



**THE STUDENTS' ABILITY IN USING PERSONAL PRONOUN
AT VIII-1 GRADE MTS PESANTREN MODERN BAHARUDDIN
TAPANULI SELATAN**

A Thesis

Submitted to the State Islamic University Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of
the Requirement for the Graduate Degree
of Islamic Education (S.Pd) In English

Written by:

Maya Iqhlima

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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY STATE ISLAMIC
UNIVERSITY SYEKH ALI HASAN AHMADADDARY
PADANGSIDIMPUAN**

2023



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ABSTRACT

This research discussed about an analysis the students' ability in using personal pronoun in sentence at grade VIII Pesantren Modern Baharuddin. This research is taken based on the fact of the problems faced by students such as the; students couldn't tell the difference between personal pronoun and demonstrative pronoun, students easily forget about pronouns and most of them do not like English, students do not interest to follow the lesson, students also do not know how to place that pronoun after noun or pronoun, and students get confused how to differentiate subject and object in a sentence to form pronoun. The researcher wants to know and describe the students' ability in using personal pronoun in sentences.

The formulation of problems in this reserach was; how is the students' ability in using personal pronoun in sentence at grade VIII Pesantren Modern Baharuddin. The purpose of this researc was to know the students' ability in using personal pronoun in sentence at grade VIII Pesantren Modern Baharuddin.

This research was a quantitative descroptive research. The population of this research was 70 students of grade VIII Pesantren Modern Baharuddin. The sample of this research was the students from VIII-1 of Pesantren Modern Baharuddin which consists of 35 students. The data were collected by doing the test. The test was multiple choice. The data analysis was done by calculating the mean score from the students' test and Z formula to test the hypothesis.

Based on the result of the research and calculation of the data, the researcher got the conclusion the students' ability in using personal pronouns in sentence at grade VIII-1 of Pesantren Modern Baharuddin was categorized into enough category. It can be seen from the value of the percentage from mean score gotten by students that was 52.67 mean score. Then, from the result of the hypothesis testing, the researcher found that the hypothesis was accepted. It can be proved from $Z_{count} = 2.208 > Z_{table} = 0.3264$

Key Words: Students' Ability, Personal Pronoun

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ABSTRAK

Penelitian ini membahas tentang analisa dari kemampuan siswa dalam menggunakan kata ganti orang didalam kalimat pada murid VIII Pesantren Modern Baharuddin. Penelitian ini dilaksanakan berdasarkan permasalahan yang dihadapi para siswa seperti; para siswa tidak bisa membedakan antara kata ganti orang dengan kata ganti penunjuk, para siswa mudah lupa tentang kata ganti orang dan kebanyakan dari mereka tidak suka bahasa Inggris, para siswa tidak tertarik untuk mengikuti pelajaran, para siswa juga tidak tahu bagaimana menempatkan kata ganti orang setelah kata benda atau kata gnati orang, dan para siswa bingung bagaimana membedakan antara subjek dan objek di dalam kalimat ke bentuk kata ganti orang.

Rumusan masalah dari penelitian ini adalah bagaimana kemampuan siswa dalam menggunakan kata ganti orang di dalam kalimat pada murid kelas VIII Pesanten Modern Baharuddin. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa dalam menggunakan kata ganti orang di dalam kalimat pada murid kelas VIII Pesantren Modern Baharuddin.

Model penelitian ini adalah kuantitatif deskriptif. Populasi dari penelitian ini adalah 70 siswa dari kelas VIII Pesantren Modern Baharuddin. Sampel dari penelitian ini adalah siswa dari kelas VIII-1 Pesantren Modern Baharuddin yang terdiri atas dari 35 siswa. Pengumpulan data menggunakan tes. Tes yang digunakan berupa pilihan ganda. Analisis data menggunakan penghitungan nilai rata-rata dari nilai siswa dan Z formula untuk menguji hipotesis.

Berdasarkan hasil dari penelitian dan penghitungan data, peneliti mendapat kesimpulan mengenai kemampuan siswa dalam menggunakan kata ganti orang di dalam kalimat pada murid kelas VIII Pesantren Modern Baharuddin dikategorikan cukup. Itu bisa dilihat dari nilai persentase dari nilai rata-rata yang didapatkan oleh siswa yaitu 52.67. Kemudian dari hasil pengujian hipotesis, peneliti menemukan bahwa hipotesis penelitian diterima. Itu bisa dibuktikan dari $Z_{hitung} = 2.208 > Z_{tabel} = 0.3264$.

Kata Kunci: Kemampuan siswa, Kata ganti orang

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This thesis Submitted to the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Islamic Education (S.Pd) In English

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Finally, I realize that there must be some weakness in this thesis. Therefore, the researcher would be very grateful for the correction and comment that can improve this thesis.

Padangsidempuan, July 2023

The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language as a social phenomenon has a function as a means of communication by means of which members of a community communicate and interact with one another. When the communication and interaction occur, words are recited. However, it cannot be denied that English still a crucial problem for Indonesian students. As a matter of fact, until today most students from Junior High School up to University level have difficulties in all of these skills. There are many reasons that English subject be one of the main subject, such as; English language is international language, English subject is one of the main subject of National Examination (UN). English has been the prevailing foreign language in the curricula of educational institutions and in foreign language learning.

Indonesian government provides handbooks to every teacher throughout Indonesia as well as sit-down participants which the aim to simplify the learning process. Most of the significant books needed for the development of sciences and technology are written in English. Based on "Peraturan Pemerintah No.32 Th.2013 the educational system of Indonesia has launched the curriculum 2013. In every textbook contain three domains that exists in curriculum 2013, they are cognitive domain, affective domain

and psychometric domain”.¹ So, Every teacher is required to make a syllabus to make it easier for the teacher to deliver the material and the learning process neatly in class.

A personal pronoun is defined as a word or phrase that is used as a substitution for a **noun** or noun phrase, which is known as the pronoun’s antecedent. Pronouns are short words and can do everything that nouns can do and are one of the building blocks of a sentence. Kinds of personal pronoun are *he, she, you, me, I, we, us, this, them, that*. A pronoun can act as a subject, direct object, indirect object, object of the **preposition**, and more and takes the place of any person, place, animal or thing. So coffee becomes *it*, Ali becomes *he*, Maysitoh becomes *she*, the team becomes *they*, and in a sentence, *Ali drinks a cup of coffee every afternoon* could become *He drinks a cup of it every afternoon*, or even *He drinks it every afternoon*, where the *it* would substitute *the cup of coffee*, not just the *coffee*.

Pronouns are essential in the way people communicate each other. The importance of pronoun is used as a way to identify or refer to someone. Correctly, using personal pronoun is a way to show respect and cultivate an inclusive culture. It is important to never assume a person’s pronouns, it is possible to send an unintended message that people must look a certain way to be able to use their pronoun.

Pronoun is one of the classifications of words that has important to master by students because is the word that takes the place of a noun. It can be also

¹ Deprizal Rangkuti, “Private Interview to the English Teacher of Pesantren Modern Baharuddin Tapanuli Selatan” (2020).

use subject and object pronoun in sentences. There are many types and use of pronouns in English grammar and structure such as personal pronoun and possessive pronoun. However, each of pronouns has special functions and the forms in sentences.

For the beginner of learning English such as the students of Junior High School, the pronoun has studied and also the reflexive pronoun, it is one of their topics lessons in learning process, because it is important to know by them to show near or far something in daily life. But they were many students cannot understand. In syllabus and hand book of students, they learn personal pronoun in chapter 2 by the title this me.² From the explanation above, the researcher can conclude that the students at grade VIII study about personal pronoun.

