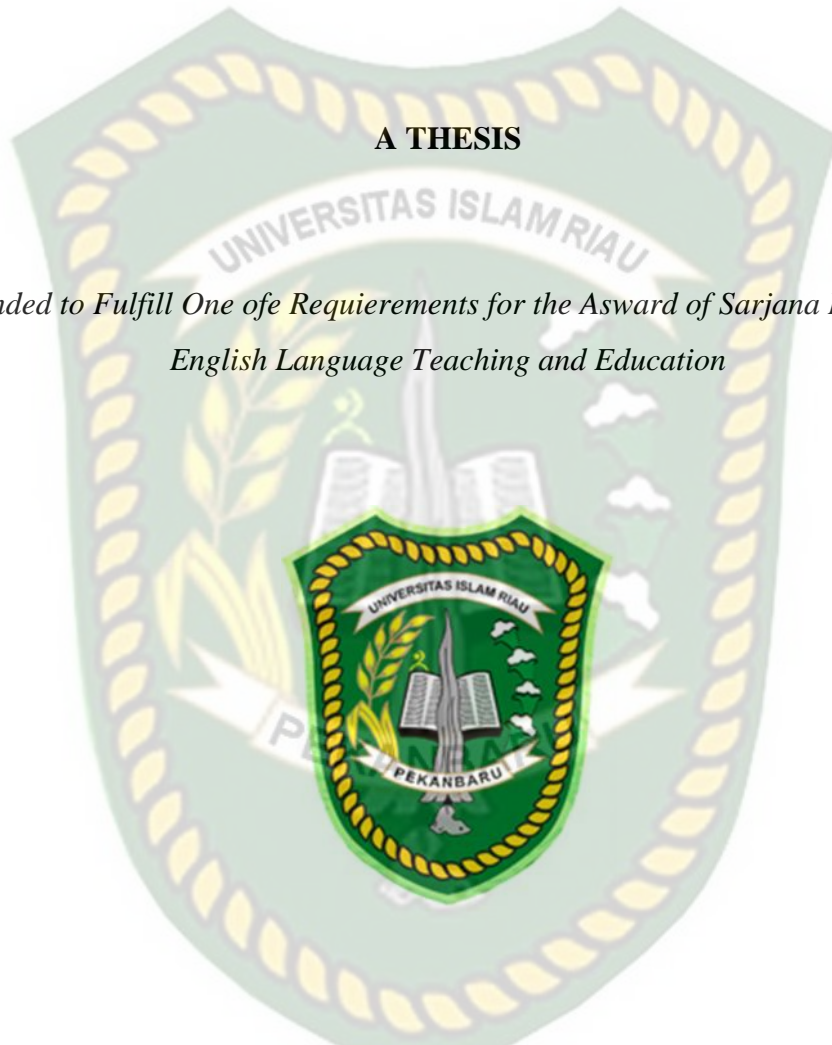


**AN ANALYSIS OF PERSONAL PRONOUN IN WRITING  
TASK OF THE THIRD SEMESTER OF ENGLISH STUDENTS  
OF FKIP-UIR PEKANBARU**

**A THESIS**

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



**SRI DIAFRAHMATIWI**

**126312048**

**ENGLISH LANGUAGE EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS ISLAM RIAU  
PEKANBARU 2019**



# UNIVERSITAS ISLAM RIAU

## FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

### الْجَامِعَةُ الْإِسْلَامِيَّةُ الرَّيَوِيَّةُ

Alamat: Jalan Kaharuddin Nasution No. 113, Marpoyan, Pekanbaru, Riau, Indonesia - 28284  
Telp. +62 761 674674 Fax. +62761 674834 Email: edufac.fkip@uir.ac.id Website: www.uir.ac.id

Pekanbaru, 25 Maret 2019

Nomor : 569 /E-UIR/27-Fk/2019  
Hal : *Izin riset*

Kepada Yth Bapak Gubernur Riau  
C/q Bapak Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau  
Di –  
Pekanbaru

Assalamu'alaikum Wr, Wbr.

Bersama ini datang menghadap Bapak/Ibu mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau:

Nama : Sri Diafrahmawati  
Nomor Pokok Mhs : 126312048  
Fakultas : Keguruan dan Ilmu Pendidikan  
Program Studi : Pendidikan Bahasa Inggris

Untuk meminta izin melakukan penelitian dengan judul **“An Analysis Of Personal Pronoun In Writing Task Of The Third Semester Of English Students Of FKIP - UIR Pekanbaru”**.

Untuk kepentingan itu, kami berharap agar Bapak/Ibu berkenan memberikan rekomendasi izin kepada mahasiswa yang bersangkutan.

Atas perhatian Bapak/Ibu kami mengucapkan terima kasih.

Wassalam  
Dekan,



**Drs. Alzaber, M.Si**

NIP/NPK : 19591 204 198910 1001

Sertifikasi: 11110100600810

NIDN:0004125903



**SURAT KEPUTUSAN**  
**DEKAN FKIP UNIVERSITAS ISLAM RIAU**

**NOMOR : 589 /FKIP-UIR/Kpts/2019**

**Tentang : Penunjukan Pembimbing I Dan Pembimbing II Penulisan Skripsi Mahasiswa FKIP  
UNIVERSITAS ISLAM RIAU**

**Menimbang** : 1. Bahwa untuk membantu mahasiswa dalam penyusunan skripsi, maka perlu ditunjuk Pembimbing I dan II yang akan memberikan bimbingan sepenuhnya terhadap mahasiswa tersebut.  
2. Bahwa saudara-saudara yang namanya tersebut tercantum dalam Surat Keputusan ini dipandang mampu dan memenuhi syarat untuk membimbing skripsi mahasiswa, maka untuk itu perlu ditetapkan dengan Surat Keputusan Dekan.

**Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.  
2. Undang-undang Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi.  
3. Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan Tinggi.  
4. Surat Keputusan Menteri Pendidikan Nasional :  
a. Nomor 339/U/1994 Tentang Ketentuan Pokok Penyelenggaraan Perguruan Tinggi.  
b. Nomor 224/U/1995 Tentang Badan Akreditasi Nasional Perguruan Tinggi.  
c. Nomor 232/U/2000 Tentang Pedoman Kurikulum Pendidikan Tinggi dan Penilaian Hasil Belajar Mahasiswa.  
d. Nomor 124/U/2001 Tentang Pedoman Pengawasan, Pengendalian dan Pembinaan Program Studi Perguruan Tinggi.  
e. Nomor 045/U/2002 Tentang Kurikulum Inti Pendidikan Tinggi.  
5. Surat Keputusan Pimpinan YLPI Riau Nomor 66/Kep/YLPI-II/1976 Tentang Peraturan Dasar Universitas Islam Riau.  
6. Surat Keputusan Rektor Universitas Islam Riau Nomor. 112/UIR/Kpts/2016 Tentang Pengangkatan Dekan FKIP Universitas Islam Riau Tanggal.31 Maret 2016.

**MEMUTUSKAN**

**Menetapkan** : 1. Menunjuk nama-nama tersebut dibawah ini sebagai Pembimbing skripsi

No.	Nama	Pangkat/Golongan	Pembimbing
I.	Johari Afrizal, S.Pd., M.Ed.	Lektor - Penata/ III/c	Pembimbing Utama
	Shalawati, S.Pd.I.,M.A.TESOL	Asisten Ahli - Penata Muda Tk.I/ III/b	

Nama Mahasiswa	Sri Diafrahmawati
NPM	126312048
Program Study	Pendidikan Bahasa Inggris
Judul Skripsi	An Analysis Of Personal Pronoun In Writing Task Of The Third Semester Of English Students Of FKIP - UIR Pekanbaru

2. Tugas-tugas Pembimbing berpedoman kepada ketentuan yang berlaku.
3. Dalam melaksanakan bimbingan, pembimbing supaya memperhatikan usul dan saran seminar proposal
4. Kepada Saudara yang namanya tercantum dalam lampiran Surat Keputusan ini diberi honorarium sesuai dengan ketentuan yang berlaku di Universitas Islam Riau.
5. Surat Keputusan ini mulai berlaku sejak surat keputusan ini diterbitkan, dengan ketentuan apabila terdapat kekeliruan akan diadakan perbaikan sebagaimana mestinya.

**Kutipan** : Disampaikan pada yang bersangkutan untuk dapat dilaksanakan sebaik-baiknya.

Ditetapkan : di Pekanbaru

Tanggal : 25 Maret 2019

Dekan,



**Drs. Alzaber, M.Si.**

NIP. 19591204 198610 1001

**Tembusan disampaikan kepada :**

1. Yth. Rektor UIR Pekanbaru
2. Yth. Kepala Biro Keuangan UIR Pekanbaru
3. Yth. Ketua Program Study Pendidikan Bahasa Inggris FKIP UIR Pekanbaru
4. Pertiagal..



