

**AN ANALYSIS OF STUDENTS' WRITING ABILITY IN
USING SUBJECTIVE AND OBJECTIVE PRONOUNS AT
GRADE 7th IN MTS NEGERI 3 PEKANBARU**

A THESIS

*Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in
English Language Teaching and Education
Universitas Islam Riau*



NOVA NURHALIZA TANIA
NPM. 186310588

**ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
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THESIS APPROVAL TITLE

**AN ANALYSIS OF STUDENTS' WRITING ABILITY IN USING
SUBJECTIVE AND OBJECTIVE PRONOUNS AT GRADE 7th IN MTS
NEGERI 3 PEKANBARU**

Name : Nova Nurhaliza Tania
Place/date of birth : Pekanbaru / 10 November 1999
Student Number : 186310558
Faculty : Teachers Training and Education
Faculty Study Program : English Education

Advisor

Shalawati, S.Pd.I., MA TESOL
NIDN. 1023027904

Head of English Language Education

Muhammad Ilvas, S.Pd., M.Pd
NPK.160702565
NIDN.1021068802
Penata/Lektor/IIIC

This thesis has been accepted to be one of requirements for the Award of *Sarjana*
Degreeat English Study Program of Education and Teacher Training Faculty
Islamic University of Riau.

Pekanbaru, July 2022
The Dean of Academic

Dr. Miranti Eka Putri, S.Pd, M.Ed
NIK. 091102367
NIDN. 1005068201

THESIS

**AN ANALYSIS OF STUDENTS' WRITING ABILITY IN USING
SUBJECTIVE AND OBJECTIVE PRONOUNS AT GRADE 7th IN MTS
NEGERI 3 PEKANBARU**

Name : Nova Nurhaliza Tania
Student Number : 186310588
Study Program : English Education

THE CANDIDATE HAS BEEN EXAMINED

Thursday, 14th July 2022

THE EXAMINERS COMITEE

Head Advisor

Examiners

Shalawati, S.Pd.I., MA TESOL
NIDN. 1023027904

Dr. Rugaiyah, M.Pd
NIDN. 1002066804

Dr. Khulaifiyah, S.Pd., M.Pd
NIDN. 721117702

The thesis has been approved to be one of requirement for award as Sarjana Degree in English Study Program. Faculty of Teacher and Education Universitas

Islam Riau

Pekanbaru, July 2022

The Dean of Academic

Dr. Miranti Eka Putri, S.Pd, M.Ed

NIK. 091102367

NIDN. 1005068201

LETTER OF NOTICE

Name : Nova Nurhaliza Tania
Student Number : 186310588
Place/date of birth : Pekanbaru / November, 10th 1999
Faculty : Teachers Training and Education Faculty
Study Program : English Education

Has completely written a thesis which entitled:

**AN ANALYSIS OF STUDENTS' WRITING ABILITY IN USING
SUBJECTIVE AND OBJECTIVE PRONOUNS AT GRADE 7th IN MTS
NEGERI 3 PEKANBARU**

It has been examined.

This letter is made to be used, as it is needed.

Pekanbaru, July 2022

Advisor

Shalawati, S.Pd.I., MA TESOL
NIDN. 1023027904

THESIS GUIDANCE AGENDA

Thesis guidance has been implemented to:

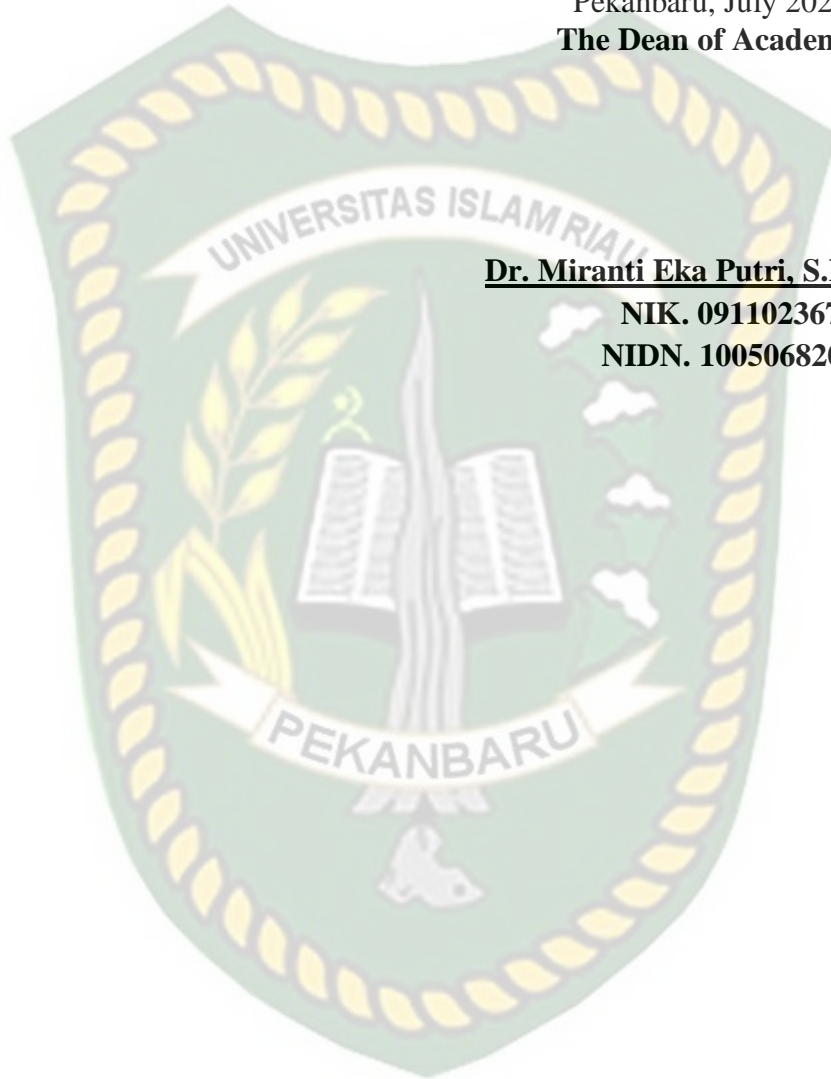
Name : Nova Nurhaliza Tania
Student Number : 186310588
Study Program : English Education
Faculty : Education and Teacher Training
Head Advisor : Shalawati, S.Pd.I., MA TESOL
Title : An Analysis of Students' Writing Ability in Using Subjective and Objective Pronouns at Grade 7th in MTs Negeri 3 Pekanbaru

No	Date	Guidance Agenda	Signature
1	January, 1 th 2022	Write proposal and search 25 journals	
2	January, 10 th 2022	Revised chapter I (background problem) & II (previous study and theoretical studies)	
3	January, 11 th 2022	Revised chapter III	
4	January, 16 th 2022	Discussion about design an essay	
5	February, 1 th 2022	Revised the proposal format	
6	February, 4 th 2022	Approved to join proposal seminar	
7	March, 7 th 2022	Joined seminar	
8	June, 1 st 2022	Write chapter IV and Chapter V	
9	June, 9 th 2022	Discussion about result of the research	

10	June 20 th 2022	Thesis approved	
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Pekanbaru, July 2022
The Dean of Academic

Dr. Miranti Eka Putri, S.Pd, M.Ed
NIK. 091102367
NIDN. 1005068201



Dokumen ini adalah Arsip Milik :
Perpustakaan Universitas Islam Riau

DECLARATION

The under signed researcher:

Name : Nova Nurhaliza Tania

Index Number : 186310588

Place/Date of birth : Pekanbaru / November 10th 1999

Faculty : FKIP-UIR

Department : English Education

I declare that this thesis is the result of my own work, except for quotations (either directly or indirectly) that I took from various sources and mentioned them scientifically. Then I am responsible for data and facts, which contain in this thesis.

