

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**STUDENTS ABILITY IN WRITING USING
DEMONSTRATIVE PRONOUN AT SMAN 1 TAMBUSAI
UTARA**



BY

DISTA ADITYA PUTRA
SIN.11513103759

UIN SUSKA RIAU

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1444 H /2023 M**



Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**STUDENTS ABILITY IN WRITING USING
DEMONSTRATIVE PRONOUN AT SMAN 1 TAMBUSAI
UTARA**



UIN SUSKA RIAU

By

DISTA ADITYA PUTRA

SIN.11513103759

Thesis

Submitted as partial Fulfillment of the Requirements
for Bachelor Degree of English Education
(S.Pd)

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1444 H / 2023 M**



© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

SUPERVISOR APPROVAL

The thesis entitled *Students Ability in Writing Using Demonstrative Pronoun at SMAN 1 Tambusai Utara* was written by Dista Aditya Putra SIN. 1151103759. It had been accepted and approved to be examined on the final examination of an undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.


Pekanbaru, Jumadil Akhir 17th 1444 H
January, 10th 2023 M

Approved by,

Head of Department of
English Education

Supervisor


Dr. Fairina Anastasia, S. S, M. Hum.
NIP. 19810611 200801 2 017


Roswati, S.Pd.I, M.Pd.
NIP. 19760122 200710 2 001



EXAMINER APPROVAL

The thesis entitled students ability in writing using demonstrative pronoun
SMAN 1 Tambusai Utara is written by Dista Aditya Putra , SIN. 11513103759.
has been examined and approved by the final examination committee of
Undergraduate Degree at Faculty of Education and Teacher Training of State
Islamic University of Sultan Syarif Kasim Riau on Jumaidil Akhir 20th, 1444 H/
Januari 13th, 2023 M. It is submitted as one of the requirements for bachelor
degree (S.Pd) in English Education Departement.

Pekanbaru, Jumaidil Akhir, 20th 1444 H
Januari, 13th 2023 M

Examination Committee

Examiner I

Examiner II

Dr. Kalayo Hasibuan, M.Ed. Tesol
NIP. 19510281997031001

Rizky Gushendra, S.Pd.I, M.Ed
Nip. 198208282008010108

Examiner III

Examiner IV

Nua di, M.Pd
NIP. 198303072009011012

Nelvia Ibrahim, M.Pd
NIP. 198011012007102004

Dean

Faculty of Education and Teacher Training

Dr. H. Kadar, M. Ag.
NIP. 19650521 199402 1 001



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta dimiliki UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

EXAMINER APPROVAL

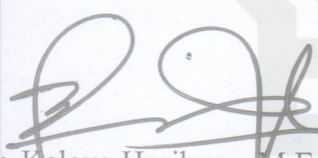
The thesis entitled students ability in writing using demonstrative pronoun SMAN 1 Tambusai Utara is written by Dista Aditya Putra, SIN. 11513103759. has been examined and approved by the final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Jumaidil Akhir 20th, 1444 H/ Januari 13th, 2023 M. It is submitted as one of the requirements for bachelor degree (S.Pd) in English Education Departement.

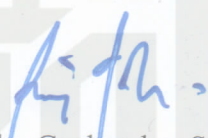
Pekanbaru, Jumaidil Akhir, 20th 1444 H
Januari, 13th 2023 M

Examination Committee

Examiner I


Examiner II


Dr. Kalayo Hasibuan, M.Ed. Tesol
IP. 196510281997031001


Rizky Gushendra, S.Pd.I, M.Ed
Nip. 198208282008010108

Examiner III

Examiner IV

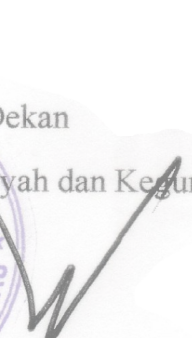

Nuzli M. Ed
IP. 198303072009011012


Nelvia Ibrahim, M.Pd
NIP. 198011012007102004



Dekan

Fakultas Tarbiyah dan Keguruan


Dr. H. Kadar, M. Ag.
NIP. 19650521 199402 1 001



Surat :
: Nomor 25/2021
: 10 September 2021

SURAT PERNYATAAN

Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak mengikat kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Saya yang bertandatangan di bawah ini:

: **DISTA ADITYA PUTRA**
: **11513103759**
: **TANJUNG MEDAN, 17 SEPTEMBER 1996**
: **FAKULTAS TARBIYAH DAN KEGURUAN**
: **PENYIDIKAAN BAHASA INGGRIS**

Disertasi/Thesis/Skripsi/Karya Ilmiah lainnya*:

STUDENTS ABILITY IN WRITING USING DEMONSTRATIVE PRONOUN AT SMAN 1 TAMBUSAI UTARA

Menyatakan dengan sebenar-benarnya bahwa :

Penulisan Disertasi/Thesis/Skripsi/Karya Ilmiah lainnya* dengan judul sebagaimana tersebut di atas adalah hasil pemikiran dan penelitian saya sendiri.

Semua kutipan pada karya tulis saya ini sudah disebutkan sumbernya.

Oleh karena itu Disertasi/Thesis/Skripsi/Karya Ilmiah lainnya* saya ini, saya nyatakan bebas dari plagiat.

Apabila dikemudian hari terbukti terdapat plagiat dalam penulisan Disertasi/Thesis/Skripsi/(Karya Ilmiah lainnya)* saya tersebut, maka saya bersedia menerima sanksi sesuai peraturan perundang-undangan.

Demikianlah Surat Pernyataan ini saya buat dengan penuh kesadaran dan tanpa paksaan dari pihak manapun juga.

Pekanbaru,
.....uat pernyataan



NIM : **DISTA ADITYA PUTRA**
11513103759

*pilih salah satu sesuai jenis karya tulis

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

ACKNOWLEDGEMENT



In the name of Allah, the most Gracious and Merciful. All praise belongs to Allah Almighty, who has given the researcher guidance and blessing to accomplished the thesis entitled *Students Ability in Writing Using Demonstrative Pronoun at SMAN 1 Tambusai Utara* academic requirement to finish the bachelor degree. *Shalawat* and *Salam* always be presented to the noble prophet Muhammad *Shalallahu Alaihi Wassalam* who has inspired and lightened many people up all around the world.

The researcher truly grateful also for the endless support, love, and care of his beloved parents (Kohar Munajat, S.Pd and Lulus Lestari). They are the reason for me to keep the spirit in completing my education. Especially for my mom and my dad, may Allah *Subhanahu Wa Ta'ala* always bestow grace, health, and blessings in the world and in the hereafter for the kindness that has been given to me.

The researcher also says deeply grateful for his lovely wife Nova Nirmala Sari, Amd.Kom., who always given love, support, care, and motivation from the beginning until completion. May Allah *Ta'ala* unite us till *Jannah*.

