

**AN ANALYSIS ON THE FOURTH SEMESTER STUDENTS'  
ABILITY IN USING PRONOUN AT THE ENGLISH  
EDUCATION DEPARTMENT OF STKIP INSAN MADANI  
AIRMOLEK**

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**Abstract:** *For the students of the English Education Department of STKIP Insan Madani Airmolek, the use of pronoun still became problem. For this reason, this research is considered important to be conducted. The aim of the research is to figure out the students' ability in using pronouns: subject, object, possessive and reflexive. The method used to conduct this research was the descriptive qualitative method. The sample of the research was the fourth semester students of the English Education Department which consisted of 24 students. To collect the data, a written form of test was used and it was divided into two categories (multiple choice and essay). The students were then asked to do the test of pronoun of subject, object, adjective possessive, possessive and reflexive. The design of the test was based on the relevant literature review and the authors' observation when the teaching and learning process about pronoun took place. After the analysis of the data, the average score obtained from the students' test was 6.4 which belonged to fair good category. The result of the test showed that 23 students (96%) whose ability were in the middle category, 1 student (4%) whose ability was in the low category, and 0 student (0%) whose ability was in the high category. In short, the students' ability in using pronoun was good enough. Even though the results makes the authors surprised, the findings of the research can give some points of view for a lecturer to prepare the lesson materials better, apply various teaching techniques to get the students' attention and interest during the teaching learning process, and use various teaching aids to support the success of his teaching so that the students could have better understanding and competence in English.*

**Keywords:** *Ability, Pronoun, Subject, Object, Possessive, Reflexive*

## INTRODUCTION

Learning English requires students to acquire the language skills.

The language skills are divided into two types: receptive skills and productive skills. For the receptive

skills, the students are to accept and understand the language. These skills are also called as passive skills which cover listening skill and reading skill. On the other hand, for the productive skills, the students are to produce the language. These skills are the other name for productive skills which cover writing skill and speaking skill.

Acquiring these language skills make the students be able to figure out the components of language; phonology, grammar, and vocabulary. As one of the language components, grammar seems to be the most problematic for the students because grammar is not only about rules, but also ways of conveying several ideas. According to Hammer (2006), using grammar rules deals with how words can be changed in forms and combined into sentences. Azhar (2003), furthermore, adds that using grammar is a basic usage ability to engage the students in interesting teaching learning process, challenge their minds and skills and intrigue them with the language power and accuracy to create understanding among people.

Mastering grammar better will lead the students transfer and receive

spoken and written language without misunderstanding the messages being delivered. What becomes the problem for the students in learning English is that they often encounter problems with the grammar rules even only for the most simple rules. Take for example, the rules of pronoun use. They often find it difficult to differentiate the use of subject, object, adjective possessive pronoun, possessive pronoun and reflexive pronoun. This lack of ability will of course give big problems to the students themselves because when they use the pronouns incorrectly, the meaning of the sentences will be misunderstood.

In this research, the authors limited the problem to the fourth semester students' ability in using pronoun at the English Education Department of STKIP Insan Madani Airmolek. Therefore, the objective of the research is to know the students' ability in using pronoun: subject, object, adjective possessive pronoun, possessive pronoun and reflexive.

There are some reasons why it is important to conduct this research. First, the authors still found out that most students got confused about

pronoun use and understand it at an opposite way. For example, they use subject as the object in a sentence or vice versa. Second, by conducting this research, the authors can enrich their knowledge about using various teaching methods effectively and accurately, especially in teaching pronoun so that they can overcome the students' problem in learning the pronoun.

The authors have studied some previous researches before deciding to conduct this research. The first research taken into account was a research which belong to Winarni (2011).

The title of the research was "Improving The Students' Ability in Using Personal Pronoun Through Contextual Teaching Learning". Winarni found out that when contextual teaching learning method was implemented, there was an improvement on the students' ability in using pronoun. It can be seen from the students' score that passed the minimum mastery criterion by average score 87% after the contextual teaching learning method was applied. Before the method was applied, the students' average score was 55%.

