make their meaning clear, so the readers understand about the writer has written.

## C. Hypothesis

In quantitative studies, hypothesis are predictions the reseacher holds about the rolatonship among variables. These hypothesis are predictions about the outcomes of the result and they may be written as alternative hypothesis specifiying the exact result to be expected (more, less, higher or lower of something).

Iqbal Hasan stated that: "Hipotesis adalah pernyataan atau dugaan yang bersifat sementara terhadap suatu masalah penelitian yang kebenarannya masih lemah sehingga harus diuji secara empiris".[19]

In other word, Hypothesis are predictions or asumptions for a temporary in a problem that the must be tested empirically. Reseacher had the hypothesis of this study that "there is a correlation between personal pronouns mastery and writing simple sentence at MTs. Swasta AL-Mukhtariyah Sungai Dua Kab. Padang Lawas Utara".

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[19] Iqbal Hasan, *Analisis Data Penelitian Dengan Statistik*, (Jakarta: PT. Bumi Aksara, 2008), p. 31.

# CHAPTER III

# RESEARCH METHODOLOGY

## 1. Method of the Research

This research was a quantitative research, exactly correlational research. In completing the data, the reseacher used the field research. In the field research, the reseacher conducted the research for the students at grade VII of MTs. Swasta Al-Mukhtariyah Sungai Dua Padang Lawas Utara. The reseacher gave a test to the students and asked them to answer the qestion that have made.

Correlation research involves collecting data in order to determine whether, and to what degree, a relationship exists between two or more quatifiable variables. The degree of relationship is expressed as a correlation coeficient. The purpose of a correlation research study is to determine relationship between variables or to use these relationships to make predictions.[1]

Correlation studies may be designed either to determine wether and how the X and Y variables are related, or to test hypothesis regarding expected relationships.

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[1] Gay and Peter Airaisan, *Educational Research: Competenciens for Analysis and Applications*-6th *ed*, (Prentice Hall Inc: New Jersey, 2000), p. 321.

2. **Time and Place of The Research**

The research was done at grade VII of MTs. Swasta Al-Mukhtariyah Sungai Dua. It is located in Portibi Jae Village North Padang Lawas. The proces of research has done from February 2012 until April 2012.

3. **Population and Sample**

a. Population

Suharsimi Arikunto said that "populasi adalah keseluruhan subjek penelitian".[2] In other word, populations is all of the subject element in a study.

The population in this study was all of the students at VII grade of MTs. Swasta Al-Mukhtariyah Sungai Dua Kab. Padang Lawas Utara. That consist of two classes as shown in table below :

Table. I

| No | Class | Male | Female | Number of Students |
|----|-------|------|--------|--------------------|
| 1 | VII A | 16 | 21 | 37 |
| 2 | VII B | 14 | 18 | 32 |
| Total of Number | | | | 69 |

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[2] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek,* (Jakarta: Rineka Cipta, 1993), p. 107.

b. Sample

Sample is presentative whole of population.

According to Suharsimi:"Apabila subjeknya kurang dari 100 lebih baik diambil semua sehingga penelitiannya merupakan penelitian populasi. Selanjutnya jika subjeknya besar dapat di ambil antara 10-15 % atau 20 - 25% atau lebih tergantung kemampuan peneliti dari berbagai macam segi".[3]

From the statement above can concluded that,  when subject less than 100 , it is better to take all of the subject , and if the subject is more than 100, the sample can be for about 10%- 15% or  20% - 25% or more. So, the reseacher take all of the students as sample, and this research named as population research.

4. **Instrumentation of Research**

The research instrument plays as important role to collect data. This research uses some kinds of test, like multiple choice test and essay test, these test type can be scored objectivly and can measure learning out come directly.

In this research, the test consisted 20 items for mastering personal pronouns  and 10 setences test for simple sentence ability. There are four parts of question. The writer makes one part question about subject pronoun, one part about object pronoun, one part about possessive adjective, and another

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[3] *Ibid.*, p. 112.

part on simple sentence including how students writing a sentence by using appropriate personal pronoun.

Each number of personal pronoun test scored 5 marks for 20 items, the total score is 100 marks. For simple sentence test scored 10 marks for 10 items total 100 marks.

Tabel II

The indicators of students' in personal pronous mastery

| NO | Personal Pronouns Mastery | Total Test | Number of Test | Score |
|----|---------------------------|------------|----------------|-------|
| 1 | Mastering subject pronoun | 7 | 1-7 | 35 |
| 2 | Mastering object pronoun | 7 | 8-14 | 35 |
| 3 | Mastering possessive adjective | 6 | 15-20 | 30 |
| | Total | 20 | 20 | 100 |

Tabel III

The Indicators of Student's in writing sentences ability

| No | Writing Simple Sentences Ability | Total Test | Number of Test | Score |
|---|---|---|---|---|
| 1 | Writing by arrange subject, predicate, and object | 5 | 2, 4, 7, 8, 9 | 50 |
| 2 | Writing by arrange the subject, predicate, and possessive adjective | 5 | 1, 3, 5, 6, 10 | 50 |
| | | 10 | 10 | 100 |

## 5. Validity of Instrument

In this research, the researcher used content validity to establish the validity of the instrument. The researcher took content validity as the instrument because content validity refers to the extent to which instrument represents the content of interest. In order to have content validity, a measure must adequately sample both the topics and the cognitive processes includes in the content universe under

consideration. Next, the researcher made test personal pronouns mastery and writing simple sentences ability.

The process of analysis has showed the content validity of the test, in other words, the researcher concluded that the personal pronouns mastery and writing simple sentences ability test has been valid. So, the instrument used by the researcher was valid.

## 6. Tecniques of Data Collection

In completing the data, the next step of this research was collecting the data.The function of data colleting was to determine the result of the research. In colleting data, the researcher used some steps.

Since the researcher wanted to investigate the correlation between two kinds of of test, personal pronoun and simple sentence test, so the researcher used test method. The test is devided into two parts: the first was personal pronoun, which consists of 20 items. The escond was simple sentence test, which consists of 10 items of sentences.

Frist, researcher enters to the class  and gives the test sheet for the determine sample. Then, give the instruction of test to and give them 60 minutes to do the test, after that, collect the answer sheet. Finally, research corrects the answer sheet, after collecting data, researcher analyze the data.

