STUDENTS' ABILITIES IN USING PERSONAL PRONOUNS IN THEIR ENGLISH SENTENCES

(A Case Study at the Eight Grade of SMP N 3 Jepara

in the Academic year of 2014/2015)

a final project

submitted in partial fulfilment of the requirements

for the degree of Sarjana Pendidikan

in English

by

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2015

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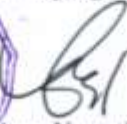   NIP 197405162001122001

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MOTTO AND DEDICATION

Not to be Afraid when we fail because the failing can give us a lesson.

We should try again, again, and again even we rarely fail.

To:

My beloved parents (Mastam – Kholifah)

My brothers (M. Zusni Arifianto and M. Arif

Ardiansyah)

My best friends, dacon (Isni, Meitia, Mufidah,

Tessa, Wiwit, and Izza)

All of my friends at the English Department '11

ACKNOWLEDGEMENTS

I would like to express to Almighty Allah for blessing and giving inspiration to me during the years in my studying at English Department and writing this final project.

I would like to express my sincere gratitude to Maria Johana Ari Widayanti, S.Pd., M.Si as my first advisor for guiding and giving me suggestions during the completion of this final project. I also would like to express my greatest appreciation to Hendi Pratama, S.Pd., M.A as the second advisor for his patience and willingness to guide and correct this final project carefully and thoroughly.

I would like to thank specially to all lecturers of the English Department of Semarang State University who have been teaching and guiding me patiently during the years of my study.

I would like to give my deepest gratitude to my lovely family, Bapak Mastam, Ibu Kholifah, Mas Zusni, and Adek Dian for their sincere love, prays for my success, and their biggest motivation in my life especially in the process of writing my final project.

I also would like to thank to all of my friends at UNNES, especially to my best friends at English Department, Meitia, Isni, Mufidah, Tessa, Izzatul, and Fransiska for keeping me cheerful in this college, giving me big spirit and helping me much during the process of completing this final project. Finally my special thanks go to someone who always helped me in completing my final project, thanks for all.

ABSTRACT

Putriani, Rizka. 2015. *Students' Abilities in Using Personal Pronouns in Their English Sentences: A Case Study at the Eight Grade Students of SMP Negeri 3 Jepara in the Academic Year of 2014/2015*. Final Project. English Department. S1 Degree of English Education. Faculty of Languages and Arts. Semarang State University. Advisors: I. Maria Johana Ari Widayanti, S.S., M.Si. II. Hendi Pratama, S.Pd,. M.A.

Keyword: personal pronouns

This final project is about the students' abilities in using personal pronouns in their English sentences. The objective of the study is to describe how the eight grade students of SMP Negeri 3 Jepara's abilities in using personal pronouns in their sentences. This study is also conducted to explain the common difficulties faced by them. Besides, this study is also describing how the students' abilities in applying the textual level. The method used in this study is descriptive qualitative, especially case-study.

The population of this research was 37 students. I took the whole students in class 8-E as the sample. They were given a test to be answered. The test was consisted of filling the blanks, missing words, and an essay. Their answers were used as the source of the data collection. The results were analyzed and interpreted. After the data were computed and analyzed, it was found out that the average proportion of the correct answer was 69.59 which implied that the students' average grade was only C (adequate level) in using personal pronouns in their English sentences based on standard mastering level by calculating the frequency distribution. There were seven words of personal pronouns categorized as difficult based on the results. Those words were *ours, her, themselves, hers, their, them,* and *ourselves*.

Then, this study confirmed the proposed assumption that there were some problems or difficulties that were faced by the students. That problems might be caused by reinforcement, environment, and instruments input (material or curriculum, teacher, teaching methods, and tools of education). In this case, it is suggested for the English teachers to make some variations in teaching personal pronouns in order to improve their students' ability in using personal pronouns and also practice them in daily communication. Last but not least, there should be more word of personal pronouns exercises in a textbook that can be used by the students.

TABLE OF CONTENTS

CHAPTER

1   INTRODUCTION

2   REVIEW OF THE RELATED LITERATURE

LIST OF TABLES

Table

LIST OF FIGURES

Figure

LIST OF APPENDICES

Appendix

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study. It consists of background of the study, reasons for choosing the topic, statements of problem, objectives of the study, significance of the study, limitation of the study, and outline of the report.

1.1 Background of the Topic

Teaching English at Junior High School aims to prepare students to be able to use English properly. There are four skills that must be learned in mastering English. Those skills are listening, speaking, reading, and writing. All of them must be acquired. Learning English need to be supported by language components. Harrys (1969:9) states "A moment's thought will establish two very important elements shared by all four skills: grammatical structure and vocabulary and phonology as a third-component of two of our four skills". Moreover, he (1969:9) also argues "parallel to phonology in the spoken form of the language is orthography in the written form". All the components are important to be learned but learning grammar is very important. Alsagoff (2008:5) states "Pedagogical grammars often try to simplify thing to make the language system easier for learners to understand". It means that grammar can make our communication easier because the structure language has a system simplify to get the meaning.

The students should understand the grammatical structure in learning English because grammar will influence understanding and communication in English. Gerot and Wignell (1994:2) state that "Grammar is a theory of a

language, of how language is put together and how it works". Moreover, they (1994:3) also argue "We need a theory of grammar or language which helps us understand how tests work". The students will understand the meaning of English sentences easier if they know the grammatical structure. In short, the understanding of grammar can help the students in learning English and also communicating because the students will use English properly if they know how to construct correctly.

Grammar has three schools of knowledge that have had major influence in the west. They are traditional, formal, and functional grammar. A study which relates to meaning and the structure is called functional grammar. A study that learns the structure of individual sentences is called formal grammar. Finally, a study which concerns to produce correct sentences is called traditional grammar. In producing correct sentences, the students will learn the parts of speech. The parts of speech consist of nouns, verbs, prepositions, adverbs, adjectives, pronouns, etc. In brief, there is a lot of knowledge of grammar. Learning grammar is so important because the study of language is synonymous with the study of grammar.

In traditional grammar, English words can be classified. Frank (1972:20) divides English words into eight parts. Those parts are nouns, pronouns, verbs, auxiliaries, adjectives, articles, adverbs, and prepositions. Pronouns are often used in non-formal messages, for example chats to best friends to tell an experience. Using pronouns in text is important because the sentences will combine to form

texts. Using pronouns can help us in conversation because pronouns can easily refer to people or things without unnecessary repetition. The conversation will be expected to be easier to understand.

There are a number of pronouns. Frank (1972:20) classifies pronouns into seven types. They are personal, interrogative, relative, demonstrative, reflexive, indefinite, and expletive. This study will focus on personal pronouns. Personal pronouns are also divided into some parts. According to Frank (1972:19), there are five parts of personal pronouns. They are subjective pronouns, objective pronouns, possessive pronouns, possessive adjective pronouns, and reflexive pronouns.

Based on my interview with the eight grade students of SMP N 3 Jepara, it was difficult for the students to use personal pronouns in their English sentences and it was difficult to place them. The students were not given special courses of personal pronouns. They learned the pronouns through genre, grammar, and a little bit of translation text. They still did not understand in using personal pronouns correctly because they were confused which ones were placed as a subject, an object, or a possessive form. Therefore, the students just knew what personal pronouns were without knowing the functions. Because of that, the students were still confused in using personal pronouns and also applying in their sentences.

In this study, I describe the students' abilities in using personal pronouns in their English sentences. Personal pronouns are important to discuss because using personal pronouns will make writing or a conversation easier to understand.

1.2 Reasons for Choosing the Topic

This study entitles students' abilities in using personal pronouns in their English sentences focusing on personal pronouns. I choose personal pronouns in this study because I think that personal pronouns are simple parts of grammar and sometimes they are not highlighted in English lessons. Students learn pronouns from other materials such as genre, vocabulary, tenses, or others. The students actually still do not understand how to use personal pronouns in their English sentences. They do not know what the personal pronouns are, how many types of personal pronouns are, and also they do not know the functions of personal pronouns in text. I want to investigate the students' abilitity in using personal pronouns in their English sentences.

The knowledge of personal pronouns is important to master because almost all of the sentences that we produce personal pronouns. Personal pronouns can make a sentence clearer because I can point an object directly so the object refers to what or who. Furthermore, using personal pronouns make a sentence effectively because I can mention a person using pronoun as the first person or the third person so that person is not mentioned repetitively. I can choose one of the pronoun types according to the functions of pronouns in a sentence.

This study aims at knowing the students' abilities in using personal pronouns by giving the test for the eight grade students of SMP N 3 Jepara. I choose the eight grade students because they have learned English since the seventh grade, so they have studied personal pronouns in advance. Moreover, the students can understand personal pronouns and do the test easier rather than the seventh grade students. They have an experience in doing English test, so the students can do the test well. In addition, I choose SMP N 3 Jepara in this study because many students of the school still do not understand how to use personal pronouns in their English sentences, and I have an access to the school

1.3 Statements of Problem

This study has two statements of problem, they are:

1. How do the students use personal pronouns in the sentence level?

2. How do the students apply personal pronouns in their English writing essay (textual level)?

1.4 Objectives of the Study

The objectives of this study are:

1. To describe the students' abilities in using personal pronouns in the sentence level.

2. To describe the students' abilities in applying personal pronouns in their English writing essay (textual level).

1.5 Significance of the Study

The result of this study is expected to give contribution in some aspects. Those are:

1. Theoretically, the study can support the teacher in teaching personal pronouns to the students. This study gives an information of using personal pronouns in sentences and an essay. Moreover, the teacher can find out common difficulties to face using personal pronouns.