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Kaharuddin Nasution No. 113 Perhentian Marpoyan Pekanbaru 28284 Provinsi Riau

**BERITA ACARA SEMINAR PROPOSAL**

Nama Mahasiswa	: Sri Diafrahmatiwi
NIM	: 12 621 2048
Hari Tanggal Seminar	: Senin/ 28 Januari 2019
Pembimbing Utama	: Johari Afrizal, S.Pd., M.Ed.
Pembimbing Pendamping	: Shalawati, S.Pd.I., M.A. TESOL

**Judul Proposal Penelitian**

An Analysis of Students' Writing Ability Using Personal Pronoun of Third Semester in English Profram FKIP-UIR

**REKOMENDASI HASIL SEMINAR**

1. Judul yang diterima	: <del>Disetujui</del> /Direvisi/ <u>dirubah judul baru</u>
AN ANALYSIS OF PERSONAL PRONOUN IN WRITING TASK OF THE THIRO SEMESTER OF ENGLISH STUDENTS OF FKIP - UIR PEKANBARU	
2. Identifikasi Masalah	: <del>Jelas</del> / Kurang Jelas/ <u>Dirubah</u>
3. Perumusan Masalah	: <del>Jelas</del> / Kurang Jelas/ <u>Dirubah</u>
4. Tujuan Penelitian	: <del>Jelas</del> / Kurang Jelas/ <u>Dirubah</u>
5. Teori Utama dan Teori Pendukung	: Jelas/ Kurang Jelas/ <u>Dirubah</u>
6. Hipotesis Penelitian ( jika ada )	: Jelas/ Kurang Jelas/ <u>Dirubah</u>
7. Populasi dan Sampel/ Subjek Penelitian	: <del>Jelas</del> / Kurang Jelas/ <u>Dirubah</u>
8. Metode dan Disain Penelitian	: <del>Jelas</del> / Kurang Jelas/ <u>Dirubah</u>
9. Variabel Penelitian	: Jelas/ Kurang Jelas/ <u>Dirubah</u>
10. Instrumen Penelitian	: Jelas/ Kurang Jelas/ <u>Dirubah</u>
11. Prosedur Penelitian	: Jelas/ Kurang Jelas/ <u>Dirubah</u>
12. Teknik Pengambilan Data	: <del>Jelas</del> / Kurang Jelas/ <u>Dirubah</u>
13. Teknik Pengolahan Data	: <del>Jelas</del> / Kurang Jelas/ <u>Dirubah</u>
14. Teknik Analisis Data	: <del>Jelas</del> / Kurang Jelas/ <u>Dirubah</u>
15. Daftar Rujukan / Pustaka	: <u>Relevan</u> / Kurang Relevan/ Perlu Ditambah

**Tim Dosen Pemrasaran Seminar Proposal**

Dosen Pemrasaran	Jabatan Dalam Seminar	Tanda Tangan
Johari Afrizal, S.Pd., M.Ed.	Ketua/ Pembimbing Utama	1. ....
Shalawati, S.Pd.I., M.A. TESOL	Sekretaris/ Pembimbing Pendamping	2. ....
Dra. Hj. Syofianis Ismail, M.Ed.	Anggota	3. ....
Estika Satriani, S.Pd., M.Pd.	Anggota	4. ....
Sitti Hadijah, S.Pd., M.Pd.	Anggota	5. ....

Ketua Program Studi

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

NPK. 091102367

NIDN. 1005068201

Penata / III C/ Lektor

Pekanbaru, ..... 2019

Diketahui Oleh Wakil Dekan Bidang Akademik

Dr. Sri Amnah, S.Pd., M.Si

NPK 1970 10071 998 0320

NIDN. 0007 107 005

Sertifikat Pendidik : 13110100601134

Penata. IIIc / Lektor



**UNIVERSITAS ISLAM RIAU**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**  
Alamat: Jln. Kaharudin Nasution No.113 Perhentian Marpoyan Pekanbaru – Provinsi Riau, Kode Pos: 28284

Nomor :

Registrasi/Pendaftaran Proposal/Skripsi di Prodi

247/02 08 2016

Perihal : Penunjukan Dosen Pembimbing Utama/Pembimbing Pendamping Proposal/Skripsi Mahasiswa.

Kepada Yth.  
Bapak/Ibu Pembimbing Utama/Pembimbing Pendamping  
Di Tempat

Assalamualaikum wr.wb.

Dengan Hormat, bersama ini Ketua Program Studi Pendidikan Bahasa Inggris menetapkan pembimbing utama dan pembimbing pendamping mahasiswa atas nama:

Nama	: Sti Diafrahmawati
NPM	: 126212048
Fakultas	: Keguruan dan Ilmu Pendidikan
Program Studi	: Pendidikan Bahasa Inggris
No.HP	: 08127778863

Dengan pembimbing Proposal/Skripsi sebagai berikut:

Dosen Pembimbing Utama	Johan Afriani, S.Pd., M.Ed
Dosen Pembimbing Pendamping	Shalawati S.Pd., MA-TEJOL

Dengan Judul:

AN ANALYSIS OF PERSONAL PRONOUN IN WRITING TASK OF THE THIRD SEMESTER OF ENGLISH STUDENTS OF FKIP-UIR PEKANBARU

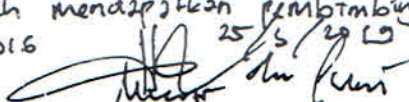
Demikian surat ini disampaikan, atas perhatian diucapkan terima kasih.

Mengetahui,  
Wakil Dekan Bidang Akademik

  
**Dr. Sri Annah, M.Si**  
NIP. 197010071998032002  
Penata I/ IIIc/ Lektor  
NIDN. 0007107005

Pekanbaru, 2/8/2016  
Wassalam,  
Ketua Program Studi

  
**Miranti Eka Putri, S.Pd., M.Ed**  
NPK. 091102367  
Penata Muda Tk I/IIIc/Lektor  
NIDN. 1005068201

NS. YBS telah mendapatkan pembimbing  
sejak 2016  
25/5/2016  




**DAFTAR PRESTASI AKADEMIK MAHASISWA**

Nama : SRI DIAFRAHMATIWI  
 Tempat/Tgl.Lahir : PEKANBARU / 19 September 1994  
 NPM : 126312048  
 Fakultas : Fakultas Keguruan Dan Ilmu Pendidikan  
 Program Studi : Pendidikan Bahasa Inggris  
 Jenjang Pendidikan : Strata Satu (S.1)

KODE MK	MATA KULIAH	NILAI	AM	K	KM
BS12005	BAHASA INDONESIA INDONESIAN LANGUAGE	A	4	2	8
IG13002	GRAMMAR/ STRUCTURE I (ELEMENTARY) GRAMMAR/ STRUCTURE I (ELEMENTARY)	B	3	3	9
IG 13005	LISTENING COMPREHENSION LISTENING COMPREHENSION	C	2	3	6
BS12001	PENDIDIKAN AGAMA ISLAM ISLAMIC EDUCATION	B	3	2	6
BS12007	PENDIDIKAN PANCASILA PANCASILA EDUCATION	B	3	2	6
FK 12001	PENGANTAR PENDIDIKAN INTRODUCTION TO EDUCATION	A	4	3	12
IG 53042	PERENCANAAN PENGAJARAN BAHASA INGGRIS PLANNING OF TEACHING ENGLISH	B	3	2	6
IG 13001	PRONUNCIATION PRACTICE PRONUNCIATION PRACTICE	B	3	3	9
IG 13004	READING I (READING SKILLS) READING I (READING SKILLS)	C	2	3	6
IG 13003	SPEAKING I (GENERAL COMMUNICATION) SPEAKING I (GENERAL COMMUNICATION)	A	4	3	12
IG 53042	TELAH KURIKULUM B. INGGRIS SMTA STUDY ON ENGLISH CURRICULUM FOR SMTA	A	4	3	12
IG 23006	WRITING (PARAGRAPH) WRITING (PARAGRAPH)	C	2	3	6
BS22002	AL ISLAM AL ISLAM	B	3	2	6
IG22009	EXTENSIVE READING EXTENSIVE READING	B	3	3	9
IG 23007	GRAMMAR II (INTERMEDIATE) GRAMMAR II (INTERMEDIATE)	B	3	3	9
BS42008	PERKEMBANGAN PESERTA DIDIK DEVELOPMENT OF LEARNERS	C	2	2	4
IG 22056	SCIENTIFIC DISCUSSION SCIENTIFIC DISCUSSION	C	2	2	4
IG 33015	SCIENTIFIC READING SCIENTIFIC READING	C	2	3	6
IG 23060	TELAH BUKU TEKS BAHASA INGGRIS SMTA THE STUDY OF ENGLISH TEXT BOOKS SMTA	C	2	3	6



