

AN UNDERGRADUATE THESIS

**AN ANALYSIS ON STUDENTS' ERRORS IN USING
PRONOUN IN SENTENCE
(A Case Study at the Seventh Grade of
SMP Muhammadiyah 3 Metro in Academic Year 2016/2017)**

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**STATE ISLAMIC COLLEGE
(STAIN)JURAI SIWO OF METRO**

1438 H/2016 M

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SMP Muhammadiyah 3 Metro in Academic Year 2016/2017)**

Presented as a Partial Fulfillment of the Requirements
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ABSTRACT

By: Lara Shindy Cintya

Language is defined as a tool of communication to build a social relationship among the human being. In the bottom line, all the human being used language to communicate each other considering the fact that languages may vary depend on the territory. Thus language is learnt by many people over the world. A second language learner often makes many errors in using pronoun in sentence. As we know that pronoun is the one of the vital elements of language. Thus a large understanding about pronoun is very extremely needed.

This research aimed to obtain the information about the percentage of the students' errors and knowing the reason why the students of SMP Muhammadiyah 3 Metro made errors in using pronoun in sentence. The kind of this research is qualitative research. The researcher collects the data from documentation and interview. Moreover, the researcher applied Miles and Huberman's model to analyze the data.

The findings shows that the most of students make errors is on using reflexive pronoun with 26%, the second level is possessive pronoun with 24%, the third level is object pronoun with 22%, the fourth level is subject pronoun with 14%, the last is possessive adjective with 14%.

In conclusion, students at the seventh grade of SMP Muhammadiyah 3 Metro still make errors in using pronoun in sentence. There are two reasons why the students make errors in using pronoun are caused by internal factor and external factor. Internal factor is caused by their interest, they do not pay attention toward the explanation is given by teacher. External factor are caused by a brief explanation that is given by the teacher and teaching method that is not suitable. Thus, the teacher should explain the material clearly and uses teaching method suitable.

**ANALISIS KESALAHAN SISWA DALAM MENGGUNAKAN KATA GANTI
DALAM KALIMAT
(Studi Kasus terhadap Siswa Kelas 7 di SMP Muhammadiyah 3 Metro
Tahun Ajaran 2016/2017)**

ABSTRAK

Oleh: Lara Shindy Cintya

Bahasa dimaknai sebagai alat komunikasi untuk membangun hubungan sosial antar manusia. Intinya, semua manusia menggunakan bahasa untuk berkomunikasi satu sama lain dengan mempertimbangkan fakta bahwa bahasa bervariasi tergantung pada daerahnya. Oleh karena itu bahasa dipelajari oleh banyak orang diseluruh dunia. Seorang pelajar bahasa kedua terkadang membuat kesalahan dan menggunakannya secara tidak benar dalam kalimat. Seperti yang kita ketahui pronoun adalah salah satu bagian terpenting dalam bahasa. Maka pemahaman yang luas tentang pronoun sangat dibutuhkan.

Penelitian ini bertujuan untuk mendapatkan informasi yang jelas tentang presentase kesalahan-kesalahan siswa dan mengetahui alasan-alasan mengapa siswa SMP Muhammadiyah 3 Metro melakukan kesalahan-kesalahan dalam penggunaan pronoun di dalam kalimat. Jenis penelitian ini adalah penelitian kualitatif. Peneliti mengumpulkan data dari dokumentasi dan interview. Selain itu, peneliti menggunakan model *Miles* dan *Huberman* untuk menganalisis data.

Temuan penelitian ini menunjukkan bahwa kesalahan yang paling banyak dilakukan siswa-siswa kelas tujuh SMP Muhammadiyah 3 Metro adalah pada penggunaan reflexive pronoun dengan 26%, kedua adalah possessive pronoun dengan 24%, ketiga adalah object pronoun dengan 22%, keempat adalah subject pronoun dengan 14% dan yang terakhir adalah possessive adjective dengan 14%.

Kesimpulannya, siswa-siswa kelas tujuh di SMP Muhammadiyah 3 Metro masih membuat kesalahan dalam penggunaan pronoun di dalam kalimat. Alasan-alasan mengapa siswa melakukan kesalahan dalam penggunaan pronoun adalah karena faktor internal dan faktor eksternal. Internal faktor disebabkan oleh minat siswa, dan mereka tidak memperhatikan penjelasan yang diberikan oleh guru. Faktor eksternal disebabkan oleh penjelasan yang singkat yang diberikan oleh guru serta metode pembelajaran yang tidak cocok. Oleh sebab itu guru harus menyampaikan materi dengan jelas dan menggunakan metode pembelajaran yang sesuai.

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excepted from the bibliographies mentioned.

Metro, August 25th, 2016

The writer

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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

“Indeed, with the hardship, there is relief” (Q.S. Al-Insyirah: 6)

“Concerning just on failure was not winners way. Moving on and finding solutions might be the key of success. Every tough leads you to find the answer even the most difficult question”

(Lara Shindy Cintya)

DEDICATION PAGE

I highly dedicated this undergraduate thesis to:

- ❖ My beloved parents who always support me in their endless love.
- ❖ My lovely younger sisters who always give spirit for everything in my life.
- ❖ My guider of undergraduate thesis who has guided me well as long as I wrote and finished my undergraduate thesis.
- ❖ My entire friends from Damascus Class.

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In every condition, people of Muslim needs to thank to God, Allah the Almighty for giving us blessing and mercy especially the precious health that the writer could accomplish this undergraduate thesis. Peace be upon our prophet Muhammad SAW a great leader for all Muslims over the world that has brought us from the darkness to the lightness.

This undergraduate thesis entitles “An Analysis on Students’ Errors in Using Pronoun in Sentence (A Case Study at the Seventh Grade of SMP Muhammadiyah 3 Metro in Academic Year 2016/2017). This undergraduate thesis is presented as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Study Program.

The writer intends to express her biggest appreciation to her parents who always support her all the time for both physically and mentally. Her advisors Dr. Widhiya Ninsiana, M.Hum and Trisna Dinillah Harya, M.Pd for giving her guidance and support during the research process. The writer’s acknowledgment also goes to the Principal of STAIN Jurai Siwo Metro, Prof. Dr. Enizar, M.Pd, the Head of Tarbiyah Faculty Dr. Hj. Akla, M.Pd, the Head of English Study Program, Mr. Ahmad Subhan Roza, M.Pd.

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The writer finally apologizes for all mistakes in writing and presenting this research. Hopefully this research can benefit for campus and for all the readers generally and specifically for the writer herself.

Metro, October 25th, 2016

The researcher

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is the system of communication in speech and writing that is used in a particular country or area or simply said that language is the tool of communication. One of language component is grammar. It is the basic knowledge and has important role in learning English because it contains kinds of rules to construct a good sentence by mastering grammar. Grammar is a highlighted part of every language. It is greatly considered important in that the students pay it more attention. All languages in the world, including English, have grammatical aspect which must be learned because a language without grammar will not be understandable.

A good writing can not be created without using good grammar although the writer has many vocabularies and ideas and also taught to be written. The grammar here is the usage of pronoun. Actually, it has been familiar, but sometimes the students are still confuse to use it in the sentences. In fact, many young learners face some difficulties to understand pronoun in their second language, which is different from their mother tongue. Consequently, in learning English we have to learn its pronoun intensively.

In English, there are many types of pronoun and they also have different position and function, as the first person in English used as a subject (I), object (me), possessive adjective (my), possessive pronoun (mine) and reflexive (myself). In Indonesia first person “saya” is used in any position in sentences and it does not change, and it makes students confuse to use a pronoun.

In this case, the writer has conducted a pre-survey on December 19th, 2015. The writer gets the data of the students’ documentations in using pronoun at the seventh grade of SMP Muhammadiyah 3 Metro.

Below, the examples of students’ errors in using pronoun at the seventh grade of SMP Muhammadiyah 3 Metro:

1. Bobby is not coming with *we*. He is not very well. (*Student I/ *worksheet*).

On student one, he answers “Bobby is not coming with *we*. He is not very well”, while the correct answer is “Bobby is not coming with *us*. He is not very well”.

2. My car is better than *you*. (*Student II/ *worksheet*).

On student two, she answers “My car is better than *you*”, while the correct answer is “My car is better than *yours*”.

By analyzing the pre survey result above, it can be concluded that the students’ mastery of grammar especially about pronoun is still low. They are still confused in using the correct pronoun in sentence. Thus the researcher wants to conduct this research under the title “An Analysis On

Students' Errors In Using Pronoun In Sentence (A Case Study at the Seventh Grade of SMP Muhammadiyah 3 Metro in Academic Year 2016/2017)".

B. Focus of Study

In this research, the writer focuses in analyzing five types of pronoun, they are subject pronoun, object pronoun, possessive adjective, possessive pronoun and reflexive pronoun in sentence at the seventh grade students' of SMP Muhammadiyah 3 Metro.

C. Problem Formulation

Concerning the background of the study, the writer formulates the problem, as follows:

1. How many errors made by the seventh grade students of SMP Muhammadiyah 3 Metro related to the pronouns (*subject pronoun, object pronoun, possessive adjective, possessive pronoun and reflexive pronoun*)?
2. What are the possible causes of those errors that are faced by the seventh grade students of SMP Muhammadiyah 3 Metro?
3. What are solution to overcome problems that are faced by the seventh grade students of SMP Muhammadiyah 3 Metro?