The deepest gratitude also goes to those who helped the researcher in finishing this thesis, among others:

1. Prof. Dr. Hairunas, M.Ag., the Rector of State Islamic University of Sultan Syarif Kasim Riau, Prof. Dr. Hj. Helmiati., as Vice of Rector I, Dr. H. Mas'ud Zein, M.Pd., as Vice of Rector II, Prof. Edi Erwan, S.Pt., M.Sc., Ph.D., as Vice of Rector III and all staff. Thanks for kindness and encouragement.
2. Dr. H. Kadar, M.Ag., the Dean of Faculty of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau, Dr. H. Zarkasih, S. Ag., M. Ag., the Vice Dean I, Dr. Zubaidah



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Amir, M.Z., M.Pd., the Vice Dean II, Dr. Amirah Diniaty, M.Pd. Kons., the Vice Dean III and all staff. Thanks for kindness and encouragement.

3. Dr. Faurina Anastasia., S.S.,s M.Hum., the chairperson of Department of English Education for his guidance to the students in writing thesis.
4. Dr. Nur Aisyah Zulkifli M.Pd., the Secretary of English Education who has given me correction, suggestion, support, advice and guidance in finishing this thesis.
5. Roswati, S.Pd.I, M.Pd., the researcher's supervisor. Gratefully thank you for his correction, suggestion, support, advice, and guidance in completing this thesis.
6. Muhammad Taufik Ihsan, S.Pd, S.Kom, M.Pd., the researcher's academic supervisor. Gratefully thank you for his guidance in completing researcher study in English Education Department.
7. All lecturers of English Education Department of State Islamic University of Sultan Syarif Kasim Riau, who have given knowledge, information, motivation, support, and help for the researcher during her study at English Education Department.
8. Drs. H. Eri Mulyadi, the Headmaster of SMAN 1 Tambusai Utara and the English Teacher who have given time and place to the researcher to conduct this research. For all teachers and all staffs who helped during the completion of the data for the research. Also all students who helped the researcher to be the sample in this research.
9. My beloved sister Nining Karlina, Trifa Rizkia who always giving me support and advice to finish my study.
10. My beloved Grandfa and Grandma Raskam and Waskinah, who always help me and being my mood boosters.
11. My Beloved Uncles, Sardiman, Bambang Rianto, Indra Gunawan and Joni Purnomo, and My Beloved Aunties, Dartini, Mimin Rismala and Nurjanah who always treating me like their one and only son, thank you so much guys. You all great.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

12. Special thanks to my dearest friends. Novika Losari, S.Pd., Cindy Nisa Aruni Kandau, S.Pd., Tia Yunita, S.Pd., Darma Yunita, A'an Windari Panjaitan, S.Pd., Delis Rahayu, S.Pd., Tuti Aulia, S.Pd., Jihan Nur Sabila, S.Pd., Ayu Harnita, Kurnia Wahyu Ningsih, Melza Fitriani, S.Pd., Siti Marfu'ah, S.Pd., Sasmita Putri Ayura, S.Pd, Taufik Arif Maulana, Suhendrik, Ryan Pencol, Herdi Pupuk, Dedy Abrianto or Gambrengand All members of A Class in EED'15, who always support and help me to finish the research.
13. For all people who have prayed and helped the researcher to finish his research, thank you for you all.

The perfection only belongs to Allah. Therefore critics, comment and suggestion are really appreciated to improve the thesis. May Allah Almighty, the Lord of universe bless us all. Aamiin.

Pekanbaru, January 10th 2023.

The researcher

Dista Aditya Putra
SIN. 11513103759

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

ABSTRACT

Dista Aditya Putra (2023): Students Ability in Writing Using Demonstrative Pronoun at SMAN 1 Tambusai Utara

This research was a quantitative research which focus on analyzed students ability in writing using demonstrative pronoun at SMAN 1 Tambusai Utara. The population of this research was 141 of tenth grade students and the sample was 30 of students.. This research was applied test to collecting the data. The Technique of analysis of the data, researcher used SPSS 23.0 Version Program. The percentage of students ability was 53,3% which categorized into high category. The students still have good in analyze the using of demostrative pronoun .From 30 students, only 16 of them can achieve the good score. There are 5 students get middel score. Then there are 9 students who get low score. The result of students ability in writing using demonstrative pronoun at SMAN 1 Tambusai Utara is good category.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

ABSTRAK

Dista Aditya Putra (2023): Kemampuan para siswa dalam menulis menggunakan kata ganti petunjuk di SMAN 1 Tambusai Utara

Penelitian ini merupakan penelitian kuantitatif yang berfokus pada analisis kemampuan siswa dalam menulis menggunakan kata ganti demonstratif di SMAN 1 Tambusai Utara. Populasi penelitian ini adalah siswa kelas X sebanyak 141 siswa dan sampelnya adalah 30 siswa. Penelitian ini menggunakan tes untuk mengumpulkan data. Teknik analisis data, peneliti menggunakan Program SPSS Versi 23.0. Persentase kemampuan siswa sebesar 53,3% termasuk dalam kategori tinggi. Siswa masih baik dalam menganalisis penggunaan kata ganti demonstratif. Dari 30 siswa, hanya 16 siswa yang dapat mencapai nilai baik. Ada 5 siswa yang mendapat nilai sedang. Kemudian ada 9 siswa yang mendapat nilai rendah. Hasil kemampuan siswa dalam menulis dengan menggunakan demonstrative pronoun di SMAN 1 Tambusai Utara adalah kategori baik.



ملخص

ديستا أديتيا بوترا، (٢٠٢٣): مهارة الكتابة للتلاميذ باستخدام اسم الإشارة في المدرسة الثانوية الحكومية ١ تامبوساي الجنوبية

هذا البحث بحث كمي يركز على تحليل مهارة الكتابة للتلاميذ باستخدام اسم الإشارة في المدرسة الثانوية الحكومية ١ تامبوساي الجنوبية. المجتمع ١٤١ تلميذا من الصف ١٠ والعينة ٣٠ تلميذا. يستخدم هذا البحث الاختبارات لجمع البيانات. ولتقنية تحليل البيانات، استخدم الباحث برنامج الحزمة الإحصائية للعلوم الاجتماعية ٢٣.٠. ونسبة مهارة التلاميذ ٥٣.٣٪ بفئة عالية. لا يزال التلاميذ يجيدون تحليل استخدام اسم الإشارة. من بين ٣٠ تلميذا، حصل ١٦ تلميذا فقط على درجات جيدة. وهناك ٥ تلاميذ حصلوا على درجات متوسطة. وهناك ٩ تلاميذ حصلوا على درجات منخفضة. نتائج مهارة الكتابة للتلاميذ باستخدام اسم الإشارة في المدرسة الثانوية الحكومية ١ تامبوساي الجنوبية في فئة جيدة.

