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A STUDY ON THE RECOGNITION OF ENGLISH PERSONAL PRONOUNS BY THE SECOND YEAR STUDENTS OF MUALLIMIN MUHAMMADIYAH BOARDING SCHOOL



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Thesis

Submitted as partial fulfillment of requirements
for Bachelor of English Education
(S.Pd)

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ENGLISH EDUCATION DEPARTMENT

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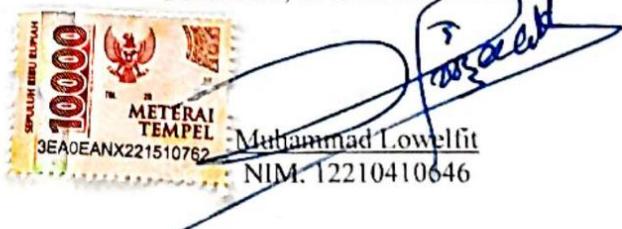
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In the name of Allah, the Most Gracious and the Most Merciful, all praise and gratitude we offer to Allah SWT. With His guidance and grace, the researcher has completed a scientific paper entitled "A Study of the Introduction of Personal Pronouns in English by Second Grade Students of the Muallimin Muhammadiyah Islamic Boarding School". This scientific paper is one of the academic requirements for completing a Bachelor's degree (S.Pd) in the English Language Education Department, Faculty of Education and Teacher Training, Sultan Syarif Kasim State Islamic University, Riau. We always offer prayers and greetings to the last Messenger of Allah, Prophet Muhammad SAW who has inspired and enlightened many people throughout the world.

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3. Roswati, S.Pd.I., M.Pd., the Head of the Department of English Education, has given corrections, suggestions, support, advice and guidance in completing the thesis.
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ABSTRACT

Muhammad Lowelfit (2025) : A Study on the Recognition of English Personal Pronouns by the Second Year Students of Muallimin Muhammadiyah Boarding School

This study aimed to investigate the recognition of English personal pronouns by second-year students of Muallimin Muhammadiyah Boarding School and to identify the types of personal pronouns that are most difficult for the students. This research employed a quantitative descriptive design. The population of the study consisted of 270 second-year students, from which 75 students were selected as the sample using simple random sampling. The data were collected through a multiple-choice test consisting of 20 items covering subject pronouns, object pronouns, possessive adjectives, possessive pronouns, and demonstrative pronouns. The data were analyzed using descriptive statistical techniques.

The findings revealed that the students' overall ability in recognizing English personal pronouns was categorized as fair, with a mean score of 74.26%. The students showed good to very good mastery of subject pronouns, object pronouns, possessive adjectives, and possessive pronouns. However, demonstrative pronouns were identified as the most difficult type, showing the lowest level of mastery. These results indicate that although English personal pronouns have been taught, students still experience difficulties, particularly in more complex forms and contextual usage.

This study is expected to provide useful insights for English teachers in designing more effective grammar teaching strategies, especially in teaching personal pronouns, and to contribute to the improvement of students' writing competence in English.

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Keywords: personal pronouns, pronoun recognition, writing, EFL students

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ABSTRAK

Muhammad Lowelfit : Kajian tentang pengenalan kata ganti orang dalam bahasa Inggris oleh siswa kelas dua pondok pesantren Muallimin Muhammadiyah

Penelitian ini bertujuan untuk mengetahui kemampuan pengenalan kata ganti orang (personal pronouns) dalam bahasa Inggris oleh siswa kelas dua Pondok Pesantren Muallimin Muhammadiyah serta mengidentifikasi jenis kata ganti orang yang paling sulit dikuasai siswa. Penelitian ini menggunakan metode deskriptif kuantitatif. Populasi penelitian berjumlah 270 siswa, dengan sampel sebanyak 75 siswa yang dipilih menggunakan teknik simple random sampling. Data dikumpulkan melalui tes pilihan ganda sebanyak 20 butir soal yang mencakup kata ganti orang sebagai subjek, objek, kata sifat kepemilikan, kata ganti kepemilikan, dan kata ganti penunjuk. Data dianalisis menggunakan statistik deskriptif.

Hasil penelitian menunjukkan bahwa kemampuan siswa dalam mengenali kata ganti orang bahasa Inggris berada pada kategori cukup dengan nilai rata-rata sebesar 74,26%. Penguasaan siswa terhadap kata ganti subjek, objek, kata sifat kepemilikan, dan kata ganti kepemilikan tergolong baik hingga sangat baik. Namun, kata ganti penunjuk merupakan jenis yang paling sulit bagi siswa dan memiliki tingkat penguasaan terendah. Temuan ini menunjukkan bahwa meskipun materi kata ganti orang telah diajarkan, siswa masih mengalami kesulitan terutama pada bentuk yang lebih kompleks dan penggunaannya dalam konteks kalimat.

Penelitian ini diharapkan dapat membantu guru bahasa Inggris dalam merancang strategi pembelajaran tata bahasa yang lebih efektif serta meningkatkan kemampuan menulis siswa dalam bahasa Inggris.

Kata kunci: kata ganti orang, pengenalan kata ganti, menulis, pembelajar EFL

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ملخص

محمد لولفيت (٢٠٢٥): دراسة حول التعرّف على الضمائر الشخصية الإنجليزية لدى طلاب السنة الثانية في معهد المعلّمين الحمدية الداخلي

تهدف هذه الدراسة إلى التعرّف على مستوى قدرة طلاب السنة الثانية في معهد المعلّمين الحمدية الداخلي على التعرّف على الضمائر الشخصية في اللغة الإنجليزية، وكذلك تحديد أنواع الضمائر الشخصية التي تُعدّ الأكثر صعوبة بالنسبة لهم. استخدمت هذه الدراسة المنهج الوصفي الكمي. تكون مجتمع البحث من ٢٧٠ طالباً، وتم اختيار عينة مكونة من ٧٥ طالباً باستخدام أسلوب العينة العشوائية البسيطة. جُمعت البيانات من خلال اختبار اختيار من متعدد مكون من ٢٠ سؤالاً، شمل ضمائر الفاعل، وضمائر المفعول به، وصفات الملكية، وضمائر الملكية، والضمائر الإشارية. وتم تحليل البيانات باستخدام الأساليب الإحصائية الوصفية.

أظهرت نتائج الدراسة أن مستوى قدرة الطلاب في التعرّف على الضمائر الشخصية الإنجليزية يقع في فئة المستوى الكافي، حيث بلغ متوسط الدرجات ٧٤,٢٦٪. وقد تبيّن أن الطلاب يمتلكون مستوى جيداً إلى جيد جداً في استخدام ضمائر الفاعل، وضمائر المفعول به، وصفات الملكية، وضمائر الملكية. في المقابل، وُجد أن الضمائر الإشارية تُعدّ الأكثر صعوبة، إذ حققت أدنى مستوى من الإتقان. وتشير هذه النتائج إلى أنه على الرغم من تدريس الضمائر الشخصية للطلاب، إلا أنهم ما زالوا يواجهون صعوبات، خاصة في الأشكال الأكثر تعقيداً وفي استخدامها ضمن السياق.

ومن المتوقّع أن تسهم هذه الدراسة في مساعدة معلّمي اللغة الإنجليزية على تصميم استراتيجيات تدريس أكثر فاعلية لقواعد اللغة، ولا سيما في تدريس الضمائر الشخصية، كما تمهّل في تحسين مهارات الكتابة لدى الطلاب باللغة الإنجليزية.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

The aim of the English teaching in Indonesia is to provide the students with skill which enable them to communicate in English fluently and accurately. It means that students are expected to have skills in speaking, listening, reading, and writing. *Biber, D., Conrad, S., Leech, G., & Finegan, E. (2020)* states that there are three aspects that we should study in learning a language, they are : vocabulary system, sound system, and structure system.

English is a foreign language for Indonesian people and has become one of the compulsory subjects at Junior and Senior High Schools. This happens because of its important function as an international language both in spoken and written forms. Today, most of the scientific books are written in English. The ultimate goal of learning it for average students is to enable them to have the knowledge of English and capability to use it actively in four language skill i.e listening, speaking, and writing.

For Indonesian students, learning English is challenging because it is a foreign language. This might occur due to the fact that English is not frequently spoken in their surroundings and that its syntax is quite intricate. The case with Muallimin Muhammadiyah students, particularly the second-year students who struggle with learning English, this intricacy makes learning it confusing for the pupils. They still struggle to understand and use English, even though they have been learning it since junior high school. As a result, it is crucial that pupils

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understand the language's norms and become proficient in grammar so that they can form sentences. Proficiency in grammar is essential. A writer who lacks a solid command of grammar will find it difficult to use it effectively, which will hinder readers' comprehension of the writer's viewpoint. According to Hodgson (2020), grammar describes how words and phrases, which comprise linguistic units, are combined to form sentences in a language. Crucial to use personal pronouns when writing. It will be difficult if pupils use the incorrect personal pronouns. Sometimes, however, students can use personal pronouns appropriately because of their spelling. According to Anne Seaton (2007), a pronoun is a phrase that substitutes for a proper or common noun. Subjective and objective pronouns are pronouns that can be employed as a subject and object in a sentence. They can also be used as an adjective to modify certain nouns (a possessive adjective) or as a noun phrase substitute (a possessive pronoun). Learning the personal pronoun is crucial since it makes composing sentences, texts, paragraphs, and messages more efficient. The author can avoid using the same person's name or other nouns repeatedly in the text by using personal pronouns. Second-year students, especially those involved in ESL programs, frequently struggle to completely understand the nuances of pronoun usage. This covers the complicated process of recognizing subject, object, possessive, and demonstrative pronoun forms, as well as selecting the appropriate pronoun in connection to gender, number, and case. According to Biber et al. 2002, mistakes in pronoun usage and recognition frequently result

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from a lack of exposure to a variety of linguistic settings or from a failure to comprehend grammatical norms.