D. Objectives and Benefits of the Study

1. Objectives of the Study

- a. To know how many errors made by the seventh grade students of SMP Muhammadiyah 3 Metro related to the pronoun (subject pronoun, object pronoun, possessive adjective, possessive pronoun and reflexive pronoun).
- b. To analyze the possible causes of errors that are faced by the seventh grade students of SMP Muhammadiyah 3 Metro.
- c. To know the solutions to overcome problems that are faced by the seventh grade students of SMP Muhammadiyah 3 Metro

2. Benefits of the Study

- a. For the Students

This research is hoped to give feedback of students the SMP Muhammadiyah 3 Metro in increasing their understanding about pronoun (subject pronoun, object pronoun, possessive adjective, possessive pronoun and reflexive pronoun).

- b. For the Teacher

The writer hopes, this research can be a solution for the teachers at SMP Muhammadiyah 3 Metro to teach grammar especially on the topic about pronoun.

- c. For other Research

This research is expected can be a contribution for other researchers to conduct further studies.

CHAPTER II

THEORETICAL REVIEW

A. Prior Research

In conducting this research the writer finds similar past research that has been conducted by some researchers about pronoun. The first from Saj (2012) which the title is *Discourse Analysis: Personal Pronoun in Oprah Winfrey Hosting Queen Rania of Jordan* that has accepted as the international journal on June 6th, 2014.¹ The transcript of the episode was analyzed to investigate the personal pronouns used by Oprah and her guest the Queen Rania through conversation. They were sharing life stories and personal information builds intimacy in female relationship.

Oprah uses the pronoun “I” which is used 22 times, “you” is used 46 times, other subject used is “we” which is used 12 times, the personal pronoun in the possessive case “your” is used only 5 times and the object pronoun “us” which is less used only 4 times. The present analysis of this research shows that the subject “you” and “I” are the most frequently personal pronouns used in Oprah’s utterances. The prior research discussed same cases toward pronoun, but the prior research only discussed most frequently personal pronouns (*I, you, we, us and your*) used in Oprah’s utterances.

¹ Hala El Saj, *Discourse Analysis: Personal Pronouns in Oprah Winfrey Hosting Queen Rania of Jordan*, by International Journal of Social Science and Humanity, Vol.2, No.6, DOI: 10.7763/IJSSH.2012.V2.163, on November 6th, 2012.

The second from Bano, et al, (2015) . They observe the variations in the occurrence of first person and second person pronoun were in 5 countries and they have written a journal by the title *Personal Pronouns in ‘About Us’ Section of Online University Prospectus* that has accepted as the international journal of Education and Practice, Government College University, Faisalabad, Pakistan.² The paper is based on the data raked from the ‘About Us’ section of online University prospectuses in 463 culturally distinct institutional contexts of Australia, India, Pakistan, the United Kingdom and the United State of America (USA). The study was to indentify the frequencies of first and second person pronouns in the ‘About Us’ section from cross-cultural and marketing standpoint.

The present analysis of this research shows that Universities use the features of first person pronouns more frequently than second person pronouns in ‘About Us’ sections. The qualitative data interpretation of the research reveals that Australian, Pakistani, the UK, and the USA university online prospectuses have used *we* which hints at actions taken by more than one person. The first person pronouns *we* have been used at the most in every country. Personal pronouns generate liveliness in writing and make it facile for readers to understand the subject and personalize the writing.³ They apprise about the interest of the people and launch a sort of nexus between the speaker and the readers.

² Zakia Bano and Aleem Shakir, *Personal Pronouns in ‘About Us’ Section of Online University Prospectus*, by International Journal of Education and Practice, Government College University, Faisalabad, Pakistan, ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.6 No.1, 2015.

³ *Ibid*

The prior research discussed some cases toward pronoun, but the prior research only identify the frequencies of first and second personal pronouns in five countries, nevertheless the writer analyze students' errors in using pronoun in sentence, the selected pronoun are (*subject pronoun, object pronoun, possessive adjective, possessive pronoun and reflexive pronoun*).

B. Pronoun

1. The Concept of Pronoun

The traditional definition of a pronoun is as a word that takes the place of a noun. Modern grammarians who regard position and function as the decisive factors in classifying a part of speech often consider pronouns as a subclass of nouns.⁴ According to *Kroeger* stated that pronouns are a special kind of noun phrase.⁵ Then *Peat* stated that a pronoun is a word that is a proxy for a noun.⁶

Besides that, *Ehrlich* and *Murphy* also states that a pronoun is a word or words used in place of a noun, a noun and its modifiers, or another pronoun. The elements replaced are called the antecedent of the pronoun.⁷ A pronoun and its antecedent must always agree in person, number and gender. For example, in the sentence: *After the woman had completed her test, she collected her results*, the pronoun *she* refers to the antecedent *woman* and is therefore singular and female. Then pronoun *her*,

⁴ Marcella Frank, *Modern English A Practical Reference Guide*, (New Jersey: Prentice-Hall, Inc, 1972), p.20.

⁵ Paul R. Kroeger, *Analyzing Grammar An Introduction*, (New York: Cambridge University Press, 2005), p.35.

⁶ Jenniver Peat, *Scientific Writing Easy When You Know How*, (London: BMJ Books, 2002), p.231.

⁷ Eugene Ehrlich and Daniel Murphy, *Schaum's Outline Of English Grammar Second Edition*, (United State of America: McGraw-Hill, 1976) p.73

which are also singular and female, are examples of pronouns used to indicate possession and are therefore determiners.⁸

According to *Larson* that a personal pronoun is a pronoun that stands in for a person, but there is one exception, the personal pronoun “*it*” stands in for an object instead of a person.⁹ Then *Stobbe* also stated that a personal pronoun is a pronoun used to replace words for people, places, or things.¹⁰ Moreover according to *Eastwood* stated that personal pronouns do not always refer to people. ‘Personal’ means first person (the speaker), second person (the person spoken to) and third person (another person or thing).¹¹

From some definitions above, it can be concluded that pronoun is word that take place of noun. However, the position and the function as the significant factors in organizing a part of speech often consider pronoun as subclass of noun and substitution form to different unit.

There are many types of pronouns. The most important are: *personal, impersonal, relative, demonstrative, interrogative, reflexive, intensive, reciprocal, and indefinite*. As a first step in learning these terms, examines the following examples of each type:

- a) Personal Pronouns : I, you, he, she, we, they, one.
- b) Impersonal Pronouns : It, they.

⁸ Jenniver Peat, *Scientific Writing.*, p.232.

⁹ Randy Larson, *Hot Fudge Monday “Tasty Ways to Teach Part of Speech to Students Who Have a Hard Time Swallowing Anything to Do with Grammar*, (Fort Collins, Colorado: Cottonwood Press, 2007), p.103.

¹⁰ Gabrielle Stobbe, *Just Enough English Grammar Illustrated*, (USA: McGraw-Hill, 2008), p.40.

¹¹ John Eastwood, *Oxford Guide To English Grammar*, (New York: Oxford University Press, 1994), p.234

- c) Relative Pronouns : who, which, that, whoever, whichever.
- d) Demonstrative Pronouns : this, that, these, those.
- e) Interrogative Pronouns : who, which, what, whoever, whatever.
- f) Reflexive Pronouns : myself, yourself, himself, ourselves, yourselves, themselves, itself.
- g) Intensive Pronouns : myself, yourself, himself, ourselves, yourselves, themselves, itself.
- h) Reciprocal Pronouns : each other, one another.
- i) Indefinite Pronouns : each, any, either, anyone, some, someone, all.¹²

According to *Dutwin* stated that there are six types of pronouns, they are:¹³

- a) Personal (subject) : I, you, he, she, it, we, they, who.
- b) Personal (object) : me, you, him, her, it, us, them, whom.
- c) Mirror : myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.
- d) Relative : which, that, who, what, whatever, whomever.
- e) Pointing : this, these.
- f) Indefinite : all, any, anybody, anything, both, each, either, enough, everybody, few, less, many, more, much, neither, none, plenty, several,

¹² Eugene Ehrlich and Daniel Murphy, *Schaum's Outline.*, p.76

¹³ Phillis Dutwin, *English Grammar Demystified*, (New York: Mc Graw Hill, Inc, 2010),

some, someone.

- g) Ownership : my, mine, your, yours, his, hers, its, our,
ours, their, theirs.

Person, as used in grammar, refers to the three possible subjects of speech:

- a) The person speaking (first person) are “I” and “We”
- b) The person spoken to (second person) is “You”
- c) The person or things spoken about (third person) are “He (man)”, “She (woman)”, “It (thing/ the creature that the gender is not mentioned)”, and “They”.¹⁴

The personal pronouns have different forms for the three persons, as well as for number, gender, and case. Number is the characteristic that makes a word singular or plural. Nouns have certain rules for forming the plural. The personal pronouns have radical changes in form, except in the second person, where singular and plural are identical.

Gender is significant only in the third person singular, where *he*, *his*, and *him* are masculine (generally refers to male people); *she*, *her*, *hers* feminine (generally refers to female people); *it* and *its* neuter (generally refers to things). Case depends upon the use of a word in sentence.¹⁵

According to *Zandvoort* and *Van* stated that in Literary English *she* (*her*) are sometimes used with reference to lifeless things such as *moon*, *sea*, *earth*, *country* (and names of countries), *city* (and names of cities), *the*

p.49 ¹⁴ Philip Gucker, *Essential English Grammar*, (New York: Dover Publications, Inc, 1966)

¹⁵ Marcella Frank, *Modern English.*, p.29.

Church, and to abstract ideas such as *Nature*, *Fortune*, *Science*, *Liberty*, *Mercy*, *Peace*, etc.¹⁶

Table 1.1

Form of Pronouns

| Subject | Object | Possessive Adjective | Possessive Pronoun | Reflexive Pronoun |
|---|-------------------------------|---------------------------------|-----------------------------------|--|
| Singular I You He She It | Me You Him Her It | My Your His Her Its | Mine Yours His Hers - | Myself Yourself Himself Herself Itself |
| Plural We You They | Us You Them | Our Your Their | Ours Yours Theirs | Ourselves Yourselves Theirselves |

The possessive forms of the pronouns are not written with 's. Note further that the reflexive ending *-self* changes to *-selves* in the plural. This change marks the only difference between singular "you" and plural "you".

