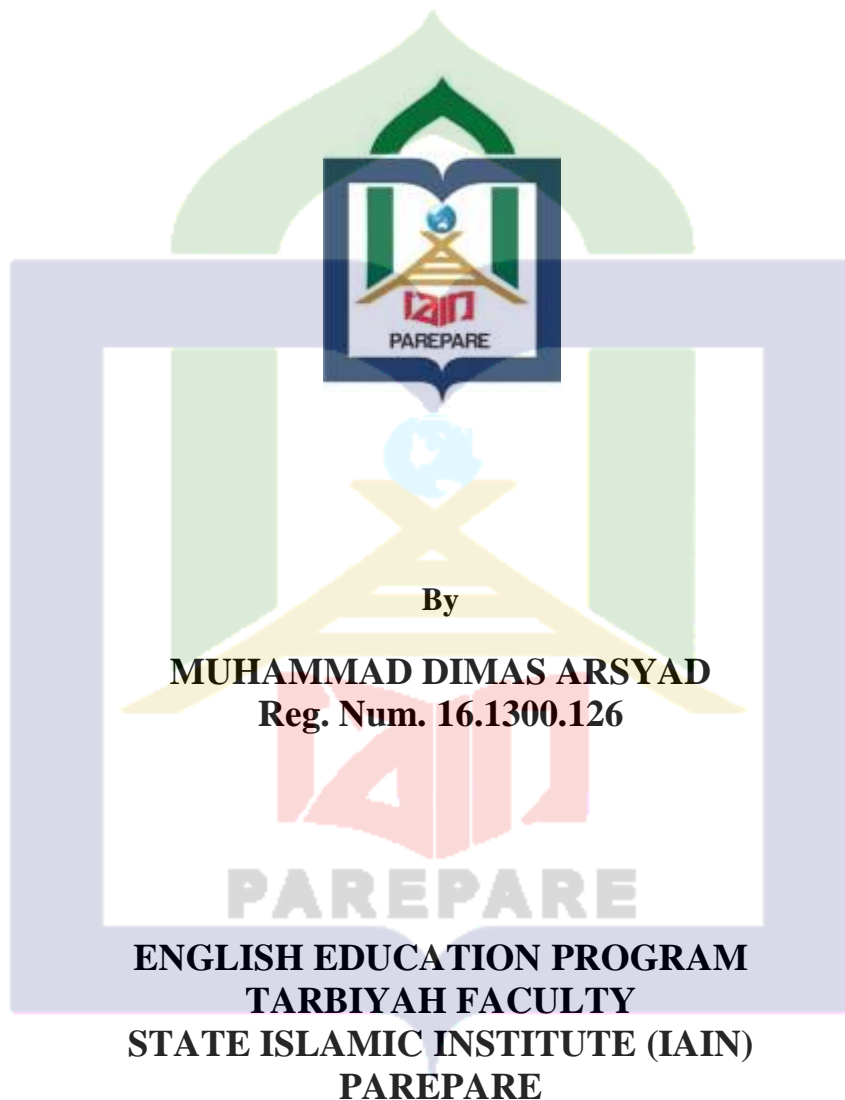


# **THESIS**

**AN ANALYSIS ON THE USE OF PRONOUNS IN DESCRIPTIVE TEXT  
MADE BY SEVENTH GRADE STUDENTS AT SMPN 2 PAREPARE**



**2021**

# **THESIS**

## **AN ANALYSIS ON THE USE OF PRONOUNS IN DESCRIPTIVE TEXT MADE BY SEVENTH GRADE STUDENTS AT SMPN 2 PAREPARE**



By

**MUHAMMAD DIMAS ARSYAD**

**Reg. Num. 16.1300.126**

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic  
Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of  
Sarjana Pendidikan (S.Pd)

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

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## THESIS

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This Thesis not merely the writer own work because of having greatly improved by some great people around the writer who suggested and guided by giving comments and advise to make it better. The writer realizes that writing contains a few errors, even though she tried to do his best. The writer spent a lot of time writing this paper. He expects that it will useful information and give new knowledge for anyone who reads it. During the period of conducting the research and writing this paper, the writer got manly valuable contribution from several people in order to complete it. Therefore, the writer would like to express sincere thanks and appreciation to:

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Finally, the researcher expects this “Thesis” will give helpful information for development of education and become an inspiration for people who read it.

Parepare, March 23<sup>th</sup>, 2021

The Researcher



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## DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Text Made by Seventh Grade Students at SMPN 2  
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State that this thesis is his own writing and if can be proved that it was copied, duplicated or complied by any other people, this thesis and the degree that has been gotten would be postponed.

Parepare, March 23<sup>th</sup>, 2021

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## ABSTRACT

**Muhammad Dimas Arsyad.** *An Analysis the Use of Pronoun in Descriptive Text Made by Seventh-Grade Students at Junior High School 2 Parepare* (Supervised by Hj. Nurhamdah and Mujahidah).

This research describes Students' ability on the use of pronoun made by seventh-grade students at Junior High School 2 Parepare. The problem of this research is: what are the students' abilities on the use pronoun and what are students' difficulties on the use of the pronoun. The research aims to find out the ability and difficulties of the students' Junior high school 2 Parepare at the seventh-grade students.

The researcher applied the case study which the data was obtained from the test and questionnaire. The subject of this research is all the seventh-grade students at Junior High School 2 Parepare with a total number of 320 students. It will be taken 32 from 320 students to be a sample of this research. To take the sample the research uses a purposive sample. It means, the sample used comes from the teacher's recommendation

In collecting data, the research uses two techniques: test and questionnaire. Then, all the data are analyzed by using descriptive qualitative.

The result of this research indicated that Students' ability of the seventh-grade at SMPN 2 Parepare is in a good category with the highest score of 78.1%. Why some of the students at Junior High School 2 Parepare especially class 7.7 confused in using pronoun? This is a basic lesson in English. What makes them difficult to use pronoun? Based on the test of the research, the researcher finds some of the students still have problem in using a pronoun specially to distinguish the correct pronoun in a correct place. From the questionnaire, the research founds three difficult that makes them confused to using pronoun. They are; comprehension, wrong pronoun, and wrong place.

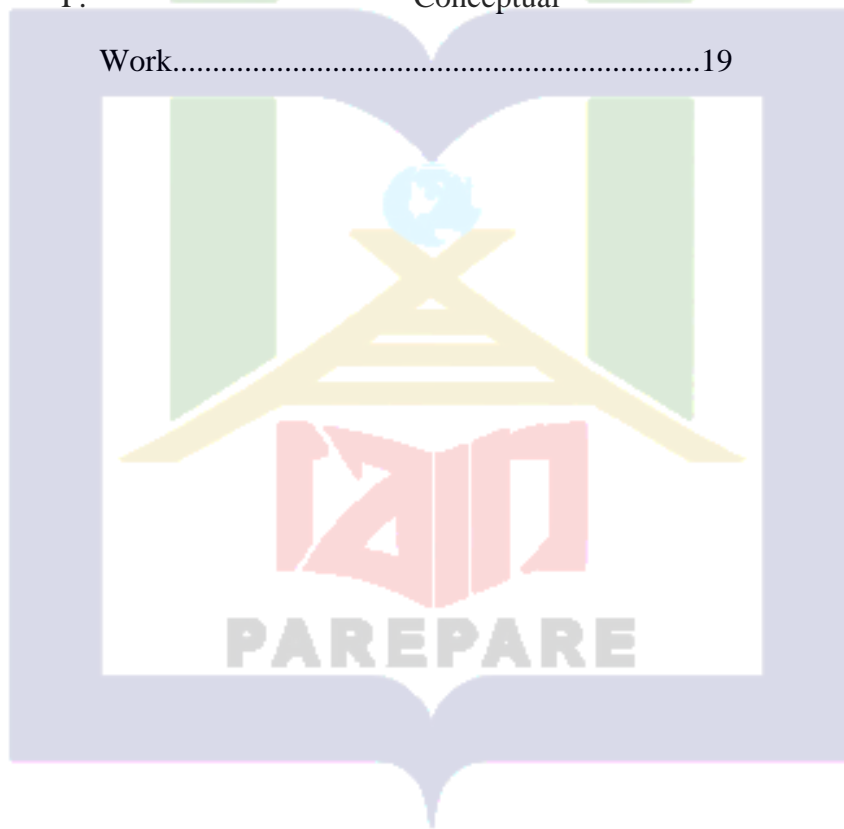
These three difficulties greatly affect students' ability to use pronoun. Some of the students are still confused about the comprehension of pronoun. A lot of them confused to distinguish kind of pronoun well. They are also can not recognize the position of pronouns. Some of them also know the pronoun but wrong to use in a sentence.

**Keywords:** *Pronoun, Ability, Difficulty.*

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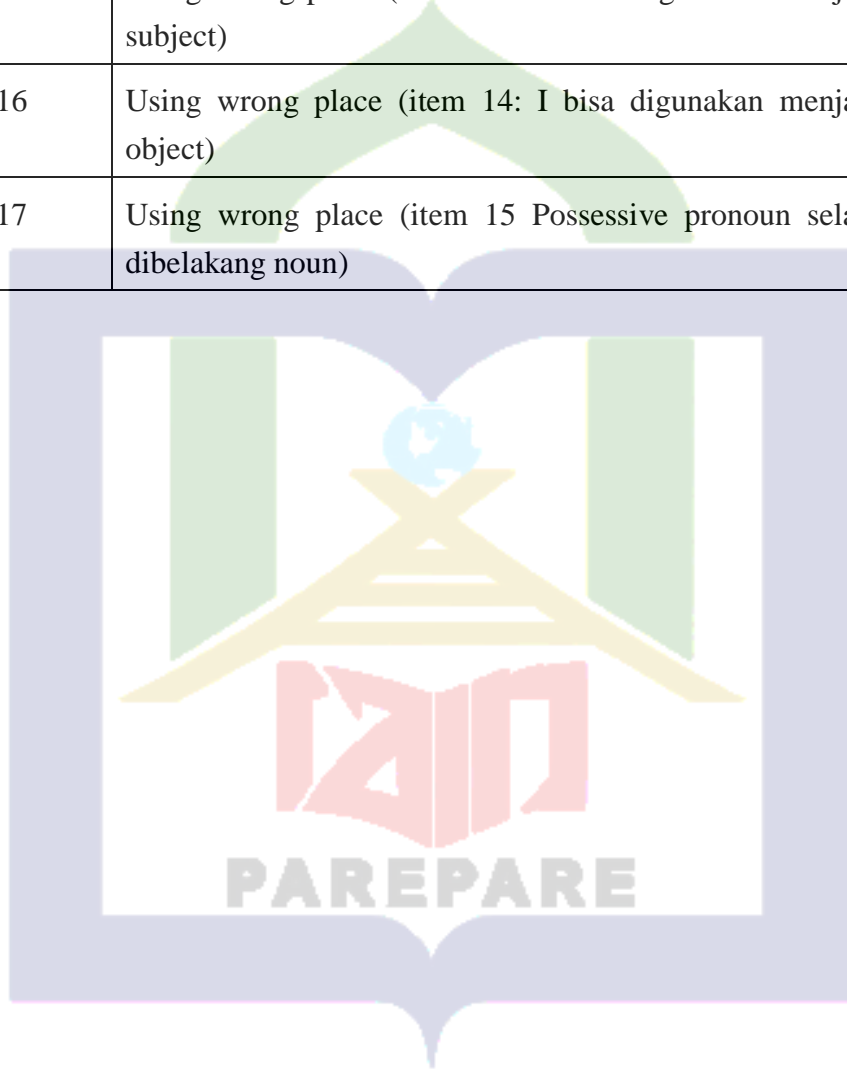


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## CHAPTER I

### INTRODUCTION

#### A. Research Background

In learning English, the learners will learn two aspects that must be mastered. Firstly, language competence such as vocabulary, sound, and grammar. Secondly, the four language skills; listening, speaking, reading, and writing.