UIN SUSKA RIAU

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

LIST OF CONTENTS

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	vi
ABTRAK	vii
ملخص	viii
LIST OF CONTENTS	ix
LIST OF TABLES	xii
LIST OF APPENDICES	xv
CHAPTER 1: INTRODUCTION	
A. Background of the Study	1
B. Problem	4
1. Identification of the Problem	4
2. Limitation of the Problem	5
3. Formula of the Problem	5
C. Objective of the Research and Significant of the Research	5
1. Objective of the Research	5
2. Significance of the Research	5
D. Definition of the Term	6
CHAPTER II: REVIEW OF RELATED LITERATURE	
A. Theoretical Framework	7
1. Writing	7
a. Writing Ability	8
b. Writting ability in Demonstrative pronoun	11
c. Assesment of writing ability in demonstrative Pronoun	14
B. Relevant Research	21
C. Operational Concept	25

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER III: METHOD OF THE RESEARCH

A. The Research Design	26
B. The Location and Time of the Research	27
C. The Subject and Object of the Research	27
D. The Population and Sample of the Research	28
E. Technique of Collecting the Data	29
F. Validity and Reliability	31
G. Technique of Data Analysis	32

CHAPTER IV: DATA PRESENTATION AND ANALYSIS

A. Data Presentation	34
B. Discussion	43

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion	44
B. Suggestion	44

BIBLIGRAPHY

APPENDICES

CURRICULUM VITAE

UIN SUSKA RIAU



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

LIST OF TABLE

Table III.1	The Population of the Research.....	27
Table III.2	Sample of the Research	28
Table III.3	Data of Validity	31
Table III.4	The Level of Acceptable Reliability	32
Table III.5	Reliability	32
Table III.6	Classification of Students' Score	33
Table IV.1	Question1.....	34
Table IV.2	Question2.....	35
Table IV.3	Question3.....	35
Table IV.4	Question4.....	36
Table IV.5	Question5.....	36
Table IV.6	Question6.....	37
Table IV.7	Question7.....	37
Table IV.8	Question8.....	38
Table IV.9	Question9.....	38
Table IV.10	Question10.....	39
Table IV.11	Frequency and Percentage of Students Ability Score in Writing Using Demonstrative Pronoun.....	39
Table IV.12	Classification of Students' Score	40
Table IV.13	Data Presentation of Students Ability in Writing Using Demonstrative Pronoun.....	41
Table IV.14	Frequency and Percentage of Students Score of Ability Score in Writing Using Demonstrative Pronoun.....	42

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER 1

INTRODUCTION

A. Background of the Study

English is known as an international language which is very important to learn. Especially, there are four skills in English that should be mastering. They are Listening, Speaking, Reading and Writing. Those of English skills indicate the fluency of communication when using English. Related to Duquette (1995) The ability of English is influenced by productive skill and receptive skill. Each of English skill is distinguished becomes two communication processes. Rodriques (2000) says that two communication processes of English skills are productive skill and receptive skill. Productive skill involves speaking and writing whereas receptive skill involves listening and reading. This research is about productive skill particularly in writing skill.

According to Harmer (2000) writing is a form of communication to deliver thought or to express feeling through written form. Futhermore, Brown (2001) states writing is a thingking process. Moreover, one of fundamental aspects that effects on writing is grammar. According to Harmer (2001), “the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language”. In other words, grammar is the explanation about how to form sentences. Therefore, Coghill (2003) grammar is an important element to construct a good sentence in both spoken and written communication. Grammar or grammatical structure in English has a several grammatical components. Parts of speech are one of them. By

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

mastering the parts of speech the students can learn English well. Feder (2002) states parts of speech are the basic types of the words that English has. The parts of speech are; noun, pronoun, adjective, verb, adverb, preposition, conjunction, and interjection..

Pronouns as one of part of speech have the function to replace a noun or noun phrase. Langan (2003: 197) states that pronouns are words that take the place of noun (words for person, place or things). Grammarians classify pronoun into several types, including personal pronoun, interrogative pronoun, relative pronoun, demonstrative pronoun, reflexive pronoun, reciprocal pronoun, indefinite pronoun (Frank, 1972: 20). From those types above, demonstrative pronoun is one aspect that students or people learn.

According to Quirk (1973; 107) Demonstrative pronoun is a word that takes the place of particular objects or people. The most common demonstrative pronouns are this (plural these) and that (plural those). Demonstrative pronouns imply actual or figurative "pointing". That is the referent of demonstrative pronoun is identified from the context, either the physical environment in which conversation takes place, or surrounding text in the discourse. Demonstrative pronouns indicate relative location or position. The choice depends on whether the noun is singular or plural and is relative to the speaker's mental or physical perception (Payne, 2011; 128).

Demonstrative pronouns consist of this, that, these, those. The demonstrative pronoun this is used to refer to a singular object which is near the speaker (or here) for example: *This is sweet*. While pronoun that is used to refer to a singular

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

object which are far from the speaker (or there) for example: *That is small.*

Pronoun these is used to refer to more than one object which is near to the speaker (or here), for example: *These are heavy.* While pronoun those are used to refer to more than one objects which are far from the speaker (or there), for example: *Those are funny.*

As one of common school that apply English as an obligation subject. SMAN 1 Tambusai Utara is one of the Senior High School in Rokan Hulu that provide Curriculum (K-13), in teaching English as guidance for English teachers. English is taught twice in a week with duration of 45 minutes for one meeting. It means that they have to learn English 90 minutes in a week. In 2013 Curriculum, based on Syllabus English Subject in SMAN 1 Tambusai Utara the students should have ability in using grammar in sentences, this is related to how the students make a sentence in English correctly.

Based on the preliminary observation by interviewing by English teacher Anggi Nur Annisa Siregar, S.Pd on August 2019, the researcher found that some of students of tenth grade students of SMAN 1 Tambusai Utara had low score in learning English, there are 19 students (54%) from the total 35 students who could not passed the minimum criteria achievement kkm 70 in which students are able to use demonstrative pronouns in writing descriptive text sufficiently. In fact, there are many of students' get low score in English subject. The particular aspect of English subject that influence students outcomes is grammar.

Based on the preliminary study by interviewing English teacher at SMAN 1 Tambusai Utara, the researcher found the following phenomena some of the

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

students are not able to using grammar correctly in sentences. Some of the students do not know the differences between this and that, and these and those in sentences which contain in writing Descriptive Text. Some of the students can not use demonstrative pronoun in singular and plural correctly in the sentence.

Based on the problems depicted above, the researcher is interested in observing the problems above in to a research entitled “Students’ Ability in Writing Skill Using Demonstrative Pronoun at SMAN 1 Tambusai Utara”.

B. Problem

1. Identification of the Problem

After conducting preliminary observation at the tenth grade students of state Senior High School 1Tambusai Utara, it is found that some of students are still getting problems especially in term of using demonstrative pronouns. To make them clearer, the problems of this research will be identified as follow:

- a. Some of the students’ are not able to using grammar correctly in the sentences.
- b. Some of the students’ do not know the differences between this, that, these and those in the sentences.
- c. Some students difficult to distinguish between plural and singular in using demonstrative pronouns in sentences.