2. Types of Pronoun

a) Subject Pronoun

According to *Andrea*, pronouns are found to the left of the main verb are called subject pronouns because they tell us who or what the doer of the verb is, or who or what is described by the verb.¹⁷

Gabrielle states that a subject pronoun identifies what the sentence is

¹⁶ R. W. Zandvoort and J. A. Van Ek, *A Handbook of English Grammar*, (London: Longman Group Limited, 1975), p.132

¹⁷ Andrea DeCapua, *Grammar For Teachers, A Guide to American English for Native and Non-Native Speakers*, (USA: Springer, 2008), p.68.

all about.¹⁸ Then *Geraldine Woods* also stated that the subject is the person or thing that is talked about in the sentence. A subject pronoun is said to be in the nominative case.¹⁹ According to Wilson stated that a pronoun in the subject group (I, she, he, we, they, and it) may be used in two ways:

(1) Before a verb as a subject

- a. He is my cousin. (*He* is the subject of the verb *is*).
- b. He is taller than I. (The sentence is not written out in full. It means "*He is taller than I am*". *I* is the subject of the verb *am*).

(2) After a linking verb (*is, am, are, was, were*) as a pronoun that renames the subject:

- a. The one who should apologize is he. (*He* is the one who should apologize. Therefore the pronoun from Subject Group is used).
- b. The winner of the lottery was she. (*She* was the winner of the lottery. Therefore the pronoun from the Subject Group is used).²⁰

Pronoun appearing after verb *be* (usually for identification of a person) take subject form in formal English: *it is I, it is we*, although in grammatically correct but many native speakers are not comfortable with those expression and modern usage English allows some

¹⁸ Gabrielle Stobbe, *Just Enough.*, p.50.

¹⁹ Geraldine Woods, *English Grammar For Dummies*, (New York: Wiley Publishing, Inc, 2001), p.221-222.

²⁰ Paige Wilson and Teresa Ferster Glazier, *The Least You Should Know About English Writing Skills Form C Tenth Edition*, (USA: Wadsworth Cengage Learning, 2005), p.155-156.

exception in for that rule: *it is me* and *it is us* widely used particularly in informal speech.

b) Object Pronoun

Object pronouns are another type of pronoun.²¹ Howard stated that the object of a verb receives the action of the verb.²² Object pronoun appears after verbs or after preposition with a certain type of verb preposition combination, a pronoun object appears between the verb and preposition, for example: *call him up*.

Object pronoun or non-subject group (me, him, her, us, them, and you) can be used in four ways:²³

Table 1.2

Object Pronoun

| Singular | Plural |
|--------------|-----------------|
| Me | Us |
| You | You (no change) |
| Him, Her, It | Them |

- (1) As a direct object of verb
 - a. They invited me. (*Me* is the direct object of verb *invited*)
- (2) As indirect object of a verb

²¹ Andrea DeCapua, *Grammar For.*, p. 69.

²² Howard Sargeant, *Basic English Grammar for English language Learner Book 2*, (USA: Saddleback Educational Publishing, 2007), p.25.

²³ Ann Batko, *When Bad Grammar Happens to Good People "How to Avoid Common Errors in English"*, (USA: The Carrer Press, Inc, 2004), p.58.

- a. They give her a book. (*Her* is indirect object of verb *give*. It comes before a direct object).
- (3) As subject of an infinitive
 - a. She asked them to move. (*Them* is the subject of infinitive)
- (4) As object of a preposition
 - a. They taught it to *him* (*him* is the object of preposition)

c) Possessive Adjective

According to *Betty* stated that a possessive adjective is used only with a noun following it.²⁴

Based on the definition above, it can be conclude that possessive adjectives are followed immediately by a noun; they do not stand alone, but refer to the possessor and not to the thing possessive. *My*, *your*, *his*, *her*, *its*, *our* and *their* are determines, while in grammars and dictionary called *possessive adjective*.

e.g.;

- a. This is *my* pen. (*My* is the possessive adjective of the possessor *pen*).
- b. That is *her* bag. (*Her* is the possessive adjective of the possessor *bag*).

d) Possessive Pronoun

²⁴Betty Schramper Azar, *Fundamental of English Grammar Second Edition*, (New Jersey: Prentice Hall, 1992), p.79

Possessive pronoun is used alone without a noun following it.²⁵ It can be concluded that possessive pronouns are not followed immediately by a noun, they stand-alone. It also shows possession the same as in possessive adjective. *Mine, yours, his, hers, ours, and theirs* are called pronoun and there is no pronoun *its*. If we use possessive pronoun to demonstrate possession, we may not put noun behind possessive pronoun, because a noun placed in front of possessive pronoun itself.

e.g.:

- a. This book is *mine*.
- b. These English novels are *ours*.
- c. That new cloth is *hers*.

(*Mine, ours, and hers* are the possessive pronoun that shows possession).

e) Reflexive Pronoun

The reflexive pronoun generally refers to an animate being, usually person. The most common use of the reflexive pronoun is as objects that “reflect back” to the subject, in other words, it has the same identity as the subject.²⁶ Reflexive pronouns are words that refer to the noun or pronoun that is the subject of the verb. The words *myself*,

²⁵ *Ibid*

²⁶ Marcella Frank, *Modern English.*, p.22.

yourself, himself, herself, itself, ourselves, yourselves and themselves are reflexive pronouns.²⁷

The reflexive pronouns vary according to person and number (singular/plural) as in the table below:

Table 1.3

Reflexive Pronoun

| | | |
|-----------------|------|------------|
| Singular | I | Myself |
| | You | Yourself |
| | He | Himself |
| | She | Herself |
| | It | Itself |
| Plural | We | Ourselves |
| | You | Yourselves |
| | They | Themselves |

The singular forms all end in –self, the plural in –selves. There are two forms for “you” in the reflexive: the singular *yourself* and the plural *yourselves*. This is one instance where English does make a distinction between singular and plural.

3. Pronoun Problem

²⁷ Howard Sargeant, *Basic English.*, p. 26.

Most of the learners have some difficulties in using the right pronoun.

Here is some problem that learner face:²⁸

a. Distinguish Subject and Object Pronoun

Subject and object pronouns can be confused, so you must be able to recognize these two types of pronouns:

| Subject | Object |
|---------|--------|
| I | Me |
| You | You |
| He | Him |
| She | Her |
| It | It |
| We | Us |
| They | Them |

A subject pronoun is used as the subject of verb. An object pronoun can be used as the object of a verb or the object of a preposition. Compare the following two sentences.

- a. Sally gave the book to John.
- b. She gave it to him.

In the second sentences, the subject pronouns *she* is replacing the noun *Sally*. The object of the verb *it* is replacing the noun *book*, and the object of the preposition *him* is replacing the noun *John*.

b. Distinguish Possessive Adjective and Pronoun

²⁸ Deborah Philips, *Preparation Course for the TOEFL Test*, (New York: Addison Wesley Longman, Inc,2001), p.294-297

Possessive adjectives and pronouns both show who or what “owns” a noun. However, possessive adjectives and possessive pronouns do not have the same function, and these two kinds of possessives can be confused. A possessive adjective describes a noun: it must be accompanied by a noun. A possessive pronoun takes the place of a noun, it cannot be accompanied by a noun.

| Possessive Adjective | Possessive Pronoun |
|--------------------------------------|--|
| My | Mine |
| Your | Yours |
| His | His |
| Her | Hers |
| Its | - |
| Our | Ours |
| Their | Theirs |
| <i>Must be accompanied by a noun</i> | <i>Cannot be accompanied by a noun</i> |

e.g.:

- a. They lent me *their* book. (possessive adjective “*their*” is accompanied by the noun “*book*”)
- b. They lent me *theirs*. (possessive pronoun “*theirs*” is not accompanied by the noun)
- c. Check Pronouns References for Agreement

After you have checked that the subject and object pronouns and the possessive are used correctly, you should also check each of these pronouns and possessive for agreement.

e.g.: The boys will cause trouble if you let *him*.

In the example, the singular pronoun “*him*” is incorrect, because it refers to the plural noun “*boys*”. This pronoun should be replaced with the plural “*them*”.²⁹

C. Factors that Influence Student’s Learning Result

According to *Syah* stated that there are two factors that influence student’s learning result namely internal factor and external factor.³⁰ Internal factor divided into two kinds namely physiological and psychichological. While external factor divided into two kinds namely social environment and nonsocial environment.

1. Internal Factor

a. Physiological

This factor is most influential for students’ success while they are studying there are the factors which cause physically, namely sick, less healthy, and physical defect. They will be tired easily and difficult to concentrate whie learning. Finally, the physical defect also can be a problem in learning process because their sense such as auditory does not works well.

²⁹ *Ibid*

³⁰ Muhibbin Syah, *Psikologi Pendidikan*, (Bandung: PT Remaja Rosdakarya Offset, 2014), p.129

b. Psychological

When studying, the students need to prepare spiritual in order to receive the lesson well. If the students do not have it, they will get the problem because they are not calm while they are following the learning process. These case is caused by any factors, namely:

1) Intelligence

They are classification or grade IQ of students. Firstly, IQ of students who are genius, are about up to 140. Secondly , IQ of students who are intelligent, are about 110-140. Thirdly, IQ of students who are normal, are about 90-11-. Therefore, IQ of students who are mental weal, are about low 90. These students who often get the problem in learning.