Pekanbaru, July 2022

Writer

Nova Nurhaliza Tania

186310588

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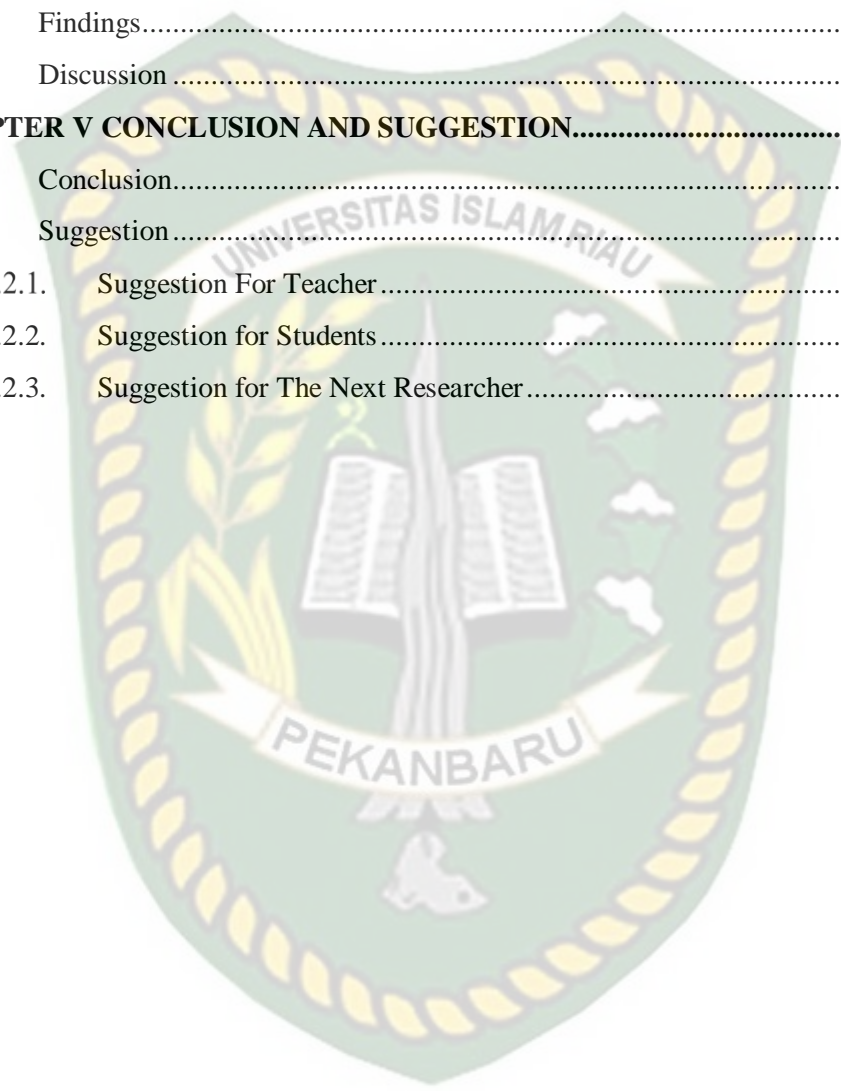
Pekanbaru, June 2022

Nova Nurhaliza Tania

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ABSTRACT

Nova Nurhaliza Tania. An Analysis of Students' Writing Ability in Using Subjective and Objective Pronouns at Grade 7th in MTs Negeri 3 Pekanbaru. Thesis Pekanbaru: English Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau.

Keywords : *Students Writing Ability, Subjective and Objective Pronouns*

The Researcher is interested in what is the students ability in writing using subjective and objective pronouns in their English writing. This research aims to identify of how is the students ability in writing using subjective and objective pronouns in their English writing.

This quantitative non experiment method was employed for this specific study. The population of this study was class 7.1 students of MTs Negeri 3 Pekanbaru, while the sample was selected through purposive sampling technique that consist of 20 students. The data were collected on test by writing a paragraph. The test was adopted from grammar witing practice book grade 5.

The results of this research were presented descriptively in order to indicated that students' writing ability in using subjective and objective pronouns. This can be seen from the result of the students' writing ability score level is excellent-good ability which there are 15 students, it is most of the students' can write and understand about writing in using subjective and objective pronouns.

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Writing is the process of expression that allows one to put the beliefs, opinions, actions, and information into a form of field notes utilizing words, signs, or signs that are constructed in a structured manner in order for purpose to be clearly presented by another person. The act of writing is a complicated task that requires coordinated motions of the fingers, hands, arms, and eyes. The capacity to write is a motor skill, it can be developed through other activities that support success in writing.

Zaim (2017) has stated that a method of learning based on scientific concepts can be utilized for all four skills (listening, speaking, reading, and writing). Writing is an element of language that cannot be divorced from the other components of the educational experience that students go through when they are attending classes. In this study, the researchers focused on analyzing students' usage of subjective and objective pronouns in their writing. The participants were junior high school students. In a sentence, either the subject pronoun or the subject pronoun itself serves as the subject. I, she, he, it, you, they, and us are all examples of subjective pronouns in the English language. In sentences, objects are usually denoted by object pronouns or simply object pronouns. Me, she, him, it, you, them, and us are examples of these pronouns.

To achieve basic proficiency in writing and interpreting subjective and objective pronouns is one of the skills that students are expected to master as part

of the English curriculum for Junior High School (SMP), which is mentioned as one of the subjects that students are required to learn. This fundamental skill was purposefully selected by the researcher due to the fact that the vast majority of pupils struggle with differentiating between subjective and objective perspectives and employing them in the appropriate manner while composing sentences. Similarly, schools are the places where students learn to write in both a subjective and an objective manner.

As a consequence of this, learning to write using subjective and objective language is regarded as an unpleasant learning experience. This is due to the fact that the process is repetitive, and students are prevented from actively discovering themselves in order to be creative in their writing. Students should practice writing using subjective and objective pronouns within the framework of real-world problems so that students can learn about critical thinking and problem-solving abilities and acquire vital knowledge and concepts related to the subject matter.

This demonstrates that writing offers students a wide variety of benefits. Students of English find that developing their writing ability is an essential component of their education. In writing itself has complex ability is utilized by writers in order to obtain new knowledge, influence the viewpoints of others, generate imaginations, communicate emotions, provide entertainment, treat emotional pain, journal experiences, and investigate the significance of various occurrences and circumstances Graham (2018a).

Students' lack of proficiency in writing with subjective and objective pronouns can be attributed to a number of reasons, including the precision with

which teachers select and implement learning strategies, learning models, and factors in selecting learning resources that are more appealing to students.

This is supported by the observations made by researchers while the students were in the classroom. Most of the students have reported that when were in primary school, there were no English classes offered, therefore the students never had the opportunity to learn the language. In point of fact, with regard to those students who learn English, but just in grades 1 to 2 only. As can be seen from the student's explanation, the level of mastery of the material in English learning is relatively low. This indicates that students still do not understand the concept of the material very well, particularly in regards to writing while utilizing subjective and objective pronouns. This is due to the fact that students have difficulty developing ideas that will be poured into writing.

There are two elements involved here, namely the student factor and the teacher factor, which together contribute to the fact that students do not fully comprehend and master the content. Factors that come from the teacher include: The explanation of the content offered by the instructor is difficult for students to understand, and the teaching tactics employed by the teacher in learning are less exciting and dull. The factors that come from the students themselves are as follows: students' lack of interest in taking lessons in English subject, students' lack of understanding about the true nature of argumentative paragraphs; and students' lack of writing practice, resulting in confusion or an inability to begin a piece of writing.

The pattern of learning to write using subjective and objective pronouns in the classroom is developed in a very structured manner, starting from determining

the topic, explanatory sentences, the accuracy of the use of punctuation, and so on. In addition to the factors that have been discussed above, another pattern that occurs is the pattern of writing using subjective and objective pronouns in the classroom. Writing tasks that are similar to this one for students become activities that are procedural and uninspiring. Because it prevents thoughts from flowing freely and inhibits the development of creative writing, the concentration on mechanical things can sometimes prevent writing creativity from developing in using subjective and objective pronouns.

The capability of the teacher to notice and comprehend the qualities of the students is an additional component that plays a significant role. A teacher who is able to understand the qualities of students will be in a better position to assist in the proper execution of the learning process, which will allow for improved learning outcomes for students.

Creativity is one of the qualities of students that can influence the consequences of their education. Students have creative potential because of something inherent within themselves. When a person has creativity in themselves, learning becomes much simpler for that person. Therefore, the teacher needs to incorporate the kids' creative potential into one of the research that they conduct when developing a curriculum.

Student creativity must attract attention before starting learning to write in utilizing subjective and objective pronouns so that a teacher can establish the correct learning strategy for each student. It is anticipated that students' writing abilities will develop if the learning strategies employed are suitable for students with high levels of creativity as well as those with low levels of creativity.

As a matter of fact of these conditions, the researchers attempted to analyze more in writing so that problems and obstacles in the form of a lack of information possessed by students, a lack of ability in writing on the part of students to use subjective and objective pronouns, and the monotony of teaching methods found in students and teachers can be overcome. These problems and obstacles are listed above.