2. Practically, the study can show how far the students understand in using personal pronouns in their sentences and writing essay. The results of this study can be a guideline to improve students' understanding in using personal pronouns.

3. Pedagogically, the result of this study will expend the knowledge of personal pronouns which sometimes is not paid attention by teachers or researchers. This study will be useful for further research and further development as a reference and a supporting material.

1.6 Limitation of the Study

The limitations given to this study are:

1. The subjects of this study are limited to the eight grade of SMP N 3 Jepara.

2. The types of pronouns discussed in this study are personal pronouns including subjective, objective, possessive, possessive adjective, and reflexive pronouns.

1.7 Outline of the Report

This study consists of five chapters. Chapter 1 is introduction. It presents background of the study, reasons for choosing the topic, statements of problem, objectives of the study, significance of the study, limitation of the study, and outline of the report.

Chapter 2 discusses review of related literature which presents review of previous studies, theoretical background, and theoretical framework.

Chapter 3 is methods of investigation that discusses object of the study, role of the researcher, types of data, instrument for collecting the data, procedures of collecting the data, procedures of the analysing data, and techniques of analysing the data.

Chapter 4 is the data analysis that consists of the analysis of the test, and it covers data analysis and the discussion of the results.

Chapter 5 presents the conclusions of the result and some suggestions on the basis of the findings.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents review of the related literature. It consists of review of the previous studies which related to the study of pronouns, review of the theoretical study containing theory of writing and grammar and theory of pronouns, especially types of personal pronouns, and theoretical framework that consists of steps which used in this study.

2.1 Review of the Previous Studies

This study that entitles students' abilities in using personal pronouns in their sentences will discuss personal pronouns and their functions. There are some researches that discuss personal pronouns in many ways. In this case, I will show some researchers who have discussed personal pronouns.

The first researcher is Winarni (2011) who conducted a research entitled "Improving Students' Ability in Using Personal Pronoun through Contextual Teaching Learning (A Classroom Action Research at the Second Year of SMP Islam Raden Patah Depok)". Her research study includes classroom action research that discusses students' ability in using personal pronouns. The objective of her research is to improve students' ability in using personal pronouns through contextual learning teaching in the VIII-I class of SMP Raden Patah Depok. The data were derived from the tests (pre-test and post-test), the result of interview to the English teacher, the result of questionnaires, and the result of observation. The

finding of her research shows that the implementation of the Contextual Teaching Learning Method in personal pronoun material is successful and the criteria of success is achieved, that 75 % students' score could pass the minimum mastery criterion (*Kriteria Ketuntasan Materi (KKM)*) that is 65. Based on the finding, it suggests that English teacher could implement Contextual Teaching Learning method to improve students' ability in learning personal pronoun.

The second researcher is Bramley (2001). His research entitles "The Use of Pronouns in the Construction of 'self' and 'other' in Political Interview". His context study is the Australian political media interview. In this study, the pronouns 'I', 'you', 'we', and 'they' are examined individually, then, as they occur in sequence. This investigation reveals that pronouns are used to construct politicians' multiple 'selves' and 'others' and that as they occur in sequence, the changing 'selves' of politicians and different 'others' are created. This analysis of pronouns in political interviews also reveals striking and hitherto unresearched uses of pronouns, which can be used to show affiliation or create distance between people where it would not traditionally be expected. Thus, pronouns are pivotal in the construction of reality – a reality that is created and understood in the discourse of the moment.

The third researcher is Yuqing (2012) that conducted a research entitled "A Generic Analysis on 1st Personal Pronouns in the International Conference Presentation". This study is about a raising awareness of personal pronouns in oral discourse which may be especially relevant as academic speech

is gaining importance due to the internalization of both graduate and undergraduate studies. This study presents an empirical study of personal pronouns and the report of the finding on the occurrence and frequency of personal pronouns in the nine conference presentations in the field of environmental science. Personal pronoun is an important indicator of how audiences are conceptualized by speakers or writers in academic discourse.

The fourth research entitles "Causes of Problems with Pronoun References in English Writing and some Corresponding Suggestions" which researched by Lili. The author insists that the English teachers should, above all, enhance the students' awareness of the importance of the pronoun references and the pronominal cohesion in order to increase the students' capability of handling the problems with pronoun references in the process of writing. In addition, while they are instructed to write or revise an essay, students should pay more attention to the overall organization of a discourse, especially the pronominal cohesion discussed in this thesis, not only to the grammatical but also syntactic problems. At the end of the thesis, the author suggests that the English teachers should combine "the product approach" with "the process approach" in the process of teaching writing.

The fifth researcher is Irma (2013) who conducted a research entitled "Improving the Ability of the Seventh Grade Students in Using Demonstrative Pronouns through Reading Texts". The objective of her research is to verify that the use of reading text can improve the ability of the seventh grade students at

SMP Negeri 6 Palu in using demonstrative pronouns. The research applied a pre-experimental research design. Her research sample was selected by using a cluster random sampling technique. The sample consisted of 29 students of class VII U 3. The instrument of data collection was a test which was used twice as pre-test and post-test. The data gathered were analysed statistically. The results of her research show that the application of reading text can improve the ability of the seventh grade students at SMP Negeri 6 Palu in using demonstrative pronouns.

All of the researches discuss pronouns through some ways. There are some researches which examine pronoun in reading, speaking, and writing. Considering all of them, I argue that there is still an area of study that has not been explored. Therefore, I would find out how students' abilities are in using personal pronouns in their English sentences. This study investigates the eight grade students of SMP Negeri 3 Jepara.

2.2 Review of the Theoretical Study

Review of the theoretical studies discusses about writing and grammar, definition of pronoun, types of pronouns, definition of personal pronouns, types of personal pronouns, definition of every types of personal pronouns, and also examples of every types of personal pronouns.

2.2.1 Writing and Grammar

Learning writing is fun. Students can write anything that they want. The students can have fling in their writing. Linse (2006:98) states "Writing is multifaceted, it is only logical that it evokes different images". It means that every student can have different ideas in their writing because they have different experiences.

Moreover, based on Sokolik (2003) in Linse (2006:98) "Writing is a combination of process and product". The process is concerning about the act of collecting ideas and working with them until they are presented in manner. The concept that writing that is a process is very useful (Olson, 2003 in Linse (2006:98)). It can be say that the process of writing is important because the students should combine their imagination and sentences in the process.

Writing is applying an idea or a concept which written that has a meaning or sense. Writing needs process-steps in producing a good quality of writing. There are some processes in producing a good writing. Linse (2006:101) states "The process begins by thinking about what is going to be written (choosing a topic) and collecting ideas both formally and informally". The last step is publishing. The real definition of publish is writing the ideas in a piece of paper so that the writing can be shared with others. Writing is not only written some ideas in written language, but there are also some steps that followed to create a good writing.

Writing needs grammar. William states (2005:2) "Grammar is the formal study of the structure of a language and describes how words fit together in meaningful constructions". The process of writing needs grammar as the final process to organize the language structure and combine with other words to make sentences correctly. Grammar is about rules of language exploring structures. The rules are correct or incorrect, but are judge more on how well they are able to reflect actual standard English usage (Alsagoff, 2008:2). Moreover, learning

grammar is very important. Alsagoff (2008:5) argues "Pedagogical grammars often try to simplify thing to make the language system easier for learners to understand". In short, using grammar in writing is very useful because the language can be easier to understand with the correct structure.

Grammar has three schools of knowledge. They are traditional, formal, and functional grammar. Gerot and Wignell (1994:5) state "Traditional grammar aims to describe the grammar of standard English by comparing it with Latin and it focuses on rules for producing correct sentences". Formal grammar is about describing the structure of individual sentences. Moreover, Gerot and Wignell also argue (1994:6) "Functional grammars view language as a resource for making meaning. These grammars attempt to describe language in actual use and so focus on texts and their contexts". Traditional and formal grammars discuss how the sentences are structured whereas functional grammar is about how the meaning of the texts is realized.

2.2.2 Pronoun

A pronoun is used to substitute a person, place, and thing. Pronoun is often used to refer to a noun that has already been mentioned. William (2005:60) argues "English, like other languages, resists the duplication of nouns in sentences, so it replaces duplicated nouns with what are called *pronouns*". Using pronoun can make a text effectively because I does not mention a noun continuously. Furthermore, there are some types of pronouns. William (2005:61) states "There are several other types of pronouns: *personal, demonstrative, reciprocal,*

possessive, indefinite, reflexive, and *relative".* Another opinion about a pronoun is stated by Alsagoff (2008:89) who argues "A pronoun stands in place of a noun phrase, or part of a noun phrase, when the reference to that noun phrase is clear from the context". He divides pronouns into eight types. There are personal, possessive, reflexive, reciprocal, demonstrative, indefinite, relative, and interrogative.

a. Personal pronouns : I, we, he, she, they, it, me, us, him, her, them, you

Example: *The two hungry teenage boys* are eating apples.