2) Attitude

Attitude is a symptom of internal affective dimension in the form of a tendency to react or respond in a way that is relatively fixed to the object of people, goods, and etc positive attitude of student to teacher and subjects that teachers present is a good start for the student learning process. Conversely, negative attitudes of student towards teacher, subject area and accompanied by hatred will cause learning difficulties. To anticipate possible negative attitudes of students, teachers are required to first to demonstrate a positive attitude.

3) Talent

Talent is the basic potential or basic competence which is gotten from born. Everyone has different talent. For example, someone whose talent in music or dance will develop the talent easily. However, when students are taught something that is not their talent, they will get problem and give up easily, bored, along with unhappy until they get a bad score.

4) Interest

Interest is very important in learning. In case students do not have it, they will get difficult in learning. The indicator of students who have interest can be shown from their ways to follow learning, whether complete or incomplete their notes, and take attention or not while they are following the lesson.

5) Motivation

Motivation functions to encourage someone in order to study. This can be successful factor in learning. On the other hand, the students who did not have the motivation, they will get the problem and easily despondent, did not pay attention to learn, and like annoying in their class. The characteristics of students whose motivation are they always read a books and will never give up.

Motivation can be divided into two kinds they are intrinsic motivation and extrinsic motivation. Intrinsic motivation is the circumstances that come from within the students themselves who are pushing to action learning. For example, the student enjoys the

material. Whereas extrinsic motivation is the circumstances that come from outside the individual students who are also pushing to action learning. Praise or reward, regulation, paragons of parents, teachers, are concrete examples of extrinsic motivation that can help students to learn. In cognitive perspective, a more significant motivation for students is intrinsic motivation.³¹

2. External Factor

a) Social Environment

The social environment includes family, student's school environment, society, neighbors. The definition of social environment is the environment outside that has contact directly with students. Family should give attention to their children so that they don't get problem in learning. Therefore, student's school environment such as their teacher, classmate, and staff administration can influence students' difficulties. Then, the teacher have to qualified, good relationship with the students, good diagnosing skill, and suitable method in teaching learning process. Finally, the neighbor and society inside us can influence the students. If these social environment do not support them, they will get difficulties in learning.

b) Nonsocial Environment

There are the factors which include the nonsocial environment. They are school building and location, learning instrument, home and

³¹ *Ibid*, p.134

location, weather, and learning time. These factor above can influence students' learning result.

CHAPTER III

RESEARCH METHODOLOGY

A. The Characteristics and Role of the Researcher

The writer analyzed the errors on using pronoun. In this research, the writer considered the importance of learning the difficulties in grammatical on using pronoun in sentence to understand the structure and content of the text easily. After seeing this case, the writer decided to apply qualitative research to analyze students' errors on using subject pronoun, object pronoun, possessive adjective, possessive pronoun and reflexive pronoun in sentence.

This research was conducted based on qualitative method. It meant that the researcher analyzed the data which were taken from the students' errors on using pronoun in sentence result.

Qualitative research is a form of inquiry that explores phenomena in their natural settings and uses multi-methods to interpret, understand, explain and bring meaning to them. Like the mountain lake, qualitative research has many sources that contribute to its shape and substance.³²

Flick stated that qualitative research is oriented towards analyzing concrete cases in their temporal and local particularity and starting from people's expressions and activities in their local contexts.³³

Another definition by Denzin & Lincoln (in Gary Anderson, 2005) that qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to

³² Gary Anderson, *Fundamentals of Educational Research Second Edition*, (USA: Taylor and Francis Group, 2005), p.126

³³ Uwe, *An Introduction to Qualitative Research Fourth Edition Sage*, (Chennai India: Great Britain by Ashford Colour Press,2009), p.21

make sense of, or interpret, phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials—case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts— that describe routine and problematic moments and meanings in individuals' lives.³⁴ The aim of qualitative research is not verification of a predetermined idea, but *discovery* that leads to new insights.³⁵ Thus qualitative researchers focus on *natural settings*.

It can be explained that, qualitative research is a research cannot measured by statistic method, the researcher look the subject of research itself from certain subject.

The types of this research is descriptive qualitative. Terminologically, descriptive means describing to the fact or interpreting and describing clearly circumstantiated.

From the explanation above this research was directed to analyze students' errors in using pronoun in sentence at the seventh grade of SMP Muhammadiyah 3 Metro. This was dedicated to know the errors commonly made by students, especially in using pronoun.

B. Data Resource

Sugiono stated that there were two data resources, the primary resource and secondary resource.³⁶ In undertaking this research, the

³⁴ Gary Anderson, *Fundamentals of*, p.127

³⁵ Robert R Sherman and Rodman B. Webb, *Qualitative Research in Education: Focus and Methods*, (London and New York: Taylor and Francis, 2005), p.5

³⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Jakarta: CV Alfabeta, 2009), p.219.

determinations of the data resource, either primary or secondary are the important thing. The primary resource of the data was student's documentation by using pronoun that was taken from English teacher. Consequently, the researcher would take 10 students as sample. The secondary source was interview toward the seventh grade students of SMP Muhammadiyah 3 Metro.

C. Data Collecting Technique

The writer used some technique for collecting data. The techniques were used by the writer as follow:

a. Documentation

In this research, the researcher used more than one data collection method of instrument. The researcher used documentation as the instrument, documentation was supposed to get the archive of the school such as organization structure and history of the school. Furthermore, the researcher used the documentation method to get detail information about the condition of the students, especially at the seventh grade students of SMP Muhammadiyah 3 Metro.

b. Interview

Interview is a purposeful dialogue. According to Esterberg (in Sugiyono) stated that interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.³⁷ To collect the data, the researcher conducted the

³⁷³⁴ *Ibid*, p. 317

interview to obtain some information, suggestion and opinions about the primary data. Interview was done to know information why students of SMP Muhammadiyah 3 Metro faced problem in using pronoun.

D. Data Analysis Technique

The researcher applied Miles and Huberman Model to analyze this data. The steps could be seen in the following figure:

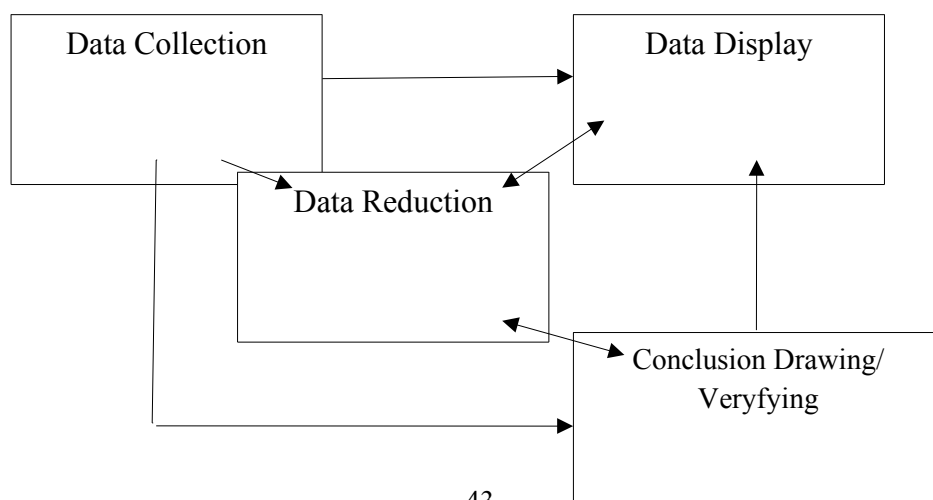


Figure I

Analysis of Miles and Huberman Model.³⁸

As Miles and Huberman maintain that there were four steps of analysis that could be used, namely data collection, data reduction, data display, and conclusion drawing and verification.³⁹

1. Data collection was the step when the researcher gathered all data which was used to complete the research.
2. Data reduction, in this step, the writer made a summary, chosen the important thing, and focused on the certain thing. Therefore the writer could describe easily
3. To display the data, the researcher usually used figures or charts. The display had to describe the contents the entire the data.
4. Lastly, the researcher verified her research by making conclusion of data.

E. Research Approach

Traditionally, the case study has been associated with qualitative methods of analysis. Case study is the method that the writer applied in this research. The writer chose this method because the writer wanted to analyze students' errors in using subject pronoun, object pronoun, possessive adjective, possessive pronoun and reflexive pronoun in

³⁸ *Ibid*, p.247.

³⁹ Mathew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (London. Sage Publication, 1994), p. 10-11.

sentence that was found at the seventh grade students of SMP Muhammadiyah 3 Metro.

Because the researcher would use qualitative research, the researcher applied step by step procedures in gaining the result of the research. Then, the researcher adopted the procedures generally as follows:

1. Determining focus of the research.

The researcher collected the data from student's result in using pronoun in sentence then the researcher formulated some question that related with focus of this research. It is done because the researcher used documentation and interview to gain the result of data.

2. Determining data resources, collecting and analyzing the data

After finishing gaining the data, the researcher determined data resources that would be analyzed.

3. Supplying collecting data instrument

The researcher was purposing on planning to determine instrument to collect the data, format and document of the data.

4. Evaluating and analyzing the data

The researcher evaluated the data, before analyzed and interpreted the data. It was to ensure that data was complete.