According to Penny Ur “writing is the expression of an idea”.<sup>1</sup> This means that when students or individuals can write, they can communicate their emotions, perceptions, thoughts and views to other individuals. Nevertheless, to be able to write English, individuals should always try to write and practice it.

For certain students, writing is a struggle. Therefore, if they want to write something, students should have comprehensive knowledge, because it will help their writing. Writing English often meets experiences to be exercised, studied, and trained.

It could refer to its type when talking about literature, such as descriptive, narration, and recounting text. And one of the qualifications for students in the second year of Junior High School based on the national curriculum in Indonesia is the ability to compose descriptive text. So, for students to be able to compose a coherent letter, it is a must.

According to Mulyono and M. J. Ari Widayanti, the definition of descriptive text is the text which is used to describe a place, person and thing”.<sup>2</sup> Relating with this statement it can be said that descriptive text tells or describe detail information of places like Jakarta, a person like Barack Obama and thing like Samsung S20. Detailed details when defining the names, skin color, hairstyle,

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<sup>1</sup> Penny Ur, *A course in Language Teaching: Practice and Theory*, Cambridge, (Cambridge University Press, 1986), p.163

<sup>2</sup> Mulyono and M. J. Ari Wdayanti, *English Alive for Senior High School*, (Yudhistira Jakarta Timur), p.98

ages, ethnicity, telephone, work, etc. of people. Students ought to clarify the object in depth and the purpose of descriptive text is to illustrate things in detail so that their explanation is understood by the reader. The descriptive text outline consists of the two-part identification of the subject and the detailed description itself, typically informing the readers persons, location, animal, etc.

Mastering grammar is very relevant in prose. It is a central feature of linguistic supremacy. Grammar is a description of a language's form and how linguistic units are combined to create sentences in the language, such as terms and phrases. This suggests that language capacity can be measured depending on the grammar used, whether spoken or written. Even, the use of grammar can affect the sense of language.

A pronoun is a word that takes the place of a common noun or a proper noun.<sup>3</sup> English grammar is distinct from Indonesian grammar; a personal pronoun is used or possessive pronoun, for example. There are several personal pronoun forms in English and they still have various positions and roles, as the first person in English is used as a subject (he), object (him), possessive adjective (my), possessive pronoun (mine) and reflexive pronoun (mine) (myself). First-person "Saya" in Indonesia is used in any position in sentences and does not change, making it confusing for students to use English grammar.

Pronouns have several types: Personal pronouns (subject and object pronouns), possessive pronouns, reflexive pronouns, demonstrative pronouns, interrogative pronouns, relative pronouns, indefinite pronouns, and reciprocal pronouns. Furthermore, students should understand about position and function of using pronouns within a sentence. The use of pronouns is important in writing. It will be complicated if the student uses inappropriate pronouns in writing.

---

<sup>3</sup> Anne Seaton, *Basic English Grammar*, (United States of America: Saddleback Educational Publishing, 2007), 44.

Pronouns are divided into some types. Based on their types, it has different functions and positions.

There were three kinds of mistakes that were identified through previous studies. There were exclusion errors, extension errors, and mis-formation errors. The data told the readers that students' dominant errors were mis-formation errors. Through that argument, the fact that pronoun usage is necessary to understand should not be denied, since the sentence would be confusing without using the right pronoun.

Based on my observation with the teacher at SMPN 2 Parepare, the writer found that there were many students who only answer the test about pronoun without knowing the function. The students were not given special courses on personal pronouns, possessive pronouns, etc. They learned the pronouns through genre, grammar, and a little bit of translation text. Some of them did not understand in use and apply of pronouns correctly because they were confused about which ones were placed as a subject, an object, or how the possessive form.

Therefore, the students just knew the pronouns is only replace the name of people or thing. Because of that, the students were difficulty in using pronouns and applying them in descriptive text.

For this study, I choose An Analysis on the Use of Pronoun in Descriptive Text Made by Seventh Grade Students at SMPN 2 Model PAREPARE. Pronouns are important to discuss because by having the knowledge about it, the students are not confused to make sentence correctly. They will no longer confuse to show person as first, second, and third person, or how the students show possession as first, second, and third person. It is a basic knowledge of English should be mastered. Thus, it is introduced to students since beginning level.

## **B. Research Question**

The problem of this study can be formulated as follow:

1. What are the Students' abilities on the use of pronouns in descriptive text?
2. What are the Students' difficulties on the use of pronouns in descriptive text?

## **C. Objective of Research**

1. To analyze the students' abilities on the use of pronouns in descriptive text
2. To find out difficulties on the use of pronouns made by the students in descriptive text.

## **D. The Significant of Research**

The results of this study were expected to be very valuable to:

1. For the teachers of English to get clear information about pronouns and the use of the pronoun in descriptive text.
2. For the student will get the right treatment to use all kinds of pronouns and the right way how to use a pronoun in descriptive text.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Finding

Many relevant researchers deal with the research about using pronouns in writing especially descriptive text. There is relevant research that has relevancy to my research:

A researcher was conducted by Dwi Anggraeni An Analysis of Students' Errors in Using Personal Pronouns on Writing Descriptive Text of the Tenth Grade Student of SMK Al-Mina Bandungan. The objectives of this study were to find the types of an error made by students in using the personal pronoun in writing descriptive text and to find out the causes made by students in using the personal pronoun in writing descriptive text. The researcher used descriptive research to analyze this research. In this research, the researcher used questionnaires to collect the data of students.

Based on the data described in the previous chapter, the researcher concluded that the tenth-grade students of Tata Busana class in SMK Al-Mina Bandungan were still confused in using a personal pronoun. There were 48 errors in using a personal pronoun. They were confused mostly in the proper usage of the personal pronoun. It was provided by the number of errors in mis information which is achieved 24 errors or 50% from all errors.

They often used the possessive adjective pronoun as the subject of the sentence. The second number of the most common error made by students was an addition. The error, also, was 14 number of errors or 29.16% from all errors. The students could not distinguish between "*its's*" and "*its*". They thought those had the same meaning. Moreover, the students also made errors in omission. The students often forgot to put appropriate personal pronoun preferred to the subject.

In this research, some sentences consisted of errors in omission made by students. The number of errors in omission in this research was 8 errors or 16.67% of all errors. The last error made by the students was disordering. The students seemed confused in placing appropriate pronouns. They used appropriate pronouns but the placement was wrong. In this research, the number of errors in disordering was 2 errors or 4.16% from all errors.<sup>4</sup>

The research was conducted by Sepni Mardiana research with entitled “An Error Analysis of Students’ Usage of Personal Pronouns in Writing Descriptive Paragraphs at Junior High School 23 Pekanbaru”. The researcher used descriptive research to analyze this research. In this research, the researcher used a test to collect the data of students’ errors in using personal pronouns in descriptive paragraph writing. Based on results, the researcher concluded that the forms of mistake made by second grade students of State Junior High School 23 Pekanbaru in their English writing from the lowest percentage to the highest were a percentage disorder error of 4.16 percent, percentage omission errors of 16.67 percent, percentage addition errors of 29.16 percent, and mis selection error 50.01 percent.<sup>5</sup>

A researcher was conducted by Dinnie Hijrie Firdausi entitled “An Analysis on Students” Errors in Using Personal Pronouns (A Case Study at the First Grade of Junior High School of Yayasan Miftahul Jannah)”, the writer used descriptive analysis in form of qualitative. The aim of the study was to learn by questionnaire and measure the kinds of mistakes made by the students in the descriptive paragraph.

---

<sup>4</sup> Dwi Anggreni, An Analysis of Students’ Errors in Using Personal Pronouns on Writing Descriptive Text of the Tenth Grade Students’ of SMK AL-MINA BANDUNGAN, Skripsi pada State Institute for Islamic Studies Bandung, Bandung 2019, p.78.

<sup>5</sup> Sepni Mardiani, An Error Analysis of Students’ Usage of Personal Pronouns in Writing Descriptive Paragraphs at Junior High School of 23 Pekanbaru, Skripsi pada UIN Sultan Syarif Kasim Riau Pekanbaru, Riau Pekanbaru 2019, p.47

The study analysis finding that: Topic pronoun is the most common mistakes made by SMP YMJ first-grade students with a percentage of 68.7 percent. In comparison, the reviewer concluded that the overall omission errors were 11 errors or 3.7 percent at the grammar text level, adding 1 error or 0.3 percent at the content level. The error of selection was 278 errors or 95.8% (error in substance level were 7 errors or 2.4%, in grammar level were 257 errors or 88.6%, and in discourse-level were 14 errors or 4.8%), while there were no errors found in disordering.

From the calculation of the data, an error of selection is the most frequent errors done by the first-grade students of SMP YMJ with a percentage of 95.8%. Moreover, it is followed by an error of omission with a percentage of 3.7%, and an error of addition only 0.3%.<sup>6</sup>

From the previous study above there are two steps in their research, the first is giving a questionnaire and the second is giving a test. This research is nearer to Sepni Mardiana's research. In Sepni Mardiana's research, he focused to analyze the types of error are made by students on the use of the personal pronoun in descriptive text and the causes of error are made in students' writing, but in this research, the researcher focuses on the use of personal pronoun and possessive pronoun made by students in descriptive text and the difficulties on the use of the pronoun in descriptive text.

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<sup>6</sup> Dinnie Hijrie Firdausi, An Analysis on the Students' Errors in Using Personal Pronouns at the First Grade of Junior High School of Yayasan Miftahul Jannah, Skripsi pada UIN Syarif Hidayatullah Jakarta, Jakarta 2014, p30



## B. Some Pertinent Ideas

### C. The Concept of Pronouns

#### 1. Definition of Pronouns

The researcher will give some definitions of pronouns. First the definition of pronoun according to Langan, pronouns are words that take the place of a noun (word for person, place, or things).<sup>7</sup> In addition, Payne in his book *Understanding English Grammar A Linguistic Introduction*, he wrote pronouns are a word that can be shorted to be a noun phrase. In fact, the word of pronoun means for a noun.<sup>8</sup> Pronouns commonly come after the noun they are replacing. In grammar, a pronoun is defined as a word or phrase that may be substituted or replaced for a noun or noun phrase, which once replaced, is known as the pronoun's antecedent.