The researcher has the intention of doing study on "an analysis of students' writing abilities in using subjective and objective pronouns at grade 7 in MTs Negeri 3 Pekanbaru." This choice was reached in consideration of the context of the problem that was presented earlier.

1.2 Identification of The Study

The following research challenges can be recognized based on the context of the problem that was presented earlier in this paragraph:

1. The students of class 7.1 MTs Negeri 3 Bukit Raya still have a bit limited competence in writing when it comes to the use of subjective and objective pronouns.
2. The class 7.1 MTs of Negeri 3 Bukit Raya's interest in learning about writing by creating use of subjective and objective language is not too significant, but it is still good.
3. Students in class 7.1 MTs Negeri 3 Bukit Raya have a bit of trouble expressing their creativity, ideas, and experiences through writing in using of subjective and objective pronouns.
4. Students in Grade 7.1 at MTs Negeri 3 Bukit Raya find it challenging to bring up language style in the writing by using subjective and objective pronouns.

5. Students in Grade 7.1 at MTs Negeri 3 Bukit Raya do not truly comprehend how to correctly utilize subjective and objective pronouns in writing, according to a recent assessment.
6. Students in Class 7.1 at MTs Negeri 3 Bukit Raya enjoy switching the genders of the pronouns they use when writing subjective and objective pronouns.

1.3 Formulation of The Study

What is the students writing ability in using subjective and objective pronouns in their English writing?

1.4 Objectives of the Study

To describe of how the students' writing ability in using subjective and objective pronouns in their English writing.

1.5 Significance of the Study

It is anticipated that the findings of this study will be useful in various of contexts. They are as follows:

1. Theoretically, The results of the study can assist the teacher in instructing students on the use of subjective and objective pronouns. This study provides information on the proper use of subjective and objective pronouns in sentences and an essay, among other things. Furthermore, by using subjective and objective pronouns, the teacher can identify common difficulties that students encounter.
2. Practically, The results of the study can be used to determine how well the students comprehend the use of subjective and objective pronouns in their

sentences and when writing essays. The findings of this study can be used as a guideline to improve students' understanding of how to use subjective and objective pronouns in different situations.

3. Pedagogically, The findings of this study will help to increase students' understanding of subjective and objective pronouns, which is something that is sometimes overlooked by teachers and researchers. This study will be useful for further research and development as a reference and supporting material for future research and development.

1.6 Definition of the Key Term

In order to prevent the reader from having any misunderstandings while reading this research, the definition of the term will be provided in the following section.

1. **Subjective Pronouns** is the subject of sentence and subjective pronouns are I, You, We, They, He, She, It.
2. **Objective Pronouns** is the object of sentence and objective pronouns are Me, You, Us, Them, Him, Her, It.
3. **Writing** is "a purpose directed and personality intellectual activity that requires the careful regulation of one's thoughts and words." (Graham et al. 2013a)

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides an overview of review of the related literature. It contains of review of the previous study, eview of the theoritical study, theoretical framework.

2.1 Review of The Previous Study

This study, which examines students' abilities to use subjective and objective pronouns in their sentences, will discuss the differences between subjective and objective pronouns and their functions. There are some studies that discuss subjective and objective pronouns in a variety of ways. In this case, some researchers who have written about subjective and objective pronouns.

The first researcher is Putri (2019) and the title is An Analysis of Students' Ability Using Personal Pronouns in Writing Descriptive Text at SMK PGRI Pekanbaru. It took 34 students on the research and the measurement scale of participants' competence of using personal pronouns on descriptive text is 65.07. Which means that the students' incompetent using personal pronouns on descriptive text.

The second researcher Saputra (2017) and the title is An Error Analysis on The Use of Personal Pronouns in Descriptive Writing Made by The Eight Grade Students of SMP Nurul Iman Palembang. It took 37 students and the It was found that paper aims to examine mistakes occurred 72.65 percent of the time, following by misrepresentation mistakes which happen 19.58 percent of the time, and insertion faults which occurred 7.81 percent of the time.

Which means that the students have difficult to differentiate using personal pronouns on writing.

The third researcher MacIntyre (2017) and the title is The Use of Personal Pronouns in the Writing of Argumentative Essays by EFL Writers. It took 17 students and it concluded it may increase awareness of the use and function of personal pronouns in essay papers and whether they could be utilized to shape the identities as writers by utilizing learner texts and a perception technique such as 'fully realizing.'

All of the studies examine subjective and objective pronouns in a variety of contexts and ways. There have been some studies conducted to explore it in the areas of writing. Taking them all into consideration that there is still an area of research that has not been studied. Therefore, The researcher would search out how students' writing are in using subjective and objective pronouns in their English sentences. This study investigates the seventh grade students of MTs N 3 Pekanbaru.

2.2 Review of The Theoretical Studies

2.2.1. Writing and Grammar

It is enjoyable to learn to write. Students are free to write about anything they want. In their writing, the students are free to express themselves. Writing is a set of visual objects can be utilized to express meaning in writing based from Nordquist (2019). Composing a piece of written work is what usually implies on writing. On writing, actually it has to be composed and being arranged to express the idea.

Writing is generally regarded as the most challenging of the four abilities when it comes to language learning. According to Al-Shujairi & Tan (2017) “Furthermore, it is widely acknowledged that the really tough skill for people to become proficient at is writing.” This is due to the fact that having the capacity to write demands having a strong command over a variety of linguistic aspects as well as elements that are not part of the language but are the contents of the writing. In order to construct writing that is cohesive and consistent throughout, it is necessary for the elements of language and aspects of substance to be connected. This was also stated by Graham et al (2019) “even though usually talk about writing as if it were a single skill, it's actually a very complicated process that involves a lot of different parts, steps, and procedures.”

Furthermore from As Nunan in Yuniati (2015) argues, writing involves the creation of opinion, thinking about how to represent those opinion into words, and putting those thoughts into sentences or paragraphs so that the reader may understand everything. Also, in Yuniati (2015) when a writer scours a views and beliefs, creates actual representations of those thoughts and ideas through writing. It is possible to argue that the writing process is significant since it requires students to mix their imagination with their phrases throughout the process.

According to Widdowson on Junaid (2012), writing is a linguistic action that is carried out by one specific general principle that underscores the need for idiomatic expressions. Writing necessitates the use of process steps in order to produce high-quality writing. There are several steps involved in creating a good piece of writing. After then comes the process of publication. A more accurate

meaning of publish is to write down one's thoughts on a piece of paper so that they can be shared with other people. In addition to expressing some concepts in written language, writing entails a series of processes that must be completed in order to produce a high-quality piece of literature.

Grammar is required in writing. In the words of Swan (2017) "Grammar is a system of rules that governs how words should be combined, organized, or transformed in any other way in order to communicate a specific meaning." Grammar is required as the final step in the writing process in order to manage the grammatical structures and blend it with other words in order to construct correct sentences. According to Crystal (2017) When it comes to grammar, it is the study of all the different meaning contrasts that can be made within a single sentence. Grammar's 'rules' inform us how to do it.

Furtina et al (2016) put forward that "Education providers to learn grammar in a different language must acquire knowledge of the grammatical principles that govern that language. That is related to the reason that learners are able to construct sentences that are intelligible by adhering to the grammatical structure." Furthermore, understanding grammar is critical. Brown and Lee (2015) that "Grammar is a set of principles that control the usual arrangement and relationship of words in a phrase." In short, employing grammar in writing is quite beneficial because the language can be easier to understand when the proper structure is used.

According to Parmawati (2013), quick improvement in students' writing ability can occur when the concerns and interests of students are acknowledged

and when students are provided with frequent opportunities to write. According to Harris, Ansyar, and Radjab (2012), it was discovered that students made significant errors when employing the simple past tense, action verbs, linking verbs, and pronouns in their writing. Which means that lots of students sometimes made some mistakes when writing and in this case the students will be divided into 5 categories of writing ability. According to Brown and Abeywickrama (2019) writing ability is divided into 5 categories.

Table 1
Category of Writing Ability

Category
Excellent-Good
Good-Adequate
Adequate-Fair
Unacceptable-not
College-Level work

Payne (2011) stated that personal pronouns are terms that are used to refer to participants that are perceived by a speaker to be already present or active in the consciousness of the public.