5. Making report

The researcher created the report to simply the data. The report could be summary and conclusion.⁴⁰

⁴⁰ Sugiono, *Metode Penelitian.*, p.190

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research Setting

1. A Brief History of the Establishment of SMP Muhammadiyah 3 Metro

SMP Muhammadiyah 3 Metro is located at Imam Bonjol Street, number 102 A, West Hadimulyo, Metro Center. It was established on 1979. SMP Muhammadiyah 3 Metro was built on land 2,100 square meters. On December 22nd 1990, SMP Muhammadiyah 3 Metro got a status recognized by No. 1345/II. G/Kep/I/1990.

a. The Profile of School

Name of school : SMP Muhammadiyah 3 Metro

Address : Imam Bonjol Street, Number. 102 Metro

Province : Lampung

District : Metro Center

Subdistrict : West Hadimulyo

Post code : 34111

Phone Number : (0725) 7851754

Headmaster : Agus Pujianto, S.Pd.,M.Pd

b. School Visions

The visions of the school are pious, well-attitude, well-achievement, and competent on indicators:

- 1) Superior in religious development and activity
- 2) Superior in well-attitude

- 3) Superior in learning and guidance innovation
- 4) Superior in UAN achievement in conformity with BSNP
- 5) Superior in extra-curricular development
- 6) Superior in delivering compete output

c. School Mission

To reach those indicators of visions, school has missions as follows:

- 1) Increase the full and total comprehension in Islam so it will be a wisdom in doing and behaving everyday
- 2) Educate students to have well-attitude in order to make them practice daily
- 3) Increase the quality of learning process and guidance effectively and creatively so students can grow up after potency they have
- 4) Empower the infrastructure as the learning sources to develop students; creativity and potency
- 5) Increase the role of parents, society, trade world, and industry to grow up the spirit of superior intensively to all school society.
- 6) Help students to master and to increase their ability in sport and other life skills

d. School Purpose

SMP Muhammadiyah 3 Metro aims the learning process to increase students' knowledge to pursue the higher study and to develop themselves in line with the science, technology and art development.

Moreover, the aim is to increase students' ability as the part of society in holding interrelationship with social, culture and surrounding areas by following formulas:

- 1) Increasing the quality of educational service
- 2) Increasing the quality of alumni
- 3) Preparing compete, discipline, well-behave students who is walked on well IMTAQ and IPTEK
- 4) Preparing students to pursue the higher level of education

2. Infrastructure

SMP Muhammadiyah 3 has some permanent infrastructures which are divided into several rooms for supporting the teaching learning process, such as:

Table 2.1

The Infrastructures of SMP Muhammadiyah 3 Metro

| No | Building facility | Quantity |
|----|----------------------------------|----------|
| 1. | Classroom | 10 |
| 2. | Physics and chemistry laboratory | 1 |
| 3. | Biology laboratory | 1 |
| 4. | Watchman room | 1 |
| 5. | Computer laboratory | 1 |
| 6. | Principals room | 1 |
| 7. | Vice principals room | 1 |
| 8. | Administration room | 1 |

3. Condition of Teacher and Officer of SMP Muhammadiyah 3 Metro

SMP Muhammadiyah 3 Metro has professional teachers and officers from various universities and also from various levels of education. This is

due to a better quality of the graduates of SMP Muhammadiyah 3 Metro who need to attribute special skills in different majors. Therefore, selected teachers and officers are very helpful in teaching learning process. The descriptions of human resources whose total numbers are 25 people are as follow:

Table 2.2
The list of teachers and officers of SMP Muhammadiyah 3 Metro

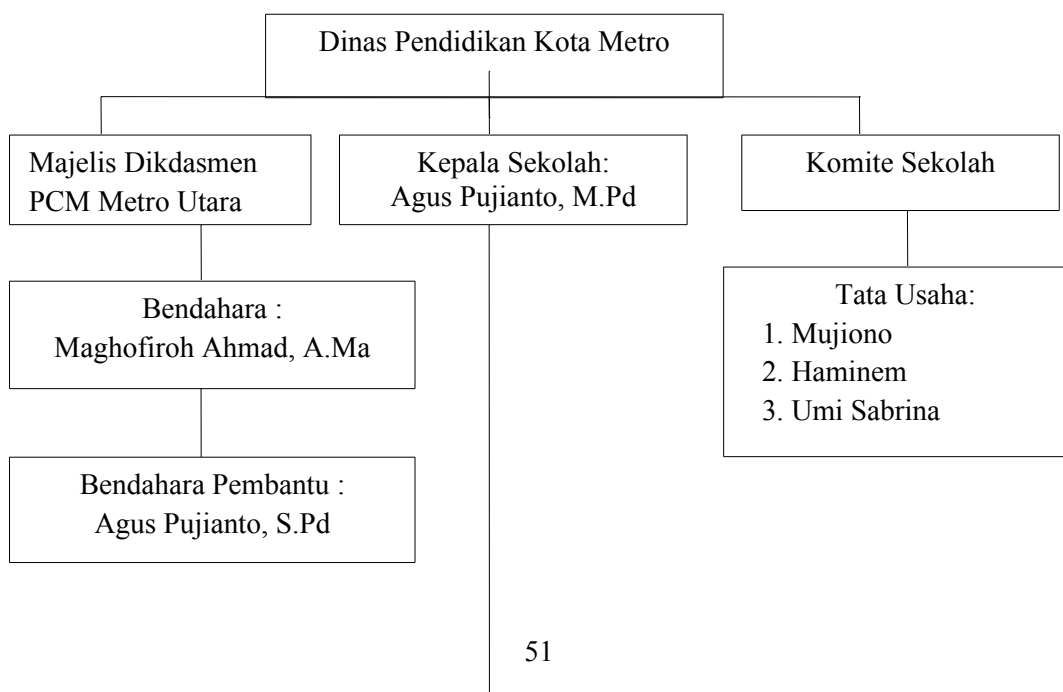
| No | Name | Gender | Last Education | Occupation |
|----|---------------------------|--------|----------------|---|
| 1 | Drs. Djumari Sidiq | Male | S1 | Mathematics teacher |
| 2 | Warsito, B.A | Male | D3 | Mathematics teacher |
| 3 | Drs. Husna | Female | S1 | History of Geography teacher |
| 4 | Dra.Batin Nimbang | Female | S1 | Biology and chemistry teacher |
| 5 | Sri Yuniarti, B.A | Female | D3 | Indonesian language teacher |
| 6 | Romlah, A.Md | Female | S1 | Indonesian language teacher |
| 7 | Srimulat Wisworo, S.Pd | Female | S1 | Civics teacher |
| 8 | Supriyati, S.Pd | Female | S1 | Economy teacher |
| 9 | Laila Qomariah, S.Pd | Female | S1 | English teacher |
| 10 | Dra. Triik Setiawati | Female | S1 | Geography and Tarikh teacher |
| 11 | Multazam, S.Ag | Male | S1 | Fiqih and foreign language (Arabic) teacher |
| 12 | Peni Rulia, S.Pd | Female | S1 | Economy teacher |
| 13 | Muji Rahayu, S.Pd | Female | S1 | Mathematics and Biology teacher |
| 14 | Mistriningsih, S.Ag | Female | S1 | Guidance and Counseling, Q. Hadits, Fiqih teacher |
| 15 | Saiful Bahri, S.Pd.I | Female | D2 | Penjas orkes, art and culture teacher |
| 16 | Ledi Hidayati, S.Si | Female | S1 | Physics teacher |
| 17 | Agus Pujiyanto, S.Pd | Male | S1 | Economy teacher |

| | | | | |
|----|---------------------------|--------|--------|---|
| 18 | Mely Nurmawati, S.Pd | Female | S1 | Mathematics teacher |
| 19 | Aris Sumanto, S.Sos.I | Male | S1 | Ethics, and Guidance and Counseling teacher |
| 20 | Haminem | Female | PGSMTP | Librarian |
| 21 | Magfiroh Ahnad, A.Ma | Female | D2 | Treasurer |
| 22 | Sukarman, A.Md | Male | S1 | English teacher |
| 23 | Umi Sabrina | Female | S1 | Computer teacher and Staff of administration |
| 24 | Mujiono | Male | S1 | Penjas teacher and staff of administration |
| 25 | Nofrianto Kusworo,S.Pd | Male | S1 | Penjas teacher |

Source: school archive taken on August 13, 2016

4. Organization Structure of SMP Muhammadiyah 3 Metro

The organization structure of SMP Muhammadiyah 3 Metro in academic year 2016/2017 as follows:



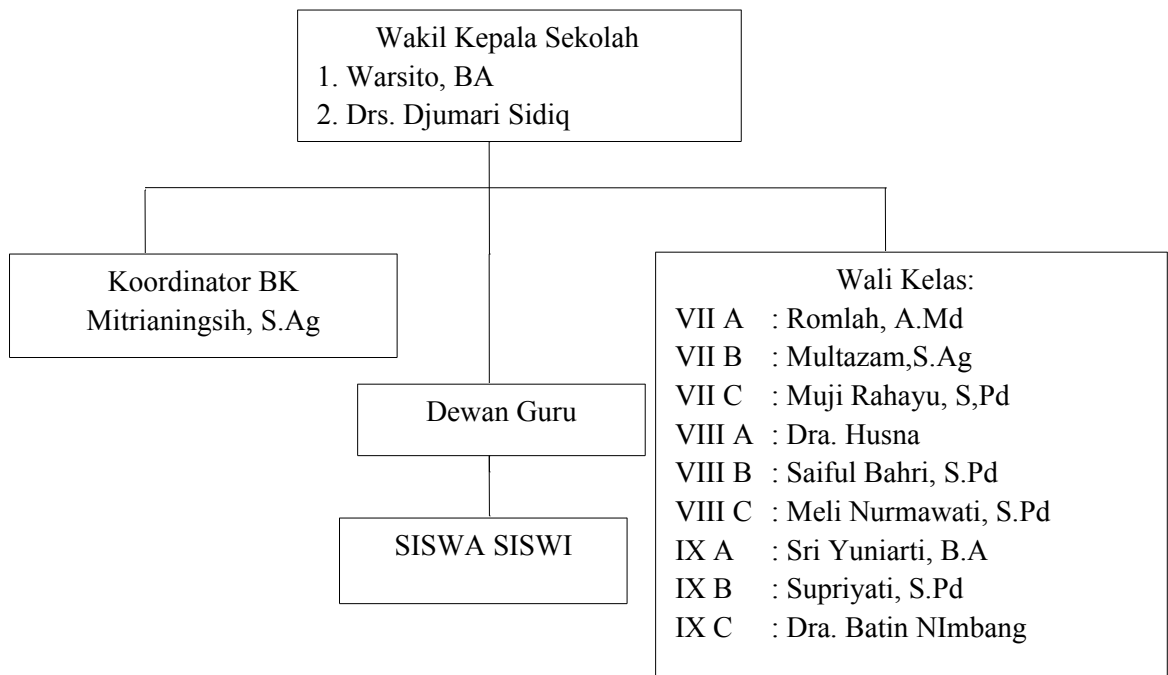


Figure II
Organization Structure of SMP Muhammadiyah 3 Metro

Source: school archive taken on August 13th, 2016

B. Data Analysis of Students' Error in Using Pronoun in Sentence

The data of this research is the information collected by doing qualitative research. In this research, the researcher analyzed students' errors in using pronoun in sentence at the seventh grade of SMP Muhammadiyah 3 Metro in academic year 2016/2017.