Based on the interview with one of the teacher, she stated that the problem of the students in using pronouns can be known from their difficulties to show near or far things in plural and singular. Problem that usually been found deep in teaches pronoun which are student can't differentiate among personal pronoun, demonstrative pronoun. The students' cannot apply that pronoun, student also still reducing in changes pronoun. The students easy to forget about pronoun, most of them do not like English. Then, students did not like interest to follow the lessons. Student also do not know how to place that pronoun after noun or pronoun, often also found that student is so difficult differentiate or substitute word among pronoun that is utilized to utilize

² Siti Wahidah et al., *Bahasa Inggris: When English Rings a Bell* (Jakarta: Kemendikbud, 2017), 55.

person, animal, and object. Students got confused how to differentiate subject and object in a sentence to form pronoun. Students also had poor vocabulary about pronoun.³

Based on competence based curriculum (KBK), the goal of teaching English Pesantren Modern Baharuddin is to develop the students' understanding about the importance of English as a foreign language that is used in learning process. Moreover, it is also to develop the students' understanding about relationship between culture and language. The students are expected to develop ability in using personal pronoun in correct sentence, even though they have learned about it.

Moreover, the purpose of students in learning pronoun is to improve their mastery to interact in for other people correctly both in speaking and writing English. Whereas, most of the students cannot distinguish reflexive pronoun and personal reflexive well till they had difficult to show persons or things exactly.

Based on above explanation, the researcher interest to carry out a research entitle: *The Students' Ability in Using Personal Pronoun in Sentence at Grade VIII Pesantren Modern Baharuddin.*

B. Identification of the Problem

Especially at Pesantren Modern Baharuddin, researcher found that there are some problems in using personal pronoun in sentence at grade VIII pesantren modern Baharuddin as following are:

³ Rangkuti, "Private Interview to the English Teacher of Pesantren Modern Baharuddin Tapanuli Selatan."

1. Students could not tell the difference between personal pronoun and demonstrative pronoun.
2. Students easily forget about pronouns and most of them do not like English.
3. Students do not interest to follow the lessons.
4. Student also do not know how to place that pronoun after noun or pronoun, often also found that student is so difficult differentiate or substitute word among pronoun that is utilized to utilize person, animal, and object.
5. Students get confused how to differentiate subject and object in a sentence to form pronoun.

C. Limitation of the Problem

Based on the identification above, the researcher finds some problems in using pronoun. Based on the interview, one of the students' basic competences is understanding personal pronoun in sentence. So, the students should know about how to use pronoun in a sentence. So, the researcher limits the problems on finding the students' ability in using personal pronoun in sentence. The reason to limit personal pronoun on the simple sentence is because there is always object in a sentence.

D. Formulation of the Problem

Based on the limitation of the problem above, the formulation is "How is the students' ability in using personal pronoun in sentence at grade VIII Pesantren Modern Baharuddin?"

E. Purpose of the Research

From the formulation above, the purpose of the research is to know the students' ability in using personal pronoun in sentence at grade VIII Pesantren Modern Baharuddin?"

F. Significances of the Research

The significances of this research are:

1. Head master

This research as the information to know the result of students' ability in using personal pronoun in sentence at Grade VIII Pesantren Modern Baharuddin all at once to give the facilities in teaching English, epecially in personal pronoun material.

2. Teacher

This research as the information about students' ability in using personal pronoun in sentence at Grade VIII Pesantren Modern Baharuddin, so the teacher can know the students' lack in using personal pronoun in sentence in order to improve the quality of teaching.

3. Researcher

The result of the research is hoped the other research who will conduct further research in same topic. This research can give them information about students' in using personal pronoun, and to other researcher who have same tittle to research.

G. Defenition of Key Terms

1. Students

The students refer to people who are learning in Pesantren Modern Baharuddin Tapanuli Selatan which classify in grade VIII or equal to Junior High School students.

2. Ability

Ability is the skill or the power to do something. In this study, ability means that the students' ability of Pesantren Modren Baharuddin in using personal pronoun in sentence at Grade VIII Pesantren Baharuddin.

3. Personal Pronoun

Personal pronouns are the most familiar types that refer to people and things, e.g. I, you, we, they, she, he, it, me, us, her, him, and them. Personal pronouns have two kinds they are: personal pronoun as subject and personal pronoun as object. Personal pronoun as subject is: I, You, We They, She, He, And It. And personal pronoun as object is: Me, You, Our, Them, Her, His, It.

H. Outline of the Thesis

The systematic of this research is describes into five chapters consist of many sub chapters with detail as follows:

Chapter one consist of background of the problem. It's explanation about the building of the research, focus of the problem explain about the research concerned, identification of the problem, formulation of the problems, it's telling about how to get the information of the research, purpose

of the research explain about using of this research to another people, the significances of his research explain about the aim of this research, and definition of key term consist of terminologies of the research.

Chapter two consist of the theoretical description explain about the materials of the research, they are comparative degree and review of related findings consisted of the related research that found before this research conducted.

Chapter three consist of research methodology tell about the kinds of the research used by the research methodology consist of schedule and place of the research explain the time and the location of this research, research design tell about the types of the research, the instrument the data collection, source of the data are the participant whose participate in this research, the last the techniques of data analysis and outline thesis.

Chapter four consist of the result of the research tells about the result of research from the participant. It is also consist to description of the data, and discussion from related finding that pound before conduct this research.

Chapter five consist of conclusion of the research explain about the result of the result.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Definition of Pronoun

A pronoun is a word that use instead of a noun or noun phrase. A pronoun is used to substitute a person, place, and thing. Pronoun is often used to refer to a noun that has already been mentioned. According to Langan, “pronouns are words that take the place of noun (words for person, place or thing)”.⁴ In the fact the word pronoun means for a noun. Pronouns are shortcuts that keep you from unnecessary repeating words in writing. Every human being understands indefinite number of new sentences he has never heard before. The study of grammar is the study of arrangements of word into more or less meaningful group. To study needs the way in which word are related to each other, or use the terms introduced earlier to learn how to construct signal system which will make the effective and efficient communication.

English pronouns are quite easy to understand, on the other hand, using personal pronouns is complex because they have to remember the change from singular pronoun to plural one. Pronouns are very important because they are usually used such as in conversation, sentences, and story book to change a word that names a person, place or thing.⁵ However,

⁴ John Langan, *Sentence Skill: A Workbook for Writers* (Boston: McGraw Hill, 2003), 197, <https://library.um.ac.id>.

⁵ Marjolijn Verspoor and Kim Sauter, *English Sentence Analysis: An Introductory Course* (Amsterdam: John Benjamins Publishing Company, 2000).

many students are still confused and do not understand with the use of possessive pronouns and possessive adjectives as there are a variety of forms related to possessive pronouns and possessive adjectives.

A pronoun is used to substitute a person, place, and thing. Furthermore, there are some types of pronouns. According to Mulyo and Marina, “divided pronouns into six types, they are; personal pronoun, reciprocal pronoun, interrogative and relative pronoun, and deictic temporal pronoun.”⁶ On the other hand, William divided pronouns into seven types of pronouns, they are; personal pronouns, reciprocal pronouns, relative pronoun, demonstrative pronouns, possessive pronouns, indefinite pronouns, and reflexive pronouns.⁷

2. Types of Personal Pronoun

According to Eckersly in Sinaga et al classifies pronoun into the following items:

- 1) Personal Pronoun
Personal: subject; I, you, we, they, she, he, it. Object: me, you, us, them, her, him, it.
- 2) Possessive Pronoun
Possessive adjective; my, your, their, our, her, his.
Possessive: mine, yours, ours, theirs, hers, his.
- 3) Demonstrative Pronoun
Demonstrative pronoun; this, these, that, those.
- 4) Reflexive Pronoun
Reflexive: myself, themselves, herself, himself, ourselves, itself.
- 5) Interrogative Pronoun
Interrogative pronoun; who, what, when, which, where.
- 6) Distributive Pronoun

⁶ Insan Abadi Mulyo and Marina, “An Analysis of Students’ Error in Using Personal Pronoun as Subject and Object,” *Musamus Journal of Language and Literature* 01, no. 02 (2019).

⁷ William James D., *The Teachers’s Grammar Book*, Second Edi (New Jersey: Lawrence Erlbaum Associates, 2005), 61.

Distributive: each other, one another.