According to Ellis Another area of concern is overgeneralization, which occurs when students apply principles from their own native languages to English, leading to misunderstandings when they don't match (Ellis, 2003). This is most noticeable when students use pronouns or forget to adapt them according to the gender or number of the antecedent. In order to find the causes of these mistakes as well as potential solutions, research on second-year students' proficiency with English personal pronouns is essential. Knowing how students approach pronoun recognition and the typical mistakes they make can help teachers develop more effective teaching strategies and more focused interventions to help students more accurately.

This research is focussed on the recognition of English personal pronouns by the second years students of Muallimin Muhammadiyah boarding school. Muallimin Muhammadiyah boarding school is the school at which the writer practiced teaching last two years. There are some reasons the writer in choosing English personal pronouns as a topic of his research. Firstly when the writer practiced teaching at the school, he found that most of the second year students were still confused with English personal pronouns. It might have happened because an English teacher did not explain the English grammar explicitly. As a result, most of the students have difficulties in recognizing the grammar. She likes the diamond its but not the setting

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Secondly, English personal pronouns are different from Indonesian personal pronouns. English has more complicated personal pronouns than Indonesian. In English the forms of personal pronouns depend very much upon their functions in a sentence, while in Indonesian, they do not. *Huddleston, R., & Pullum, G. K. (2002)*. That the most confusing things about pronouns is that they change their form, depending upon how they are used in sentences. *Krashen, S. (1982)* for language learners, the correct use of personal pronouns is often one of the first grammar lessons. However, moving from beginner to advanced proficiency involves mastering the more subtle and contextual use of pronouns. For example, learners must understand how to shift from informal pronouns to formal ones in professional or academic settings, or how to navigate the increasing use of gender-neutral pronouns in modern discourse. Language acquisition theories, such as those by Krashen and Chomsky, suggest that as learners advance, their understanding of the complex, sociocultural nuances of language use deepens. In this context, the application of pronouns becomes not just a grammatical task but a pragmatic one.

Thirdly Culturally, personal pronouns often reflect societal attitudes toward gender, hierarchy, and politeness. In more formal settings (e.g., professional communication), polite forms of pronouns (e.g., indirect references, third-person forms) are used to maintain respect and hierarchy. In more casual settings, such as among friends or peers, the use of pronouns tends to be more direct and egalitarian. Moreover, pronouns in the workplace or formal communication (e.g., emails, speeches) may take on additional layers of

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politeness or gender sensitivity, especially with increasing emphasis on inclusivity and respect for individual identities. *Merriam-Webster (2020)*

Based on those considerations above, the writer would like to conduct a research with the title "*A Study on the Recognition of English Personal Pronouns By the second Year Students of Muallimin Muhammadiyah Boarding School.*"

B. Indenificaion of the Problem

1. Identification of the Problem

Based on the background above most of the second year students its can be follows:

- a. Students confused with English personal pronouns.
- b. Students struggle personal pronouns because they have lack of knowledge about English personal pronouns material.
- c. Students have difficulties with grammar because there are some rules they need to consider.

2. The Limitation of the Problem

The limitation of the problem of this study is English personal pronouns. There are five kinds of pronouns in English. They are personal pronouns as subject, pronouns as object, pronouns as possessive adjective, and as possessive pronouns . Due to the limitated time and the knowledge the writer has, the writer would like to limit the problem on the recognition in using English personal pronouns faced by the second years students Muallimin Muhammadiyah boarding school Bangkinang.

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3. Formulation of the Problem
 - a. How is the second year students of Muallimin Muhammadiyah boarding school recognize of English Personal Pronouns?
 - b. Which type of English personal pronoun is the most difficult for the students?

C. Objective and Significance of the Research

1. Objective of the research

The objective of this study is to find out how the recognition of the second year students Muallimin Muhammadiyah boarding school in using English personal pronouns, so the readers or English teachers can find a better method to teach English personal pronouns to their students. The objective of the research formulated as follows:

- a. To find out the second year students of Muallimin Muhammadiyah boarding school recognize English Personal Pronouns.
- b. To find out the type of English personal pronoun is the most difficult for the students.

2. Significance of the Study

Hopefully, this research will give the researcher benefits in how to conduct a research as a novice researchers and hopefully this research will help the students to learn English and cheerful way especially in learning English personal pronouns, the research findings are hopefully useful and give benefits for students and teachers at Muallimin Muhammadiyah Bangkinang that English personal pronouns can help them and becomes a

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consideration for their future English learning and also the result of this research are expected to be used as a reference to for other researcher who have interest to conduct second or foreign language research:

- a. The research will help the students to learn English in a cheerful way especially in learning English personal pronouns
- b. English personal pronouns can help them and becomes a consideration for their future English learning

D. The Definition of Term

To avoid misunderstanding or misinterpretation of the term used in this thesis, the writer explains them in the following. Recognition means acceptance or the ability to accept something well *Krashen, S. D. (1981)*. In this research, recognition means the ability in understanding and using English personal pronouns. Personal pronouns are function words that serve as noun substitutes of person. Muallimin Muhammadiyah boarding school is a state senior high school that is located in Muallimin Muhammadiyah Bangkinang, Kampar.

Noam Chomsky (1957) stated that a personal pronoun is a type of pronoun that is used to represent a specific person or thing in a sentence. According to language experts, personal pronouns typically reflect distinctions such as the speaker (first person), the person spoken to (second person), and the person or thing being spoken about (third person). They change form depending on their role in a sentence (subject, object, possessive), and are often used to avoid repetition of nouns.

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CHAPTER II

REVIEW OF RELEVANT LITERATURE

A Theoretical Framework

1. English Personal Pronouns

a. Definition of Personal Pronouns

As linguists and writers of the Cambridge Grammar of the English Language, Rodney Huddleston and Geoffrey K. Pullum define personal pronouns as "pronouns that refer to a specific person or persons in a given context." These pronouns enable us to substitute a term that indicates which individual or group is being discussed for the noun, which helps to organize sentences. Among the eight parts of speech is a pronoun. The word's Latin origin is its source. 'Pro' means 'for' and 'nomen' means 'name' In an English sentence a pronoun is used in a place of noun or a noun equivalent A pronoun is a word that functions as a noun substitute. Generally speaking, a pronoun may be used only when it is very clear which noun it is substituting for. When the noun for which it substitutes has not been used first, or when noun to which a pronoun refers is ambiguous, these are cases of faulty pronoun reference Liu, Y. (2021). Furthermore, Hans P. and Edgar H (1977). say that pronouns are shortcut words. They help us avoid unnecessary repetition. We do not really want to repeat the name in a sentence like the following :

- 1) Susi smiled at Ardi when Ardi opened the door for Susi As a shortcut, we use the pronouns he and her.
- 2) Susi smiled at Ardi when he opened the door for her

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- 3) Pronouns are among the most changeable of English words. They have different forms for many different uses.

The term "recognition of English personal pronouns" refers to the ability to identify and understand the function and usage of personal pronouns in the English language. Lunsford, A. A., & Ruszkiewicz, J. J. (2019) Personal pronouns are words that replace specific nouns and are used to refer to people or things. They are categorized based on person (first, second, and third), number (singular and plural), and gender (in the case of third-person pronouns). And then there are some aspect or categories of writing in personal pronouns:

a) Subjectivity

The use of personal pronouns emphasizes the writer's individual perspective and experiences.

b) Connection

It can foster a sense of connection between the writer and the reader, making the narrative feel more relatable and engaging.

c) Authenticity

Writing in the first person can convey authenticity and vulnerability, inviting readers into the writer's personal journey

b. The Kinds of personal pronouns

There are five kind of pronouns, namely :

- 1) Personal pronouns as subjects are words used to replace the names of people, animals, or things that function as the doer of an action

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(subject) in a sentence. These pronouns are usually placed at the beginning of a sentence, before the verb, and they show who performs the action. (I, You, We, They, She, He, It)

- 2) Personal pronouns as objects are pronouns used in English to function as the object in a sentence, meaning they receive the action rather than perform it. (Me, You, Him, Her, It, Us, Them)
- 3) Personal pronouns as possessive adjectives are words used to show ownership or possession in English, and they are always followed by a noun. (My, Yours, His, Her, Its, Our, Their)
- 4) Personal pronouns as possessive pronouns are pronouns used to show ownership or possession, and they are not followed by a noun because the noun is already understood from the context. (Mine, Yours, His, Hers, Its, Ours, Theirs)
- 5) Demonstrative pronouns are pronouns used to point to or indicate specific people, objects, or things, and they are not followed by a noun because the noun is already clear from the context. (This, That, These, Those.)

c. The Role of Pronouns in English Sentences

Pronouns play a crucial role in English sentence construction, both in written and spoken discourse. In modern linguistic studies, pronouns are viewed not only as substitutes for nouns but also as essential devices for maintaining cohesion and coherence in texts. According to Celce-Murcia and Larsen-Freeman (2016), pronouns function as cohesive ties

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that help readers and listeners track referents efficiently across clauses and sentences, thereby improving textual clarity and flow.

Furthermore, Biber, Conrad, and Reppen (2019) explain that pronouns contribute significantly to communicative efficiency by reducing redundancy and facilitating smoother interaction, particularly in spoken language. The appropriate use of pronouns allows speakers and writers to express ideas more naturally and economically while maintaining grammatical accuracy and pragmatic clarity.

In addition, contemporary discourse-based grammar emphasizes that pronoun usage reflects the speaker's awareness of context, audience, and information structure (Halliday & Hasan, 2014). Therefore, mastery of pronouns is not only a matter of grammatical correctness but also an indicator of a learner's communicative competence in English.

d. The Concept of Personal Pronouns

A personal pronoun is a functional word that substitutes for a noun or noun phrase and refers to participants in a discourse. In contemporary grammar, personal pronouns are understood as elements that encode person, number, gender, and case, and their use is highly dependent on discourse context. According to Biber et al. (2019), personal pronouns function as referential devices that enable speakers and writers to maintain cohesion and avoid unnecessary repetition while ensuring clarity of reference.