This research was conducted on Friday, August 12th, 2016 at SMP Muhammadiyah 3 Metro. The researcher had mentioned previously on the chapter three that the instruments used for collecting data for this research were documentation and interview. In this case, the researcher collected primary resource of the data from student's result in using pronoun at the seventh grade of SMP Muhammadiyah 3 Metro as documentation. The researcher only analyzed five types of pronoun. They were subject pronoun,

object pronoun, possessive adjective, possessive pronoun and reflexive pronoun. Furthermore, the researcher got the data by doing interview. The researcher took 10 students' result at the seventh grade students in class B of SMP Muhammadiyah 3 Metro as the data resource.

The table below would describe the data research that researcher got from English teacher at SMP Muhammadiyah 3 Metro:

Table 2.3
The type of question and each item

| No | Type of Question | Number Item |
|----|----------------------|---------------|
| 1 | Subject Pronoun | 1, 10, 11, 14 |
| 2 | Object Pronoun | 2, 6, 17, 20 |
| 3 | Possessive Adjective | 3, 4, 12, 13 |
| 4 | Possessive Pronoun | 5, 7, 15, 18 |
| 5 | Reflexive Pronoun | 8, 9, 16, 19 |

The data was analyzed based on the framework proposed by Miles and Huberman's model. This model consists of some steps to qualitatively analyze the data finding. The steps were data collection, data reduction, data display and conclusion.

The writer specified the grammatical error on using pronoun in sentence. The following tables were the classification of errors in using pronoun in sentence. The writer also created some notes and codes to more eaiser control the data. So that the writer could produce the clearer description. The result of analysis on pronoun in asterisk mark bold was the students' errors.

a. Subject Pronoun

From 20 questions that the teacher gave to students, the researcher found 4 questions related to subject pronoun in number 1,10,11,14. In this questions the students had to choose the right answer.

1. (*I/mine*) am in front of your house now. Go downstairs and see me now.
2. My father said to me and my sister, “(*you/yours*) looked so pale”, we said that we tired.
3. Maria likes music. (*She/her*) plays the piano
4. (*We/our*) will go to Dimas’s birthday party.

After analyzed the data, the reseacher found some errors in 10 student’s worksheet. For item number (1), there were 2 frequency of errors. They answered the question “***Mine*** am in front of your house now. Go downstairs and see me now”, while the correct answer is “***I*** am in front of your house now. Go downstairs and see me now”.

For item number (10), there were 3 frequency of errors. They answered “My father said to me and my sister, “***Yours*** looked so pale”, we said that we tired”, while the correct answer is “My father said to me and my sister, “***You*** looked so pale”, we said that we tired”. For item number (11), there were 3 frequency of errors. They answered “Maria likes music. ***Her*** plays the piano” while the correct answer is “Maria likes music. ***She*** plays the piano”. Then for item number (14), there were 7 frequency of errors. They answered “***Our***

will go to Dimas's birthday party" while the correct answer is "We will go to Dimas's birthday party". Based on the analysis of the result above, it could be shown from the table below:

Table 2.4

Frequency of Students' Error in Using Subject Pronoun

| Type of Pronoun | Item Number | Frequency of Error |
|-----------------|-------------|--------------------|
| Subject Pronoun | 1 | 2 |
| | 10 | 3 |
| | 11 | 3 |
| | 14 | 7 |
| TOTAL | 4 item | 15 |

Table 2.5

Examples of Students' Errors in Using Subject Pronoun

| No | The Students' Code | The Examples of Students' Errors in Using Subject Pronoun |
|----|--------------------|--|
| 1 | MA | 14. Our will go to Dimas's birthday party. |
| 2 | WS | 10. Maria likes music. Her plays the piano. |
| 3 | VP | 11. My father said to me and my sister, "yours looked so pale", we said that we tired. |
| 4 | DA | 11. My father said to me and my sister, "yours looked so pale", we said that we tired. 14. Our will go to Dimas's birthday party. |
| 5 | DN | 1. Mine am in front of your house now. Go downstairs and see me now. 10. Maria likes music. Her plays the piano. 11. My father said to me and my sister, " |

| | | |
|----|----|--|
| | | <i>yours</i> looked so pale”, we said that we tired. 14. <i>Our</i> will go to Dimas’s birthday party. |
| 6 | AA | 14. <i>Our</i> will go to Dimas’s birthday party. |
| 7 | FN | 10. Maria likes music. <i>Her</i> plays the piano. 14. <i>Our</i> will go to Dimas’s birthday party. |
| 8 | RP | - |
| 9 | ZA | 14. <i>Our</i> will go to Dimas’s birthday party. |
| 10 | MB | 1. <i>Mine</i> am in front of your house now. Go downstairs and see me now. 14. <i>Our</i> will go to Dimas’s birthday party. |

b. Object Pronoun

From 20 questions that the teacher gave to students, the researcher found 4 questions related to object pronoun in number 2,6,17,20. In this questions the students had to choose the right answer.

1. I don’t know Mr. Andre. Do you know (*him/himself*)?
2. I can not bring these books. Can you help (*I/me*), please?
3. Mrs. Cathrine is talking with you. Please listen to (*her/hers*).
4. It was nice holiday for (*our/us*)

After analyzed the data, the reseacher found some errors in 10 student’s worksheet. For item number (2), there were 6 frequency of errors. They answered “I don’t know Mr. Andre. Do you know ***himself***?” while the correct answer is “I don’t know Mr. Andre. Do you know ***him***?”. For item number (6), there were 6 frequency of

errors. They answered “I can not bring these books. Can you help I, please?” while the correct answer is “I can not bring these books. Can you help me, please?”.

For item number (17), there were 4 frequency of errors. They answered “Mrs. Cathrine is talking with you. Please listen to hers” while the correct answer is “Mrs. Cathrine is talking with you. Please listen to her” then for item number (20), there were 8 frequency of errors. They answered “It was nice holiday for our”, while the correct answer is “It was nice holiday for us”.

Based on the analysis of the result above, it could be shown from the table below:

Table 2.6

Frequency of Students’ Error in Using Object Pronoun

| Type of Pronoun | Item Number | Frequency of Error |
|-----------------|-------------|--------------------|
| Object Pronoun | 2 | 6 |
| | 6 | 6 |
| | 17 | 4 |
| | 20 | 8 |
| TOTAL | 4 item | 24 |

Table 2.7

The Examples of Students’ Errors in Using Object Pronoun

| No | The Students' Code | The Examples of Students' Errors in Using Object Pronoun |
|----|--------------------|---|
| 1 | MA | - |
| 2 | WA | 6. I can not bring these books. Can you help I , please? 20. It was nice holiday for our . |
| 3 | VP | 2. I don't know Mr. Andre. Do you know himself ? 6. I can not bring these books. Can you help I , please? 20. It was nice holiday for our . |
| 4 | DF | 6. I can not bring these books. Can you help I , please? 17. Mrs. Cathrine is talking with you, please listen to hers . 20. It was nice holiday for our . |
| 5 | DN | 2. I don't know Mr. Andre. Do you know himself ? 6. I can not bring these books. Can you help I , please? 17. Mrs. Cathrine is talking with you, please listen to hers . |
| 6 | AA | 2. I don't know Mr. Andre. Do you know himself ? 20. It was nice holiday for our . |
| 7 | FN | 2. I don't know Mr. Andre. Do you know himself ? |

| | | |
|----|----|--|
| | | 6. I can not bring these books. Can you help <i>I</i> , please? 17. Mrs. Cathrine is talking with you, please listen to <i>hers</i> . 20. It was nice holiday for <i>our</i> . |
| 8 | RP | 2. I don't know Mr. Andre. Do you know <i>himself</i> ? 6. I can not bring these books. Can you help <i>I</i> , please? 20. It was nice holiday for <i>our</i> . |
| 9 | ZA | 20. It was nice holiday for <i>our</i> . |
| 10 | MB | 2. I don't know Mr. Andre. Do you know <i>himself</i> ? 17. Mrs. Cathrine is talking with you, please listen to <i>hers</i> . 20. It was nice holiday for <i>our</i> . |

c. Possessive Adjective

From 20 questions that the teacher gave to students, the researcher found 4 questions related to possessive adjective in number 3,4,12,13. In this questions the students had to choose the right answer.

1. (*My/mine*) room is bigger than hers.
2. Can we use (*your/yours*) washing machine? Ours is not working.

