THESIS

AN ANALYSIS OF USING PERSONAL PRONOUNS IN WRITING RECOUNT TEXT PARAGRAPH WRITEN BY THE EIGHTH GRADE STUDENTS OF SMP IT ROUDLOTUSSALAM IN ACADEMIC YEAR 2021/2022

BY

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

ISLAMIC INSTITUTE OF DARUSSALAM

BLOKAGUNG BANYUWANGI

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IN ACADEMIC YEAR 2021/2022

THESIS

Presented to the Faculty of Education and Teacher Training in a Partial Fulfillment of the Recuirement for the Degree of Strata 1 In English Education Department

BY

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FACULTY OF EDUCATION AND TEACHER TRAINING

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BLOKAGUNG BANYUWANGI

2021

APPROVAL SHEET

This is to certifying that Sarjana's thesis of **LIWALANA NUAFI FUTHUHIYATA RIHIL JANNAH** has been approved by thesis advisor for further approval by the board of examiners.

Banyuwangi, 25th August 2021

Head of Undergraduate Program
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Advisor,

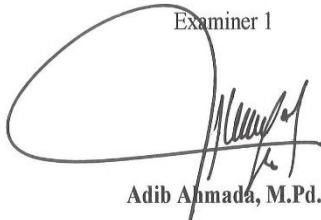**Dr. Hj. Zulfi Zumala Dwi Andriani, SS., MA**
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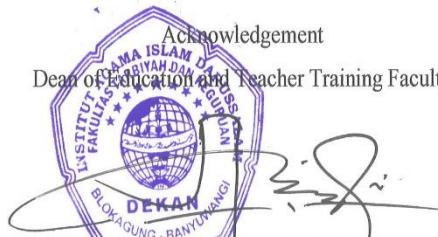NIPY. 3151710129201

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iv

MOTTO

THE DIFFICULTY LIES, NOT IN THE NEW IDEAS, BUT IN

ESCAPING FROM, THE OLD ONES, WHICH RAMIFY, FOR THOSE

BROUGHT UP AS MOST OF US HAVE BEEN, INTO EVERY COMER

OF OUR MINDS.

(JOHN MAYNARD KEYNES)

DECLARATION OF AUTHORSHP

Bismillahirrohmanirrohim

Here, I:

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Declare that:

a. This thesis has never submitted to any other tertiary education for any other academic degree .

b. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.

c. If a late time it is found that the thesis is product of plagiarism, Iam willing to accept any legal consequences that imposed to me.

Blokagung, 25 August 2021

Declator,

Liwalana Nuafi F.R.

ABSTRAK

Nuafi, Liwalana. 2021. "*An Analysis of Using Personal Pronouns in Writing Recount Text Paragraph Writen by The Eighth Grade Students of SMP IT Roudlotussalam In Academic Year 2021/2022*. Thesis, English Education Department Faculty Of Education And Training Islamic Institute Darussalam. Advisor. Mohammad Mahmud, M.Pd.

Keywords: Personal Pronoun, Writing, Recount Text

The primary issue in this study is how is the using personal pronouns in writing recount paragraph written by the eighth grade students of SMP IT Roudlotussalam. The purpose of this research to find out the using personal pronouns in writing recount paragraph written by the eighth grade students of SMP IT Roudlotussalam.

The method used in this research is descriptive qualitative research. Data source in this study came from a document created by class VIII students' at SMP IT Roudlotussalam. The data collection technique used in are this study observation and documentation.

According to the study's findings, there are five categories of personal pronouns in the recount text in writing by class VIII SMP IT Roudlotussalam, including subject pronouns as the subject of verbs, object pronoun as the objects of verb and prepositions, possessive adjective sometimes used to describe a noun, possessive pronoun is used instead of a noun, reflexive pronoun.

According to the study's findings, students' grasp of the usage of proper personal pronouns is still restricted and does not correspond to experts' understanding of personal pronouns. This is seen by the amount of students who do not utilize personal pronouns from the aforementioned categories, particularly possessive pronouns instead of nouns and reflexive pronouns.

DEDICATION

1. My dedicate give to them, to people that I am love so deep in my heart: my honored father Ahmad Mashudi, my honored mother Hilmiyah, who have given their time to loving me, praying me, supporting me, smiling to me, always hear my sadness and my happines and always give me motivation. I am glade you, my parents.

2. My beloved young brother, Ahmad Astaiz Anfa'al Akyas, Ahmad Azma Hafiyyan Hunafa, Ahmad Nuktafa'u Bihaizil Bahaiji. Who have given me loving, kidding, motivating, praying, and cheering.

3. Thanks to my big family, who have given me supporting, and praying.

4. My big thanks to all of my best friends, who have fighting with me, and always give praying each others.

5. Thank full to all of my theachers and lectures of theier supporting, motivaing, educating, and praying.

6. Thankfull to all friends in nurul jadidah dormitory, thanks to all supporting, cheering, smilling, motivating, and thanks to always spend your time to me.

7. Gratefull to all my friends TBIG 17, thanks to all time that we have passed together, thanks of your motivating, fighting together, laughing together, and creatured all memorize during we together.

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All praise be to Alloh the lord of this universe, by the grace of Alloh the highest finaly the writer is able to finish her " proposal thesis " after long effort of writing.

Peace, blessing and salutation be upon our great prophet Muhammad, his family, his descendants and his followers who strived in islam.

The gratitude and his followers who addressed to:

1. KH. Ahmad Hisyam Syafa'at as the chief of Pondok Pesantren Darussalam Blokagung, Bnyuwangi.

2. Ny. HJ. Handariyatul Masruroh, as the chief of Pondok Pesantren Darussalam for north woman, the person who gives best examples and advice

3. Mr. Dr. H. Ahmad Munib Syafa'at, Lc., M.E.I. The Rector of Islamic Intitute of Darussalam

4. Mrs. Dr. Siti Aimah, A.Pd., Msi. Dean of Faculty of Education and Teacher Training

5. Mrs. Zulfi Zumala Dwi Adriyani, S.S M. A Head of Unergraduate Progam in English Education Department

6. Mr. Moh Mahmud, M.Pd. as my advistor who has given me sincere advise and available guidance during the preparation and completion

7. The chief and the English teacher of SMP IT Roudlotussalam Blimbingsari Banyuwangi

I do expect this gives advantages to the word of education. For improvement this thesis, Iwelcom warmly for any constructive and suggestion. Hopefully, my god

blesses those mentioned above for all their sacrifices and effort that will be valuable and beneficial for them to get successful in the future life. Amin.

Banyuwangi, 25th August 2021

Liwalana Nuafi F.R.J

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CHAPTER I

INTRODUCTION

A. Background of the research

Teaching and learning in Indonesia began with the country's independence. Various curricula and approaches have been developed to increase students' capacity to grasp the English language. Although such findings have yet to be felt capable of allowing pupils to connect with either through language that. Learning English in the digital native era is now very essential in the realm of education in Indonesia. It is believed that studying English would develop Indonesians who can converse in international languages with people from all around the world. Mastery of English in Indonesia is essential for allowing the Indonesian people to absorb scientific and technological advancements from other nations.

To easily refresh our memory when studying English, the researcher will cover the most fundamental aspect of the language, namely personal pronouns. Personal pronouns are commonly found on the internet in text articles, journals, short stories, and so on; in every text, we regularly use personal pronouns as text fillers, , and we may learn English more readily even in have limited English abilities noticed a significant increase.

Djajasudharma (2010: 40) defines. pronouns as having the ability to act as nominals and alter the location of the noun; however, the pronoun must be matched to the meaning to prevent ambiguity or irregularity of expression. As a conclusion of the two senses, pronouns should be interpreted in a broad and obyektive. The aim of pronouns is to express the object of the or partner in general. this research reveals much of an object and subject context,

making it apparent what it is wearing.

According to Holandyah et al. (2018:89) in personal pronouns, it has a function as a subjective personal pronoun , in this case the personal pronoun becomes the subject pronouns as the subject of verbs. Therefore, the pronouns that can be used are I, you, they, we, she, he, it. Objective personal pronouns nature of this case become the object pronoun as the objects of verb and prepositions. Therefore, the pronouns that can be used is are me, you, us, them, her, him, it. Therefore possessive adjective sometimes used to describe a nounis my, your, his, her, its, our, and their, therefor possessive pronoun is used instead of a noun is mine, yours, his, hers, ours, and theirs, tehrefor reflexive pronoun is myself, yourself, himself, herself, itself, ourselves, yourselves, themselves. Personal possessive pronoun of the nature of this case the personal pronoun is employed to express who possesses something to occupy places such as: the subject of a sentence, subject complement, or object. Learning personal pronouns through recount text is very important because it serves as the basis for making and producing sentences in English. Understanding personal pronouns is crucial for anybody who wants to learn strong English grammar that can be used in everyday conversation or to grasp English writing.

We will be able to communicate with people from all around the world after we have learned English. Furthermore, we will be able to broaden our knowledge for the growth of our nation and country since we will be able to study English literature, listen to other radio broadcasts, and see other science films.

According to Klimova (2013: 9) defines that writing has a unique position in language teaching since it sacquisition in volves practice and knowledge of three

other language skills, such speaking, listening, and reading suggest that writing is essential for work and personal life since what we write and how we write it will be used to assess our thinking capacity by others. A well-written job application letter, for example, might either land someone a job or have them turned down. As a result, strong writing abilities are required in order to express our information and ideas simply and effectively.

According to Knapp (2005:224) recount texts are the types of text which retell event or experience in the past. Commonly, recount text written based on experiences own writer, but recount text be able to write based on imagination in outside writer experiences. The purpose of recount text is to retell a sequence of events and assess them in various ways. There are no boundaries between characters that distinguish them from narrative texts. The goal of creating recount text is to repeat something that happened as an event or to enlighten or entertain the reader.

According to Wood and Stubbs (2000,p. 8) from here, the recount text has an orientation structure that includes the character's introduction (who), the backdrop of the location or setting where the incident occurred (where), and what happened (what), using the first person point of view, events containing an explanation of the sequence of events that occurred, with the words other referring to the order in which events occur, in which events are usually told in chronological order, contain personal comments and or some evaluative additions, which are spread throughout the event, re-orientation (closing): a last introduction that summarizes events. Nouns and pronouns can be used as pronouns for the person, animal, or object engaged in a recount narrative, such as I or people.

Therefore, it is clear that personal pronouns serve as the foundation for creating and assembling sentences in English. To address these issues, teachers must be more creative in developing student offers that include engaging and effective approaches. A variety of intriguing approaches have developed to address the commonly held belief that determining which object forms link to the subject form or are related to each other is the most challenging ability. One method is to utilize writing recount text to help kids uncover ideas quickly, structure them into well-organized paragraphs, and eventually enjoy writing.