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Moreover, modern linguistic perspectives emphasize that personal pronouns must have clear and identifiable antecedents to prevent ambiguity and misinterpretation in communication (Celce-Murcia & Larsen-Freeman, 2016). Effective use of personal pronouns therefore requires not only grammatical accuracy but also sensitivity to contextual and pragmatic factors within a text.

e. The Forms of Personal Pronouns

The forms of personal pronouns are subjective form that is used chiefly as a subject, objective form used as an object, and possession of nouns in a sentence. Thus, subjective form can not be used in place of own objective or possessive form So, the forms of personal pronouns depend on the function of personal pronouns themselves.

Table II. 1
The List of English Personal Pronouns

Gender	1 st Person	2 nd Person	3 rd Person masculine singular	3 rd Person feminine singular	3 rd Person neuter singular	3 rd Person neuter plural
Subject	I We	You you	He	She	It	They
Object	Me Us	You You	Him	Her	It	Them
Possessive	My Mine Our Ours	Your Yours Your- selves	His - His	Her Hers	Its - Its	Their - Theirs

By observing the table above, the writer can see that the forms of personal pronouns differ in accordance with person, number, genders, and cases.

a) Person

Number, of course, refers to singularity or plurality of persons or thing. "I", the first person, is always singular. "We", the first person plural pronouns, denotes "/" plus one or more other persons. "You" the second person used as common forms to indicate singularity or plurality, i.e.. "Yourself and Yourselves"

b) Genders

Genders refers to masculine, feminine, neuter, only their person singular pronoun forms are distinguished according to

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gender. Masculine pronouns are he, him, his, himself. Feminine pronouns are she, her, hers, and herself. Neuter pronouns are it, its, and itself.

c) Cases

Cases refer to the form of a personal pronoun that indicates its relation to another word in a sentence. There are four cases of English personal pronouns, namely: subjective case, possessive case (possessive objective and possessive pronouns), objective case,

Some personal pronouns have the same forms of the subjective and objective cases. The pronouns "you" and "it" can be either subjective or objective cases. Other pronouns, however, have different forms of subjective and objective cases.

Subjective : I, we, he, she, they

Objective : me, us, him, her, them

Subjective Forms

The subjective form of personal pronoun should be used as the subject of a sentence or clause Yule, G. (2020)

- "I", the first person singular is used to indicate the speaker
Alice said, "I am hungry.

"I" in the sentence refers to the speaker i.e., "Alice"

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"We", the first person plural, may be used to denote the speaker or the writer and those associated with "him" or "her" The person addressed may or may not be excluded.

Are we late, Alice?

"We" in the sentence may refer to the speaker and his companion; the person addressed. i.e., "Alice" is excluded. In other context, however, "we" in the sentence may refer to the speaker and person addressed, i.e.. "Alice", "we" in the sentence means the same as "you and I"

"you", the second person singular or plural, is used to denote the person addressed.

Singular : You are a handsome boy, Amir.

Plural : "You *have to study hard*," said the teacher to her students.

"They", the third person plural, is used to denote the persons, things or animals that are talked about

(1) Alice, Amir and Siti are the students of Muallimin Muhammadiyah Bangkinang . They are going to go to school tomorrow.

"They" refers to alice, amir, and siti

(2) I have four pens. They are in the drawer

"They" refers to pens

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(3) There are three tigers in the forest. They are biting each other. *"They"* refers to three tigers.

- *"He"*, the third person singular, is used to indicate the male person that talked about. *"He"* may also refer to a male animal whose sex is a matter of indifference.

(1) The girl is my daughter. She is a beautiful girl.

(2) The horse was rather restive at first, but he was soon manageable. - *"She"*, the third person singular, is used to denote the female person that is talked about.

Susi is my darling. She is a kind woman.

"She" may refer to a female animal too whose sex is not a matter of indifference. *"She"* is occasionally used with reference a plant and more often to an artificial object to express affection or familiarity. such as a ship, an engine, etc.

"It", is used to refer to thing or animal

a. I read a book. It is interesting

b. There is a cat in the garden. It broke its leg

Personal pronouns as subject is used:

a. Before to be

I am student

You are a killer

He is a bad man

She is a nurse

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It is a dog

We are students

You are traders

They are clever

b. Before a verb

I come to his party

He forgets to answer the question

She understands

Its hides

We sing a song

You oversleep

They work in the garden everyday

Objective Forms

Use the objective form of personal pronoun case for an object

complement (direct or indirect object), for the principal word of a prepositional phrase (object of a preposition), or the subject or object of an infinitive Swan, M. (2016).

They are: me, us, you, them, him, her, and it.

Direct object : John is a good student. I like him

Indirect object : John gave them some of his pens

Object of preposition : Susi introduced the guest to us

Infinitive : Susi wanted me to help her

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Complement of to be : The students mistakenly thought the teacher to be him.

Personal pronouns as an object is used :

- a) After to be
It's me that you need
- b) After a verb
I gave him a book
- c) After a preposition
He sent a letter to me
- d) After the word "let"
Let me go
Let's go
- e) After the word "of" if before of is not a noun
I dreamt of her
- f) If there is no a verb or to be
Who's there? Me?

Possessive Forms

A possessive pronoun is a pronoun that indicates possession. There are two types of possessive pronoun, i.e., Dependent Possessive, such as my, your, her, its, its, his, our, and their, and Independent Possessive such as *mine*, *yours*, *his*, *ours*, and *theirs*.

Gibbons (2020) has said that an independent possessive is used alone, without a noun following it but a dependent possessive is used only with a noun following it. A Dependent Possessive must be followed by a noun for example:

She is my close friend

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They are his friends

This is our car

An Independent Possessive is used alone, without a noun following it for examples:

This pen is mine

The glass is his

The shirts is yours

Those books are theirs

B. Relevant Research

There is several related research that had been done by some researcher related the effect of English personal pronouns by the second year students:

Recent research reinforce the finding that subject pronouns are easier to master than object and possessive pronouns. For example, a study conducted at Muhammadiyah University of Makassar found error rates of 19.33% for subject pronouns, 40% for object pronouns, 24.66% for possessive adjectives, and 20.06% for possessive pronouns in EFL students' writing. Similarly, a study by Fitriana (2022) involving junior high school students in Jambi reported that the greatest difficulty occurred with object pronouns (35.2%), followed by possessive pronouns (14.4%), due to confusion regarding subject and object positions.

A second study was carried out by Amnun Isnawati Harahap, titled "Analysis of Student Mistakes in Using Personal Pronouns in Descriptive Writing for Class X at SMA Negeri 1 Tanjung Pura". The goal of this study is to explore how personal pronouns are used in descriptive texts. It employs a

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descriptive methodology that combines both qualitative and quantitative research methods. To gather data, the researchers provided a written test where students had to write about a person. The participants in this research were students from Class X, and the test aimed to pinpoint the mistakes they made. It is important to understand the different kinds of mistakes students make when writing descriptive texts. The main types of errors include omission, addition, formation, and arrangement errors. Among these, omission errors were the most frequent, making up 36.84% of the mistakes. Addition errors followed, accounting for 20.74%, while formation errors were at 32.10%, and arrangement errors were 10.62%. The questionnaire results showed that many students struggle with motivation to learn because they find it hard to read, write, and understand things, especially when it comes to using what they've learned in real-life situations.

Thirdly, Fanny Laina Tussifa and Harum Natasha conducted a study titled

"Study of First Grade Students' Understanding of Personal Pronouns in English Reading Texts at SMPN 1 Singingi." They focused on 40 students from two different classes, selecting 20 of them to participate in the research. This study was quantitative and descriptive in nature. To gather information, the researchers used a fill-in-the-blank test. After analyzing the results, they discovered that the total score from all the students was 1545. The average score was 77.25, and 85% of the students scored well. This indicates that most of the students have a good understanding of personal pronouns.

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The fourth, a study title is “*Students ability in using personal pronouns in English*”. This research to measure the students’ ability and to describe the students’ problems in using personal pronouns in English. Some studies related to pronouns were conducted recently. Kamlasi & Nokas (2017) analyzed the grammatical errors in writing of the second-grade students of SMA Kristen 1 Soe. The purpose was to describe the students’ grammatical error in writing. The findings showed that verb errors were 21.16%, noun errors were 19.70, pronoun errors were 29.74%, the adjective errors were 34.27%, the adverb errors were 32.41%, the conjunction errors were 34.02% and the preposition errors was 32.94%. It indicated that the students still find problems in using pronouns in writing. They still produce significant number of errors in writing. Handayani & Johan (2018) conducted a research on Problem faced in Grammar of EFL Students. The research objective was to describe the dominant errors made by the students in writing. The results of the research showed that most problems faced by EFL students are tenses in which 80% of students that made errors in tenses. They also presented that they students also made errors in using pronoun within 30% of students. Further research on analyses the errors in students’ writing composition in simple present tense conducted by (Fitria, 2019).

Stobbe (2008) says that personal pronouns refer to person. The exceptions are the pronoun “it”, which refers to inanimate things, and the pronoun “they” which sometimes refers to inanimate things. In the way, Quirk et al., (2007) notes that personal pronouns refer succinctly to the speaker/writer, the addressee and identifiable things or person other than the speaker/writer and the addressee. He underlines that there are corresponding series of personal pronouns that

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covers possessive determiners, possessive and reflexive pronouns. The definitions clearly states that personal pronouns refer to people/thing to replace noun. It is said that a personal pronoun is represents person or thing that we are talking about. In English, personal pronoun consists of subject, object, possessive and reflexive. Stobbe (2008) noted that subject perform the action of the verb. Furthermore, Stobbe (2008) noted that object pronoun receives the action of the verb or is used as the prepositional phrase. While, Azar (2002) notes that possessive pronouns are not followed immediately by a noun, they stand alone e.g., That book is hers. Eastwood (2005) explains a reflexive pronoun is used as an object or complement when it refers to the same thing as the subject; e.g. I fell over and hurt myself.