3. I know Mr. Watson, but I don't know (*his/him*) wife.
4. I want to phone Shinta. Do you know (*his/her*) number?

After analyzed the data, the reseacher found some errors in 10 student's worksheet. For item number (3), there were 2 frequency of errors. They answered "***Mine*** room is bigger than hers". While the correct answer is "***My*** room is bigger than hers". For item number (4), there were 3 frequency of errors. They answered "Can we use ***yours*** washing machine? Ours is not working", while the correct answer is "Can we use ***your*** washing machine? Ours is not working". For item number (12), there were 4 frequency of errors. They answered "I know Mr. Watson, but I don't know ***him*** wife", while the correct answer is "I know Mr. Watson, but I don't know ***his*** wife".

Then the item number (13), there were 6 frequency of errors. They answered "I want to phone Shinta. Do you know ***his*** number?", while the correct answer is "I want to phone Shinta. Do you know ***her*** number?".

Based on the analysis of the result above, it could be shown from the table below:

Table 2.8

Frequency of Students' Error in Using Possessive Adjective

| Type of Pronoun | Item Number | Frequency of Error |
|----------------------|-------------|--------------------|
| Possessive Adjective | 3 | 2 |

| | | |
|-------|--------|----|
| | 4 | 3 |
| | 12 | 4 |
| | 13 | 6 |
| TOTAL | 4 item | 15 |

Table 2.9

The Examples of Students' Errors in Using Possessive Adjective

| No | The Students' Code | The Examples of Students' Errors in Using Possessive Adjective |
|----|--------------------|--|
| 1 | MA | 3. <i>Mine</i> room is bigger than hers. 12. I know Mr. Watson, but I don't know <i>him</i> wife. 13. I want to phone Shinta. Do you know <i>his</i> number? |
| 2 | WS | 4. I want to phone Shinta. Do you know <i>his</i> number? 12. I know Mr. Watson, but I don't know <i>him</i> wife. |
| 3 | VP | 13. I want to phone Shinta. Do you know <i>his</i> number? |
| 4 | DA | 4. I want to phone Shinta. Do you know <i>his</i> number? |
| 5 | DN | 3. <i>Mine</i> room is bigger than hers. |
| 6 | AA | 12. I know Mr. Watson, but I don't know <i>him</i> wife. 13. I want to phone Shinta. Do you know <i>his</i> number? |
| 7 | FN | 4. I want to phone Shinta. Do you know <i>his</i> number? |

| | | |
|----|----|--|
| | | 12. I know Mr. Watson, but I don't know him wife. 13. I want to phone Shinta. Do you know his number? |
| 8 | RP | 13. I want to phone Shinta. Do you know his number? |
| 9 | ZA | 13. I want to phone Shinta. Do you know his number? |
| 10 | MB | - |

d. Possessive Pronoun

From 20 questions that the teacher gave to students, the researcher found 4 questions related to possessive pronoun in number 5,7,15,18. In this questions the students had to choose the right answer.

1. It is your problem, not (*our/ours*)
2. These bicycle are (*their/theirs*)
3. That is not my umbrella. (*My/mine*) is pink.
4. My pencil is broken. Can I borrow (*your/yours*)?

After analyzed the data, the reseacher found some errors in 10 student's worksheet. For item number (5), there were 6 frequency of errors. They answered "It is your problem, not **our**", while the correct answer is "It is your problem, not **ours**". For item number (7), there were 5 frequency of errors. They answered "These bicycle are **their**", while the correct answer is "These bicycle are **theirs**".

For item number (15), there were 7 frequency of errors. They answered “That is not my umbrella. My is pink”, while the correct answer is “That is not my umbrella. Mine is pink”. Then for item number (18), there were 9 frequency of errors. They answered “My pencil is broken. Can I borrow your?”, while the correct answer is “My pencil is broken. Can I borrow yours?”.

Based on the analysis of the result above, it could be shown from the table below:

Table 2.10

Frequency of Students’ Error in Using Possessive Pronoun

| Type of Pronoun | Item Number | Frequency of Error |
|--------------------|---------------|--------------------|
| Possessive Pronoun | 5 | 6 |
| | 7 | 5 |
| | 15 | 7 |
| | 18 | 9 |
| TOTAL | 4 item | 27 |

Table 2.11

The Examples of Students’ Errors in Using Possessive Pronoun

| No | The Students’ Code | The Examples of Students’ Errors in Using Possessive Pronoun |
|----|--------------------|---|
| 1 | MA | 5. It is your problem, not <i>our</i> 7. These bicycle are <i>their</i> 15. That is not my umbrella. <i>My</i> is pink. 18. My pencil is broken. Can I borrow <i>your?</i> |
| 2 | WS | d. It is your problem, not <i>our</i> |

| | | |
|----|----|--|
| | | 7. These bicycle are <i>their</i> 18. My pencil is broken. Can I borrow <i>your</i> ? |
| 3 | VP | 5. It is your problem, not <i>our</i> 7. These bicycle are <i>their</i> 15. That is not my umbrella. <i>My</i> is pink. 18. My pencil is broken. Can I borrow <i>your</i> ? |
| 4 | DA | 15. That is not my umbrella. <i>My</i> is pink. |
| 5 | DN | 18. My pencil is broken. Can I borrow <i>your</i> ? |
| 6 | AA | 5. It is your problem, not <i>our</i> 15. That is not my umbrella. <i>My</i> is pink. 18. My pencil is broken. Can I borrow <i>your</i> ? |
| 7 | FN | 15. That is not my umbrella. <i>My</i> is pink. 18. My pencil is broken. Can I borrow <i>your</i> ? |
| 8 | RP | 18. My pencil is broken. Can I borrow <i>your</i> ? |
| 9 | ZA | 5. It is your problem, not <i>our</i> 7. These bicycle are <i>their</i> 15. That is not my umbrella. <i>My</i> is pink. 18. My pencil is broken. Can I borrow <i>your</i> ? |
| 10 | MB | 5. It is your problem, not <i>our</i> 7. These bicycle are <i>their</i> 15. That is not my umbrella. <i>My</i> is pink. 18. My pencil is broken. Can I borrow <i>your</i> ? |

e. Reflexive Pronoun

From 20 questions that the teacher gave to students, the researcher found 4 questions related to reflexive pronoun in number

8,9,16,19. In this questions the students had to choose the right answer.

1. I want to know more about you. Tell me about (*your/yourself*)
2. I will introduce (*me/myself*) in front of the class
3. Marry makes a dress for (*himself/herself*)
4. You must not blame (*yourself/your*) for that mistake

After analyzed the data, the reseacher found some errors in 10 student's worksheet. For item number (8), there were 7 frequency of errors. They answered "I want to know more about you. Tell me about *your*", while the correct answer is " I want to know more about you. Tell me about *yourself*". For item number (9), there were 8 frequency of errors. They answered "I will introduce *me* in front of the class", while the correct answer is "I will introduce *myself* in front of the class".

For item number (16), there were 5 frequency of errors. They answered "Marry makes a dress for *himself* ", while the correct answer is "Marry makes a dress for *herself*". Then for item number (19), there were 9 frequency of errors. They answered "You must not blame *your* for that mistake", while the correct answer is "You must not blame *yourself* for that mistake". Based on the analysis of the result above, it could be shown from the table below:

Table 2.12

Frequency of Students' Error in Using Reflexive Pronoun

| Type of Pronoun | Item Number | Frequency of Error |
|-------------------|---------------|--------------------|
| Reflexive Pronoun | 8 | 7 |
| | 9 | 8 |
| | 16 | 5 |
| | 19 | 9 |
| TOTAL | 4 item | 29 |

Table 2.13

The Examples of Students' Errors in Using Reflexive Pronoun

| No | The Students' Code | The Examples of Students' Errors in Using Reflexive Pronoun |
|----|--------------------|---|
| 1 | MA | 8. I want to know more about you. Tell me about <i>your</i> . 9. I will introduce <i>me</i> in front of the class 19. You must not blame <i>your</i> for that mistake. |
| 2 | WS | 19. You must not blame <i>your</i> for that mistake. |
| 3 | VP | 19. You must not blame <i>your</i> for that mistake. |
| 4 | DA | 8. I want to know more about you. Tell me about <i>your</i> . 9. I will introduce <i>me</i> in front of the class. 16. Merry makes a dress for <i>himself</i> . 19. You must not blame <i>your</i> for that mistake. |
| 5 | DN | 9. I will introduce <i>me</i> in front of the class. 19. You must not blame <i>your</i> for that mistake. |
| 6 | AA | 8. I want to know more about you. Tell me about <i>your</i> . 9. I will introduce <i>me</i> in front of the class. 16. Merry makes a dress for <i>himself</i> . 19. You must not blame <i>your</i> for that mistake. |

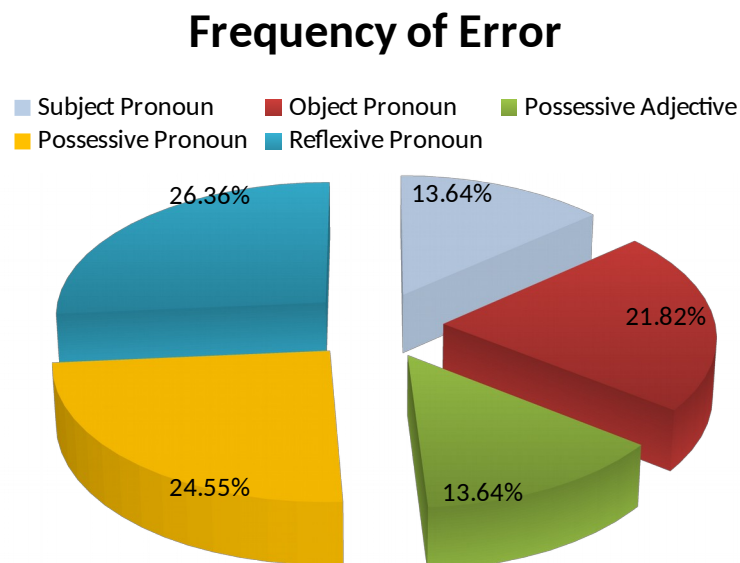
| | | |
|----|----|---|
| 7 | FN | 8. I want to know more about you. Tell me about <i>your</i> . 9. I will introduce <i>me</i> in front of the class. |
| 8 | RP | 8. I want to know more about you. Tell me about <i>your</i> . 9. I will introduce <i>me</i> in front of the class. 16. Merry makes a dress for <i>himself</i> . 19. You must not blame <i>your</i> for that mistake. |
| 9 | ZA | 8. I want to know more about you. Tell me about <i>your</i> . 9. I will introduce <i>me</i> in front of the class. 16. Merry makes a dress for <i>himself</i> . 19. You must not blame <i>your</i> for that mistake. |
| 10 | MB | 8. I want to know more about you. Tell me about <i>your</i> . 9. I will introduce <i>me</i> in front of the class. 16. Merry makes a dress for <i>himself</i> . 19. You must not blame <i>your</i> for that mistake. |