7) Definitive Pronoun Positive;

Universal: all, both, and each and every. Assertive: some, one, half, several, enough, other and another. Nonassertive: any and either. Negative: no and neither. In this study, the writer only focuses on the use of personal pronoun as subject and object in simple sentence.⁸

According to Verspoor and Sauter; a pronoun in the subject group

(I, she, he, we, they) can be used in two ways:

1) As a subject of a verb

e.g. He is my brother (*He* is the subject of the verb *is*)
 We girls gave a party (*We* is the subject of the verb *gave*)
 He is taller than I (The sentence is not written out in full, it means, *He is taller than I am* (*I* is the subject of the verb *am*) She plays as well as he (it means she plays as well as he does. *He* is the subject of the verb *does*.)

2) As a word that means the same as the subject

e.g. That boy in the blue jeans is he (*He* is the same as the subject *boy*)
 It was she all right (*She* is the same as the subject *it*. Therefore the pronoun from of the subject group is used).⁹

Personal pronoun appearing after the verb *be* (usually for identification of a person) take a subject form in formal English, *it is I*, *it is we*, although in grammatically correct but many native speakers are not comfortable with those expression and modern usage English allows some expectation for that rule; *it is me*.

a. Object pronoun

Object pronoun appears after verbs or after preposition with a certain type of verb preposition combination, a pronoun object appears between the verb and preposition, example; *calls him up*. The object

⁸ Sinaga, Herman, and Hutahuruk.

⁹ Verspoor and Sauter, *English Sentence Analysis: An Introductory Course*.

pronoun or non-subject group (me, him, her, us, them, and you) can be used in four ways:

1) As direct object of verb

e.g. They invite me (*me* is the direct object of verb *invite*)

2) As indirect of verb

e.g. They gave her a book (*her* is the indirect object of the verb *gave*. It comes before a direct object)

3) As object of preposition

e.g. They taught it to him (*him* is the object of preposition)

4) As subject of infinitive

e.g. They asked her to move (*her* is the subject of infinitive).

In a series of two or (more) subjects or objects, the pronoun I comes last for the sake of politeness.

e.g. My brother and I go to the movie

In American English, two personal pronoun do not usually occur together as an indirect and direct object combination, for this reason, the sentence. *I gave it to him* would you be preferred to do. *I gave him it* (but, I gave some, I gave him that).

b. Possessive Adjective

Possessive adjective are followed immediately by a noun, they do not stand alone, but refer to the possessor and not to the thing possessive. My, your, his, her, its, our, and their are determines, while in grammars and dictionary called *possessive adjective*.

e.g. This is my hat (*my* is the possessive adjective of the possessor *hat*).

The possessive it is used only with a noun following and do not take apostrophe. It's (with an apostrophe) means it is or it has the present perfect.

c. Possessive pronoun

Possessive pronouns are not followed immediately by a noun, they stand-alone. It also show possession the same as in possessive adjective. Mine, yours, his, hers, ours, theirs are called pronoun and there is no pronoun its.

e.g. This book is *mine* (*mine* is the possessive pronoun, that shows possession).

Table 3
Personal Pronoun and Possessive Pronoun

Personal Pronoun	Possessive Pronoun
I	Mine
You (singular)	Yours
He	His
She	Hers
It	Its
We	Ours
You (plural)	Yours
They	Theirs ¹⁰

More explanation about possessive pronoun is explained below:

- 1) No apostrophe is used with any of the possessive pronoun:
 Hers is on the table; where's yours?
 He has taken ours home with him.
- 2) The possessive stands alone:
 That is not our cat. Ours has a black tail.
 He has taken his share of the money, and I have taken mine.
- 3) When the possessive pronoun is used as the subject of the sentence, there must be agreement with the verb. This can be singular or plural, depending on what the pronoun stand for:
 His pen is more expensive than mine.
 His shirt has been sent to the laundry.
- 4) 'Of + a possessive pronoun becomes a double possessive:
 Is he a relative of theirs?
 A cousin of ours is coming to stay with us for the holiday?

¹⁰ D., *The Teachers's Grammar Book*.

It was no fault of mine that you split the soup.\

- 5) The pronoun “its” is seldom used:

The white dog has eaten its dinner. The brown dog has had its, too. This is the baby’s tether. It is its.

- 6) The possessive pronoun ‘yours’ is usually used to end a letter.

Yours faithfully

Yours truly

Yours sincerely

d. Reflexive pronoun

A reflexive pronoun is a combination of self with one of the personal pronoun or with the impersonal pronoun one, generally refers to an animate being usually a person. The most common use of the reflexive pronoun is as an object that reflects back to the subject; it is used.

According to Azar in Mulyo and Marnina classifies “personal pronoun into two types. They are; subject pronouns and objects pronouns”.¹¹ On different side, according to Khadijah as explained by Septari says that personal pronoun is divided into five types as follow:

- 1) As subject pronoun

As subject pronoun, the personal pronouns can be used in two ways:

¹¹ Mulyo and Marnina, “An Analysis of Students’ Error in Using Personal Pronoun as Subject and Object.”

- a) As the subject of a verb.

It is illustrated in sentence.

e.g. He is my brother

The word "he" is the subject of the verb "is".

- b) As a word it means the same as the subject.

It is illustrated below:

e.g. That boy in the blue jeans is he.

The word "he" is the same as the subject "boy".

- 2) As an object pronoun

Object pronoun will be appeared after verbs or after preposition with a definite type of verb preposition combination. An object pronoun appears between the verb and preposition. Object pronoun can be implied into four ways:

- a) As direct object of verb.

The sentence below is illustrated the use of personal pronouns as direct object of verb.

e.g. They invited me. The word „me“ is the direct object of verb „invited“.

- b) As an indirect of verb

e.g. They gave her a book. The word *her* is the indirect object of the verb rewarded that comes before the direct object *book*.

- c) As object of preposition.

The sentence is an example of the use of personal pronouns as object of preposition.

e.g. They taught it to him.

The word *him* is the object of preposition.

d) As subject of infinitive

e.g. They asked her to move.

The word *him* is the subject of infinitive.

3) As Possessive adjective.

Possessive adjective is always followed by a noun as illustrated below:

e.g. This is my *hat*.

The word *my* is the possessive adjective of the possessor *hat*.

4) Possessive pronouns are not followed immediately by a noun, they can stand alone. It can be illustrated in sentence a) below:

e.g. This book is *mine*

The word *mine* is the possessive pronoun that shows possession of the book.

5) As reflexive pronoun

Reflexive pronoun is a combination of -self with one of the personal pronoun or with the impersonal pronoun -one. Reflexive pronoun is most common use as an object that reflects back to the subject. The example of reflexive pronoun is given in sentence a).

e.g. You must not blame yourself for that mistake.

The subject *you* reflects and has same identity with the object *yourself*.

From above explanation, the researcher concludes that there are some of types personal pronouns according to some experts. In this research the researcher takes some opinions such as Teresa, Marcela Frank, azhar and septari. The types of personal pronoun the researcher uses example every types where the function of this to make the reader more understand and also the next researcher.

So, from above explanation, the researcher conclude that kinds of pronoun there are seven kinds, such as personal pronoun, possessive pronoun, demonstrative pronoun, reflexive pronoun, interrogative pronoun, distributive pronoun, and definitive pronoun.

3. Features of Pronoun

There are a number of distinguishing features of the English Pronouns. For easy understanding and comprehension, the features are categorized into four maxims. They include: (1) Person, (2) Number, (3) Gender, (4) Cases.

a. Person

In the context of the Pronouns, person simply refers to the roles played by entities in a speech activity. In other words, this implies that in any speech situation, there are three (3) observable characters (the

first person, second person and the third person) and their roles such as (speaking, listening and reference). Example: (you, you, your, yours) and the third person is viewed as 'the person being spoken about' i.e the referred. Example: (it, they, them and it, their, theirs).

b. Number

Number refers to the numerical distinction made to the characters involved in the speech activity. In this way, we have the singular and the plural. For example: (I and we; me and us; he, she, it and they; you and you respectively).

c. Gender

The English Pronouns are also categorized according to sex of the characters involved in the speech activity. By gender, four classes have been identified: *the masculine* (male), *the feminine* (female), *the neuter* (for unspecified gender, non-human and at times, babies) and *the generic* (used for both male and female in cases of generalizations as well as for proper nouns, personal names of specific people, places, things or events). For example:

Masculine: *He, Him*

Feminine: *She, Her*

Neuter: *I, me, It, Its*

Generic: *His, Her*

Examples of generic cases include:

(a) Everyone should bring forth his pen

(b) Nigeria gained her independence in 1960

(c) Solarin will be convoking her postgraduate students by
November

d. Case

In the pronominal class, case refers to the changes a word undergoes in line with its syntactic relationship with other words in the sentence. Case also expresses ownership in a word. There are outstanding kinds of case in Pronouns. They are:

(a) Subjective (nominative)

When a Pronoun serves as the subject of the sentence, the case is subjective i.e being the actor or performer or doer. In this case, that Pronoun is the word or group of words being spoken about the subject.