2. Limitation of the Problem

After identifying the problem stated above, those the researcher has to limit this research problems to students’ ability in writing using demonstrative

pronouns. And the subject is the tenth grade students of state senior high school 1 Tambusai utara, in order to pay more attention to a specific problem.

3. Formulation of the Problem

Based on the problems above, the researcher formulates the problems become research question as follows: how is students' ability in writing using demonstrative pronoun at SMAN 1 Tambusai Utara?

4. Objective and Significance of the Research

1. Objective of the Research

The objective of this research is to find out the students' ability in writing by using demonstrative pronouns specifically at the tenth grade of State Senior High School 1 Tambusai Utara.

2. Significance of the Research

Hopefully this research is able to benefit the researcher as a novice researcher (especially in learning how to conduct the research). These research findings are expected to be useful and valuable, especially for students and teachers of English at the tenth grade of State Senior high School 1 Tambusai Utara to be consideration for their future learning process. Besides, these research findings also expected to be positive and valuable information, especially for those who are concerned in the world of teaching and learning English as a foreign language. Finally, these research findings are also expected to be the practical and theoretical information to the development of theories on language teaching.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

5. Definition of the Terms

1. **Ability:** Ability is a word come from 'able' that related to capability of a person to do something, related to your level or skill at doing something. Longman Dictionary of american English (2008) states that ability (plural abilities) is the state of being able to do something, or your level of skill at doing something: a manager must have the ability to communicate well. As Oxford Basic American Dictionary (2011), ability is the power and knowledge to do something.
2. **Writing:** writing is the mental work of inventing ideas, thinking how about to express them, and organizing them into statements and paragraphs that will be clear to a reader (Nunan (2003)). Then , Harmer (2007) argues writing skills are specific abilities which have writers put their thoughts into words in a meaningful form and to mentally interact with the message. Brown (2003) says that writing is the nature of the composing process of writing. So, writing is an ability to put our thought into word with meaningful form especially in demonstrative pronoun.
3. **Demonstrative pronouns:** Demonstrative pronoun is a word that takes the place of particular object or people (Quirk (1973)). It means, demonstrative pronoun is basic grammar of student's knowledge that use in English learning. Demonstrative pronoun consist of this, these, that and those.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Theoretical framework

1. Writing

There are five definition of writing according to experts. According to White (1986:10) writing is the process of expressing the ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or some information to share and learn. Besides that, Tarigan (1994: 3) stated, writing is activity to produce or draw graphic symbols which represent a language that is understood by people, so that other people can read the graphic symbols presented. People will understand the graphic symbols presented if they understand the language and the graphic itself. Almost the same with Tarigan, Ramelan (1992: 14) also stated, writing is representation or symbol of language.

Nurdiyantoro (2001) defined a writing activity is the latest skills mastered by the students after listening, speaking, and reading skills. Nunan (2003: 88) states that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

From the definition above the writer can conclude that writing is an activity to express ideas, events, feeling or thinking in written form that can be the tool to communicate with the other people. Writing is a way of thinking and learning. It gives a unique opportunity to explore ideas and acquire information. Writing is one of four skills of English that have to be mastered by the English learners.

a. Writing Ability

Writing is one of four skills that crucial in English. Writing skills include all the knowledge and abilities related to expressing ideas through the written word. The importance of writing skills is growing in tandem with increasing international interactions/transactions and opportunities to study abroad. The current trend for standardised tests such as TOEFL to cover this skill in compulsory sections of tests, and the emphasis on writing skills in Korea, are evidence of the increasing attention paid to this skill. Certain studies (Lee, 2007) have found that many teachers of English in Korean high schools use writing assessment in their English courses as a way of evaluating performance, even in other courses than English writing courses.

Even though the construct of writing ability should be specified before practical assessment procedure is designed, this basic principle is likely to be missed amongst teachers. They are likely to focus on devising other test-related features such as test-tasks, topics and scoring schemes. However, for the concern of validity of assessment, that is, construct validity, there is a need to make sure that they do establish it beforehand. As for the ways to set it up, the definition of writing ability can be formed depending on the teachers' own experience as teachers. It can be also defined according to their ideology on writing. Ideology means here teacher's philosophy on the nature of writing. Since communicative approach was adopted for language teaching and learning, the context of language use is treated as an important factor in defining, teaching and measuring language ability.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

As for writing skill, the context is in terms of five aspects: task, situation organiser, writer, setting and materials. Ideally, for communicative approach, all of these five aspects should be considered when defining writing ability, but it is not the case with most of studies on writing ability and the teaching of writing. The choice of context, therefore, is an issue. According to Mosenthal (1983), the choice depends on the teachers' ideology. According to the results of his study, it is teachers who are responsible for the way that learners acquire language and how writing competence should be defined. In fact, however, both of these cases of following either their experience or ideology on writing might.

Writing ability are specifics abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. There are some different definitions of writing explained by some different linguists. Writing is an integral part of a larger activity where the focus is on something else such as language practice, acting out or speaking (Harmer, 2007:33). There are several components of writing, which the elements can help the writer arrange a clear and understandable text (Oshima and Hogue, 1991). On the other hand, writing is the representation of the language in textual medium through the use of a set of sign or symbols. Some people consider that writing is difficult. Elbow (1981: 9) states that writing calls on the ability to create words and ideas out of yourself, but it also calls on the ability to criticize them in order to describe which ones to use. For more detail, Nurgiantoro (2001) mention five components of writing as follows:

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Content

It refers to the specific topic that can develop the detail ideas. Jacobs, *et al* (1981) state that content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

b. Organization

It refers to logical organization of the content (coherence). Based on Reep (2009) a paragraph achieves coherence when the sentences proceed in a sequence that supports one point at a time.

c. Vocabulary

Stahl (2005) states that vocabulary is the knowledge of words and word meanings and also puts vocabulary knowledge as the knowledge of a word, not only implies a definition but also how that word fits into the context. In other word, it refers to the selection of words which are suitable with the content

d. Grammar

Grammar is the rule of language in combining the words. The use of grammar can be applied in all the kinds of sentences structure, and make writing more meaningful.

e. Mechanic

Putting the punctuation, spelling and capitalization in a sentence.

Based on the explanation above, one of particular components from writing is grammar. In this research, researcher discusses about

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

students ability in writing using demonstrative pronoun. Demonstrative pronoun as known as a part of grammar.

b. Writting ability in Demonstrative pronoun

According to Ebbits (1978) grammar may also refer to the capacity of mind.

The ability of every normal human being possesses to speak and understand sentences. Thus, we all have grammar in overheads. Every human being understands indefinite number of new sentences he has never heard before.

According to Thornbury (2000) grammar is partly the study of what forms (or structures) are possible in a language. This can be interpreting that grammar is study that learn how to construct a form in a possible language. In grammar, we should learn about tenses, adverb, preposition, conjunction, verb, adjective, noun, and pronouns.

