

**AN ANALYSIS OF STUDENTS' ABILITY IN IDENTIFYING PRONOUNS IN SENIOR
HIGH SCHOOL GRADE 10 OF SMKN 1 BATUSANGKAR**

Thesis



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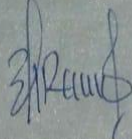
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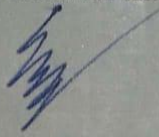


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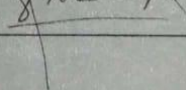
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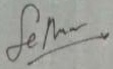
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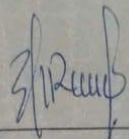
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ABSTRACT

Rhadia Cheyri Assyfa (2022): An Analysis of Students' ability in Identifying Pronouns in Senior High School Grade 10 of SMKN 1 Batusangkar.

Some of the tenth-grade students at SMKN 1 Batusangkar have been taught about pronouns, but they still make mistakes when identifying them, according to preliminary research. As a result, the goals of this study were to find out how well students at SMKN 1 Batusangkar's tenth grade use pronouns and what kind of pronouns they have the most trouble recognizing. Quantitative research was used in this study. The tenth-grade students of the state SMKN 1 Batusangkar in the academic year 2021/2022 were the subject of this study, and the student's ability in identifying pronouns were the object of this study. The researcher choose 33 students from 324 students as the sample using the cluster sampling method. The researcher used a grammar test to gather the data. For the students' ability, there are only 1 student could reach average category, 29 students reached poor category and 3 students got fail category. So that, the mean of students' score only got 39,03 and it became assigned a poor level. The researcher identified the kinds of pronouns that students made when identifying pronouns through data analysis. Students made the most mistakes with demonstrative pronouns (226 students, or 68.48 percent), interrogative pronouns (216 students, or 65.45 percent), reflexive pronouns (195 students, or 59.09 percent), possessive pronouns (190 students, or 58.48 percent), and personal pronouns (176 students, or 53.33 percent).

Key words: *Abilities, Mistakes, Grammar, Pronouns*

ABSTRAK

Rhadia Cheyri Assyfa (2022): Analisis Kemampuan Siswa dalam Mengidentifikasi Kata Ganti di Sekolah Menengah Atas Kelas 10 SMKN 1 Batusangkar

Berdasarkan penelitian pendahuluan, ditemukan bahwa beberapa siswa kelas 10 SMKN 1 Batusangkar telah mempelajari pronomina tetapi masih melakukan kesalahan dalam mengidentifikasi kata ganti. Oleh karena itu, tujuan dari penelitian ini adalah untuk menguji kemampuan siswa dalam mengenal kata ganti dan mengetahui jenis kata ganti yang paling sulit untuk dikenali oleh siswa. Populasi penelitian ini adalah siswa kelas X SMKN 1 Batusangkar tahun pelajaran 2021/2022, dan subjek penelitian ini adalah kemampuan siswa dalam mengenal kata ganti. Peneliti menggunakan teknik cluster sampling untuk pengambilan sampel, dengan 33 siswa sebagai sampel dari 324 siswa. Untuk mengumpulkan data, peneliti menggunakan tes grammar. Dari kemampuan siswa dalam mengidentifikasi kata ganti berdasarkan hasil tes grammar siswa, kemampuan siswa dikategorikan lemah. Berdasarkan analisis data, peneliti menemukan jenis kesalahan yang dilakukan siswa saat menggunakan kata ganti. Total kesalahan paling tinggi yang dilakukan oleh siswa adalah kata ganti demonstrative dengan 226 siswa atau 68.48%, kata ganti interrogative dengan 216 siswa atau 65.45%, kata ganti reflexive dengan 195 siswa atau 59.09%, kata ganti possessive dengan 193 siswa atau 58.48% dan yang terendah kata ganti personal dengan 176 siswa atau 53.33%

Kata Kunci: *Kemampuan, Mistakes, Grammar, Kata Ganti.*

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The Researcher

TABLE OF CONTENTS

ABSTRACT	i
ABSTRAK	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS	v
LIST OF TABLE	1
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Identification of The Problems	3
C. Limitation of The Problem	4
D. Formulation of the Problem	4
E. Purpose of the Research	4
F. Significance of the Research	4
a) For English Teachers	4
b) For Students	5
G. Definition of The Key Terms	5
CHAPTER II LITERATURE OF REVIEW	6
A. Ability	6
B. The Concept of Pronouns	6
1) Definition of Pronouns	6
2) Types of Pronouns	7
C. Grammar	10

