

CHAPTER I

INTRODUCTION

1.1 Background of Study

English is an important language that students should master because English is used to communicate, read, speak, and write globally. Unfortunately, Indonesian Junior High School students still have many problems learning English, including Grammar. One of the problems students face is using English Personal Pronouns. Personal pronoun is one of the sub-topics in Grammar that students in 7th grade must be mastered. Gerot (1994) state that grammar is a theory of a language, of how language is put together and how it works. They also stated that they need theory of grammar or language which helps us understand how tests works. So, if students are aware of the grammatical structure, they will be better able to comprehend the meaning of English phrases. In other words, if learners know how to build appropriately, they will use English properly, which will help them in both learning the language and interacting with with others.

In another research Putriani (2015) she found that average proportion of the correct answer was 69,59 or implied students average grade was only adequate level or C in using Personal Pronouns. Another previous research Nokas (2021) revealed that students often faced problems in using the correct form of



personal pronouns, such as using the form 'we' to replace 'they'. He also claimed that students faced problems in using English personal pronouns due to the interference of Indonesian as their native language. It also showed that the most problem students faced was reflexive pronouns that have lower score around 64,70. It is also supported by Hardianti (2015) who found that students still faced problems in dealing with subject pronouns was moderate around 43,05% while object pronouns was failure around 66,11%. She claimed that the problems were errors caused by internal and external factors.

The above conditions are some examples of problems that can be solved. So we can conduct further research to answer inconsistent results in previous studies. Using personal pronouns can be challenging for EFL learners, especially those learning Indonesian. This study discusses the problems that students have when applying personal pronouns and how errors are made. This research was conducted in grade 7 of junior high school which focused on 3 types, namely, subject pronoun, object pronoun and possessive pronoun. Grade 7 was chosen because high school students are more mature than elementary school where they have been introduced to personal pronouns and they learn more in-depth and apply in detail to higher levels such as creating opinions, sentences, or texts.

Based on the interviews in preliminary phase, SMP DU 1 Unggulan Jombang has a good concentration on learning





English in the school environment every day. However, their understanding of grammar is still lacking. Various problems arise in their mastery of grammar, such as poor understanding and mastery of vocabulary, lack of understanding of structures or formulas in English or lack of interest in English. This is one of the obstacles for students to learn English. The junior high school level should already be able to learn various basics in English. Some parts of speech such as noun, verb, adjective, adverb, preposition, conjunction, and pronoun.

Pronouns are words used to replace nouns. In fact, students often face problems with pronouns because for them, this is not easy and is often considered to be deceiving so it requires a lot of varied teaching treatments/methods prepared by the teacher so that students can easily understand. Students often face problems when using personal pronouns. They often use mixed forms, such as when the subject pronoun should be used, but they use object pronoun or possessive pronoun instead, and vice versa. This problem is trivial but has a big impact, because with students not understanding something this basic, their understanding of grammar and English learning will not be good. Ideally, first year students of DU 1 Unggulan Jombang Junior High School should be able to master personal pronouns, because they use them in their daily lives. When they express opinions, ideas, communicate or write English, pronouns are

always used. The better their grammar mastery, the better they speak English.

The result of this research were expected to help English teachers to identify the problems that students often made in using English personal pronouns. By knowing these errors, teachers can formulate appropriate teaching methods and techniques to overcome the problems. They could be able to focus more on overcoming the errors that students often made related to personal pronouns.

1.2 Research Questions

Based on explanation above, the research question is :

1. What problems do the students face in using English personal pronouns?
2. How do the problems occur?

1.3 Objectives of Study

Based on research question above, the objectives of this research is :

1. To identify the problems the students face in using English personal pronouns.
2. To describe how the problems occur.



1.4 Significance of The Study

1.4.1 Theoretical Significance

The result of this study is expected to give contribution in some aspects, those are:

1. Giving chance to students to know their own capability and knowledge about English personal pronoun.
2. Giving positive motivation to improve their knowledge to mastery English Personal Pronoun.
3. Reducing the patterns of errors that students often make in dealing with personal pronouns so that knowledge is getting better.

1.4.2 Practical Significance

It is hoped that this research can serve as a reference for teacher and can be an instrument tool to know more and to improve their ways of teaching and fix the problems of students lack in understanding the using of English personal pronoun. So that, teacher could find better methods and strategies to teach the students.

This research is also expected to be a reference and essential information for other researchers interested in raising the same topic so they can learn deeper and more thorough study can be carried out to produce more mature and better research.



1.5 Scope and Delimitation

The scope of this study focused on students' grammar mastery through English personal pronouns among 7th graders students junior high school SMP Darul Ulum 1 in Jombang.

The delimitation of this study was the identification of students' problems in English personal pronouns which focused on several parts of personal pronouns; subject pronoun, object pronoun, and possessive pronoun.

1.6 Operational Definition of Keyterms


a. Personal Pronoun

You can replace a person, place, or object with a pronoun. Frequently, a pronoun will be used to refer to a noun that has previously been used. There are various other pronoun categories, including *personal*, *demonstrative*, *reciprocal*, *possessive*, *indefinite*, *reflexive*, and *relative*, according to Williams (2005).

b. Problems

The problem in this study refers to the errors that students often make in dealing with the use of English personal pronoun. According to Ellis (2005) errors are a reflection of the learner's knowledge gaps since they show up from the learner's inability to distinguish between accurate and inaccurate details.





c. 7th graders

7th graders in this study means students in junior high school at first grade students who have received previous English lessons and the subject of personal pronouns.

d. Error Analysis

There are steps in the process of error analysis. Ellis (1994) outlined the five processes of error analysis proposed by Corder (1974): gathering a sample, error detection, description, explanation, and evaluation.