Siahaan (2007), Derewinka (1990), William (2005), and Frank (1972). This research will follow a quantitative approach. The subjects of the study are the eighth-grade students at SMP Negeri 8 Pematangsiantar, and data will be gathered through observation. After analyzing the information, the researchers discovered that students struggle with personal pronouns in three main areas: using personal pronouns as subjects (34%), as objects (24%), and as possessive adjectives (42%). This indicates that eighth graders at SMP Negeri 8 Pematangsiantar still find it hard to use personal pronouns correctly.

And also language has three important components; sounds, words and grammar. Every language has its own system of sounds, words and grammar. It is possible that they have different in many ways, like the pronunciation; the word formation or even the sentence construction. Harmer (2006) defines grammar as the description of the ways in which words can change their forms and can be combined into sentence in that language. Grammar rule is one of the

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C. Operational Concept

The theories used in the research theoretical framework are clarified using operational concepts. To prevent misunderstandings, these definitions are also used to make the literature review easier to understand. There are two indicators used in this study to discuss the research topic because the researcher uses several indicators as a guide.

1. Personal pronouns

According Lunsford, A. A., & Ruszkiewicz, J. J. (2019), personal pronouns indicators as follows:

- a. Subjectivity
- b. Connection
- c. Authenticity

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CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology applied in this study. It explains the research approach, research design, data sources, instruments, data collection procedures, and data analysis techniques. The methodology is structured to ensure that the research objectives are addressed systematically and that the findings are valid, reliable, and relevant. Considering the purpose of this study, which is to describe and analyze the phenomena based on numerical data, a quantitative descriptive method is considered the most appropriate approach. This chapter begins with an explanation of the research design, followed by detailed descriptions of the methodological procedures employed throughout the study.

A. Research Design

This research use a quantitative research design with to assess the recognition of English personal pronouns among second-year students.

According Creswell J.W (2014) quantitative descriptive research is a valuable method for understanding and summarizing a phenomenon using numerical data. It is ideal for providing clear, objective descriptions of variables, identifying patterns or trends, and offering a snapshot of a population's characteristics. However, it is not designed to investigate causal relationships or offer deep explanations of underlying reasons behind the patterns observed.

B. Time and Location of the Research

This research was carried out at Muallimin Muhammadiyah Bangkinang.

It was held in may in the academic years 2025.

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C. Subject and Object of the Research

The subjects of this study were second grade students of Muallimin Muhammadiyah Bangkinang, and the aim of this study was to determine the ability of pronoun recognition in English of second grade students using the quantitative descriptive method.

D. Population and Sample of the Research

1. Population

According to Hadi (2006). Population is the whole subject that use in research. In this research the population is the second year students of Muallimin Muhammadiyah boarding school, it consists 270 students

2. Sample

a. Simple random sampling

This study employed simple random sampling to select participants from the population of second-year students enrolled in English courses at Muallimin Muhammadiyah boarding school. Simple random sampling was chosen to ensure that every student in the population had an equal and independent chance of being selected, thereby minimizing bias and enhancing the representativeness of the sample. The population for this study consisted of all second-year students enrolled in English courses during the second year students of Muallimin Muhammadiyah . The total population size was 270 students.

Since the population of this research is quite big, it is necessary to have a sample by using the system of random sampling in which all

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population have an equal and an independent chance of being included in the sample Gay (1978:101) says that sampling is the process of selecting individualist for a study. In this research to determine the sample size, the writer take 27,77 from 270 population which is 75 students

3. Instruments

The instrument used is with multiple choice test. The test consists of 20 items. In this test the writer intends to test five forms of English personal pronouns, namely subject pronouns, object pronouns, possessive adjective pronouns, and possessive pronouns. According to Gay (1987:130) the most important principle of an instrument is its validity and reliability, because both are essential to be the effectiveness of the instrument

Table III.1
The List Specification of English Personal Pronouns

Gender	Subjective	Objective	Possessive Adjective	Possessive Pronoun	Demonstrative
1 st Person (I, We)	2	1	2	2	1
2 nd Person (you)	2	2	1	2	2
3 rd Person (she, he, it, they)	1	2	2	1	2
Total	5	5	5	5	5

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E. Technique and Data Collection

1. Test

a. Multiple Choice

Multiple-choice questions (MCQs) are a common and effective assessment tool used in research and education. They consist of a question (stem) followed by several answer options, typically including one correct answer (key) and several incorrect answers (distractors). In the context of the thesis "A Study on the Recognition of English Personal Pronouns by Second-Year Students," multiple-choice questions are used to assess students' ability to recognize and correctly identify English personal pronouns in given sentences. The students will be given 20 questions of multiple-choice.

F. Rubric of Instruments

The instrument used are multiple choice test and fill in the blank. The test consists of 25 items. In this test the writer intends to test five forms of English personal pronouns, namely subject pronouns, object pronouns, possessive adjective pronouns, and possessive pronouns.. According to Gay (1987:130) the most important principle of an instrument is its validity and reliability, because both are essential to be the effectiveness of the instrument

Table III.2
Blue Print of The Test

Indicators	Number of item	Total
Subject Pronouns	1,2,3,4,5	5
Objective pronouns	11,12,13,14,15	5

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Possessive Adjective	6,7,8,9,10	5
Possessive pronoun	16,17,18,19,20	5

Validity and Reliability

1. Validity

The test used to the students' ability in understanding the use of personal pronoun should be valid and reliable. According to Hecker (2009) validity has to do with the extent to which the instrument measures what it is supposed to measure. Hecker stated that there are four types of validity, they are face validity, content validity, criterion validity and construct validity. In this case the researcher used content validity to test the instrument. Content validity is the adequacy with which the instrument samples the domain of measurement

2. Reliability

According to Cresswell (2012) reliability is the instrument scores must be consistent and stable. It means that the scores should be similar or nearly the same when the writer are repeated the instrument at the different times, occasion and person. The writer has given 25 questions for the sample consisting of four indicators: personal pronoun as singular subject, personal pronoun as singular object, personal pronoun as plural subject, personal pronoun as plural object. This research is internal consistency reliability. In line to Cresswell (2012), internal consistency reliability is the instrument administered once and using one version of the instrument. The table below

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

Table III.3
The Level of Cceptable 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

H. Technique of Analyzing Data

The analysis of the data not only in the form of descriptive one. The writer is going to find out the percentage level of the students' recognition in answering the test items correctly. The data is analyzed by using Niken Christina Rokidin (2023) The students' test results will be assessed using quantitative descriptive that has been determined by the researcher. The quantitative descriptive the accuracy of the use of English pronouns, relevance to the topic that has provided detailed information in the use of pronouns or not. Then, the organization of the story, whether it is well organized or not, grammar (how many mistakes they make), vocabulary (whether they choose the right words). The researcher used table of data was adapted from Brown (2007) to evaluate the students' grammar.

$$P = \frac{x}{n} \times 100\%$$

Notation P = individual score
 X = correct answers
 N = number of items

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The student's score as follows:

No	Classification	Scores
1	Excellent	90-100
2	Good	80-89
3	Fairly Good	70-79
4	Fair	60-69
5	Poor	00-59

To know the percentage of students' answers in each category, the writer uses the following formula :

$$P = \frac{m}{n} \times 100\%$$

Notation P = the percentage of score per form

M = total score of respondents of every form

N = number of respondents

To know the percentage of the students classification in recognizing English personal pronouns by the second year students of Muallimin Muhammadiyah Bangkinang is used :

$$P = \frac{f}{n} \times 100\%$$

Notation : P = the percentage of the students classification in the major (group)

F = total score respondents classification in each form of english personal pronouns.

N = total number of respondents

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BAB V

CONCLUSION AND SUGGESTIONS

A Conclusion

After analyzing the result of the data in chapter IV, the writer can include as follows:

1. From 75 of the second year students of Muallimin Muhammadiyah boarding school who takes the test, the writer finds that classification of students recognition in understanding the five forms of English personal pronouns can be drawn as follows : 25,33% of the students are in the excellent score category, 21,3% in the good score category, 28% in the fairly good score category, 18,66% in the fair score category, and 5,33% in the poor score category.
2. The average percentage of students' score in answering correctly every form of English personal pronouns is 99,2% as subject, 84,26% as object, 83,46% as possessive adjective, 74,93% as possessive pronouns, and 43,29% as demonstrative. It means that, the forms of English personal pronouns as demonstrative is difficult for the students (the students recognition is low) and English personal pronouns as subject, object possessive adjective, and possessive pronouns in the good score category
3. This table above displays the details of the respondents' characteristics, such as gender, age, education, and occupation. The explanations are intended to provide an overview of who was involved in the research, so that the reader understands the context of the data being analyzed. For

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example, if the majority of respondents are women, then the research results are likely to be more representative of the perceptions of that group.

4. This table above contains the results of the validity and reliability test of the research instrument. The explanation includes whether each indicator in the questionnaire is valid and reliable for use in the study. For example, if the recount value of each indicator is greater than the r-table, then the indicator is declared valid and worthy of further analysis.
5. Overall, Chapter IV has successfully presented research data clearly, structured, and accompanied by in-depth interpretation. Each table presented has been explained in detail, so that readers can understand the analysis process to drawing conclusions. This, the results of this study can be used as a basis for further discussion in Chapter V and provide real contributions to the development of science according to the field being studied.

In term of the descriptions, it seems that the writer hypothesis is proved.

In his opinion and analyzed, he predicted that the second years students of Muallimin Muhammadiyah boarding school had been taught about english personal pronouns that are more difficult althout for the students, Even though the percentage data for second grade students is categorized as sufficient, there is one type of test in the form of an essay that is still below the previous test level, namely the demonstrative pronouns test in the form of an essay test. This forms is : 1) English personal pronouns as demonstrative pronouns.