D. Error Analysis	10
E. Errors and Mistakes	11
F. The Distinction Between Error and Mistake	13
G. Relevant Research	14
H. Conceptual Framework	17
CHAPTER III RESEARCH METHOD	18
A. Design of Research	18
a) Quantitative Research	18
B. Population	18
C. Sample	19
D. Instrumentation	20
a) Grammar Test	20
b) Instrument Validity	21
E. Technique of Data Collection	23
F. Technique of Data Analysis	24
BAB IV FINDINGS AND DISCUSSIONS	26
A. Data Description	26
B. Research Findings	27
C. Discussion	36
BAB V CONCLUSION AND SUGGESTION	39
1. Conclusion	39
2. Suggestion	39
REFERENCES	41

Appendix 1. Grammar Test	44
Appendix 2. Students' Test Score	53
Appendix 3. Students' Reliability	55
Appendix 4. Students' Test Result	56
Appendix 5. Validity sheet	57

LIST OF TABLE

Table 1. Research Sample	19
Table 2. Test Area and Test Items Distribution of Multiple Choice	20
Table 3. Tested Area and Test Items Distribution of Fill in The Blank ..	21
Table 4. Category Score	23
Table 5. The classification of the Students' Score	25
Table 6. Students' Ability in Identifying Pronouns	27
Table 7. Frequency Mistake of Pronouns	28
Table 8. Frequency Mistake of Demonstrative Pronoun	29
Table 9. Frequency Mistake of Interrogative Pronoun	30
Table 10. Frequency Mistake of Reflexive Pronoun	31
Table 11. Frequency Mistake of Possessive Pronoun	33
Table 12. Frequency Mistake of Personal Pronoun	34
Table 13. Students Test Result	53

CHAPTER I

INTRODUCTION

A. Background of the Study

Students must be able to master grammar when writing some genres text or making sentences correctly. According to Thornbury (2000: 4), grammar is partly the study of what forms (or structures) are possible in a language. It can be interpreted that grammar is a study that can learn how to construct a form in a possible language. Grammar is an important aspect of English. It is impossible to communicate correctly in a language without the ability to use grammar. Students must be familiar with the use of pronouns in order to write the text. The form helps make the pronoun itself a substitute or replaces other nouns or pronouns in a sentence. (Thornbury, 1999).

According to Jeremy (as cited in Ade Fatma Rischa, 2021), Grammar is a systematic study of grammatical structures and how they implemented in advanced British English. In other words, grammar describes how to construct sentences. Students will learn the parts of speech by producing correct sentences. In English, parts of speech include nouns, verbs, adverbs, adjectives, prepositions, and pronouns. These aspects of grammar are fundamental for students to comprehend to produce good sentences and express ideas.

Pronouns are commonly used in written and spoken language as a way to keep words flowing smoothly by reducing the reuse of the full subject or

subject word. Pronouns are one of the function words that make a sentence grammatically correct, especially in writing. The students just knew that pronouns are only to replace the name of people or thing. Because of that, the students were difficulty using pronouns and applying them in descriptive text (Muhammad Dimas Arsyad, 2021)

In this research, the researcher's discuss about pronouns. Pronouns has eight types: Personal pronouns (subject and object pronouns), possessive pronouns, reflexive pronouns, demonstrative pronouns, interrogative pronouns, relative pronouns, indefinite pronouns, and reciprocal pronouns. In this case, the researcher's take personal pronouns, possessive pronouns, interrogative pronouns, reflexive pronouns and demonstrative pronouns. According to Carey and Mpiranya (as cited in Rahmawati, 2021), personal pronoun are indicate by three forms, i.e do they refer to the speaker, who was spoken to, or is being discussed. Carey and Berry (as cited in Rahmawati, 2021) stated that pronouns are words used instead of nouns when we don't want someone's name or something directly, for example subjective pronouns and objective pronouns.