In this research was conducted is that Analysis of Using Personal Pronoun in Writing Recount Text Paragraph Writen by The Eighth Grade Students of SMP IT Roudlotussalam. The subjects of this study were junior high school students, and the purpose of the study was to analysis the usage of personal pronoun. This school was chosen by the researchers because it is conveniently accessible. This study will be conducted at the SMP IT Roudlotussalam in Patoman Hamlet, Watukebo Village, Blimbingsari District, Banyuwangi Regency.

Based on the preceding description, it is clear that personal pronouns, particularly when writing recount texts necessitate elements that students must comprehend. That is, if students are unable to master elements of personal pronoun abilities, particularly in writing recount texts, because personal pronouns are frequently used as text fillers in all texts, and moreover, we may learn English more readily, even in English skills experienced a significant increase. In accordance with the above definition, the author wishes to conduct a research entitled "**AN ANALYSIS OF USING PERSONAL PRONOUNS IN WRITING RECOUNT TEXT PARAGRAPH WRITEN BY THE EIGHTH**

GRADE STUDENTS OF SMP IT ROUDLOTUSSALAM IN ACADEMIC YEAR 2021/2022".

B. Research problem

Based on the background above, the researcher formulates the problems in this study as follow : How is the using personal pronouns in writing recount paragraph written by the eighth grade students of SMP IT Roudlotussalam in academic year 2021/2022 ?

C. Objective of the research

To find out the using personal pronouns in writing recount paragraph written by the eighth grade students of SMP IT Roudlotussalam in academic year 2021/2022.

D. Scope and Limitation of the research

The goal the scope and limitation in this study is to keep the discussion focused on the topic matter of the research. The scope defines the fundamental concept of the issue, allowing the study problems to be easily and completely grasped.

The scope and limitation The importance of research questions in getting closer to the major themes to be explored cannot be overstated. This is done to prevent confusion or ambiguity in interpreting the research findings.

The scope of the investigation is meant to be an affirmation of the object's bounds. The scope of this research is an analysis on using personal pronouns in writing recount paragraph written by the eighth grade students of SMP IT Roudlotussalam in academic year 2021/2022.

Given that the researcher is an English Tarbiyah student, the researcher focuses on personal pronouns as part of the program analysis.

E. Significant of the research

1. Theoretically

The benefit of theoretical research can contribute to the development of linguistics, particularly in the use of personal pronouns in recount paragraphs written by the eighth grade students of SMP IT Roudlotussalam in academic year 2021/2022.

2. Practically

The practical benefit of research for researchers is that researchers may supply readers with in-depth knowledge, particularly students interested in linguistics, specifically the form and function of personal pronouns.

F. Previous Studies

TABLE 1 PREVIOUS STUDIES

1.	Review	Rima Yulianti (2021)from Faculty of English Study Program STKIP PGRI West Sumatra, Padang
	Title	Using Personal Pronouns in Writing Descriptive Text.
	Method	The method of this research descriptive qualitative
	Equation	The two this types of research about of using personal pronoun
	Difference	Rizka Putriani's study focuses on the using of personal pronoun descriptive text and the difference

		is the object under study.
	The Result	In general, class VIII students from MtsN 05 Pasaman Barat Sungai Aur still make mistakes in using personal pronouns. Only a few students can use personal pronouns based on their functions correctly.
2	Review	Dwi Anggraeni 2019, faculty of English Education Department Teacher Training And Education Faculty State Institute For Islamic Studies.
	Title	An Analysis of Students' Errors in Using Personal Pronouns on Writing Descriptive Text of The Tenth Grade Students Of Smk Al-Mina Bandungan In The Academic Year Of 2019/2020.
	Method	The Method of qualitative descriptive.
	Equation	The similarity with researchers is that same analysis personal pronoun.
	Difference	The difference between research and researcher is the object under study.
	The Result	Data were collected from the test results. Based on the analysis of classified based on the Surface Structure Taxonomy by Dulay. It was specified by four types of errors namely omission, addition, misordering, and misformation.
3	Review	Nadya khairunnisa 2019, faculty of education and teacher training state islamic university of sultan

		syarif kasim riau pekanbaru.
	Title	An analysis of students' ability in using personal pronouns in writing english sentences at the seventh grade of smpn 32 pekanbaru.
	Method	The method of quantitatif research.
	Equation	The two this types of research about of using personal pronoun.
	Difference	The difference between this study and the researcher is the object of the research.
	The Result	To collect the data, the researcher used test. The test was conducted to know what types of errors were made by students when they use personal pronoun in writing english sentences

G. System of Writing

To make it easier to see and know the discussion in this thesis as a whole, it is necessary to put forward the systematics is a framework and guidelines for thesis writing. The writing systematics are as follows:

The presentation of this thesis report uses the following writing systematics:

1. Chapter I (Introduction)

This chapter consists of the background, problem formulation, problem boundaries, research objectives, research benefits, and thesis writing systematics.

2. Chapter II (literature review)

This literature review chapter includes:

1.) Review the research which contains the results of previous research related to the research carried out.

2.) The theoretical basis which contains discussion of the notion of Systems, Information, Maps, Eclipse, Android Development Tools (ADT), Java Development Kit (JDK), and Software Development Kit (SDK).

3. Chapter III (Research Method)

In this chapter, the writer argues about the research method used by the author in developing information systems. To be systematic, the research methods chapter includes: selection of location and time of research, needs analysis, research flow (included flowchart).

4. Chapter IV (Results and Discussion)

This chapter consists of descriptions of the results of the research and analysis. Both from the qualitative, quantitative and statistical, as well as discussion of research results.

In order to be well organized are classified into: research results, discussion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

Many research have been conducted on personal pronouns, however each location has distinct features connected to the topic. Both from the analysis, who was involved, the phases that were completed throughout the analysis, the commitments, the difficulties that were overcome, and the authority of each party engaged. Furthermore, focus of the research, which is connected to personal pronouns in a research, has not been widely carried out by prior researchers. The authors include the following paragraphs to help the reader comprehend the link between journals and research:

1. There are some studies related to the analysis of personal pronouns in writing recount text paragraph. First, a research done by Rima Yulianti (2021) entitles using Personal Pronouns in Writing Descriptive Text. Thesis, English Study Program STKIP PGRI West Sumatra, Padang. This study shows The student's knowledge about the correct use of personal pronouns was still less. This study aims to see how students use personal pronouns. The method of this research is descriptive qualitative. In this research was conducted is that students of Mts Negeri 05 Pasaman Barat Sungai Aur for the academic year 2020/2021. This study has similarities and differences with researchers, namely the two these types of research about using personal pronouns. Meanwhile, the difference is the object under study. The results showed that in the subject pronoun section students still made errors in the descriptive text (correct=228, 80.6%,

incorrect=55, 19.4%), while the most common student errors were found in the object pronoun (object pronoun, correct= 47, 77%, incorrect=14, 23%) then on the possessive adjective pronoun the students almost used it correctly (correct= 130, 99%, incorrect=1, 1%) the use of possessive pronouns (correct and incorrect=0%)) and reflexive pronouns (correct=2, 100% incorrect=0%) are still rarely found in students' descriptive texts. In general, class VIII students from MtsN 05 Pasaman Barat Sungai Aur still make mistakes in using personal pronouns. Only a few students can use personal pronouns based on their functions correctly.

2. Another study research was researcher done by Dwi Anggraeni 2019 entitle "An Analysis Of Students' Errors In Using Personal Pronouns On Writing Descriptive Text Of The Tenth Grade Students Of Smk Al-Mina Bandungan In The Academic Year Of 2019/2020 ", This study shows about the shortage of students in writing skills. The purpose of this study was to The Research was aimed to analyse the errors made by students in using personal pronouns on writing decriptive text. This type of research is the same as the researcher, namely using a qualitative descriptive method. The difference between research and researcher is the object under study. The similarity with researchers is that same analysis personal pronoun. Data were collected from the test results. Based on the analysis of classified based on the Surface Structure Taxonomy by Dulay. It was specified by four types of errors namely omission, addition, misordering, and misformation. Based on the research findings students (1) The most common errors made by students were misformation (50%). The second

was error in addition with the frequency, 29.16%. The third error was omission (16.67%). The lowest frequency of error was misordering (4.16%). (2) The research proved that the students still did not understand the material given by teacher. The errors occurred because the students were mostly confused about the material given and they did not study well. The students were confused and did not understand because the teacher was boring and did not use an interesting technique or media in teaching learning process.

3. Another study research was researcher done by Nadya khairunnisa 2019, entitle An analysis of students' ability in using personal pronouns in writing english sentences at the seventh grade of smpn 32 pekanbaru. This study is the same as the research above which shows the shortage of students in writing skills, The purpose of this research is to analyze the seventh grade students' ability in using personal pronouns in writing english sentences. This study was a quantitatif research, The difference between this study and the researcher is the object of the research and the difference between this study and the researcher is the object of the research. The two this types of research about of using personal pronoun. To collect the data, the researcher used test. The test was conducted to know what types of errors were made by students when they use personal pronoun in writing english sentences. From the data analysis which had been done by using SPSS 23.0 version, it could be seen that mean score was 64.025, median of the data was 64.00 and mode of the data was 45.00. The std. Deviation was 15.030, the minimum score was 40.00 and the

maximum score was 90.00. the total score was 2497. Thus, based on the mean score it can be concluded that the majority of students' writing ability was categorized into less level. The researcher also found that 1 students were categorized into good level (3%), 8 students were categorized into enough level (21%) and 30 students were categorized into less level (77%).

B. Theory

1. The Nature of Pronoun

a. The Definition of Pronouns

Pronouns are used to stand inplace of complete noun phrases (NPs), Roberts (2016: 48). According to Lester & Beason(2019: 28) define that pronoun is a word used in place of one or more noun sand pronouns are dividedint of our sub classes: personal, indefinite, demonstrative and reflexive. While according Ansell (2000: 230) pronouns are words thatcan be used in theplace of nouns, instead of repeating the nouns. Based on some definitions above, it can be concluded that pronouns are a word that can replace a noun.

b. The Kinds of Pronouns

According to Roberts (2016:48) some further examples of pronouns are**:**

1.) Definite pronouns: she/her,it,I/me,we/us,you,they/them

2.) Reflexive (definite) pronouns: myself,itself,ourselves,etc.

3.) Indefinite pronouns: something, someone, anything, anyone.

4.) Demonstrative pronouns: this, that, these, those.

5.) Interrogative (question) pronouns: who, which, what.

6.) Possessive pronouns: mine, yours, his, hers, ours, their.

While according to Lester & Beason (2019 : 27) pronouns are devided into four subclasses : personal, reflexive, demonstrative and indefinite.