They are eating some apples. Word "they" replaces a noun phrase "the two hungry teenage boys".

John admired *the woman who dared to stand up against the dictator.*

John admired **her**. Word "the woman who dared to stand up against the dictator" is substituted with word "her".

b. Possessive pronouns ⟶ as premodifier of noun phrase:

my, our, your, her, its, their

as head of noun phrase:

mine, ours, his, hers, theirs, yours

Example: This pen is **mine**. "Mine" is ownership of "this pen".

I wash **my car** everyday. "My" must be accompanied by a noun "car" because it cannot stand alone.

c. Reflexive pronouns: myself, ourselves, yourself, himself, herself, itself, themselves

Example: I **myself** will personality see to it. "Myself" is for emphasis the sentence, the pronoun is as postmodifier.

The boy blamed **himself**. "Himself" refers to subject "the boy".

d. Reciprocal pronouns: each other, one another

Example: They kept looking at **each other** and smiling.

They give **one another** presents when they met at the airport.

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

Example: *Some new historical fossil books* have been in the library.

Those books often are inquired by students and lecturers.

A blue small pen was left out of the class.

This pen is mine.

f. Indefinite pronouns: someone, something, somebody, anyone, anything, everyone

Example: I must do **something**.

She smiles to **everyone**.

g. Relative pronouns: who, whom, whose, which, that

Example: The man **who lives next door** is a dentist.

I feel sad for the boy **whose dog ran away**.

h. Interrogative pronouns: who, whom, whose, which, what

Example: **What** would you like to have for lunch?

Which do you pick?

Which chair did you pick?

2.2.3 Personal Pronouns

Personal pronoun is a pronoun to be replaced a noun or a noun phrase that makes that noun or noun phrase is clear from the context. Williams (2005:61) argues "Pronouns that replace a duplicated noun are referred to as personal or common pronouns". Using the personal pronoun makes a sentence clearly because it can differ whether somebody is first or third speakers. Harman (1931:46) suggests " A personal pronoun is one which distinguishes the speaker, the person or thing spoken to, and the person or thing spoken of". Moreover, using this pronoun can refer to something. It means that it makes our writing cohesive. 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, there are many researchers who describe how many types of personal pronouns and the example of personal pronoun. Alsagoff (2008:90) divides types of personal pronoun into two types. They are subjective pronouns as subject and objective pronouns as object. Moreover, Frank (1972:19) divides types of personal pronouns into five types. They are subjective, objective, possessive adjective, reflexive, and possessive pronouns.

Types of Personal Pronouns According to Frank (1972:19)

Subject	Object	Possessive Adjective	Possessive Pronoun	Reflexive
I	Me	My	Mine	Myself
You	You	Your	Yours	Yourself
He	Him	His	His	Himself
She	Her	Her	Hers	Herself
It	It	Its		Itself
We	Us	Our	Ours	Ourselves
you (pl.)	You	Your	Yours	Yourselves
They	Them	Their	Mine	Themselves
Neutral reflexive – oneself or one's self				

2.2.3.1 Subjective Pronouns

A Subjective pronoun performs the action of the verb. It acts as the subject of a sentence. Williams (2005:62) argues "When a noun or pronoun is functioning as a subject, it is in the subject, or nominative". It is a pronoun form to substitute a noun or a noun phrase as a subject in a sentence. It can be place, person, thing, event, substance, or quality. There are seven types of subjective pronouns. They

are I, you, we, they, she, he, and it. I, you, she, he, and it are included in singular form. They are used to replace name's person, or a noun. Especially, she and he are used to specific appearance. She is used for a feminine appearance, for example, mother, sister, aunt and names' female. He is applied to a masculine appearance. For example, father, brother, uncle, and names' male.

Example:

a. A feminine appearance: *Luna* is a good athlete.

She is a good athlete.

(The pronoun *she* replaces *Luna*)

The tall young lady is making so noisy.

She is making so noisy.

(The pronouns *she* replaces *the tall young lady*)

b. A masculine appearance: Your brother was sick.

He did not come to class.

(The pronoun *he* replaces *your brother*)

John invites watching movie tonight.

He has a good new movie.

(The pronoun *he* replaces *John*)

They and we are included in plural form that used to replace nouns or noun phrases as a subject in a sentence.

Example:

a. They → The beans and tomatoes are fresh picked.

They are healthy food.

(The pronoun *they* replaces *the beans and tomatoes*)

The smart young children win the science competition.

They win the science competition.

(The pronoun *they* replaces the *smart young children*)

b. We → My friends and I want to go to the beach next week.

We want to spend our time there.

(The pronoun *we* replaces *my friends and I*)

My families go to the restaurant once a week.

We go to the restaurant once a week.

(The pronoun *we* replaces *my families*)

Especially for pronoun 'you', it can be included in singular or plural form. It is included in singular form when 'you' is used to substitute in singular noun or noun phrase, and 'you' is included as plural form when it is placed in plural noun or noun phrase. Therefore, we can use subjective pronouns as a subject in a sentence in order to make it clearly.

Example: *I* am asked to meet Ms. Rina.

Rani says that **you** should come to Ms. Rina's room.

The pronoun *you* in the indirect sentences is a singular form because *you* refers to *I*.

Both of the children were asked to be silent because there was a special guest coming.

Mother said that **you** asked to study hard tonight.

The pronoun *you* in the indirect sentence which replaces *both of the children* is a plural form.

2.2.3.2 Objective Pronouns

An objective pronoun acts as the object of a sentence. Williams (2005:62) states "When functioning as an object, it is in the objective case". It receives the actions of the verb. Objective pronoun is used to replace a pronoun of a 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. They are me, you, him, her, it, them, and us.

Me, you, him, her, and it belong to singular form while them and us are counted on plural form. All of them are placed as an object in a sentence because they are affected by an action. Besides, the existences always are affected by verb so that an object relates to the verb.

The function of objective pronouns can be as a direct object and indirect object.

Example:

a. A direct object   They invited **me** last week.

                                            John speaks to **you**.

                                            The money was given to **us**.

b. An indirect object   My mother gives **me** the money.

                                            Marcel talked **them** all to the circus.

                                            They tell **her** a horror story.

From the examples, we can say that a direct object is an object which receives the action of verb directly. Moreover, an indirect object is an object which receives the action of verb indirectly.

2.2.3.3 Possessive Pronouns

A possessive pronoun tells you who owns something. Personal pronouns have double possessive constructions, possessive pronoun and possessive adjective pronoun that barely resemble. The similarity of them is used to show who or what something belongs to. However, the difference is placed 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. Frank (1972:19) states "The possessive forms are written without an apostrophe". There are six kinds of possessive pronoun. These are mine, yours, theirs, ours, his, and hers.

Example: The red ball is **mine**.

                  Can you tell me which house is **theirs**?

                  Every nation has **its** own special problems.

2.2.3.4 Possessive Adjective Pronouns

Possessive adjective pronoun is a pronoun form that used to show who or what something belongs to. The kind of possessive adjective pronoun is seven forms. They are my, your, our, their, his, her, and its. They are used to show the possessive noun that similar to the function of adjective. Alsagoff (2008:90) states "Calling these possessive adjectives is not quite right because my, our, your resemble determiners in their distribution as well as rather than adjectives". It can say that the function between possessive adjective and adjective barely resemble but they are different. Moreover, possessive adjective pronouns cannot stand

alone because they is followed immediately by a noun. In addition, they do not take apostrophes that used on possessive nouns.

Example: He washes **his** car every morning.

I put **my** books on the bag.

She will give **your** toys after ending the class.

Their mobile phones were stolen.

2.2.3.5 Reflexive Pronouns

Reflexive pronoun usually refers to the subject of a sentence because it relates to the verb. Using pronoun can also be emphasis a noun. Evans (2003:192) states "Emphatic pronouns have the same form as reflexive pronoun but a different meaning. They emphasise the noun, or the fact that one person, and not another, performs an action". For example, he himself conducted the interview. The pronoun "himself" in the sentence indicates he who conducted the interview not the other one. The following of reflexive pronouns are myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves. All of them can be used as an object because it is effected by an action or state. The object is tied to predicator in term of meaning. The object can be as an indirect object and a direct object.

Example:

a. An indirect object   They built **themselves** a beautiful home.

                                                The children dressed **themselves** quickly.

                                                Did both of you enjoy **yourselves** the party?

b. A direct object   They are talking about **himself**.

                                                  Try not to make a fool of **yourself**.

                                                  He is angry with **himself** for misplacing the money.