SMKN 1 Batusangkar is one of Batusangkar's Senior High School level. This school offers English lessons to students and follows the curriculum for 2013. Based on researcher's observation during preliminary observation (PL) for 6 months, many students still can't use or identify pronouns correctly in writing or doing test about pronoun. It is found that only 10 students or 27,7% could reach a good level, 3 students or 8,33%

could reach average level and 23 students or 63,88% reach poor level. The teacher already had taught the learners about pronouns, however some of them did not understand. Sari (2020) stated that their skills are far from what the course actually expects. For example, almost all students fail to achieve a passing grade in English. The researcher realizes some students are still struggling and difficult in English, especially when it comes to possessive pronouns. The diagnoses of the problem are as described in the following: some students did not use it correctly, and they still have difficulty using Possessive Pronouns, for example: This book is ~~my~~ (This book is mine), your ~~mine~~ (yours)

There are some previous studies discussed about students' error in using pronouns in many aspects that conducted by Gina (2019), Maya (2020), and Fitriani (2019). Besides, there are some previous studies that discuss about difficulties in using pronouns conducted by Wulandari (2018) and Fahruroji (2020). The researchers discussed about difficulties in using pronouns. However, for this research, the researcher not only focus on the types of pronoun that students have the most mistakes, but also, the researcher will be focus on the students' ability in identifying pronoun at SMKN 1 Batusangkar.

B. Identification of The Problems

Based on the explanation from background of the study above, it can be known a problem which can be researched related to the use or identify of

pronoun. First, there are many mistakes and errors in identify pronoun. Second, it is related to the difficulties of using pronoun. Third, it is related to ability of using pronoun.

C. Limitation of The Problem

The limitation of this study is to know the students' abilities in identifying by senior high school at Grade tenth in SMKN 1 Batusangkar.

D. Formulation of the Problem

Based on the problem above, the researcher formulated the problem as followed:

1. How is the students' ability in using pronouns at grade tenth of SMKN 1 Batusangkar?
2. What are the types of pronoun that students have the most mistakes at grade tenth of SMKN 1 Batusangkar?

E. Purpose of the Research

1. To know the students' ability in using pronouns at grade tenth of SMKN 1 Batusangkar
2. To know the type of pronoun that students have the most mistakes at grade tenth of SMKN 1 Batusangkar

F. Significance of the Research

The result of the study is expected to give the following benefits:

- a) For English Teachers

This study can help teachers to know students' ability and mistakes in identifying pronouns

b) For Students

This study can help students realize and learn from their mistakes in identifying pronouns in order to students can identifying pronouns better.

G. Definition of The Key Terms

1. Mistake seems to be an unscientific inaccuracy that is concerned to the learner's efficiency.
2. Grammar is the method of putting together language components (primarily, but not exclusively, words) to construct sentences.
3. Pronoun is commonly used in written and spoken language as a way to keep words flowing smoothly by reducing the reuse of the full subject or subject word.

BAB V

CONCLUSION AND SUGGESTION

1. Conclusion

Based on the research findings and data interpretation in the previous chapter, it can be concluded that the students of SMKN 1 Batusangkar still made mistakes in identifying pronouns. The students' ability in identifying pronoun at grade 10 of SMKN 1 Batusangkar is still poor. The students got the point only 39.03 and it means that almost all of students can't identifying pronouns in a sentence.

From the analysis of the data, there are still many mistakes that made by tenth grade students at SMKN 1 Batusangkar. The highest mistake that made by students is demonstrative pronoun. However, there are still many mistakes that made by students in using or identifying pronouns, from the students' grammar test result, there are >50% mistakes that made by students in identifying pronouns (Personal pronoun, possessive pronoun, interrogative pronoun, reflexive pronoun and demonstrative pronoun)

2. Suggestion

According to the conclusion above, there are some suggestion for the teacher, and the students:

The suggestion for students:

- 1) The students should pay more attention to learn material about pronouns
- 2) The students must do all exercises or tests that given by teacher
- 3) To improve understanding of pronouns, students should read any type of grammar book, especially on object pronouns

The suggestion for teacher:

- 1) Teacher should pay more attention to students' ability by giving special time to explain pronoun
- 2) Teacher should pay more attention to the method, technique, strategy and method in delivering about pronouns
- 3) The teacher should give many exercises and feedback to the students' assignment, so that the students able to understood about their mistakes.

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