1.) Personal pronoun

The definition of pronouns is words used instead of one ormore noun, in addition the most important use of pronouns is toreplace or represent nouns. The examples are: I, You, He, She, Her, Him, His, It, They, Them.

2.) Reflexive pronoun

Reflexive pronouns are unique and easily recognizable groups of pronouns that end in-*self* or *–selves*. The examples are: myself, yourself, himself, herself, itself, ourselves, themselves.

3.) Demonstrative pronoun

The demonstrative pronouns are a group of four pronouns: this, these, that, those.

4.) Indefinite pronoun

A large number of pronouns refer to an unspecified person,thing, or group. The examples are: all, another, each, either,both, few, many, more, one, other, some, neither, such, several, most, none, few.

2. **The Nature of Personal Pronoun**

   a. **The Definition of Personal Pronoun**

According to Berry (2015: 17) personal pronouns are someof the most frequent words in English, and on the surface seemsquite easy to use. In addition, Siregar (2016: 60) defines that personal pronouns arepart of pronouns that are words replace nouns or noun phrases, butthey generally refer to people and things. From some definitionsabove, it can be said that personal pronoun is a word that used to replace a noun.

b. The Types of Personal Pronoun

According to Siregar (2016: 61) there are four case forms of personal pronoun to show differently sentence function: subjective case, objective, posseeive case, and reflexive case. While according to Holandy a Hetal. (2018:89) state that the use of personal pronoun are as**:**

1.) Subject pronouns as the subject of verbs

There are some forms of subject pronouns that were used by the students in their writing text, like the used of subject the type subjec personal pronouns is I, You, We, They, She, He, It. In the following examples, the personal pronoun in subjective case are underlined:

1. <u>He</u> is fortunate

2. <u>She </u>is a doctor

3. <u>We </u>are coming

4. <u>You </u>are right

2.) Object pronoun as the objects of verb and prepositions

When the personal pronoun is the object of the verb in the

phrase, the pronoun must be in the objective case. Me, You, Him, Her, It, Us, and Them are the objective case types. In theexamples below, the personal pronoun in the objective case are underlined**:**

1. My friends understand <u>me</u>

2. We saw <u>him </u>last night

3.) Possessive adjective sometimes used to describe a noun

Possessive adjectives follow a noun and describe the object to which the noun refers. My, Your, His, Her, Its, Our, and Their were types of possessive adjectives. In theexamples below, the personal pronoun in possessive adjectiveare underlined:

1. <u>My </u>bicycleis new

2. <u>His </u>answer was correct

3. <u>Their </u>house is one block from the school

4. He is <u>our </u>friend

5. The tree has lost two of <u>its </u>branches

4.) Possessive pronoun is used instead of a noun

A possessive pronoun is the possessive form of a personal pronoun that may be used independently. Because it can be used in place of a noun. Mine, Yours, His, Hers, Ours, and Theirs were type of possessive pronouns.In the examples below, the personal pronoun in possessive pronounare underlined:

1. That bookis <u>mine</u>

2. There bycicle is <u>his</u>

5.) Reflexive pronoun

Are frequently employed when the activity indicated by the verb is aimed at the item referred to by the verb's subject. Furthermore, a reflexive pronoun might be employed when emphasizing a personal pronoun, Myself, yourself, himself, herself, itself, ourselves, yourselves, themselves were type of reflexive pronouns.In the examples below, the personal pronoun in reflexive pronoun are underlined:

1. Did you hurt <u>yourself?</u>

2. I washed <u>my self </u>thoroughly be for eputtingon clean clothes

3. I <u>myself </u>show what happened

4. She did the work <u>herself</u>

3. **The Nature of Writing**

a. **The Definition of Writing**

Good writers are good readers. The statement is true. Bothare related to one another because by reading a lot humans will beeasier to write what they think. Concludes that writing is an activity in conveying an idea in writingwhich can then be readby readers. Based on hisstatement, itcanbe concluded thatby writing activities each person can conveywhat he wants to convey through an article. Writing is also anactivity thatcanbe usedas an alternative for anyone who has difficulties in speaking, through writing he can convey the intent to be expressed. There fore writing can be regarded as one of the communication tools other than by talking.

There for writing can be regardded as one of the communcation tool do hert han by speaking. According to Klimova (2013: 9) defines that writing has a unique position in language teaching since it sacquisition in volves practice and knowledge of three other language skills, such speaking, listening, and reading. Another definition of writing is proposed by Conlin (1990: 1) that writing is a way of communicating that is carried out by everyone wheree we expect to others to cearly understand the ideas that we convey.

b. The Purpose of Writing

Writing focuses students on comprehension, mechanics, phonics, developing their mind or perspective, and communicating this perspective to others. This is why writing is an important thing that students must learn. According to Harmer (2007:84) the purpose of writing activities is to give students interesting writing assignments that will help them become fluent writers. The teachercan help them to enjoy the writing process, in various ways, forexample through music, pictures, poems, games, and so on. While according to Supriyadi (2018:11) stated that how important writing activities educat he life og then action and advance everyone because by having writing skills a person can convey avariety of ideas forth the wider publictoread.

c. Kind of Text in Writing

    1.) NarrativeText

Narrative text is a story with complications or a kind of textto retell the story in the past. The purpose of this text is to entertainor to a muse the reader sorlisteners about the story.

2.) DescriptiveText

Descriptive text is a text which say what a person or a thingis like. The purpose of descriptive text is to describe and reveal aparticular person, place, orthing.

3.) Recount Text

Recount text is a text that experiences or event in the past. The purpose is to inform or to entertain the audience or reader. The difference with narrative text is has no complication in generic sturcture.

4.) ProcedureText

The definition of procedure text is text that is designed todescribe how something is achieved through a series of actions orsteps. This explains how people carry out processes that differ in step dimensions.

5.) Report Text

Report text is a type of document written by a person or group of people to announce there sults of an investigation or announce something to the reader. The information provided in there port text is very generalin formation.

4. **The Nature of Recount Text**

   a. **The Definition of Recount Text**

According to Knapp (2005:224) recount texts are the types of text which retell event or experience in the past. Commonly, recount text written based on experiences own writer, but recount text be able to write based on imagination in outside writer experiences. The purpose of recount text is to retell a sequence of events and assess them in various ways. There are no boundaries between characters that distinguish them from narrative texts. The goal of creating recount text is to repeat something that happened as an event or to enlighten or entertain the reader.

Recount Text According to Anderson (1997, p. 48), a recount is speaking or writing about past event or a piece of text that retells past event, usually in order, which they happened.

He states that recount text means telling about one self"s adventures or the day"s activities. It means that recount is individual experience in the past which has sequences. Moreover, according to Hyland (2004, p. 29), recount text has social purpose which reconstructs past experiences by retelling events in original sequence.

b. Kinds of Recount Text

According to Wood and Stubbs (2000, p. 8), there are five types of recount text as follows:

1.)   Imaginative or Literary Recount Text Imaginative or literary recount text amuses the reader by recreating the events of an imaginary world as thought they have been read. The use of emotive language must be in specific detail.

2.) Factual Recount Text A factual recount text concerns with recalling events truthfully. The type of this recount text, such as a school accident report. This type usually can be taken from everyday life. The important is the use of language that is accurate and detail. Therefore, the reader gets a complete picture of the event. Extended description, emotive language and unnecessary detail are out of the place in this text. This type is using third narration, passive voice and information presented when writing the text.

3.) Procedural Recount Text A procedural recount text records the step taken in completing a task or a procedure. The used of technical terms, accurate time series and first person narrations such "I" or "we". For instance, how to repair the radio, and the steps for using washing machine.

4.) Personal Recount Text Personal recount text is the writers' experiences. It is usually diary or journal and postcard. Moreover, personal recount text is 16 written in the first person. The aim is also to entertain or to inform the reader.

5.) Biographical Recount Text A biographical recount text tells the story of a persons' life. It uses third person narrator (he, she, and they). It is usually accurate and to record specific names, times, places and events. For final section, it is often evaluation of the subjects' achievements.

c. **Structure of Recount Text**

According to Wood and Stubbs (2000), structures of recount text include orientation, series or events, and re-orientation. The learners should be guided by the purpose and the audience of that text. Therefore, they will be understood within the use of the structure. The explanation in detail as follows:

1.) Orientation According to Rosyadi (2011), orientation is introducing the participants, place and time. In this point, the writer should give the information about 5W formula (who, what, when, where, and why). The information about what happened, who or what was involved, when and where the events occurred and why the events occurred.

2.) Events Rosyadi (2011) states that events are described series of actions that happened in the story. In this part, selecting events carefully is needed to add the audiences" understanding of the topic.

3.) Re-orientation This is the final section. This part including the outcome"s summarized or results, and also gives personal opinion or comment in the importance of topic.

d. Language Features of Recount Text

According to Anderson and Anderson (1998, p. 49) there are some language features that are usually found in recount text. Those are:

1.) Proper noun and pronouns to identify those involved in the text action verb

2.) Descriptive word to give details about what, who, where, when, why, and how

3.) The use of the past tense to retell the events e. Conjunction and time connectives