IG 23010	ACADEMIC LISTENING <i>ACADEMIC LISTENING</i>	B	3	3	9
IG 52053	DICTATION <i>DICTATION</i>	C	2	2	4
INGN23132	ENGLISH LANGUAGE ACQUIS. <i>ENGLISH LANGUAGE ACQUIS.</i>	B-	2.67	2	5.34
IG32017	ENGLISH PHONOLOGY <i>ENGLISH PHONOLOGY</i>	C	2	3	6
ING3122226	ESSAY WRITING <i>ESSAY WRITING</i>	B	3	4	12
IG 33013	GRAMMAR III (ADVANCED) <i>GRAMMAR III (ADVANCED)</i>	C	2	2	4
BS22004	ILMU ALAMIAH DASAR <i>BASIC NATURAL SCIENCE</i>	B	3	2	6
IG 42058	INTERAKSI BELAJAR MENGAJAR <i>TEACHING AND LEARNING INTERACTIONS</i>	C	2	2	4
IG33016	INTRODUCTION TO LINGUISTICS <i>INTRODUCTION TO LINGUISTICS</i>	B	3	3	9
BS12008	PENDIDIKAN KEWARGANEGARAAN <i>CITIZENSHIP</i>	B	3	2	6
IG 43023	SCIENTIFIC WRITING <i>SCIENTIFIC WRITING</i>	B	3	3	9
IG 52041	TEKNOLOGI INFORMASI DAN KOMUNIKASI <i>INFORMATION COMMUNICATION TECHNOLOGY</i>	B	3	2	6
IG63047	INDONESIA ENGLISH TRANSLATION <i>INDONESIA ENGLISH TRANSLATION</i>	B	3	3	9
BS42010	PROFESI KEPENDIDIKAN <i>EDUCATIONAL PROFESSION</i>	B	3	4	12
IG23012	BELAJAR DAN PEMBELAJARAN <i>TEACHING AND LEARNING ENGLISH</i>	A	4	4	16
IG 52058	BUSSINES LETTER <i>BUSSINES LETTER</i>	A	4	2	8
IG 52033	ENGLISH FOR YOUNG LEARNERS <i>ENGLISH FOR YOUNG LEARNERS</i>	A-	3.67	2	7.34
IG 63047	ENGLISH INDONESIAN TRASLATION <i>ENGLISH INDONESIAN TRANSLATION</i>	B-	2.67	2	5.34
IG 42026	ENGLISH SYNTAX <i>ENGLISH SYNTAX</i>	B	3	2	6
PBMN33104	EVALUASI PENGAJARAN BAHASA INGGRIS <i>EVALUATION OF TEACHING ENGLISH</i>	A	4	2	8
UXS3112103	FILSAFAT PENDIDIKAN ISLAM <i>PHILOSOPHY OF ISLAMIC EDUCATION</i>	C	2	2	4
IG52032	INTRODUCTION TO LITERATURE <i>INTRODUCTION TO LITERATURE</i>	B	3	2	6
IG52041	MULTIMEDIA PEMBELAJARAN <i>MULTIMEDIA TECHING AND LEARNING</i>	B	3	2	6
IG 52059	PROSE <i>PROSE</i>	B-	2.67	2	5.34
IG 52052	SCIENTIFIC DEBATE <i>SCIENTIFIC DEBATE</i>	B-	2.67	2	5.34
IG52034	SEMANTICS <i>SEMANTICS</i>	A-	3.67	2	7.34
BSS3012	STATISTIK PENDIDIKAN <i>STATISTICS OF EDUCATION</i>	B	3	2	6

ING3123215	CROSS CULTURE UNDERSTANDING <i>CROSS CULTURE UNDERSTANDING</i>	B	3	2	6
ING3123214	DRAMA <i>DRAMA</i>	A	4	2	8
ING633628	ENGLISH FOR SPECIFIC PURPOSE <i>ENGLISH FOR SPECIFIC PURPOSE</i>	B	3	2	6
ING3123236	ERROR ANALISYS <i>ERROR ANALISYS</i>	B	3	2	6
PBM3133207	MICROTEACHING <i>MICROTEACHING</i>	B	3	2	6
PPP633606	MPMBS <i>SCHOOL BASED QUALITY IMPROVEMENT MANAGEMENT</i>	B+	3.33	2	6.66
PBM3143106	PENELITIAN PENGAJARAN <i>EDUCATIONAL RESEARCH</i>	A	4	2	8
IG62046	PSYCHOLINGUISTICS <i>PSYCHOLINGUISTICS</i>	A	4	2	8
IG62048	SOCIOLINGNISTICS <i>SOCIOLINGUISTICS</i>	B+	3.33	2	6.66
ING633629	T E F L <i>TEACHING ENGLISH AS FOREIGN LANGUAGE (TEFL)</i>	C	2	2	4
IG 32021	ENGLISH FOR HOTEL AND FIELD PRACT <i>ENGLISH FOR HOTEL AND FIELD PRACT</i>	B	3	2	6
IG72059	MEETING / CONFERENCE CONFERENCE PRESENTATION <i>MEETING / CONFERENCE CONFERENCE PRESENTATION</i>	B	3	2	6
BS74015	PROGRAM PENGALAMAN LAPANGAN <i>EDUCATIONAL FIELD AND PRACTICE</i>	A	4	4	16
IG 72051	SEMINAR ON LANGUAGE TEACH <i>SEMINAR ON LANGUAGE TEACH</i>	B-	2.67	3	8.01
BS86016	THESIS <i>THESIS</i>	B+	3.33	6	19.98
		Jumlah		152	455.35
		IPK		3	



Pekanbaru, 15 April 2019  
Kepala BAAK,

Akmar Efendi, S.Kom, M.Kom





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

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

**REKOMENDASI**

Nomor : 503/DPMPSTP/NON IZIN-RISET/20846  
TENTANG



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

182010

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau, Nomor : 509/E-UIR/27-Fk/2019 Tanggal 25 Maret 2019**, dengan ini memberikan rekomendasi kepada:

- |                      |  |
|----------------------|--|
| 1. Nama              | : Sri Diafrahmawati  |
| 2. NIM / KTP         | : 126312048  |
| 3. Program Studi     | : PENDIDIKAN BAHASA INGGRIS  |
| 4. Jenjang           | : S1   |
| 5. Alamat            | : JL.TIUNG UJUNG NO.47   |
| 6. Judul Penelitian  | : <b>AN ANALYSIS OF PERSONAL PRONOUN IN WRITING TASK OF THE THIRD SEMESTER</b> |
| 7. Lokasi Penelitian | : FKIP-UIR PEKANBARU   |

Dengan ketentuan sebagai berikut:

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

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
Pada Tanggal : 28 Maret 2019



Ditandatangani Secara Elektronik Oleh:  
**KEPALA DINAS PENANAMAN MODAL  
DAN PELAYANAN TERPADU SATU PINTU  
PROVINSI RIAU**

EVAREFITA, SE, M.Si  
Pembina Utama Muda  
NIP. 19720628 199703 2 004

**Tembusan :**

**Disampaikan Kepada Yth :**

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Rektor Universitas Islam Riau
3. Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau di Pekanbaru
4. Yang Bersangkutan



# UNIVERSITAS ISLAM RIAU

## FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

### الجامعة الإسلامية الريفية

Alamat: Jalan Kaharuddin Nasution No. 113, Marpoyan, Pekanbaru, Riau, Indonesia - 28284  
Telp. +62 761 674674 Fax. +62761 674834 Email: edufac.fkip@uir.ac.id Website: www.uir.ac.id

#### BERITA ACARA MEJA HIJAU / SKRIPSI DAN YUDICIUM

Berdasarkan Surat Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau Tanggal 8 bulan April Tahun 2019 Nomor : 719 /Kpts/2019, maka pada hari Senin Tanggal 8 bulan April tahun 2019 telah diselenggarakan Ujian Skripsi dan Yudicium atas nama mahasiswa berikut ini:

- |                        |   |
|------------------------|---|
| 1. Nama                | : Sri Diafrahmawati   |
| 2. Nomor Pokok Mhs     | : 12 631 2048   |
| 3. Program Study       | : Pendidikan Bahasa Inggris   |
| 4. Judul Skripsi       | : An Analysis of Personal Pronoun in Writing Task of the Third Semester of English Students of FKIP UIR Pekanbaru |
| 5. Tanggal Ujian       | : 8 April 2019  |
| 6. Tempat Ujian        | : Ruang Sidang FKIP – UIR   |
| 7. Nilai Ujian Skripsi | : 78.48 (B+)  |
| 8. Prediket Kelulusan  | : _____   |

Keterangan Lain : Ujian berjalan aman dan tertib

Ketua

(Johari Afrizal, S.Pd., M.Ed.)