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The results show that students usually understand the easy and common forms of personal pronouns, such as subjects and objects. However, they have a lot of trouble with harder forms like reflexive pronouns. This suggests they don't fully understand grammar, especially when using rules about reflexivity, ownership, and how sentences are put together. Also, the findings support the idea that many students don't properly recognize and understand English personal pronouns, even though they've been taught them. This is especially true when it comes to using them in context. This could be because they don't practice enough, grammar isn't explained well enough in class, or their native language gets in the rephrase

Finally, the writer comes to the conclusion that one form of English personal pronouns is difficult and some others are easy.

B. Suggestions

Based on the findings of this research, several suggestions are proposed. First, it is recommended that English teachers at Muallimin Muhammadiyah Boarding School pay more attention to the teaching of personal pronouns, particularly those that are often misunderstood such as reflexive and possessive pronouns. Teachers are advised to integrate contextual and interactive teaching methods, such as sentence construction exercises and writing tasks, to help students internalize the correct usage of various types of personal pronouns.

Second, students are encouraged to actively review and practice the use of personal pronouns through independent learning strategies, including

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online exercises, grammar applications, and writing journals. Regular exposure and self-correction are essential in improving their recognition and application of these pronouns in writing.

Third, for future researchers, it is suggested to conduct studies that explore the underlying causes of students' difficulties in mastering certain types of personal pronouns. Future studies may also consider using a qualitative approach to gain deeper insights into students' cognitive processes and learning habits. Additionally, researchers may investigate the effectiveness of alternative instructional methods in enhancing students' understanding of grammar, particularly in the use of personal pronouns.

Several suggestions are proposed for different stakeholders:

1. For English Teachers

- a. Emphasize practical and contextual grammar instruction, especially on less familiar pronoun forms like subject and possessive pronouns.
- b. Integrate personal pronouns activities that focus on real-life contexts, such as grammar that require diverse pronoun usage.
- c. Use visual aids, comparison charts, and drills to reinforce distinctions among personal pronoun forms.

2. For Students

- a. Practice grammar using all types of personal pronouns by keeping journals or doing targeted grammar exercises.
- b. Use digital tools (such as grammar-checking applications) to receive feedback and correct pronoun misuse.

c. Review and memorize pronoun forms and their functions regularly, especially the differences between subject, object, and possessive.

3. For Future Researchers

- a. Explore students' difficulties through qualitative methods (e.g., interviews or writing diaries) to better understand why certain forms, like reflexive pronouns, are particularly problematic.
- b. Investigate the effectiveness of specific instructional interventions (e.g., using project-based learning or interactive media) in improving personal pronoun recognition.

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APPENDIX I
THE STUDENTS' SCORE IN ANSWERING ENGLISH PERSONAL PRONOUNS TEST (ALL TEST)

No.	Students' Name	N	X	Score
1	Student One	25	23	92
2	Student Two	25	21	84
3	Student Three	25	18	72
4	Student Four	25	19	76
5	Student Five	25	15	60
6	Student Six	25	24	96
7	Student Seven	25	18	72
8	Student Eight	25	21	84
9	Student Nine	25	20	80
10	Student Ten	25	22	88
11	Eleven	25	19	76
12	Student Twelve	25	23	92
13	Student Thirteen	25	19	76
14	Student Fourteen	25	19	76
15	Student Fifteen	25	18	72
16	Student Sixteen	25	23	92
17	Student Seventeen	25	18	72
18	Student Eighteen	25	23	92
19	Student Nineteen	25	25	100
20	Student Twenty	25	18	72
21	Student Twenty-one	25	16	64
22	Student Twenty-two	25	24	96
23	Student Twenty-three	25	18	72
24	Student Twenty-four	25	18	72
25	Student Twenty-five	25	19	76
26	Student Twenty-six	25	20	80

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No.	Students' Name	N	X	Score
27	Student Twenty-seven	25	17	68
28	Student Twenty-eight	25	18	72
29	Student Twenty-nine	25	16	64
30	Student Thirty	25	19	76
31	Student Thirty-one	25	15	60
32	Student Thirty-two	25	21	84
33	Student Thirty-three	25	21	84
34	Student Thirty-four	25	16	64
35	Student Thirty-five	25	25	100
36	Student Thirty-six	25	22	88
37	Student Thirty-seven	25	25	100
38	Student Thirty-eight	25	18	72
39	Student Thirty-nine	25	15	60
40	Student Forty	25	20	80
41	Student Forty-one	25	23	92
42	Student Forty-two	25	10	40
43	Student Forty-three	25	18	72
44	Student Forty-four	25	25	100
45	Student Forty-five	25	25	100
46	Student Forty-six	25	22	84
47	Student Forty-seven	25	20	80
48	Student Forty-eight	25	22	88
49	Student Forty-nine	25	19	76
50	Student Fifty	25	25	100
51	Student Fifty-one	25	21	84
52	Student Fifty-two	25	18	72
53	Student Fifty-three	25	25	100
54	Student Fifty-four	25	18	76
55	Student Fifty-five	25	17	68

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No.	Students' Name	N	X	Score
56	Student Fifty-six	25	13	52
57	Student Fifty-seven	25	16	64
58	Student Fifty-eight	25	12	48
59	Student Fifty-nine	25	25	100
60	Student Sixty	25	21	84
61	Student Sixty-one	25	23	92
62	Student Sixty-two	25	17	68
63	Student Sixty-three	25	11	44
64	Student Sixty-four	25	21	84
65	Student Sixty-five	25	21	84
66	Student Sixty-six	25	25	100
67	Student Sixty-seven	25	17	68
68	Student Sixty-eight	25	16	64
69	Student Sixty-nine	25	18	72
70	Student Seventy	25	25	100
71	Student Seventy-one	25	9	36
72	Student Seventy-two	25	15	60
73	Student Seventy-three	25	25	100
74	Student Seventy-four	25	16	64
75	Student Seventy-five	25	19	76

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APPENDIX II

QUESTIONS TEST

Number.....

Hasil test ini tidak ada kaitannya dengan nilai rapor anda, ini hanya digunakan untuk penelitian.

Terima Kasih atas kerjasama anda

PETUNJUK : Pilihlah a,b,c atau d, yang anda anggap benar untuk mengisi titik-titik dibawah ini

PERSONAL PRONOUNS TEST

Multiple Choice Questions

1. ____ am a student of this school.
A. Me
B. I
C. My
D. Mine
2. Sarah is my sister. ____ is very kind and helpful.
A. Her
B. She
C. Hers
D. Him
3. My friends and I like English. ____ study it every day.
A. Them
B. Us
C. We
D. Our
4. The cat is very cute. ____ sleeps on the sofa.

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A. Its
B. Him
C. Her

5. Mr. And Mrs. Smith are teachers. ___ teach English at my school.

A. Them
B. They
C. Their
D. Theirs

6. My teacher called ___ after class.

A. I
B. Me
C. My
D. Mine

Answer: B

7. This gift is for Sarah. Please give it to ___.

A. She
B. Her
C. Hers
D. Him

8. I met Tom and Jack yesterday. I talked to ___ for a long time.

A. They
B. Their
C. Them
D. Theirs

Answer: C

9. My parents love ___ very much.

A. I
B. Me

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C. My
D. Mine

10. The students thanked ____ for the explanation.

A. He
B. She
C. Him
D. His

11. This is my book. That book is ____.

A. me
B. my
C. mine
D. I

12. She brings ____ lunch to school every day.

A. she
B. her
C. hers
D. him

13. We are proud of ____ team because it won the competition.

A. we
B. us
C. our
D. ours

14. The students forgot ____ homework at home.

A. they
B. them
C. their
D. theirs

15. Mr. And Mrs. Brown love ____ children very much.

A. they
B. them
C. their
D. theirs

16. This book is mine. That book is ____.

A. my
B. me



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17. The red bag is hers, and the blue one is ____.

- A. she
- B. her
- C. his
- D. him

18. This classroom is ours, not ____.

- A. their
- B. theirs
- C. them
- D. they

19. I think this pen is _____. I bought it yesterday.

- A. my
- B. mine
- C. me
- D. myself

20. The teacher said, "The choice is _____. You may decide."

- A. your
- B. yours
- C. you
- D. yourself

ESSAY QUESTION

Demonstrative pronouns

1. Explain the difference between "this" and "these" and give one example sentence for each. (Jelaskan perbedaan penggunaan "this" dan "these" dalam kalimat, serta berikan masing-masing contohnya)
2. Why can't we use "this" to refer to something far away? Give one incorrect sentence and the corrected version (Mengapa tidak bisa menggunakan "this" untuk menunjuk benda yang jauh? Jelaskan dan berikan contoh kalimat yang salah dan kalimat yang benar.)
3. I don't like ____ kind of attitude.
4. Can you pass me _books on the shelf ?
5. _____ is the cake I was talking about!



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APPENDIX III CORRECT ANSWERS

Multiple Choice Test

1. B	6. B	11. B	16. C
2. B	7. B	12. B	17. C
3. C	8. C	13. C	18. B
4. A	9. B	14. C	19. B
5. B	10. C	15. C	20. B

Essays Test

1. Jelaskan perbedaan "this" dan "these" + contoh

- a. THIS digunakan untuk menunjuk benda tunggal yang dekat.
- b. THESE digunakan untuk menunjuk benda jamak (lebih dari satu) yang dekat.

Contoh:

- a. *This is my pencil.* (tunggal, dekat)
- b. *These are my books.* (jamak, dekat)

2. Mengapa "this" tidak bisa digunakan untuk benda jauh?

Karena "this" hanya digunakan untuk benda yang dekat dengan pembicara. Untuk benda yang jauh, kita harus menggunakan "that".