2.3 Theoretical Framework

From the previous discussion, I make brief conclusion from both previous studies and theoretical studies. There are some researchers who have conducted research about personal pronouns. Personal pronouns are pronouns to be replaced a noun or a noun phrase that makes a sentence clearly from the context. There are five types of them. They are subjective, objective, possessive, possessive adjective, and reflexive pronouns. The researchers investigated them using some methods. The methods are true experimental research, quantitative descriptive, action research, and both of quantitative and qualitative approach.

This study uses qualitative descriptive research, especially case-study. I explain the result of the data by describing the data. Gilham (2000:10) argues "Qualitative methods focus primarily on the kind of evidence (what people tell

you, what they do) that will enable you to understand the meaning of what is going on". This study will be looking for evidences and theories about that case. The case study researcher must strive to keep an open mind, to go on looking for data, deferring analysis until the array is comprehensive. Case-study is a method that used to narrow down a very broad field of research into one easily researchable topic. Gilham (2000:10) states "Case study is a main method, within sub-methods are used: interviews, observation, document, record, analysis, and soon". This study does some sub-methods containing observation, interview, document, and analysis of the data.

Figure 2.1

The Scheme of the Theoretical Framework

```
 ┌──────────────┐          ┌──────────────────────┐
 │ Observation  │ ───────> │ Teaching Materials    │
 └──────────────┘          │ of personal pronouns  │
        │                  └──────────────────────┘
        v                            │
 ┌──────────────┐                    v
 │  Interview   │              ┌──────────┐
 └──────────────┘              │   Test   │
        │                      └──────────┘
        v                        /       \
 ┌──────────────┐       ┌──────────────┐ ┌──────────────┐
 │ Describe how │       │ Describe      │ │ Describe      │
 │ the students'│       │ students'     │ │ students'     │
 │ ability in   │       │ abilities in  │ │ abilities in  │
 │ knowing      │       │ using personal│ │ applying      │
 │ personal     │       │ pronouns in   │ │ personal      │
 │ pronouns     │       │ the sentence  │ │ pronouns in   │
 └──────────────┘       │ level         │ │ their English │
                        └──────────────┘ │ writing essay │
                                         │ (textual level)│
                                         └──────────────┘
```
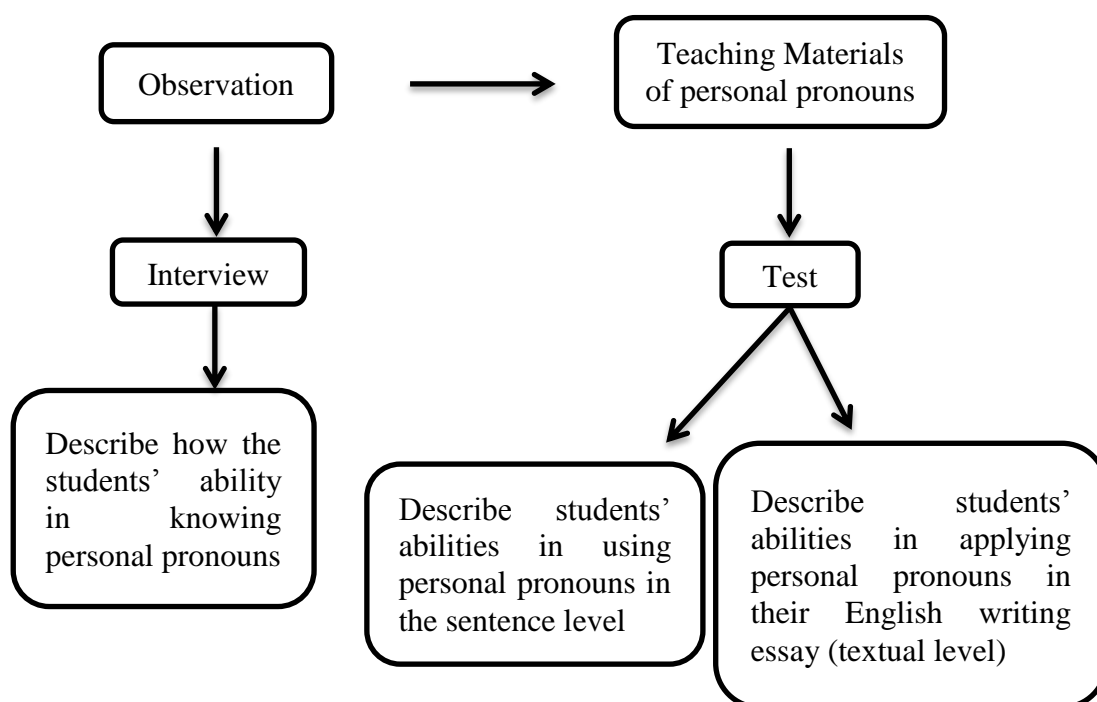
CHAPTER III

METHODS OF INVESTIGATION

This chapter is about the methods of investigation. It consists of the object of the study, role of the researcher, type of data, instrument for collecting the data, procedures of collecting the data, procedures of analysing the data, and technique for analysing the data.

3.1 Object of the Study

The object of this research was the students of SMP Negeri 3 Jepara in the academic year of 2014/2015. The focus was using personal pronouns in the sentence level and writing essay (textual level). Personal pronouns were studied since the first grade of junior high school until the third grade of junior high school. However, the students were still confused using pronouns in their English sentences. The students only knew what personal pronouns were without understanding the types and function. I investigated the students' abilities to know how they understood in using personal pronouns.

3.1.1 Population and Sample

Population was an important matter in doing research. Christensen (2001:48) argues "A population refers to all the events, things, or individuals to be represented". The target of a research can be a case, place, institution, or individuals. I chose the eight grade students of SMP Negeri Jepara in academic years 2014/2015 as the target of this study which called the population of this study. The total number of the population was 37 students.

Saleh (2012:45) states "A sample is actually part of a population deliberately selected to represent the population". In this study, a sample contained of a group of people that were thirty seven students. Saleh (2012:45) argues "The ultimate goal of research is to study the whole population. But if the population is too large to be studied thoroughly, then the goal achieved through the assessment of the sample". If the population is more than 100 students, the population of the research is not used the whole because it is too large. Besides, a research can use all the population if the population is less than 100 students. The population of this study was less than 100 students so that it was be better if using the whole population of the class.

3.2 Role of the Researcher

The role of the researcher in this study was as an observer. I saw the condition of the class in advance in order to know how the condition of the class. I observed how the students understanding of personal pronouns were by asking some questions to the English teacher and the students. The aim of that was to know how the students' abilities were to design what kinds of test would be given to them. Actually, there were some students who still did not know what personal pronouns are even nothing. With that reason, I wanted to investigate the students' abilities in using personal pronouns through reviewing the materials and giving a test.

After giving the materials, I gave the students a test in order to know how the students' abilities were. Then, I collected all the students' worksheets. It meant that I was called as a collector data because I collected the students'

worksheets. And then, the worksheets would be analysed with the method of descriptive qualitative research. It could be called that I was also as an analyst data of students' answer sheets. I would correct the worksheets and count the result by describing a table. I analysed which parts were right or wrong. In this case, I held the rule of correctness. I would be calculating the result of the data using a table to categorize how the students' abilities were.

3.3 Type of Data

The objective of this study was to describe the phenomenon accurately. It meant that this study showed how the students' abilities in using personal pronouns were. Moreover, it also was to identify the variables that exist and then determine the degree to which they exist. This study used a case study as an approach. Creswell (2007:73) argues

> Case study research is a qualitative approach in which the investigator explores a bounded system (a *case)* or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving *multiple sources of information* (e.g., observations, interviews, audio-visual material, and documents and reports), and reports a case *description* and case-based themes.

Case study research is an approach to qualitative research. It focuses on the study of a single person or entity using an extensive variety of data. Christensen (2001:56) argues "A case study is an intensive description and analysis of a single individuals, organization, or events, based on information obtained from a variety of sources such as interviews, documents, test results, and archival records". This study used an observation and test result to get the information. The observation was done in advance before giving a test. With the

observation, I got information and suggestion from the school about how the condition of the class was.

The data of this study used descriptive analysis to explain the result. The data found out were the individual scores. I made histogram using the scores to describe how the scores of the class were. The histogram could describe how many students who got good scores and also bad scores. Using the scores, I computed mean of the scores. The mean score would be categorized in standard mastery level adapted by Brown (2004: 287-294). I could describe how the students' abilities were in using personal pronouns by looking at the grade of the result data.

There are some types of case study. Creswell (2007:74) states "Types of qualitative case studies are distinguished by the size of the bounded case, such as whether the case involves one individual, several individuals, a group, an entire program, or an activity". The types of case study are a single instrumental case study, a collective or multiple case study, and an intrinsic case study. This study was included in a single instrumental case study because I used one group (the eight grade students of SMP Negeri Jepara) to illustrate the case. I focused on a case of the students' ability in using personal pronouns. I described the case using a table which describes the result data as the reporting data.

3.4 Instrument for Collecting the Data

Creswell (2007:75) states "The data collection in case study research is typically extensive, drawing on multiple sources of information, such as observations, interviews, documents, etc.". This study used a test as an instrument for collecting

data and also observation. The observation was used to find out some information for designing how the test was. This research study wanted to measure the students' ability and to know how the students' abilities were in using personal pronouns in their sentences. Saleh (2008:45) argues "The most appropriate tool to measure ability is test". I decided to use a test for collecting data in this research.