The other research which was considered by the authors was a research about "An Analysis on The Students' Errors in Using Personal Pronoun". It was written by Nursahadah in 2014. Her research results showed that the percentage of the errors in using pronoun were 30% for subject, 31% for object, 40% for possessive pronoun, and 76.9% for reflexive pronoun. She, then, concluded that the students found problem in using possessive pronoun the most. The errors were caused by internal and external factors.

The previous studies on the above two researches finally make the authors start their own research about the use of pronoun. Another reason in choosing about the topic is that there has never been a research conducted at the English Education Department about the use of pronoun before.

Considering the above description, the authors would love to conduct a reserach about "The Fourth Semesters Students' Ability in Understanding The Pronoun Use at The English Education Department of STKIP Insan Madani Airmolek. The authors formulate the problems as follows:

1. To what extent is the students' ability level in using Pronoun?
2. Which type of pronoun do the students make mistakes the most?
3. How is the students's ability in using pronoun?

The findings of the research are supposed to deliver important information for the lecturers about the students' ability in using pronoun. The information gotten will of course be really useful and be guidelines for their lecturers especially when they teach pronoun. Those guidelines will also be useful for the lecturers to decide what best method applied in order they can teach their students effectively and effeciently.

## **REVIEW OF RELATED LITERATURE**

### **Ability**

Talking about ability, some experts give definitions about it. Hornby (1991) declares that ability deals with physical or mental capability to carry out acitivities. Actually, ability refers to various definitions. However, the definition of ability is limited into three major points. The points are skills in adapting with surrounding, knowing

the thinking process and interacting with others. Moreover, Soehardi (2003) strenghtens that ability is the natural capacity which is possessed by anyone to carry out physical or mental activity gotten from innate, learning and experience.

It is hoped that the students have the ability to understand spoken and written English. Of course, the students' English ability is concerned much with grammatical correctness because grammar has a very important role in studying language including English. For this reason, the students are able to understand the grammar knowledge. In this research, the students are supposed to understand and use personal pronoun like subject and object on single sentence.

### **Pronouns**

#### **Definition of Pronoun**

Pronoun refers to a word used instead of a noun or noun phrase. In other words, it is used to substitute a noun or noun phrase. Yosodipuro (2021) explains that pronoun represents a noun. Using pronoun can avoid people repeat nouns constantly and can help the sentence flow interestingly. This statement is in line with the idea of Longknife and

Sullivan (2012) who consider pronoun as words used to place a noun in order to avoid repeating them. For example: Jim ate so fast because *he* was in hurry. He in that sentence replaces Jim.

**The Rules of Using Pronoun**

To avoid mistakes in using pronoun, the rules below must taken into account:

1. A pronoun defines the word it replaces clearly.
2. A pronoun must agree with the word it replaces (singular or plural noun)
3. A pronoun must be consistent (first, second or third person pronoun)

**Types of Pronoun**

In general, Yosodipuro (2021) devides pronoun into 5 types:

1. personal pronoun (subject and object)
2. possessive pronoun (adjective possessive and possessive)
3. reflexive pronoun

*Personal Pronoun*

Personal pronoun replaces noun aor noun phrase and commonly refers to people or thing. Personal pronoun functions as subject or object. It can be in the singular or plural form.

Sudirman (2014) mentions that a subject is a pronoun which function a subject. Meanwhile, an object is a pronoun that becomes object.

	<b>Subject</b>	<b>Object</b>
<b>Singular</b>	I, she, you, he, it	Me, her, you, him, it
<b>Plural</b>	You, we, they	You, us, them

Example of subject pronoun:

A: Where is Simon?  
B: He is in the kitchen.

Example of object pronoun:

- a. Object of transitive verb  
Jhon *likes* them.
- b. Object of preposition  
Look *at* me!

The position of the subject in a sentence:

1. Before the main verb in the positive and negative sentence.

Ex: I eat mango.

We have not cleaned the door.

2. Before auxiliary verb in positive and negative sentence.

Ex: He *will* marry you.

3. After auxiliary or be in interrogative sentence.

Example: *Did* they study?

How often *does* she clean the floor?

What *are* **we** looking for?

The position of the object in a sentence

1. After a verb

Ex: Father called **me**.

2. After a preposition

Ex: She gave a book to **me**.

3. Between verb and preposition or in the middle of a verb phrase

Ex: Hand **them** in!