7. **Tecniques of Data Analysis**

Data was analyzed by statistic analysis with steps as follows:

a.  Identified and total or corrected the answer the subject research from

test.

b.  Used mean score to identify variable x and y:

$$\bar{x} = \frac{\sum fixi}{fi}$$

$$\bar{y} = \frac{\sum fiyi}{fi}$$

c.  To know the correlation between variables x and y was calculated by

appliying product moment formula as shown below:

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

In which:

$r_{xy}$ = The correlation between personal pronouns mastery and

writing simple sentence

N  = The number of sample

$\sum x$ = Sum of mastering personal pronouns

$\sum y$ = sum of writing simple sentence

$\sum xy$ = Total sum of x and y

The result should be appropriated with the interpretation to the index

of product moment ofcorrelation.

Tabel IV

The Tabel Interpretation of xy

| The Value | Degree |
|---|---|
| Between 0,00-0,199 | Very low correlation |
| Between 0,20-0,399 | Low correlation |
| Between 0,40-0,599 | Significant correlation |
| Between 0,60-0,799 | High correlation |
| Between 0,80-1,000 | Very high correlation[4] |

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[4]Anas Sudijono, *Pengantar Statistik Pendidikan,* (Jakarta: PT. Raja Grafindo Persada, 2008), p. 193.

# CHAPTER IV

## ANALYSIS DATA

### A. Data Description

To understand this research easily about this thesis: "The Correlation Between Personal Pronouns Mastery and Writing Simple Sentences at MTs. Swasta AL-Mukhtariyah Sungai Dua Padang Lawas Utara". So, this was described based on variables. There were two variables in this research and was started from the variable of personal pronouns mastery (x), the variable of writing simple sentence (y) and also was continued to the testing of hypothesis.

1. Personal Pronouns Mastery

Based on the result of analyzing respondents answer in the test, the computation of result of the variable of personal pronouns mastery, as seen in the table below :

**Table I**

**The Resume of variable Scores in Personal Pronouns Mastery**

| No. | Statistic | Variable X |
|-----|-----------|-----------|
| 1 | High score | 75 |
| 2 | Low score | 35 |
| 3 | Range | 40 |
| 4 | Mean score | 60.02 |
| 5 | Median | 63.6 |

From the table above, it was known that the high score of variable of personal pronouns mastery has been searched by 69 students based o the ttal of sample research were high score 75 and low score 35, range 40, mean score 60.02, median 63.6 (the complete tabel on the appendix VII).

To know revelation of data was done to grouped the variable score of personal pronoun mastery which the total classes 7 and interval 6.

**Table II**

**Frequency Distribution in Personal Pronouns Mastery**

| Interval | Frequency Absolute | Frequency Relative |
|----------|--------------------|--------------------|
| 35 – 40  | 6                  | 8.7 %              |
| 41 – 46  | 4                  | 5.8 %              |
| 47 – 52  | 10                 | 14.5 %             |
| 53 – 58  | 8                  | 11.6 %             |
| 59 – 64  | 9                  | 13.04 %            |
| 65 – 70  | 17                 | 24.63 %            |
| 71 – 76  | 15                 | 21.73 %            |
| $i = 6$  | 69                 | 100 %              |
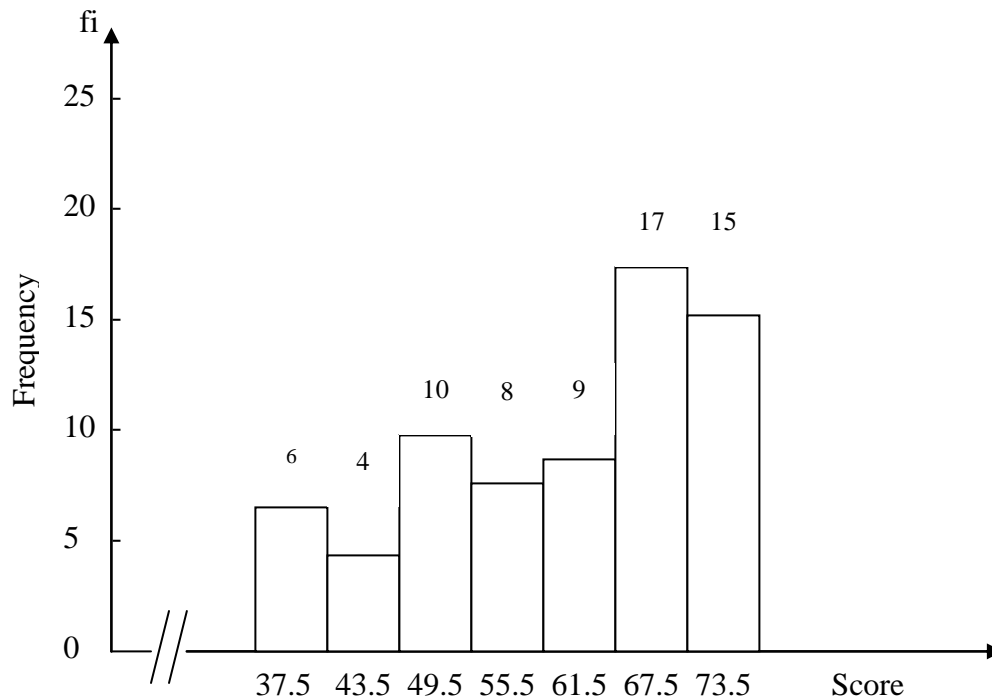
Ficture 1: Histogram of Personal Pronouns Mastery

Based on the table above, it was known that the variable revelation of personal pronouns mastery shown that the respondent at interval 35-40 were 6 students (8.7%), interval 41-46 were 4 students (5.8%), interval 47-52 were 10 students (14.5%), interval 53-58 were 8 students (11.6%), interval 59-64 were 9 students (13.04%), interval 65-70 were 17 students (24.63%), interval 71-76 were 15 students (21.73%).

2. Writing Simple Sentence

The resume score of variable writing simple sentences ability at MTs. Swasta AL-Mukhtariyah Sungai Dua PadangLawas Utara has been gotten as table below :

**Table III**

**The Resume of variable Scores ins Writing Simple Sentences Ability**

| No. | Statistic | Variable Y |
|-----|-----------|------------|
| 1 | High score | 90 |
| 2 | Low score | 40 |
| 3 | Range | 50 |
| 4 | Mean score | 65.52 |
| 5 | Median | 68.9 |

From the table above, it was known that high score of variable of writing simple sentence has been reached by 69 students based on the total of sample research the high score were 90 and low score 40, range 50, mean score 65.52, median 68.9 (see appendix VIII).

To known the revelation of data was done to group the variable score of writing simple sentences ability which the total classes 8 and interval 7.