The test was divided into three parts. They were filling the blank, missing words, and an essay. I used filling the blank and missing words because they were one of objective test items. Harrys (1969:8) suggests "An objective test item is any item for which there is a single-predictable correct answer". An objective test item is not only multiple-choice item, but short-answer objective item is also as an objective test item. Harrys (1969:8) also states "These items may require one-word answer, such as brief responses to questions (oral or written), or the filling in of missing elements". I used short-answer item test containing filling the blank and missing words for investigating students' ability in using personal pronouns.

The test materials of filling the blanks and missing words were taken from some grammar textbooks. They were Modern English-exercise for non-native speakers-Part 1: parts of speech by Marcella Frank, A Visual Grammar of English-Revised Edition by Lubna Alsagoff, and English Grammar Book-Round Up by Virginia Evans. From these books, I took some of exercises to make exercises of the test. Total of the exercises were 15 number of filling the blank and 15 number of missing words.

The last test was making as essay about an experience. The test was given some cue pictures and list of words. This test was creating a short story about the

students' experience. For example, their experience when they went to beach, park, shopping mall, market, etc. The students could create a story that they want. Harrys (1969:5) argues "A composition test allows the examinee to compose his own relatively free and extended written responses to problems set by the examiner". The composition was making students' experience but it should be containing some personal pronouns.

3.5 Procedures of Collecting the Data

This study would be describing how the students' abilities were in using personal pronouns. Automatically, I gave them a test of personal pronouns. Before giving a test, I gave some materials like reviewing about personal pronouns. It was started with what personal pronouns were, how many types of personal pronouns were, and the functions of them were. In hope, the students could understand the material after I reviewed the materials. I came to the school in advance before giving the materials in order to ask some questions for an English teacher about the students. It could give some information, so I could decide what kinds of a test which would be given to the students.

For giving the materials, I came to class without the teacher. I reviewed all the materials of personal pronouns. Starting with explaining what personal pronouns were in order to give building knowledge for them. Then, I mentioned what types of personal pronouns. It can enrich the students' knowledge. The students only knew that personal pronouns are 'you, we, I, they, he, she, and it'. Next, I explained the function of each personal pronouns were. The explanation could make the students having more understanding because the function could

differ each type of personal pronouns. Then, I gave the real examples in using personal pronouns. For example, I used pencil, bag, books, or shoes to give examples of possessive pronouns.

After giving the materials, I gave the students a test. The test was about all the types of personal pronouns. This test was divided into three parts. They were filling the blanks, missing words, and making an essay. The test of filling the blanks was 15 exercises. There were 15 number of matching words. And the last was making an essay about an experience which containing personal pronouns. Next, I collected the worksheet to check the answers. I came to class in another day to give the students' scores. The students would know how their scores were. I gave the worksheet to the students. The students could know which ones were wrong and which ones were true. The students could know how far they understood in using personal pronouns in their English sentences. The last, I analysed the data. For filling the blanks and missing words, they had 2 points for the correct answer so the total score was 60 points. And for an essay had 40 points, I checked the answer using the rubric.

3.6 Procedures of Analysing the Data

The data were analysed in the following steps:

1. checking the students' answer,

2. giving the score,

   Part 1 and 2 that contain filling the blank and missing word exercises have 2 points for the right answer

An essay which makes a story related to the pictures has 40 points for the appropriate answer according to the rubric,

3. identifying the data based on the students' answer,

4. concluding the result whether the students have mastered in using personal pronouns or not based on describing the data.

3.7 Techniques for Analysing the Data

Part 1 and 2 that contain 15 numbers of filling the blanks and 15 numbers of missing words had 2 points for each number.

Table 3.1

Rubric of Filling in the Blank and Missing Words Assessment

Score	Description
2	Correct Answer
0	Incorrect Answer

The total numbers were 60 point if all the answers are correct. The third part that was making an essay has 40 point. The evaluating can use the rubric.

Table 3.2

Rubric of an Essay Assessment Adapted from Brown (2004:244)

Category	Organization	Personal Pronouns	Score
17-20 **Excellent** **to Good**	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used and supporting evidence	Native-like accuracy in English grammar; correct use of personal pronouns and tense sequencing; no fragments or run-on	

	given for generalizations; conclusion logical and complete	sentences	
13-16 **Good to Adequate**	Body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expressions may be absent or misused	Some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences	
9-12 **Adequate to Fair**	Mediocre or scan introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere	Ideas are getting through to be reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present	
5-8 **Unacceptabl e-not**	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of	Numerous serious grammar problems interfere with communication of I's ideas; grammar review of	

		some areas clearly needed; difficult or read sentences	
1-4 **College-level work**	Absence of introduction or conclusion; no apparent organization of body; severe lack or supporting evidence; writer has not made any effort to organize the composition	Severe grammar problems interfere greatly with the message; reader can't understand what I was trying to say;	
Total			

Then, the result of the data counts would count down the right answer in every the students' worksheet with this formula.

Formula:

Individual Mean:

$$IM = \frac{(2\ xRA) + ES}{TS}\ x\ 100$$

In which,

IM   = Individual Mean

RA   = Right Answer for filling the blank and missing word exercise

ES   = Essay Score

TS   = Target Score

Then, the total of calculating students' score would determine five categories level by frequency distribution (Saleh 2012:78). This calculating was to know how percentage of students who got good scores or not by categorizing frequency distribution.

For example,

Data: test scores of 37 students on the test are as follows:

76	81	73	92	88	77	66	90	87	67
39	45	78	65	90	69	57	88	81	80
77	56	45	71	88	65	70	83	67	76
70	46	88	90	38	65	78			

Analysis procedure of calculating the frequency distribution:

(1) Arrange the scores in increasing order (from the lowest to the highest) or in decreasing order (from the highest to the lowest)

(2) Calculate the difference between the highest and the lowest, i.e.

$92 - 39 = 53$

(3) Decide the number of categories, for instance 5, i.e. A, B, C, D, and E.

(4) Decide the interval e.g. : $i = 53 : 5 = 11$ (rounded)

(5) Decide the first category (A), i.e. the highest score $(i-1) = 92 - 10 = 82$

Subsequently, count down with the interval of 11 to determine the next categories.

Results:

Category A = 82 – 92

Category B = 71 – 81

Category C = 60 – 70

Category D = 49 – 59

Category E = 38 – 48

(6) Count the number of scores (students) falling into each category.

Results:

Category A = 4 students   = 13.3 %

Category B = 8 students   = 26.7 %

Category C = 11 students   = 36.7 %

Category D = 4 students   = 13.3 %

Category E = 3 students   = 10.0 %

Total   = 30 students = 100 %

After getting the calculation, the data would set in a table of the mastery level for each student. The table below shows how many correct and incorrect answers of the students are.

Table 3.3
The Table Mastery for Each Student

Code of the Student	Student's Answer			Total Utterances	Sum of Correct Answer	Score	Grade
	Right Answer	Wrong Answer	Essay Answer				
S1	17	13	37	100	71	71	B
S2	14	16	34	100	62	62	C
S3	12	18	37	100	61	61	C
S4	19	11	37	100	75	75	B
S5	15	15	35	100	65	65	C
S6	26	4	38	100	90	90	A
S7	20	10	37	100	77	77	B
S8	18	12	33	100	69	69	C
S9	23	7	38	100	84	84	A
S10	23	7	37	100	83	83	A
S11	20	10	38	100	78	78	B
S15	15	15	10	100	40	40	E
…	…	…	…	…	…	…	…
S37	…	…	…	…	…	…	…

The scores were set in histogram. This histogram could describe how the students' score were. It could be seen how many the students who got bad, average, and good scores.

Figure 3.1

Students' Score Histogram
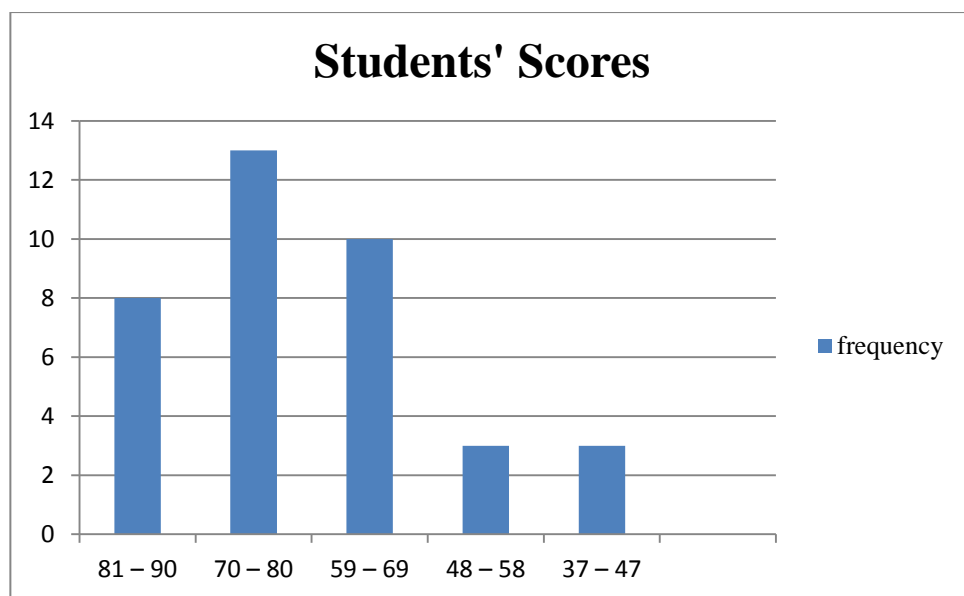
After making the histogram, I calculated mean of the scores. The aim of this calculation was to show the average score of the class. With this result, it shows how the whole scores were in the class.

