

**AN ANALYSIS OF THE FIRST YEAR STUDENTS' ABILITY IN USING
SUBJECT PRONOUNS AND POSSESSIVE ADJECTIVES AT SMPN 10
SUNGAI LANSEK KABUPATEN SIJUNJUNG**

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Abstract

The purpose of this research was to describe the students' ability in using subject pronouns and possessive adjectives to complete sentences at the first year students at SMPN 10 Sungai Lansek. The design of the research was descriptive. The population of this research was the first year students of SMPN 10 Sungai Lansek. The total number of population was 119. The researcher took the sample by using cluster random sampling technique. The researcher took one class as sample that was class VII.2 with 30 students. Before giving the test, the researcher tried it out to the students out of sample at SMPN 10 Sungai Lansek to find out the reliability of the test. From the result of data analysis, it was found that the students' ability in using subject pronouns and possessive adjectives was moderate. There were 19 students (63.33%) who had moderate ability. The students' ability in using subject pronouns to complete sentences was moderate. It consisted of 19 students (63.33%) who had moderate ability. The students' ability in using possessive adjectives to complete sentences was moderate. It consisted of 18 students (60%) who had moderate ability. Based on those findings, it can be concluded that the first year students' ability in using subject pronouns and possessive adjectives to complete sentences was moderate. The researcher suggests that the teacher should give more explanations about the concept of subject pronouns and possessive adjectives and give more examples in order to increase students' ability to complete sentences using subject pronouns and possessive adjectives.

Key words: Subject Pronouns, Possessive Adjectives, Sentences.

A. The Background of the Problem

English is generally the most important language in the world. Each country has own language to communicate. It is impossible for us to acquire all languages. But with English, we can communicate and relate with other people in foreign country easily. English makes the people closed each other because English can unite people from

various language and culture. The existence of English cannot be separated in our life because most of aspects of our life use English as a medium of communication. Therefore, English ability is very useful, not only to communicate and unite people in the world but also it is useful in every aspect of our life.

One of the central components in English is grammar. According to Greenbaum and Nelson(2002: 16), grammar refers to the set of rules that allow us to combine words in our language into larger units. Whenever we speak or write, we always operate grammar rules in combining word into larger units. Grammar rules help the people more comprehend what someone speaks or writes. The people will misunderstand when we ignore grammatical rules. For example, tense is really affected when we write something. If we forget to change the verb into the appropriate tenses, so the reader will be confused when or what the writer means and the reader will misunderstand about the sentence that we make.

Disterheft(2004:3) states that grammar is as the system of rules that every speaker formulates through the process of first language acquisition. Grammar is the first language component that the learners should master because grammar is basic component which make a word, phrase, or sentence become meaningful. Every skill (Listening, Speaking, Reading, and Writing) involves grammar in developing a word, phrase, and sentence. Mastery grammar can increase every skill that the learners want to attain because grammar includes each skill.

Therefore, Grammar is the first language component that we have to acquire in order to increase English skill.

Quirk,et.al(1985:37) define grammar as a complex system, the parts of which cannot be properly explained in abstraction from the whole. There are many parts of grammar. The parts are divided into units of grammar. One of the parts of grammar is pronoun. Quirk, et.al (1985: 335) explain pronoun as comprising a varied class of closed-class words with nominal function. By ‘nominal’ here we mean ‘noun-like’ or more frequently, ‘like a noun phrase’. There are several classes of pronoun, all of which are personal, relative, interrogative, demonstrative, reflexive, intensive, and indefinite. In this research, the researcher will discuss only two classes of pronouns. The first is subject pronoun and the second is possessive adjective.

According to Leech (2006: 84),personal pronoun is the most important class of pronouns, referring to people, things, events and so on which are understood to be known in the context. One of the classes of personal pronouns is subject pronouns or subjective case.Leech (2006:108) explains subjective (case) (also called ‘nominative’)isthe form taken by

apersonal pronoun when it acts as subject of a clause or sentence.

Leech (2006: 87) says that possessive adjective is the possessive forms *my, your, his, her, its, our, their*, are sometimes called ‘possessive determiners’ because they occur in the determiner position, like *the*, in a noun phrase. Alternatively, they can be considered possessive pronouns.

B. Research Design

The design of this research is a descriptive research. Gay (1987: 189) explains descriptive research involves collecting data in order to test hypothesis or to answer questions concerning the current status of the subject of the study. The purpose of this research is to describe the first year students’ ability in using subject pronouns and possessive adjectives to complete sentences at SMPN 10 Sungai Lansek Kabupaten Sijunjung.

Gay (1987:102) states that population is the group to which the writer would like the result of the study to be generalized. The population of this research was the first year students of SMPN 10 Sungai Lansek. Total number of them is 119 students. They are divided into four classes; class VII.1, VII.2, VII.3 and VII.4.

The researcher used cluster random sampling technique. Gay (1987:110) states cluster random sampling is sampling technique in which the sample is in group and not individuals are randomly selected.

The researcher chose the sample class randomly because they have the same syllabus, teaching materials, time allocated, and same teacher. In selecting sample, the researcher chose one class as sample by putting the name of the classes (VII.1, VII.2, VII.3, and VII.4) on the small paper. Then the researcher mixed them and took one of them with closed eyes. The chosen class is class VII.2 with 30 students as sample. The researcher did the same steps for try out test out of sample.