**Table IV**

**Frequency Distribution in Writing Simple Sentences**

| Interval | Frequency Absolute | Frequency Relative |
|----------|--------------------|--------------------|
| 40 – 46 | 3 | 4.35 % |
| 47 – 53 | 12 | 17.39 % |
| 54 – 60 | 15 | 21.74% |
| 61 – 67 | 0 | 0 % |
| 68 – 74 | 21 | 30.43 % |
| 75 – 81 | 15 | 21.74 % |
| 82 – 88 | 0 | 0 % |
| 89 - 95 | 3 | 4.35% |

| $i = 6$ | 69 | 100 % |
|---------|-----|-------|
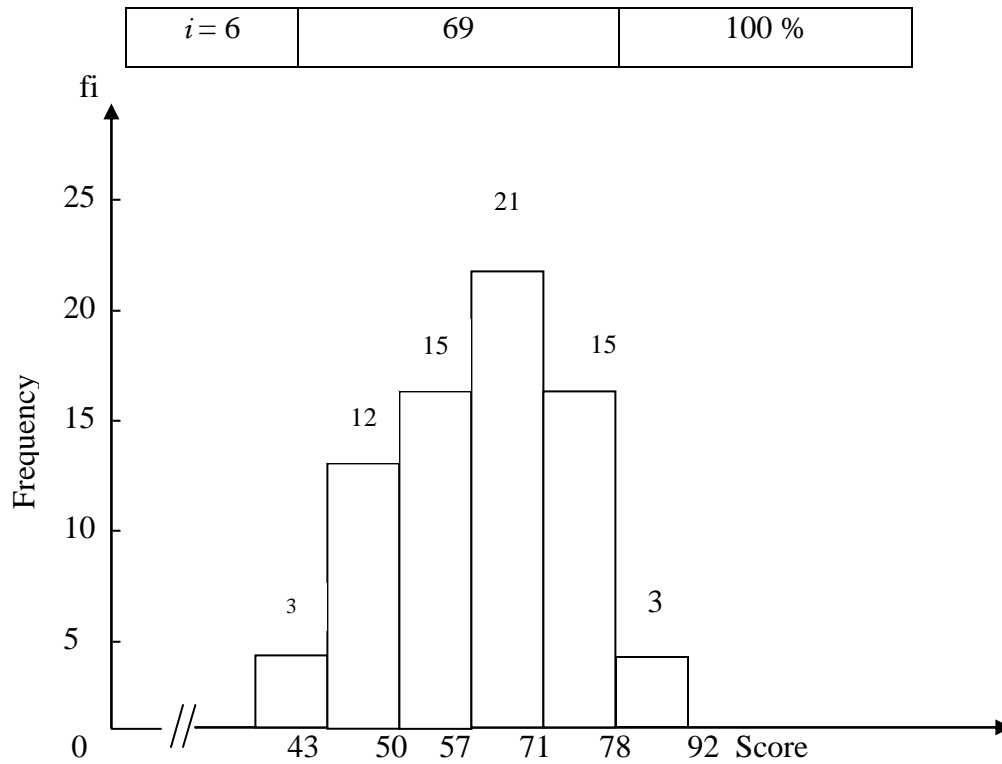


Ficture II : Histogram of Writing Simple Sentences Ability

Based on the table above, it was known that the variable revelation of writing simple sentence showed that the respondents at interval 40-46 were 3 students (4.35%), interval 47-53 were 12 students (17.39%), interval 54-60 were 15 students (21.74%), interval 61-67 were 0 students (0%), interval 68-74 were 21 students (30.43%), interval 75-81 were 15 students (21.74%), interval 82-88 were 0 students (0%), interval 89-95 were 3 students (4.35%).

## B. Testing of Hypothesis

The hypothesis of this research was significant correlation between personal pronouns mastery and students' ability in writing simple sentence at MTs. Swasta AL-Mukhtariyah Sungai Dua Padang Lawas Utara. It was tested by using product moment correlation.

The statistic calculation of the evaluation hypothesis, as follows :

| No. | Initial | X | Y | $X^2$ | $Y^2$ | X.Y |
|-----|---------|-----|-----|-------|-------|------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) |
| 1 | AS | 50 | 60 | 2500 | 3600 | 3000 |
| 2 | AH | 60 | 50 | 3600 | 2500 | 3000 |
| 3 | BS | 50 | 60 | 2500 | 3600 | 3000 |
| 4 | ER | 55 | 50 | 3025 | 2500 | 2750 |
| 5 | ES | 75 | 90 | 5625 | 8100 | 6750 |
| 6 | EH | 50 | 60 | 2500 | 3600 | 3000 |
| 7 | EJ | 70 | 70 | 4900 | 4900 | 4900 |
| 8 | EA | 50 | 70 | 2500 | 4900 | 3500 |
| 9 | EH | 75 | 80 | 5625 | 6400 | 6000 |
| 10 | GH | 75 | 70 | 5625 | 4900 | 5250 |
| 11 | HM | 65 | 70 | 4225 | 4900 | 4550 |
| 12 | HS | 75 | 0 | 5625 | 3600 | 4500 |
| 13 | LM | 65 | 70 | 4225 | 4900 | 4550 |
| 14 | LH | 65 | 70 | 4225 | 4900 | 4550 |
| 15 | MS | 60 | 60 | 3600 | 3600 | 3600 |
| 16 | MK | 55 | 70 | 3025 | 2500 | 2750 |
| 17 | NH | 75 | 80 | 5625 | 6400 | 6000 |

| | | | | | | |
|----|----|----|----|------|------|------|
| 18 | ND | 65 | 70 | 4225 | 4900 | 4550 |
| 19 | NR | 60 | 70 | 3600 | 4900 | 4200 |
| 20 | RM | 40 | 50 | 1600 | 2500 | 2000 |
| 21 | RY | 70 | 90 | 4900 | 8100 | 6300 |
| 22 | RT | 75 | 80 | 5625 | 6400 | 6000 |
| 23 | RP | 55 | 50 | 3025 | 2500 | 2750 |
| 24 | SA | 75 | 70 | 5625 | 4900 | 5250 |
| 25 | SO | 55 | 70 | 3025 | 4900 | 3850 |
| 26 | SH | 50 | 60 | 2500 | 3600 | 3000 |
| 27 | SR | 65 | 70 | 4225 | 4900 | 4550 |
| 28 | SH | 60 | 60 | 3600 | 3600 | 3600 |
| 29 | TM | 50 | 70 | 2500 | 4900 | 3500 |
| 30 | YS | 75 | 90 | 5625 | 8100 | 6750 |
| 31 | WS | 65 | 70 | 4225 | 4900 | 4550 |
| 32 | UA | 65 | 80 | 4225 | 6400 | 5200 |
| 33 | EL | 60 | 70 | 3600 | 4900 | 4200 |
| 34 | EM | 75 | 70 | 5625 | 4900 | 5250 |
| 35 | TA | 60 | 80 | 3600 | 6400 | 4800 |
| 36 | AR | 65 | 80 | 4225 | 6400 | 5200 |
| 37 | MW | 55 | 60 | 3025 | 3600 | 3300 |
| 38 | TS | 75 | 80 | 5625 | 6400 | 6000 |
| 39 | SS | 50 | 60 | 2500 | 3600 | 3000 |
| 40 | JP | 75 | 60 | 5625 | 3600 | 4500 |
| 41 | HH | 50 | 50 | 2500 | 2500 | 2500 |
| 42 | AG | 40 | 60 | 1600 | 3600 | 2400 |