Example:

Data: scores of 37 students on the test.

76	81	73	92	88	77	66	90	87	67
39	45	78	65	90	69	57	88	81	80
77	56	45	71	88	65	70	83	67	76
70	46	88	90	38	65	78			

The score would be counted the mean. It could see how the average score of the class was

Formula:

Mean: $\overline{X} = \dfrac{\sum X}{N}$

Analysis procedure

Step 1: Sum up the whole scores to obtain $\sum X$ (the total scores =1705)

Step 2: Divide the result by N (the number of students = 37)

After describing the data using histogram, the table of mastery level, and counting the mean, the data would categorize with the standard mastering level by calculating frequency distribution that would describe how the result was.

Table 3.4

Absolute Grading Table

No	Limit-Score	Category	Level of Achievement
1.	81-90	A	Excellent
2.	70-80	B	Good
3.	59-69	C	Adequate
4.	48-58	D	Inadequate/unsatisfactory
5.	37-47	F	Failing/unacceptable

Using this table, I could know how the students' understanding in using the personal pronouns were. It could be good or not. Actually, the average score could present the students' abilities in the whole class. The score was the average

score of all the students' scores. The absolute grading table had five levels of achievement. They were excellent, good, adequate, inadequate / unsatisfactory or failing / unacceptable. The table presented limit-score which could describe how the quality of the class according to the level of the class. Furthermore, I could describe how students' abilities in using personal pronouns were good, average, or poor.

After determining the standard mastery level by calculating frequency distribution, I would calculate the index difficulty of the item. This calculating was to know which exercises were categorized difficult. I could also know which kind of personal pronouns were too difficult to the students. There were some steps to calculate the index difficulty. The first step was to measure the mean of the students' result.

Formula:

$$\text{The mean} = \frac{\sum RCA}{\sum R} ;$$

in which,

$\sum$ RCA: The sum of respondents' correct answer

$\sum$ R   : The sum of respondents

After determining the mean of students' answer, the formula proposed by Azwar (1996:134) was applied in order to measure the index difficulty level on the test item.

Formula:

$$ID = \frac{ni(themean)}{N(\sum R)} \; ;$$

in which,

ID = the index difficulty level on the test item

ni = the mean of students' answer result

N = the total number of students

$\sum R$: The sum of respondents

The next step was determining the average level of difficulty by Arikunto (2002: 210). The index difficulty level of the test item is categorized into 3 levels. They are:

0.00 < ID ≤ 0.30 is said to be difficult,

0.30 < ID ≤ 0.70 is said to be medium, and

0.70 < ID ≤ 1.00 is said to be easy

Using the index difficulty, I could know that the exercise was easy, medium, or difficult to the students. I could also know which kinds of personal pronouns that were too difficult and easy for the students.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions for completing this study based on the results of the study.

5.1 Conclusions

The objective of this study is to describe the students' abilities in using and applying personal pronouns in their English sentences to the eight grade students of SMP Negeri 3 Jepara in the academic year of 2014/2015. I conducted a qualitative research, especially a case study research. In this research, I used one class at SMP Negeri 3 Jepara. The class was 8E which had 37 students. I did not give a treatment for this research because I wanted to know how the students' abilities in using personal pronouns in their English sentences. I only reviewed the lesson by giving copies about the lesson and then give them a test. After getting the result, I find some points as the conclusions of this research. They are:

(1) based on filling the blank and missing word exercises, the students could successfully answer 674 personal pronouns from 1110 personal pronouns or 60.7 % communicatively. It consisted of 176 right answers for subjective pronouns, 84 right answers for objective pronouns, 117 right answers for possessive pronouns, 180 right answers for possessive adjective pronouns, and 117 right answers for reflexive pronouns. The students faced problems of seven personal pronouns in using personal pronouns in the sentences. They were *ours, her, themselves, hers, their, them,* and *ourselves*.

59

(2) based on the result of the essay, the students' scores were good enough. They could apply the personal pronouns successfully. The students only applied subjective and objective pronouns in their answers. However, their writing essay was already good. They could match between the tittle and the content. The generic structure of recount text was also already good. They used orientation, events, and also re-orientation. From all scores of filling the blank, missing word, and the essay, I found 69.54 score as the average score of the eight grade students of SMP Negeri 3 Jepara in academic year of 2014-2015. The score was included in adequate level. The adequate level describes that almost the students have grammatical problems apparently with using general writing convention but they have errors. It means that the students' writing are already good, but they have some grammatical problems and also some mistakes with using general writing convention.

5.2 Suggestions

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. The

pronouns lesson can be inserted in the genre lesson. In addition, they can give the students some exercises of personal pronouns in written or spoken text. The teachers give the students the written exercises when they learn genre. The exercises could be in the form of "belongs to" or "refers to" questions. For spoken exercises, they can give the students a game question-answer.

(2) For the students, they can ask to the teacher if they find some difficulties of personal pronouns. 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 others. In addition, they can improve their abilities in using personal pronouns by reading English books, watching English movies or English programs on television, or listening to English songs.

(3) For other researchers who want to make a research about personal pronouns can read this study. This study presents some knowledge about personal pronouns that may be needed by other researchers. I hope that this study would help them and be useful for other researchers.

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Appendix 1

List of Students

No.	Name
1	Ahmad Sarif Pratama
2	A'satun Khasanah
3	Akhmad Akhsin
4	Aldin Ardian Syahputra
5	Amalia Puspita Sari
6	Andrian Maulana
7	Arya Fuad
8	Aulia Bagus Pratama
9	Bagas Prayoga
10	Bilal Angga Reza
11	Bima Adi N
12	Bintang Radja Divanka I
13	Dewi Farida
14	Dewi Mashitoh
15	Dian Safira
16	Eka Mulya R W
17	Fuji Kristiana Wati
18	Intan Putri Mega Hapsari
19	Irvan Maulana

20	Laela Nurilita
21	Lukman F
22	M Alfauzan
23	M Adam Dandi N
24	M Faris Ardiansyah
25	M Ibrahim
26	M Lukman Dimas S
27	Nila Najikha
28	Novia Choirunnisa
29	Putri Oktaviani
30	Sheila Ayunda Putri
31	Silviana
32	Silviana Rosa W
33	Tiara Agnesia
34	Titik Anisa
35	Ulil Abshor
36	Wiwik Nur Fitriyah
37	Yusuf Adi Nugroho

Appendix 2

Code of Students

Code	Name
S1	Ahmad Sarif Pratama
S2	A'satun Khasanah
S3	Akhmad Akhsin
S4	Aldin Ardian Syahputra
S5	Amalia Puspita Sari
S6	Andrian Maulana
S7	Arya Fuad
S8	Aulia Bagus Pratama
S9	Bagas Prayoga
S10	Bilal Angga Reza
S11	Bima Adi N
S12	Bintang Radja Divanka I
S13	Dewi Farida
S14	Dewi Mashitoh
S15	Dian Safira
S16	Eka Mulya R W
S17	Fuji Kristiana Wati
S18	Intan Putri Mega Hapsari
S19	Irvan Maulana

S20	Laela Nurilita
S21	Lukman F
S22	M Alfauzan
S23	M Adam Dandi N
S24	M Faris Ardiansyah
S25	M Ibrahim
S26	M Lukman Dimas S
S27	Nila Najikha
S28	Novia Choirunnisa
S29	Putri Oktaviani
S30	Sheila Ayunda Putri
S31	Silviana
S32	Silviana Rosa W
S33	Tiara Agnesia
S34	Titik Anisa
S35	Ulil Abshor
S36	Wiwik Nur Fitriyah
S37	Yusuf Adi Nugroho

Appendix 3

Instruments

A. Please fill in the blank by choosing the appropriate personal pronouns based on the context given.

1. You should always depend on _____ (yourself/myself) rather than on someone else.

2. Do not speak to _____ (them/us) in Russian because they cannot speak in Russian.

3. He washes _____ (his/theirs) car every week.

4. John and George always have breakfast every day before _____ (I/they) go to school.

5. The boy hurts _____ (himself/ourselves) .

6. I bought that pencil yesterday. This pencil is _____ (ours/mine).

7. I see _____ (her/him) on the bus because he does not have a bicycle to go to school.

8. I put _____ (your/my) notebook on the desk.

9. I saw Kamila yesterday, _____ (she/they) looked too pale.

10. Those seats are _____ (mine/ours) because we have been given special seat in front row.

11. The money has been given to _____ (her/me) to pay her registration.

12. He is angry with _____ (himself/themselves) for misplacing the money.

13. John and I are the same age so _____ (we/you) go to the same school.

14. What is _____ (your/my) address? I often see you when I go to school.

15. I saw she put this umbrella on her bag so I think this umbrella _____ (hers/mine).

B. **Please complete the missing words with one of the appropriate personal pronouns in the box**

.
HERS	THEM	OURSELVES
SHE	THEIRS	WE
HER	THEMSELVES	YOUR
HIM	OURS	HE
THEM	MY	THEIR

1. That bag is _____ because *Rosa* said that she lost her bag yesterday.

2. *The cats* eat _____ food.