4.) Adverb and adverbial phrase

5.) Words that show the order the events. Due to explanation above, the researcher focused on the use of pronouns in writing recount text.
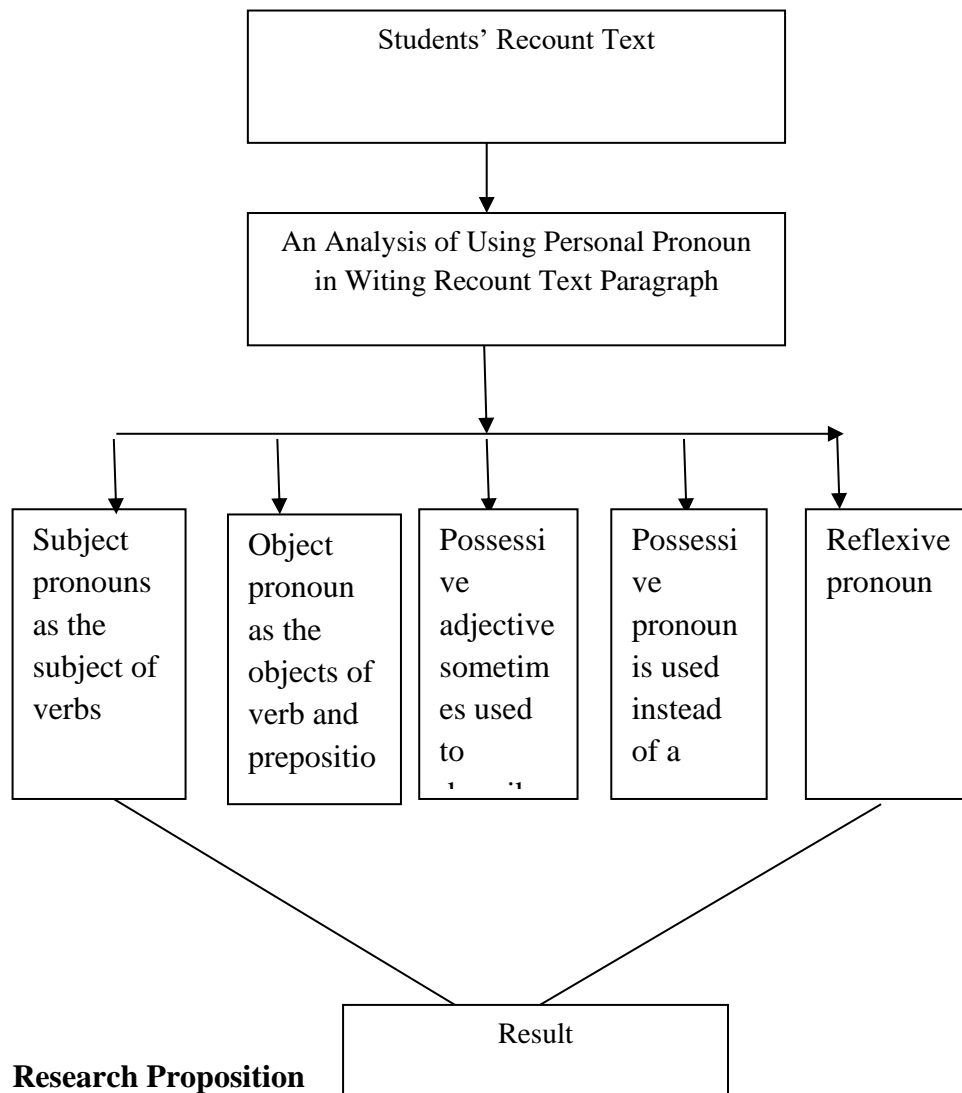
C. Theoretical Framework

From the previous discussion, I make brief conclusion from both previous studies and theoretical studies. There are some researchers who have conducted research about personal pronouns. Personal pronouns are pronouns to be replaced a noun or a noun phrase that makes a sentence clearly from the context. There are five types of them. They are Subject pronouns as the subject of verbs, Object pronoun as the objects of verb and prepositions, Possessive adjective sometimes used to describe a noun, Possessive pronoun is used instead of a noun, Reflexive pronoun.. The researchers investigated them using some methods. The methods are true experimental research, quantitative descriptive, action research, and both of quantitative and qualitative approach.

This study uses qualitative descriptive research, especially case-study. I explain the result of the data by describing the data. Gilham (2000:10) argues "Qualitative methods focus primarily on the kind of evidence (what people tell you, what they do) that will enable you to understand the meaning of what is going on". This study will be looking for evidences and theories about that case.

The case study researcher must strive to keep an open mind, to go on looking for data, deferring analysis until the array is comprehensive. Case-study is a method that used to narrow down a very broad field of research into one easily

researchable topic. Gilham (2000:10) states "Case study is a main method, within sub-methods are used: observation, document, record, analysis, and soon". This study does some sub-methods containing observation, document, and analysis of the data.

2 THEORITICAL FRAMEWORK

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┌─────────────────────────────────────┐
│        Students' Recount Text        │
│                                      │
└─────────────────────────────────────┘
                   │
                   ▼
┌─────────────────────────────────────┐
│  An Analysis of Using Personal Pronoun │
│   in Witing Recount Text Paragraph   │
└─────────────────────────────────────┘
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Subject pronouns as the subject of verbs	Object pronoun as the objects of verb and prepositio	Possessive adjective sometimes used to	Possessive pronoun is used instead of a	Reflexive pronoun

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                    ┌──────────────┐
                    │    Result    │
                    └──────────────┘
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D. Research Proposition

A proposition is a provisional guess based on study into a fenomena occurrence. Based on this paradigm, the research proposition is as follows:

1. Analyzing the use of personal pronouns in recount text paragraphs can help students improve their writing abilities.

2. The analysis of the usage of personal pronouns in writing recount text paragraphs that is carried out must be known, and its important role in improving students' deficiencies in writing skills.

CHAPTER III

RESEARCH METHOD

Method is absolutely needed in any research in order to find the accurate, and effective research. This chapter presents the description of the research method used in the study. In this chapter consist of research design, location of the research, research presence, research subject, types of research and data source data, collection technique, data validity techniques, data analysis techniques.

A. Research Design

According to Bogdan and Taylor in Lexy J Moleong (2017 : 4) qualitative research is a research procedure that produced descriptive data in the from of writen of oral words from people and observed behaviour. This approach is directed to words the background and the individual holistically (whole). In his book that qualitative research (qualitative research) is a research that intended to discribe (illustrate) and analyze phenomena, events, social activities, attitudes, beliefs, and perceptions invidual thinking of groups. Kirk and Miller define that qualitaive reserach is a particular tradition in science socially fundamentaly dependent on observations of human kind in the area and in terminology.

Gunawan Imam defines research as "the method of gathering and analyzing knowledge in order to better our understanding of an object." It is also " useful for adding to existing information about an issue" (2017: 79) Through this study, we will enhance the implementation of the object we're studying, as well as have an outstanding idea for thoroughly analyzing an object, and provide examples and answers to questions.

The researcher employs a qualitative descriptive technique in this form of study. What is meant by descriptive qualitative, according to Bogdan and Tylor, as quoted by Lexi Moleong, is a tool for analyzing data by representing data in the form of written or spoken words from individuals. Because of many reasons, the researcher uses a qualitative descriptive research style to explain reliable findings about an object of research, describe the mechanism of a method or interaction, include a full image or painting systematically, and the relationship between phenomena that is studied, the researcher uses a qualitative descriptive research type.

A descriptive portion should arise from the data processing in a qualitative methodological plan. In qualitative analysis, descriptive data is presented in the form of manuscripts or photographs. The author will explore descriptive agreements including using the first person pronoun (the person speaking), the second person pronoun (the person speaking), and so on (the person being spoken to), the third person the third person pronoun (the person we are talking about) in a descriptive form.

Research take a phenomenological view, looking at how everyday life unfolds and human actions, specifically what is said and done, as a function of how people interpret their surroundings. The used in this research is this method to document methods, interpretations, and to attempt to see it from the perspective of the individuals being observed. This phenomenological approach is used by researchers, because researchers want to find and understand what is hidden behind a phenomenon which is sometimes something that is difficult to know or understand. This approach is also expected to be able to provide a complete and

detailed explanation of the phenomenon that is the focus of the researcher's research.

B. Location of the Research

The location of the research is the location where the researcher obtains results. The test site is the venue where the study will take place. Attractiveness, individuality, and suitability for the chosen subject must all be factors in site selection. Researchers should be able to locate meaningful and novel stuff in this place.

The research site is the location where the study is conducted and where the researcher collects data or information relating to the researcher's concerns.. The location of this research is at the SMP IT Roudlotussalam in Patoman Hamlet, Watukebo Village, Blimbingsari District, Banyuwangi Regency. This school was chosen as the research site because it is one of the schools that using personal pronoun learning in writing recount text paragraphs. This research was carried out during May and June of 2021.

C. Research Presence

Researchers, being persons who make observations, pay close attention to the object of study. The researchers went immediately to the field to collect data for this study. The presence of the researcher in this study acts as a key instrument that acts as a non-participant observer, where the researcher goes out into the field and does not involve himself directly in the life of the object of research.

According to the characteristics of a qualitative approach, one of them is as a key instrument. As a result, researchers in the region are always present or actively engaging in research. In this regard, when collecting data, the researcher

strives to establish a good relationship with the informants who serve as data sources so that the information obtained is truly valid.

The researcher will be present in the field since the permission to conduct research was granted, namely by visiting the research location at various times, both scheduled and unscheduled.

D. Research Subject

Lexy J Moleong (2017 : 132) describes the research subject as informant which means the person used to give information about the situation and condition of the research setting. Can be said that the research subject is the person observed as a target research, he has a lot of background experience reserach. The usefulness of informants or research subjects for the writing is helpful so that within a relatively short amount of time information is affordable, bacause the informant isused to talk, exchange ideas or comparing an event found from another subject.

Subjects of research are sources of information that have been intentionally chosen and used for a specific cause or goal. The research issue in this study is the eighth grade students of SMP IT Roudlotussalam. The researcher chose 15 of the 30 pupils in the class as a sample.The researchers chose this because the study subject was already using personal pronoun learning in writing recount text paragraphs. The researchers picked this school because it is easy acces. As a result, this study was employed as the research subject.

E. Research Instrument

This research instrument is assisted by an observation table to record data in the form of sentences contained in the recount text paragraph by using appropriate or inappropriate personal pronouns in its application and use, for example:

TABLE 3

APPLICATION OF PERSONAL PRONOUNS

NO	NAME STUDENTS'	PERSONAL PRONOUN					ANALYSIS
		1	2	3	4	5	

Description :

1. Aplication of subject pronouns as the subject of verbs

2. Aplication of object pronoun as the objects of verb and prepositions

3. Aplication of possessive adjective sometimes used to describe a noun

4. Aplication of possessive pronoun is used instead of a noun

5. Aplication of reflexive pronoun

F. Types of Research and Data Source

1. Types of Research

Research Methods This study employs qualitative techniques. The data used does not come in the form of numbers, but rather from interviews, field notes, personal notes, and other official documents. As a result, the purpose of this qualitative study is to represent real-life events in schools. As a result, the qualitative method in this study refers to investigations that generate

descriptive data in the form of words or words from individuals and observed behavior (Moleong, 2011: 4). Descriptive research using a qualitative technique necessitates gathering direct information from sources on the current status of the subject and object of study to be investigated.

2. Data Source

1. Primary Data Sources

The primary data sources are those gathered directly from the field or study settings, such as the words and actions of individuals seen or questioned. This material was gathered through written document writing recount text. The data is taken from the students" worksheet in the form of recount text writing task and also taken from the observation conducted by the researcher. The data from this document review and observation are used to know the types of error and truth made by the students in using personal pronoun made by the the eighth grade students of SMP IT Roudlotussalam.

2. Secondary Data Sources

Secondary sources are data that comes from reading sources and various other sources consisting of notes, diaries, personal letters, to official documents. Secondary data can be in the form of bulletins, surveys and so on. Secondary sources are data that comes from reading sources and various other sources consisting of notes, diaries, personal letters, to official documents. Secondary data can be in the form of bulletins, surveys and so on. This study used a secondary source in data source in this study came from journal and previous study.