Sekretaris

(Shalawati, S.Pd., I., M.A. TESOL)

#### Dosen Penguji :

1. Johari Afrizal, S.Pd., M.Ed.
2. Shalawati, S.Pd., I., MA.TESOL.
3. Dra. Hj. Syofianais Ismail, M.Ed.
4. Estika Satriani, S.Pd., M.Pd.
5. Sitti Hadijah, S.Pd., M.Pd.
6. Yulianto, S.Pd., M.Pd.

Pekanbaru, 8 April 2019

Dekan

Drs. Alzaber, M.Si.

NIP. 19591204.1989101001

NIDN : 0004125903



## ABSTRAK

SRI DIAFRAHMATIWI, 2019. ANALISIS PRONOUN PRIBADI DALAM MENULIS TUGAS SEMESTER KETIGA MAHASISWA BAHASA INGGRIS MAHASISWA FKIP-UIR PEKANBARU. Tesis. Pekanbaru: Program Studi Bahasa Inggris, Fakultas Pendidikan dan Pelatihan Guru, Universitas Islam Riau.

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Kata Kunci: Pronoun Pribadi, Esai Argumentatif, Penelitian Kualitatif.

Penelitian ini bertujuan untuk mengetahui penggunaan kemampuan kata ganti orang dalam esai argumentatif semester ketiga FKIP UIR dalam Program Bahasa Inggris. Menggunakan kata ganti adalah salah satu tata bahasa dasar dalam mata pelajaran bahasa Inggris. Ada banyak jenis kata ganti orang dan memiliki posisi dan fungsi yang berbeda. Mereka adalah kata ganti subjektif, kata ganti obyektif, kata sifat posesif, kata ganti posesif, dan kata ganti refleksif.

Metodologi penelitian ini adalah penelitian kualitatif. Peserta sumber data diambil dari semester ketiga FKIP UIR dalam Program Bahasa Inggris. Penelitian ini berfokus pada kemampuan penggunaan kata ganti orang dalam penulisan siswa. Peneliti menganalisis bagaimana siswa menggunakan kata ganti orang dalam esai argumentatif.

Berdasarkan temuan penulis dan data interpretasi dalam bab sebelumnya, peneliti menyimpulkan bahwa siswa memiliki masalah kurang signifikan dalam menggunakan kata ganti orang dengan subjek, objek, tujuan posesif dan kata ganti posesif. Namun, ada kejadian yang kuat bahwa mereka masih memiliki pemahaman yang agak lebih lemah pada kata ganti refleksif.

## ABSTRACT

**SRI DIAFRAHMATIWI, 2019. AN ANALYSIS OF PERSONAL PRONOUN IN WRITING TASK OF THE THIRD SEMESTER OF ENGLISH STUDENTS OF FKIP-UIR PEKANBARU.** Thesis. Pekanbaru: English Study Program, Education and Teacher Training Faculty, Islamic University of Riau.

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***Key Words: Personal Pronoun, Argumentative Essay, Qualitative Research.***

*This research is aimed to find out the using of personal pronoun ability in argumentative essay of third semester of FKIP UIR in English Program. Using pronoun is one of basic grammar in English subject. There are many types of personal pronoun and has different position and function. They are subjective pronoun, objective pronoun, possessive adjective, possessive pronoun, and reflexive pronoun.*

*The methodology of this research is qualitative research. The participant the source of the data were taken from the third semester of FKIP UIR in English Program. This research focused on ability personal pronoun use in students' writing. The researcher analysed how the students use personal pronoun in argumentative essay.*

*Based on the writer's finding and the interpretation data in the previous chapter, the researcher concluded that the students have less significant issue in using personal pronoun with subject,object,possessive objective and possessive pronoun. However, there were strong occurances that they still have rather weaker understanding on reflexive pronoun.*



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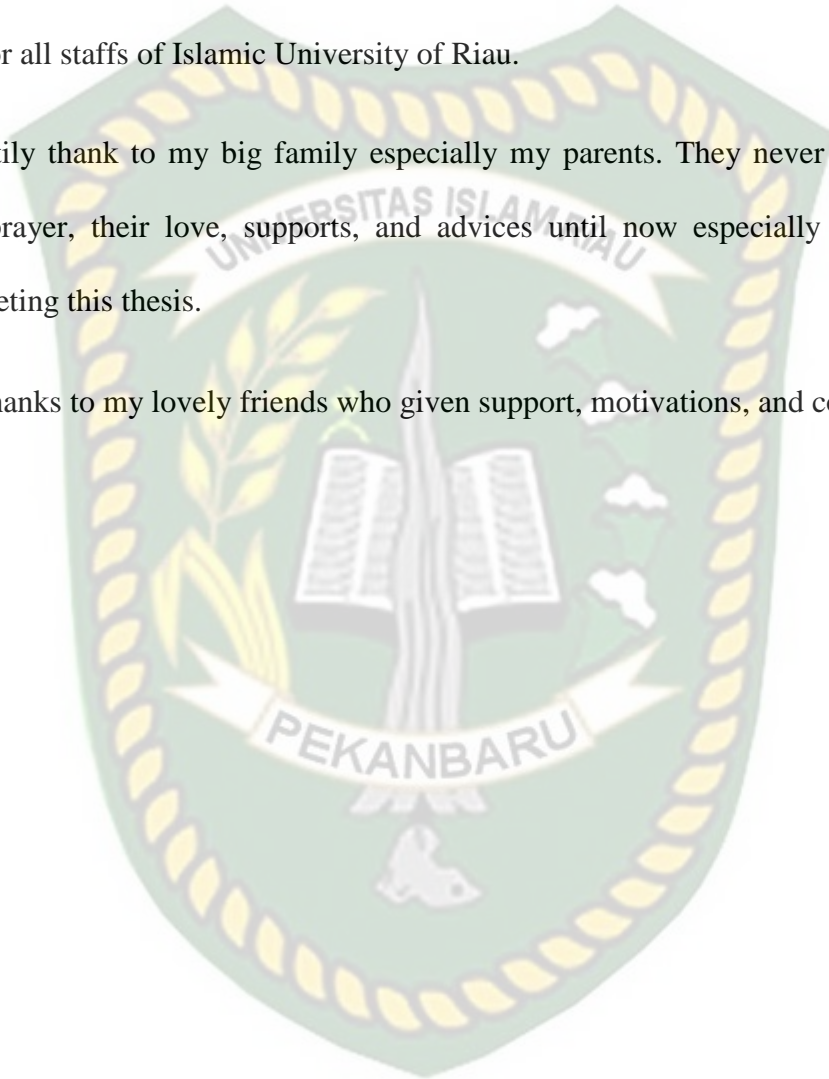
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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Research

As commonly, learning English is not easy to students specially for Indonesian people, because English becomes foreign language in Indonesia. All of students, try hard to understand about English in four skills. Speaking, listening, writing, and reading. The students should master English if they want to get connected with people of other contries.

Sometimes, teachers give some materials about English in school without thinking creative ways to make students like English subject. Because of that, most of students do not really like it. They feel bored during teach English lesson. Automatically, the students always get bad score here and do not know how to fix it. In four skills of English, one of them is writing. Beside that, there are some elements such as :

- a. Grammar is (the study or use of) the rules about how words change their form and combine with other words to make sentences
- b. Vocabulary is all about words — the words in a language or a special set of words you are trying to learn. Vocabulary is so important, we even created a web site to help expand yours.
- c. Pronunciation is the way in which a word or a language is spoken. This may refer to generally agreed-upon sequences of sounds used in speaking a given word or language in a specific dialect ("correct pronunciation"), or simply the way a particular individual speaks a word or language.

The students need this skill if they want to share something through writing. So, when the students are going to write some ideas or share some experiences, they absolutely know many vocabularies to construct the sentence. After that, the students should be mastered in using grammar, because it is important in writing. That is why, the students should pay attention, more understand practices on this subject.

On the other hand, English and Bahasa Indonesia have different style in grammar structure. Actually, using correct grammar in English is difficult thing because it has many roles that should be considered for the student. If the students make something wrong in the sentence, automatically the meaning of it is also wrong. So, the teacher must work hard in teaching English specially in writing subject.

Using pronoun is one of basic grammar in English subject. Like personal pronoun that is learnt by the students. There are many types of personal pronoun and they also have different position and function, from example as first person in English used as; (a) subject: I and you, (b) object: me, them, (c) possessive adjective: my, their, (d) possessive pronoun: mine, yours, (e) reflexive pronoun: myself, and yourself. Different from Bahasa, the students say first person (saya) in any position in the sentence and it does not change. That is why, most of students feel confused using personal pronoun.

From example:

Mr. Rifqy visited friends in Jakarta. **He** visited Mr. and Mrs. Imam. **They** invited him to their home for dinner. **He** gave some seashells to the Imam



children. After dinner the children listened to some stories for a while and then **they** went to bed. When the children had gone to to bed. **They** all discussed a great many subjects. Finally, they made vacation plans for the two families. They are talking about **himself**, at midnight, Mr. Rifqy said good night to them and left. “Thank you for a delightful evening,” he said. “You should come to see us more often,” said Mrs. Imam. “We are always delighted to see you.”

