

***A STUDY ON THE ABILITY OF THE FIRST YEAR STUDENTS OF
SMK FARMASI IKASARI PEKANBARU IN IDENTIFYING THE USE
OF PRONOUNS IN READING TEXT***

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Abstract: *This study is aimed to describe the level of the first year students' ability of SMK Farmasi Ikasari Pekanbaru in identifying the use of pronouns in reading text. The design of this research is descriptive research, which has one variable to observe. This research used quantitative data, where the students were assessed by their score. To determine the sample, this research used cluster random sampling technique. The population of this research was X 1 Analisis Kesehatan in the academic year 2016/2017. The total number of population was 306 students. There were 26 students chosen as the samples of this research. The instruments of the research were 40 multiple choice questions. In collecting the data this research used written test and it had to be done in 100 minutes. All of the short stories are taken from English text book and internet. Based on the result of the research, there were 2 students (7.7%) in excellent ability level, 18 students (69.2%) who were in good ability level, 3 students (11.5%) who were in average level. Then, there were 3 students (11.5%) who were in poor level. In other words, the first year students of SMK Farmasi Ikasari Pekanbaru ability level are categorized in average level. Moreover, from the result found, the students' ability is in average level with the mean score 64.7*

Key words: *student, ability, pronouns, reading text*

SUATU PENELITIAN ATAS KEMAMPUAN SISWA TAHUN PERTAMA SMK FARMASI IKASARI PEKANBARU DALAM MENGIDENTIFIKASI PENGGUNAAN KATA GANTI PADA TEKS BACAAN

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Abstrak: Penelitian ini bertujuan untuk menjelaskan tingkat kemampuan siswa tahun pertama SMK Farmasi Ikasari Pekanbaru dalam mengenali penggunaan kata ganti pada text bacaan. Desain penelitian ini adalah penelitian deskriptif yang mempunyai faktor tak tetap untuk diamati. Penelitian ini menggunakan quantitative data, yang mana siswa akan mendapat nilai dari skornya. Untuk menentukan sampel, penelitian ini menggunakan teknik kelompok acak. Populasi dari penelitian ini adalah siswa kelas sebelas SMK Farmasi Ikasari Pekanbaru tahun 2016/2017. Total populasinya 306 orang siswa. Terdapat 26 siswa sebagai sampel penelitian. Instrumen penelitian ini adalah 40 soal pilihan ganda. Dalam mengumpulkan data penelitian ini menggunakan tes tertulis dan harus di selesaikan dalam waktu 100 menit. Semua cerita pendek diambil dari Buku pelajaran Bahasa Inggris dan Internet. Berdasarkan hasil dari penelitian, ada 2 siswa (7.7%) di level kemampuan sempurna, 18 para siswa (69.2%) yang di level kemampuan baik, 3 para siswa (11.5%) yang dilevel kemampuan rata-rata. Kemudian, ada 3 para siswa (11.5%) yang di level kemkampuan lemah. Dengan kata lain, kemampuan para siswa tahun pertama Smk Farmasi Ikasari Pekanbaru Tingkatan Kemampuan digolongkan rata-rata. Pada akhirnya, dari hasil yang ditemukan, kemampuan siswa itu pada level rata-rata atau menengah dengan rata-rata 64.7.

Kata Kunci: Siswa, Kemampuan, Kata Ganti , Teks Bacaan.

INTRODUCTION

English is an international language that is used to communicate in many aspects such as in politics, economy, education, technology, science and culture. In Indonesia English is a foreign language that is taught as a main and compulsory foreign language for the students of elementary, junior and senior high school even university students. The objective of teaching English as a foreign language in Indonesia is that the students have ability in language skills. Saleh (1982) explains that English has secured a prominent status in curricular in which it is treated as a compulsory subject at the junior high school till senior high school.

In Indonesia, English is a foreign language, it is thought in school, often widely, but it does not play an essential role in national or social life (Pincas, 2003). As one of the compulsory subjects that should be mastered by students, they should comprehend the four language skills are listening, speaking, reading, and writing, while language components deal with grammar, vocabulary and pronunciation.

Grammar is one of important aspects in English. As Alexander (1987) explains students who learn English as a foreign language should master the grammar system. Another statement comes from Hornby (1975), he says that grammar itself is the combination of words into sentences. Therefore, the students are expected to use English proficiently through understanding the grammar system as one of language components.

Some complicated problem will be found out by some people in learning grammar. As Swan (1980) states English is full of problem for the foreign learners. There are so many materials in grammar that students have to learn. But one of them is pronouns. According to Guigan (2011) states that pronoun is a word used as a place-holder of a noun, noun phrase, or a different pronoun. Pronouns are quietly easy material. But based on the researcher's personal experience, it is a fact that many students have some difficulties in learning and understanding grammar especially in identifying the use each kinds of pronouns moreover in a text.