Pronoun is a word that is used instead of a noun or noun phrase. According to Payne (2011) pronouns are referring expressions that can be thought as abbreviated versions of determined noun phrase. This is means Pronouns are part of noun phrase. As explains above, pronouns also can be directing expression. Pronoun is an important material to determine part in noun phrase. Pronouns are an expression that used for noun. Pronoun itself can be a substitute or replacement for noun or other pronoun in the sentence. Pronouns also can be subject or object in a sentence. Therefore, it is an expression to substitute the noun.

As a result, pronoun is one of term that important in a text. To understand in using pronouns the strategies to teach students how to better of the pronouns

shown in the context by having students practice locating the referents using reading text.

The researcher will give some definition of pronouns. First the definition of pronoun according to Payne (2011), he wrote pronouns are word that can be shorted to be noun phrase. In addition, Quirk and friends said on their book "Pronouns share several characteristics, most of which are absent from nouns. Frank (1972) stated that, the traditional definition of pronoun is a word that takes the places of a noun. Modern grammarians who regard position and function as the decisive factors in classifying a part of speech often consider pronoun as a subclass of noun. According to Guigan (2011), pronoun is a word used as a place holder of a noun, noun phrase, or a different pronoun.

Pronouns are usually used in writing and speech as a way of keeping the flow of the words smooth by reducing repeated use of the full subject or object word. Pronouns usually come after the noun they are replacing. Langan (2003: 197) states that pronouns are words that take the place of noun (words for person, place or things). In fact the word pronoun means for a noun. Pronoun are shortcuts that keep you from unnecessary repeating words in writing. Child (1998) states that pronouns refer to and replace nouns (the names of people, places and things) that have already been mentioned, or that the speaker/ researcher assumes are understood by the listener or reader.

According to some definitions above, it can be concluded that pronouns are a word that can be replace a noun.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Kinds of pronouns

Pronouns have some different types that can people use in daily activity.

There are “I”, “them”, and “us” etc that can people usually use. Thus, too many people only know the word of pronoun whereas words of pronoun have a category. There are six categories according to Quick and friends (1985, p. 345), they are:

- 1) Central pronoun. There are 3 parts of central pronouns:
 - a) Personal: I, you, we, they, she, he, it. Object: me, you, us, them, her, him, it.
 - b) Reflexive: myself, themselves, herself, himself, ourselves, itself.
 - c) Possessive: possessive adjective: my, your, their, our, our, her, his. Possessive: mine, yours, ours, theirs, hers, his.
- 2) Reciprocal pronoun: each other, one another.
- 3) Relative pronoun: who, where, when, which, what, that.
- 4) Interrogative pronoun: who, what, when, which, where.
- 5) Demonstrative pronoun: this, these, that, those.
- 6) Indefinite pronoun. There are 2 parts of indefinite pronoun:
 - a) Positive universal: all, both, each and every. Assertive: some, one, half, several, enough, other and another. Nonassertive: any and either.
 - b) Negative: no and neither.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

From those several categories of pronouns by Quick and Friends (1985), the researcher focuses on demonstrative pronoun for this research.

c. Asesment of writing ability in demonstrative pronoun

A demonstrative pronoun is a pronoun that is used to point to something specific within a sentence. These pronouns can indicate items in space or time, and they can be either singular or plural. Demonstrative pronouns are pronouns that point to specific objects. They take the place of a noun, noun phrase, activity, or situation. They always consist of this, these, that, those, and sometimes include none, neither, and such.

Demonstrative pronouns are taught in English Language Arts classes usually at the elementary or middle school level. They are an important element of numerous languages and allow for speakers to simplify complex sentences.

When used to represent a thing or things, demonstrative pronouns can be either near or far in distance or time:

Near in time or distance: *this, these*

Far in time or distance: *that, those*

Because there are only a few demonstrative pronouns in the English language, there are just three simple rules for using them correctly. Remember them and you will have no difficulty using these surprisingly interesting parts of speech. Demonstrative pronouns always identify nouns, whether those nouns are named specifically or not. For example: "I can't believe this." We have no idea what "this" is, but it's



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

definitely something the writer cannot believe. It exists, even though we don't know what *it* is.

Demonstrative pronouns are usually used to describe animals, places, or things, however they can be used to describe people when the person is identified, i.e., *This* sounds like Mary singing.

Do not confuse demonstrative adjectives with demonstrative pronouns. The words are identical, but demonstrative adjectives qualify nouns, whereas demonstrative pronouns stand alone. Demonstrative pronouns can be used in place of a noun, so long as the noun being replaced can be understood from the pronoun's context. Although this concept might seem a bit confusing at first, the following examples of demonstrative pronouns will add clarity.

Successful communication is maintained by using demonstratives, where numerous aspects influence the sender's choice of a precise expression and other influences have an impact on the recipient's process of inferring this message. This indicates that demonstratives have a significant function in any discourse.

According to Richards and Schmidt (2010, p.161) a demonstrative is "a word (a pronoun or a determiner) which refers to something in terms of whether it is near to or distant from the speaker". In this respect, demonstratives are words used to indicate the entities referred to and to separate those entities from others.

Demonstratives are four major categories according to Diessel (1999): demonstrative determiners, demonstrative pronouns, demonstrative adverbs and demonstrative identifiers. The scope of the present study does not cover all the demonstrative categories; it is limited to analysis of demonstrative pronouns.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

According to Herring (2016 (p.103) Demonstrative pronouns are used to indicate specific people or things and indicate whether they are:

- a) Singular or plural
- b) Near or not near to the speaker.

The most common are this, that, these, and those. For example:

- 1). "This isn't mine." (singular, nearby)
- 2). "Give me that." (singular, not near)
- 3). "These are really gross." (plural, nearby)
- 4). "I forgot to bring those." (plural, not near)

Lester (2008 (p.85-86) stated that Demonstrative Pronouns Demonstrative pronouns are a small class of just four words: this, that, these, and those. As with indefinite pronouns, demonstrative pronouns can also be used as adjectives to modify a following noun:

Pronoun: I want to buy that. Adjective: I want to buy that book.

Pronoun: Those are mine. Adjective: Those books are mine.

For a discussion of demonstrative adjectives, see "Demonstratives" in "this" and "that" are singular:

- a) Do you like this?
- b) Do you like these?
- c) Do you like that?

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

d) Do you like those?

In other hand, Frank (1972:21) states that demonstrative pronoun is the same pronouns used for demonstrative adjectives - this, that, these and those. The difference is in the sentence structure.

- a) The demonstrative pronoun takes the place of the noun phrase.
- b) The demonstrative adjective is always followed by a noun.

The demonstrative pronouns are this, that, these, and those. Like all pronouns, they replace nouns. Demonstrative pronouns are used to replace specific people or things that have been previously mentioned (or are understood from context).