G. Data Collection Technique

Because the main purpose of research is to collect data, data collection is the most important step of the research process (Sugiyono, 2012), the following data collection techniques were used in this study:

1. Observation

Observation is a method to watch or observe something as an object seriously and continuously done by the researcher. According to Moloeng (2004: 125-126) in conducting observation, the researcher also watches object continually, and then taking some notes about the behaviours and the real events which is happening.

In this research, the researcher is a non-participant observer. As a non participants observer, the researcher comes to observe the teaching learning process in class several times along the research period to see, hear, and take field notes about what happens during the teaching and learning process. The researcher focused the observation on the teaching personal pronouns in writing descriptive text.

The researcher observes the teacher in front of the class and the interaction among the students with the teacher from the beginning until the end of the lesson. The researcher also observes the teaching learning process in order to collect the data about the teachers strategies, the students responses, and classroom activities until the researcher gathers sufficient data representing the way of teaching personal pronoun in recount text. After observing the class, the researcher writes descriptive notes in the field notes.

The observation itself includes technique of teaching personal pronouns and teaching materials recount text used in the classroom.

2.   Documentation

Documentation is any written material or film, whereas a record is any written statement prepared by a person or institution for the purpose of testing an event or presenting accounting (Moleong, 2011: 216). Documentation technic is a method of gathering data by gathering and analyzing documents, both written, graphic and electronic. Collecting data using this document analysis technique is to read, record, and collect data from written sources. The data of this research was collected through the result of students" tasks or assignments in writing recount text. Furthermore, the written source is carried out by reading carefully and then selecting the relevant results as data to be analyzed according to the problem formulation to be analyzed.

G. Data Validity Techniques

Checking the validity of the data really needs to be done so that the resulting data can be trusted and scientifically justified. Checking the validity of the data is a step to reduce errors in the process of obtaining research data which of course will have an impact on the end of a study. therefore multiple testing procedures must be used to determine the validity of the data in the study. The technique used to assess the data's veracity (Lexy J Moleong, 1991: 175) are as follows:

Triangulation is a strategy for verifying the authenticity of data that uses anything other than the data for verification or as a comparison to the data the approach involves examining additional sources. In this study, researchers used data

validity techniques in the form of source triangulation and methods utilize two types of triangulation Researchers, namely:

1. **Source Triangulation**

   In qualitative research, researchers compare and contrast the degree of trust of an informant collected at different times and using different techniques (Moleong, 2011: 330). This may be accomplished by comparing observation data to data findings, compare what they do in class with what they gather, and so on. Triangulation of sources used are teachers and students.

2. **Triangulation Method**

   Researchers use the same approach to various occurrences or employ two or more method for the same study target (Sukardi, 2006: 108). This triangulation was used to collect data on the usage of personal pronouns in text recounts produced by eighth-grade students at SMP IT Roudlotussalam. In this study, triangulation was accomplished through the use of observations with documentation. Sources are identified by comparing data from obervation with the contents of relevant documents.

H. Techniques of Data Analysis

   After collecting the data, the researcher analyzed the data to get conclusion in order to answer the research question. The data was analyzed based on the concept of the personal pronouns which is proposed by the expert. Then, to analyze the qualitative data, it could be described in three stages familiarizing and organizing, coding and reducing, and interpreting and representing Ary et all (2010: 481).

1.) Familiarizing and organizing.

In familiarizing and organizing, the researcher read and re-read the data that was collected to make the researcher familiar with the data and the data ccould be easily retrieved. Then, the researcher organized the data based on the concept of personal pronouns which is proposed by Holandyah et al. (2018: 89) Related to this theory, the researcher analyzed the students" writing into five parts; there are Subject pronouns as the subject of verbs, Object pronoun as the objects of verb and prepositions, Possessive adjective sometimes used to describe a noun, Possessive pronoun is used instead of a noun, Reflexive pronoun.

2.) Coding and reducing

In this stage, the researcher identified or code and reduce the personal pronouns that had made by the eighth grade students of SMP IT Roudlotussalam or that had been found in the students" writing. In coding, the researcher code the students" writing in using personal pronouns whether it correct or incorrect to help the researcher to find the theme which were appropriate with the theory which is proposed by the expert or not. Then, the researcher will reduce it, if it wrong or didn"t appropriate with the concept of personal pronouns which is explained by the expert. In other words, the researcher analyzed the students" writing based on the expert explanation about personal pronouns and she code the whether it appropriate or not and then reduce it.

3.) Interpreting and Representing.

Interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanation. In this stage, the researcher told the meaning based on the perspective and knowledge. In addition, the researcher interpreted and described the data based on the concept of personal pronouns clearly which is proposed by the expert and presented it in the findings of the research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Data Description

This chapter presented the data description which described the data from students" writing tasks. The source of the data was students" writing tasks at the eighth grade students of SMP IT Roudlotussalam. Moreover, this research was done at SMP IT roudlotussalam. This school was located in Kecamatan Blimbingsari . In addition, the participants of this research were the eighth grade students of smp it roudlotussalam. The students of eighth grade students of SMP IT Roudlotussalam has 1 class. 1 class has 38 students. In this research, the researcher did not analyze all of the data that had gotten from the students who participated in this research. The researcher chose the participants by purposive sampling technique.

B. Research Findings

The instrument which was used in this research was document analysis. The researcher got the data from the teacher by collecting the students" writing tasks in form of writing text. Within this research, the researcher analyzed the data referring to the technique of data analysis in chapter III. Then, this analysis would answer the research question of the research "An Analysis of using personal pronouns in writing recount paragraph written by the eighth grade students of SMP IT Roudlotussalam ?"

Furthermore, the researcher analyzed the data based on the concept of personal pronouns that proposed by Holandyah et al. (2018: 89) in chapter II. In other words, the researcher used this theory to describe students" writing in using

appropriate personal pronouns. Related to this theory, the researcher analyzed the students" writing into five parts; there are Subject pronouns as the subject of verbs, Object pronoun as the objects of verb and prepositions, Possessive adjective sometimes used to describe a noun, Possessive pronoun is used instead of a noun, Reflexive pronoun. The person would be seen based on the first, second, and third person. These are the detail analysis about personal pronouns which are used by the students in their writing text:

1.) Subject pronouns as the subject of verbs

There are some forms of subject pronouns that were used by the students in their writing text, like the used of subject I, you, we, they, she, he, it. Most of the students were correct in using this subject. For example the use of subject pronoun in this sentence:

"*Dad nearly fell off when <u>he</u> let go of the rope*"

From this sentence, it could be seen that the student made a correct pronoun to replace the subject before. Here, he was the correct or suitablesubject pronouns to replace dad. Actually, dad was a man, so it was correct to replace it with the subject of he.

The second was s.4. In this part, the student wrote correct personal pronouns. In her writing, she wrote:

"*Last semester break was my worst holiday I have ever passed. <u>It</u> was two weeks long*"

From this sentence, it could be seen that the student made a correct personal pronoun to replace the subject pronoun before. Here, it was the

correct or suitable subject pronoun to replace noun. Actually, noun was a holiday, so it was correct to replace it with subject pronoun of it.

The third was s.10. In this part, the student wrote correct personal pronouns. In her writing, she wrote:

"*So <u>you </u>can see that one person can have different traits*"

From this sentence, it could be seen that the student made a correct pronoun to replace the subject before. Here, you was the correct or suitable subject pronouns to replace my friend. Actually, you was a singular you, so it was correct to replace it with the subject of you.

The fourth was s.13. In this part, the student wrote correct personal pronouns. In her writing, she wrote:

"*<u>They</u> also noped me to get well soon*"

From this sentence, it could be seen that the student made a correct pronoun to replace the subject before. Here, they was the correct or suitable subject pronouns to replace my friend's. Actually, my friend's has a plural meaning, so it was correct to replace it with the subject of they.

The five was s.5. Based on the text which was analyzed, it can be seen that the student made 1 mistakes in subjective case of personal pronoun. The first was in first paragraph:

"*last night, my friend and I went to a movie together. My friend and I waatched a film called "splits"*"

Basically, the suitable pronoun to replace my friend and I in the text was we not my friend and I because it was seen to be a subject to change my friend

and I. In addition, based on the concept of personal pronoun we was a part of subject pronoun, and the context need a subject.

2.) Object pronoun as the objects of verb and preposition

Objective is a part of case in personal pronouns. It has a function to replace an object in the sentences. An object receives the action of a verb. The objective in the case of personal pronouns are identify as me Me, You, Him, Her, It, Us, and Them. In replacing the objective case, most of the students made the suitable pronouns, little of them still made inappropriate pronouns to replace it. For the example, the s. 5 wrote;

"*After that, dad invited <u>me</u> to go the terminal*"

Here, the student made correct or appropriate pronoun to replace an object me of object I. It was correct because the student used an object me to show or rename the object I.

Furthermore, in s.12 she wrote correct pronouns in her writing text;

"*Its chili sauce was so spicy I love <u>it</u> very much*"

From this sentence, it could be seen that the student made a correct pronoun to replace the object pronoun before. Here, it was the correct or suitable object pronoun to replace noun. Actually, noun was a chili, so it was correct to replace it with subject pronoun of it.

Furthermore, in s.14 she wrote incorrect pronouns in her writing text;

"*My sister left <u>him</u> jacket on a bench while we talked to some friends*"

From this sentence, it could be seen that the student made a incorrect pronoun to replace the object before. Here, his was the incorrect or suitable

object pronouns to replace my sister. Because actually, my sister was a woman, so the correct pronoun to replace is her.

Furthermore, in s.7 she wrote incorrect pronouns in her writing text;

"Next, there of we created a very big sand castle"

From this sentence, it could be seen that the student made a incorrect pronoun to replace the object before. Here, we was the incorrect or suitable object pronouns to replace my sister and I. Because my sister and I are demonstrating the meaning of the subject here, the right pronoun to substitute we is us.

Furthermore, in s.7 she wrote incorrect pronouns in her writing text;

"I entered to my class and of course my teacher was angry to I because I came late"

Here, the student made incorrect pronoun to replace an object me. It was incorrect because the student used an object I to show or rename the object me. the correct pronoun to substitute I is me.

3.) Possesive adjective sometimes used to describe a noun

Possessive adjectives follow a noun and describe the object to which the noun refers. My, Your, His, Her, Its, Our, and Their were types of possessive adjectives. In replacing the Possesive pronoun, many of the students made the suitable pronouns, but most of them still made inappropriate pronouns to replace it. For the example, the student 3 wrote;

"Even though Eric and Rizky were very famous in our school"

From this sentence, it could be seen that the student made a correct pronoun to replace the possessive adjective before. Here, our was the correct

or suitable possessive adjective to means ownership. Actually school is our, So it was correct to replace it with the subject of our.