Pick **it** up!

*Possessive Pronoun*

Possessive pronoun is a pronoun which shows the possession of a personal pronoun. According Sudirman (2014), the position of possessive pronoun in a sentence can be the subject (of verb), can be the object (of transition verb and of preposition) and can be the complement of subject.

Possessive pronoun is divided into 2 types; Adjective Possessive Pronoun and Possessive Pronoun. Yosodipuro (2021) says that in an adjective possessive pronoun the noun must be said or written after the pronoun. On the contrary, in possessive pronoun, it is no need to say or write the noun since the noun has been mentioned before or the

people have known which noun is spoken.

Pronoun	Number	Adjective Possessive (+ noun)	Possessive
<b>First Person</b>	singular	my	mine
	plural	our	ours
<b>Second Person</b>	singular	your	yours
	plural	your	yours
<b>Third Person</b>	singular	his, her, it	his, hers, its
	plural	their	theirs

Example:

Adjective Possessive:	Possessive Pronoun:
- This is <b><u>my</u></b> house.	- This is <b><u>mine</u></b> .
- Is that <b><u>your</u></b> ruler?	- Is that <b><u>yours</u></b> ?

*Reflexive Pronoun*

Reflexive Pronoun is a pronoun whose meaning is alone. This kind pronoun can function as:

- a. an object of a transitive verb and of preposition.

Example:

- My sister served herself. (object of a transitive verb)
- He talks to himself. (object of preposition)

- b. Adverb (an emphasis of the subject)

Ex: I myself do the duty.

**METHODOLOGY**

Descriptive qualitative method is chosen to analyse the data of this research in order that in-depth data about the students' ability in the using

pronoun can be known. Cresswell (2013) states that to draw the description of individual setting, analyse the data for themes or category and interpret personal and theoretical conclusion. Moreover, Travers (2001) further explains that this descriptive qualitative method is to analyse the data which have correlation with activities and human’s behaviour.

To gather the data, it was decided that the location of the research was at STKIP Insan Madani Airmolek, Indragiri Hulu, Riau. The research started from April to June 2022. The subject of the research was all of the fourth semester students of the English Education Department who automatically become the sample of the research. Meanwhile, the object of the research was the fourth semester students’ ability in using pronoun.

After several observations during the teaching learning process took time, the authors then chose a written test as the research instrument to collect data. This test is to analyze the students’ ability in using pronoun which can be seen through the result. The test consists of 40 items which were divided into 2 categories:

multiple choice items and essay items. There are 25 items for multiple choice and 25 items for the essay. The description of the test is shown in the table below.

**Table 1.**  
**Specification of The Test**

No	Pronoun Type	Type of Questions	Item Number	Total item
1	Subject	MC	1, 2, 3, 4, 5	5
		Essay	26, 27, 28, 29, 30	5
		Total		10
2	Object	MC	6, 7, 8, 9, 10	5
		Essay	31, 32, 33, 34, 35	5
		Total		10
3	Adjective Possessive	MC	11, 12, 13, 14, 15	5
		Essay	36, 37, 38, 39, 40	5
		Total		10
4	Possessive	MC	16, 17, 18, 19, 20	5
		Essay	41, 42, 43, 44, 45	5
		Total		10
5	Reflexive	MC	21, 22, 23, 24, 25	5
		Essay	46, 47, 48, 49, 50	5
		Total		10
Total items				50

**DATA ANALYSIS TECHNIQUE**

Sujiono (2005) suggests a formula to find out the students’ ability in using pronoun. The formula are:

1. Assemble the Data

At this stage, the researcher collected data by giving a test which

consisted two kinds of test, multiple choice (25 questions) and essay (25 questions). To find out the students' percentage and frequency of the students' ability in using pronoun, the data is then analyzed by using the following percentage formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

F = Frequency that the percentage is being looked.

N = Number of cases (frequency individual sum).