2.2.2. Subjective Pronouns

The action of the verb is carried out by a subjective pronoun (nominative). According to Azar and Hagen (2017), subject pronouns are inserted into sentences in order to function as the sentence's subjects. When a sentence is written, it is

used as the subject of the sentence. A pronoun is used as the subject of a sentence when the actor, performer, or man of action is referred to by the pronoun. The Pronoun in this context refers to the subject of the conversation — the word or set of words being discussed.. When a noun or a noun phrase is substituted as the subject of an entire sentence, a pronoun is used in its place. It might be a thing, a person, a place, an event, a substance, or an attribute. Subjective pronouns can be classified into seven different categories. I, you, us, they, she, he, and it are all included. The singular forms of I, you, she, he, and it are all covered here. A noun or person's name might be substituted for them. She and he, in particular, are accustomed to a certain look. She's employed to give someone a womanly appearance, as in "mother," "sister," "aunt," and other womanly nouns. He has been given a more manly appearance than he is used to. As an example, the manly names of father, brother, uncle, and so forth.

a. Example:

Sarah is a brilliant chef.

She is a brilliant chef.

(The pronoun *she* refer to *Sarah*)

The short old woman so calm and wisely.

She so calm and wisely.

(The pronoun *She* refer to *The short old woman*)

Our *dad* is not feeling well.

He can't attend to the office tommorow.

(The Pronoun *He* refer to *Dad*)

Andre has been bought lots of brand new clothes.

He bought 3 Second, The executive brand clothes.

(The Pronoun *He* refer to *Andre*)

A noun or noun phrase can be replaced in a sentence by the plural form, which includes they and We.

a. They :

Julia and Jane has similar face

They are sisters

(The Pronoun *they* refer to *Julia and Jane*)

The smartest students are joining math olympiad

They lost in the quarter-finals

(The Pronoun *they* refer to *the smartest students*)

b. We :

My sister and I are joining the gym club

We are joining the gym club

(The Pronoun *we* refer to *My sister and I*)

Me and my mother have been waiting for buying the movie tickets

We have been waiting for buying the movie tickets

(The Pronoun *we* refer to *the smartest students*)

"You" is a pronoun that can be used in both singular and plural forms. When "you" is used as a substitute for a singular noun or noun phrase, it is included in the singular form, and when it is used in a plural noun or noun phrase, it is included in the plural form. In order to make a phrase more explicit, we can utilize subjective pronouns as the subject.

Example :

I asked to see my grandma's condition.

My mom says that **you** have to come and see her immediately to the hospital.

Because *you* relate to *I*, the pronoun *you* is singular in indirect statements.

All of students got permission from teacher to leave the classroom

The teacher says that **you** may leave the class

Because *you* relate to *All of students*, the pronoun *you* is plural in indirect statements.

2.2.3. Objective Pronouns

In a sentence, an objective pronoun serves as the subject. Object pronouns are what are utilized in place of the objects of verbs, according to Azar and Hagen (2017). Objective pronouns (accusative) because it actively or passively receives or gets the activity of the action in a sentence. It is the object of the verb's acts. When a noun or noun phrase is being used as an object, the objective pronoun is used instead of the noun's pronoun. It might be anything from a plant to a human being. Objective pronouns can be divided into several categories. There are six of them: me, you, him, her, it, them, and us. Me, you, him, her, and it are all counted in the single form, whereas them and us are tallied in the plural. As a result, each of them is referred to as an object in a sentence.

Example :

Sarah told **you** before.

The book was taken by **us**.

Her dad gives **me** the clothes.

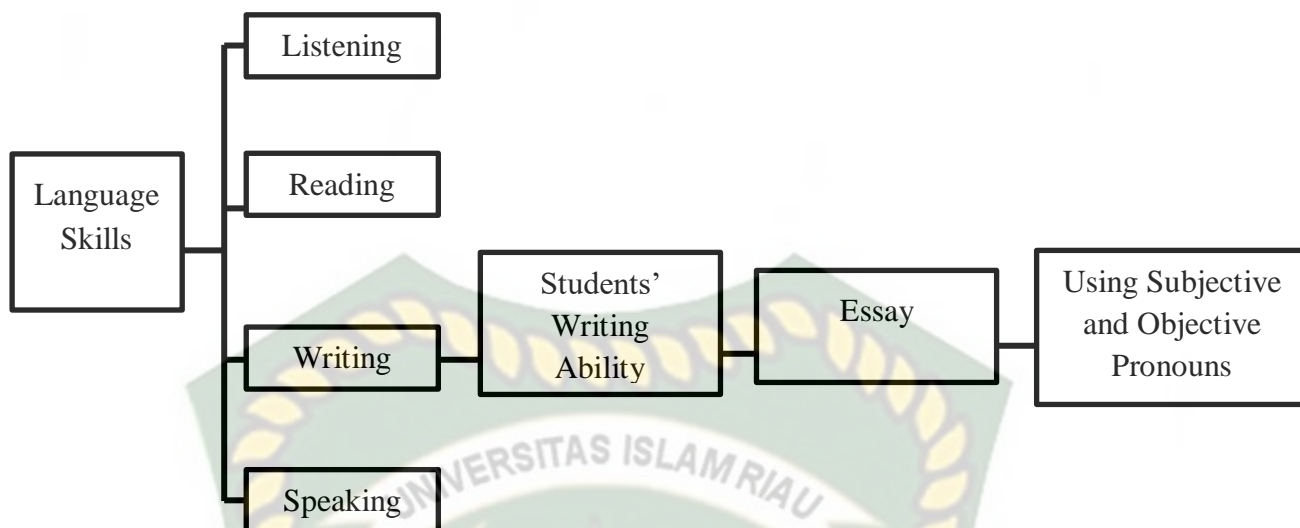
His mother asked of **him** in the house.

2.5 Theoretical Framework

Theoretical was made in this thesis because the theoretical framework has a function of design that summarize a given data set of several of the varied elements for use as scientific information basis of the results of the research study conducted. The following is an outline of the theoretical model that this researcher focuses on :

Figure 2.1

Theoretical Framework Diagram



In this theoretical design there are four language skills such as listening, reading, writing and speaking. In this study, the focus is on how students' writing ability in using subjective and objective pronouns. Documentations by writing the paragraphs is the tool or an instrument to collecting the data. students' must write and describe only a paragraph about unique person. In this point, the researcher will get an attention to students' writing ability in using subjective and objective pronouns.

CHAPTER III

RESEARCH METHODOLOGY

In this research methodology there are, research design, source of data, population and sample, instrument for collecting the data, procedure of collecting the data, procedure of analysing data, techniques for analysing the data.

3.1 Research Design

The research employed quantitative approach non experiment research for this specific study. The objective of this exercise is to evaluate the students' abilities to compose describing texts in using subjective and objective pronouns. Ary et al (2010) has stated that when using a quantitative approach, non-experimental research is a type of research in which researchers are only able to detect correlations between variables and are unable to modify the variables directly.

3.2 Source of Data

3.2.1. Location

Location is the place that the study was held with the participants inside and it was located at MTs Negeri 3, Unggas street no. 453, Simpang Tiga, Kec. Bukit Raya, Pekanbaru City, Riau

3.2.2. Time of The Study

This study was started in January of 2022.

Activity	Time of The Research
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Identified the sources that were relevant to the investigation.	1 January - 22 February
Designed the essay	15 February
Handed out copies of the essay	6 April
Obtained Data	6 April
Analyzed Data	1 June – 16 June

3.3 Population and Sample of The Study

3.3.1. Population

According to Sugiyono (2018) the population is an entire group of people, places, and things with a shared set of traits and features that may be examined. The population that based on the title was at grade 7th academic year 2021/2022 which there are 9 class for grade 7th.

3.3.2. Sample

Arikunto (2019) stated a sample is a subset of a larger population that is being investigated. It is possible to draw the conclusion that the sample is generalizable under study. In this study was used non-probability sample According to Sugiyono (2018) non-probability sample is a sampling method that does not ensure that all members of the population have equal chances of being selected as a sample. There are six non-probability technique and it was purposive sampling It refers to the method of selecting a sample based on predetermined criteria. The sample of this study was 20 participants in class 7.1

3.4 Instrument of The Study

According to Sanjaya (2015) A study instrument is any method used to gather data for the purpose of generating objective research. The instrument that was used is test. As an instrument or tool for gathering information regarding a study subject's capacity to perform specific materials through measurement, a written test (in the form of questions) will be utilized in this case. The test in text was writing essay and it was adapted from grammar writing practice book grade 5 with the author Scott Foresman. The test is about write a paragraph about unique person using subjective and objective person.