A demonstrative pronoun tells us whether it is replacing something singular or plural and whether that thing(s) is close by or farther away.

1. This and that represent singular nouns
2. This and that replace singular nouns
3. This represents something close by. For example: This is very smelly
4. That represents something farther away. For example: You can smell that from here
5. These and those represent plural nouns
6. These and those replace plural nouns
7. These represent something close by. For example: These smell rotten

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

8. Those represent something farther away. For example: Do not paint those.

The family of demonstratives (this/ that/ these/ those/ such) can behave either as pronouns or as determiners.

1. As pronouns, they identify or point to nouns.
 - a) That is incredible! (referring to something you just saw)
 - b) I will never forget this. (referring to a recent experience)
2. As determiners, the demonstratives adjectivally modify a noun that follows. A sense of relative distance (in time and space) can be conveyed through the choice of these pronouns/determiners:
 - a) These [pancakes sitting here now on my plate] are delicious.
 - b) Those [pancakes that I had yesterday morning] are even better.
 - c) This [book in my hand] is well written
 - d) That [book that I'm pointing to, over there, on the table] is trash.
3. A sense of emotional distance or even disdain can be conveyed with the demonstrative pronouns:
 - a) You're going to wear these?
 - b) This is the best you can do?

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

4. Pronouns used in this way would receive special stress in a spoken sentence. When used as subjects, the demonstratives, in either singular or plural form, can be used to refer to objects as well as persons:

- a) This is my father.
- b) That is my book.

In other roles, however, the reference of demonstratives is non-personal. In other words, when referring to students, say, we could write "Those are loitering near the entrance during the fire drill" (as long as it is perfectly clear in context what "those" refers to). But we would not write "The principal suspended those for two days"; instead, we would have to use "those" as a determiner and write "The principal suspended those students for two days"(Frank, 1972:22).

Ansell (2000, 251-252) Demonstrative pronouns is the words this, that, these and those are used to indicated specific persons or things. In the following examples, the words this, that, these, and those are use independently, and can be referred to as demonstrative pronouns. e.g.:

- a) This is an apple pie
- b) That is good idea
- c) These are my friends
- d) Those are maple trees



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The words *this*, *that*, *these*, and *those* can also be used immediately preceding a noun in which case they can be referred to as demonstrative adjectives. e.g.:

- a) This pie is made with apples
- b) That idea seems practical
- c) These people are my friends
- d) Those trees are maples

In the preceding examples, *this*, *that*, *these*, and *those* act as adjective, modifying the nouns *pie*, *idea*, *people* and *trees*, respectively, *this* and *these* are used to indicated persons or things that are close to the speaker or researcher. *This* takes a singular verb, and is used when referring to a single person or thing.e.g.:

- a) This is my brother
- b) This book belongs to him

These take a plural verb, and are used when referring to more than one person or thing.e.g.:

- a) These are my brothers
- b) These books belong to him.

That and *those* are used to indicate persons or things that are at a distance from the speaker and researcher. *That* takes a singular verb, and is used when referring to more than one person or thing.e.g.:

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a) That is a computers
- b) That women is a professors

Those takes a pleural verb, and is used when referring to more than one person or thing.e.g:

- a) Those are computers
- b) Those women are professors

The use of this, these, that, and those is summarized in the following table.

	Location Indicated	Singular or Plural
This	Close to speaker or writer	Singular
These	Close to speaker or writer	Plural
That	Distant from speaker or writer	Singular
Those	Distant from speaker or writer	Plural

B. Relevant Research

According to Syafi'i (2007), relevant research is required to observe some previous researches conducted by other researcher in which they are relevant to our research itself. The researcher has to analyze what the point that was focused on, inform the design, findings and conclusions of the previous research:

1. Reem Ibrahim Rabadi (2016) entitled by "Demonstrative Pronouns in English and Arabic: Are they Different or Similar?" From School of Applied Humanities and Languages, German Jordanian University,

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Jordan. The aim of the study is to reveal the similarities and differences between the demonstratives of the two languages by delineating their phonological, morphological, syntactic, and semantic properties. Exposing these differences will specify what language teachers have to teach and what language learners whether Arabic or English learners have to learn. He said as for the differences, English has only two-dimensional deictic points for demonstratives i.e., proximal or distal, but Arabic displays more deictic points i.e., proximal, medial, and distal.

2. Katharina Rustipa (2015) entitled by “The Use of Demonstrative Pronoun and Demonstrative Determiner this in Upper-Level Student Writing: A Case Study”. This study attempted to find out the variables underlying the realization of demonstrative this in graduate-student writing of Semarang State University, Indonesia. The data of the study were collected by asking three groups of students (first semester, second semester, third semester students) to write an essay. The collected data were analyzed by identifying, classifying, calculating, and interpreting. Interviewing to several students was also done to find out the reasons underlying the use of attended and unattended this. Comparing the research results to those of the Michigan Corpus of Upper-level Student Paper (MICUSP) as proficient graduate-student writing was done in order to know the position of graduate-student writing of Semarang State University in reference to MICUSP. The

conclusion of the research results is that most occurrences of demonstrative this are attended and these occurrences are stable across levels, similar to those in MICUSP. The reasons underlying the usage are to create unity, to build text and context relationship, to keep theme-rheme structure, to have variation. And the choice of using attended this or unattended this can be explained as a choice of maxim of manner or maxim of quantity proposed by Grice. It is suggested that a writing teacher review the theory how to write such as cohesion, unity, theme-theme pattern in writing class since this will facilitate the writing process.

3. Muhammad Arif Paturusi (2016) entitled by "The Students' Difficulties in Using Demonstrative Pronoun". The object of this research at the second year of SMP Aisiyiyah Sunggu minahasa, Makassar. The purpose of this research is to find the difficulties in using demonstrative pronoun. The result of the research data showed that the ability of the second year students of SMP AisiyiyahSungguminahasa found difficult in using Demonstrative Pronoun with the total mean score 41or classified as fairwith highest score was 60 and the lowest score is 1.6. The conclusion of this research is that almost all of students got the difficulties in using demonstrative pronoun. The difficulties were caused the students had less understanding about demonstrative pronoun because they never learned about it before.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Based on previous research mentioned above, the researcher found three studies to exploring students' demonstrative pronoun, from the several studies, two of them from Indonesia context, and also in their investigations on students' demonstrative pronoun, remain the gaps due to context and methodology. Based on previous research in Indonesia context it seems no researchers investigated the students' ability in using demonstrative pronoun.

