

**A DESCRIPTIVE STUDY OF TEACHING PRONOUNS
TO THE SEVEN YEAR STUDENTS OF SMP N 1
BANTARBOLANG, PEMALANG**



RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is needed to maintain international communication. Today, international relationship becomes fundamental need for all nations all over the world. It is impossible for a nation to stand by itself without any help from other countries. All countries depend on each other in many aspects of life. In modern era, it is important to communicate with other countries.

There are many languages in the world and every language is different from others. Sometimes one language influences another language. Language is one of the subjects we study at school. People learn many languages to communicate with people from other countries. It is a vital area of study for a better understanding for us. Learning a language especially English, is a window to the outside world.

English is an international language, which plays a very important role in all aspects of human life such as field of science and technology, education, politics, economics, etc. in short, all nations need to use English. From this reason, the government of Indonesia decided that English is the first foreign language and put it in the school curriculum.

Based on the curriculum of Junior High School, pronoun is one of the subject matters that must be learned by students. There are personal pronoun; possessive pronoun and reflexive pronoun. Pronouns make a small class of word with a very high frequency of use. Modern Grammarians, who regard

position and *function* as the decisive factors in classifying parts of speech often consider pronouns as a subclass of Nouns (Marcella Frank, 1972: 2).

Many people believe that English is the most important in the world. The reason is that it is one of the languages used for communication in the world it is undeniable that English is broadly spread and used by millions of people all over the world as a native language. Since most parts of the world use it as a means of communication among the nations, English has become a bridge among the nations in the world and considered as an international language. It is used in almost every aspect at international affairs such as politics, economics, education, social, science and technology.

On the other side, the understanding of English is not for English as a foreign language, it is different from native language in Indonesia. The different system of two languages can be understood since every language has its own rule of sound, word formation and structure arrangement (Samsuri, 1987: 46) and it's become the difficulties in learning English.

One of the difficulties in learning English is the pronouns. The main problem in learning pronouns is the use of pronouns itself. It is important to use pronouns carefully in order to attain clarification and exactness of meaning in writing or in speech. Pronouns are categorized as a subclass of nouns, the use of pronouns are more difficult. Pronouns as a trouble marker properly receive a major attention because they change their form called as case (Shurter, 1959:16), as they perform various functions. Case is a general property of language (Carnie, 2002:43). Furthermore it seems to be associated

with syntactic phenomenon. These changes have caused the same difficulties in applying the correct pronouns in a correct sentence. We know that the form of a pronoun is determined by case in the sentence. This condition will be different if English Nouns since English Noun only have two changes of form, the “in|” to indicate *possession* or *number*. For Pronouns there are 3 cases, which will change their forms. The table for personal pronouns, they are:

Subjective	I	You	He	She	It	We	They
Objective	Me	You	Him	Her	It	Us	Them
Possessive	Your	Your	His	Her	Its	Our	Their

From this explanation we know that the form of pronouns is determined by its case. It is possible to make the learners confused is using them. They will find difficulty in using pronouns, because pronouns has their own grammatical categories which possibly make the learner confused in using correct pronouns in the sentence.

The reason above encourages the writer to conduct a research entitled “A Descriptive Study of Teaching Pronouns to the Seven Year Students of SMP N 1 BantarBolang, Pematang”

B. Previous Study

Slamet Riyadi (2000) has conducted the research entitled “An Analysis of The Ability in Using Pronouns. He concludes that the student’s ability in using pronouns in the sentence consists of some levels, they are: high level, middle level, and low level. The result of the study shows that the form of pronouns is

determined by its case in the sentence. It is possible to make learners confused in using them.

Ika Sari (2004) has conducted the research entitled “A Descriptive Study on The Understanding of Pronouns of The Second Year Students of SLTP N 16 Surakarta.” She concludes that the student’s ability at the second year students of SLTP N 16 Surakarta in understanding of pronouns are good, fair, and bad. The result of the study that the difficult types of pronouns to the students are reflexive and indefinite pronouns.

The two researches above investigate the student’s ability in using pronouns and the students understanding of pronouns. The difference between this researches and the previous research is the writer wants to investigate how is the process of teaching pronouns conducted by the teacher based on curriculum, method of teaching, media of teaching, and evaluation system.

C. Problem Statement

In this research, the writer presents the following problems “How is the process of teaching pronouns to the seven year students of SMP N 1 Bantar Bolang, Pematang?”

D. Objective Study

The objective of the study is to know the process of teaching pronouns, focusing on curriculum, method of teaching, teaching media and system of evaluation.

E. Benefit of the Study

The writer really hopes that this research gives some benefits to the writer herself and to the reader in general:

1. Theoretically
 - a. The result of this research can give input to other researcher who intent to analyze the teaching pronouns.
 - b. The result of this research the will provide such a useful information for the teaching and learning pronouns.
2. Practically
 - a. The writer hopes that this study can help the teacher in teaching pronouns process.
 - b. The reader will get more knowledge about teaching pronouns process.

F. Organization of the Research

The writer organizes this paper in order to make it easier to understand. The organization is as follows:

Chapter I is introduction. This chapter consists of the background of the study, review previous study, research problem, objective study, the benefit of the study and the research paper organization.

Chapter II is underlying theory. It involves the theories that are useful for conducting the analysis of the data. It consists of teaching English, aspects of teaching, and pronoun.

Chapter III is research method. It consists of type of the research, subject of research, object of research, data and data source, method of data collection, and technique of data analysis.

Chapter IV is the result of the study. It consists of the data analysis and discussions of the finding.

Chapter V is conclusion and suggestion. It consists of the conclusions of the research and completed by suggestion.