3.5 Procedures of Collecting the Data

The procedure of collecting data was the researcher went into the classroom. Then, the researcher make sure about the total of students who was attended to the classroom. After that the researcher explained briefly of how to answer the test. The test was took around an hour minutes because it was fasting month when the test being held. Students could used the dictionary as references if were stucked to wrote and difficult to memorized or did not know about the vocabulary. After the students done with the test and have to submmited immediately to researcher. Last, the researcher analyzed of the test that being gave to the students before.

3.6 Techniques for Analysing the Data

Table 2

Classification Table

Students Code	Sentence	Subjective Pronouns	Objective Pronouns	Remark	Score

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(The test can be seen on appendix)

The techniques for analyzed the data was classified with this table above. There are students code, sentence, subjective pronouns, objective pronouns and remark. In here, the researcher analyzed and classified the sentence only if the laying procedure has subjective or objective pronouns. The subjective or objective pronouns on the sentence it would be remark with the grammatically accepted and grammatically unaccepted laying procedure. After classifying one by one, the researcher describe students writing below the table. After classifying, each of students work would be scored and described on the score coloumn.

Table 3

Rubric of an Essay Assessment Adapted from Brown (2019)

Category	Organization	Description
17-20 Excellent - Good	Properly chosen title, well-written introduction paragraph, clear statement of topic, logical flow into the body, and use of transitional language and evidence to back up assumptions	Correct use of subjective and objective pronouns and tense sequencing; no fragments or run-on sentences in the English language.

<p style="text-align: center;">13-16</p> <p style="text-align: center;">Good - Adequate</p>	<p>The essay's body is fine, however there may be some evidence missing or certain ideas that aren't thoroughly developed. A logical sequence is present, but several transitional expressions are missing or misused.</p>	<p>Even though the writer is aware of some grammatical errors, they have no effect on the message's clarity. no run-on sentences or jumbled up sentences</p>
<p style="text-align: center;">9-12</p> <p style="text-align: center;">Adequate - Fair</p>	<p>A weak or mediocre start or end; issues with the flow of ideas in the body; generalizations that aren't backed up by the data provided; Organizational issues obstruct</p>	<p>Although the message is being received, the reader will notice that there are obvious grammatical issues that impair the quality of the writing.</p>
<p style="text-align: center;">5-8</p> <p style="text-align: center;">Unacceptable-not</p>	<p>Weak or hardly there a well-known beginning can only be described as weak issues have been noticed; organizing thoughts; lack of evidence; weak or</p>	<p>Several major grammatical errors ability to convey my thoughts; a grammar revision of several parts is plainly</p>

	unreasonable conclusion; a lack of effort organization	required.
1-4 College-level work	Insufficient evidence; lack of an introduction or conclusion; lack of apparent arrangement in the body; the writer has made no effort to organize the writing	It's impossible for the reader to understand what I'm attempting to express because of grammatical errors.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1. Findings

An Analysis of Students' Writing Ability in Using Subjective and Objective Pronouns at Grade 7th in MTs N 3 Pekanbaru was provided throughout this part. This data acquired from 20 students was assessed within a way, specifically, the students' ability to use subjective and objective pronouns in the writing.

1. Data Analysis of the Students' Writing Ability in using Subjective and Objective Pronouns

Students Code	Sentence	Subjective Pronouns	Objective Pronouns	Remark	Score
S1	Near where I live there is an old man.	I		Grammatically accepted	19 Excellent-Good
	He has abnormal eyes and other physical deficiencies since he was child.	He		Grammatically accepted	

	<p> He is very good at playing flute and even though he has shortcomings he can make a living on his own by playing the flute, and he is very independent. </p>	<p>He</p>		<p> Grammatically accepted </p>	
	<p> Although physically limited but he does not expect the help of others. </p>	<p>He</p>		<p> Grammatically accepted </p>	
	<p> He just walks everywhere he wants to go while </p>	<p>He</p>		<p> Grammatically accepted </p>	

	carrying a flute tucked in his back.				
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As a conclusion of student 1's paragraph writing, the composition of the writing, including words and phrases that use subjective pronouns, is excellent to good. This is the result of the writing assignment. Even though there are no faults, his writing is still a little bit wordy in reality. However, due to the fact that he combined the sentences, he was accepted linguistically.

Students Code	Sentence	Subjective Pronouns	Objective Pronouns	Remark	Score
S2	My mother is the one who I love most in my life.	I		Grammatically accepted	16 Good-Adequate
	For what she's done, she deserved with the whole world.	She		Grammatically accepted	
	She's tall, slim and especially she has a	She	Her	Grammatically accepted.	

	beautiful long black hair. She always slime thus everyone consider her a friendly person.			
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At this point, the second student writing paragraph is being described below to show that The text is not completed. But, the message is clear enough, however, the idea of this text is not developed properly. The score is good to adequate. Even if her writing style can be a little overly enthusiastic at times, everything else is flawless. In spite of the fact that she blended the two statements, however, she was given grammatical approval for her sentence.

Students Code	Sentence	Subjetive Pronouns	Objective Pronouns	Remark	Score
S3	He used to be my elementary shool friend.	He		Grammati cally accepted	16 Good- Adequate
	He moved to makassar, because his	He		Grammati cally accepted	

	father worked there.			
	But even though he has moved, we still communicate through social media.	He, We		Grammatically accepted
	Last week he returned to Pekanbaru to visit his grandmother.	He		Grammatically accepted
	I'm so happy because I haven't seen him in a long time.	I	Him	Grammatically accepted
	He also gave me a gift from Makassar in	He	Me	Grammatically accepted

	the from of sandals.				
	During this fasting month we always play together, tarawih prayer together reciting together and marathon together.	We		Grammatically accepted	
	He is wery kind, I am happy to have a friend like him.	He, I	Him	Grammatically accepted	

On the third student paragraph writing is used both subjective and objective pronouns while writing the words and sentences grammar correct and well-structured. The weird thing about this writing is on the first until the end of the paragraph it is because she wrote three paragraphs, she described about her friend with “he/him” but her friend is a girl. Researcher guessed that she forgot about the

used of subjective and objective pronouns still has the classification according to the gender. For the score of writing ability is good to adequate.

Students Code	Sentence	Subjective Pronouns	Objective Pronouns	Remark	Score
S4	I have meet someone who has a unique personality	I		Grammatically accepted	13 Good-Adequate
	She is a girl	She		Grammatically accepted	
	She like to read and write, and her is a loner who has an introverted character.	She	Her	Subjective pronouns is Grammatically accepted and objective pronouns is grammatically	

				unaccepted
Everyday her just reads and listens to songs.		Her	The objective pronouns is grammatically unaccepted	
She also like to see the latest articles and news.	She		Grammatically accepted	
She is smart person.	She		Grammatically accepted	
Every exam her always gets the best score and always gets the class		her	The objective pronouns is grammatically	

	winner.			unaccepte d
	She really likes math.	She		Grammati cally accepted
	She has a dream to be a doctor and her also has a dream to become an actress and singer.	She	Her	Subjective pronouns is Grammati cally accepted and objective pronouns is grammatic ally unaccepte d
	She has an idol who is a kpop singer he is a boy.	She		Grammati cally accepted

	She likes the idol's handsome face and voice.	She		Grammati cally accepted	
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From the paragraph writing of student 4 is describe here that she still used the subjective pronoun appropriately, and the sentence structure is acceptable while discussing her acquaintance. She can wrote it correctly in subjective but lack in write the words and sentence in using objective pronoun. For example, the sentence that on the table above “her is a loner” or “her just reads” and “her also”. As the first person point of view she has to use “she” to describe someone. For the score writing ability is good to adequate.

Students Code	Sentence	Subjective Pronouns	Objective Pronouns	Remark	Score
S5	I really admir the prophet muhammad saw	I		Grammati cally accepted	18 Excellent- Good
	He is the most noble human	He		Grammati cally accepted	
	He has the nature of	He		Grammati cally	

	sidiq, trust worthiness, tabligh, and fatah			accepted	
	He is very honest in trading	He		Grammati cally accepted	
	And he really loves his people	he		Grammati cally accepted	
	He is also always fair in enforcing punishment	He		Grammati cally accepted	

The student's five-paragraph essay is not only nicely written but also makes use of subjective language to lay out the words and sentences according to the score of the writing ability is excellent to good. In point of fact, the way that he writes sounds like a rhyme but is significantly longer than a rhyme. The word that he wrote is missing a few letters, and should have been "admire" rather than "admir."