Contoh

salah:

This is my house over there. (Incorrect)
That is my house over there. (Correct)

3. I don't like ___ kind of attitude. (This)

4. Can you pass me ___ books on the shelf ? (Those)

APPENDIX IV
 THE STUDENTS SCORE IN ANSWERING ENGLISH PERSONAL PRONOUNS AS SUBJECT

No	Name	1	2	3	4	5	N	X	Score
1	Student One	C	C	C	I	C	5	4	80
2	Student Two	C	C	C	C	C	5	5	100
3	Student Three	C	I	I	C	C	5	3	60
4	Student Four	C	C	I	I	C	5	3	60
5	Student Five	C	I	C	C	I	5	3	60
6	Student Six	C	C	C	C	C	5	5	100
7	Student Seven	C	C	C	C	I	5	4	80
8	Student Eight	C	C	C	I	C	5	4	80
9	Student Nine	C	C	C	C	C	5	5	100
10	Student Ten	I	C	I	C	C	5	3	60
11	Eleven	C	C	C	I	C	5	4	80
12	Student Twelve	C	C	C	C	C	5	5	100
13	Student Thirteen	I	C	C	C	I	5	3	60
14	Student Fourteen	I	C	C	C	I	5	3	60
15	Student Fifteen	C	C	I	C	C	5	4	80
16	Student Sixteen	C	C	C	C	C	5	5	100
17	Student Seventeen	C	C	C	I	C	5	4	80
18	Student Eighteen	I	C	C	I	C	5	3	60
19	Student Nineteen	C	C	C	C	C	5	5	100
20	Student Twenty	C	C	I	C	C	5	4	80

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No	Name	1	2	3	4	5	N	X	Score
21	Student Twenty-one	I	C	C	C	I	5	3	60
22	Student Twenty-two	C	C	C	C	C	5	5	100
23	Student Twenty-three	C	C	C	C	I	5	4	80
24	Student Twenty-four	C	C	C	I	I	5	3	60
25	Student Twenty-five	C	C	C	C	C	5	5	100
26	Student Twenty-six	C	C	C	C	C	5	4	80
27	Student Twenty-seven	C	C	C	C	I	5	4	80
28	Student Twenty-eight	I	C	C	C	I	5	3	60
29	Student Twenty-nine	C	I	C	C	C	5	4	80
30	Student Thirty	C	C	C	C	C	5	5	100
31	Student Thirty-one	I	C	I	C	C	5	3	60
32	Student Thirty-two	C	C	C	C	I	5	4	80
33	Student Thirty-three	C	C	C	C	C	5	5	100
34	Student Thirty-four	C	C	C	C	I	5	4	80
35	Student Thirty-five	C	C	C	C	C	5	5	100
36	Student Thirty-six	C	C	C	C	C	5	5	100
37	Student Thirty-seven	C	C	C	C	C	5	5	100
38	Student Thirty-eight	C	C	C	I	C	5	4	80
39	Student Thirty-nine	C	C	I	C	I	5	3	60
40	Student Forty	C	C	I	C	C	5	4	80
41	Student Forty-one	C	C	C	C	C	5	5	100
42	Student Forty-two	I	C	C	C	I	5	3	60

No	Name	1	2	3	4	5	N	X	Score
		C	C	C	I	I	5	3	60
43	Student Forty-three	C	C	C	I	I	5	3	60
44	Student Forty-four	C	C	C	C	C	5	5	100
45	Student Forty-five	C	C	C	C	C	5	5	100
46	Student Forty-six	C	C	C	C	C	5	5	100
47	Student Forty-seven	C	C	C	I	C	5	4	80
48	Student Forty-eight	C	C	C	C	C	5	5	100
49	Student Forty-nine	I	C	C	C	I	5	3	60
50	Student Fifty	C	C	C	C	C	5	5	100
51	Student Fifty-one	C	I	C	C	C	5	4	80
52	Student Fifty-two	C	C	C	C	I	5	4	80
53	Student Fifty-three	C	C	C	C	C	5	5	100
54	Student Fifty-four	C	C	I	C	C	5	4	80
55	Student Fifty-five	C	I	C	C	C	5	4	80
56	Student Fifty-six	I	I	C	C	C	5	3	60
57	Student Fifty-seven	C	C	C	C	I	5	4	80
58	Student Fifty-eight	C	C	C	I	I	5	3	60
59	Student Fifty-nine	C	C	C	C	C	5	5	100
60	Student Sixty	C	C	C	C	C	5	5	100
61	Student Sixty-one	C	C	C	C	C	5	5	100
62	Student Sixty-two	C	C	C	I	C	5	4	80
63	Student Sixty-three	C	I	I	C	C	5	3	60
64	Student Sixty-four	C	C	C	C	C	5	5	100

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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.

No	Name	1	2	3	4	5	N	X	Score
		C	C	C	C	C	5	5	100
65	Student Sixty-five	C	C	C	C	C	5	5	100
66	Student Sixty-six	C	C	C	C	C	5	5	100
67	Student Sixty-seven	C	C	I	I	C	5	3	60
68	Student Sixty-eight	C	C	C	C	C	5	5	100
69	Student Sixty-nine	C	C	C	I	I	5	3	60
70	Student Seventy	C	C	C	C	C	5	5	100
71	Student Seventy-one	C	I	I	I	C	5	2	40
72	Student Seventy-two	C	C	C	I	C	5	4	80
73	Student Seventy-three	C	C	C	C	C	5	5	100
74	Student One	C	C	C	I	C	5	4	80
75	Student Two	C	C	C	C	C	5	5	100

APPENDIX V
 THE STUDENTS SCORE IN ANSWERING ENGLISH PERSONAL PRONOUNS AS OBJECT

No	Name	1	2	3	4	5	N	X	Score
1	Student One	C	C	C	C	C	5	5	100
2	Student Two	C	C	C	C	C	5	5	100
3	Student Three	I	C	C	C	I	5	3	60
4	Student Four	C	C	C	C	I	5	4	80
5	Student Five	C	C	I	I	C	5	3	60
6	Student Six	C	C	C	C	C	5	5	100
7	Student Seven	C	C	C	I	C	5	4	80
8	Student Eight	C	C	C	C	I	5	4	80
9	Student Nine	C	I	C	C	C	5	4	80
10	Student Ten	C	C	C	C	C	5	5	100
11	Eleven	C	C	C	I	C	5	4	80
12	Student Twelve	C	C	C	C	C	5	5	100
13	Student Thirteen	C	C	C	C	I	5	4	80
14	Student Fourteen	C	C	I	C	C	5	4	80
15	Student Fifteen	C	C	C	I	C	5	4	80
16	Student Sixteen	C	C	C	C	C	5	5	100
17	Student Seventeen	C	C	C	C	I	5	4	80
18	Student Eighteen	C	C	C	C	C	5	5	100
19	Student Nineteen	C	C	C	C	C	5	5	100
20	Student Twenty	C	C	I	C	C	5	4	80

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- 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.

No	Name	1	2	3	4	5	N	X	Score
		C	C	C	I	I	5	3	60
21	Student Twenty-one	C	C	C	I	I	5	3	60
22	Student Twenty-two	C	C	C	C	C	5	5	100
23	Student Twenty-three	C	C	C	I	C	5	4	80
24	Student Twenty-four	I	C	C	C	I	5	3	60
25	Student Twenty-five	C	I	C	C	C	5	4	80
26	Student Twenty-six	C	C	C	C	I	5	4	80
27	Student Twenty-seven	C	C	I	C	C	5	4	80
28	Student Twenty-eight	C	C	C	C	C	5	5	100
29	Student Twenty-nine	C	C	C	I	C	5	4	80
30	Student Thirty	C	I	C	C	C	5	4	80
31	Student Thirty-one	I	C	C	C	I	5	3	60
32	Student Thirty-two	C	C	C	C	C	5	5	100
33	Student Thirty-three	C	C	C	C	C	5	5	100
34	Student Thirty-four	C	C	I	C	C	5	4	80
35	Student Thirty-five	C	C	C	C	C	5	5	100
36	Student Thirty-six	C	C	C	C	C	5	5	100
37	Student Thirty-seven	C	C	C	C	C	5	5	100
38	Student Thirty-eight	I	C	C	C	C	5	4	80
39	Student Thirty-nine	I	C	C	C	C	5	4	80
40	Student Forty	C	I	C	C	C	5	4	80
41	Student Forty-one	C	C	C	C	C	5	5	100
42	Student Forty-two	I	I	C	C	I	5	2	40

No	Name	1	2	3	4	5	N	X	Score
		C	C	C	C	C	5	5	100
43	Student Forty-three	C	C	C	C	C	5	5	100
44	Student Forty-four	C	C	C	C	C	5	5	100
45	Student Forty-five	C	C	C	C	C	5	5	100
46	Student Forty-six	C	C	C	C	C	5	5	100
47	Student Forty-seven	C	C	I	C	C	5	4	80
48	Student Forty-eight	C	C	C	C	C	5	5	100
49	Student Forty-nine	C	I	I	C	C	5	3	60
50	Student Fifty	C	C	C	C	C	5	5	100
51	Student Fifty-one	C	I	C	C	C	5	4	80
52	Student Fifty-two	I	C	C	C	C	5	4	80
53	Student Fifty-three	C	C	C	C	C	5	5	100
54	Student Fifty-four	C	C	C	C	I	5	4	80
55	Student Fifty-five	I	C	C	I	C	5	3	60
56	Student Fifty-six	I	I	C	C	C	5	3	60
57	Student Fifty-seven	C	C	I	I	C	5	3	60
58	Student Fifty-eight	C	I	C	C	I	5	3	60
59	Student Fifty-nine	C	C	C	C	C	5	5	100
60	Student Sixty	C	C	C	C	C	5	5	100
61	Student Sixty-one	C	C	C	C	C	5	5	100
62	Student Sixty-two	C	C	C	C	C	5	5	100
63	Student Sixty-three	C	I	C	I	I	5	2	40
64	Student Sixty-four	C	C	C	C	C	5	5	100