***Saya mempunyai adik (lk). Adik (lk) saya ganteng dan tinggi.***

***I have a brother. My brother is handsome and tall.***

From the example above, we can see the different between Indonesian and English roles. In Bahasa Indonesia there is no changing in subject. But, English subject must be changed if the sentence use possessive adjective that indicates possession to someone.

So many problems are produced by the students in writing subject, such as less vocabulary, their knowledge about grammar is poor. Moreover, mother tongue also give influences the English and low motivation during English lesson. That is why, the students do not understand and feel confused when they are going to write something.

In writing, learning personal pronoun is also important. It can be complicated if the students use inappropriate personal pronoun. For that reason, it is also taught since beginner level. It can make the students how to choose the correct one of personal pronoun in writing something. Eventhough they do not really understand about it, the students try to use it in writing subject.

So, finally the researcher is interested in carrying out a research entitled “An Analysis of personal pronoun in writing task of the third semester of English Students Of FKIP UIR Pekanbaru”.

### **1.2 Identification of the Research**

The researcher found some problems that faced by third semester in FKIP UIR Pekanbaru. First, the students have low motivation in English specially in writing subject. Second, the students did not really understand how to use personal pronoun specially reflexive pronoun well in the sentence. From example “education is important to us to make ourself more better in life and key of the window of the world”. Some students did same mistakes to write it. Third, the students also have low vocabulary in their mind. This is so complicated, when they want to share their ideas but they do not know how to choose some words and personal pronoun in sentence. they just transfer from Indonesian into English. And than the researcher also describe mistake that occur in the results of students task such as miss spelling, mix Bahasa and English, and incorrect using auxiliary verb.

### **1.3 Limitation of the Research**

There are eight types of pronoun such as; personal, possessive, reflexive, reciprocal, demonstrative, indefinite, and interrogative. This research discusses



about personal pronoun in sentence. So, the observation covers the accuracy of personal pronouns use in sentence.

#### **1.4 Research Questions**

The researcher formulates the problem as a follows:

1. How is the students' ability in using personal pronoun in writing argumentative essay of third semester of FKIP UIR pekanbaru ?

#### **1.5 General Objectives of the Research**

To find out the students' ability in using personal pronoun. How to the student construct sentences with good paragraph. The students should be able to make sentences with personal pronoun, possessive pronoun, etc.

#### **1.6 Need of the Research**

By the result of the study, the researcher expects that:

1. For students : The students should ask to the teacher if they find some difficulties in using personal pronouns in sentence.
2. For teacher : Teacher should give more portions of teaching personal pronouns in learning grammar.
3. Researcher : this research presents some knowledge personal pronoun that may be needed by other researchers.



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## **1.7 Assumption**

Writing subject is one of difficult thing for student. Sometimes, they feel afraid when the students ask them to share ideas, or experiences in writing subject. The students know write task it is not easy to work, but students try to explore their skill eventhough did not which one is true and false specially in using personal pronoun.

## **1.8 Definition of the Key Terms**

To make clear and avoid misunderstanding key terms in this paper, the writer describes the meaning of the terms:

1. Analysis is the study something by examining its part and their relationship (AS Hornby 1989:37)
2. Writing is not spontaneous skill or acquired easily, in fact, it is viewed as 'probably the most difficult thing to do in language Nunan (1997 : 271)
3. Personal pronoun is refered to people and things; they can be singular or plural, and their form often changes according to their grammatical function in a sentence.

## **1.9 Grand Theories**

The researcher used qualitative descriptive analysis to described personal pronoun use in students' writing. According to Clissett (2008:100) qualitative

research covers a wide range of approaches for the exploration of “human experience, perceptions, motivations and behaviors” and is concerned with the collection and analysis of words whether in the form of speech or writing. According to Polit & Hungler cited by Aknis (1999) “a descriptive study is a type of research describes what exists and may help to uncover new facts and meaning.

## **1.10 Research Methodology**

In this research method, the researcher discusses about the process how collecting data. And the steps are as follow:

### **1.10.1 The Research Design**

The research is designed as descriptive research by using descriptive qualitative which describes errors and qualitative approach in determining the percentage of criteria of errors in students writing of third semester students of English Department at FKIP UIR Pekanbaru in term of personal pronoun in argumentative text. This research has one variable. It is writing task in third semester at English Department of FKIP UIR.

### **1.10.2 The Source of Data**

This research was conducted on students of the third semester in English Education Department of FKIP UIR Pekanbaru. The location is at JL. Kaharuddin Nasution No.113 Perhentian Marpoyan Pekanbaru. The researcher took one class as a sample that contain about 14 students, out of the five essay writing classes. The class that the writer take as sample is class 3B that is named purposes



sampling. Because the researcher just only analyzed the students task not compared with the other class.

### **1.10.3 The Instrument of the Research**

The instrument of this research is students' writing task. The researcher took the students' paper based on the topic which is argumentative essay. So, the students' paper were collected from third semester of English Department at FKIP UIR Pekanbaru in academic year 2017/2018 while writing in the classroom.

### **1.10.4 The Data Collection Technique**

To complete this research, the researcher collected the students' writing task in the writing subject using tabulation analysis. After the students finished their paper, the researcher started to identify the personal pronoun, and made summary based on the students' made using personal pronoun.

### **1.10.5 The Data Analysis Technique**

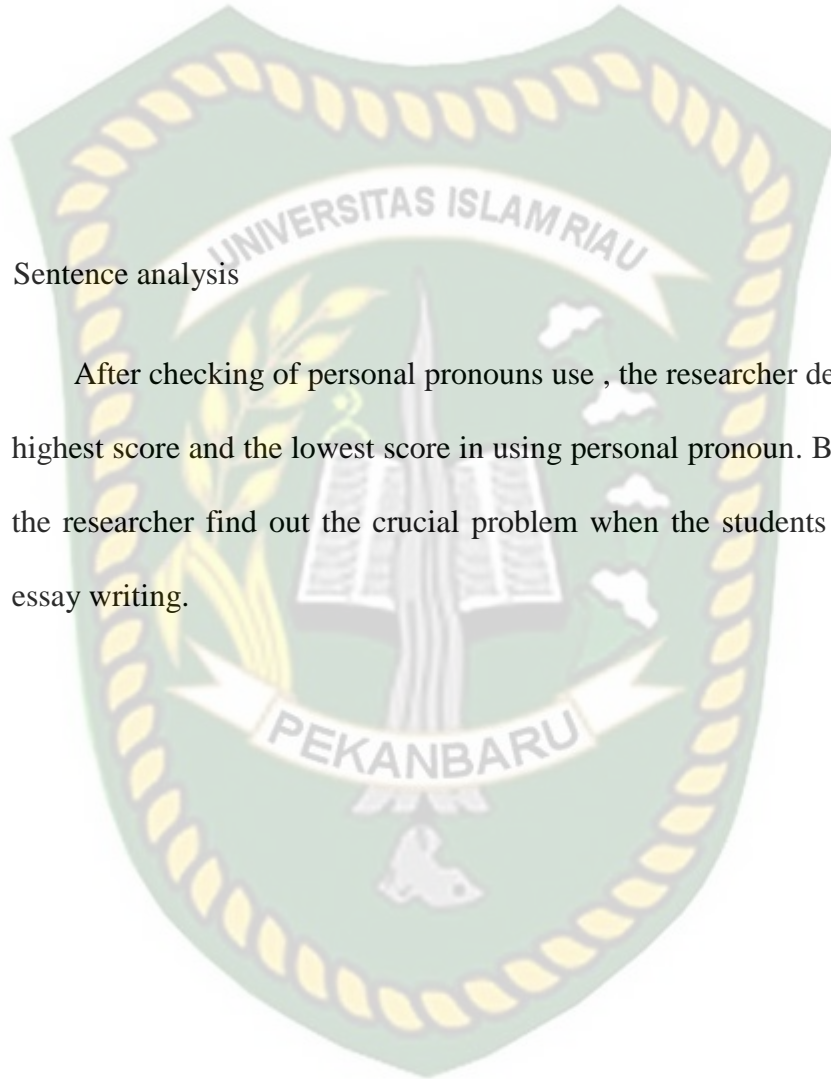
In analyzing the data, the researcher tried to identify personal pronoun used in sentence. So, we know the conclusion idea based on students papers. The data analysis technique took the following steps ;

1. Classification

In this step, the researcher will identified the common errors of personal pronoun in the students' task and percentage it with number in tabulated form.

## 2. Sentence analysis

After checking of personal pronouns use , the researcher described the highest score and the lowest score in using personal pronoun. Besides that, the researcher find out the crucial problem when the students used it in essay writing.