In addition, many pronouns can to serve either of two functions. They may stand alone in noun function or they may act as an adjective (determine) that precedes descriptive adjectives. A pronoun is a word used instead of a noun or noun equivalent. The meaning of pronouns is restricted to the relation or referred by a pronoun is noun equivalent.

From the explanation above, the writer concludes that a pronoun is a word to avoid repetition of the noun. The pronoun is used in place of a noun or nouns. Common pronouns include he, her, him, I, it, me, she, them, they, us, and we.

Without pronouns, we'd constantly have to repeat nouns, and that would make our speech and write repetitive, not to mention complicated. Using pronouns help the flow of sentences and makes them more dynamic and interesting.

---

<sup>7</sup> John Langan, *Sentence Skill: A Workbook for Writers*, (Boston: McGraw Hill, 2003) p.197

<sup>8</sup> Thomas E. Payne, *Understanding English Grammar A Linguistic Introduction*, (New York: Cambridge University Press, 2011), p. 122

## 2. The Kinds of Pronouns.

Pronouns are divided into several groups depending on their meaning and how they are used in a sentence.<sup>9</sup> There are:

### a. Personal Pronouns

Personal pronouns are always specific and are often used to replace a noun or collective group of all people or things. Personal pronouns have two main groups, refers to:

#### 1) Replace the subject of the sentence.

A Pronoun is used to act as the subject of the sentence. Such as: I, you, we, they, he, she, it.

Example: I have a cat. It is called Bollo

He has a lot of money.

They have a cute kitty

#### 2) Replace the object of the sentence.

A Pronoun is used to act as the object of the sentence. Such as; me, you, him, her, it, us, them.

Example: My Grandpa gives me money.

That uncle buys iPhone 11 for her.

My friend makes them angry.

### b. Interrogative Pronouns

An interrogative pronoun introduces a question, either direct or indirect. They are three interrogative pronouns-who (for person), what (for thing), and which (for choice involving either person or things). The example:

#### 1) *Who* is your English teacher?

---

<sup>9</sup> Marcella Frank, *Modern English*, (New Jersey: Prentice Hall, 1972), p.21

*Mr. Ali* is my English teacher

- 2) *Whom* does John see?

John sees *Mary*

- 3) *Which* is your book?

My book is *the blue one*

#### c. Relative Pronouns

The relative pronoun extends to noun precedents that precede them immediately. Adjective clauses are implemented in which they act as a subject or object. For starters, the guy who answered the phone was rude (who is the subject of the verb answered in the adjective clause who answered the phone). The relative pronouns most commented on are who (for person), that (for person or thing), which (for things).

Example: The table, which sits in the hallway, is used for correspondence.

The car that crashed into the wall was blue.

Rendi who studies law, works for me.

Mr. Sponge who order you took, live in Japan

#### d. Demonstrative Pronouns

Inside a statement, demonstrative pronouns point out someone or something. The most common demonstrative pronouns are the following: this (plural these), and that (plural those). The words are called demonstrative pronouns, this, these, that, and those. They show words. When you refer to stuff around you, you use this and these ones. When you point to stuff further down, you use it and others.

Example: I prefer this.

These are beautiful.

#### e. Reflexive Pronouns

The pairing of self or self with one of the personal pronouns is a reflexive pronoun. Self is used for singular (him, she, it, my) and selves is used for plurality (your, our, them). Generally, reflexive pronouns apply to animate entities, usually persons. The most frequent use of reflexive pronouns is an object which, in other words, has the same identity as the subject, "reflects back" to the subject.

Example: A cat stretched itself at the park.

Upin and Ipin had baked themselves cakes.

Duta corrected himself

I told myself to try again

#### f. Reciprocal Pronouns

Those expressing mutual actions or relationships. The reciprocal pronoun indicates that the individual members of a plural subject mutually react one on the other. They are mainly used to stop complicated repetition in a sentence, but also to reinforce the idea that collective and reciprocal actions are happening to more than one person or thing. The reciprocal pronouns are each other and one another.

Example: Renatta and Hinata gave each other gifts.

The couple loves one another.

#### g. Indefinite Pronouns

Those referring to one or more unspecified objects, beings, or places, such as someone, somebody, anybody, anyone, no one, or nothing. Notice in the examples below that there is no set position for where an indefinite pronoun will appear in a sentence.

Example: Someone is sleeping in my bed

He would give anything to get into oxford

#### h. Possessive Pronoun

A possessive pronoun, such as: my, yours, ours, etc., is used to refer to a noun when it is understood. To refer to a single person/people or thing/things (the "antecedent") belonging to a person/people (and often belonging to an animal/animals or thing/things), we use possessive pronouns. The Example:

- 1) This is my book.                      This book is mine.
- 2) This is your pencil.                This pencil is yours
- 3) This is his pen.                      This pen is his
- 4) This is her notebook.              This notebook is hers.
- 5) This is our house.                 This house is ours.
- 6) These are your radios.            These radios are yours.

Based on the definition above, the writer limited discussion only two type of pronoun are personal pronoun as subject or as object and possessive pronoun.

#### 3. The Rule to Make Pronouns

The three rules below will help you to avoid common mistakes people make with a pronoun:

a. A pronoun must refer clearly to the word it replaces. A sentence maybe confusing and unclear if:

- 1) A pronoun appears to refer to more than one word, as in this sentence:

In my car, I locked my suitcase, and then it was stolen. What's been stolen? If the suitcase or the vehicle was stolen is unknown. It should be: I locked my suitcase in my car, and then my car was stolen.

- 2) The pronoun does not refer to any specific word, look at this sentence:

At that shop, we never buy fresh vegetables because they also charge

A ton. Who taxes too heavily? There is no single term they are referring to. Since the owners charge so much, we can never buy fresh vegetables at that shop.

- b. A pronoun must agree in number with the word or words it replaces.

The pronoun must be singular if the term pronoun applies to is singular.

The adjective must be plural if the word is plural. Pay heed to this sentence:

*Syukron decided to lend me his Coldplay album.*

*The teachers sipped Tea during their break.*

In the first example, the pronoun “his” refers to the singular word “Syukron”. In

the second example, the pronoun “their” refers to the plural word “Teachers”.

- c. Pronouns should not shift unnecessarily in point of view.

When writing a paper, be consist in your use of first-, second-, or third-person pronouns.

#### **D. Difficulty in learning Pronoun**

A difficulty is that some of the conceptions, which allow the students to solve correctly a given set of problem, sre found mistake when applied to more general situations. Based on the statement, it can be conclude that difficulties and error has relation each other, both of them has same goals to deal with students problem or mistake.

As researcher mentioned above that pronoun is one of the subject of grammar that must be mastered by students because the importance it. Martin parrot in his book Grammar for English Language Teacher made some list of typical difficulties for learners when they learn pronoun, they are; comprehension, selection, and wrong palace.

### 1. Comprehension

The first difficulties is comprehension. Comprehension is about understanding and responding to these message in a range of ways. Comprehension of pronouns is important to know because we can know whether students understand or not in learning pronoun. The meaning of difficulties in comprehension means the problem faced by students in recognizing pronoun in sentence.

### 2. Wrong Place

This difficulty is made by the student when the student chooses the wrong items in the right place. Different from omission where the items are not supplied at all, in difficulties of selection, the student supplies something even though that is incorrect. For example: *My Daddy gives two books to my sister and I*, word I is incorrect, because I the can be only as a subject in sentence.

### 3. Wrong Pronoun

Using wrong pronoun means there are pronoun incorrect function. Many students know to use the pronoun, but they still confused to place pronoun as a function. For example: *its no have tooth*. The sentence was written by using wrong personal pronoun. Kind of pronoun such as “*its*” were determining the possessive pronoun.<sup>10</sup>

## E. Descriptive Text

### 1. Definition of Descriptive Text

Descriptive text is a text that describes the features of someone, something, or a certain place. According to Ari Widjayanti M.J. that descriptions

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<sup>10</sup> Martin Parrot, *Grammar for English Language Teachers*, (Cambridge: Cambridge Press University, 2000), p350

are the texts which are used to describe a place, person, or thing.<sup>11</sup> Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such as happiness, fear, loneliness, gloom, and joy.

According to Knapp and Watkins, Definition makes the categorization or grouping into a framework that orders them for immediate and future reference of an almost endless set of perceptions, insights, and relationships, and helps us to know them either critically or subjectively, based on the writer's learning field or purpose.<sup>12</sup> The description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion. For example, the description about Jokowi is Jakarta governor, black hair, Indonesian, Javanese, kind man, wise, familiar, brave, smart, etc.

According to the definitions above, the writer concluded that descriptive text is a text that is created to describe nouns, people, places, and others. The description starts from the generality condition of the topic for example in the topic of Lake Toba the descriptive text explains the generality of Cool water weather most of the time in Indonesian, after that the second paragraph the writer will give a detail of Lake Toba like the location, deep, wide, view, etc. The goal of the description is the reader or audience will understand the detail of the description of the topic.

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<sup>11</sup> Ari Widayanti M.J, *English Alive*, (East Jakarta: Yudhistira, 2010) p.98

<sup>12</sup> Peter Knapp and Megan Watkins, *Genre, Text, Grammar*, (Australia: UNSW Press book, 2005), 97.