No	Name	1	2	3	4	5	N	X	Score
		C	C	C	C	C	5	5	100
65	Student Sixty-five	C	C	C	C	C	5	5	100
66	Student Sixty-six	C	C	C	C	C	5	5	100
67	Student Sixty-seven	C	C	C	C	C	5	5	100
68	Student Sixty-eight	C	C	C	I	C	5	4	80
69	Student Sixty-nine	C	C	C	C	C	5	5	100
70	Student Seventy	C	C	C	C	C	5	5	100
71	Student Seventy-one	I	C	I	C	I	5	2	40
72	Student Seventy-two	C	C	I	C	C	5	3	60
73	Student Seventy-three	C	C	C	C	C	5	5	100
74	Student One	I	C	C	C	I	5	3	60
75	Student Two	C	I	C	C	C	5	4	80

APPENDIX VI
 THE STUDENTS SCORE IN ANSWERING ENGLISH PERSONAL
 PRONOUNS AS POSSESSIVE ADJECTIVE

No	Name	1	2	3	4	5	N	X	Score
1	Student One	C	C	C	C	C	5	5	100
2	Student Two	C	I	C	C	C	5	4	80
3	Student Three	C	C	C	C	C	5	5	100
4	Student Four	C	C	C	C	C	5	5	100
5	Student Five	I	C	C	I	C	5	3	60
6	Student Six	C	C	C	C	C	5	5	100
7	Student Seven	C	C	I	C	C	5	4	80
8	Student Eight	C	C	C	C	I	5	4	80
9	Student Nine	C	I	I	C	C	5	3	60
10	Student Ten	C	C	C	C	C	5	5	100
11	Eleven	C	C	I	C	C	5	4	80
12	Student Twelve	C	C	C	C	C	5	5	100
13	Student Thirteen	C	I	C	C	C	5	4	80
14	Student Fourteen	C	C	I	C	C	5	4	80
15	Student Fifteen	C	I	I	I	C	5	2	40
16	Student Sixteen	C	C	C	C	C	5	5	100
17	Student Seventeen	C	I	C	C	C	5	4	80
18	Student Eighteen	C	C	C	C	C	5	5	100
19	Student Nineteen	C	C	C	C	C	5	5	100
20	Student Twenty	C	C	C	I	C	5	4	80

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 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.

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

No	Name	1	2	3	4	5	N	X	Score
		C	C	I	I	C	5	3	60
21	Student Twenty-one	C	C	I	I	C	5	3	60
22	Student Twenty-two	C	C	C	C	C	5	5	100
23	Student Twenty-three						5	4	80
24	Student Twenty-four						5	4	80
25	Student Twenty-five						5	4	80
26	Student Twenty-six						5	4	80
27	Student Twenty-seven						5	5	100
28	Student Twenty-eight						5	5	100
29	Student Twenty-nine						5	4	80
30	Student Thirty						5	4	80
31	Student Thirty-one						5	3	60
32	Student Thirty-two						5	5	100
33	Student Thirty-three						5	5	100
34	Student Thirty-four						5	2	40
35	Student Thirty-five						5	5	100
36	Student Thirty-six						5	5	100
37	Student Thirty-seven						5	5	100
38	Student Thirty-eight						5	4	80
39	Student Thirty-nine						5	3	60
40	Student Forty						5	4	80
41	Student Forty-one						5	5	100
42	Student Forty-two						5	2	40

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.

No	Name	1	2	3	4	5	N	X	Score
43	Student Forty-three						5	4	80
44	Student Forty-four						5	5	100
45	Student Forty-five						5	5	100
46	Student Forty-six						5	3	60
47	Student Forty-seven						5	5	100
48	Student Forty-eight						5	4	80
49	Student Forty-nine						5	5	100
50	Student Fifty						5	5	100
51	Student Fifty-one						5	5	100
52	Student Fifty-two						5	2	40
53	Student Fifty-three						5	5	100
54	Student Fifty-four						5	4	80
55	Student Fifty-five						5	4	80
56	Student Fifty-six						5	3	60
57	Student Fifty-seven						5	4	80
58	Student Fifty-eight						5	3	60
59	Student Fifty-nine						5	5	100
60	Student Sixty						5	5	100
61	Student Sixty-one						5	4	80
62	Student Sixty-two						5	5	100
63	Student Sixty-three						5	2	40
64	Student Sixty-four						5	5	100



UIN SUSKA RIAU

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- 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.

No	Name	1	2	3	4	5	N	X	Score
65	Student Sixty-five						5	5	100
66	Student Sixty-six						5	5	100
67	Student Sixty-seven						5	5	100
68	Student Sixty-eight						5	4	80
69	Student Sixty-nine						5	5	100
70	Student Seventy						5	5	100
71	Student Seventy-one						5	2	40
72	Student Seventy-two						5	3	60
73	Student Seventy-three						5	5	100
74	Student One						5	3	60
75	Student Two						5	4	80

APPENDIX VII
THE STUDENTS SCORE IN ANSWERING ENGLISH PERSONAL
PRONOUNS AS POSSESSIVE PRONOUNS

	Name	1	2	3	4	5	N	X	Score
1	Student One						5	5	100
2	Student Two						5	3	60
3	Student Three						5	4	80
4	Student Four						5	3	60
5	Student Five						5	4	80
6	Student Six						5	5	100
7	Student Seven						5	3	60
8	Student Eight						5	4	80
9	Student Nine						5	5	100
10	Student Ten						5	5	100
11	Eleven						5	4	80
12	Student Twelve						5	4	80
13	Student Thirteen						5	4	80
14	Student Fourteen						5	4	80
15	Student Fifteen						5	4	80
16	Student Sixteen						5	5	100
17	Student Seventeen						5	2	40
18	Student Eighteen						5	5	100
19	Student Nineteen						5	5	100
20	Student Twenty						5	2	40
21	Student Twenty-one						5	2	40

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 - Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

No	Hak Cipta	Universitas Islam Negeri Sultan Syarif Kasim Riau	©	Name	1	2	3	4	5	N	X	Score
22	Student Twenty-two									5	5	100
23	Student Twenty-three									5	3	60
24	Student Twenty-four									5	4	80
25	Student Twenty-five									5	4	80
26	Student Twenty-six									5	5	100
27	Student Twenty-seven									5	2	40
28	Student Twenty-eight									5	3	60
29	Student Twenty-nine									5	2	40
30	Student Thirty									5	3	60
31	Student Thirty-one									5	3	60
32	Student Thirty-two									5	5	100
33	Student Thirty-three									5	4	80
34	Student Thirty-four									5	4	80
35	Student Thirty-five									5	5	100
36	Student Thirty-six									5	5	100
37	Student Thirty-seven									5	5	100
38	Student Thirty-eight									5	3	60
39	Student Thirty-nine									5	3	60
40	Student Forty									5	4	80
41	Student Forty-one									5	5	100
42	Student Forty-two									5	2	40
43	Student Forty-three									5	3	60
44	Student Forty-four									5	5	100

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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.

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

No	Name	1	2	3	4	5	N	X	Score
45	Student Forty-five						5	5	100
46	Student Forty-six						5	5	100
47	Student Forty-seven						5	4	80
48	Student Forty-eight						5	5	100
49	Student Forty-nine						5	5	100
50	Student Fifty						5	5	100
51	Student Fifty-one						5	5	100
52	Student Fifty-two						5	4	80
53	Student Fifty-three						5	5	100
54	Student Fifty-four						5	4	80
55	Student Fifty-five						5	4	80
56	Student Fifty-six						5	2	40
57	Student Fifty-seven						5	3	60
58	Student Fifty-eight						5	2	40
59	Student Fifty-nine						5	5	100
60	Student Sixty						5	3	60
61	Student Sixty-one						5	4	80
62	Student Sixty-two						5	2	40
63	Student Sixty-three						5	2	40
64	Student Sixty-four						5	3	60
65	Student Sixty-five						5	3	60
66	Student Sixty-six						5	5	100
67	Student Sixty-seven						5	2	40

Hak Cipta Dilindungi Undang-Undang

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



UIN SUSKA RIAU

Name	1	2	3	4	5	N	X	Score
Student Sixty-eight						5	2	40
Student Sixty-nine						5	2	40
Student Seventy						5	5	100
Student Seventy-one						5	2	40
Student Seventy-two						5	2	40
Student Seventy-three						5	5	100
Student One						5	3	60
Student Two						5	4	80

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 - 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.

APPENDIX VIII
THE TOTAL FREQUENCY ACHIEVEMENT RANGE IN ANSWERING
ENGLISH PERSONAL PRONOUNS AS DEMONSTRATIVE WITH ESSAY
MODEL

	Name	1	2	3	4	5	N	X	Score
1	Student One						5	1	20
2	Student Two						5	4	80
3	Student Three						5	3	60
4	Student Four						5	3	60
5	Student Five						5	2	40
6	Student Six						5	4	80
7	Student Seven						5	3	60
8	Student Eight						5	5	100
9	Student Nine						5	3	60
10	Student Ten						5	1	20
11	Eleven						5	3	60
12	Student Twelve						5	2	40
13	Student Thirteen						5	1	20
14	Student Fourteen						5	1	20
15	Student Fifteen						5	2	40
16	Student Sixteen						5	0	0
17	Student Seventeen						5	2	40
18	Student Eighteen						5	3	60
19	Student Nineteen						5	1	20
20	Student Twenty						5	2	40
21	Student Twenty-one						5	2	40
22	Student Twenty-two						5	4	80
23	Student Twenty-three						5	3	60
24	Student Twenty-four						5	2	40
25	Student Twenty-five						5	2	40
26	Student Twenty-six						5	5	100
27	Student Twenty-seven						5	2	40

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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.