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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Relevance Theories

##### 2.1.1 English Writing

Writing become serious problem since English subjects has been learnt by the students, especially in Indonesia. The people here, make sentences using English based on their mother language structure. That is why, the role between writing English and Indonesia has a different style. Automatically, sometimes the students build mix up language composition structure or strongly Indonesian influenced writing work.

According to Nunan (1999:271), writing is not spontaneous skill or acquired easily, in fact, it is viewed as ‘ probably the most difficult thing to do in language ‘. From the explanation above, it is clear without more practice, the students could be hard to construct some sentences. The students should make a sentence per hour to create a good paragrapgh in writing.

Writing is among the most complex human activities Joztach (2001). The students explore their ideas, opinion, and vocabulary. The students need to concentrate to make some sentence in English. The students also know about using grammar and how to make good sentences even paragraph.

In addition, Oshima and Hogue cited by Fadhiatul, (2016) give their idea that writing is not easy. It takes study and practice to develop this skill. It means that, the should master the process and the steps of writing to get a good idea.

The students can communicate with other people to measure how understand the reviewers with some texts. Writing is a clearly form of communication that connotes activity and change, attempts to define writing often focus the products (essay, formal reports, letters, scripts or speeches ,and so on). So, the students can choose which one of them that the students can learn well in writing process.

Meanwhile, in formal education, writing serves a cognitive function. It helps us to develop our thinking and reasoning skills, to develop an argument or position and support it with evidence Nunan, (2011). In language learning, the purpose of much writing is to reinforce and support oral language development.

Like other skills, writing is a develop mental process that begins with copying familiar letters and words, and moves through to the production of a range of the text types and genres and also as physical tests, Nunan (2011). The students need to explore their words into paragraph. That is why, writing style sometimes can show the personality of someone. Writing is pragmaticand recognizes writing is a social action. Stated another way, real writingactually does something in the world William, (2003)

Many cases, all of us need to share our expression with writing communicate at work and with friends and family, through emails and other



electronics mean. Some of us write primarily about ourselves, like diary and journal. So, writing is also important to learn for students. Some people seem to have natural writing talent, they can write well without putting much effort or thought into the process. But most of us have to devote time and energy to this activity. Nearly everyone can make significant improvements Warburton (2006).

On the other hand, writing also reveals some mistakes in their paragraph. According to James cited by Sermsook(2017:3) states that proposes five categories of errors which include grammatical errors (adjectives, adverbs, articles, nouns, possession, pronouns, prepositions, and verbs), substance errors (capitalization, punctuation, and spelling), lexical errors (word formation and word selection), syntactic errors (coordination/subordination, sentence structure and ordering), and semantic errors (ambiguous communication and miscommunication).

Students writing contained various types of errors, such as wrong word choice, subject-verb disagreement, misspelling, wrong use of tenses and punctuation marks. Some of these errors may lead to misunderstanding in cross-cultural communication cited by Semssok,( 2017:2).

Same with Hengwitchikul cited by Semsook (2017:2), errors were analyzed at the sentential level. All of the errors were classified as subje-verb agreement, tenses, part of speech, participial phrases, relative clauses, passive voice, parallel structure, punctuation, run-ons and fragments. In this study the researcher focus on the using personal pronoun of argumentative essay.

However, writing in English also has a role in creating some paragraph. The students should understand the basic of grammar, increase their vocabulary, and so on. The basic grammar here is they have to master in using pronoun. Actually, there are many kinds of pronoun. Such as *reflexive pronoun, possessive pronoun, personal pronoun, interrogative pronoun, etc.*

### 2.1.2 Writing Component in English

According to Dr. Stephen Wilbers there were five elements of writing, such as :

#### 1. Central idea

This element of good writing involves focusing on a clear, manageable idea, argument, or thesis around to organize your material. It includes selecting subordinate ideas that support and reinforce your central idea.

There are 3 points to considered as checkpoints :

- a. Central idea is sufficiently limited for meaningful discussion
- b. Central idea is clearly stated, normally in the opening
- c. All subordinate ideas relate clearly to the central idea.

#### 2. Organization

This element of writing has to do with coherent arrangement of material. It involves keeping the reader oriented to the central and subordinate ideas. Good organization is logical and sequential. It guides

the reader between divisions of the materials. There are four to consider in this part are :

- a. Introduction orients the reader to the central idea and the line of reasoning
  - b. Materials is arranged in a logical and coherent sequence
  - c. Transitions are clear and helpful
  - d. Conclusion or closing summarizes the argument, emphasizes the central idea, and leaves the reader with a sense of completion.
3. Supporting material
- Explanations, examples, statistics, and quotations make the idea and information presented meaningful and memorable for the reader. In exposition, the role of supporting material is to clarify; in argument, to persuade.
- a. Examples are relevant, specific, detailed, sufficient, and persuasive
  - b. Quotations support the argument.
4. Expressions, word choice, and point of view
- Language is clear, specific, accurate, and appropriate to the audience, purpose, and material. Variety in sentence structure and length creates emphasis. The students has to know the main part of this section:
- a. Word choice is clear, specific, accurate, unassuming, and free of clichés and misused jargon



b. Sentences are free of wordiness and ambiguity

5. Spelling, Grammar, and punctuation

This element of good writing counts only when it's wrong. Fair or not, your reader will notice your spelling, grammar, or punctuation only when you make a mistake. Such as :

- a. Spelling, including technical terms and proper names, is correct
- b. Correct words are used to convey the intended meaning
- c. Generally accepted rules of grammar and syntax are followed, including pronoun/noun agreement, subject/verb agreement, appropriate verb tense, pronoun case, possessive forms, and parallel construction
- d. Punctuation, particularly comma placement, reflects standard usage
- e. Copy is free of mechanical errors and mistakes in proof reading.

Same with the previous text, there are five element writing that the writer should to know and mastered , as a follow:

1. Purpose

When we talk about the purpose of paragraph, we are talking about the reasons that a writer is writing a particular paragraph. For writers to stay focused on their topic, they must understand the purpose that they are trying to accomplish. The purpose is the goal the writer is trying to achieve.

The three most common goals of academic writing are :

- a. To inform the readers
- b. To persuade the readers
- c. To entertain the readers

## 2. Audience

The second element of good writing is to keep your audience in mind as you write. The term audience refers to the readers. Good writers know who their audience is before they start writing. Good writers keep their audience as they write every sentence in their paragraph.

Consider these two main elements in relating to your audience :

- a. Viewpoint or person (first, second, or third)
- b. Formal or informal writing

## 3. Clarity

Clarity refers to how easy it is for the reader to understand your writing. Good wirters explain their points clearly. Clear sentences are not vague or indirect; they get the point across to the reader by using specific, concise language.

Here are two ways that you can improve clarity:

- a. Use descriptive (or precise) words
- b. Use clear pronoun references

#### 4. Unity

Unity in paragraph means that all the sentences are related to the topic sentences and its controlling idea. Good writers stay in topic by making sure that each supporting sentence relates to the topic.

#### 5. Coherence

A piece of writing has coherence when all the ideas are organized and flow smoothly and logically from one to the next. When a paragraph or essay has coherence, the reader can follow the main ideas more easily.

Three important features of coherence are :

- a. Logical order
- b. Repetition of keywords
- c. Use of transitional words and phrases

### 2.1.3 Pronoun

#### 1. Definition of Pronoun

Pronoun is takes the place of a noun to name people, places, things, or ideas. According to William cited by Rizki (2015) English like other language, resist the duplication of noun in sentence. So, it replaces duplicated noun with what we called pronoun. The students can use the pronoun so it could not mentioned noun continuously. Same with the expert before, Payne cited by Dinni (2016) in his book *Understanding English Grammar a Linguistic Introduction* he wrote that pronoun are a word that can shorted to be noun phrase.



## 1. Kinds of Pronoun

There are eight types of pronoun based on Alsagof cited by Rizki (2008) such as; personal, possessive, reflexive, reciprocal, demonstrative, indefinite, relative, and interrogative. But according to Quick and Friends, there are only six categories here; central pronoun, reciprocal pronoun, relative pronoun, interrogative pronoun, demonstrative pronoun, and indefinite pronoun.

Meanwhile, according to quirk and friends cited by Dinni (2015) stated that there are six categories of pronouns;

a. Central pronoun . (a) personal: subject; I, you, we, they, she, he, it.

Object; me, you, us, them, her, him, it.

(b) reflexive: myself, themselves, herself, himself, ourselves, itself

(c) possessive: possessive adjective; my, our, their, our, his,her ,his.

Possessive: mine, yours, ours, theirs, hers, his

b. Reciprocal pronoun: each other, one another

c. Relative pronoun: who, where, when, which, where, when, which, what, that.

d. Interrogative pronoun: who, what, when, which, where

e. Demonstrative pronoun: this, these, that, those

f. Indefinite pronoun. (a) positive; universal: all, both, each, and every.

Assertive: some, one, half , several, enough, other,  
and another.