E.g: *I own it*

(In the above sentence, I is a subjective and it, objective)

(b) Objective (accusative)

When in the objective case, the Pronoun is used as the object of the sentence. It often referred to as 'accusative' because it suffers or receives the action of the verb in a sentence directly or indirectly.

e.g: *He gave me the letter*

(In the above sentence, He is subjective and me is objective for being the accused and receiver of the action of the verb gave).

(c) Possessive (Genitive)

The Pronoun is “said to be in a possessive case when it is used to express ownership or possession relationship, hence the term genitive”¹².

- E.g:
- (1) The book is his
 - (2) Let me have my food
 - (3) That is the man whose child died

In the above sentences, the underlined Pronouns his, my, whose indicate possession of the following objects: book, food and child respectively.

So, From above explanation, the researcher concludes that the features of pronoun include person, number, genre, and case.

4. Definition of Personal Pronoun

Personal pronoun is a pronoun to be replaced a noun or a noun phrase that makes that noun or noun phrase is clear from the context. Personal pronoun is used to refer to someone or something already mentioned (he, she, it), or to refer to the person speaking (I, me, etc) or the person listening (you).¹³ Using the personal pronoun makes a sentence

¹²Imikan Nkropuk, Odusina, and Kehinde Saheed, “The English Pronouns and Their Usage,” 2017, 2–3.

¹³ Kyung An Song and Bernd Heine, “On the Gramaticalization of Personal Pronoun,” *Journal of Linguistics* 47 (2017), <https://www.researchgate.net>.

clearly because it can differ whether somebody is first or third speakers.

The four forms of personal pronoun are:

- a. Subjective pronouns : Functioned as Subject
- b. Objective pronouns : Functioned as Object
- c. Possessive pronouns : Functioned as Adjective
- d. Possessive pronouns : Functioned as Nouns ¹⁴

Table-1
The Different Member of Personal Pronoun

Personal Pronoun		Possessive Pronoun	
Subject	Object	Adjective	Independent
I	Me	My	Mine
You	You	Your	Yours
They	Them	Their	Theirs
We	Us	Our	Ours
She	Him	His	His
He	Her	Her	Hers
It	It	It	It ¹⁵

In addition, Leech in Rahmadhani et al, personal pronoun is the most important class of pronouns, referring to people, things, events and so on which are understood to be known in the context.¹⁶ One of the classes of personal pronouns is subject pronouns or subjective case.

In English grammar, the personal pronoun system is deemed as a closed system. As the name implies, personal pronouns represent specific people, animals or inanimate object. They are not only used to substitute

¹⁴ Tantri Rahmadhani, Ernati, and Fatimah Tanjung, "An Analysis of The First Year Students' Ability in Using Subject Pronouns and Possessive Adjectives at SMP N 10 Sungai Lansek Kabupaten Sijunjung," *Ejournal Bunghatta* 03, no. 06 (2014).

¹⁵ Suryani and Hidayatullah, "Error Analysis of the Students' Test Result on Using Personal Pronoun."

¹⁶ Rahmadhani, Ernati, and Tanjung, "An Analysis of The First Year Students' Ability in Using Subject Pronouns and Possessive Adjectives at SMP N 10 Sungai Lansek Kabupaten Sijunjung," 3.

nouns, but also refer to a specific individual or group. English personal pronouns are associated with three grammatical persons, and can take on various forms depending on person, number, case and gender.

The grammatical status of personal pronouns has been discussed controversially. It is assumed that the functional categories rather than, say, a subclass of nouns or other categories, and in doing so we are relying on the parameters of grammaticalization, they are:

- 1) Unlike nouns, personal pronouns have a schematic meaning that can be described fairly exhaustively in terms of a few elementary conceptual distinctions, most of all relating to personal deixis and number (*desemanticization*).
- 2) Personal pronouns have a more restricted categorial potential than lexical categories, frequently lacking e.g. the ability to take modifiers or inflectional and derivational affixes (*decategorialization*).
- 3) Personal pronouns are as a rule shorter than nouns and verbs (erosion).¹⁷

English that is commonly used today has seven personal pronouns, they are:

- 1) First- person singular (I)
- 2) First-person plural (we)
- 3) Second- person singular and plural (you)
- 4) Third- person singular human or animate female (she)
- 5) Third- person singular human or animate male (he)
- 6) Third- person singular inanimate (it)
- 7) Third- person plural (they) the form of personal pronoun depends on the function of personal pronoun itself.¹⁸

The subject and object personal pronoun can be seen in the following table:

¹⁷ Song and Heine, "On the Grammaticalization of Personal Pronoun," 589.

¹⁸ Rahmadhani, Ernati, and Tanjung, "An Analysis of The First Year Students' Ability in Using Subject Pronouns and Possesive Adjectives at SMP N 10 Sungai Lansek Kabupaten Sijunjung."

Table-2
Form Personal Pronoun

Singular		Plural	
Subjective	Objective	Subjective	Objective
I	Me	We	Us
You	You	You	You
He	Him		
She	Her	They	Them
It	It		

From the table above, it can be explained that speech naturally presupposes two persons, they are: a person who speaks and a person whom is spoken to in other words, the word “I” and “we” are pronouns of the first person. “I” is called the first-person singular form, while “we” is called the first person of plural form. “You” is pronoun of second person. Beyond these two persons, person or things that are spoken about are called the third-person plural form; they are “he, she, and it. And “they” is called the third-person singular forms.

Example:

Incorrect: John is my teacher. She is in the classroom

Correct: John is my teacher. He is in the classroom.

Incorrect: Tia needs a book. He needs a book to read.

Correct: Tia needs a book. She needs it to read.

Incorrect: Iwan is my friend. Iwan is in my house.

Correct: Iwan is my friend. He is in my house.

Incorrect: Andi and Rian play volleyball. They play volleyball every afternoon.

Correct: They play volley ball every afternoon.

Personal pronouns have two forms they are: personal pronoun as subject and personal pronoun as object. Personal pronouns as subject are: I, You, We They, She, He, And It. And personal pronouns as object are: Me, You, Our, Them, Her, His, and It.

5. Assesment of Personal Pronoun

Testing is finding out how well something works. In terms of human beings, testing tells what level of knowledge or skill has been acquired. In computer hardware and software development, testing is used at key checkpoints in the overall process to determine whether objectives are being met. A test can be considered an observation or experiment that determines one or more characteristic of a given sample. The purpose of testing involves a prior determination of expected observation to what one actually observes.

Table-4
Assessment of Personal Pronouns

Category	Organization	Personal Pronoun
17-20 Excellent to Good	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used and supporting evidence given for generalizations; conclusion logical and complete.	Native-like accuracy in English grammar; correct use of personal pronouns and tense sequencing; no fragments or run-on sentences.
13-16 Good to Adequate	Body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expressions may be absent or misused.	Some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences.
9-12 Adequate to	Mediocre or scan introduction or conclusion; problems with the	Ideas are getting through to be reader, but

Fair	order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.	grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present.
5-8 Unacceptable-not	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.	Numerous serious grammar problems interfere with communication of I's ideas; grammar review of some areas clearly needed; difficult or read sentences.
1-4 College-level work	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition	Severe grammar problems interfere greatly with the message; reader can't understand what I was trying to say; ¹⁹

So, the researcher concludes that the indicators of personal pronoun are according to Brown. From his book the researcher can take the essays indicators. The test of this research is filling in gap. The researcher use the above indicators where the aim is to make easier the researcher to calculate the students' ability in personal pronoun

6. Definition of Sentence

A sentence is a group of words that we use to express our idea in writing. It is a complete; it can stand alone and consist of two main parts, subject and predicate. . The sentence is important to create in the writing, so we need to know the rules of making good and understand expression. By using good sentences, it can be easier to express our idea or arguments

¹⁹ H. Douglas Brown, *Language Assessments Principles and Classroom Practices* (USA: Pearson Edition, 2004), 244.

to others by using a variety of sentences to make our writing interesting.²⁰ So, sentences are defined as a group of words that aims to express a complete thought that contains at least one subject and one verb.