3. *That boy* should come at 6 a m if _____ won't to miss the bus again.

4. *We* enjoyed _____ at the party last night.

5. *Mr. Brown's daughter* gets happy birthday's party today so he buys some toys to _____ as a gift.

6. These books are _____. *Tina and Tini* buy these books with me so I know it.

7. *My friend and I* will buy some pen and pencil color in Citra Mall so _____ must be economical.

8. I will give _____ mobile phone after *you* do the test seriously.

9. Be careful! *The children* will cut _____ with that knife.

10. The teacher gives a letter to _____ because *he* is absent more than three times.

11. *Their mother* is telling _____ about the circus.

12. *Rani* is a smart student because _____ always gets good score.

13. The children who are crying are _____ because *we* forget to buy some toys.

14. _____ mobile phone that *I* bought yesterday is stolen.

15. The teacher angry with _____ because *they* make so much noise.

C. Write a story consists of two paragraph. Each paragraph consists of minimum four sentences. The paragraph might use the following list of words. If you are looking for themes, you can see the pictures for inspiration.

List of Words

Myself	They	Shopping	It
Yesterday	Bought	Paid	Your
We	Them	Friend	Went
Tired	Family	Our	Mine

SHOPPING MALL	TOYS	EYEGLASSES	PENCIL

CAR	DOLLS	BOOKS	BICYCLE

GOOD LUCK

Appendix 4

Individual Scores

(4) Student number 1

$$IM = \frac{(2 \text{ x RA}) + ES}{TS} \text{ x } 100$$

$$= \frac{(2 \text{ x } 17) + 37}{100} \text{ x } 100$$

$$= 71$$

(5) Student number 2

$$IM = \frac{(2 \text{ x RA}) + ES}{TS} \text{ x } 100$$

$$= \frac{(2 \text{ x } 14) + 34}{100} \text{ x } 100$$

$$= 62$$

(6) Student number 3

$$IM = \frac{(2 \text{ x RA}) + ES}{TS} \text{ x } 100$$

$$= \frac{(2 \text{ x } 12) + 37}{100} \text{ x } 100$$

$$= 61$$

(7) Student number 4

$$IM = \frac{(2 \times RA) + ES}{TS} \times 100$$

$$= \frac{(2 \times 19) + 37}{100} \times 100$$

$$= 75$$

(8) Student number 5

$$IM = \frac{(2 \times RA) + ES}{TS} \times 100$$

$$= \frac{(2 \times 15) + 35}{100} \times 100$$

$$= 65$$

(9) Student number 6

$$IM = \frac{(2 \times RA) + ES}{TS} \times 100$$

$$= \frac{(2 \times 26) + 38}{100} \times 100$$

$$= 90$$

(10)   Student number 7

$$IM = \frac{(2 \times RA) + ES}{TS} \times 100$$

$$= \frac{(2 \times 20) + 37}{100} \times 100$$

$$= 77$$

(11)   Student number 8

$$IM = \frac{(2 \times RA) + ES}{TS} \times 100$$

$$= \frac{(2 \times 18) + 33}{100} \times 100$$

$$= 69$$

(12)　Student number 9

$$IM = \frac{(2 \times RA) + ES}{TS} \times 100$$

$$= \frac{(2 \times 23) + 38}{100} \times 100$$

$$= 84$$

(13)　Student number 10

$$IM = \frac{(2 \times RA) + ES}{TS} \times 100$$

$$= \frac{(2 \times 23) + 37}{100} \times 100$$

$$= 83$$

(14)　Student number 11

$$IM = \frac{(2 \times RA) + ES}{TS} \times 100$$

$$= \frac{(2 \times 20) + 38}{100} \times 100$$

$$= 78$$

(15)　Student number 12

$$IM = \frac{(2 \times RA) + ES}{TS} \times 100$$

$$= \frac{(2 \times 24) + 37}{100} \times 100$$

$$= 85$$

(16)   Student number 13

$$IM = \frac{(2 \times RA) + ES}{TS} \times 100$$

$$= \frac{(2 \times 20) + 38}{100} \times 100$$

$$= 78$$

(17)   Student number 14

$$IM = \frac{(2 \times RA) + ES}{TS} \times 100$$

$$= \frac{(2 \times 18) + 36}{100} \times 100$$

$$= 72$$

(18)   Student number 15

$$IM = \frac{(2 \times RA) + ES}{TS} \times 100$$

$$= \frac{(2 \times 15) + 10}{100} \times 100$$

$$= 40$$

(19)   Student number 16

$$IM = \frac{(2 \times RA) + ES}{TS} \times 100$$

$$= \frac{(2 \times 15) + 28}{100} \times 100$$

$$= 58$$

(20)   Student number 17

$$IM = \frac{(2 \times RA) + ES}{TS} \times 100$$

$$= \frac{(2 \times 17) + 10}{100} \times 100$$

$$= 44$$

(21)   Student number 18

$$IM = \frac{(2 \times RA) + ES}{TS} \times 100$$

$$= \frac{(2 \times 18) + 24}{100} \times 100$$

$$= 60$$

(22)   Student number 19

$$IM = \frac{(2 \times RA) + ES}{TS} \times 100$$

$$= \frac{(2 \times 20) + 35}{100} \times 100$$

$$= 75$$

(23)   Student number 20

$$IM = \frac{(2 \times RA) + ES}{TS} \times 100$$

$$= \frac{(2 \times 19) + 37}{100} \times 100$$

$$= 75$$

(24)   Student number 21

$$IM = \frac{(2 \times RA) + ES}{TS} \times 100$$

$$= \frac{(2 \times 19) + 36}{100} \times 100$$

$$= 74$$

(25)   Student number 22

$$IM = \frac{(2 \text{ x RA}) + ES}{TS} \text{ x } 100$$

$$= \frac{(2 \text{ x } 23) + 37}{100} \text{ x } 100$$

$$= 83$$

(26)   Student number 23

$$IM = \frac{(2 \text{ x RA}) + ES}{TS} \text{ x } 100$$

$$= \frac{(2 \text{ x } 22) + 37}{100} \text{ x } 100$$

$$= 81$$

(27)   Student number 24

$$IM = \frac{(2 \text{ x RA}) + ES}{TS} \text{ x } 100$$

$$= \frac{(2 \text{ x } 18) + 35}{100} \text{ x } 100$$

$$= 71$$

(28)   Student number 25

$$IM = \frac{(2 \text{ x RA}) + ES}{TS} \text{ x } 100$$

$$= \frac{(2 \text{ x } 26) + 39}{100} \text{ x } 100$$

$$= 87$$

(29)   Student number 26

$$IM = \frac{(2 \text{ x RA}) + ES}{TS} \text{ x } 100$$

$$= \frac{(2 \times 17) + 37}{100} \times 100$$

$$= 71$$

(30)   Student number 27

$$IM = \frac{(2 \times RA) + ES}{TS} \times 100$$

$$= \frac{(2 \times 18) + 20}{100} \times 100$$

$$= 56$$

(31)   Student number 28

$$IM = \frac{(2 \times RA) + ES}{TS} \times 100$$

$$= \frac{(2 \times 18) + 38}{100} \times 100$$

$$= 74$$

(32)   Student number 29

$$IM = \frac{(2 \times RA) + ES}{TS} \times 100$$

$$= \frac{(2 \times 16) + 36}{100} \times 100$$

$$= 68$$

(33)   Student number 30

$$IM = \frac{(2 \times RA) + ES}{TS} \times 100$$

$$= \frac{(2 \times 14) + 37}{100} \times 100$$

$$= 65$$

(34)   Student number 31

$$IM = \frac{(2 \times RA) + ES}{TS} \times 100$$

$$= \frac{(2 \times 9) + 20}{100} \times 100$$

$$= 38$$

(35)   Student number 32

$$IM = \frac{(2 \times RA) + ES}{TS} \times 100$$

$$= \frac{(2 \times 12) + 36}{100} \times 100$$

$$= 60$$

(36)   Student number 33

$$IM = \frac{(2 \times RA) + ES}{TS} \times 100$$

$$= \frac{(2 \times 21) + 38}{100} \times 100$$

$$= 90$$

(37)   Student number 34

$$IM = \frac{(2 \times RA) + ES}{TS} \times 100$$

$$= \frac{(2 \times 15) + 34}{100} \times 100$$

$$= 64$$

(38)   Student number 35

$$IM = \frac{(2 \times RA) + ES}{TS} \times 100$$

$$= \frac{(2 \text{ x } 18) + 10}{100} \text{ x } 100$$

$$= 46$$

(39)　　Student number 36

$$IM = \frac{(2 \text{ x RA}) + ES}{TS} \text{ x } 100$$

$$= \frac{(2 \text{ x } 17) + 35}{100} \text{ x } 100$$

$$= 69$$

(40)　　Student number 37

$$IM = \frac{(2 \text{ x RA}) + ES}{TS} \text{ x } 100$$