Nonassertive: any and either

(b) Negative : no and neither

From the explanation above, the students can using pronoun to mention about place or something. All of them should be mastered by the students if they are going to write something. This research only focus in personal pronoun use in students' writing.

#### **2.1.3.4 Personal Pronoun**

Personal pronoun should not shift unnecessarily in point of view. When writing a paper, be consistent in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, person pronoun. William cited by Rizka (2015) “pronouns that duplicated noun are referred to a personal or common pronoun’. Evans (2003:188)states “We use personal pronouns to refer to people, things, or animals. We don’t use a noun and a personal pronoun together”.

In English, many experts can describe how many types of personal pronouns and example of it. Such as subjective pronoun as subject and objective pronouns as subject. On the other hand, Quick and friends divided into five parts of personal pronoun. There are subjective, objective, possessive adjective, reflexive, and possessive pronoun. The table below can show the personal pronoun clearly.



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Table 3.1

	Subject	Object	Possessive Objective	Possessive Pronoun	Reflexive
Singular	I	Me	My	Mine	Myself
	You	You	Your	Yours	Yourself
	She	Her	Her	Hers	Herself
	He	Him	His	His	Himself
	It	it	Its		Itself
Plural	We	We	Us	Our	Ourselves
	They	They	Them	Their	Themselves
	You	you	You	Your	yourselves

#### 1.1.3.4.1 Subjective Pronoun

Subjective Pronouns shows that action of the verb. It can be place, person, thing, even, substance, or quality. Subjective pronouns has seven types . there are I, you, they, we, she, he, and it. From example:

- a. I am going to final exam right now
- b. You are such kind person
- c. They want to take picture together

- d. She is amazing person in the world
- e. He studies English very hard
- f. It is nice decoration

#### 1.1.3.4.2 Objective Pronoun

Objective pronoun is used to replace a pronoun of noun or noun phrase as an object. It can be a plant, thing, living animal, or a person. There are some kinds of objective pronoun. Such as me, you, him, her, it, them, and us. From example:

- a. John speaks to **you**
- b. My mother gives **me** the money
- c. The money was given to **us**
- d. Marcel talked **them** all to the circus
- e. They tell **her** a horror story

#### 1.1.3.4.3 Possessive Pronouns

A possessive pronoun tells you who owns something. There are possessive pronoun and possessive adjective . the difference between both of them is place in the form. The possessive adjective pronoun cannot stand alone, but the possessive pronoun can stand alone because it is not allowed immediately by a noun. there are six kinds of possessive pronoun. These are mine, yours, theirs, ours, his, and hers. We can see the example below:

- a. The red ball is **mine**.
- b. Every nation has **its** own special problems.

#### 1.1.3.4.4 Possessive Adjective Pronouns

Possessive adjective pronouns is a pronoun form that used to show who or what something belongs to. There are seven kinds of it such as, my, your, our, their, his, her, and its.

- a. He washes **his** car every morning
- b. She will give **your** toys after ending the class
- c. **Their** mobile phones were stolee

#### 1.1.3.4.5 Reflexive Pronouns

Reflexive pronoun usually refers to the subject of a sentence because it relates to the verb. The following of reflexive pronouns are myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves.

- a. They built **themselves** a beautiful home.
- b. Try not to make a fool of **yourself**.
- c. They are talking about **himself**.
- d. The children dressed **themselves** quickly.



## CHAPTER III

### DATA PRESENTATION AND THE RESULT OF THE STUDY

#### 1.1 Data Presentation

This chapter shows research finding dealing with analyzed data. This research finds the ability of students using personal pronoun in sentence from an essay in third Semester of FKIP-UIR. These papers were collected as an instrument.

#### 1.2 Data Analysis

The collected data of this research is taken from students' paper of Teacher Training and Education Faculty of FKIP UIR which consist of one class. The procedure data is by reviewing the document. The data was collected from the students of year 2017 class B. The form of document analysis was performed on argumentative essays by the class members who were ordered by the lecturer of Essay writing subject. The papers collected were 14 papers.

The data analysis was conducted through careful lines reviews from which the sentences that contain personal pronouns are studied. At the end of this section, all the data is tabulated to inform readers of general pictures of the findings. Below is detail analysis by individual student.

#### Students 1

*Higher education for millenial generation is good. Certificate from higher education good to. Millenial generation lucky, because the pursue higher education. Because now if you dont have education its wrong. ...*

*Millenial generation now have a smart tech, so they have many access to get education. They now get higher education for our future and country. I think if millenial generation not get a higher education is dangerous. Because can make they feel difficult to follow now era.*

From the text above, first of all the reseacher found that this student used personal pronoun correctly. Even though, this paper make an argumentative essay in simple wording ,this student was able to construct how to use personal pronoun with the right way in sentences.

Futhermore, the reseacher tries to analyze another problem here. Not only describes and analyze personal pronoun use in students paper, but the reseacher also detected other problems in their paper. Back to the case, the reseacher made a bold and underlined word that indicate it is wrong. In the first word here, To the student missed one letter which is too. In the second paragaph, tech maybe this students means here is teacher. At the last sentence, now it means new. So, the first paper here i conclud that this student understand using personal pronoun but, this students just did a little mistake in this paper on spelling.

## Students 2

*Nowadays, millennial generation always pursuing for higher education for the sake of two reasons. People mainly do this to making them as human as possible for knowing the whole Earth and universe. For these two reasons, some pursuing it for certificate while some doing it for self – development.*

*For certificate ownership purpose at some point it is true because of being known and able to recruit a new job. People tend to know that a certain class that they are graduated from ex high school or s1 is a must to apply a certain job. Not only that, it need to be certain subject that they're mastered at college as another reason for certificate.*

Students 2 ,the reseacher did not find anything problem here, including personal pronoun use in this paragraph. This student almost did good sentence for every single of sentences. But there is one word of this sentence which is need, this word should be add –s at the end of word. It is present tense. But, over all this student already understand about using personal pronoun in their paragraph.

## Students 3

*Millennial generation pursue higher education is merely for certificate ownership purpose while, few of are with eager for self –devleopment. I think got a certificate ownership is important but it can be nothing if we don't have any knowledge. Knowledge more important for us, especially in real life and office environment. So, i stand with the statement for self-development, there are many reason why i choose .based on my opinion, knowledge and self-development is*



*really important. If our purpose just for certificate ownership, we will not get work easily and also we don't have a big chance for work that we wanted with....*

This student did not have personal pronoun used in wrong way in the sentences. The researcher tried to analyze, read sentence per sentence. And the result is almost all of sentences using personal pronoun correctly. This student know how to construct the paragraph with simple sentence and make this essay with some opinon.

#### **Student 4**

*Today generation pursue higher education to get certificate ownership. They demand by their parents to get the highest education so that their parents will feels so proud of them. Some students would be feel pressure. They wil think how to get a good score so they can graduate and they will their ceritificate and they get or join in the favorite school or favorite university based on their dreamed of.*

*When their parents give them the pressure like that, it becomes a big mistake. The students will be cheating yo others, or they will do anything to get a good score. They becomesa liar.they don't think about their knowledge, the benefit of what they have learned. When we study about something we want to aplied our knowledge. What we have learned and we teach to each other. It will biggest happiness in our life. We give the benefit of their knowledge.*

From the text above, the reseacher also did not find anything problem using personal pronoun here. This student arrange good paragraph based on content. There is mistake here, from example they becomes after they ,this student should not add –s after at the end of the word. It is the present tense rules. This research regards it as mistake instead of error.

### Student 5

*Nowadays, education is very important to all of us, especially millenial generation. Education is the process of getting knowledge, but now millenial generation pursue higher education is merely for certificate oenership purpose and few of are with eager for self-development.*

*Education is very important for us, bu now millenial generation take higher education because they want to get own certificate, and also few of are eager for self development. They took higher education because of they wanted to get knowldegde, they wanted to lift their rank, and the important reason are, they wanted to get better job or good job in the future and also they want to lift their status in their environment.*

The same with the previous case, there is no problem in this paper using personal pronoun. This student was able to indentify which one of possessive pronoun, and others. This student also made an essay, in structuredway. She understands about personal pronoun well.

### Student 6

*Education is important to us to make ourself more better in life and key of the window of the world. Ediction has levels from the bottom level is kindergarten and college the higher for formal education. In this millenial generation, education is the main things to th other people, some people is merely for certificate ownership purpose only and some people is with eager for self – development purpose. ...*

*People that involved in education and wants pursue the higher eduction for certifice purpose is have so many purposes. Maybe they want to get a job quickly after college or for proving themsel that they've been in college students (mostly) pursue degree and certificate is media for applying themsel a job .....*

From the text above, the reseacher found mis spelling mistake in using personal pronoun. From the first sentene, this student seem put the wrong personal pronoun to write reflexive pronoun, which is ourself , this word is not like that. The correct one is ourselves. The same with the previous case, this students did not really understand about how to write reflexive pronoun correctly. The same mistake the reseacher found in third line of the second paragraph themsel, it is should be write themselves. This student seems to have not understand yet that when it comes to plural, it should be selves not self. This coding may not be applied is her cognitive process.