According to Verspoor, sentence is derived from Latin *sententia*, which literally meant “feeling” or “opinion”. In the field of grammar, this meaning has specialized to mean an utterance that expresses a feeling an assertion, a question, a command, a wish, or an exclamation, which in writing usually begins with a capital letter ends with a period, question mark, or exclamation mark.²¹ A sentence is a set of words expressing a statement, a question or a command. A sentence is a complete unit of meaning when we speak, our sentences may be extremely involved or even unfinished, yet we can still convey our meaning through intonation, gesture, facial expression, etc.

Bornstein in Ichwan’s paper state that sentence is considered as the basic of the syntactical system.²² Sentence is a word or group of words that is a complete thought containing both a subject and a predicate. A sentence is a group of words that you use to express your idea in writing. It is a complete, independent unit of thought and consist of two main parts a subject and a predicate, it has the meaning and can be understood.

A sentence is important to create in the writing, so we need to know the rules of making good and understand expression. By using good

²⁰ Anis Ernawati, “An Analysis Types of Sentences Used by The Students’ Essay Writing at The Third Semester of IAIN Tulungagung in the 2013/2014 Academic Years,” 2015, 4.

²¹ Verspoor and Sauter, *English Sentence Analysis: An Introductory Course*, 33.

²² Ichwan Purwata, “A Syntactical Analysis Sentence Patterns Used in Westlife’s Song Lyrics,” 2008, 7.

sentences, it can be easier to express our idea or arguments to others by using a variety of sentences to make our writing interesting.

From all above explanation, the researcher conclude that sentence is a group of words which consist of idea and also sentence is sentence is a complete thought. Sentences are made of clauses; clauses are groups of word that express a single idea. There are two types of clauses; they are independent and dependent clauses. Independent sentence can stand alone as complete sentences. A dependent clause needs an independent clause to complete its meaning; it means that a dependent clause cannot stand alone. Different types of sentences are made of different combinations of these two types of clauses. However, based on the function, a sentence consists of subject and predicate.

7. Element of Sentence

According to Eastwood in Darminah's paper, "the elements of sentence are subject, verb, object, and complement".²³ The two crucial parts of sentence are the subject and the verb. The subject is who or what causes the action or expresses a state of being. The verb indicates who or what the subject is doing or is being. The subject and verb often carry the meaning of the sentence. Consider this example:

The woman left work
S V

The subject woman and the verb left indicate the basic content of the sentence while providing structure. So the important are the subject

²³ Darmiah and Rahayu Dwi R., *Structure 2* (Jakarta: Universitas Terbuka, 2011), 2–4.

and the verb that they alone are sufficient to create a complete sentence.

For example:

Yusuf reads.

Patimah Goes.

The parts of sentence are not only subject and predicate, but also object and complement. It can be seen as follows:

a. Subject

The simple subject of a sentence is usually a single noun or pronoun. Example: The judge's *reputation* for order in the simple subject.

Courtroom is well known.

The complete subject is the simple subject with all its modifiers that is, with all the words that describe or qualify it.

Example: The judge's reputation forcomplex sentence

Order in the courtroom is well known.

Subject also can be compound subject, implied subject and trouble spots. Compound subject is a subject may be compound. That is, it may consist of two or more subjects, usually joined by and or, that function together.

To more easily identify simple subjects of sentences, we can review the following information about nouns and pronouns. Nouns are

naming words. Nouns may name persons, animals, plants, places, things, substances, qualities, or ideas. For example: Manny, armadillo, Atlanta, tree, rock, cloud, love, ghost, music, and virtue. A Pronoun is a word that is used in place of a noun. There are some pronouns as follows:

- 1) Pronouns that can be used as subjects of sentences may represent specific persons or things and are called personal pronouns:

Table-5
Pronoun

Subject	Object
I	Me
You	You
They	Them
We	Us
She	Her
He	His
It	It

Example: We buy some fruits for our party today.
S

- 2) Indefinite Pronoun refer to noun (persons, places, things) in a general way:

Each everyone nobody somebody

Either neither anyone someone

Example: Everyone wants a copy of that photograph.

S

Pronouns point out particular things. They are singular and plural pronouns. It can be seen as follows:

Singular: *this, that*

Plural: *these, those*

b. Verb

Verbs show action or express being in relation to the subject of a sentence. There are some types of verb. They are action verbs, being verbs, and Verb phrases. Action verbs show movement or accomplishment of an idea. Someone can consider the statement I or hit the ball. Here are other Examples:

Ahmad left the arena.

Yunus bought the book.

We adopted the child

c. Object

Object is a noun or substantive that directly or indirectly receives the action of a verb, or one that governed by noun phrase and prepositional phrase.²⁴ Object is divided into two kinds; they are direct object (DO) and indirect object (IO).

²⁴ Purwata, "A Syntactical Analysis Sentence Patterns Used in Westlife's Song Lyrics."

Example: I have a new book

O

I buy an elephant

O

He gives me a golden ring.

O

DO

They lend me much money.

O

IO

d. Complement

Complement is a word or group of word used to complete the meaning of the predicate (verb).

Example:

She is a nurse

C

He runs quickly

C

You were policemen.

C

Table 6
Sentence Pattern

No	Sentence pattern		Example
1	S –V	Subject– Verb	<u>My cousin will arrive</u> - S V
2	S–V –O	Subject– Verb– Object	<u>I love you</u> S V O
3	S–Lv –N	Subject– Linking verb– Noun	<u>You were policemen</u> S V N
4	S–Lv–Adj	Subject– Linking verb– Adjective	<u>You looked so pretty</u> S V Adj
5	S–V–IO– DO	Subject– Verb Indirect Object	<u>They lend me money</u> S V IO DO
6	S–V–O–N	Subject– Verb Object– Noun	<u>I call him pipi</u> S V IO O
7	S–V–O– Adj	Subject– Verb Object– Adjective	<u>You make me happy</u> S V IO Adj ²⁵

8. Definition of Ability

Students' ability is from two words; students and ability. Students are the people who study in order to enter the particular profession or the people who seek knowledge from teachers or book in the school. Furthermore, the ability means qualify or capacity of being able to do something well. Ability is capacity or power to do something physical and

²⁵ L. G. Alexander, *Longman English Grammar* (England: British Library Cataloguing, 2003), 13.

mental.²⁶ According to Douglas in Siregar's paper the word "ability" has three meanings:

- a. Achievement is actual ability and can be measured by straight use of the instrument or devised test.
- b. Capacity is potential ability and can be measured by unstraight, the individual's capacity.
- c. Aptitude is qualify and can be expressed the especially training.²⁷

The word ability is derived from adjective "able" which has the similar meaning as "can". Ability shows a performance that can be done right now, meanwhile talent needs practice education in order a performance can be done in future. Talent and ability determine the achievement of the students. A student may have talent in chemistry that is considered to obtain the achievement. So, the best achievement comes from the talent and ability of someone.

According to Hornby in Robert "ability is the capacity or power to do something physical or mental".²⁸ It means that the students have energy in using personal pronouns in sentence. While in heritage illustrated dictionary of English language ability means the full command of some subject of study. It refers to the result of the students after they get some experiences through learning.

In addition, ability is innate profile of bio psychological potentials representing coordinated profile of individual intelligences. In our

²⁶ Robert J. Stenrberg and Elena L. Grigorenko, *The Psychology of Abilities Competencies and Expertise* (USA: Cambridge University Press, 2013). P.98

²⁷ Fitri Rayani Siregar, "The Students' Ability in Mhorpological Mastery (A Case Study of Sixth Semester IAIN Padangsidimpuan," *English Education (EEJ)* 06, no. 02 (2018): 127, <https://jurnal.iain-padangsidimpuan.ac.id>.