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

No	Name	1	2	3	4	5	N	X	Score
28	Student Twenty-eight					5	2	40	
29	Student Twenty-nine					5	2	40	
30	Student Thirty					5	5	100	
31	Student Thirty-one					5	3	60	
32	Student Thirty-two					5	2	40	
33	Student Thirty-three					5	0	0	
34	Student Thirty-four					5	2	40	
35	Student Thirty-five					5	2	40	
36	Student Thirty-six					5	2	40	
37	Student Thirty-seven					5	3	60	
38	Student Thirty-eight					5	1	20	
39	Student Thirty-nine					5	2	40	
40	Student Forty					5	1	20	
41	Student Forty-one					5	2	40	
42	Student Forty-two					5	1	20	
43	Student Forty-three					5	3	60	
44	Student Forty-four					5	3	60	
45	Student Forty-five					5	3	60	
46	Student Forty-six					5	0	0	
47	Student Forty-seven					5	3	60	
48	Student Forty-eight					5	3	60	
49	Student Forty-nine					5	2	40	
50	Student Fifty					5	1	20	
51	Student Fifty-one					5	3	60	
52	Student Fifty-two					5	2	40	
53	Student Fifty-three					5	0	0	
54	Student Fifty-four					5	2	40	
55	Student Fifty-five					5	2	40	
56	Student Fifty-six					5	1	20	
57	Student Fifty-seven					5	2	40	

Hak Cipta Dilindungi Undang-Undang

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No	Name	1	2	3	4	5	N	X	Score
58	Student Fifty-eight					5	1	20	
59	Student Fifty-nine					5	0	0	
60	Student Sixty					5	3	60	
61	Student Sixty-one					5	5	100	
62	Student Sixty-two					5	1	20	
63	Student Sixty-three					5	2	40	
64	Student Sixty-four					5	3	60	
65	Student Sixty-five					5	3	60	
66	Student Sixty-six					5	5	100	
67	Student Sixty-seven					5	2	40	
68	Student Sixty-eight					5	1	20	
69	Student Sixty-nine					5	2	40	
70	Student Seventy					5	0	0	
71	Student Seventy-one					5	1	20	
72	Student Seventy-two					5	2	40	
73	Student Seventy-three					5	0	0	
74	Student One					5	4	40	
75	Student Two					5	3	60	



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No:
Stu:
Lat:
Ha:



UIN SUSKA RIAU

APPENDIX IX THESIS SUPERVISOR LETTER

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H.R. Soebrantas No.155 Rm. 10 Tampang Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web: www.fs.ulnsuska.ac.id E-mail: ettax.ulnsuska@yahoo.co.id

Nomor: Un 04/F.II.4/PP.00.9/1157/2025
Sifat : Biasa
Lamp. :
Hal : *Pembimbing Skripsi*

Pekanbaru, 21 Januari 2025

Kepada
Yth.
I.M. Taufik Ihsan, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhamatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : Muhammad Lowelfit
Nim : 12210410646
Jurusan : Pendidikan Bahasa Inggris
Judul : A Study On The Recognition Of English Personal Pronouns In Writing By
The Second Year Students Of Muallimin Muhammadiyah Boarding School
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

W a s s a l a m
an. Dekan

Wakil Dekan I

Dr. Zarkasih, M.Ag.



Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



UIN SUSKA RIAU

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APPENDIX X
THESIS SUPERVISOR LETTER (EXTENSION)



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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id. E-mail: ftak_uinsuska@yahoo.co.id

Nomor : B-19578/Un.04/F.II.1/PP.00.9/09/2025
Sifat : Biasa
Lampiran : -
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 08 September 2025

Kepada Yth.
M. Taufik Ihsan, M.Pd
Dosen Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Sultan Syarif Kasim Riau

Assalamu'alaikum warhammatullahi wabarakatuh
Dengan hormat, Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : MUHAMMAD LOWELFIT
NIM : 12210410646
Jurusan : Pendidikan Bahasa Inggris
Judul : A Study On The Recognition Of English Personal Pronouns In Writing By The
Second Year Students Of Muallimin Muhammadiyah Boarding School
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

W a s s a l a m
a.n Dekan
Wakil Dekan I,

Dr. Sukma Erni, M.Pd.
NIP. 19680515 199403 2 004



UIN SUSKA RIAU

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APPENDIX XI RESEARCH LETTER FROM THE FACULTY OF TARBIYAH AND TEACHER TRAINING



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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Fax. (0761) 561647 Web. www.fkt.uinsuska.ac.id E-mail. effak_uinsuska@yahoo.co.id

Nomor : B-7408/Un.04/F.II/PP.00.9/04/2025

Pekanbaru, 14 April 2025

Sifat : Biasa

Lamp. : 1 (Satu) Proposal

Hal : Mohon Izin Melakukan Riset

Yth : Kepala

MAS Mualimin Muhammadiyah Bangkinang

Di Kampar

Assalamu'alaikum Warahmatullahi Wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Muhammad Lowelfit

NIM : 12210410646

Semester/Tahun : VI (Enam) / 2025

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : A STUDY ON THE RECOGNITION OF ENGLISH PERSONAL PRONOUNS IN WRITING BY THE SECOND YEAR STUDENTS OF MUALLIMIN MUHAMMADIYAH BOARDING SCHOOL

Lokasi Penelitian : MAS Mualimin Muhammadiyah Bangkinang

Waktu Penelitian : 3 Bulan (14 April 2025 s.d 14 Juli 2025)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Tembusan
Rektor UIN Sultan Syarif Kasim Riau



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APPENDIX XII
RESEARCH LETTER FROM SCHOOL



SURAT IZIN

Nomor : 042/III.4.AU/F/2025

Berdasarkan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau Nomor : B-7408/Un.04/F.II/PP.00.9/04/2025 tanggal 14 April 2025 tentang Mohon Izin Melakukan Riset a.n. :

Nama	:	Muhammad Lowelfit
NIM	:	12210410646
Program Studi	:	Pendidikan Bahasa Inggris
Semester	:	VI (Enam)
Alamat	:	Dusun II Metro Lestari, RT 002 RW 001, Simpang Kubu

Pada prinsipnya kami dapat memberikan izin untuk melakukan Riset di MA PP Mu'allimin Muhammadiyah Bangkinang Kota.

Demikian kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.

Bangkinang Kota, 15 April 2025
Kepala Madrasah

AHMAD PADIL, S.Pd
NPM: 1234567890



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State Islamic University of Sultan Syarif Kasim Riau

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APPENDIX XIII CERTIFICATE OF RESEARCH COMPLETION



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH KOTA KAMPAR
MADRASAH ALIYAH PP. MU'ALLIMIN MUHAMMADIYAH
BANGKINANG KOTA
Dr. Prof. M. Yamin, SH. Bonggong Raya No. 53 HP. 08127540315 Email. Doc. 28413
www.mualimin2000.com



SURAT KETERANGAN

Nomor : 154 /III.4.AU/F/2025

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah PP Mu'allimin Muhammadiyah Bangkinang Kota dengan ini menerangkan :

Nama : Muhammad Lowelfit
NIM : 12210410646
Fakultas /Jurusan : Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
Universitas : UIN SUSKA RIAU
Semester/Tahun : VII (TUJUH)
Alamat : Dusun II Metro Lestari, RT 002 RW 001, Simpang Kubu

Telah selesai melaksanakan penelitian di MA PP Mu'allimin Muhammadiyah Bangkinang Kota Tahun Pelajaran 2024 - 2025 dengan judul "A STUDY ON THE RECOGNITION OF ENGLISH PERSONAL PRONOUNS IN WRITING BY THE SECOND YEAR STUDENTS OF MUALLIMIN MUHAMMADIYAH BOARDING SCHOOL".

Demikianlah Surat Keterangan ini kami sampaikan untuk dapat dipergunakan dengan semestinya.

Bangkinang Kota, 23 September 2025





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APPENDIX XIV
APPROVAL TO TAKE THE THESIS EXAM

SUPERVISOR APPROVAL

The thesis entitled "*A Study on the reonition of English Personal Pronouns in writing by the second years students of Muallimin Muhammadiyah Boarding School*" was written by Muhammad Lowelfit NIM 12210410646. It has been approved and accepted to be examined in the final examination by the examination committee for a bachelor's degree at the Faculty of Education and Teacher Training, Sultan Syarif Kasim State Islamic University Riau, as one of the requirements to obtain a Bachelor's Degree (S.Pd) in the English Language Education Department.

Pekanbaru, 11 Jumada Al-Akhirah 1447 H

December, 03 2025 M

Approve by,

The Head of
English Education Department

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

Supervisor

M. Taufik Ikhsan, S.Pd., M.Pd
NIP. 19880122 202521 1 005



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APPENDIX XV
APPROVAL TO TAKE THE SEMINAR PROPOSAL



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FAKULTAS TARBIYAH DAN KEGURUAN
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FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat: Jl. H. R. Soebrantas Km. 15 Tampan, Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

LAMPIRAN BERITA ACARA
UJIAN PROPOSAL

Nama: MUHAMMAD LOWELFIT
Nomor Induk Mahasiswa: 12210410645
Hari/ Tanggal: Senin, 21 Maret 2025
Judul Proposal Penelitian: A study on the recognition of English personal pronoun in writing by the second year student of muallimin muhammadiyah boarding school

NO	URAIAN PERBAIKAN
1.	Completed, limited → (the format ex. seminar proposal) Riau, space.
2.	Total 270/27,77% → 30% - 81 students
3.	Validity
4.	· APA style
5.	Daftar pustaka → di completed
6.	Cover ditulih → diperbaikan
7.	
8.	
9.	
10.	

Pengaji I

IDHAM SYA'PUTRA, M.Ed

Pekanbaru, 12-3-2024
Pengaji II

Robi Fumiawan, M.A

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

© Hak cipta



APPENDIX XVI
DOCUMENTATION



S



Riau

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