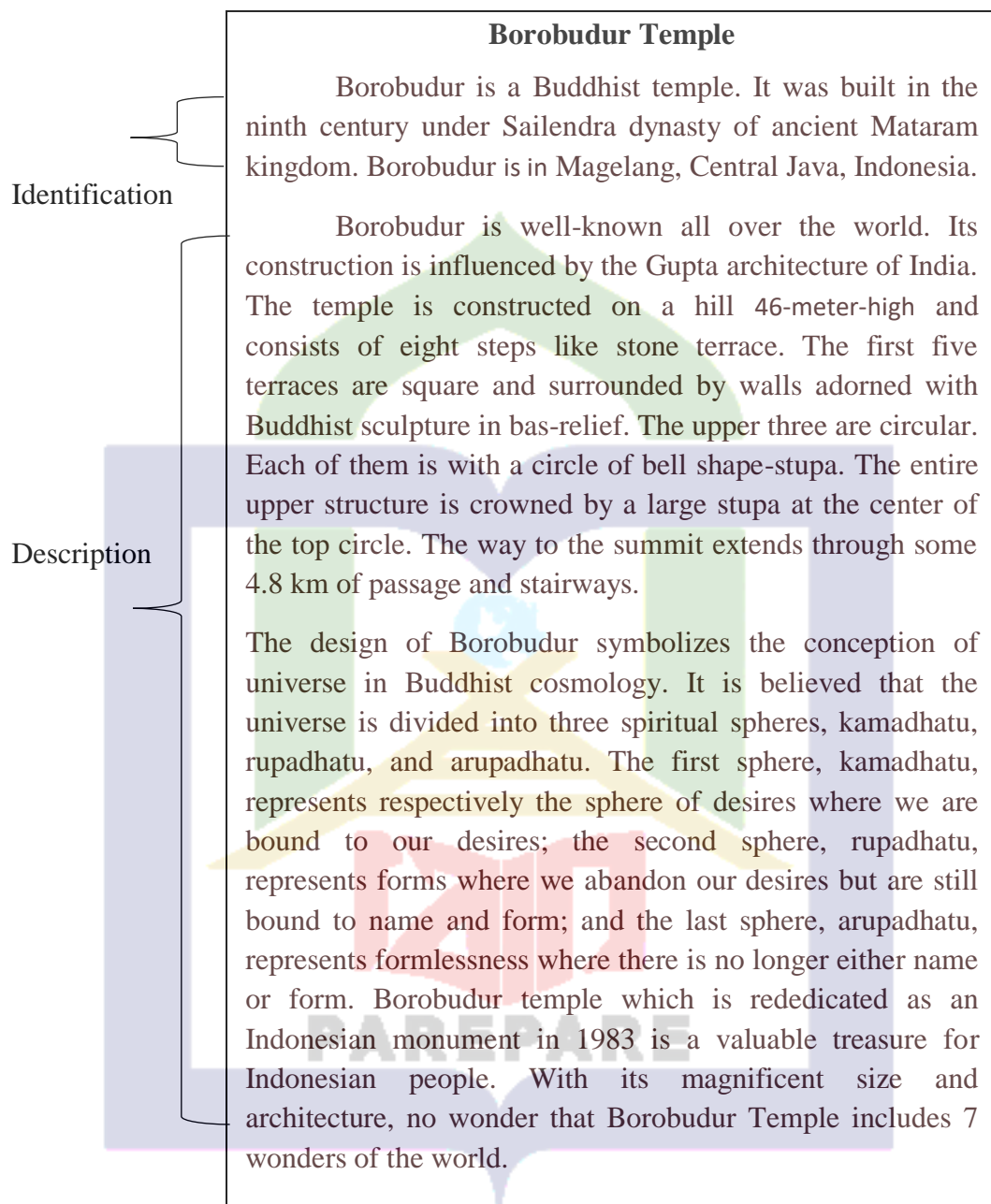


Figure 2.1. An Example of Descriptive Text

## 2. Generic Structure of Descriptive Text

The descriptive text has its generic structure, having two components: identification or classification, and description of features or we can say that conclusion. The generic structures of descriptive text below:

1. Identification: The aim of the first paragraph is to define an item you would like to describe. The identification purpose is to show the object that we will clarify to the reader before explaining the object in more depth in the next paragraph.
2. Description: The properties that are attached to something you have added to the reader in the first paragraph, such as form, Seventh, or physical appearance and characteristics, are found in the second paragraph and so on. It means a description contains an important picture or photo or words which give detail of physic appearance like a big body, thin, tall, medium, short, etc.

## 3. Language Features in Descriptive Text

There are some language features in the descriptive text as follow:

### a. Focus on a specific object.

There is a certain object of a single participant, it is not normal and special (only one). Sanur beach, my room, Prambanan temple, Aunt Paula, for instance.

### b. Using Adjective

For example, the use of the adjective (an adjective) to explain the noun (noun) is used for the following phrase: a beautiful beach, a beautiful guy, a popular place in Jepara, etc.

### c. Using Present Tense

Using the present tense sentence patterns, basic sentence patterns used to say the truth in object descriptions are easy to present.

#### d. Using Action Verb

Action verbs are verbs that indicate an activity (it is easy to observe the activity), such as driving, sleeping, walking, chopping, etc.

### 3. Kinds of Descriptive Text

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

#### a. Describing people

Typically, it is persons who are interesting to readers. Their presence, especially as it represents personality, is fascinating. One appears to think primarily of adjectives and perhaps adverbs when definition is mentioned. It is sometimes shocking to find that the correct use of verbs has mostly culminated in a particularly dramatic description. For example, suggesting that a person shambles or stumbles as he or she walks will give a clearer image of that than several adjectives might give a person.

#### b. Describing place

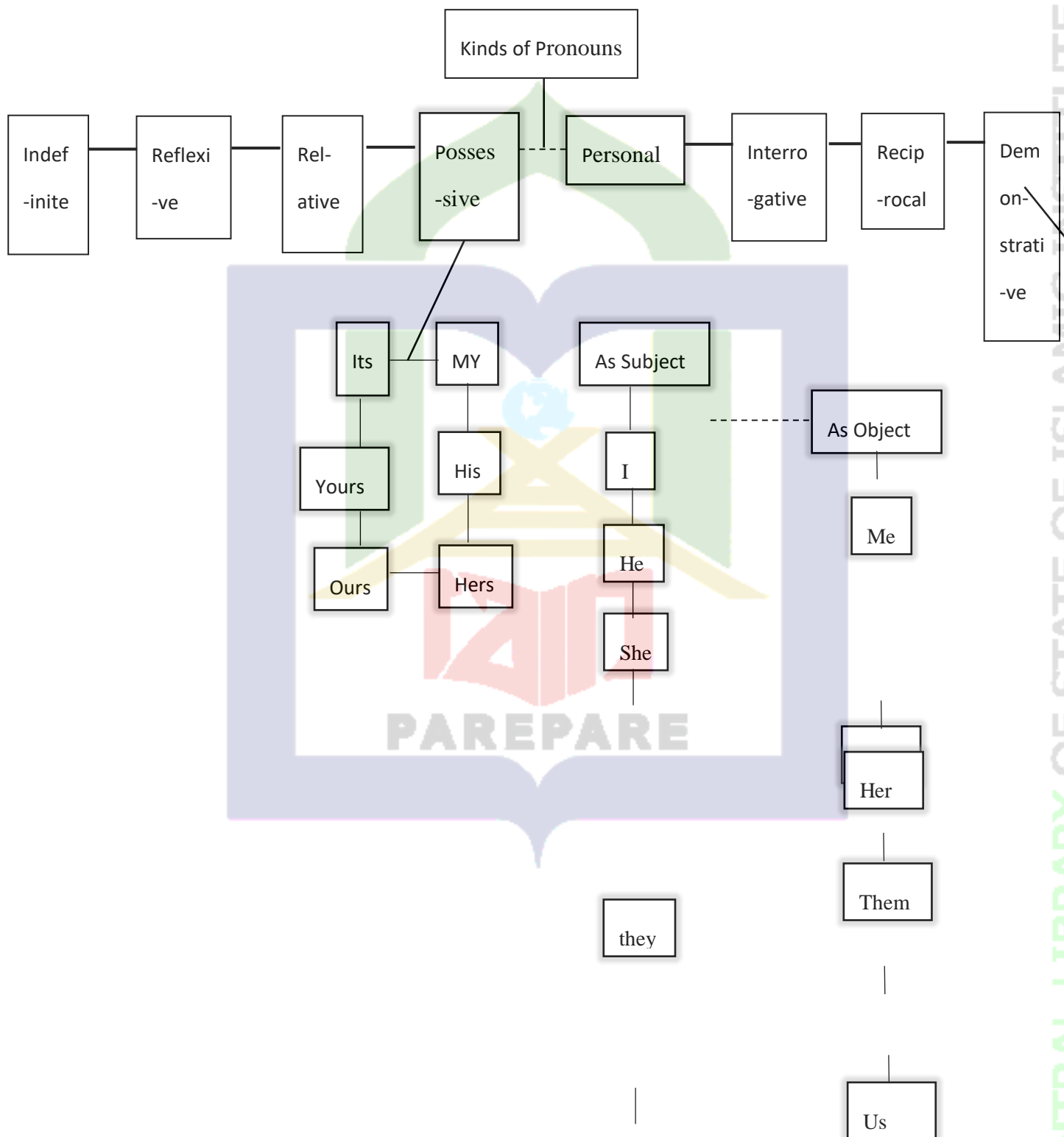
It is important how places look, smell and sound. There are several ways to determine the location description; are there impressions other than vision included? At a point in time, is the image caught? In a sequential sequence, are the specifics arranged? Is the same perspective held throughout? The adjective is colorful, and it is precise and expressive of the noun and verb.

#### c. Describing unit of time

Descriptions of time units are also used for attitude assessment. Descriptions of seasons, days, and times of the day are full of literature. See how in each of the following selections, the definition of a unit of time sets a certain mood, or emotional tone.

## F. Conceptual Framework

Conceptual framework of the research as follows;



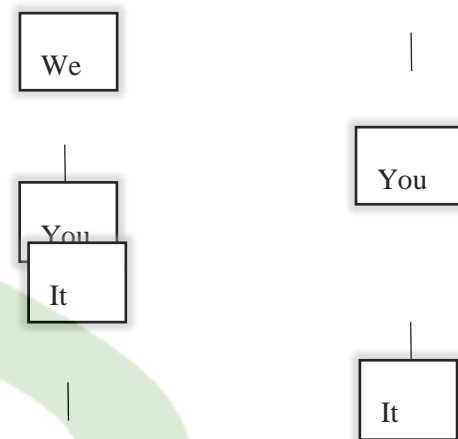


Figure 2.2. Scheme Conceptual Framework

#### G. Research Variable Definition

This research has one variable;

##### 1. Pronouns

The pronoun is word that has a function to substitute or replace a noun that has been mentioned previously and to avoid repetition of the noun. A pronoun is used in place of a noun or nouns. Common pronouns include he, her, him, I, it, me, she, them, they, us, and we. This research focused in kind of pronoun especially; personal pronoun, and possessive pronoun.

Focus on this research to analyze 2 kinds of pronoun, they are personal pronoun and possessive pronoun. Personal pronoun is divided into 2 parts, as a subject and as an object. As a subject is used to act as the subject of the sentence. Such as: I, you, we, they, he, she, it, while as an object is used to act the object of the sentence. Such as: me, you, him, her, it, us, them. Possessive pronoun to refer to a single person/people or thing/things (the "antecedent") belonging to a person/people (and often belonging to an animal/animals or thing/things). Such as: such as: my, yours, ours, etc.