Because of limited study on exploring students' ability in using demonstrative pronoun in Indonesia still many gaps. Therefore, it is essential to explore on students' ability in using demonstrative pronoun deeper. Besides, the practical problems related to demonstrative pronoun are also found at state Senior High School 1 Tambusai Utara

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

C. Operational Concept

Operational concept is the concept used to give an explanation about theoretical framework to avoid misunderstanding toward the research. It is one variable of this research which is students' ability in using demonstrative pronouns. Based on the theories and previous research above, so it is carrying to clarify the concept used in this research as follows:

1. Students are able to understanding the vocabulary.
2. Students are able to find the detail information from the sentence.
3. students are able to use “this,thas,that, those” as demonstrative pronoun in a sentence.
4. Students are able to understranding learning writing.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research is quantitative research, specifically descriptive quantitative study. According to Gay (2012), descriptive research is the collection and analysis numerical data to describe, explain, predict or control phenomena of interest. While according to Kothari (2004), descriptive research is aimed to describe of the state of affairs as it exist at present.

According to Grove, Burns, Gray (2013) descriptive design “may be used to develop theory, identify problems with current practice, justify current practice, make judgments, or determine what others in similar situation are doing”.

Noor (2012) also adds that there are some ways to do this type of research such as: formulating problem, collecting information, selecting the data collection. Data collection technique is obtained by observing, managing data and giving conclusion. According to William (2007), descriptive research is research design used to examine the situation involving identification of attributes of a particular phenomenon based on an observational basis. So, this type of research is used to describe and interpret the data being studied based on fact that is supported by accurate theories. Therefore, the aim of this research describes the students’ ability of the students of SMAN 1 Tambusai Utara in writing using demonstrative pronoun.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

B. Time and Location

This research was conducted on September 2022 at SMAN 1 Tambusai Utara.

Located on Pelajar street, Rantau Kasai in Tambusai Utara district, Rokan Hulu.

C. Subject and Object of the Research

1. The Subject of the Research

The subject of the research was to the tenth grade students of SMAN 1 Tambusai Utara in academic year of 2022/ 2023.

2. The Object Of The Research

While the object of this research was to the students ability in writing using demonstrative pronoun.

D. Population and Sample of the Research

1. Population of the Research

The population of the research is the tenth grade students of SMAN 1 Tambusai Utara in academic year of 2022/2023. The total population of the tenth grade students of SMAN 1 Tambusai Utara are 141 students that can be seen in the following table

Table III.1
The Population of the Research

No	Classes	Number of Student
1	X IPA 1	35
2	X IPA 2	35
3	X IPA 3	35
4	X IPA 4	36
	Total	141



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. Sample of the Research

Frankel & Wallen (2009, p.91) stated that a sample in a research study is the group on which information is obtained. The population for this research is large enough to be taken all as the sample. According to Arikunto (2006.p.134) if the population more than 100, the sample is taken between 10-15% up to 20-25% as the sample. The researcher decides to choose 20% of total population, which are 30 students. So the sample will be 30 students taken randomly. In order to have well-representing sample, the researcher will use simple random sampling technique.

Table III.2
Sample of the Research

No	Classes	Number of Student	Sample	Percentage
1	X IPA 1	35	8	20%
2	X IPA 2	35	7	20%
3	X IPA 3	35	7	20%
4	X IPA 4	36	8	20%
	Total	141	30	

In choosing the selected ones for the sample from each class randomly, the research will use simple lottery technique by using pieces of paper. Of 36 piece of paper that are distributed in each class, there are only 8 student piece written numbers which are number 1-8. As a result, there were 7-8 students selected as the sample in each class, as displayed the table above.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

E. Technique of Collecting Data

In order to get data for this research, the researcher was used a test as technique of collecting the data. According to Brown (2003), test is a method that used to measure a persons' ability, knowledge, or performance in given domain. It means that by using the test, the researcher can measure the ability or know the level of understanding the students. The tests are given to respondents in fill in the blanks form 10 items. Fill in the blanks as a format is most frequently used in educational testing, in market research, etc.

Hernawati (2009: 8) that the types of fill in the blank is making questions done by entering a statement which is between sentences in the blank area which must be filled. Quiz with this type of students required to be more careful in answering questions because there are no answer choices listed and required to estimate the word that emptied which would normally be a word key statement. By using fill in the blank, the researcher wants to find out the students' ability in using demonstrative pronoun at the tenth grade students of State Senior High School 1 Tambusai Utara. It is determined by having some questions dealing with demonstrative pronoun. In doing multiple choice items, they have to choose one correct answer among four provided option

1. Validity

The test was used for testing the students' ability must have validity and reliability. The test can be valid if it measures accurately what is intended to be measured. Brown (2003) stated that validity is the extent to which inference made from assessment results are appropriate, meaningful, and useful in the terms of the

purpose of the assessment. Validity is also called items discrimination. It means that the goal of validity of the test is to find out whether the test can differentiate between higher and lower group.

According to Arikunto (2002), there are four types of validity they are content validity, construct validity, concurrent validity, and predictive validity. To know the validity of the test the researcher used content validity, that refers to the content in a test based on the material that they had learned. It is related to the content curriculum and the test should be based on indicators. . According to Creswell (2012), content validity useful when the possibilities of questions for instance achievement tests in science education are well known and easily identifiable.

In this research, the researcher used content validity to measure the validity of quantifier test, the researcher conducted a try out to 30 items by handing them to 30 students who will not included in the research sample. The researcher used Microsoft Excel program to analyze the data. The researcher compared r_{observed} to r_{table} at significant level of 5% is 0.361. The r_{observed} of each item should be higher than the r_{table} to be considered as a valid question. If r_{observed} on the analysis is less than r_{table} , it can be concluded that these items are not significantly correlated with the total score (declared invalid) and must be removed or corrected

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Table III.3
Data of Validity

No	Questions	r_{observed}	r_{table}	Category
1	Question1	,480	,361	Valid
2	Question2	,652	,361	Valid
3	Question3	,652	,361	Valid
4	Question4	,650	,361	Valid
5	Question5	,564	,361	Valid
6	Question6	,480	,361	Valid
7	Question7	,430	,361	Valid
8	Question8	,650	,361	Valid
9	Question9	,533	,361	Valid
10	Question10	,255	,361	Invalid
11	Question11	,389	,361	Valid
12	Question12	,255	,361	Invalid

Based on the table III.3, there are two invalid questions. So the valid questions is ten. In the research test only used 10 valid question.

2. Reliability

Reliability has to do with accuracy of measurement. This kind of accuracy is reflected in obtaining the similar result when measurement is repeated on different occasion or with different instruments or by different person. Brown (2003) stated that the characteristic of reliability is sometimes termed consistency. The table

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

below is the categories of reliability test used in determining the level of reliability of the test.

Table III.4

The Level of Acceptable Reliability		
NO	Reliability	Validity
1	>0.90	Very high
2	0.80-0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/Minimally
5	<0.60	Unacceptably low

(Cohen, Manion, & Morison, 2007, p.506)

To obtain the reliability of the parts of speech mastery test, the researcher used Microsoft Excel Program to find out whether the test was reliable or not.

Table III.5

Reliability

Score of Reliability	Category
404	Very High

The table above shows that, the test get very high level of reliability.