Students Code	Sentence	Subjective Pronouns	Objective Pronouns	Remark	Score
S6	I have close friend, she is	I, She	Me	Subjective pronouns	18 Excellent-

	a girl named Anggraini, Anggraini is a special call from me father.			is grammatically accepted and objective pronouns is grammatically unaccepted	Good
	She is a very stubborn person but her heart is very soft, she always tells her idol on bigetron, she really like games, but sometimes when she	She, I	Her	Grammatically accepted	

<p>watches</p> <p>broadcast</p> <p>immediately</p> <p>bigetron she</p> <p>likes to</p> <p>scream</p> <p>incoherently</p> <p>until she</p> <p>voice is</p> <p>hourse, i am</p> <p>very happy to</p> <p>have a close</p> <p>friend like</p> <p>her, she is</p> <p>also a person</p> <p>who doesn't</p> <p>like spicy</p> <p>food but</p> <p>always orders</p> <p>spicy food,</p> <p>very funny,</p> <p>she likes to</p> <p>make</p> <p>mistakes but</p>				
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	is shy to apologize, sometimes I very upset but it's okay.				
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According to student 6's paragraph writing (as evidenced by the usage of subjective pronouns and coma punctuation), the structure of the sentence is still chaotic with coma punctuation and no full stop. She is capable of writing subjectively, but a touch shaky when it comes to employing objective pronouns. For example, "call from me father" on the table above should be "call from my father". For the score of this student writing ability is excellent to good.

Students Code	Sentence	Subjective Pronoun	Objective Pronouns	Remark	Score
S7	She name is Nur, She is a friend at my school.	She		Subjective pronouns in the first sentence before coma is grammatically accepted pronouns	12 Adequate-Fair

				in the first sentence after come is grammatically unaccepted
	She has dark brown eyes	She		Grammatically accepted
	Her eyebrows are so thin.		Her	Grammatically accepted
	When we talked, she talked about her foreign friends, she met her foreign friends on the come TV	She	Her	Grammatically accepted

	application				
	Sometimes if she brings a cellphone she will show the person's face to me .	She	Me	Grammatically accepted	

As describing student writing, a student's 7-paragraph essay reveals that she is still adept at describing a friend using both a subjective pronoun and an objective pronoun. However, the subjective pronouns are laid out misleadingly in the first paragraph and the score is adequate to fair. For example, the sentence that on the table above “She name is Nur” the correct writing is “Her name is Nur”.

Students Code	Sentence	Subjective Pronouns	Objective Pronouns	Remark	Score
S8	Namely the uniqueness of my younger brother, he has full body, his cheeks are round and his skin tends to be white,	He, I		Grammatically accepted	8 Unacceptable-not

	<p>he is annoying sometimes but he is very quick to understand the material taught by his teacher even I thought he learns to play.</p>				
	<p>He keeps repeating to often get 100 even though studying not serious, i who became the older sister was surprised that he had a younger brother</p>	<p>He, I</p>	<p>Him</p>	<p>Grammatically accepted</p>	

	whohad such advantages but i was also lucky to have a good younger brother like him .				
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As a result of the student's 8-paragraph essay, she is still adept in utilizing both the subjective and objective pronouns to describe her younger brother. It is a little over the top, but she still manages to do it and understand how to write grammatically structure in using subjective and objective pronouns. for the score of this student writing ability is unacceptable-not

Students Code	Sentence	Subjective Pronouns	Objective Pronouns	Remark	Score
S9	Hi all, in this time I want to tell you about someone who is unique to me .	I	You, Me	Grammati cally accepted	19 Excellent- Good
	He is my	He	Me	Grammati	

	<p>papa, papa is very very unique person for me</p>			<p>cally accepted</p>	
	<p>Yes, maybe his nature is like other fathers, but there are some things that make me feel my papa is great and cool and of course, it's unique hehe.</p>		<p>Me</p>	<p>Grammatically accepted</p>	
	<p>Papa is very strange, He doesn't believe in ghosts but he said when he mad ghost</p>	<p>He</p>		<p>Grammatically accepted</p>	

	<p>He</p> <p>immediately</p> <p>fainted,</p> <p>hahaha.</p>				
	<p>There is a</p> <p>sentence I</p> <p>remember</p> <p>from Papa,</p> <p>“for the sake</p> <p>of your</p> <p>child's future,</p> <p>and do</p> <p>whatever it</p> <p>is, even if it</p> <p>makes you</p> <p>sick or</p> <p>paralyzed, do</p> <p>it.”</p>	I	You, It	Grammati	cally accepted

As a result of student 9's work on the paragraph, we can say that she did well in describing her father by making use of both subjective and objective pronouns, and the overall structure of the sentence was written effectively the score of her writing is excellent to good. However, she continues to write it in an excessive manner and with an excessive amount of emotion. In point of fact, there is no requirement to write something of the "haha" variety.

Students Code	Sentence	Subjective Pronouns	Objective Pronouns	Remark	Score
S10	She is the most important and loving personality in this world.	She		Grammatically accepted	19 Excellent-Good
	Because she made me who I am today	She, I	Me	Grammatically accepted	
	She has shown me the true meaning of love and support that no matter how difficult it may be.	She, it	Me	Grammatically accepted	
	I can always count on his	I		Grammatically	

	countless guidance and encouragement			accepted
	My mother is the reason I'm who I'm today, because she has been my inspiration from day one.	I		Grammatically Unacceptable
	She encouraged me to be strong and follow my dreams.	She	Me	Grammatically accepted
	It's all things to her that I was able to grow up in a loving	It, I	Her	Grammatically accepted

environment.				
Maybe this doesn't tell about my mother's uniqueness, but about how affection and love i have for my mother.	I			Grammati cally accepted
The point is for me , My mother is a unique person and the person I love the most in the world.	I	Me		Grammati cally accepted

As an outcome of this student's work on the paragraph, it was determined that she did an excellent describing her mother while utilizing both subjective and objective pronouns, despite the fact that the structure of the phrase was not entirely well constructed. There is a minor formatting error in the paragraph with the placement of terms referring to subjective pronouns. For instance, the line that

states "My mother is the reason I am who I am today" is located on the table that is located above. In point of fact, the phrase that should be used is "My mother is the reason who I am today."

Students Code	Sentence	Subjective Pronouns	Objective Pronouns	Remark	Score
S11	I have an idol, his name dikai kamal heuning	I		Grammatically acceptable	19 Excellent-Good
	He is a member of the korean idol group Tomorrow X Together.	He		Grammatically acceptable	
	He has a very beautiful and soothing voice, but when he screams, haha!! My	He		Grammatically acceptable	

earc feel like bursting, so cute.			
He also very mischievous when he is with other members in his group.	He		Grammati cally acceptable
He is a Korean – America Mulatto	He		Grammati cally acceptable
I really like it when he speaks with an America accent.	I, he	It	Grammati cally acceptable
He has a very handsome and cute face.	He		Grammati cally acceptable
All the songs Tomorrow X	I		Grammati cally

	Together I really like, really good.			acceptable	
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Student eleventh paragraph work, she wrote an excellent job describing her idol while utilizing both subjective and objective pronouns. Additionally, the structure of the sentence is effectively crafted. However, she continued to write in an excessive manner.

Students Code	Sentence	Subjective Pronouns	Objective Pronouns	Remark	Score
S12	Her name is Isti.		Her	Grammatically acceptable	18 Excellent-Good
	She has white complexion and long black hair.	She		Grammatically acceptable	
	He is 165 centimeters.	He		Grammatically acceptable	
	Every morning, he wakes up	he		Grammatically acceptable	

earlier that the rest of my family.				
She prepared breakfast for us .	She	Us	Grammati cally acceptable	
She is a tough and patient mother.	She		Grammati cally acceptable	
Every morning, she takes me to school.	She	Me	Grammati cally acceptable	
We love her very much.	We	Her	Grammati cally acceptable	

Student 12's writing, it can be seen that he is still competent while describing about his mother in utilizing subjective and objective pronouns, and the structure of the sentence is written in a clear and concise manner. In point of fact, he continues to write it in an excessive manner, and he also seems to be a little bit confused, as seen by the fact that in the paragraph, he refers to her mother as "she.". The researcher speculated that the participant may have neglected to write the appropriate subjective based on their gender. However, the researcher believed

that he had a complete understanding of the topic that he was describing and talking about. The score of his writing ability is excellent to good.