## CHAPTER III

### METHODOLOGY OF THE RESEARCH

#### A. Research Design

The research method in this research is qualitative as a case study. The method uses in this research is a qualitative method. As Bogdan and Biklen state that qualitative is descriptive that data collected take the form of words or pictures rather than a number.<sup>13</sup> A case study is research to analyze an issue or problem. In this context, the issue or problem discussed students' using pronoun on writing descriptive text. The writer uses the case study method where the writer analysis the Students' English writing to know the Students' ability to usage pronoun and difficult the students on the use of pronoun, especially personal pronoun and possessive pronoun on descriptive text. After that, the writer describes the number of errors in the table form as the recapitulation of the errors the table form a student has made. The writer will describe the error in each sentence and give the reconstruction of the whole composition.

#### B. Location and Time of Research

The researcher will take place and conduct this research at SMPN 2 Parepare. The duration of this research is one month.

#### C. Population and Sample

A population is the whole of the object research which can be either humans, animals, plants, events, attitudes and forth. So that these objects can be varied source of research data.<sup>14</sup>

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<sup>13</sup> Robert C. Bogdan and Sari Knopp Biklen, *Qualitative Research for Education an Introduction to Theories and Methods*, (Boston: Pearson, 2007), p. 5

<sup>14</sup> Syofian Siregar, *Metode Penelitian Kualitatif Dilengkapi Perhitungan Manual & SPSS*, (Penerbit: Kencana Prenamedia Group, 2013). p.30.

## 1. Population

The population in this research are all the Seventh-grade students at Junior High School 2 Parepare in academic year 2020/2021. Can be seen below:

| No    | Class | Number |
|-------|-------|--------|
| 1     | 7.1   | 30     |
| 2     | 7.2   | 33     |
| 3     | 7.3   | 35     |
| 4     | 7.4   | 35     |
| 5     | 7.5   | 33     |
| 6     | 7.6   | 34     |
| 7     | 7.7   | 32     |
| 8     | 7.8   | 31     |
| 9     | 7.9   | 29     |
| 10    | 7.10  | 28     |
| Total |       | 320    |

Table 3.1. Population

## 2. Sample

The writer uses technique purposive sampling to take the sample, based on the recommendation by the teacher, class 7.7 was chosen as the sample of the study because the class was still lacking in pronoun lessons. That will be taken 32 students from 320 students' population. That sample all from by class 7.7.

### D. Instrument of the Research

In the research, the researcher needs tool to solve a problem of research. It is usually called by instrument. According to Hanafi, instrument is a research tool that will explore issues of research that revealed the problem. Furthermore, Hanafi has stated that “the type of instrument test and non-test”.<sup>15</sup>

From the statement, the researcher can use two types of instruments as follows: test and non-test. In the data collection, the researcher uses test and non-

<sup>15</sup> Abdul Halim Hanafi, *Metodologi Penelitian Bahasa Untuk Penelitian, Tesis dan Disertasi*. (Jakarta: Diadit Media Press, 2011). 112-113.



test such as test and questionnaire. It can say that test instrument is research tool which can use to get information about the use of pronoun by students on writing descriptive text because it will measure students' comprehension toward knowledge. While questionnaire is used to look what students know about the pronoun and how-to using pronoun on writing descriptive text.

### **E. The Procedure of Collecting Data**

To collect data the writer gave the test and questionnaire the students of SMPN 2 Model Parepare.

#### **1. Test**

Test is series of question or other instrument which are used to get information from the respondent in the idea that respond about themselves or thing they know.<sup>16</sup> The writer gives a written test to the students to filling the blank in the descriptive text. The test will be presented to those students at the second grade as the respondent of the research. It is to measure the Students' ability on the use of personal pronoun and possessive pronoun.

#### **2. Questionnaire**

Questionnaire is often known as a questionnaire. Basically, a questionnaire is a list of questions that must be filled in by the person to be measured (the respondent). The questionnaire instrument used was a validation sheet in the form of a questionnaire using a Likert scale. The Likert scale is used to develop instruments used to develop instruments used to measure attitudes, perceptions, and opinions of a person or group of people. The writer used questionnaires to measure the Students' ability on the use of personal pronoun and possessive pronoun text and to find out the solution to minimize their difficulties.

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<sup>16</sup> Suharsimi Arikunto, *Procedure Penelitian, Suatu pendekatan Paraktik*, (Jakarta: Rineka Cipta, 1992), p.115.

## F. The Technique of Analysis Data

The data were analyzed in the following steps:

After collecting the data, the writer analyzed the Students' usage of the pronoun and their errors from the response sheets of the teachers. The writer used descriptive analysis methods for data analysis procedures (Percentage).

### A. Test

In addition, in doing the review of knowledge, the writer used some procedures. Next, the array of information that will be evaluated. Secondly, the Students' ability to use pronouns is defined and evaluated, whether it is the subject's own pronoun mistake (I, you, he, she, it); object (me, you, he, her, it), and possessive pronoun (mine, yours, his, hers, ours). Finally, tabulating the errors by counting the errors, putting the errors into the table based on the classification of errors, and counting the percentages of the errors. It will be described in the table of percentage obtained by using the formula as follows<sup>17</sup>:

$$P = \frac{F}{N} \times 100$$

Explanation:

P = The total percentage

F = Frequency

N = Number of samples

100 = Permanent Number

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<sup>17</sup> Allan G. Bluman. *Elementary Statistics: A Step by Step Approach*, fifth editions, (New York: The McGraw-Hill Companies, Inc, 2004), p.68.

| Score        | Criteria  |
|--------------|-----------|
| 80% - < 100% | Very Good |
| 60% - <80%   | Good      |
| 40% - <60%   | Enough    |
| 20% - < 40%  | Low       |
| 0% - <20%    | Very Low  |

Table 3.2. students criteria test score

To get the mean of score by using pattern below:

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

M = Mean of score

$\sum x$  = Accumulative score

N = Number of respondents

#### B. Questionnaire

The questionnaire of this research employed 15 statements which consist of 5 statement comprehension, 5 statements selection, and 5 statements using wrong pronoun.

The researcher measured it by giving a questionnaire to the students' responses to each student using a Likert scale as follows:

| Score | Criteria          |
|-------|-------------------|
| 5     | Strongly agree    |
| 4     | Agree             |
| 3     | Undecided         |
| 2     | Disagree          |
| 1     | Strongly disagree |

Table 3.3. Student response scores

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Findings

The findings of the research were based on the question of research.

##### 1. The presented data of Students' ability on the use pronoun in descriptive text

After calculating the data, researcher would like to describe the score the students, there were 20 items of the test. The test item consists of 10 personal pronoun and 10 possessive pronouns.

After the researcher got the data, the first step finds some percentage in the table form with using percentage technique as follow:

$$P = F/N \times 100$$

Explanation:

P = The total percentage

F = Frequency

N = Number of samples

100 = Permanent Number

We can see the result descriptive analysis of the Students' ability on the use of pronouns as follows:

| Students Number | Score | Students Number | Score |
|-----------------|-------|-----------------|-------|
| 1               | 75    | 17              | 70    |
| 2               | 75    | 18              | 70    |
| 3               | 75    | 19              | 75    |
| 4               | 70    | 20              | 60    |

*Continued*

*Extension*

|       |    |      |    |
|-------|----|------|----|
| 5     | 70 | 21   | 65 |
| 6     | 70 | 22   | 55 |
| 7     | 70 | 23   | 55 |
| 8     | 65 | 24   | 60 |
| 9     | 75 | 25   | 55 |
| 10    | 60 | 26   | 65 |
| 11    | 65 | 27   | 70 |
| 12    | 75 | 28   | 60 |
| 13    | 60 | 29   | 80 |
| 14    | 60 | 30   | 80 |
| 15    | 60 | 31   | 85 |
| 16    | 65 | 32   | 85 |
| Total |    | 2180 |    |

Table 4.1 table result score test

According to the test result category Students' ability in using possessive and personal pronouns of the school first year of Junior High School 2 Parepare, in the following table:

| No.   | Category           | F  | %    |
|-------|--------------------|----|------|
| 1     | Very good (80-100) | 4  | 12,5 |
| 2     | Good (60- <80)     | 25 | 78.1 |
| 3     | Enough (40-<60)    | 3  | 9.4  |
| 4     | Low (20-<40)       | -  | -    |
| 5     | Very low (0-<20)   | -  | -    |
| Total |                    | 32 | 100  |

4.2 table of criteria ability students

The table above, it shows students in using possessive and personal pronoun of the first year based on its categories. There are 4 students are in very good category, 25 students are in good category, 3 students are in enough category, and there are no students in low or very low category.

The data shows that students' ability in using possessive and personal pronouns of the first year of Junior high school 2 Parepare mostly in good category by the highest score 78.1%.

## 2. **The presented data of Students' difficulties on the use pronoun in descriptive text**

After calculating the data researcher would like to describe the frequency of responses and percentages of the students score, there were 15 items of the questionnaire. The questionnaire item consisted of 5 statement of comprehension, 5 statement of selection and 5 statement of wrong place. The researcher gave five alternative answer for students there were Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. After the researcher got the data, the first step finds some percentage in the table form with using percentage technique as follow:

$$P = F/N \times 100$$

Explanation:

P = The total percentage

F = Frequency

N = Number of samples

100 = Permanent Number

We can see the result descriptive analysis of the Students' difficulties on the use of pronouns in descriptive text as follow:

## a. Comprehension statement

Table. 4.3 Pronouns Statement (item 1: *personal pronoun is a specific pronoun*)

| No    | Question Alternative | Frequency | Percentage |
|-------|----------------------|-----------|------------|
| 1     | Strongly Agree       | 25        | 78.1%      |
| 2     | Agree                | 7         | 21.9%      |
| 3     | Undecided            | -         | -          |
| 4     | Disagree             | -         | -          |
| 5     | Strongly Disagree    | -         | -          |
| Total |                      | 32        | 100%       |

From the table above, it is known that 78.1% students of Strongly Agree, 21.9 % students of Agree. It can be concluded, most student know that *personal pronoun is a specific pronoun*.

Table. 4.4 Pronouns Statement (item 2: *possessive pronoun is something belongs to someone*)

| No    | Question Alternative | Frequency | Percentage |
|-------|----------------------|-----------|------------|
| 1     | Strongly Agree       | 23        | 71.9%      |
| 2     | Agree                | 9         | 28.1%      |
| 3     | Undecided            | -         | -          |
| 4     | Disagree             | -         | -          |
| 5     | Strongly Disagree    | -         | -          |
| Total |                      | 32        | 100        |

From the table above, it is known that 71.9% students of Strongly Agree, 28.1 % students of Agree. It can be concluded, most student know that *possessive pronoun is something belongs to someone*.

Table. 4.5 Pronouns Statement (item 3: *personal pronoun can change the subject or object of the sentence*)

| No    | Question Alternative | Frequency | Percentage |
|-------|----------------------|-----------|------------|
| 1     | Strongly Agree       | 16        | 50%        |
| 2     | Agree                | 12        | 37.5%      |
| 3     | Undecided            | 4         | 12.5%      |
| 4     | Disagree             | -         | -          |
| 5     | Strongly Disagree    | -         | -          |
| Total |                      | 32        | 100%       |

From the table above, it is known that 50% students of Strongly Agree, 37.5 % students of Agree, 12.5% students of undecided. It can be concluded, most student know that *personal pronoun can change the subject or object of the sentence*.