Furthermore, in s. 6 she wrote correct pronouns in her writing text;

"Last weekend <u>my</u> friends, Setiawan, Rista, Imam and I liked to gunung ijen"

Here, the student made correct or appropriate pronoun to replace an possessive pronoun my of possessive pronoun I. It was correct because the student used an possessive pronoun my to show or rename the possessive pronoun I.

Furthermore, in s.8. In this part, the student wrote correct personal pronouns. In her writing, she wrote:

"*At the weekend he visited <u>his</u> brother's badminton club"*

From this sentence, it could be seen that the student made a correct pronoun to replace the possesive adjective before. Here, his was the correct or suitable Possesive adjective to replace brother's. Actually, brother's was a man, so it was correct to replace it with the Possesive adjective of his.

Furthermore, in s.11. In this part, the student wrote correct personal pronouns. In her writing, she wrote:

"*<u>It's</u> wonderfur time to have them in a traditional party like this one"*

From this sentence, it could be seen that the student made a correct pronoun to replace the possessive adjective before. Here, it was the correct or suitable possessive adjective to replace noun. Actually, noun was a sate, soto, and drank fresh, so it was correct to replace it with possessive adjective of it.

Furthermore, in s.15. In this part, the student wrote correct personal pronouns. In her writing, she wrote:

"*But their boat sank and they were drowned*"

From this sentence, it could be seen that the student made a correct pronoun to replace the possessive before. Here, their was the correct or suitable possessive pronouns to replace sister and I. Actually, sister and I has a plural meaning, so it was correct to replace it with the possessive of their.

Furthermore, in s.14. In this part, the student wrote correct personal pronouns. In her writing, she wrote:

"*My mother said to cathy,"you left your money at home*"

From this sentence, it could be seen that the student made a correct pronoun to replace the possessive pronouns before. Here, your was the correct or suitable possessive pronouns to replace the girl. Actually, you was a singular you and has a noun meaning, so it was correct to replace it with the possessive pronouns of your.

was s.12. Based on the text which was analyzed, it can be seen that the student made 1 mistakes in possessive adjective personal pronoun. The first was in two paragraph:

"*The younger members of my family kneeled down and pressed them face to the elders knee, one by one*"

In this case, the student wrote the subject they to show possessive place. Basically, it was unsuitable pronoun because they have a function as the subject in the case of personal pronoun. It was correct the plural form to change the subject of my family was the subject them. But, the context of

next sentence told about the possessive, so the suitable pronoun to show the possessive and replace it were the possessive (their). Thus, In this case, the student wrote the subject them to show possessiveand replace. Thus, the correct one should be The younger members of my family kneeled down and pressed their face to the elders knee, one by one

4.) Possesive pronoun is used instead of a noun

A possessive pronoun is the possessive form of a personal pronoun that may be used independently. Because it can be used in place of a noun. Mine, Yours, His, Hers, Ours, and Theirs were type of possessive pronouns. Based on the data analysis, the researcher discovered that the majority of the students still had difficulties utilizing possessive pronouns. Most pupils are incorrect in this sense, and the use of this possessive is likewise quite limited. From personal pronouns are used by 15 students in paragraph recout text. At least one individual uses it, and one of those pupils makes mistakes in substituting possessives, such as in s.8 write;

"Rahmad is hers friends"

In this section, students write inappropriate pronouns to show the possessive name of his friends. Here, students write the subject to indicate the name of his friends. Actually he has a function as a subject man in terms of personal pronouns, but the context tells about possessive, not subject. Next, a suitable pronoun to show the possessive his friends. Rahmad is his full name. His role is to demonstrate possessiveness towards his topic. My friend is male, therefore it would be correct if the student replace it with his name in place of his. So, the correct paragraph is Rahmad is hers friends.

5.) Reflexive pronoun

Are frequently employed when the activity indicated by the verb is aimed at the item referred to by the verb's subject. Furthermore, a reflexive pronoun might be employed when emphasizing a personal pronoun, . Myself, yourself, himself, herself, itself, ourselves, yourselves, themselves were type of reflexive pronouns. The most common of the reflexive pronoun is an object that reflects back to the subject. In other words, it has the same identity as the subject. Here, the researcher found that there were 2 students who made unsuitable reflexive pronoun in their writing. It could be seen in s.10 and s.12. here, the s. 10 wrote;

"*The title of the film it means "fiaction"*

From this sentence, it could be seen that the student made a incorrect reflexive pronoun to replace the subject pronoun before. Here, itself was the correct or suitable reflexive pronoun to replace noun and the film also means singular. Because the most common of the reflexive pronoun is an object that reflects back to the subject. In other words, it has the same identity as the subject.so correct to replace it with reflexive pronouns of itself.

In addition, the use of inappropriate pronouns also found in s.12. In

this part, this student wrote;

"*I woke up early to get myself ready for eid prayer that would be started at 07.00 am"*

In this case, the student wrote I woke up early to get I self ready for ied prayer to show the object of myself. Basically, it would be correct if the student wrote myself because it was reflexive pronouns of subject I. Thus the

correct one would be: I woke up early to get myself ready for eid prayer that would be started at 07.00 am.

C. Discussions

After analyzing the data, the researcher got findings. From the data that had analyzed, the researcher has answered the research question. The answer of the research question was:

1.) Subject pronouns as the subject of verbs

Most of the students in the eighth grade students of SMP IT Roudlotussalam could use appropriate personal pronouns in the subject pronouns as the subject of verbs. It was proofed that there were only 1 of 15 students who got wrong in this part. Here, the students could identify type subject pronouns as the subject of verbs is I, you, we, they, she, he, it while writing.

2.) Object pronoun as the objects of verb and preposition

Most of the students in the eighth grade students of SMP IT Roudlotussalam could use appropriate personal pronouns in the subject pronouns as the subject of verbs. It was proofed that there were only 3 of 15 students who got wrong in this part. Here, the students could identify type objects of verb and preposition is used instead of a noun form (Mine, Yours, His, Hers, Ours, and Theirs)

3.) Possesive adjective sometimes used to describe a noun

Most of the students in the eighth grade students of SMP IT Roudlotussalam were good in using appropriate pronouns in the part possesive adjective sometimes used to describe a noun. In this part, there

were 1 from 15 students. it was seem to be easy part for the students because most of them made correct pronouns to replace the possesive adjective sometimes used to describe a noun form (my, your, his, our, your, and their).

4.) Possesive pronoun is used instead of a noun

There is only 1 student who uses possesive pronoun is used instead of a noun who got wrong in while writing. It was seem to be difficult part for the students because most of them made inappropriate pronouns to replace the pronoun as the possesive pronoun is used instead of a noun form (Mine, Yours, His, Hers, Ours, and Theirs)

5.) Reflexive pronoun

Reflexive was the part of personal pronouns that rarely found in students writing. Based on the data that had analyzed by the researcher, there were 2 students who got wrong in reflexive form (myself, yourself, himself, herself, itself, themselves).

In general, the students at eighth grade students of SMP IT Roudlotussalam couldn't use the appropriate personal pronouns yet. It caused there were many students that couldn't use the appropriate pronouns and its part properly, especially in the part of Possesive pronoun is used instead of a noun and reflexive pronoun. in the case of personal pronouns. In this case, there were many students did not fulfill the concept of personal pronouns which is proposed by the theory or expert in chapter II. Thus, related to the review of the related findings in chapter II, it was same findings where most of the students were difficult to use appropriate personal pronouns, especially

in the part of Possesive pronoun is used instead of a noun and reflexive pronoun.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

According to the findings, the majority of the students were able to utilize the appropriate personal pronoun in types the subject, object and Possesive adjective sometimes used to describe a noun. It can be observed that most students have utilized subject and object and Possesive adjective sometimes used to describe a noun. They are also skilled at varying of personal pronouns in their written writings. They can specify the subject, object and Possesive adjective sometimes used to describe a noun in their writing here. Furthermore, the form of personal pronoun that students use the least is included in the possesive pronoun is used instead of a noun and reflexive, because It was seem to be difficult part for the students because most of them made inappropriate pronouns to replace the pronoun. Most students write or utilize pronouns that replace the form in this section; subject, objective, possessive pronoun is used instead of a noun. This is the most common component of personal pronouns used by pupils.

In conclusion, students' understanding of how to use proper personal pronouns remains limited and does not correspond to the notion of personal pronouns provided by experts. This is demonstrated by the fact that many people still do not utilize personal pronouns of the above-mentioned categories in recount text paragraphs, particularly possesive pronoun is used instead of a noun and reflexive pronouns. In addition, while changing personal pronouns, students must pay attention to their writing, and all criteria must match in order to meet the correct personal pronouns in writing.

B. Suggestions

After analyzing the personal pronouns which were used by the tenth grade students of SMP IT Roudlotussalam, the researcher has some suggestion for the students and English teachers.

1. The students:

    a. They should be active in learning and finding many resources in   order to get more knowledge, especially on using personal pronouns.

    b. It is suggested for the students to practice more in writing. Then, the students should be active in teaching learning process, especially in learning personal pronouns. If they do not understand they must be active or they must ask the teacher to explain it more.

2. The English teachers:

    a. The teachers should pay attention to the material of personal pronoun, especially reflexive pronoun and possessive pronoun is used instead of a noun more than any other personal pronouns.

    b. The teacher should give and explain the material very detail related to use of personal pronouns.

    c. The teacher should give the task or assignment about personal pronouns as much as possible because it will be very worth for them. Thus, the teacher could give remedial for the students who dont achieve the standard yet.