| | | | | | | |
|----|----|----|----|------|------|------|
| 43 | MA | 40 | 50 | 1600 | 2500 | 2000 |
| 44 | MI | 45 | 50 | 2025 | 2500 | 2250 |
| 45 | JS | 35 | 40 | 1225 | 1600 | 1400 |
| 46 | DE | 70 | 80 | 4900 | 6400 | 5600 |
| 47 | NN | 75 | 80 | 5625 | 6400 | 6000 |
| 48 | SM | 65 | 80 | 4225 | 6400 | 5200 |
| 49 | LS | 75 | 80 | 5625 | 6400 | 6000 |
| 50 | FN | 65 | 60 | 4225 | 3600 | 3900 |
| 51 | HH | 75 | 70 | 5625 | 4900 | 5250 |
| 52 | AN | 65 | 80 | 4225 | 6400 | 5200 |
| 53 | AH | 60 | 70 | 3600 | 4900 | 4200 |
| 54 | AT | 55 | 60 | 3025 | 3600 | 3300 |
| 55 | MA | 35 | 40 | 1225 | 1600 | 1400 |
| 56 | IW | 60 | 70 | 3600 | 4900 | 4200 |
| 57 | DH | 45 | 40 | 2025 | 1600 | 1800 |
| 58 | RS | 45 | 60 | 2025 | 3600 | 2700 |
| 59 | MS | 50 | 50 | 2500 | 2500 | 2500 |
| 60 | AS | 55 | 70 | 3025 | 4900 | 3850 |
| 61 | DS | 45 | 50 | 2025 | 2500 | 2250 |
| 62 | AH | 75 | 80 | 5625 | 6400 | 6000 |
| 63 | GS | 60 | 70 | 3600 | 4900 | 4200 |
| 64 | DE | 65 | 80 | 4225 | 6400 | 5200 |
| 65 | AS | 40 | 50 | 1600 | 2500 | 2000 |
| 66 | MI | 55 | 60 | 3025 | 3600 | 3300 |
| 67 | NL | 70 | 80 | 4900 | 6400 | 5600 |
| 68 | NS | 65 | 70 | 4225 | 4900 | 4550 |

| 69 | YS | 50 | 60 | 2500 | 3600 | 3000 |
|----|----|----|----|------|------|------|
| **Total** | | $\sum X = 4140$ | $\sum Y = 4570$ | $\sum X^2 = 257.450$ | $\sum Y^2 = 310.100$ | $\sum XY = 280.800$ |

Based on the table above, it was gotten the each of score variable which is used to do calculation of product moment and the each of the variable score as follows :

$$\sum x \quad = 4140$$
$$\sum y \quad = 4570$$
$$\sum x^2 \quad = 257.450$$
$$\sum y^2 \quad = 310.100$$
$$\sum xy \quad = 280.800$$

By using the value above, calculated the value of correlation between variable X and Y.

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

$$= \frac{69.280800 - (4140)(4570)}{\sqrt{\{69.257450 - (4140)^2\}\{69.310100 - (4570)^2\}}}$$

$$= \frac{19375200 - 18919800}{\sqrt{\{17764050 - 17139600\}\{21396900 - 20884900\}}}$$

$$= \frac{455400}{\sqrt{\{624450\}\{512000\}}}$$

$$= \frac{455400}{\sqrt{319718411}}$$

$$= \frac{455400}{565436.47}$$

$r_{xy} = 0.805$

The hypothesis which said there were the correlation between personal pronouns mastery and writing simple sentence at MTs. Swasta AL-Mukhtariyah Sungai Dua Padang Lawas Utara could be received. It can be seen from the calculating of product moment by getting correlation coefficients $r_{xy} = 0.805$ was more than $r_{tabel} = 0,244$ on taraf 5%, and on taraf 1% than $r_{tabel} = 0,317$. So, there were very high correlation between personal pronouns mastery and writing simple sentences ability at MTs. Swasta AL-Mukhtariyah Sungai Dua Padang Lawas Utara. It has been written in the table of coefisien correlation interpretation value r.

To look for the contribution of variable X to variable Y as follows :

In which :

Kp = The score of determine coefficient

r = The score of the coefficient correlation

$Kp = r^2$ x 100%

$\quad = (0.805)^2$ x 100%

$\quad = 0.6480$ x 100%

$\quad = 64.80\%$

## C. Discussion

Before the reseacher done the reseach, the researcher was done first research to  English teacher of the school. The researcher asked him about the syllabus. So, the English teacher said; he was tought his students about personal pronouns and writing sentence. Therefore, the researcher have the hypothesis that there is a significant correlations between personal pronouns mastery and writing simple sentences ability at MTs. Swasta Al- Mukhtariyah Sungai Dua Padang Lawas Utara.

Based on the testing hypothesis, it was known that the grade VII of MTs in personal pronouns mastery had the significant correlation on students' ability in writings simple sentence at MTs. Swasta AL-Mukhtariyah Sungai Dua Kabupaten Padang Lawas Utara.

The personal pronouns was one used on writing simple sentence. So the researcher wanted to know how was the significant correlation between personal pronouns mastery of grade VII of MTs on writing simple sentence. Finally, the researcher has found that there were the significant the correlation between personal pronouns mastery and writing simple sentence at grade VII of MTs Swasta AL-Mukhtariyah Sungai Dua Kabupaten Padang Lawas Utara.

Based on the result of the research and theoritical description the personal pronouns mastery and writing simple sentence have significant correlation.

## D. The Threats of The Research

The steps of the research have been done appropriate with the steps which were on the result of the research objectively and sistematically, but to get the excellence results from this reason were more difficult because there were the weakness of this research.