Table. 4.6 Pronouns Statement (item 4: *possessive pronoun is used before noun*)

| No    | Question Alternative | Frequency | Percentage |
|-------|----------------------|-----------|------------|
| 1     | Strongly Agree       | 4         | 12.5%      |
| 2     | Agree                | 4         | 12.5%      |
| 3     | Undecided            | 13        | 40.6%      |
| 4     | Disagree             | 7         | 21.9%      |
| 5     | Strongly Disagree    | 4         | 12.5%      |
| Total |                      | 32        | 100%       |

From the table above, it is known that 12.5% students of Strongly Agree, 12.5% % students of Agree, 40.6% students of undecided, 21.9% students of Disagree, and 12.5% students of Strongly Disagree. It can be concluded the average student does not understand *possessive pronoun is used before noun*.



Table. 4.7 Pronouns Statement (item 5: *Its is personal pronoun*)

| No    | Question Alternative | Frequency | Percentage |
|-------|----------------------|-----------|------------|
| 1     | Strongly Agree       | 2         | 6.3%       |
| 2     | Agree                | 7         | 21.9%      |
| 3     | Undecided            | 6         | 18.8%      |
| 4     | Disagree             | 5         | 15.6%      |
| 5     | Strongly Disagree    | 12        | 37.5%      |
| Total |                      | 32        | 100%       |

From the table above, it is known that 6.3 students of Strongly Agree, 21.9% students of Agree, 18.8 students of undecided, 15.6% students of Disagree, and 37.5% students of Strongly Disagree. It can be concluded, most student know that *Its is personal pronoun* is wrong.

b. Using wrong pronoun

Table. 4.8 Pronouns Statement (item 6: *I have difficult distinguishing I and me*)

| No    | Question Alternative | Frequency | Percentage |
|-------|----------------------|-----------|------------|
| 1     | Strongly Agree       | 1         | 3.1%       |
| 2     | Agree                | 1         | 3.1%       |
| 3     | Undecided            | 2         | 6.3%       |
| 4     | Disagree             | 9         | 28.1%      |
| 5     | Strongly Disagree    | 19        | 59.4%      |
| Total |                      | 32        | 100%       |

From the table above, it is known that 3.1% students of Strongly Agree, 3.1 % students of Agree, 6.3 students of undecided, 28.1% students of Disagree, and 59.4% students of Strongly Disagree. It can be concluded, most student can distinguish *I and me*.

Table. 4.9 Pronouns Statement (item 7: *I have difficult using its*)

| No    | Question Alternative | Frequency | Percentage |
|-------|----------------------|-----------|------------|
| 1     | Strongly Agree       | 12        | 37.5%      |
| 2     | Agree                | 2         | 6.3%       |
| 3     | Undecided            | 5         | 15.6%      |
| 4     | Disagree             | 3         | 9.4%       |
| 5     | Strongly Disagree    | 10        | 31.2%      |
| Total |                      | 32        | 100%       |

From the table above, it is known that 37.5% students of Strongly Agree, 6.3 % students of Agree, 15.6% students of undecided, 9.4% students of Disagree, and 31.3% students of Strongly Disagree. It can be concluded, most student have difficulty *using its*.

Table. 4.10 Pronouns Statement (item 8: *I have difficult distinguishing our and us*)

| No    | Question Alternative | Frequency | Percentage |
|-------|----------------------|-----------|------------|
| 1     | Strongly Agree       | -         | -          |
| 2     | Agree                | 1         | 3.1%       |
| 3     | Undecided            | 1         | 3.1%       |
| 4     | Disagree             | 8         | 25%        |
| 5     | Strongly Disagree    | 22        | 68.8%      |
| Total |                      | 32        | 100%       |

From the table above, it is known that, 3.1 % students of Agree, 3.1% students of undecided, 25% students of Disagree, and 68.8% students of Strongly Disagree. It can be concluded, most student can distinguish *our and us*.

Table. 4.11 Pronouns Statement (item 9: *I have difficult distinguishing his and him*)

| No    | Question Alternative | Frequency | Percentage |
|-------|----------------------|-----------|------------|
| 1     | Strongly Agree       | -         | -          |
| 2     | Agree                | -         | -          |
| 3     | Undecided            | -         | -          |
| 4     | Disagree             | 10        | 31.2%      |
| 5     | Strongly Disagree    | 22        | 68.8%      |
| Total |                      | 32        | 100        |

From the table above, it is known that 31.2% students of Disagree, and 68.7% students of Strongly Disagree. It can be concluded, most student can distinguish *his and him*.

Table. 4.12 Pronouns Statement (item 10: *I have difficult distinguishing yours and you*)

| No    | Question Alternative | Frequency | Percentage |
|-------|----------------------|-----------|------------|
| 1     | Strongly Agree       | -         | -          |
| 2     | Agree                | -         | -          |
| 3     | Undecided            | -         | -          |
| 4     | Disagree             | 11        | 34.4%      |
| 5     | Strongly Disagree    | 21        | 65.6%      |
| Total |                      | 32        | 100%       |

From the table above, it is known that 34.4% students of Disagree, and 65.6% students of Strongly Disagree. It can be concluded, most student can distinguish *yours and you*.

## c. Using Wrong Place

Table. 4.13 Pronouns Statement (item 11: *I have difficult distinguishing personal pronoun as a subject and object*)

| No    | Question Alternative | Frequency | Percentage |
|-------|----------------------|-----------|------------|
| 1     | Strongly Agree       | 7         | 21.9%      |
| 2     | Agree                | 6         | 18.8%      |
| 3     | Undecided            | -         | -          |
| 4     | Disagree             | 5         | 15.6%      |
| 5     | Strongly Disagree    | 14        | 43.8%      |
| Total |                      | 32        | 100%       |

From the table above, it is known that, 21.9 % students of Strongly Agree, 18.8% students of Agree, 15.6% students of Disagree, and 43.8% students of Strongly Disagree. It can be concluded, most student can distinguish *personal pronoun as a subject and object*.

Table. 4.14 Pronouns Statement (item 12: *possessive pronoun can be used to be object*)

| No    | Question Alternative | Frequency | Percentage |
|-------|----------------------|-----------|------------|
| 1     | Strongly Agree       | 6         | 18.8%      |
| 2     | Agree                | 4         | 12.5%      |
| 3     | Undecided            | 10        | 31.2%      |
| 4     | Disagree             | 6         | 18.8%      |
| 5     | Strongly Disagree    | 6         | 18.8%      |
| Total |                      | 32        | 100%       |

From the table above, it is known that 18.8 students of Strongly Agree, 12.5 % students of Agree, 31.3% students of undecided, 18.8% students of Disagree, and

18.8% students of Strongly Disagree. It can be concluded, most students still have low understanding of the position of the *possessive pronoun can be used to be object*.

Table. 4.15 Pronouns Statement (item 13: *her can be used to be subject*)

| No    | Question Alternative | Frequency | Percentage |
|-------|----------------------|-----------|------------|
| 1     | Strongly Agree       | -         | -          |
| 2     | Agree                | -         | -          |
| 3     | Undecided            | 3         | 9.3%       |
| 4     | Disagree             | 8         | 25%        |
| 5     | Strongly Disagree    | 21        | 65.7%      |
| Total |                      | 32        | 100        |

From the table above, it is known that 6.5% students of undecided, 25.8% students of Disagree, and 67.7% students of Strongly Disagree. It can be concluded, most student know that *her can be used to be subject*.

Table. 4.16 Pronouns Statement (item 14: *I can be used to be object*)

| No    | Question Alternative | Frequency | Percentage |
|-------|----------------------|-----------|------------|
| 1     | Strongly Agree       | -         | -          |
| 2     | Agree                | -         | -          |
| 3     | Undecided            | 5         | 15.6%      |
| 4     | Disagree             | 11        | 34.4%      |
| 5     | Strongly Disagree    | 16        | 50%        |
| Total |                      | 32        | 100%       |

From the table above, it is known that 15.6% students of undecided, 34.4% students of Disagree, and 50% students of Strongly Disagree. It can be concluded, most student know that *I can't be used to be object*.

Table. 4.17 Pronouns Statement (item 15 *Possessive pronoun always behind noun*)

| No    | Question Alternative | Frequency | Percentage |
|-------|----------------------|-----------|------------|
| 1     | Strongly Agree       | 14        | 43.8%      |
| 2     | Agree                | 9         | 28.1%      |
| 3     | Undecided            | 7         | 21.9%      |
| 4     | Disagree             | 1         | 3.1%       |
| 5     | Strongly Disagree    | 1         | 3.1%       |
| Total |                      | 32        | 100%       |

From the table above, it is known that 43.8% students of Strongly Agree, 28.1% students of Agree, 21.9% students of undecided, 3.1% students of Disagree, and 3.1% students of Strongly Disagree. It can be concluded, most student know that *Possessive pronoun always behind noun*.

## B. Discussion

The result in findings the researcher using two instruments to get the result. were the researcher using test to know the Students' ability on the use of pronoun made by seventh-grade junior high school 2 Parepare and the second instrument is a questionnaire where a questionnaire is used to know the Students' difficulties on the use of pronoun made by seventh-grade junior high school 2 Parepare.

To find out the Students' ability the researcher used a test to answer the first research questions. The researcher found the result of the students score was

dominated good classification. This was evidenced in table 4.2 that 12.5% students got very good grades, or there were 4 students who have very good grades, 78.1% students got good grades or there were 25 students who have good grades, and 9.4% students got enough grades or there were 3 students who have enough grades.

This is even clearer when the researcher analyzed the average of all students' scores. The result is 78.1%. Based on the classification of students score at chapter 3 it means they are in a good category.

Why does the average students' score not reach 100%, even though pronouns are basic lessons in English? From the result of the test, some of students can differentiate her as a personal pronoun and hers as a possessive pronoun. Their knowledge is still minimal in understanding which part of personal pronoun and which part of possessive pronoun.

A few of the students doesn't know if the personal pronoun is divided into two parts. They think all kinds of personal pronoun is an only subject form. it is one of the basic students' mistake make in pronoun. A few of students used object pronoun "*me*" for subject pronoun "*I*" in the sentence. Although the meaning of "*me*" and "*I*" were same in Bahasa Indonesia, but they had different usage. This is one of basic problem in pronoun for students' class 7.7.

Some of the students also don't know that her can be the subject. This case could happen because they did not know when the kinds of pronoun itself will be used, so it is making their writing still error. Another problem for the students in pronoun is the student assumed that the word "*its*" had the same meaning of word "*it's*". It seemed that the student could not be able to use possessive pronoun of word "*it*". The students added "'s" for possessive pronoun of word "*it*". They could not distinguish between "*it's*" and "*its*".