Reading text is one of subject that should be learnt by students. Recount text, narrative text and descriptive text are the texts that first year students should comprehend. As we know, those texts have some language features such as different tenses and the use of many pronouns in it. Based on the result that the researcher got, students still face some problem in comprehending those texts. One of their difficult is in identifying the use of pronouns. Students still confused to distinguish the usage between them.

Actually the students have learnt the rules about using and distinguishing for each kind of pronoun. But they almost forgot about it. And the students also have learnt the lesson about reading text and the use of pronouns from Junior high school. But yet they have not fully comprehended it. It is proven by the result when the researcher taught them this subject in teaching practice period and gave them a test. The average result of the test was 62 while the KKM is 78. The result was too confused. Their English teacher said, that is one of the effects of students are accustomed to use English ungrammatically.

Based on the explanation above, the researcher wants to find out the students' ability in identifying the use of pronouns in reading text at present. So that is why the researcher titled this research **"A study on the ability of the first year students of**

SMK Farmasi Ikasari Pekanbaru in identifying the use of pronouns in reading text”.

RESEARCH METHODOLOGY

This research was conducted at SMK Farmasi Ikasari Pekanbaru, in the beginning of April 2016. This research belongs to descriptive research. According to Gay (1987), the descriptive research is research that determines and describes the way things are; involves collecting numerical data to test hypothesis or answer questions about the current subject of the study. This research used quantitative data, which is the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest (Gay, 2009). So, this research is designed to describe and interpret the data being study based on the fact that is supported by accurate theories. To determine the sample in this research, the writer used cluster sampling technique. Gay and Peter (2000) stated that cluster sampling randomly selects groups, not individual. All the members of select group have similar characteristics.

The population of this study is the first year students of SMK Farmasi Ikasari Pekanbaru. Fraenkel and Walen (1993), population is the group of interest to the research, the group to whom the researches would like to generalize the results of the study. In this research, the population included all first year students of SMK Farmasi Ikasari Pekanbaru in the academic year 2016-2017 that were 306 students. The students were divided into nine class, they are Class X1-X2 Analisis kesehatan, X1-X6 Farmasi and X1 Kimia industri. The writer used Cluster Random Sampling technique in order to get the sample. The writer wrote one piece of paper by using the word “sample” and others were blank. The writer asked to each chairman to take the lottery. The chairman who got “sample” paper, it means his class as the sample and the sample was X1 Analisis Kesehatan which total number sample was 26 students.

In this research the writer used quantitative data. The quantitative data was in form of multiple choice questions. Before giving the test to the students of English Department of University of Riau, the test was tried out in order to know the validity and reliability of the test by using Heaton’s (1975) way:

$$F.V = \frac{R}{N}$$

Where :

F.V = difficulty level

R = the number of correct answer

N = the number of student taking the test

The test item was accepted if F.V stays between 0.30-0.70 and will be rejected if F.V stays below 0.30 or over 0.70. The standard deviation and reliability of the test were calculated by using these formulas:

$$Sd = \sqrt{\frac{\sum d^2}{N}}$$

Where:

Sd = Standard deviation
 $\sum d^2$ = Total of square mean deviation
 N = The number of test items

(Heaton, 1975)

$$Rii = \frac{N}{N-1} \left[1 - \frac{m(N-m)}{N(Sd)^2} \right]$$

Where:

Rii = Reliability
 N = the number of items in the test
 M = the mean score on the test for all the students
 Sd = the standard deviation of all the test' scores

(Heaton, 1975)

if the result is above (>0.70) the test is reliable

To achieve the validity and the reliability of the instrument, the try out data was carried out at class X3 of SMK Farmasi Ikasari Pekanbaru. This group of students was taken because they had similar characteristics to the students taken as samples. There were 40 students who did the test. Since the try out was conducted to see whether the question was accepted or not, then, the difficulty level was needed to be analyzed. The difficulty level of the item showed the level of difficulty of each question provided in the test. According to Heaton (1975), a test is accepted if the degree of difficulty (facility value) is between 0.30-0.70, and it is rejected if the degree is below 0.30 (too difficult) or over than 0.70 (too easy). After analyzing the test items, it was found that there were 5 questions that were rejected. There were 3 items included in difficult levels, 45 items in moderate levels, and 2 items in easy level. After calculating the students' scores, the mean score of the try out was got, it was 64.7 and the standard deviation was 7.00. The reliability of the try out was known after getting the mean score and the standard deviation of the try out. The reliability of the try out was 0.93>0.70. Then, it means that the reliability of the try out is categorized Very High according to Tinambunan (1988). The quantitative data was analyzed by using this formula:

$$M = \frac{X}{N} \times 100$$

Where:

M= individual score
 X=correct answer
 N=number of item

Wayan and Sunartana (1986)

The scores of the students were classified into five levels of mastery. The classification of Harris's (1974):

Table 1.
The Interpretation of the Students' Scores in Term of the Level of Ability

No.	Test Scores	Level of Ability
1.	81-100	Excellent
2.	60-79	Good
3.	50-59	Average
5.	0-40	Very Poor

RESEARCH FINDINGS

As mentioned before, the data collection was carried out at X1 Analisis kesehatan of SMK Farmasi Ikasari Pekanbaru. There were 26 students who did the test. In this section, the writer presents the findings focusing on the students' ability in identifying the use of pronouns in reading text. The following table describes the results of the test on the first year students' ability in identifying the use of pronouns in reading text.

In order to find out the individual score of the students, the researcher divided the number of the correct answer with the number of items and then multiplied it to one hundred. The description of the students' score can be seen in table below.

Table 2. The Students' Score and Their Classification

Students	Correct Answer	Score	Level of ability
1	29	72.5	Good
2	32	80	Excellent
3	24	60	Good
4	27	67.5	Good
5	31	77.5	Good
6	26	65	Good
7	29	72.5	Good
8	29	72.5	Good
9	30	75	Good
10	24	60	Good
11	27	67.5	Good
12	29	72.5	Good
13	32	80	Excellent
14	28	70	Good
15	26	65	Good
16	27	67.5	Good
17	31	77.5	Good

18	22	55	Average
19	29	72.5	Good
20	18	45	Average
21	31	77.5	Good
22	11	27.5	Poor
23	30	75	Good
24	10	25	Poor
25	23	57.5	Average
26	18	45	Poor
Mean Score	673	1682.5/ 26= 64.7	Level of ability Average

Table above shows that the mean scores of ability of first year student of SMK Farmasi Ikasri Pekanbaru in identifying the use of Pronouns in reading text is 64.7. It can be concluded that the students' ability is at *average* level. The table also shows that the highest score obtained by the students is 80. Meanwhile, the lowest score is 25.

Based on the results of the test, the ability of first year students of SMK Farmasi Ikasri Pekanbaru in identifying the use of Pronouns in reading text can be classified into some categories as presented in table below.

Table 3. The Students' score classification

No	Score	Frequency	Percentage	Classification
1.	80-100	2	7.7%	Excellent
2.	60-79	18	69.2%	Good
3.	50-59	3	11.5%	Average
4.	0-49	3	11.5%	Poor

Table above shows that out of 26 students, we can see their scores classification, there are 2 (7.7%) students at *Excellent level*, 18 students (69.2%) are at *Good level*, 3 students (11.5%) are at *Average level*, and 3 students (11.5%) are at *Poor level*. It is proven that only very few students who at Excellent level.

The classification of students' ability in identifying each kind of pronouns

1. Personal pronouns

Table below is presented to show the classification of the students' ability in identifying the use of personal pronoun.

Table 4. The Classification of Students' ability in identifying Personal Pronoun

No	Score	Classification	Frequency	Percentage
1.	80-100	Excellent	24	92.3%
2.	60-79	Good	0	0.00%
3.	50-59	Average	0	0.00%
4.	0-49	Poor	2	7.69%

Table shows that 24 students (92.3%) are at excellent level, none of them is at good level and average level. Then, 2 students (7.69%) are at poor level.

2. Interrogative pronoun

Table below is presented to show the classification of the students' ability in identifying the use of interrogative pronoun.

Table 5. The Classification of Students' ability in identifying Interrogative Pronoun

No	Score	Classification	Frequency	Percentage
1.	80-100	Excellent	23	88.4%
2.	60-79	Good	3	11.5%
3.	50-59	Average	0	0.00%
4.	0-49	Poor	0	0.00%

Table shows that 23 students (88.4%) are at excellent level. There are only 3 students (11.5%) are at good level and average level. Then, none of student (0.00%) is at average and poor level.

3. Relative pronoun

Table below is presented to show the classification of the students' ability in identifying the use of relative pronoun.

Table 6. The Classification of Students' ability in identifying Relative Pronoun

No	Score	Classification	Frequency	Percentage
1.	80-100	Excellent	0	0.00%
2.	60-79	Good	4	15.3%
3.	50-59	Average	12	46.5%
4.	0-49	Poor	6	23.0%

Table shows that none of student (0.00%) is at excellent level, and 4 students (15.3%) are at good level. 12 students (46.5%) are at average level. Then, 6 students (23.0%) are at poor level.

4. Demonstrative pronoun

Table below is presented to show the classification of the students' ability in identifying the use of demonstrative pronoun.