On doing the test, there were the weakness of time, because the test was done when the grade XII UN (National Examination) and the researcher must be looked for the empty room to do the test, beside, the time which was given to the students were not so enough.

In this research, there were so many problems, but the researcher attempt to do the best, so there were not the weakess and not decrease the meaning of this research.

# CHAPTER V

# CONCLUSIONS AND SUGGESTIONS

## A. Conclusions

After getting the result of her research work, the research came to her conclusions as follows :

1. In MTs. Swasta AL-Mukhtariyah Sungai Dua Padang Lawas Utara, the grade VII in personal pronouns mastery was "enough" by getting mean score were 60.02.

2. By personal pronoun mastery, so the writing simple sentence students' at MTs. Swasta AL-Mukhtariyah Sungai Dua Kabupaten Padang Lawas Utara also was "good" by getting mean score 65.52.

3. So. Based on the result calculating which was gotten the value of the correlation product moment $r_{xy}$ between variable of grade VII of MTs in personal pronouns mastery and variable of writing simple sentence were 0.805. Next the significant correlation level was done by locking $r_{table}$ on taraf significant 5% was 0,244 and on taraf significant 1% was 0,317. The hypothesis in this research was received namely $r_{count} > r_{table}$. It means there were significant correlation between in personal pronoun mastery and writing simple sentence.

## B. Suggestions

Having narated her conclusion the researcher made her suggestions as follows :

1. The researcher on this occasion hope that other researchers will conduct a research related to the topic in this study, further, especially to find out other correlation on writing  sentence.

2. To the headmaster of MTs. Swasta AL-Mukhtariyah Sungai Dua Padang Lawas Utara to support the teachers to teach well and provide facilities involves with learning process.

3. To the english teachers of MTs. Swasta AL-Mukhtariyah Sungai Dua to develop teaching learning process more, especially to writing simple sentence.

4. To students especially English students is hoped to develop the students' writing simple sentence and use personal pronoun in good way.

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*Appendix I*

The list of question for the students to know their ability in mastering personal pronoun.

Choose the best answer (a, b, c, d) for each number !

A. Number 1-7 the question about subject pronoun.

1. ….. (saya) go to school everyday
   a. I                          c. she
   b. he                         d. they
2. ….. (dia laki-laki) goes to mosque every maghrib
   a. I                          c. she
   b. he                         d. they
3. ….. (dia perempuan) coks in the kitchen
   a. I                          c. she
   b. he                         d. they
4. ….. (kamu) go to Portibi Jae Village
   a. you                        c. we
   b. they                       d. it
5. ….. (mereka) come to Padang Nauli Village
   a. you                        c. he
   b. they                       d. it
6. ….. (kami) visit to Bahal temple
   a. they                       c. she
   b. it                         d. we
7. ….. (binatang) climbs the tree
   a. he                         c. it
   b. she                        d. they

B. Number 8-14 the question about object pronoun.

8. Adi hits ….. (saya)
   a. me                         c. you
   b. us                         d. him

9. I look ….. (dia laki-laki) every day
   a. her                        c. them
   b. him                        d. us

10. we bring ….. (dia perempuan) a cake
    a. you                       c. her
    b. him                       d. us
11. they give ….. (kami) some money

a. us                          c. me
b. them                        d. it
12. the snake bit ….. (you)
    a. you                     c. it
    b. them                    d. us
13. Masito teach ….. (mereka) vocabulary
    a. you                     c. her
    b. them                    d. him
14. I always bring ….. (dia buku) to the school
    a. you                     c. it
    b. him                     d. her

C. Number 15-20 the question about possessive adjective.

15. this is ….. (milik saya) flower
    a. her                     c. my
    b. his                     d. our
16. ….. (milik dia laki-laki) brother study in MTs. Al-Mukhtariyah Sungai Dua
    a. their                   c. his
    b. her                     d. our
17. ….. (milik dia perempuan) brother teach in MTs. Al-Mukhtariyah Sungai Dua
    a. our                     c. their
    b. her                     d. my
18. ….. (milik kami) school is very large
    a. my                      c. his
    b. it                      d. our
19. ….. (milik mereka) class is very clean
    a. their                   c. your
    b. our                     d. it
20. ….. (milik kamu) buffalo is black colour, …. (milik kerbau) tail also
    a. your and it             c. your and her
    b. your and his            d. your and their

*Appendix II*

The list of question for the students to know their ability in writing simple sentence.

Arrange the following sentence with lookfor the subject, predicate, object or possessive adjective!

1. brother – is – his - Romadhon
2. hit – Hamonangan - them
3. love – Aminah – her- mother
4. lookfor – Marwiyah - We
5. is – friend – their - Rizky
6. enemy – is – my - Bolon
7. I – sent – letter – a – them – oncea month
8. The bee - often – me - bit
9. Al-Quran – read – We - every subuh
10. every day – in the mosque- She – her friends – with - pray

**Key Answer of Multiple Choice on Personal Pronouns Mastery**

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

*Appendix IV*

**Key Answer of Essay on Writing Simple Sentence**

1. Romadhon is his brother
2. Hamonangan hit them
3. Aminah love her mother
4. We lookfor Marwiyah
5. Rizky is their friend
6. Bolon is my enemy
7. I sent them a letter once a month
8. The bee bit me often
9. We read al-Quran every subuh
10. She pray  with her friends in the mosque every day

**THE RESULT OF PERSONAL PRONOUN MASTERY**

| No. | Initial of Students | Score of X Variable |
|-----|---------------------|---------------------|
| 1 | AS | 50 |
| 2 | AH | 60 |
| 3 | BS | 50 |
| 4 | ER | 55 |
| 5 | ES | 75 |
| 6 | EH | 50 |
| 7 | EJ | 70 |
| 8 | EA | 50 |
| 9 | EH | 75 |
| 10 | GH | 75 |
| 11 | HM | 65 |
| 12 | HS | 75 |
| 13 | LM | 65 |
| 14 | LH | 65 |
| 15 | MS | 60 |
| 16 | MK | 55 |
| 17 | NH | 75 |
| 18 | ND | 65 |
| 19 | NR | 60 |
| 20 | RM | 40 |
| 21 | RY | 70 |
| 22 | RT | 75 |
| 23 | RP | 55 |
| 24 | SA | 75 |
| 25 | SO | 55 |
| 26 | SH | 50 |
| 27 | SR | 65 |