To find out the Students' difficulties the researcher used a questionnaire to answer the second research question. There were three categories used by the researcher to know the Students' difficulties on the use of pronoun. The category is comprehension, wrong pronoun, and using wrong place.

There are three difficulties experienced by students in using pronouns. As said by Martin in chapter II, that there are three difficulties in using pronoun. They are; comprehension, wrong place, and wrong pronoun. This is the rationale used by the researcher to analyze the difficulties experienced by students in pronoun

In this questionnaire, there were 15 items in the form of statements where 5 statements of comprehension, 5 statements of wrong place, and 5 statements of using wrong pronoun. The researcher gave the students a questionnaire by using google form to easier collect data from era corona virus-19. Researchers analyzed on by one statement item to determine students' responses.

Where on comprehension statement, the researcher found there were five problems occur at seventh grade students in comprehension. The first problem is *"personal pronoun is a specific pronoun"*. There were 25 students choose Strongly Agree. It shows that most students know what a personal pronoun is. The second problem is *"possessive pronoun is something belongs to someone"*. There were 23 students choose Strongly Agree. It shows that most students know what a possessive pronoun is. The third problem is *"personal pronoun can change the subject or object of the sentence"*. There were half of students in class 7.7 choose Strongly Agree. It shows that half of students in class 7.7 know that function of personal pronoun. But, half of them also still doesn't know the parts of the personal pronoun is. The fourth problem is *"possessive pronoun is used before noun"*. There were 13 students choose undecided. It shows that students don't

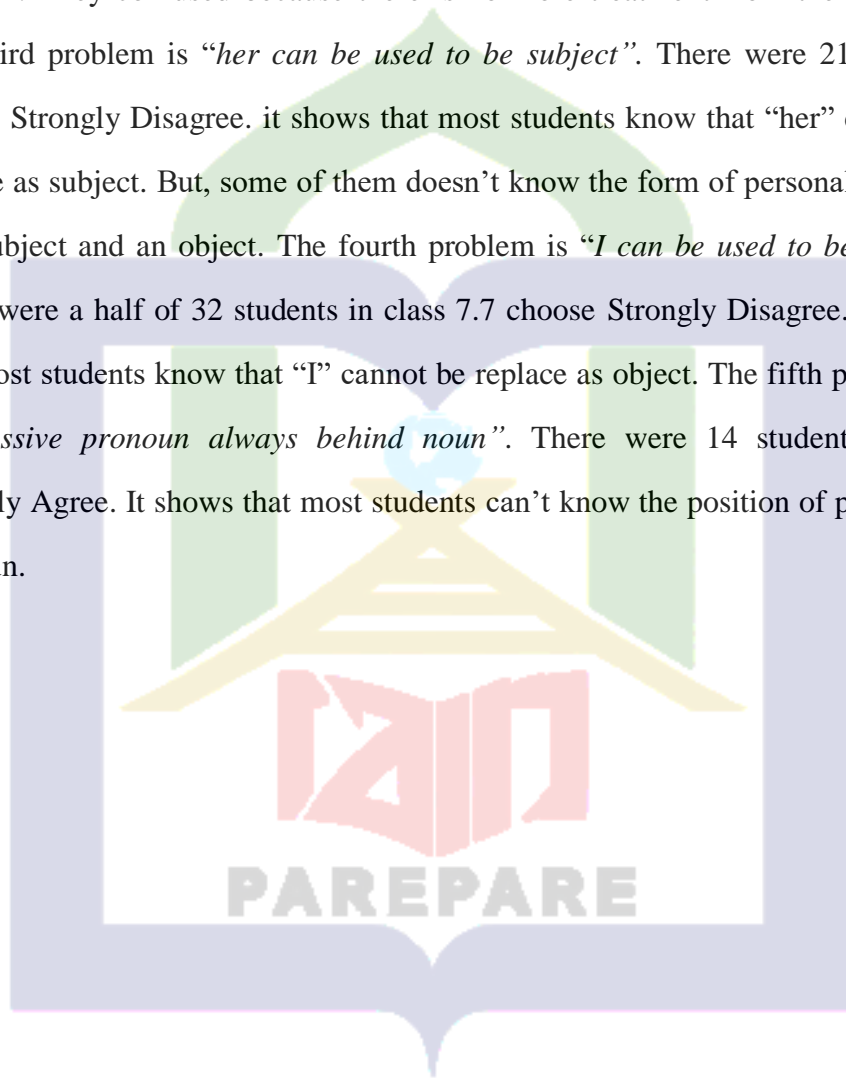


recognize the position of possessive pronoun. The fifth problem is "Its is *personal pronoun*". There were 12 students choose Strongly Disagree. It shows that few students know that "its" isn't a personal pronoun. Another problem for the students in pronoun is the student assumed that the word "*its*" had the same meaning of word "*it's*".

Where on using wrong pronoun statement, the researcher found there were five problems occur at seventh grade students in using wrong pronoun. The first problem is "*I have difficult distinguishing I and me*". There were 19 students choose Strongly Disagree. It shows that most students can distinguish "I" and "Me". The second problem is "*I have difficult using its*". There were 12 students choose Strongly Agree. Only 12 students haven't difficult using its. It shows most of them have difficult using its because they can distinguish between its and it's. It shows that there are still many students who have difficulty using "its". The third problem is "*I have difficult distinguishing our and us*". There were 22 students choose Strongly Disagree. It shows that most students can distinguish "our" and "us". The fourth problem is "*I have difficult distinguishing his and him*". There were 22 students choose Strongly Disagree. It shows that most students can distinguish "his" and "him". The fifth problem is "*I have difficult distinguishing yours and you*". There were 21 students choose Strongly Disagree. It shows that most students can distinguish "yours" and "you".

Where on using wrong place, the researcher found there were five problems occur at seventh grade students in using wrong place. The first problem is "*I have difficult distinguishing personal pronoun as a subject and object*". There were 14 students choose Strongly Disagree. It shows that most students know the pronoun as subject or object. From 32 students only 14 students can distinguish between personal pronoun as a subject and as an object. It seems that

half of students in class 7.7 have difficulty with the basic of pronoun. The second problem is “*possessive pronoun can be used to be object*”. There were 10 students choose undecided. It shows that students confused the place of possessive pronoun. They confused because there is no more treatment from their teacher. The third problem is “*her can be used to be subject*”. There were 21 students choose Strongly Disagree. It shows that most students know that “her” cannot be replace as subject. But, some of them doesn’t know the form of personal pronoun as a subject and an object. The fourth problem is “*I can be used to be object*”. There were a half of 32 students in class 7.7 choose Strongly Disagree. It shows that most students know that “I” cannot be replace as object. The fifth problem is “*Possessive pronoun always behind noun*”. There were 14 students choose Strongly Agree. It shows that most students can’t know the position of possessive pronoun.



## CHAPTER V

### CONCLUSION & SUGGESTIONS

#### A. Conclusions

After conducting the research and doing data analysis, the researcher can draw conclusion in this two following points:

1. Based on the test results, most of the students got good grades. But, most of them are still wrong in answering the test. It shows, students still have difficulty in the pronoun as basic material.

2. Based on the questionnaire, the researcher saw the ability of students is still relatively low. It is influenced by several factors;

- a. Comprehension

The first factors is comprehension. Most of the students understand what pronoun are and the type of pronoun. But they do not know the function of each kind pronoun.

- b. Using wrong place

The second factor is using wrong place. The lack of student's ability to understand the function of pronoun, it causes some students to put pronoun that are not in their place.

- c. Using wrong pronoun

The last factor is using wrong pronoun. Although some students understand about the function place of pronoun, but they also sometimes use the pronoun incorrectly. Basically, many students still difficult to distinguish its and it's.

From these factors, it shows that the ability of students is still low even though pronoun are the basic of learning English.

## **B. Suggestions**

Based on the conclusion, the researcher would like to give some suggestions related this researcher below:

### **1. For English Teacher**

The English Teacher should do the best for developing the English teaching and learning process by performing better approach and technique to increase students' interest when teaching English. Especially in this pandemic, the English teacher need to be closer to their students, in order to increase feedback with the students. Do not forget to clearly provide material in order to the students get clearly about the material.

### **2. For Students**

Students should study and practice more in learning English. Do not afraid to ask your teacher to get clearly information about the material. Do not to be lazy note the hard material. They can ask and discuss the difficulties using pronoun with their friends or the others. The students can also increase and improve their abilities in using pronoun by reading a book or searching the material of pronoun in internet.



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## **APPENDICES**



### Test

NAMA MAHASISWA : MUHAMMAD DIMAS ARSYAD  
 NIM : 16.1300.126  
 FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS  
 JUDUL : AN ANALYSIS ON THE USE OF PRONOUN IN  
 DESCRIPTIVE TEXT MADE BY SEVENTH GRADE  
 STUDENTS AT SMP 2 PAREPARE

Read the instruction bellow!

1. Write your name and nis on the piece of paper.
2. Choose the correct answer in the Bracket!

Taylor Swift

Taylor Alison Swift or more popular with Taylor Swift. **(she/her)** was born in Wyomissing, Pennsylvania, USA at 13 December 1989. She is a Musician. She is **(my/mine)** idol. Taylor Swift loves to sing since childhood. **(hers/she)** first song is “Lucky You” which she wrote while still sitting in school. **(she/he)** likes to sing while playing the guitar. **(hers/her)** appearance and performance are simple but charming. On concert, she usually using a short dress and carrying a guitar. She always sings with relaxing and soulful.

Taylor swift is very beautiful. She is tall and her skin is white and **(she/hers)** eyes is blue. Her nose is sharp. **(She/her)** has curly hair, and the color is blonde. Taylor swift like to song while playing the guitar. She always singing by using **(it/its)**. Her songs are always can capitative every teenager. Her appearance is very simple. By using a short dress and carrying a guitar, she sings in front of audiences.

Taylor Swift won many awards such as Album of the Year for Fearless, as well as Best Female Pop Vocal Performance for “(you/your) belong with me”. Outside the world of music, Taylor Swift is a person who is gentle, kind, and unpretentious. She was ever in love with a couple of the world top actors, Joe Jonas. Unfortunately, (theirs/them) relationship ended quickly. One of (them/they) decided to separate to focus on (theirs/they) career. Taylor Swift focus with her concert and Joe Jonas focus with (his/him) career as an actor. But Taylor won't be easy to forget (him/his)

Taylor has taught (us/we) many things such as to be fearless, to always fight for your dreams no matter what, to know that if (I/my) am different that's a good thing, to be myself, to never give up on (ours/we) dreams. Your dreams are (your/yours). (we/our) don't have to give up to reach (ours/us) dream.