²⁸ Robert J. Stenrberg and Elena L. Grigorenko, *The Psychology of Abilities*, p. 112.

framework, these potential (or unrealized) abilities define a space of possible competencies (which are realized abilities). An individual only has one space of unrealized abilities, but many competencies can be realized within it. Note that intelligences and the space of potential abilities are completely internal to the individual.²⁹ The interaction of the unrealized abilities of the individual with the constraints and content of a domain result in realized abilities (or competencies).

When ability is talked, it also related to the action, mentally and physically. Mental action only cannot be called ability either can physic action only. Intention without application is not ability, because everyone can have intention, but not everyone can realize it. Therefore, ability is an action of mental and physic altogether.

The ability to understand English means that the students are able to understand the grammar knowledge that they accept from their English teacher. Students can understand and use personal pronoun as subject and object in single sentence, so the students should pay attention to learn English grammar

Based on the statement above, the writer concludes that ability is the power of understanding matter that involves the mental or physic. It refers to the result of the students after they get some experiences through learning. Besides ability in the final acquisition of something is the process of learning that involves physic or mental.

²⁹Stenberg and Grigorenko, 142.

According to Suryani and Hidayatullah, some concepts related to ability are as follows:

- a. Intelligence For those who have high intelligence, they will have high ability in learning process.
- b. Interest For those who study something that they do not interest, it will influence their ability to master the subject.
- c. Motivation The higher motivation that we have, the easier we learn something.
- d. Health The bad health will decrease the ability in learning something.³⁰

From the explanation above, it can be inferred that ability is the quality or state of being able, power to perform, whether physical, moral, intellectual, conventional, or legal capacity, skill or competence.

B. Review of Related Findings

This research is not the first research that had been done, there are some research related to this research. The first research showed the results of this study, has been obtained the total error of students are 429 errors. The most error are selection errors with 385 errors (89.74%), and then ordering errors with 38 errors (8.86%), and then omission errors with 3 errors (0.70%) and error addition also has the same total that is 3 errors (0.70%).³¹ Therefore, the most error that made by students of grade VII A of SMP Negeri 6 Merauke is selection error.

The second, the results showed that there are areas of language that present problems to the students and need to be particularly emphasized and

³⁰Suryani and Hidayatullah, "Error Analysis of the Students' Test Result on Using Personal Pronoun," *Dedikasi Pendidikan* 1 01, no. 01 (2017), <https://www.jurnal.abulyatama.ac.id>.

³¹Mulyo and Mamina, "An Analysis of Students' Error in Using Personal Pronoun as Subject and Object."

practiced. Students' errors and comments on their problems may serve as useful diagnostic markers.³² It is very important and useful to take advantage of the agriculture context because it presents a source of great motivation for the students

The third result of the analysis showed that the percentage error of Personal Pronouns were: Possessive Pronoun 70 (73.68%), Reflexive Pronoun 64 (67.36%), Possessive Adjective 63 (66.31%), Object Pronoun 59 (62.10%) and the least made errors are Subject Pronoun consisted of 40 errors (42.10%).³³ . Based on all of the findings above, it was found that the most errors which were made by students at the first grade of SMAN 1 Mesjid Raya, Aceh Besar; is in using Possessive Pronoun.

The last is Helty Sinaga et al, after analyzing the data, the researchers found that there were three kinds of students' difficulties in using personal pronouns in writing text, namely: Personal pronoun as subject (34%), personal pronouns as object (24%), and personal pronoun as possessive adjective (42%).³⁴ It can be concluded that the students' at grade eight of SMP Negeri 8 Pematangsiantar still have difficulties in using personal pronouns when they write a recount text based on their experience.

Based on four previous researcher above, the researcher tries to find the students' ability in using personal pronouns in sentence. In other hand,

³² Syamsiah Depalina Siregar, "Error Analysis in Using Personal Pronoun Mastery at The First Semester of English Department" 01, no. 01 (2016).

³³ Suryani and Hidayatullah, "Error Analysis of the Students' Test Result on Using Personal Pronoun."

³⁴ Sinaga, Herman, and Hutahuruk, "Students' Difficulties in Using Personal Pronoun in Writing Recount Text."

four of this research are similar research, but the result and objects are different. The above of related findings makes the researcher easier to do this research.

C. Hypothesis

Here, the hypothesis of the research was “The Students’ Ability in using personal pronouns in sentence is enough ability”

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research has been conducted at Pesantren Modern Baharuddin especially at grade VIII. It is located on Muara Tais III, Batang Angkola, Kabupaten Tapanulis Selatan. It has been conducted from September 28th 2019 up to December 2022.

B. Kind of Research

Based on analysis of data, the researcher used the quantitative research. It was an analysis research, this research observes one variable and type of the research is descriptive method. Descriptive method is determiners and describes the way things are. Descriptive research can be either quantitative or qualitative.

So, it can be concluded that descriptive method uses to describe Students' ability in using personal pronoun in sentence at grade VIII Pesantren Modern Baharuddin.

C. Population and Sample

a. Population

The population is the whole the students at VIII grade of Pesantren Modern Baharuddin. The research will finish for the grade VIII students of Pesantren Modern Baharuddin. The population of the research consists of 2 classes with 70 students. It can be seen from the table follow:

Table-7
The Population of The Research

No.	Class	Total of Students
1.	VIII-1	34
2.	VIII-2	36
3.	VIII-3	38
Total		70

b. Sample

In this research, the researcher use purposive sampling to take the sample. A purposive sampling is a non-probability sample that is selected based on characteristics of a population and the objective study. The sample takes from one class that is VIII-1 consists of 35 students. It means when subject less than 100, it is better to take all of the subjects. Then, if the subject is more than 100, the sample can be for about 10-15% or 20-25% or more appropriate with the researcher ability, because population of grade VIII Pesantren Modern Baharuddin is 30 students. So, the researcher takes one of the classes as the sample, namely: 30 students are the sample of this research.

Table-8
The sample of the Research

No	Class	Total of Students
1	VIII-1	30 Students

D. Instrument of Collecting Data

A research must have an instrument in the research, without collecting data it is impossible to do the research. Data is the one of very important role. The data collected by using an instrument. The instrument is a kind of test.

Instrument of the research is a tool of facility is used by the researcher in collecting data. So, the process is easier and better with the more carefully, complete and systematic. This research uses multiple choice test which consist of 50 items of questions. A test is a set of stimuli presented to individual in order to elicit responses in the basis of which a numerical score can be assigned. So, in this research, the researcher gives test on reading narrative text. Before the instrument gave to the respondents, the researcher also told verbal instruction to make sure that the respondents choose if they know what to do. The instruction; please fill in the blank by choosing the appropriate personal pronouns based on the context given.

Table 9
Indicators of Personal Pronouns before Validity Test

No	Indicators	Sub Indicators	Item	The Number of Item	Total of Score
1	The students are able to use subject pronoun	I	3	1, 16, 35,	50 x 2 = 100 score
		You	4	2, 9, 17, 31,	
		They	5	10, 21, 25, 40, 49	
		We	3	12, 22, 47,	
		She	3	4, 19, 41,	
		He	6	5, 20, 33, 43, 48, 50.	
		It	2	6, 42,	
2	The students are able to use object pronouns	Me	3	7, 13, 37,	
		You	2	24, 32,	
		Them	6	3, 18, 27, 28, 36, 44,	
		Us	3	8, 23, 26,	
		Her	2	14, 29,	
		Him	4	15, 30, 34, 39,	
		It	4	11, 38, 45, 46,	

Total	50		
-------	----	--	--

E. Technique of Data Analysis

After collecting the data, the researcher analyzed the result of the test with mean scores and the average scores. The researcher will present the result of the test in descriptive data with the formula as following:

$$M = \sum \frac{x}{n}$$

Explanation:

M : Mean score (average)

$\sum x$: Total of the result

n : Sum of respondent³⁵

After the researcher get the data, it presents in frequency table as following:

Table-10
The Classification Quality of the Students' Score

No	Percentage	Criteria
1	0% - 20%	Very low
2	21 - 40%	Low
3	41% - 60 %	Enough
4	61% - 80%	High
5	81% - 100 %	Very high ³⁶

After the researcher found the mean score of all students', it would be consult to the criteria as the following :

³⁵ Anas Sudjiono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2018), 81.