$$= \frac{(2 \text{ x } 18) + 38}{100} \text{ x } 100$$

$$= 74$$

Appendix 5

Students Mastery Level

Code of the Student	Student's Answer			Total Utterances	Sum of Correct Answer	Score	Grade
	Right Answer	Wrong Answer	Essay Answer				
S1	17	13	37	100	71	71	B
S2	14	16	34	100	62	62	C
S3	12	18	37	100	61	61	C
S4	19	11	37	100	75	75	B
S5	15	15	35	100	65	65	C
S6	26	4	38	100	90	90	A
S7	20	10	37	100	77	77	B
S8	18	12	33	100	69	69	C
S9	23	7	38	100	84	84	A
S10	23	7	37	100	83	83	A
S11	20	10	38	100	78	78	B
S12	24	6	37	100	85	85	A
S13	20	10	38	100	78	78	B
S14	18	12	36	100	72	72	B
S15	15	15	10	100	40	40	E
S16	15	15	28	100	58	58	D
S17	17	13	10	100	44	44	E
S18	18	12	24	100	60	60	C

S19	20	10	35	100	75	75	B
S20	19	11	37	100	75	75	B
S21	19	11	36	100	74	74	B
S22	23	7	37	100	83	83	A
S23	22	8	37	100	81	81	A
S24	18	12	35	100	71	71	B
S25	26	4	39	100	87	87	A
S26	17	13	37	100	71	71	B
S27	18	12	20	100	56	56	D
S28	18	12	38	100	74	74	B
S29	16	14	36	100	68	68	C
S30	14	16	37	100	65	65	C
S31	9	21	21	100	38	38	D
S32	12	18	36	100	60	60	C
S33	21	9	38	100	90	90	A
S34	15	15	34	100	64	64	B
S35	18	12	10	100	46	46	E
S36	17	13	35	100	69	69	C
S37	18	12	38	100	74	74	B

Appendix 6

Decision Letter from Dekanat

KEPUTUSAN
DEKAN FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI SEMARANG
Nomor: 108/FBS/2015
Tentang
PENETAPAN DOSEN PEMBIMBING SKRIPSI/TUGAS AKHIR SEMESTER
GASAL/GENAP
TAHUN AKADEMIK 2014/2015

Menimbang : Bahwa untuk memperlancar mahasiswa Jurusan/Prodi BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris Fakultas Bahasa dan Seni membuat Skripsi/Tugas Akhir, maka perlu menetapkan Dosen-dosen Jurusan/Prodi BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris Fakultas Bahasa dan Seni UNNES untuk menjadi pembimbing.

Mengingat : 1. Undang-undang No.20 Tahun 2003 tentang Sistem Pendidikan Nasional (Tambahan Lembaran Negara RI No.4301, penjelasan atas Lembaran Negara RI Tahun 2003, Nomor 78)
2. Peraturan Rektor No. 21 Tahun 2011 tentang Sistem Informasi Skripsi,UNNES
3. SK. Rektor UNNES No. 164/O/2004 tentang Pedoman penyusunan Skripsi/Tugas Akhir Mahasiswa Strata Satu (S1) UNNES.
4. SK Rektor UNNES No.162/O/2004 tentang penyelenggaraan Pendidikan UNNES;

Menimbang : Usulan Ketua Jurusan/Prodi BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris Tanggal 7 Januari 2015

MEMUTUSKAN

Menetapkan :

PERTAMA : Menunjuk dan menugaskan kepada:
1. Nama : MARIA JOHANA ARI WIDAYANTI, S.S., M.Si
   NIP : 197405162001122001
   Pangkat/Golongan : III/D
   Jabatan Akademik : Lektor Kepala
   Sebagai Pembimbing I
2. Nama : Hendi Pratama, S.Pd., M.A.
   NIP : 198505282010121006
   Pangkat/Golongan : III/B
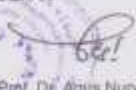   Jabatan Akademik : Asisten Ahli
   Sebagai Pembimbing II

Untuk membimbing mahasiswa penyusun skripsi/Tugas Akhir :
Nama : RIZKA PUTRIANI
NIM : 2201411061
Jurusan/Prodi : BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris
Topik : Students Abilities in Using Personal Pronouns in Their English Sentences (A Case Study at The Eight Grade of SMP N 3 Jepara)

KEDUA : Keputusan ini mulai berlaku sejak tanggal ditetapkan.

DITETAPKAN DI : SEMARANG
PADA TANGGAL : 8 Januari 2015
DEKAN

Tembusan
1. Pembantu Dekan Bidang Akademik
2. Ketua Jurusan
3. Petinggal

2201411061
FM-03-AKD-24/Rev. 00

Prof. Dr. Agus Nuryatin, M.Hum.
NIP 196008031989011001

Appendix 7

Permission Letter from Dekanat

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SEMARANG
FAKULTAS BAHASA DAN SENI
Gedung B0, Kampus Sekaran, Gunungpati, Semarang 50229
Telp./Fax (024) 8508010, Email: fbs@unnes.ac.id
Laman: http://fbs.unnes.ac.id

Nomor   : 1615/UN37.1.2/LT/2015
Lamp.   : -
Hal   : Permohonan Izin Penelitian

Yth. **Kepala SMP Negeri 3 Jepara**
di tempat

Dengan hormat kami beritahukan bahwa dalam rangka penyusunan skripsi mahasiswa kami,

nama	: Rizka Putriani
nim	: 2201411061
jurusan	: Bahasa dan Sastra Inggris
program studi	: Pendidikan Bahasa Inggris
jenjang	: S1
tahun akademik	: 2014/2015
judul	: Students Abilities in Using Personal Pronouns in Their English Sentences (A Case Study at the Eight Grade of SMP N 3 Jepara).

akan mengadakan penelitian di **SMP Negeri 3 Jepara**, waktu pelaksanaan **April 2015 s.d. Mei 2015**. Untuk itu kami mohon Saudara berkenan memberikan izin kepada mahasiswa di atas untuk kepertuan tersebut.

Atas perhatian dan kerja sama Saudara, kami sampaikan terima kasih.

Semarang, 16 April 2015
Dekan

Prof. Dr. Agus Nuryatin, M.Hum.
NIP 196008031989011001

Tembusan:
1. Pembantu Dekan Bidang Akademik
2. Ketua Jurusan
3. Pertinggal

FM-05-AKD-24

Appendix 8

Observation Letter from SMP Negeri 3 Jepara

PEMERINTAH KABUPATEN JEPARA
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
UNIT PELAKSANA TEKNIS
SMP NEGERI 3 JEPARA
TERAKREDITASI A
Jalan Sunan Mantingan Jepara Telp. (0291) 591522
E-mail : smpn3_jpr@yahoo.co.id

SURAT KETERANGAN
Nomor : 070/228

Yang bertanda tangan di bawah ini :

Nama	:	Drs. Masrukin, M.Pd
NIP	:	196512251995121002
Pangkat/Golongan	:	Pembina, IV/a
Jabatan	:	Kepala Sekolah

Menerangkan bahwa :

Nama	:	Rizka Putriani
NIM	:	2201411061
Jurusan	:	Bahasa dan Sastra Inggris
Program Studi	:	Pendidikan Bahasa Inggris

Yang bersangkutan telah mengadakan penelitian di SMP N 3 Jepara Rabu 13 Mei 2015 dan Kamis 21 Mei 2015 dengan judul *Students Abilities in Using Personal Pronouns in Their English Sentences (A Case Study at the Eight Grade of SMP N 3 Jepara.*

Demikian Surat Keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Jepara, 21 Mei 2015
Kepala SMP N 3 Jepara

Drs. Masrukin, M.Pd
NIP. 196512251995121002

Appendix 9

Documentation

The following pictures were taken when I taught the eight grade students of SMP N 3 Jepara. I explained the lesson of personal pronouns. I gave the students some papers about personal pronouns, the types of personal pronouns, and also the functions of them in the sentences. The students were silent and paid attention to my explanation. Besides, I also gave the students some examples of personal pronouns which related to their daily life. In addition, I made some exercises and asked the students to answer. They could discuss with their friends before they answered the exercises.

The following pictures were taken in the second meeting. In second meeting, I gave the students a test. The test was divided into three parts. They were filling the blanks, missing words, and writing essay. The students had 90 minutes to do the test. I explained the instructions of doing the test.