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APPENDICES

Nomor : 31.5/211.16/FTK.IAIDA/C.3/VII/2021
Lamp. : -
Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:
Kepala SMP IT ROUDLOTUSSALAM

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama	:	**LIWALANA NUAFI FUTHUHIYATA RIHIL JANNAH**
TTL	:	**Banyuwangi, 07/07/2000**
NIM /NIMKO	:	**17112210046/2017.4.071.0147.1.000067**
Fakultas	:	Tarbiyah dan Keguruan (FTK)
Program Studi	:	Tadris Bahasa Inggris (TBIG)
Alamat	:	Dusun Patoman Rt 002 Rw 002 Kel.Watukebo Kec. Blimbingsari Kab. Banyuwangi Prov. Jawa Timur
HP	:	085331642162
Dosen Pembimbing	:	**MOH. MAHMUD, M.Pd.**

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.
Adapun judul penelitianya adalah:

"An Analysis Of Using Personal Pronoun In Writing Recount Paragraph Writen By The Eight Grade Students Of Smp IT Roudlotussalam In Academic Year 2021/2022"

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 04 Juli 2021
Dekan

Dr. Siti Aimah, S.Pd.I., M.Si.
NIPY. 3150801058001

NOMOR : 38/SP/ SMP.rosa/VI/2021

Yang bertandatangan di bawah ini kami kepala sekolak SMP Roudlotussalam Watukebo Blimbingsari Banyuwangi.Dengan ini menerangkan bahwa :

Nama	: LIWALANA NUAFI FUTHUHIYATA RIHIL JANNAH
TTL	: Banyuwangi 07 Juli 2000
NIM/NIMKO	: 17112210046
Fakultas	: Tarbiyah dan Keguruan (FTK)
Program Studi	: Tadris Bahasa Inggris (TBIG)
Alamat	: Dusun Patoman Rt 002 Rw002 Desa Watukebo Kecamatan Blimbingsari Kabupaten Banyuwangi

Bahwa yang bersangkutan bener bener telah melakukan penelitian di SMP Roudlotussalam Watukebo Blimbingsari Banyuwangi pada tanggal 01 Juli 2021 dalam rangka penyelesaian skripsi dengan judul :

"An Analysis Of Using Personal Pronoun In Writing Recount Paragraph Writen By The English Grade Students Of SMP IT Roudlotussalam In Academic Year 2021/2022"

Demikian surat keterangan ini dibuat dengan sesungguhnya dan sebenar benarnya untuk dapat dipergunakan sebagaimana mestinya

Blimbingsari, 01 Juli 2021
Kepala sekolah SMP Roudlotussalam

ABDUL HAMID FADLOLI,S.E.Sy

NIM	17112210046
NAMA	LIWALANA NUAFI FUTHU HIATA RIH
FAKULTAS	TARBIYAH DAN KEGURUAN
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS
PERIODE	20202
JUDUL	AN ANALYSIS OF USING PERSONAL PRONOUN IN WRITING RECOUNT PARAGRAPH WRITEN BY THE EIGHT GRADE STUDENTS OF SMP IT ROUDLOTUSSALAM IN ACADEMIC YEAR 20212022

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20202	01 Agustus 2021	01 Agustus 2021	Chapter 3	Advising5
2	20202	17 Juli 2021	29 Juli 2021	Finishing	Advising 8
3	20202	02 Juli 2021	16 Juli 2021	Chapter 5	Advising 7
4	20202	19 Juni 2021	25 Juni 2021	Chapter 4	Advising 6
5	20202	24 April 2021	05 Mei 2021	Chapter 2	Advising 4
6	20202	17 April 2021	23 April 2021	Chapter 1	Advising 3
7	20202	10 April 2021	17 April 2021	Proposal	Advising 2
8	20202	03 April 2021	09 April 2021	Agreement of	Advising 1

RENCANA PELAKSANAAN
PEMBELAJARAN
(RPP)

Satuan Pendidikan   : SMP IT
Roudlotussalam
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : VIII/ Genap
Materi Pokok   : Personal Pronoun
Alokasi waktu   : 90 menit x 1 pertemuan
Pertemuan   : Ke-3

A. Kompetensi inti

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata	4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar

3. 2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. {Perhatikan unsure kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (*subjective, objective, possessive, reflexive)*	4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. Tujun Pembelajaran/ Indikator Hasil Pencapaian
   Setelah mendapatkan penjelasan melalui guru, peserta didik diharapkan
   mampu:
       Mengunakan personal pronoun atau kata ganti orang dengan tepat.

D. Model pembelajaran dan Sumber Belajar
   Model pembelajaran inquiri dimana siswa mencari tahu kata ganti yang
   digunakan dalam bahasainggris
   Sumber belajar yang digunakan adalah buku cetak dan youtube

E. Langkah-langkah pembelajaran

Langkah Pembeljar an	Deskripsi
Kegiatan Pendahulu an	1. Guru menngucapkan salam kepada siswa dan menanyakan kabar serta kesiapan siswa dalam belajar Bahasa Inggris. 2. Guru meminta ketua kelas untuk memimpin doa belajar. 3. Guru membagikan absen untuk diisi.
Kegiatan Inti	1. Guru memberikan judul materi dan tujuan pembelajaran dan mempersilahkan siswa untuk mencatat terlebih dahulu. 2. Guru menyambut siswa dengan penuh antusias dan semangat 3. Guru me-review kembali pelajaran yang telah lalu menayakan satu-persatu siswa tentang introduction, misalnya what is your name? how old you are you etc. 4. Guru menyikan PPT yang berisi tentang personal pronoun (terlampir) 5. Guru menjelaskan penggunaan personal pronoun (subject, object, possessive adjective, possessive pronoun, reflexsive) 6. Guru memberikan contoh penggunaan personal pronoun dalam kalimat 7. Guru memberikan kesempatan kepada siswa untuk bertanya. 8. Guru memberikan quizz
Kegiatan Penutup	1. Siswa menyimpulkan materi yang dipelajari 2. Guru memberikan penguatan dan motivasi kepada siswa untuk tetap semangat dalam mengikuti pelajaran selanjutnya. 3. Guru memberikan tugas kepada siswa untuk mengumpulkan catatannya 4. Guru menunjuk salah satu siswa untuk menutup kelas dengan doa kafaratul majelis.

F. Penilaian
1. Keaktifan siswa pada saat tanya jawab dan saat mengerjakan tugas (*penilain autentik/* penilainproses yaitu menilai keaktifan siswa saat proses pembelajaran)
2. Penilain Sikap
   Yaitu melalui *observasi*

3. Penilaian Pengetahuan yaitu melalui *penugasan* berupa catatan materi dan quis
   (Bukti hasil penugasan yang dikirim melalui google classroom berupa foto buku catatan,)
4. Penilaian keterampilan yaitu dengan unjuk kerja

G. Rubrik Penilaian

Pengetahuan

Aspek	Kriteria	Skor	Jumlah Soal	Skor Perolehan
Struktur teks	Benar dan Tepat	3		
	Benar tapi kurang tepat	2		
	Kurang tepat	1		
Unsur kebahasaan	Sangat tepat	3		
	Tepat	2		
	Kurang tepat	1		
Total skor				

Keterangan:
Nilai Akhir = Nilai perolehan: Total Skor x 100

Ketermpilan

Kriteria	Deskripsi	Rentang Skor	Skor Perolehan
Mendeskripsikan secara lisan	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai	89 - 100	
	Lancar dan kosa kata dan kalimat berkembang, serta ada transisi	76 - 88	
	Sesekali melihat teks, kosa kata terbatas tapi Lancar	61 - 75	
	Membaca script, kosa kata terbatas, dan tidak lancar	0 - 60	
	Jumlah		

Sikap

Kriteria	Score			
	Sangat baik	Baik	Cukup	Kurang
Religious				
Honest				
Discipline				
Responsible				
Tolerance				
Team work				
Respect				
Confidence				

Banyuwangi, 20 June 2021

Mengetahui;

Kepala SMP IT ROUDLOTUSSALAM,   Guru Mapel,

Abdul Hamid Fadloli, S.E.Sy   **Kamalia, S.Pd.**

5. A. Trip to the zoo

Yesterday my family went to the zoo to see the elephant and other animal.

After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before lunch we went for a ride on the elephant.

It was a thrill to ride it.

Dad nearly fell off when he let go of the rope.

During lunch we fed some birds in the park.

In the afternoon we saw the animals being fed.

When we returned home we were tired but happy because we had so much fun.

(She) probably thought (we) were thieves ! (we) felt terrible.

Please telephone us if (you) know this girl . (we) are Very
Sorry for (our) Mistake. (we) would like to say sorry
to the (her) and give (her) money back to (her). ~~money~~
(our) number is 512667. (My) Name is Anna.

① her, termasuk kalimat Object, memberikan
makna dia laki-laki.

② We termasuk kalimat Subject, karena
memberikan makna kita

③ She, termasuk kalimat Subject karena
memberikan makna dia perempuan.

④ The termasuk kalimat Possesive Adjective,
memberikan makna The (pd barang).

Do You know This Girl ?

I was in the park with my older sister, cathy, on friday. My sister left him jacket on a bench while we talked to some friends. When we went back to the bench, a girl in a red T-shirt was sitting there. She had some money in her hand. When she saw us she got up and walked away.

I said to my sister. "Did You have any money in your jacket ?"

She said. "Yes, Anna I did." I said, "Look in your jacket quickly." cathy looked in her jacket, but her money was not there.

"That girl stole it!" I said, and we all ran after her. We caught her quickly.

My sister was very Angry and she said, "Give Me the Money!" The girl gave the money to cathy and ran away. We all ran after her, but we lost her.

Then we went home. But before we could tell our parents My mother said to cathy, "You left your money at home. It's on the table in the sitting room. You must be more careful with money."

So the girl in the red T-shirt was not a thief !

NAMA = REMDI PRTA AMDIKA

13

8 A

* My Awful Holiday at Home *

The last school break was a quite bad for me. ①
I couldn't go anywhere because I was sick and needed
to take a rest for a few days.

those days were awful. I just spent the days ②
by just laying on my bed because it was so dizzy
when I tried to walk . I had a fever and also
lost my appetite, so I didn't eat much . It made so
me so weak. My mom told me that I must eat
and took the pills to get my health recovered .

I didn't enjoy my holiday at all because
I couldn't go for a vacation with my friends to the
beach nearby. But I felt better when my friends
came to see my condition . They also hoped me
to get well soon .

① me termasuk kalimat Object, dan me menggantikan
kalimat saya .

② It termasuk kalimat subject, menggantikan
kalimat mu.

③ my termasuk kalimat Possesive Adjective,
memberikan makna kepunyaan saya .

This Eid el Fitr celebration day was so exciting for (me) because there were many happy things (I) did together with all (My) family. I hope (I) can celebrate the next Eid al Fitr with (My) big family again.

① my termasuk kalimat possesive Adjective, karena memberikan makna kepemilikan

② we termasuk kalimat subject, memberi makna kami.

Nama: Ahmad efendi
kelas: VIII A

My Eid al-Fitr Experience

A few Months back was Ramadan 1439 H and
I was so excited. As usually I woke up early to get
self ready for Eid Prayer that would be started at
07.00 am. I did the dawn prayer, took bath, and had
a bit breakfast before went to the Mosque.

I went back to home at 09.00 am, after the
Eid prayer and sermon had done. At home, my big
family always does a Javanese tradition that's called
Sungkeman to honor the elders. The younger members
of my family kneeled down and pressed their face to
the elders' knee, one by one. After that procession had ended
we usually took some pictures together to preserve this
moment and to fill our family albums.

After we had taken enough pictures, then we had
Brunch of a great feast for all family members. There
were cakes, cookies, Meatball soup, and opor. My favorite
one was the meatball soup which was made by my aunt.
The meatball was so delicious and its chili sauce was
so spicy I Love it Very much. When our energy had
been refilled we continued to visit our neighbours, close
Friends, and some relatives.