| 28 | SH | 60 |
|----|----|----|
| 29 | TM | 50 |
| 30 | YS | 75 |
| 31 | WS | 65 |
| 32 | UA | 65 |
| 33 | EL | 60 |
| 34 | EM | 75 |
| 35 | TA | 60 |
| 36 | AR | 65 |
| 37 | MW | 55 |
| 38 | TS | 75 |
| 39 | SS | 50 |
| 40 | JP | 75 |
| 41 | HH | 50 |
| 42 | AG | 40 |
| 43 | MA | 40 |
| 44 | MI | 45 |
| 45 | JS | 35 |
| 46 | DE | 70 |
| 47 | NN | 75 |
| 48 | SM | 65 |
| 49 | LS | 75 |
| 50 | FN | 65 |
| 51 | HH | 75 |
| 52 | AN | 65 |
| 53 | AH | 60 |
| 54 | AT | 55 |
| 55 | MA | 35 |
| 56 | IW | 60 |
| 57 | DH | 45 |
| 58 | RS | 45 |

| 59 | MS | 50 |
|---|---|---|
| 60 | AS | 55 |
| 61 | DS | 45 |
| 62 | AH | 75 |
| 63 | GS | 60 |
| 64 | DE | 65 |
| 65 | AS | 40 |
| 66 | MI | 55 |
| 67 | NL | 70 |
| 68 | NS | 65 |
| 69 | YS | 50 |
| **TOTAL** | | **4140** |

**THE RESULT OF WRITING SIMPLE SENTENCES ABILITY**

| No. | Initial | Score |
|-----|---------|-------|
| 1 | AS | 60 |
| 2 | AH | 50 |
| 3 | BS | 60 |
| 4 | ER | 50 |
| 5 | ES | 90 |
| 6 | EH | 60 |
| 7 | EJ | 70 |
| 8 | EA | 80 |
| 9 | EH | 80 |
| 10 | GH | 70 |
| 11 | HM | 70 |
| 12 | HS | 60 |
| 13 | LM | 70 |
| 14 | LH | 70 |
| 15 | MS | 60 |
| 16 | MK | 70 |
| 17 | NH | 80 |
| 18 | ND | 70 |
| 19 | NR | 70 |
| 20 | RM | 50 |
| 21 | RY | 90 |
| 22 | RT | 80 |
| 23 | RP | 50 |
| 24 | SA | 70 |
| 25 | SO | 70 |
| 26 | SH | 60 |
| 27 | SR | 70 |

| | | |
|---|---|---|
| 28 | SH | 60 |
| 29 | TM | 70 |
| 30 | YS | 90 |
| 31 | WS | 70 |
| 32 | UA | 80 |
| 33 | EL | 70 |
| 34 | EM | 70 |
| 35 | TA | 80 |
| 36 | AR | 80 |
| 37 | MW | 60 |
| 38 | TS | 80 |
| 39 | SS | 60 |
| 40 | JP | 60 |
| 41 | HH | 50 |
| 42 | AG | 60 |
| 43 | MA | 50 |
| 44 | MI | 50 |
| 45 | JS | 40 |
| 46 | DE | 80 |
| 47 | NN | 80 |
| 48 | SM | 80 |
| 49 | LS | 80 |
| 50 | FN | 60 |
| 51 | HH | 70 |
| 52 | AN | 80 |
| 53 | AH | 70 |
| 54 | AT | 60 |
| 55 | MA | 40 |
| 56 | IW | 70 |
| 57 | DH | 40 |
| 58 | RS | 60 |

| 59 | MS | 50 |
|---|---|---|
| 60 | AS | 70 |
| 61 | DS | 50 |
| 62 | AH | 80 |
| 63 | GS | 70 |
| 64 | DE | 80 |
| 65 | AS | 50 |
| 66 | MI | 60 |
| 67 | NL | 80 |
| 68 | NS | 70 |
| 69 | YS | 50 |
| **TOTAL** | | **4630** |

**Variable X**

**Personal Pronouns Mastery**

1. Maximal and minimun score gotten by setting the variable score from low score to high score.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 35 | 35 | 40 | 40 | 40 | 40 | 45 | 45 |
| 45 | 45 | 50 | 50 | 50 | 50 | 50 | 50 |
| 50 | 50 | 50 | 50 | 55 | 55 | 55 | 55 |
| 55 | 55 | 55 | 55 | 60 | 60 | 60 | 60 |
| 60 | 60 | 60 | 60 | 65 | 65 | 65 | 65 |
| 65 | 65 | 65 | 65 | 65 | 65 | 65 | 65 |
| 65 | 65 | 70 | 70 | 70 | 70 | 75 | 75 |
| 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 |
| 75 | 75 | 75 | 75 | 75 | | | |

2. High score $\quad = 75$

3. Low score $\quad = 35$

4. Range $\quad = $ High score – low score

$\quad = 75 - 35$

$\quad = 4$

5. The total of classes (BK)

$BK = 1 + 3.3 \log n$

$= 1 + 3.3 \log (69)$

$= 1 + 3.3 \ (1,84)$

$= 1 + 6.072$

$= 7.072$

$= 7$

6. Interval (i)

$i \ = \ \dfrac{R}{BK} \ = \ \dfrac{40}{7} \ = 5.71 \ = 6$

7. Mean score (x) $= \dfrac{\sum fixi}{fi}$

| Interval | fi | xi | Fixi |
|----------|-----|-------|--------|
| 35 – 40 | 6 | 37.5 | 225 |
| 41 – 46 | 4 | 43.5 | 174 |
| 47 – 52 | 10 | 49.5 | 495 |
| 53 – 58 | 8 | 55.5 | 444 |
| 59 – 64 | 9 | 61.5 | 553.5 |
| 65 – 70 | 17 | 67.5 | 1147.5 |
| 71 – 76 | 15 | 73.5 | 1102.5 |
| $i = 6$ | 69 | 388.5 | 4141.5 |

$$X = \frac{\sum fixi}{fi} = \frac{4141,5}{69} = 60.02$$

8. Median

$$Me = b + p\left(\frac{\frac{1}{2}n - f}{f}\right)$$

$$Me = \frac{1}{2}n = \frac{1}{2}69 = 34.5$$

$$b = \frac{65 + 64}{2} = 64.5$$

$$P = 6$$

$$F = 6 + 4 + 10 + 8 + 9 = 37$$

$$f = 17$$

$$Me = b + p\left(\frac{\frac{1}{2}n - f}{f}\right)$$

$$= 64.5 + 6\left(\frac{34{,}5 - 37}{17}\right)$$

$$= 64.5 + 6\left(\frac{-25}{17}\right)$$

$$= 64.5 + 6\,(\text{-}0.14)$$

$$= 64.5 + (\text{-}0.8)$$

$$\text{Me} = 63.6$$

## Variable Y

## Writing Simple Sentences Ability

1. Maximal and minimun score gotten by setting the variable score from low score to high score.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 40 | 40 | 40 | 50 | 50 | 50 | 50 | 50 | 50 |
| 50 | 50 | 50 | 50 | 50 | 50 | 60 | 60 | 60 |
| 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 |
| 60 | 60 | 60 | 70 | 70 | 70 | 70 | 70 | 70 |
| 70 | 70 | 70 | 70 | 70 | 70 | 70 | 70 | 70 |
| 70 | 70 | 70 | 70 | 70 | 70 | 80 | 80 | 80 |
| 80 | 80 | 80 | 80 | 80 | 80 | 80 | 80 | 80 |
| 80 | 80 | 80 | 90 | 90 | 90 | | | |