³⁶ Riduan, *Pengantar Statistik Untuk Penelitian* (Bandung: Alfabeta, 2013), 23.

1. If the value of mean score is 0 -20, it can be categorized into very low ability.
2. If the value of mean score is 21 – 40. It can be categorized into low ability.
3. If the value of mean score is 41 – 60, it can be categorized into enough ability.
4. If the value of mean score 61 – 80, it can be categorized into high ability.
5. If the value of mean score 81 – 100, it can be categorized into very high ability.

After the doing the categorization, test hypothesis would be tested with the formula as following:

Z-Test:

$$Z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(p-1)}{n}}}$$

Explanation:

x: Data that includes hypothesis categories.

n: All of data

p: Hypothesis proportion³⁷

³⁷ Ahmad Nizar Rangkuti, *Statistik Penelitian Pendidikan* (Medan: Perdana Mulia Sarana, 2014), 80.

CHAPTER IV

RESULT OF THE RESEARCH

The researcher have done the research, then calculated the students' test result relate to this title by applying analysis. Quantitative descriptive was used mean score to get all of their general scores. Then to test the hypothesis, the researcher used formula of Z-test. For a more detailed explanation of the data as bellow:

F. Description of the Data

To determine the level of the students' ability in using personal pronoun in sentences at grade VIII Pesantren Modern Baharuddin , the researcher used test as instrument to collecting the data. The researcher asked the students to answer the test of degree of comparison based on the multiple choices. The total items of the test are 20, then the test given to the students at at grade VIII Pesantren Modern Baharuddin. The score each of them could be seen in the table below:

Table-11
The students' Total Score on ability in Using Personal Pronoun in Sentences at Grade VIII Pesantren Modern Baharuddin

No.	Students' Initial	Correct Answer	Total Score
1.	AI	16	80
2.	ARD	7	35
3.	AAG	12	60
4.	AL	7	35
5.	AF	9	45
6.	AR	8	40
7.	AA	9	45

No	Students' Initial	Correct Answer	Total Score
8.	CW	15	75
9.	DR	11	55
10.	EN	6	30
11.	H	16	80
12.	HN	10	50
13.	MM	16	80
14.	IR	7	35
15.	RF	14	70
16.	RP	11	55
17.	RM	9	45
18.	SS	9	45
19.	SJ	13	65
20.	SR	8	40
21.	UL	16	80
22.	ZP	8	40
23.	MD	6	30
24.	RMS	9	45
25.	UA	14	70
26.	RS	8	40
27.	ZS	8	40
28.	NA	12	60
29.	DA	10	50
30.	RA	12	60
Total		1580	

Based on the table above, the total score of at grade VIII Pesantren Modern Baharuddin in using personal pronoun in sentences was 1580. It can also seen from the highest score obtained by students is 80 and the lowest score is 30.

To know the quality score each of the students in analysis degree of comparison can be seen as below:

Table-12
The Quality Score of the Students' Ability in Using Personal Pronoun in Sentences

No.	Students' Initial	Total Score	Quality Score
1.	AI	80	High
2.	ARD	35	Low
3.	AAG	60	Enough
4.	AL	35	Low
5.	AF	45	Enough
6.	AR	40	Low
7.	AA	45	Enough
8.	CW	75	High
9.	DR	55	Enough
10.	EN	30	Low
11.	H	80	High
12.	HN	50	Enough
13.	MM	80	High
14.	IR	35	Low
15.	RF	70	High
16.	RP	55	Enough
17.	RM	45	Enough
18.	SS	45	Enough
19.	SJ	65	High
20.	SR	40	Low
21.	UL	80	High
22.	ZP	40	Low
23.	MD	30	Low
24.	RMS	45	Enough

No.	Students' Initial	Total Score	Quality Score
25.	UA	70	High
26.	RS	40	Low
27.	ZS	40	Low
28.	NA	60	Enough
29.	DA	50	Enough
30.	RA	60	Enough

Based on the table above, it has been clearly that the quality score of the students' score in analysis degree of comparison is differently. There were many students have low, enough and high. It means that the students' ability in using personal pronoun in sentences at grade VIII Pesantren Modern Baharuddin is variously.

Data from the test score that were needed for testing hypothesis is the data are tabulated as follow:

Table-13
The Resume of Variable Score of the Students' Ability in Using Personal Pronoun in Sentences

Sum	1580
Highest Score	80
Lowest Score	35
Range	45
Mean Score	52.67

From the table above , it was known that the high score for variable in analysis degree of comparison had been searched from 30 students, and based on the total of sample research the highest score was 80, lowest score was 30, range was 50, and mean score was 52.67.

Based on the calculation, the mean score was 52.67, so the application on students' ability in using personal pronoun in sentences was enough, it can be known from the table interpretation mean score in chapter III. To know revelation of data was done to group the variable scores in using personal pronoun in sentences which interval 6.

Table-14
The Frequency Distribution on Students' Ability in Using Personal Pronoun in Sentences

No	Interval Class	Frequency Absolute	Frequency Relatives
1.	30-39	5	16.8%
2.	40-49	10	33.3%
3.	50-59	4	13.3%
4.	60-69	4	13.3%
5.	70-79	3	10%
6.	80-89	4	13.3%
$i = 6$		30	100%

Based on the table above, it can be drawn at histogram below:

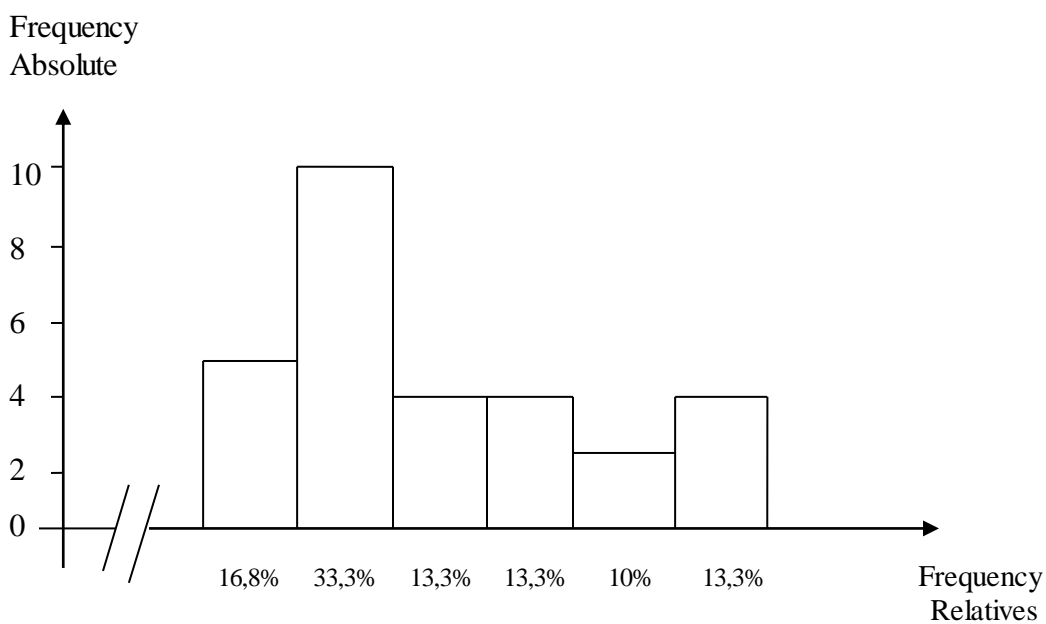


Figure 1: The Histogram the Students' Ability in Using Personal Pronoun in Sentences at Grade VIII Pesantren Baharuddin.

Based on the diagram above, it was known that the variable revelation students' ability in using personal pronoun in sentences show that the respondent at interval 30-39 were 5 students (16,8 %), interval 40 – 49 were 10 students (33.3 %), interval 50 – 59 were 4 students (13.3 %), interval 60 – 69 were 4 students (13.3 %), interval 70 – 79 were 3 students (10 %), and interval 80 – 89 were 4 students (13.3 %).