The instrumentation used in this research is grammar test in the form of completion test which consist of 30 items. In this test, the students were required to complete sentences using subject pronouns (*I, you, they, we, she, he, it*) and possessive adjectives (*my, your, their, our, her, his, and its*). The researcher gave 30 minutes for students to do the test.

The test should be valid and reliable. Gay (1987: 128) explains that a test is valid if it measures what is supposed to be measured. To get the validity of the test, the

researcher used content validity. Arikunto (2012:80) describes that one of characteristics of good test is content validity in which the test material is based on curriculum and syllabus.

According to Gay (1987: 135), reliability is the degree to which a test consistently measures whatever it measures. To find out the reliability of the test, the researcher used Split-Half method. The researcher divided the odd items that would be variable x , and the even items that would be variable y .

To calculate the coefficient correlation of Split Half Method, the researcher used the Pearson Product Moment Formula (Arikunto, 2009:72). The result showed that coefficient correlation was .46. Then, to calculate the coefficient correlation of the whole test, the researcher used Spearman Brown Formula (Arikunto, 2009:93). Finally, the researcher used the degree of coefficient correlation based on Arikunto's idea (2012: 89). The result showed that the coefficient correlation was .63, it means that it has high degree of coefficient correlation and the test was reliable.

C. Findings and Discussions

Findings

After calculating students' score of subject pronouns and possessives adjectives. It was found that the highest score 25 and the lowest score 9. The researcher counted mean 16.9667 and standard deviation 5.2438. Students' ability was categorized as high if their scores were higher than 22.21. It was categorized as moderate if their scores were in the range of 11.54 to 22.21 and it was categorized as low if their scores were lower than 11.54.

The students' ability in using subject pronouns and possessive adjectives to complete sentences was moderate. It was proved by the fact that 6 students (20%) had high ability, 19 students (63.33%) had moderate ability and 5 students (16.67%) had low ability.

To measure the students' ability in using subject pronouns to complete sentences, the researcher counted the students' score. It was found that the highest was 14 and the lowest score was 4 and. The researcher counted mean 8.86 and standard deviation was 2.59. Students' ability was categorized as high if their scores were higher than 11.45. It was categorized as moderate if their scores were in the range of 6.27 to

11.45 and it was categorized as low if their scores were lower than 6.27.

The students' ability in using subject pronouns to complete sentences was moderate. It was proved by the fact that 5 students (16.67 %) had high ability, 19 students (63.33) had moderate ability and 6 students (20%) had low ability.

To measure the students' ability in using possessive adjectives to complete sentences, the researcher counted the students' score. The researcher found that the highest score was 13 and the lowest score was 3. The researcher calculated mean 8.1 and standard deviation was 2.93. Students' ability was categorized as high if their scores were higher than 11.03. It was categorized as moderate if their scores were in the range 5.17 to 11.03 and it was categorized as low if their scores were lower than 5.17.

The students' ability to complete sentences using possessive adjectives was moderate. It was proved by the fact that 4 students (13.33%) had high ability, 18 students (60%) had moderate ability and 8 students (26.67%) had low ability.

Discussions

The result of data analysis showed that the students' ability in using subject pronouns to complete sentences was moderate. Only 16.67% of the first grade students had high ability. This finding indicated that many students still got difficulties in using subject pronouns to complete sentences. To complete sentences using subject pronouns, the students should have ability to change subject into subject pronouns. In completing the sentences, the students are still confused about the distinctions of person (first, second, and third). For example question number 8, the question about the third singular person, "My brother likes travelling. often goes overseas". The answer is *He*, but many students answer with *She*, *His*, or *Her*. This indicated that the students are still doubt about the concept of subject pronouns.

As already discussed previously, the researcher found that the students' ability in using possessive adjectives to complete sentences was moderate. It was supported by the fact that majority of the students (60%) had moderate ability and (26.67%) students had low ability. These findings indicated that many students had lack of knowledge or understanding on the concept of Possessive

Adjectives. For example questions number 21, “Ririn bought a computer because old computer is out of order.” The correct answers *her*, while many students answered *his*, *she* or *he*. Another example is question number 25, “We have a dog. name is Hercules.” The correct answer is *its*, but many students answered *it*. They had little mistake, the students just added “s” but the meaning is so different. The students still cannot differentiate between subject pronouns and possessive adjectives.

D. Conclusions and Suggestions

Conclusions

Based on the result of data analysis, the researcher concludes that the first year students’ ability in using subject pronouns and possessive adjectives to complete sentences at SMPN 10 Sungai Lansek was moderate. The descriptions in detail are below:

1. The students’ ability in using subject pronouns and possessive adjectives to complete sentences was moderate. It was proved by the fact that 19 students (63.33%) had moderate ability.
2. The students’ ability in using subject pronouns to complete sentences was moderate. It was proved by the fact that 19 students (63.33%) had moderate ability.
3. The students’ ability in using possessive adjectives to complete sentences was moderate. It was proved by the fact that 18 students (60%) had moderate ability.

Suggestions

Based on the conclusion above, the researcher would like give suggestions for the teachers, the students, and further researcher.

1. The teachers are suggested to make media such as table which contains explanation about subject pronouns and possessive adjectives to complete sentences. The table helps the students more understand about subject pronouns and possessive adjectives.
2. The students are suggested to learn and comprehend about the concept of subject pronouns and possessive adjectives in.
3. The researcher expects that the next researcher will research about other aspects of pronouns.

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