P = Number of frequency.  
100% = Percentage

2. To get the average score

Then, to find the average score of the students' test in using pronoun, the formula below is used:

$$P = \frac{F}{N \times n} \times 100$$

After the average score has been gotten, Arikunto (2005) divides the score into 5 categories of ability. The criteria of the students' score is described in the following table:

**Table 2.**  
**The Criteria of The Students' Score**

No	Score	Category	Letter Score
1	80 – 100	Excellent	A

2	70 – 79	Good	B
3	60 – 69	Fair Good	C
4	50 – 59	Fair	D
5	0 – 49	Less	E

The students' scores based on the test result were then categorised into:

1. High = 80% – 100%
2. Middle = 56% – 79%
3. Low = <30% – 55%

## RESULT AND DISCUSSION

### Research Finding

A kind of test which consists of multiple choice and essay type became the instrument of the research to collect the data. There are 50 questions delivered to the students. The type of the questions are divided into multiple choice and essay type. It means that there are 5 multiple choice items and 5 essay items for subject, 5 multiple choice items and 5 essay items for object, 5 multiple choice items and 5 essay items for adjective possessive pronoun, 5 multiple choice items and 5 essay items for possessive pronoun and 5 multiple choice items and 5 essay items for reflexive pronoun. Each item is worth 1. The data provided shows the assumption of the students' ability in using pronoun.

Before delivering the test to the students, the authors had observed the



implementation of the topic of the Pronoun during Writing 3 class took time. When the authors have gathered the data, they then analysed and interpreted the data by using descriptive method. As it has been told before, the qualitative descriptive method is used as the main approach in this research. However, the authors also analysed the data quantitatively as an additional approach to calculate the percentage of the students' ability in using Pronoun. What are found from the analysis process become the guidance for them to make the conclusion in this research.

After gathering the data, the authors analysed it and then they obtained the following results.

**Table 3.**  
**The Students' Score of Each Type of The Pronoun**

Student	Type of Pronoun				
	Subj.	Obj.	Adj. Poss	Poss. Pr	Refl. Pr
Student 1	7	7	6	7	8
Student 2	7	7	4	5	5
Student 3	6	5	6	4	7
Student 4	7	6	7	6	7
Student 5	8	8	7	8	6
Student 6	7	7	5	5	6
Student 7	5	5	6	7	7
Student 8	4	4	4	5	6
Student 9	6	6	6	4	7
Student 10	8	8	6	6	8
Student 11	8	8	7	8	7
Student 12	7	7	7	6	8
Student 13	5	5	6	7	6
Student 14	4	4	7	6	6
Student 15	6	6	8	7	8
Student 16	8	8	7	6	7
Student 17	6	6	5	7	6
Student 18	7	6	6	6	6
Student 19	8	8	6	7	7
Student 20	7	8	8	7	7
Student 21	6	7	6	6	6

Student 22	7	7	7	7	7
Student 23	6	4	5	6	4
Student 24	8	6	6	7	8

The above table shows the score that the students obtained for each type of pronoun when the test was delivered.

**Table 4.**  
**The Students' Total Score of The Pronoun**

Student	Type of Pronoun					Total Score
	Subj	Obj	Adj Poss	Poss Pr	Refl Pr	
Student 1	7	7	6	7	8	7
Student 2	7	7	4	5	5	5.6
Student 3	6	5	6	4	7	5.6
Student 4	7	6	7	6	7	6.6
Student 5	8	8	7	8	6	7.4
Student 6	7	7	5	5	6	6
Student 7	5	5	6	7	7	6
Student 8	4	4	4	5	6	4.6
Student 9	6	6	6	4	7	5.8
Student 10	8	8	6	6	8	7.2
Student 11	8	8	7	8	7	7.6
Student 12	7	7	7	6	8	7
Student 13	5	5	6	7	6	5.8
Student 14	4	4	7	6	6	5.4
Student 15	6	6	8	7	8	7
Student 16	8	8	7	6	7	7.2
Student 17	6	6	5	7	6	6
Student 18	7	6	6	6	6	6.2
Student 19	8	8	6	7	7	7.2
Student 20	7	8	8	7	7	7.4
Student 21	6	7	6	6	6	6.2
Student 22	7	7	7	7	7	7
Student 23	6	4	5	6	4	5
Student 24	8	6	6	7	8	7

<b>Total</b>	158	153	148	150	160	153.8
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From the above table, the score shows each student’s ability in using Pronoun.