2. High score      = 90
3. Low score      = 40
4. Range      = High score – low score

         = 90 – 40

         = 50

5. The total of classes (BK)

$$BK = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log (69)$$

$$= 1 + 3.3 (1,84)$$

$$= 1 + 6.072$$

$$= 7,072$$

$$= 7$$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{50}{7} = 7.14 = 7$$

7. Mean score (y) $= \dfrac{\sum fixi}{fi}$

| Interval | Fi | yi | fiyi |
|---|---|---|---|
| 40 – 46 | 3 | 43 | 129 |
| 47 – 53 | 12 | 50 | 600 |
| 54 – 60 | 15 | 57 | 855 |
| 61 – 67 | 0 | 64 | 0 |
| 68 – 74 | 21 | 71 | 1491 |
| 75 – 81 | 15 | 78 | 1170 |
| 82 – 88 | 0 | 85 | 0 |
| 89 - 95 | 3 | 92 | 276 |
| $i = 8$ | 69 | 540 | 4521 |

$$X = \frac{\sum fiyi}{fi} = \frac{4521}{69} = 65.52$$

8. Median

$$Me = b + p \left( \frac{\frac{1}{2} n - f}{f} \right)$$

$$Me = \frac{1}{2} n = \frac{1}{2} 69 = 34{,}5$$

$$b = \frac{68 + 67}{2} = 67{,}5$$

$$P = 7$$

$$F = 3 + 12 + 15 + 0 = 30$$

$$f = 21$$

$$Me = b + p \left( \frac{\frac{1}{2}n - f}{f} \right)$$

$$= 67.5 + 7 \left( \frac{34{,}5 - 30}{21} \right)$$

$$= 67.5 + 7 \left( \frac{4.5}{21} \right)$$

$$= 67{,}5 + 7 \ (0.2)$$

$$= 67{,}5 + 1{,}4$$

$$Me = 68.9$$

# TABLE

## Nilai "T" Untuk Taraf Signifikan 5% dan 1%

| df / db | 5% | 1% | df / db | 5% | 1% |
|---|---|---|---|---|---|
| 1 | 12,71 | 63,66 | 24 | 2,06 | 2,80 |
| 2 | 4,30 | 9,92 | 25 | 2,06 | 2,79 |
| 3 | 3,18 | 5,84 | 26 | 2,06 | 2,78 |
| 4 | 2,78 | 4,60 | 27 | 2,05 | 2,77 |
| 5 | 2,75 | 4,03 | 28 | 2,05 | 2,76 |
| | | | | | |
| 6 | 2,45 | 3,71 | 29 | 2,04 | 2,76 |
| 7 | 2,36 | 3,50 | 30 | 2,04 | 2,75 |
| 8 | 2,31 | 3,36 | 35 | 2,03 | 2,72 |
| 9 | 2,26 | 3,25 | 40 | 2,02 | 2,72 |
| 10 | 2,23 | 3,17 | 45 | 2,02 | 2,69 |
| | | | | | |
| 11 | 2,20 | 3,11 | 50 | 2,01 | 2,68 |
| 12 | 2,18 | 3,06 | 60 | 2,00 | 2,65 |
| 13 | 2,16 | 3,01 | 70 | 2,00 | 2,65 |
| 14 | 2,14 | 2,98 | 80 | 1,99 | 2,64 |
| 15 | 2,13 | 2,95 | 90 | 1,99 | 2,63 |
| | | | | | |
| 16 | 2,12 | 2,92 | 100 | 1,98 | 2,63 |
| 17 | 2,11 | 2,90 | 125 | 1,98 | 2,62 |
| 18 | 2,10 | 2,88 | 150 | 1,98 | 2,61 |
| 19 | 2,09 | 2,86 | 200 | 1,97 | 2,60 |
| 20 | 2,09 | 2,84 | 300 | 1,97 | 2,59 |
| | | | | | |
| 21 | 2,08 | 2,83 | 400 | 1,97 | 2,59 |
| 22 | 2,07 | 2,82 | 500 | 1,96 | 2,59 |
| 23 | 2,07 | 2,81 | 1000 | 1,96 | 2,58 |