Students Code	Sentence	Subjective pronouns	Objective Pronouns	Remark	Score
S13	When I was on vacation in Central Java (Jawa tengah), I met a 4th grader.	I		Grammatically acceptable	19 Excellent-Good
	And what I wonder is that people around say the kid is smart but he doesn't eat ricebut only eats bread every day, I 'm amazed by that.	I, he		Grammatically acceptable	

	And from the response of the surrounding community, I consider the child as a unique child.	I		Grammatically acceptable	
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As an outcome of student 13's paper, she did well while expressing herself and the kid she was when she was growing up in Central Java, utilizing both subjective and objective pronouns in excellent to good way in writing. Additionally, the structure of the sentence is written in a clear and concise manner. However, she continues to wrote it in an environment of increased.

Students Code	Sentence	Subjective Pronouns	Objective Pronouns	Remark	Score
S14	The people who I think are unique are my parent, why are they unique because they	I, They		Grammatically acceptable	18 Excellent-Good

	<p>are a husband and wife couple who were born on the same day, the same month and the same hour and I think they are a unique couple</p>				
	<p>Another this that is unique in my family, in my opinion, is my sister, she is a nine year old girl.</p>	<p>She</p>		<p>Grammatically acceptable</p>	
	<p>Her uniqueness is in many things,</p>	<p>She</p>	<p>Her</p>	<p>Grammatically acceptable</p>	

	including in terms of food, she doesn't like a lot of food.			
	She only likes fried chicken, eggs, fish and even the, my mother has to cook if its made by other people as good as anything.	She	It	Grammatically acceptable
	He want like it , all the snack he doesn't like whatever it is, that one of his uniqueness,	He	It	Grammatically acceptable

	but that way he rarely gets sick and there are many other things that are unique from my sister.				
--	--	--	--	--	--

The result of the experience of this student paragraph writing, it can be seen that she does a good job of describing her parents while making use of both subjective and objective pronouns, and the overall structure of the phrase is well written. In simple terms, her work is both grammatically correct and well organized.

Students Code	Sentence	Subjective Pronouns	Objective Pronouns	Remark	Score
S15	Women are bullied because they are 2 meters tall are now.	They		Grammatically acceptable	20 Excellent-Good
	A woman from Doncaster, yorkshire,		Her	Grammatically acceptable	

<p>was bullied because of her height was far from the average.</p>				
<p>But, thanks to this height she is now a successful model.</p>	<p>She</p>		<p>Grammatically acceptable</p>	
<p>Since school, Naomi Lovell already has a height that far exceeds children her age, often she is often ridiculed and teased by her friends her height reaches 2 meters.</p>	<p>She</p>	<p>Her</p>	<p>Grammatically acceptable</p>	

	They specialize in finding women who look taller and unique	They		Grammati cally acceptable	
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From the student's fifteenth paragraph, it can be seen that he is still capable of writing well when describing a tall girl in both subjective and objective pronouns, and that the structure of the sentence is properly written. However, he still wrote it in a manner that is somewhat overdone and somewhat unorganized. For the score of his writing ability is excellent to good.

Students Code	Sentence	Subjective Pronouns	Objective Pronouns	Remark	Score
S16	The uniqueness of people I know is the uniqueness of my male friend named "Amanda al hasby", he has a fairly	I, He	Me, Him	Grammati cally acceptable	20 Excellent- Good

slim body, his cheeks are not too round and his skin tends to brown, he is sometimes annoying but he is very cool when invited to play, he continues to show character to his childishness which can sometimes make me smile or laugh, I who became his friend was surprised that				
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	<p> he is very easy to interact with new people like me, because he tends to have a rather in different nature, and I am very lucky to have a good male friend like him. </p>				
--	--	--	--	--	--

The writing of the student sixteenth who wrote the paragraph is excellent and also grammatically accepted, even though she describes her male companion using subjective pronouns; however, the structure of the phrase is a little bit jumbled. The problem is that she does not punctuate the paragraph with a full stop; rather, she used just commas in its construction. Her paragraph writing may need to be tightened up a touch.

Students	Sentence	Subject	Object	Remark	Score
Code		Pronouns	Pronouns		

S17	I have an idol, he is a singer.	I, He		Grammatically acceptable	20 Excellent-Good
	He became famous since his debut with One Direction in 2010 and started solo career in 2017	He		Grammatically acceptable	
	He has blue eyes, brunette hair, pointed nose, and pink thin lips.	He		Grammatically acceptable	
	He is skinny and has a fairly short height for a British citizen.	He		Grammatically acceptable	

	His British accent is very attached to him , that what makes him very unique and interesting.		Him	Grammatically acceptable	
	I like listening to his song very much.	I		Grammatically acceptable	

Like a consequence of student 17's writing, it can be concluded that she is excellent in describing about her idol in using subjective and objective pronouns. Additionally, the structure of the sentence is written in an effective manner. Actually, she is able to wrote in a grammatically proper manner and knows how to utilize both subjective and objective pronouns in her work.

Students Code	Sentence	Subject Pronouns	Object Pronouns	Remark	Score
S18	The person i admire is my sister name Desy Lifica	I		Grammatically acceptable	18 Excellent-Good

Putri				
She has a nickname that is say sauce bottle because her skin is dark sweet and her body is thin.	She	Her	Grammatically acceptable	
But she is not agry with her nickname and activity her nickname is desy.	She	Her	Grammatically acceptable	
Even though her skin is sweet dark she has a very pointy nose	She	Her	Grammatically acceptable	
He is a	He	Him	Grammatically acceptable	

	<p>person who is very lazy so study every time he wants to learn he has to cry for some reason he cries even though no one rebukes him he is a person who likes to sulk if there is a request that is not obeyed he must be cronky.</p>			<p>cally acceptable</p>	
	<p>He is also a person who likes to complain to mom.</p>	<p>He</p>		<p>Grammatically acceptable</p>	

And he is also a romantic person, he really likes so surprise to me .	He	Him	Grammatically acceptable
That's why I love him so much.	I	Him	Grammatically acceptable

The outcome of the work that student 18 did in writing was that she grammatically accepted while describing about his mom in using subjective and objective pronouns, as well as the structure of the sentence being excellent and effectively written. In fact, he continues to wrote it in an implicit way, and he also appears to be rather confused, as seen by the fact that in the paragraph he refers to her mother as "she." The researcher assumed that she failed to wrote the appropriate subjective based on the gender in her responses. Furthermore, the researcher believed that she had a complete understanding of what it was that she described and talked about.

Students Code	Sentence	Subjective Pronouns	Objective Pronouns	Remark	Score
S19	I have an idol named Lalisa	I		Grammatically	18 Excellen-

Manoban.			accepted	Good
She is a member of the korean idol group blackpink.	She		Grammatically accepted	
She has a sweet voice and is very good, and she is also a dancer.	She		Grammatically accepted	
I really like seeing her dancing because she is so cool.	I, She	Her	Grammatically accepted	
She can also memorize dance quickly even though the dance is difficult but	She	It	Grammatically accepted	

	she catches it very quickly.				
	I like listening to the music and the dance is really cool.	I		Grammati cally accepted	

The writing of student 19, who was inspired to write a paragraph on her idol, did so in a grammatically correct manner while utilizing both subjective and objective pronouns, and the sentence structure was executed in an effective manner. She is a skilled writer, as evidenced by the absence of any errors.

Students Code	Sentence	Subjective Pronouns	Objective Pronouns	Remark	Score
S20	Salma Yumna, she is my sister.	She		Grammati cally accepted	18 Excellent- Good
	Often pissess me off, but she is a loving person.	She	Me	Grammati cally accepted	
	Even taught I often	I		Grammati cally	

	scolded, Salma never refused when i asked for help.			accepted
	She is a dilligent and caring child.	She		Grammati cally accepted
	Get me a drink, a cake, or whatever I ask for.	I	Me	Grammati cally accepted
	Salma is also very good at making friends, not only with friends her age, Salma also likes to play with her brother's friends, my		Her	Grammati cally accepted

	younger brother.				
	Even with my mother's friend she also likes to seek attention.	She		Grammati cally accepted	

The conclusion that can be drawn from student 20's writing is that she did an excellent job describing her sister while making use of both subjective and objective pronouns, and that the structure of the sentence was written effectively. She used far too many punctuation marks throughout the paragraph, when in fact she could have just written a full stop at the conclusion of the phrase if she wanted to accomplish the same thing. Aside from that, she completely appropriate to use in written communication from a grammatical standpoint.