G. Hypothesis Testing

The hypothesis of this research is “The Students’ Ability in using personal pronouns in sentence is enough ability”. Based on the collected the data, the data has been analyzed to prove hypothesis by using formula Z-test.

It can be seen as follow:

$$Z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(p-1)}{n}}}$$

$$Z = \frac{\frac{7}{30} - 0.76}{\sqrt{\frac{0.76(-0.24)}{30}}}$$

$$Z = \frac{-0.53}{-0.24}$$

$$Z = 2.208$$

Calculation Z_{table} :

$$Z_{(1/2-\alpha)} = Z_{table}$$

$$\alpha = 0.05$$

$$1/2 - 0.05 = 0.45$$

$$0.45 = 0.3264$$

Based on the calculation above, it can be concluded that $Z_{\text{count}} = 2.208$ was bigger than $Z_{\text{table}} = 0.3264$ ($Z_{\text{count}} = 2.208 > Z_{\text{table}} = 0.3264$ by level 0.05). So from the result above the researcher concluded that the hypothesis was accepted by using Z test. Because $Z_{\text{count}} = 2.208 > Z_{\text{table}} = 0.3264$. The meaning was in the level 5%, the students' ability in using personal pronouns in sentence was enough ability.

So, the hypothesis of the students' ability in using personal pronouns in sentence at grade VIII Pesantren Baharuddin is enough ability was accepted. The classification quality of the students' score was 52.67, it was in enough category.

H. Discussion

After the researcher analyzing the data, it was known that the students' ability in using personal pronouns in sentence at grade VIII Pesantren Baharuddin is enough ability was accepted. The classification quality of the students' score was 52.67, it was in enough category. It was gotten from the result of students' mean score in doing the test. This category same with researcher before that had been done:

The first results of this study has been obtained the total error of students are 429 errors. The most error are selection errors with 385 errors (89.74%), and then ordering errors with 38 errors (8.86%), and then omission errors with 3 errors (0.70%) and error addition also has the same total that is 3

errors (0.70%).³⁸ Therefore, the most error that made by students of grade VII A of SMP Negeri 6 Merauke is selection error.

The second research showed that there are areas of language that present problems to the students and need to be particularly emphasized and practiced. Students' errors and comments on their problems may serve as useful diagnostic markers.³⁹ It is very important and useful to take advantage of the agriculture context because it presents a source of great motivation for the students.

The third result of the analysis showed that the percentages of error in Personal Pronouns were: Possessive Pronoun 70 (73.68%), Reflexive Pronoun 64 (67.36%), Possessive Adjective 63 (66.31%), Object Pronoun 59 (62.10%) and the least made errors are Subject Pronoun consisted of 40 errors (42.10%).⁴⁰ . Based on all of the findings above, it was found that the most errors which were made by students at the first grade of SMAN 1 Mesjid Raya, Aceh Besar; is in using Possessive Pronoun.

The last was after analyzing the data, the researchers found that there were three kinds of students' difficulties in using personal pronouns in writing text, namely: Personal pronoun as subject (34%), personal pronouns as object (24%), and personal pronoun as possessive adjective (42%).⁴¹ It can

³⁸ Mulyo and Marnina, "An Analysis of Students' Error in Using Personal Pronoun as Subject and Object."

³⁹ Syamsiah Depalina Siregar, "Error Analysis in Using Personal Pronoun Mastery at The First Semester of English Department" 01, no. 01 (2016).

⁴⁰ Suryani and Hidayatullah, "Error Analysis of the Students' Test Result on Using Personal Pronoun."

⁴¹ Sinaga, Herman, and Hutahuruk, "Students' Difficulties in Using Personal Pronoun in Writing Recount Text."

be concluded that the students' at grade eight of SMP Negeri 8 Pematangsiantar still have difficulties in using personal pronouns when they write a recount text based on their experience.

Table 15
The Result of Previous Research

No.	Name of Researcher	Result of the Research	Category of Mean Score
1.	Insan Abadi dan Mulyo	71.20	Enough
2.	Syamsiah Depalina Siregar	67.13	Enough
3.	Suryani	58.56	Enough
4.	Helty Sinaga	69.98	Enough

I. Threats of the Research

The researcher believed that there were several threats of this research. The researcher realized that this thesis was still a lot of deficiency and still far from the perfect thesis. In doing the test, there were the threats of time, for example:

1. The time was limited for the researcher to conduct the research.
2. The students had no enough time to answer the test.
3. The students were not too serious to answer the test, because the test result will not affect their score in the school.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research and calculating the data, the researcher got the conclusion of the students' ability in using personal pronoun in sentence at grade VIII Pesantren Baharuddin was categorized enough. It can be seen from the value of the percentage from mean score gotten by students that was 52.67. Then from the result of the hypothesis testing, the researcher found that the hypothesis was accepted. It can be proven from $Z_{\text{count}} = 2.208$ was bigger than $Z_{\text{table}} = 0.3264$.

After treating the collecting data, the conclusion could be taken as follows:

1. The students' ability in identifying verbs in narrative text could be categorized into enough. It could be seen from mean score of the students' ability in identifying verbs in narrative text was 64.
2. The students' difficulties in identifying verbs in narrative text as follows:
 - a. In regular, the students had difficulty in recognizing infinitive form because there was no *-d or -ed* ending in the end of the word. So, sometimes the students thought that it was irregular verbs.
 - b. In irregular, the students had difficulty in recognizing verb start from infinite, past tense, and participle form. Most of students did not know that it the base form or not because there was no *-d/-ed* ending in the end of the word.

3. The efforts of the English teacher in identifying verbs in narrative text as follows:
 - a. Before start the lesson, the teacher reviews and repeat the verb in every meeting
 - b. Giving more explanation about regular and irregular verbs.
 - c. The English teacher asked the students to check out on their own dictionary about list of regular and irregular verbs.
 - d. The teacher gave exercise and practice as much as possible.

B. Suggestion

After taking the conclusion, this research gave the suggestion based on the result of this research. The suggestion as follows:

1. It is suggested to the head master, to motivate the teachers especially the English teacher in the school.
2. It is suggested to English teacher to keep teaching, especially in the discussion about verbs.
3. It is important to other researcher to make the deepest research with the topic of this research because this research still far from the perfect.

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2.Fitri Rayani Siregar, M.Hum. (Pembimbing II)

di –Padangsidimpuan

Assalamu’alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

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Judul Skripsi : **THE STUDENTS’ ABILITY IN USING
PERSONAL PRONOUN IN SENTENCE AT
GRADE VIII PESANTREN AL-ANSOR**

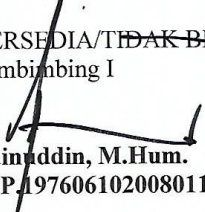
Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

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Penyelesaian Skripsi.

30 November 2021

Yth. Kepala MAS Baharuddin Tapanuli Selatan
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Maya Iqlima
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Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Students' Ability In Using Personal Pronoun In Sentences At Grade VIII Pesantren Modern Baharuddin".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.



Wakil Dekan Bidang Akademik

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Janjimaui-MT, Februari 2022

Yth. Wakil Dekan Bidang Akademik
Institut Agama Islam Negeri Padangsidempuan

Dengan Hormat,

Menindaklanjuti surat saudara Nomor : B-2513/In.14/E.1/TL.00/11/2021 perihal surat diatas dengan ini kami menyatakan nama tersebut di bawah ini telah selesai melaksanakan penelitian untuk keperluan penulisan skripsi di Madrasah Tsanawiyah Swasta Baharuddin. Atas nama mahasiswa :

Nama : MAYA IQLIMA
NPM : 1620300051
Fakultas : Tarbiyah dan Ilmu Keguruan
Prodi : Tadris/Pendidikan Bahasa Inggris
Judul Skripsi : **The Students' Ability In Using Personal Pronoun In Sentences
At Grade VIII Pesantren Modern Baharuddin**

Demikian Surat izin ini kami sampaikan dan untuk dapat dipergunakan sebagaimana mestinya.



Drs. ZULKARNAIN SIREGAR, S.Pd.I