**DISCUSSION**

The results of the pronoun test delivered to the students are shown in the above tables. After the authors have figured out the total score whether it was the total score of each pronoun or the total score of the whole test, the mean scores for each type of pronoun and the whole are then gotten to find out the students’ ability in using pronoun.

**Table 5.**  
**The Mean Score of the Students’ Ability in Using Pronoun**

No	Type	Score	Mean
1	Subject	158	6.6
2	Object	153	6.4
3	Adj. Possessive	148	6.2
4	Possessive Pronoun	150	6.3
5	Reflexive Pronoun	160	6.7
<b>Total</b>			6.4

For the first type of the pronoun test given (subject), it was found out that there were 6 students in the high category (25%), 14 students in the middle one (58.3%) and 4 students in the low one (16.7%).

Some students were still confused about how to use subject pronoun or how to change the noun (singular or plural person, thing, or place) into subject. It can be

concluded that the students’ ability in using subject was almost in the same level. The total average score was 6.6 which was considered fair good.

Meanwhile, for their ability in object pronoun, 6 students (25%) belonged to the high category. 12 students (50%) were in the middle one, and the rest, 6 students (25%) had the ability in the low one. The average score for this type of the test was 6.4 and it could be said fair good. It can be seen that half of students’ understanding on the use of object pronoun was good enough. For the use of adjective possessive pronoun, the average score was 6.2 (fair good). 20.1% of the students belonged to the high category. 70.1% of the students were considered in the middle category. 20.1% of the students were in the low category. Some of the students still get confused about the use of adjective possessive pronoun. They still often switched the use of adjective possessive pronoun with the other type of pronoun (subject, object, possessive pronoun and reflexive pronoun) because they had no idea which pronoun must be used.

By considering the test of possessive pronoun type, the students’

ability can be stated. 2 students (8.4%) belonged to the high category. 5 students (20.8%) were in the low one. And the rest, 17 students (70.8%) had the ability in using pronoun in the middle category. The average score for this type of the test was 6.3 and it could be said fair good. Although it can be seen that there were only 2 students got high category of the test score, most students had been able to understand the use of possessive pronoun.

For the last test of the pronoun type (reflexive pronoun), there were 5 students (20.8%) with high score, 17 students (70.8%) with middle one, and 2 students (8.4%) with low one. The average score was 6.7 (fair good). It showed that most students were able to use reflexive pronoun.

For the test as a whole, an analysis on the students' ability in using pronoun was also carried out. From the table 5 above, it can be seen that the average score of the students in the was 6.4 (fair good). By considering the table 4, it can be described that there were 23 students (96%) whose ability in using pronoun were in the middle category. And, only 1 (4%) student whose ability in

using pronoun was in the low category. No student (0%) whose ability belonged to the high category. In short, the students' ability in using pronoun was good enough even though they still often switched the use of pronoun, for example subject pronoun becomes adjective possessive pronoun or object or possessive pronoun.

## **CONCLUSION AND SUGGESTION**

### **CONCLUSION**

The authors aimed to figure out the fourth semester students' ability in using pronoun at The English Education Department of STKIP Insan Madani Airmolek. It was found out that the average score obtained for the test was 6.4 and it could be considered fair good (subject 6.6, object 6.4, adjective possessive pronoun 6.2, possessive pronoun 6.3, and reflexive pronoun 6.7).

The authors inferred that the students' ability in using pronoun was good enough. However, they were a little bit surprised with the test result because they hope that the students have understood very well about the use of pronoun. The students need to

be more active in practicing using pronoun spoken and written.

### SUGGESTION

Before an English lecturer starts to teach, he must prepare the teaching materials well and perfectly. The materials should be presented by applying various teaching techniques and methods to get more of the students' attention and interest in order that the students can enjoy the learning process and involve more actively in class. These of course could be ways to help the students have better understanding about the materials. In addition, the teaching aids like audio, video, and animation can be also used to support the lecturer during the teaching and learning process.

Moreover, it will be far much better when the lecturer prepares his extra time in outside class to help the students who have not acquired the learning materials well enough. Finally, it can be denied that it will be good if the students always learn from the mistakes or errors they committed when they do the test. This process can lead them to understand and have better competence in English. So, the learning takes place between the

lecturer and the students in two directions at once.

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