4.2. Discussion

Following the conversion of the test results into texts by the researchers, the researchers examined the test results using the classification table and rubric assessment essay writing. This was done based on the findings of the test. The conclusion reached by the researcher in this part of the report concerns the students' ability to write using subjective and objective pronouns.

In the context of this study, the capacity of the students to write using subjective and objective pronouns is acceptable from a grammatical standpoint.

The vast majority of students comprehend, and overall, the paragraph displays strong writing skills. The results of this research show that students' writing abilities in terms of employing subjective and objective pronouns are acceptable from a grammatical standpoint and structurally well written. Moreover, the findings showed that the majority of students were able to create the paragraph with an acceptable sentence structure, although one that was a little bit excessive. In addition, a minority of students continued to make errors when writing the paragraph utilizing subjective and objective pronouns. the following is an explanation for the category of students writing ability.

15 students are excellent-good category in writing ability because these students could wrote an excellent job about writing a paragraph in using subjective and objective pronouns. These students used subjective and objective in correct grammar unless there is still bit excessive and wordy sentence inside of the paragraph. But in this case, these 15 students could understand and also comprehend in correctly and grammatically accepted in writing when using subjective and objective pronouns on this point.

3 students are good-adequate category in writing ability because these 3 students writing is not completed. But, the message of these 3 students still clear enough, however, the idea of the text is not developed properly. There are several grammatical unaccepted on the usage of subjective pronouns and objective pronouns when these 3 students wrote the sentence on paragraph.

1 student is adequate-fair because this student wrote the paragraph using subjective and objective pronouns it is kind of confusing. Also, the writing is

grammatically unacceptable in some parts. Another 1 student has an ability unacceptable-not because the use of subjective and objective pronouns is good enough, however the meaning of the writing is not received very well and there were several grammatical unacceptable in the paragraph writing.

Based on the results of the test, it is clear that only minority of students are still grammatically unacceptable and the score assessment of writing ability there were, 3 students are good – adequate, 1 student is adequate – fair and 1 student is unacceptable-not category due to the incorrect usage of subjective and objective pronouns. The findings of this study corroborate those of Saputra (2017), who discovered that students continue to struggle to write between the use of personal pronouns (include subjective and objective pronouns) in their written work. The purpose of writing that is composed of a string of words has a certain point that needs to be communicated to the reader. According to Tarigan (2013), the following are some of the goals that can be accomplished through writing: a. to explain or instruct, b. to persuade or urge, c. to amuse or have fun, and d. to communicate the intense sentiments and emotions that one is experiencing.

To summarize what was stated above, the majority of the 15 students' writing displays acceptable grammatical usage and their ability in writing is excellent-good category when it comes to the use of subjective and objective pronouns and few students are unable to produce a statement that correctly uses subjective and objective pronouns, whereas the majority of students are able to compose sentences that are correct from a grammatical standpoint. The difficulty with the study is that some students still do not understand how to correctly utilize

subjective and objective language, and the writing is quite wordy, and the punctuation is not written very well. These are all issues that need to be addressed.



Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

The researcher draws a conclusion on the findings of the research study conducted throughout this chapter and suggests some solutions to the issues that were examined and explained in the chapter before this one.

Below provides a summary of some of the findings that may be drawn from this study by researchers:

The majority of students' writing abilities that got excellent – good level are 15 students, including their use of subjective and objective language, are grammatically acceptable and also the category of the writing ability is excellent - good. This indicates that the majority of students' writing abilities are well written according to sentence structure and grammatical structure. The researcher makes the assumption that the students understand how to create paragraphs, particularly with regard to the appropriate use of subjective and objective pronouns. The students were able to know and understand how to write the paragraph since they had previously learned about pronouns, including subjective and objective pronouns. The researcher believed that perhaps the teacher could have presented the content on pronouns in an appropriate way because then the students could understand the topic.

5.2. Suggestion

With the results of this study in mind, the researcher makes some suggestions that should be taken into account in the future by various stakeholders in order to help 7th grade students, particularly those in MTs N 3 Pekanbaru class 7.1, improve students' own writing ability when using subjective and objective pronouns. The researcher hopes that these recommendations will be useful for readers and that they can be implemented in future studies.

5.2.1. Suggestion For Teacher

The suggestion for those who are in the profession of teaching, most notably those who teach English, is that they search for fascinating ways to provide the material on subjective and objective pronouns. While hand over the knowledge without providing any context or explanations is inappropriate while teaching subjective and objective pronouns especially when taught of writing. Students also benefit from having an easier time comprehending the topic when they receive quality instruction. So, the students' can more understand and mastering of writing in using subjective and objective pronouns.

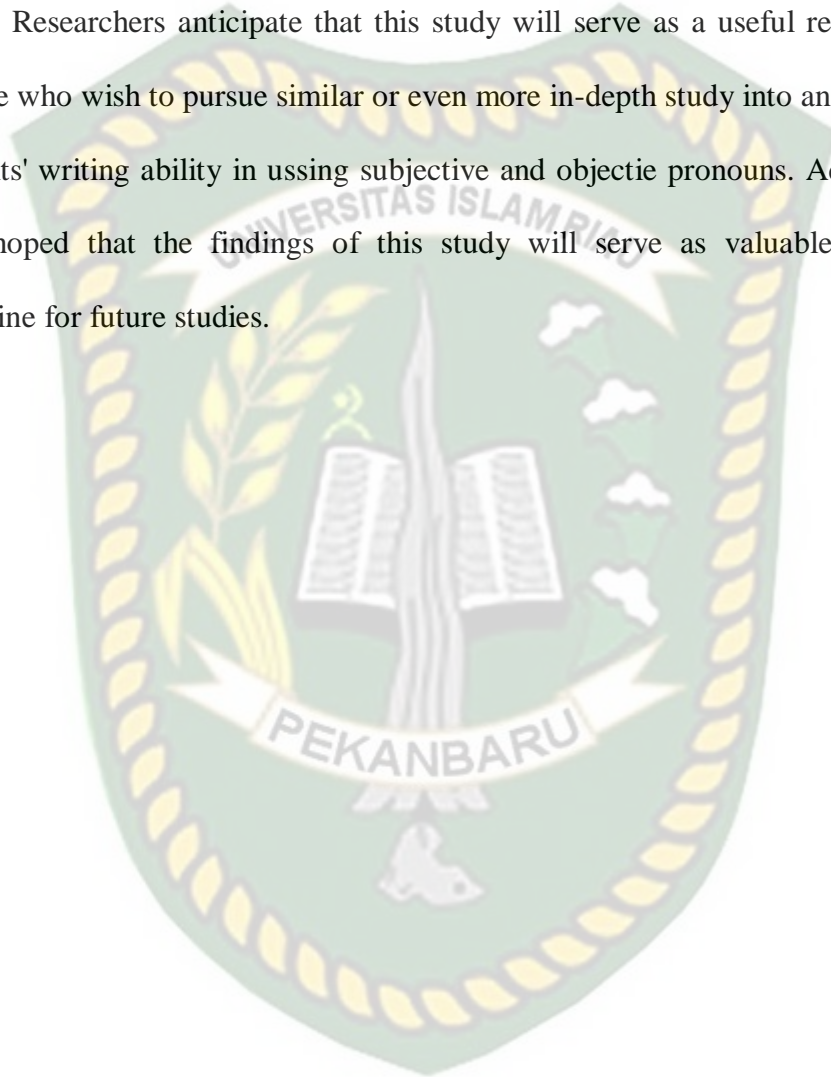
5.2.2. Suggestion for Students

In order to get the most out of this learning experience, students are encouraged to broaden their horizons. In writing itself, there are lots of grammar and sentence structure that should be have an attention on it. Students will find lots of things and fully understand what kind of good or even an excellent writing is especially while writing in using subjective and objective pronouns. There are

lots of grammatical structure and sentence that has to be known on your writing knowledge.

5.2.3. Suggestion for The Next Researcher

Researchers anticipate that this study will serve as a useful reference for anyone who wish to pursue similar or even more in-depth study into an analysis of students' writing ability in using subjective and objective pronouns. Additionally, it is hoped that the findings of this study will serve as valuable analytical guideline for future studies.



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