# Table of Product Moment

| N | Significant Level | | N | Significant Level | | N | Significant Level | |
|---|---|---|---|---|---|---|---|---|
| | 5% | 1% | | 5% | 1% | | 5% | 1% |
| 3 | 0.997 | 0,999 | 27 | 0,381 | 0,487 | 55 | 0,226 | 0,345 |
| 4 | 0.950 | 0,990 | 28 | 0,374 | 0,478 | 60 | 0,254 | 0,330 |
| 5 | 0,878 | 0,959 | 29 | 0,367 | 0,470 | 65 | 0,244 | 0,317 |
| | | | | | | | | |
| 6 | 0.811 | 0,917 | 30 | 0,361 | 0,463 | 70 | 0,235 | 0,306 |
| 7 | 0,754 | 0,874 | 31 | 0,355 | 0,456 | 75 | 0,227 | 0,296 |
| 8 | 1,707 | 0,834 | 32 | 0,349 | 0,449 | 80 | 0,220 | 0,286 |
| 9 | 0,666 | 0,798 | 33 | 0,344 | 0,442 | 85 | 0,213 | 0,278 |
| 10 | 0,632 | 0,765 | 34 | 0,339 | 0,436 | 90 | 0,207 | 0,270 |
| | | | | | | | | |
| 11 | 0,602 | 0,735 | 35 | 0,334 | 0,430 | 95 | 0,202 | 0,263 |
| 12 | 0,576 | 0,708 | 36 | 0,329 | 0,424 | 100 | 0,195 | 0,256 |
| 13 | 0,553 | 0,684 | 37 | 0,325 | 0,418 | 125 | 0,176 | 0,230 |
| 14 | 0,532 | 0,661 | 38 | 0,320 | 0,413 | 150 | 0,159 | 0,210 |
| 15 | 0,514 | 0,641 | 39 | 0,316 | 0,408 | 175 | 0,148 | 0,194 |
| | | | | | | | | |
| 16 | 0,497 | 0,623 | 40 | 0,312 | 0,403 | 200 | 0,138 | 0,181 |
| 17 | 0,482 | 0,606 | 41 | 0,308 | 0,398 | 300 | 0,113 | 0,148 |
| 18 | 0,468 | 0,590 | 42 | 0,304 | 0,393 | 400 | 0,098 | 0,128 |
| 19 | 0,456 | 0,575 | 43 | 0,301 | 0,389 | 500 | 0,088 | 0,115 |
| 20 | 0,444 | 0,561 | 44 | 0,297 | 0,384 | 600 | 0,080 | 0,105 |
| | | | | | | | | |
| 21 | 0,433 | 0,549 | 45 | 0,294 | 0,380 | 700 | 0,074 | 0,095 |
| 22 | 0,423 | 0,537 | 46 | 0,291 | 0,376 | 800 | 0,070 | 0,091 |
| 23 | 0,413 | 0,526 | 47 | 0,288 | 0,372 | 900 | 0,065 | 0,086 |
| 24 | 0,404 | 0,515 | 48 | 0,284 | 0,368 | 1000 | 0,062 | 0,081 |
| 25 | 0,396 | 0,505 | 49 | 0,281 | 0,364 | | | |
| 26 | 0,388 | 0,496 | 50 | 0,279 | 0.361 | | | |

# CURRICULUM VITAE

Name                      : Dewi Rahyuni Hasibuan

Registration Number  : 07 340 0004

Place/Date of Birth    : Padang Nauli, 04th April 1989

Sex                       : Female

Religion                  : Islam

Address                   : Padang Nauli, Kec. Portibi Jae, Kab. Padang Lawas Utara

Fathers' Name          : Datuk Manaek Hasibuan

Mothers' Name         : Mashana Pane


## EDUCATIONAL BACKGROUND

Primary School        : at SDN I Portibi Jae (2001)

Junior High School    : at MTsN Nurul Iman Purba Bangun (2004)

Senior High School    : at MAN I Binanga (2007)

Institue                   : at Educational English Department of Tarbiyah Faculty at

                             STAIN Padangsidimpuan (2012)

Nomor : Sti.14/UBS/P23/2012
Lamp : - - - - - - -
Hal : Pembimbing Skripsi

Padangsidimpuan,    Mei 2012
Kepada Yth:
1. Drs. H. Syahid Muammar Pulungan, S.H
2. Yusni Sinaga, S.Pd, M.Hum

Di _
    Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Kelayakan Judul Skripsi, telah ditetapkan judul skripsi mahasiswa tersebut di bawah ini sebagai berikut.

Nama : DEWI RAHYUNI HASIBUAN
NIM : 07 340 0004
Jurusan/ Prog. Studi : TARBIYAH / TBI-1
Judul Skripi : **THE CORRELATION BETWEEN PERSONAL PRONOUNS MASTERY AND WRITING SENTENCES AT MTs. SWASTA AL- MUKHTARIYAH SUNGAI DUA KAB. PADANG LAWAS UTARA**

Berdasarkan Musyawarah Jurusan Tarbiyah, judul tersebut dapat diterima sebagai judul skripsi, untuk itu diharapkan kepada Bapak/Ibu pembimbing mahasiswa tersebut dalam penulisan proposal dan sekaligus penyempurnaan judul bila diperlukan.

Demikian di sampaikan dan atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr.Wb.

KETUA PRODI TADRIS BAHASA INGGRIS

Rayendriani Fahmei Lubis,M.Ag
NIP:19710510 200003 2 001

KEPALA UNIT BINA SKRIPSI

Drs.Agus Salim Lubis,M,Ag
NIP:19630821 19930 1 003

An. Pembantu Ketua I
**KETUA JURUSAN TARBIYAH**

Hj. ZULHIMMA, S.Ag.,M.Pd
NIP. 19720702 199703 2 003

**PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING**

BERSEDIA/TIDAK BERSEDIA
PEMBIMBING I

Drs. H. Syahid Muammar Pulungan, S.H
NIP. 19531207 198003 1 003

BERSEDIA/TIDAK BERSEDIA
PEMBIMBING II

Yusni Sinaga, S.Pd, M.Hum
NIP. 19700715 200501 2 010

Padangsidimpuan, 12 Maret 2012

Nomor :Sti.14/I.B4/PP.00.9/ 352 /2012
Lamp. : -
Hal : *Mohon Bantuan Informasi*
*Penyelesaian Skripsi.*

Kepada Yth,
Kepala MTs Swasta Al-Mukhtariyah
Sungai Dua
di-
  Padang Lawas Utara

  Assalamu'alaikum Wr.Wb.

  Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN)
Padangsidimpuan menerangkan bahwa :

Nama                       : Dewi Rahyuni Hasibuan
Nomor Induk Mahasiswa      : 07.340 0004
Jurusan/Prog.Studi         : Tarbiyah/TBI-1
Alamat                     : Sihitang

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi
dengan Judul **"The Correlation Between Personal Pronouns Mastery And Writting**
**Sentences At MTs.Swasta Al-Mukhtariyah Sungai Dua Kab. Padang Lawas Utara ".**
  Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan
informasi sesuai dengan maksud judul diatas.

  Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

                                        a/n Ketua
                                        Pembantu Ketua I

                                        Drs. H. Irwan Saleh Dalimunthe, MA
                                        NIP 19610615 199103 1 004

## SURAT KETERANGAN

Nomor : 132/Yasmu/ MTs./1V/ 2012

Kepala sekolah MTs. Swasta AL Mukhtariyah Sungai Dua Kab. Padang Lawas Utara menerangkan bahwa :

| | |
|---|---|
| Nama | : DEWI RAHYUNI HSB |
| NIM | :07. 340 0004 |
| Jurusan/Prodi | :Tarbiyah/ TBI-1 |
| Semester | :X (Sepuluh) |
| Alamat | :Sihitang |

Adalah benar telah melaksanakan penelitian di MTs. Swasta AL Mukhtariyah Sungai Dua Kab. Padang Lawas Utara.

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

Sungai Dua. 23 April 2012

Kepala Sekolah MTs.

MARAH ENDAH HARAHAP