Table 7. The Classification of Students' ability in identifying Demonstrative Pronoun

No	Score	Classification	Frequency	Percentage
1.	80-100	Excellent	8	30.7%
2.	60-79	Good	9	34.6%
3.	50-59	Average	5	19.3%
4.	0-49	Poor	4	15.3%

Table shows that 8 students (30.7%) are at excellent level, 9 students (34.6%) are at good level, then 5 students (19.3%) are at average level and 4 students (15.3%) are at poor level.

5. Reflexive pronoun

Table below is presented to show the classification of the students' ability in identifying the use of reflexive pronoun.

Table 8. The Classification of Students' ability in identifying Reflexive Pronoun

No	Score	Classification	Frequency	Percentage
1.	80-100	Excellent	11	42.3%
2.	60-79	Good	9	34.6%
3.	50-59	Average	5	19.2%
4.	0-49	Poor	1	3.84%

Table 8 shows that 11 students (42.3%) are at excellent level, 9 students (34.6%) are at good level, then 5 students (19.2%) are at average level and 1 student (3.84%) are at poor level.

6. Reciprocal pronoun

Table below is presented to show the classification of the students' ability in identifying the use of reciprocal pronoun.

Table 9. The Classification of Students' ability in identifying Reciprocal pronoun

No	Score	Classification	Frequency	Percentage
1.	80-100	Excellent	0	0.00%
2.	60-79	Good	10	38.4%
3.	50-59	Average	8	30.7%
4.	0-49	Poor	8	30.7%

Table shows that no one of student (0.00%) is at excellent level. Then, 10 students (38.4%) are at good level, 8 students (30.7%) are at average level. last, 8 students (30.7%) are at poor level.

7. Indefinite pronoun

Table below is presented to show the classification of the students' ability in identifying the use of indefinite pronoun.

Table 10. The Classification of Students' ability in identifying Indefinite pronoun

No	Score	Classification	Frequency	Percentage
1.	80-100	Excellent	20	76.9%
2.	60-79	Good	4	15.3%
3.	50-59	Average	0	0.00%
4.	0-49	Poor	2	7.69%

Table shows that 20 students (76.9%) are at excellent level, 4 students are at good level. Then, none of them is at average level and 2 students (7.69%) are at poor level.

8. Possessive pronoun

Table below is presented to show the classification of the students' ability in identifying the use of possessive pronoun.

Table 11. The Classification of Students' ability in identifying Possessive pronoun

No	Score	Classification	Frequency	Percentage
1.	80-100	Excellent	18	69.2%
2.	60-79	Good	1	3.84%
3.	50-59	Average	0	0.00%
4.	0-49	Poor	7	26.9%

Table shows that 18 students (69.2%) are at excellent level, Then 1 student is at good level, none of student is at average level. Then, 7 students (26.9%) are at poor level.

CONCLUSION AND RECOMENDATIONS

Conclusion

After conducting this research with the title “A Study on the Ability of First year Students of SMK Farmasi Ikasari Pekanbaru in identifying the use of pronouns in reading text”, some conclusion can be drawn. The goal this research is to find out the Ability of First year Students of SMK Farmasi Ikasari Pekanbaru in identifying the use of pronouns in reading text.

Based on the result of the data analysis, the researcher concludes that among 26 students that examined to know their ability in identifying the use of pronouns in reading text was found that there were 2 students in *Excellent level*, 18 students were in *Good level*, then 3 students were in *Average level*, and 3 students were in *Poor level*. Furthermore, the mean score of the whole students in identifying the use of pronoun is 64.7. In other word, the ability of first year students of SMK Farmasi Ikasari Pekanbaru is at *Average level*. Then, the most difficult subject for students is relative pronoun which the mean score is 32.3 and the easiest subject for students is interrogative pronoun which the mean score is 90.7.

Suggestions

According to research finding, the researcher would like to give suggestions to English teacher as this following: Based on the research finding, the students’ ability is in average level but according to KKM of English teacher, their scores are still far from KKM. So, English teacher should give more exercises in identifying the use of pronouns because it will improve their ability in comprehending reading text and to improve their level ability. By knowing that their ability is at average level, they should learn more about the use of pronouns. As we know, pronouns are one of important language features when we want to comprehend sentence or reading text. Moreover it can affect the meaning of the sentence. It may look easy, but in fact it is not, if we do not know the rules properly. So the students should review the study and learn more about pronouns to improve their ability and knowledge. We have to know the rules of it, so that we can use it in daily communication and also in learning process. Secondly, English teacher should keep students on learning grammar intensively because most of the students have the difficulties in answering the questions because of they don’t have sufficient ability in understanding grammar. So, keep students on learning grammar will improve the students’ ability indentifying the use of it in reading text.

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