Answer key:

1. She = Personal Pronouns
2. My = Possessive Pronouns
3. Hers= Possessive Pronouns
4. She = Personal Pronoun
5. Hers = Possessive Pronoun
6. Hers= Possessive Pronoun
7. She = Personal Pronoun
8. It = Personal Pronoun
9. You = Personal Pronoun
10. Theirs = Possessive Pronoun
11. Them = Personal Pronoun
12. Theirs = Possessive Pronoun
13. His = Possessive Pronoun

14. Him = Personal Pronoun

15. Us = Personal Pronoun

16. I = Personal Pronoun

17. Ours = Possessive Pronoun

18. Yours = Possessive Pronoun

19. We = Personal Pronoun

20. Ours = Possessive Pronoun



### Questionnaire

1. Tulislah nama dan nisl kalian.
2. Bacalah dan pahami setiap pernyataan yang ada dengan teliti.
3. Beri tanda check list (✓) pada kolom di sebelah kanan anda pada setiap pernyataan yang paling sesuai dengan keadaan anda
4. Dalam hal ini tidak ada jawaban benar atau salah. Semua jawaban baik.

Adapun pilihan jawaban tersebut adalah:

SS : Sangat sesuai, jika kalimat pernyataan sangat sesuai dengan keadaan diri anda

S : Sesuai, jika kalimat pernyataan sesuai dengan keadaan diri anda

UN : Undecided, jika kalimat pernyataan kadang anda lakukan dan kadang juga tidak

TS : Tidak Sesuai, jika kalimat pernyataan tidak sesuai dengan keadaan diri anda

STS : Sangat Tidak Sesuai, jika kalimat pernyataan sangat tidak sesuai dengan keadaan diri anda

#### a. Comprehension

| No | Pernyataan  | SS | S | KK | TS | STS |
|----|---|----|---|----|----|-----|
| 1  | personal pronoun adalah kata ganti sesuatu yang spesifik    |    |   |    |    |     |
| 2  | possessive pronoun adalah kata ganti kepunyaan              |    |   |    |    |     |
| 3  | personal pronoun bisa mengganti subject atau object kalimat |    |   |    |    |     |
| 4  | possessive pronoun digunakan sesudah kata                   |    |   |    |    |     |

|   |                             |  |  |  |  |  |
|---|-----------------------------|--|--|--|--|--|
|   | benda                       |  |  |  |  |  |
| 5 | its adalah personal pronoun |  |  |  |  |  |

b. Using Wrong Pronoun

| No | Pernyataan                               | SS | S | KK | TS | STS |
|----|--|----|---|----|----|-----|
| 6  | saya kesulitan membedakan I and me       |    |   |    |    |     |
| 7  | saya kesulitan menggunakan its dan it    |    |   |    |    |     |
| 8  | saya kesulitan menggunakan our and us    |    |   |    |    |     |
| 9  | saya kesulitan membedakan his dan him    |    |   |    |    |     |
| 10 | saya kesulitan menggunakan yours dan you |    |   |    |    |     |

c. Using Wrong Place

| No | Pernyataan   | SS | S | KK | TS | STS |
|----|--|----|---|----|----|-----|
| 11 | saya sulit membedakan mana personal pronoun sebagai subject dan object |    |   |    |    |     |
| 12 | possessive pronoun bisa digunakan menjadi object                       |    |   |    |    |     |
| 13 | her bisa digunakan menjadi subject                                     |    |   |    |    |     |
| 14 | I bisa digunakan menjadi object  |    |   |    |    |     |
| 15 | Possessive pronoun selalu dibelakang noun                              |    |   |    |    |     |

## Dokumntasi

|   |   |
|---|---|
| Nama: *<br>Febri Nabila   |   |
| Nisan *<br>20168  |   |
| Kelas *<br>7.7  |   |
| Choose the correct answer in the Bracket! :   |   |
| <p><b>Taylor Swift</b></p> <p>Taylor Alison Swift is more popular with Taylor Swift. (she/her) was born in Wyomissing, Pennsylvania, USA, at 13 December 1989. She is a Mexican. She is (an/another) star. Taylor Swift loves to sing since childhood. (she/her) first song is "Lucky You" which she wrote while still sitting in school. (she/her) likes to sing while playing the guitar. (she/her) appearance and performance are simple but charming. On concert, she usually using a short dress and carrying a guitar. She always sings with relaxed and smiling.</p> <p>Taylor Swift is very beautiful. She is tall and her skin is white and (she/her) eyes is blue. Her voice is strong. (she/her) has curly hair, and the color is blonde. Taylor Swift like to sing while playing the guitar. She always singing by using (it/it's). Her songs are always are captivating every listener. Her appearance is very simple. By using a short dress and carrying a guitar, she sing in front of audience.</p> <p>Taylor Swift won many awards such as Album of the Year for Fearless, as well as Best Female Pop Vocal Performance for "Love Story" being with me". Outside the world of music, Taylor</p> | <p>Swift is a person who is gentle, kind, and sophisticated. She was even in love with a couple of the world top actors, Joe Jonas. Unfortunately, (she/they) relationship ended quickly. One of (she/they) decided to separate is focus on (she/they) career. Taylor Swift focus with her concert and Joe Jonas focus with (she/they) career as an actor. But Taylor won't be easy to forget (she/they).</p> <p>Taylor has taught (me/we) many things such as to be fearless, to always fight for your dreams, to matter what, to know that if (they) are different that's a good thing, to be myself, to never give up on (me/our) dreams. Your dreams are (your/ours), (me/we) don't have to give up to reach (me/we) dream.</p> |
| Jawaban *   |   |
| She<br>My<br>Hers<br>She<br>Hers<br>Hers<br>She<br>Its<br>Your<br>Theirs<br>Them<br>Thaly<br>His<br>Him<br>Us<br>I<br>Ours<br>Yours<br>We<br>Ours   |   |



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH

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Nomor : B.677/In.39.5.1/PP.00.9/03/2021  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare

C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di,

Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Muhammad Dimas Arsyad  
Tempat/Tgl. Lahir : Parepare, 16 Oktober 1997  
NIM : 16 1300 126  
Fakultas / Program Studi : Tarbiyah / Tadris Bahasa Inggris  
Semester : X (Sepuluh)  
Alamat : BTN Soreang Permai, Kel. Wattang Soreang, Kec. Soreang  
Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul :

**"An Anaysis On The Use Of Pronouns In Descriptive Text Made By Night Grade Students At SMPN 2 Parepare"**

Pelaksanaan penelitian ini direncanakan pada bulan Maret sampai bulan April Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 02 Maret 2021

Wakil Dekan I,



*[Signature]*  
Dahlan Thalib

Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah





SRN IP0000153

**PEMERINTAH KOTA PAREPARE**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Jalan Veteran Nomor 28 Telp (0421) 23394 Faksimile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

**REKOMENDASI PENELITIAN**

**Nomor : 156/IP/DPM-PTSP/3/2021**

- Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
  2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
  3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

**MENGIZINKAN**

KEPADA : **MUHAMMAD DIMAS ARSYAD**  
NAMA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**  
UNIVERSITAS/ LEMBAGA : **TADRIS BAHASA INGGRIS / TARIYAH**  
Jurusan : **BTN SOREANG PERMAI BLOK H32 KEC. WATTANG SOREANG PAREPAR**  
ALAMAT : **melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :**  
UNTUK : **JUDUL PENELITIAN : AN ANALYSIS ON THE USE OF PRONOUNS IN DESCRIPTIVE TEXT MADE BY NIGHT GRADE STUDENTS AT SMPN 2 PAREPARE**  
**LOKASI PENELITIAN : DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA PAREPARE (SMPN 2 PAREPARE)**  
**LAMA PENELITIAN : 03 Maret 2021 s.d 03 April 2021**  
a. Rekomendasi Penelitian berlaku selama penelitian berlangsung  
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang – undangan

Dikeluarkan di: **Parepare**  
Pada Tanggal : **04 Maret 2021**

**KEPALA DINAS PENANAMAN MODAL  
DAN PELAYANAN TERPADU SATU PINTU  
KOTA PAREPARE**

**Hj. ANDI RUSIA, SH.MH**

Pangkat : **Pembina Utama Muda, (IV/c)**  
NIP : **19620915 198101 2 001**



### KETENTUAN PEMEGAN IZIN PENELITIAN

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Instansi/Perangkat Daerah yang bersangkutan.
2. Pengambilan data/penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan ilmiah.
3. Mentaati Ketentuan Peraturan Perundang-undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasil penelitian kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare) dalam bentuk Softcopy (PDF) yang dikirim melalui email : [litbangbappedaparepare@gmail.com](mailto:litbangbappedaparepare@gmail.com).
5. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Lembar Kedua Izin Penelitian





PEMERINTAH KOTA PAREPARE  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
UPTD SMP NEGERI 2 PAREPARE

Alamat : Jln. Lahalode No. 84, Kota Parepare 91132  
Web : [www.smp2parepare.sch.id](http://www.smp2parepare.sch.id), Email : [smp2parepare@gmail.com](mailto:smp2parepare@gmail.com)

**SURAT KETERANGAN PENELITIAN**

Nomor: 018/421.3/SMP.02/III/2021

Yang bertanda tangan di bawah ini, kepala UPTD SMP Negeri 2 Parepare menerangkan bahwa :

Nama : **MUHAMMAD DIMAS ARSYAD**  
Universitas/Lembaga : Institut Agama Islam Negeri (IAIN) Parepare  
Jenis Kelamin : Laki-laki  
Program Studi : Tadris Bahasa Inggris / Tarbiyah  
Alamat : BTN Soreang Permai Blok H32 Kec. Watang Soreang  
Kota Parepare

Yang tersebut namanya di atas, benar telah melaksanakan penelitian di UPTD SMP Negeri 2 Parepare pada tanggal 03 Maret 2021 s/d 25 Maret 2021, dengan judul penelitian "AN ANALYSIS ON THE USE OF PRONOUNS IN DESCRIPTIVE TEXT MADE SEVEN GRADE STUDENT AT SMPN 2 PAREPARE", berdasarkan Surat Izin Penelitian dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu, Nomor : 156/IP/DPM-PTSP/3/2021 tanggal 04 Maret 2021.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Parepare, 25 Maret 2021

Kepala UPTD



*[Signature]*  
**Drs. Hl. Sri Enyudiyah, M.Pd**  
NIP. 196809251994122002

## CURRICULUM VITAE



Muhammad Dimas Arsyad, he was born in Parepare, South Sulawesi on October 16<sup>th</sup> 1997. He started his formal education at Elementary School 19 Parepare and graduated in 2010. After that, he continued his education at Junior High School 2 Parepare and graduated in 2013. Then, he continued his education at SMKN 3 Parepare and graduate in 2016. Then, he decided to continue his education at IAIN Parepare and take focus in English Education.

He is not a smart person, he is just wanted to be a Goodman. “Dream create inspire, Stop saying *i wish* start saying *i will*”