F. Technique of Data Analysis

After collecting the data, the researcher was analyzed them by using fill the blank. The researcher try to find out the students' ability. After the students do the

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

test, then the researcher take the total score from test. There are five categories of students' score of ability.

In order to find out the categories of score, the following are classification of the score

Table III.6
The Classification of Students' Score

The Level Score	Categories
80-100	Very Good
70-79	Good
60-69	Enough
50-59	Less
0-49	Fail

(Arikunto, 2002)

To get description of this answer that given by the students, the formula used to analyze the data or to find out the percentage of students' ability as follows was using SPSS 23.0 Version and also formula as from Sudjono (2010) follow:

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

P = the class percentage

F = number of frequency / total percentage score

N = number of respondents



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding of this research, students ability in writing using demonstrative pronoun still out of expectation. The percentage of students ability was 53,3% which categorized into high category. The students still have good in analyze the using of demostrative pronoun. From 30 students, only 16 of them can achieve the good score. There are 5 students get middel score. Then there are 9 students who get low score.

B. Suggestion

Hopefully, for the next researcher can be able to upgrade knowledge and develope the theories to get the better result. Then for the teacher must be able to understand their students ability in writing using demonstrative pronoun. And the last but not least, the students should pay attantion with the lesson that teacher given to them.

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

REFERENCES

- Ansell, M. (2000). *The English Grammar*. In Ben Jonson, Vol. 8: The Poems; The Prose Works. <https://doi.org/10.1093/oseo/instance.00015680>
- Arikunto, Suharsimi. (2013). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Brown, H.d. (2001). *Principle of Language Learning and Teaching*. New York: Pearson Education.
- Brown, H.d. (2003). *Principle of Language Learning and Teaching*. New York: Pearson Education.
- Child (1998). Family History, Self Perceptions, Attitude & Cognitive Abilit Are Associated with Early Adolecent Reading Skill. *Journal of Research In Reading*
- Cresweel, John. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and qualitative Research*. 3rded. New Jersey: Pearson Prentice Hall.
- Coghill, Jeffrey and Stacy Magendanz. (2003). *English Grammar*. New York: Wiley Publishing, Inc.
- Cohen, L., Manion, L., dan Morrison, K. 2007. *Research Methods in Education*. New York: Routledge.
- Diessel, Claus F.K.(1999). *Coal Bearing Depositional System*. Australia.The 104 Unvesity of Newcastle.
- Duquette, G. (1995). *Second Language Practice: Classroom Strategies for Developing Communicative Competence*. Gevedon, United Kingdom : Multilingual Matters
- Elbow, P. (1973). *Writing without teachers*. New York: Oxford University Press
- Federer, W. T., (2002). *Experimental Design Theory And Application*, Third Edition, Oxford and IBH Publishing Co, New Delhi Bombay Calcuta.
- Frank, Marcella. (2009). *Modern English: A Practical Reference Guide*. New Jersey: Prentice Hall.



Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- Fraenkel, Jack R. And Norman E. Wallen. (2009). *How to Design and Evaluate Research in Education*. New York. McGraw-Hill Companies
- Gay and Pater Airasian.(2012) “*Educational Research Competencies for Analysis and Application Sixth Edition*”. New Jersey: Pearson Education,.
- Gray . (2003). *General Education Today*. San Fransisco. Washington. London: Jossey-Bass Publishers
- Guinan, J.(2009). *Investopedia*. Jakarta: Mizan Publika.
- Herring William.(2016). *Recognizing a pleural effusion*. In: Herring W, editor. *learning radiology : recognizing the basisc*. 3rd ed. Philadelphia: Elsevier.
- Jacobs, J., & Paris, S. (1987). *Children’s metacognition about reading. Issues in definition, measurement, and instruction*: Educational Psychologist.
- Lee, (2007). *A Practical Handbook of Language Teaching*. England:Prentice Hall International (UK) Limited.
- Mosenthal. (1983). *Pengantar psikolinguistik*. Yogyakarta: Fakultas Bahasa dan Seni, Universitas Negeri Yogyakarta.
- Harmer, J. (2000).*The Practice of English Language Teaching*. New york : Longman Publishing.
- Harmer, J. (2001).*The Practice of English Language Teaching*. New york : Longman Publishing.
- Langan, J. (2003). *Exploring Writing. Sentences and paragraphs-2 nd ed*. New York: Mc Growhill.
- Rodriguez, (2008). *Relationship between Vegetation Diversity and Soil Functional Diversity in Native Mixed-oak Forests*. *Soil Biology Biochem* Vol 40 issue 1 (2008) 49-60. Olicy makers.
- Quirk, E., Greenbaum, S., Leech, G., & Svartvik, J. (1973). *A Comprehensive Grammar of the English Language*. London: Longman.
- Payne dan Monica Theis. (2011). *Foodservice Management: Principles and Practices 12th Edition*. New Jersey: Pearson Education Inc.
- Nunan, D. (2003). *Research Method in Language Learning*.Cambridge : Cambridge University Press.



Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Nurgiyantoro.(2001). Penilaian dalam Pengajaran Bahasa dan Sastra. Yogyakarta: BPFE Yogyakarta.

Noor, Djauhari. 2012. Pengantar Geologi. Bogor: Universitas Pakuan.

Tarigan, Henry Guntur. (1994). Membaca Sebagai Suatu Keterampilan Berbahasa. Bandung. Penerbit Angkasa.

Thornbury (2000). Teaching writing: balancing product and process. (4. baski). Upper Saddle River, NJ: Merrill/Prentice Hall.

White, Fred.D. (1986) . The Writer's Art, A Practical Rhetoric and Handbook. California: Wadsworth Publishing Company.

William. (2007). Roles of Teachers and Learners. Oxford University Press



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CURRICULUM VITAE



Dista Aditya Putra was born on September 17th, 1996 in Tanjung Medan, Rokan Hulu. He is the first son of the couple Mr. Kohar Munajat and Mrs. Lulus Lestari. He has a little sister and brother, her name is Nining Karlina and his name is Trifa Riskia. He lives Tanjung Medan, Rokan Hulu .

In 2009, the researcher was graduated from SDN 013. Then he finished his study at MTs Al mukhlisin in 2012. He continued his study at SMAN 1 Tambusai Utara , and finished it in 2015. Then on July 2015, he was accepted become one of the students in English Education Department, Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau. He has done KKN (Kuliah Kerja Nyata) in Sebrang Sungai Village, Gunung Toar district, Kuantan Singigi regency on July 2018. Then, on September 2018, he has done Pre-Service Teacher Training Practice at SMA Olahraga Pekanbaru, Riau.

Finally, he followed the final examination of his thesis entitled “Students Ability in Writing using Demonstrative Pronoun at SMAN 1 Tambusai Utara”. Then, his thesis was finally accepted and approved by the final examination committee for the award of Bachelor Degree of Education on January 13th 2023. He successfully passed in the final examination with IPK 3.10 and appropriate to get Bachelor Degree (S.Pd).