Nama: Zidan Ilhami Alfarezi

Kls : VIII A

Unforgettable party

Hello, my friends. Let me tell you about my experience. Last week I went to my uncle's thankfullnes party with My familiy. You know, it was the thankfulness party of my uncle's son's pilgrimage Haji.

Well, in the party I ate soto, sate, and drank Fresh coconut ice. It's wonderfur time to have them in a traditional party like this one. Then I had, you know that, some Arabian foods. After that, I met and talked with other families. At about 09.45 p.m., we went home. We arrived home. We arrived home rather late. I was so happy to have unforgettable party

Nama : Setiawan
Kelas : 8A

10   Watching Movie with my friend

Last night. My friend and I went to a movie together. My friend I watched a film called "Split". The title of the Film It Means "Fractions" and It was really related to what the Film presented, whic describes a person who has many personalities.

this film tells about a person who has many Personalities in one body. so you can see that one Person can have different traits. somitimes the man can transform into a woman, children. and an adult man.

Besed on their Origins It turns out that the main character of this Film had those personalities appear to protect the Original personality.

This Film ends quite late because people who were close to the main character. Such as the doctor. died at this own hands.

Aghisna nau'an ni'am   8 A

1. Came Late to school

Last wednesday, I came late to my school
because I played playstation untill 2.00 am
In the night. Because that I woke up late.
I woke up about 6.30 am and the class
would be began at 7.00 am. I ran to bathroom
to take a bath I usually had a breakfast
after took a bath, but in that day, I forgot
where I put the key. So I went to the s
school by public trasportation. It made
me took a longer time. I arrived at school
at 7.15, I ran to ~~my~~ my class but
I saw my teacher has stood in front of
the class to teach. I entered to my class
and of coorse my teacher was angry
to I because I came late.
It was my bad experience and I hoped
I would not do that again

Wildan was very busy

Wildan was very busy last week. He wrote some letters to his parents and friends on monday. on tuesday he visited Rahmat's school. He played tennis for two hours there. Rahmat is hers friend. In the evening he went to the sport shop. He bought a new tennis racket. He played the whole day on wednesday. He stayed home in the evening. He was very tired. then he spoke to his parents on the phone.

On thursday he watched the football match on tv. At the week end he visited his brother's badminton club.

May Vacation With My Beloved people

one day, my sister named Ulin said to me that she really wanted to go to the beach. so I promised her that the next week we would go to pulau merah beach in pesanggaran.

the next week, we prepared everything needed in the Morning. we brought some foods and beverages, such as chocolate wafers, potato chips, water and orange juise. Before going to the beach I ask our brother, niam, to join us. He agreed to join and we went there together, with our parents. We went there by car. it took 3 hours to arrive there. Then, we tought tickets Ink the entrance gate. Before swimming, we changed our clothes First. We swam there for more than one hour. We felt so tired that we decided to eaat the fodds that We had brought. next, three of i created a very big sand castle, while my parents were enjoying the beautiful scenery there. After that we decided to go home because it was getting dark.

Holiday In Gunung IJEN

Last weekend my friends, setiawan, pista dan imah and I hiked to Gunung Ijen. We started Very early on saturtay from the border of Banyuangi and bondowoso, and reached panu yoso for lunch after we hiked for almost 4 hour. We Continued our hike. We talked about many things along the way to the next stop. Sometimes we laughed aloud when our stories we exchanged one another seem funny. We reached the next stop one hour later. It was a hilltop. the view from this plase looked very amazing.

No.: nama: ERNI SHOFA MAULIDA. KS= VIII (B.)

4. visiting uncle's House

THE last SEMESTER vacation was an unexpected HOLIDAY. Because, I didn't have any vacation SCHEdule. But, MY Father gave Me a Surprise. I was very happy and excited to visit MY uncle who had not Met For two years. I Prepared everything needed to go on vacation. After that, dad invited Me to go tHe terminal because we did leFt at 05.00 PM. THE trip that MUST Be taken to PanyaBungan was around 13 hours. Along the way, I saw such an amazing view. the holiday was over, I had to go Back to Bayuwangi continue the Routine activities. while tHere, I got a lot of experience and visited FAMILY that never Met Before. although it was short vacation, it was a memoraBle. holiday For Me. I got a lot of experience there.

M. Abdur Rosid   VIII A .

4. My worst Holiday

Last semester break was (my) worst holiday (I have ever passed. (It) was two weeks long and (I) just stayed at home. (I) just did the same activities routinely. Over and over again.

(I) woke up and had a breakfast in the morning. Then (I) fed (my) persian cat and played with (it). In the afternoon (I) had lunch and then took a nap on the couch. In the evening (I) dined and watched (my) favorite TV shows. There was nothing special on (my) daily activities during the last holiday. So, (I) was sure that (it) was the worst holiday.

Ahmad irfan efendi   VIII A

My best friend

(My) name is Ari. Three year ago when (I) was in junior high
school, (I) met two people that leter became (my) best friend's
The first one war Eric. (He) was an athlete for (our)
school. (He) was tall and muscular. The other was Ricky.
(He) was a very diligent student (He) liked to read the
encyclopedia an he the ranted first in (my) class (I)
like them both because (they) were very friendly to other
People. Even though Eric and Ricky were very famous in (our)
school, (they) were not arrogant.

PEACE TO ACHIEVE GOAL   VISION

(2)

Ahmad ramadhani   -   VIII A

my holiday during Quarantine Time - stay at Home

Last holiday wasn't that bad. I spent my day at home for about four weeks. I didn't go anywhere because of games with outbreak. The pandemic was getting worse so I spent my time watching YouTube or ~~ff~~ playing online games with my friend. My mother bought me a new mobile phone because all of my school ~~classed~~ classes and ~~game with~~ assignment were online. She told Me that is was better to play outside the ~~cinema~~ house

I usually woke up without in the morning and took a ~~b~~ bath when my mother asked me. After that, I feel my cat and played with him. Watched You tube or played online games. Sometimes, I also helped my mother with the dishes, swept the floor, or washed my own clothes. I really missed the beach and the cinema

For most people, it looked so boring because we needed to stay at home on holiday. But I nenjoyed my time because I could be with my family every day. And the most important thing. we hope we could manage to be ~~really~~ healthy until this pandemic over.

6. Watching Movie

My sister and I went to see a film last night. It was an American movie called the lost flight. It showed how people can quickly change when they have to look after themselves in the jungle it was an interesting film about a plane which crashed on a small empty island in the Pacific Ocean. Although the passengers were safe, nobody knew where the plane had crashed. So the passengers had to learn how to hunt for food in the jungle and how to catch fish from the sea to eat. After a few weeks, the passengers were eating raw fish and meat.

After they had been on the island for two months, three of the men made a boat and sailed away to find help. But their boat sank and they were drowned.

The film ended without saying whether the passengers were rescued or not. But my sister and I enjoyed the film.

① my termasuk kalimat possesive Adjective, karena memberikan makna kepemilikan.

② it termasuk kalimat Subject, memberikan makna itu.

③ They termasuk kalimat Subject, memberikan makna mereka

SIDU

Table The Result of Personal Pronouns used by the Students in Recount Text

NO	NAME	Subject pronouns as the subject of verbs						
		I	You	They	We	She	He	It
1	NINDI A	2			8		1	
2	A. RAHMADHANI	9	1		3	1		1
3	IRFAN	3		2			3	1
4	ROSID	8						2
5	ERNI	7			1			2
6	WILDAN	1			7			1
7	ARIF	2			13	1	1	2
8	ANGGAR						10	
9	NAU'AN	15						2
10	SETIAWAN	1	1		1			2
11	ZIDAN	5	2		3			1
12	EFENDI	8			3			
13	RENDI	10		1				2
14	BAGUS	5	3		12	6		
15	DEMEZ	2		3				3

NO	NAME	Object pronoun as the objects of verb and prepositions						
		Me	You	Them	Us	Her	Him	It
1	NINDI A							
2	A. RAHMADHANI	3					1	
3	IRFAN							
4	ROSID							1
5	ERNI	3						
6	WILDAN							
7	ARIF	1			1	1		
8	ANGGAR							
9	NAU'AN	2						
10	SETIAWAN							
11	ZIDAN	1						
12	EFENDI	1						1
13	RENDI	4						
14	BAGUS					7		1
15	DEMEZ							

NO	NAME	Possessive adjective sometimes used to describe a noun						
		My	Your	Their	Our	Her	His	Its
1	NINDI A	1						
2	RAHMADHANI	11						
3	IRFAN	3			2			
4	ROSID	4						
5	ERNI	2						
6	WILDAN	1			1			
7	ARIF	2			2			
8	ANGGAR						3	1
9	NAU'AN	5						
10	SETIAWAN	1						
11	ZIDAN	5						1
12	EFENDI	6		1	1			1
13	RENDI	7						
14	BAGUS	6	2	2	1	4		1
15	DEMEZ	2		1				

NO	NAME	Possessive pronoun is used instead of a noun					
		Mine	Yours	Mine	Ours	Hers	His
1	NINDI A						
2	A. RAHMADHANI						
3	IRFAN						
4	ROSID						
5	ERNI						
6	WILDAN						
7	ARIF						
8	ANGGAR						1
9	NAU'AN						
10	SETIAWAN						
11	ZIDAN						
12	EFENDI						
13	RENDI						
14	BAGUS						
15	DEMEZ						

NO	NAME	Reflexive pronoun						
		My self	Your self	The mselves	Our selves	Her slef	Him self	Itself
1	NINDI A							
2	RAHMADHANI							
3	IRFAN							
4	ROSID							
5	ERNI							
6	WILDAN							
7	ARIF							
8	ANGGAR							
9	NAU'AN							
10	SETIAWAN							1
11	ZIDAN							
12	EFENDI	1						
13	RENDI							
14	BAGUS							
15	DEMEZ							

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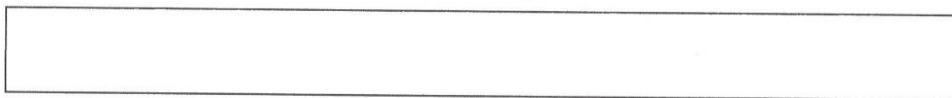Any information provided in this report is not final and is a subject for manual review and analisys!

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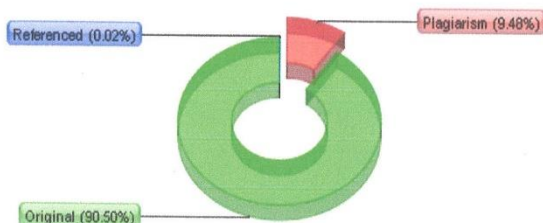
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