The result of this analysis described that in fact there were some pronoun errors commonly made by students result in using pronoun in sentence. Out of 10 answer sheets of student's result taken from the seventh grade of SMP Muhammadiyah 3 Metro, the writer found that the frequency of error of *Subject Pronoun* are 15 items (14%), *Object Pronoun* are 24 items (22%), *Possessive Adjective* are 15 items (14%),

Possessive Pronoun are 27 items (24%), and *Reflexive Pronoun* are 29 items (26%).

The following chart would describe the analysis data result:

Figure III. *Frequency of error in using pronoun*



The chart above clearly showed that the types of pronoun are different each other. Reflexive pronoun is dominating frequency with

26%. In the second place is possessive pronoun 24%. In the third place is object pronoun 22%. The last are subject pronoun and possessive adjective only 14%.

The next procedure was analyzing sources of error to know why students at the seventh grade of SMP Muhammadiyah 3 Metro made errors in using pronoun in sentence. The researcher asked the interview questions to the 10 students. In this section, the researcher decreased the number of the respondents to 10 students to make the process of analyzing easier. These lists were the result of the interview in ten respondents:

Questions:

1. What do you think about English lesson?

R1 : English is very difficult

R2 : I like English lesson, but sometimes I'm bored

R3 : English is not easy

R4 : English is difficult because English different with our language

R5 : English make me confuse

R6 : English is easy

R7 : According to me, learning English is easy pleasurable

R8 : I don't like English, because English is boring

R9 : English is international language, so it's very important for us to learn English although difficult

R10 : English lesson is difficult but I like it.

2 of 10 respondent said that english is boring and 6 of the 10 respondents said that English is difficult meanwhile only 2 of 10 said that English is easy.

2. From five types of pronouns (*subject pronoun, object pronoun, possessive adjective, possessive pronoun, and reflexive pronoun*) which one the most difficult according to you? Please give your reason!

R1 : object pronoun, because I don't memorize object pronoun.

R2 : reflexive pronoun, because I don't understand about reflexive pronoun.

R3 : reflexive pronoun, because I don't understand about it.

R4 : possessive pronoun, because I'm confused to distinguish between possessive adjective and possessive pronoun

R5 : possessive pronoun, because I'm confused to distinguish between possessive adjective and possessive pronoun

R6 : reflexive pronoun, because I don't understand about reflexive pronoun

R7 : reflexive pronoun, because I don't understand.

R8 : reflexive pronoun, because I don't understand about the

topic

R9 : possessive pronoun, because I don't understand

R10 : reflexive pronoun, because I don't understand

6 of 10 respondent said reflexive pronoun was difficult, 3 of them said possessive pronoun while only one respondent said object pronoun

3. Do you have problem in learning pronoun?

R1 : Yes I have problem

R2 : Yes I have problem

R3 : Yes of course

R4 : Yes I have problem

R5 : Yes I have problem

R6 : Yes of course

R7 : Yes I have problem

R8 : Yes, I have problem

R9 : Yes of course

R10 : Absolutely yes

All the respondents said that they have problems in learning pronoun.

4. What are the causes of your problem in learning pronoun?

R1 : My problem is English pronoun and Indonesian pronoun are very different, it make me confuse

- R2** : Because I don't understand about pronoun
- R3** : Because pronoun is very difficult for me.
- R4** : Maybe I don't understand about the topic.
- R5** : If I learn about the topic, I feel bored and so sleepy.
- R6** : I can't heard what the teacher says/what the teacher explained.
- R7** : I am confused to different possessive adjective and possessive pronoun and I don't understand when the teacher explained
- R8** : I understand when the teacher explained the topic but after that I forget because many types of pronoun.
- R9** : Because my teacher explained very quickly, so that make me confuse and didn't understand about the explained by the teacher.
- R10** : I don't understand when the teacher explained

The problems vary from one another, 4 of the 10 respondents said that they do not understand about the topic. While 5 others said that the teacher gave a unclear explanation so they got any problems in leaning pronoun. However, 1 of them said sometimes she understood while sometimes she didn't understand.

5. Do you have a way to overcome your own problem in learning pronoun?

- R1** : Yes I have, I think if the teacher explain clearly I will understand about the topic
- R2** : No, I don't have
- R3** : No, I don't know
- R4** : Yes, maybe we have to learn seriously
- R5** : No, I don't have
- R6** : No, I don't have
- R7** : Yes, we have to study hard
- R8** : No, I don't have
- R9** : No, I don't have
- R10** : No, I don't have

7 of 10 respondents don't have way to overcome their own problem. While 3 of 10 respondents have way to overcome their own problem.

Based on the result of interview, the researcher concluded that students faced some problems in the learning process and the problems also vary from one another. According to them reflexive pronoun is the most difficult than others and they also confuse to distinguish between possessive adjective and possessive pronoun. The researcher got the answer that caused of students' errors in using pronoun was internal factor, they faced the problem caused by their interest, they do not pay attention toward the explanation given. The second was external factor caused by a brief explanation from the guider.

C. Discussion

The researcher conducted this research toward the seventh grade students of SMP Muhammadiyah 3 Metro in the academic year 2016/2017. On the other hand, the result of this research is definitely dedicated and limited to these participants in this particular time and place. It means that if the researcher will conduct this research in the different place and time, the result may be different from now although the researcher treated the same topic of research.

The result of this analysis described that most of students make error in reflexive pronoun 26% with (29 items), the second level is possessive pronoun 24% with (27 items), the third is object pronoun 22% with (24 items), and the last are subject pronoun 14% with (15 items) and possessive adjective also 14% with (15 items). It is clear that the position is movable, both object and subject, between possessive pronoun and reflexive and possessive adjective follows. It seems that the function of every pronoun make students confuse to choose the right answer. The students know the changes of pronoun form, like I to Me, Mine to Myself, but the function is different in sentences, so, most of students make errors.

Based on the result of interview, the researcher concluded that besides those difficult materials, there are some reason why the students made errors in using pronoun in sentence, they are internal factor and external factor. Internal factor is caused by their interest, they do not pay attention toward the explanation that is given by teacher. External factor are caused by a brief

explanation that is given by the teacher and teaching method that is not suitable. Thus, the teacher should explain the material clearly and uses teaching method suitable such as GTM or peer teaching. And for the students should pay attention toward explanation given by the teacher, students should read any kinds of grammar books especially pronoun to enrich their ability in understanding language structure and students must do all the test or homework given by the teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the writer eagerly would like to conclude this research that most of the students have not understood about the form and the function of pronoun. The students at the seventh grade of SMP Muhammadiyah 3 Metro still made errors in using pronoun in sentence. The highest frequency of errors that they made is reflexive pronoun 26%, the second level is possessive pronoun 24%, the third level is object pronoun 22%, the last level are subject pronoun 14% and possessive adjective 14%.

The reason why students make errors in using pronoun in sentence are caused by internal factor and external factor. Internal factor such as their interest, they do not pay attention toward the explanation given. While external factor such as a brief explanation from the guider and method of teaching, because how well the students understand the material depends on the method of teaching that teacher uses.

B. Suggestion

Some suggestions are needed by the English teacher and students in order to avoid the students of making the same error and hopefully they are worthwhile.

The suggestions for the teachers are:

1. The teacher should give and explain the topic about pronoun very detail especially reflexive pronoun.
2. The teacher should try some teaching methods that are suitable for the students, so, they do not feel bored.
3. The teachers should create a good atmosphere in the class in order to get student's attention as well as their interest to.
4. The teacher should give the test as much as possible even though the students still make errors, they will find a new case and it will be very worth for them.

The suggestion for the students are:

1. The students should pay more attention when the explanation given by teacher.
2. The students must do all the test or homework given by the teacher.
3. The students should read any kinds of grammar books especially pronoun to enrich their ability in understanding language structure.

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APPENDIXES

Appendix 1 : Picture of Research toward Students at the Seventh Grade of SMP Muhammadiyah 3 Metro





Lara Shindy Cintya was born in Untoro, on September 16th 1994, and spent her childhood in Hadimulyo. Ethnically speaking, she comes from Javanese family descent. She is the first daughter of the harmonious couple, Mr. Suwito and Mrs. Sri Nilowati.

She took her elementary school at SDN 11 Metro Pusat, and then she took her junior high school at SMP N 6 Metro for three years. Having graduated from junior high school, she continued her study on senior high school at SMA N 3 Metro and was finished in 2012. After graduating from senior high school, she decided to have lecture in

English Education Study Program at STAIN Jurai Siwo Metro. Then, she had ever joined Jurai Siwo English Club (JSEC), as an UKM in STAIN Jurai Siwo Metro.