### Student 7

*In this era certificate or our education is important, because will help you to get job easier. But millenial who has higher education only for he certificate are useless, you have the certitificate but don't have the skills. How ever people who persuade the education for improving themself are good, because you got the skill also the certificate as a bonus.*

*Millenial nowadays pursue the higher education only for the certificate will not survive, because they dont have skill to survive in the hardest era, many people can kick out you because they has quality not only certificate.*

*Then the people who pursue education for improving themselves can be the usefull. They also can get certificate as for their education and they has ability and skill can easily kick millenial only has certidficatue but dont have skill.*

*In conclusion education are importnt to improving ourselves...*

Looking on, using reflexive pronoun, this student was not correct in putting themselves and ourselves. It seems this student confused in putting making some sentences using reflexive pronoun. There are two kinds of mistake here that reseacher found. First, it is use of auxiliary verb. If the subject they this student did not understand which auxiliary verb use in the sentence. It should be they have, not they has.

### Student 8

*Millennial generation pursue higher education is merely for certificate ownership purpose, because through that they can get a job also too easily to get some job with certificate ownership. Meanwhile, few of are with eager for self development. Based on my thinking the purpose of doing that are to get their self potential or create their own creativity at an education.....*

*So many people after they got their graduation for certificate ownership but they don't have a job. I think it's all about our skills, what we passion about ? or what do we like to do ? meanwhile, few of are with eager for self development is only know their passion or **theirself** skills...*

This student just make one mistake in using pronoun. The same with the previous case, this paper wrote **theirself**, but should make **themselves** Automatically it wrongs spelling of this word. Some students did not really know the correct spelling of **themselves** .

### **Student 9**

*The statement about millennial generation pursue higher education is merely for certificate ownership purpose. So, until now generation especially Indonesian mores is don't have job.,,*

*A millennial generation, most think smart in life. Not only think one modals enough for all.....*

Student 9 did not find anything problem using personal pronoun. Because this student just made short paragraph. However, there are two fails in this sentences, such as, have job. After have it will be followed by a, because job is singular word. So, it could be have a job. In the second paragraph, we can see the word of most. Maybe this student want to make must.

**Student 10**

*.....and first, I wanna tell about govermet just see your value and some company just see your certificate but your science and pursue value higher....., merely to top score or get value high, I think generation millennial now is generation or gourmet a bad ?....*

*Even though, knowledge is important, because when you join to some company you down when you not have knowledge, just improve your science get a score high.....*

This research only focuses using personal pronoun in students' writing. First, at this paper the researcher did not find anything problem when using personal pronoun commonly. In the italic phrases, mostly are miss spelling, and miss order. From example, value high, generation millennial, and generation or gourmet a bad, those sentences are automatically wrong in grammar structure. It



seems that the student has issue an ordering adjective phrases or other phrase composition

### **Student 11**

*Milennial generation, sometimes in the higher education pursue successful and so property experience. That we from, we learning, to enter education I know easy, necessary confidence that maksimum, the millennial generation harus melalui procedure I have to that patient, and confidence..*

*Because next ingin next teach or use that we dapat or experience, to share people around.someone money hanya perlu ijazah finish from education.....*

In this case there is no problem here using personal pronoun. But, Student 11 has many mistakes here. This student failed to construct essay with English language. This student mixed this paragraph with Bahasa and English. This student did not understand how to write well using English especially pronoun.

### **Student 12**

*In this global era, many people want to pursue higher education, many people from them will to take vocational that suitable with potential . so in this era all of us to competence each other.*

*Many people pursue higher education to find a job in the future, so they are join to higher education to improve skill knowledge and make it confidence to themselves.....*

This student is also able to use personal pronoun correctly. This student has a good comprehension in writing sentences. The researcher did not find any problem in this paper. This student also understand how to make an essay with the content.

**Student 13**

*Millennial generation are generation that everything connected about technology which is phone, android, and so on. This generation want everything simple. Like did an assignment, study everything can be do in one technology.....*

*At the end, I want to say everything that we want must be achievement. And I think we cannot only hoe to certificate.....*

This student also arranged an essay well and understood using personal pronoun and the component of writing. Besides, this student has good sense in making this sentence based on the content.

**Student 14**

*.....sometimes many people need education just want to get certificate not for knowledge. And it is a problem. Of millennial generation...*

*... that's mean he don't care about knowladge he get..... or something he have a rich family and can support him. And its make him don't care about education or him have a job.*

*Know, millennial need education to get knowladge because she belive if he have good education he can get anythink to be better.....i think if someone have good time to learn more and need to know about anything. That's mean she not westing time.*

*The summary is for millennial just need certificate without good education that mean he just wasting time and its so not good, because he lose many times and other. But if millennial did education to get certificate its so good for him. Because he have many pengalaman education, and don't membuang many without anything.*

The focus of this research is ability in using personal pronoun. This student almost understand using it well. So, there is no problem of personal pronoun here. However, the above grammar issues are seen all over paragraph. So many problem are found of student 14. It would be interesting to check this paper. First, this students did the same mistake continuously such as knowladge, belive, anythink, and know. This students did not carefully write this words. Then, the researcher found using auxiliary verb. Some papers were found with the same



mistake of it. From example, he have, it should be has after third person (she,he, or it). Next, she not westing time.

This student did not understand using grammar correctly. It is present continuous form which is there should be to be (is ,am,are) after subject (I, you, they, we, she ,he, it. it so not, it is example of wrong in grammatical structure. Last, this student did something wrong of English using Bahasa. it is clear this student has limited vocabulary and did not know how to translate well.

### 1.3 TABLE OF USING PERSONAL PRONOUN IN SENTENCE

NAME	PERSONAL PRONOUN	OTHER PROBLEMS	
Text 1	-	1.to 2. now 3.tech	Wrong word choice, miss spelling
Text 2	-	1. need	Should be add – s after this word because the previous word is (it)
Text 3	-	-	-
Text 4	-	1.becomes	Should not add

			-s after the end of the word because this subject is they
Text 5	-	-	-
Text 6	1.ourself 2.theirself	-	Put the wrong choose the correct one of reflexive pronouns
Text 7	1.themself 2.ourself	1.they have	Put the wrong choose the correct one of reflexive pronouns and using auxiliary verb
Text 8	1.theirself	-	Put the wrong to choose the correct one of reflexive pronouns
Text 9	-	1.have job	Did not used

		2. most	article <i>a</i> , wrong choice of word .(must)
Text 10	-	1. value high 2. generation millennial	Grammatical error
Text 11	-	1. sarjana 2. harus menentukan	Mix in Bahasa and English
Text 12	-	-	-
Text 13	-	-	-
Text 14	-	1. Knowladge 2. belive 3. anythink 4. it so not 5. he have	Miss spelling, incorrect using auxiliary verb



## CHAPTER IV

### CONCLUSIONS AND SUGGESTION

#### 4.1 Conclusion

The objective of this study is to describe the students' abilities in using and applying personal pronouns in their English sentences to the third semester students of FKIP UIR in academic year 2017/2018. The researcher conducted a qualitative research and used one class. The class was 3B which had 14 students. The researcher did not give a treatment for this research because just wanted to know how the students' abilities in using personal pronouns in their English sentences. This research only reviewed the argumentative essay about topic on: millennial generation pursuing higher education is merely for certificate ownership purpose. After getting the result, the researcher found some points as the conclusions of this research:

1. Few of students put the wrong to choosed in correct one of personal pronoun specially reflexive pronoun. And some students seems not really to understand using auxiliary verb
2. And the other students did some mistakes in their writing, such as miss spelling, grammatical error, etc.

The students has good use personal pronoun, but the student did some mistakes in using reflexive pronouns. It means that the students did not know how to write reflexive pronoun correctly. So, the other student just make objective and possessive.

## 4.2 Suggestion

There are some suggestions that can be taken based on the findings and discussion of this study, especially for English teachers, the students, and other researchers in order to enrich the knowledge of personal pronouns. Hopefully, those suggestions will be useful for the readers.

- (1) For English teachers, they should give more portions of teaching personal pronouns in learning grammar. They can use various ways in teaching the lesson. For example, they can teach the personal pronouns using things surrounding the class. Furthermore, they can use the personal pronouns in daily communication with the students when they teach them genre.
- (2) For the students of FKIP UIR, they can ask to the teacher if they find some difficulties of personal pronouns specially use reflexive and possessive pronoun. Moreover, they can ask and discuss the difficulties with the other students. They can join discussion activity. Furthermore, they can practice the personal pronouns in daily activity when they are talking with their friends or the other

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