

IMPROVING THE ABILITY OF THE SEVENTH GRADE STUDENTS IN USING DEMONSTRATIVE PRONOUNS THROUGH READING TEXTS

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Abstract

The objective of this research was to verify that the use of reading text can improve the ability of the seventh grade students at SMP Negeri 6 Palu in using demonstrative pronouns. It applied a pre-experimental research design. The research sample was selected by using a cluster random sampling technique. The sample was 29 students of class VII U 3. The instrument of data collection was a test which was used twice as pre-test and post-test. The data gathered were analyzed statistically. The result of students' mean score in pre-test was 58.62 and the students' mean score in post-test was 95.31. By applying 0.05 level of significance and the degree of freedom (df) 28 (29-1=28), it showed that the t_{counted} value (23.51) was higher than t_{table} value (2.048). It means that the application of reading text can improve the ability of seventh grade students at SMP Negeri 6 Palu in using demonstrative pronouns.

Keywords: Demonstrative Pronouns; Reading Texts.

INTRODUCTION

Grammar is one of the language components that need to be paid more attention in teaching and learning English to improve students' ability in constructing sentences. In learning English, grammar is important to facilitate the students in order to have the four skills, namely listening, speaking, reading, and writing. Celce-Murcia (1998) argues that students have to master the three language components, namely sound, structure, and vocabulary in order to have a good communication. Students have to master the grammar in order to be able to communicate well and to achieve their language skills. To support the language skills, students have to know parts of speech, sentence patterns, tenses, and the likes in learning grammar. The purpose is to make the students not confused about the use of grammar in a sentence. Hall (1999:3) points out "A grammar is a description of certain

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organizing aspects of a particular language. It usually includes phonological (sound), morphological (word composition), and syntactic (sentence composition) point.” Moreover, Sulaiman (1999:2) argues “Grammar is the description of the structure of the language and the way in which linguistics unit such as words and phrases are combined to produce sentences in the language.” In other words, grammar has fruitful role in supporting students to learn the list of words such as noun, pronoun, adjective, verb, and adverb.

One of the parts of grammar which is difficult for the students is pronoun. Dykes (2007:35) explains “Pronoun is used to make clear whom or what we are talking about, while avoiding confusing or clumsy repetition.” Moreover, Sulaiman (1999:19) proposes “Pronouns stand for things but are not the names of things”. It means that pronoun is used to pronominalize the noun to avoid the repetition in a sentence. Strumpf and Douglas (1999) state that there are several types of pronouns. They are *personal pronouns*, *possessive pronouns*, *reciprocal pronouns*, *reflexive pronouns*, *demonstrative pronouns*, *interrogative pronouns*, and *relative pronouns*. As linked to this statement, the researcher concludes that there are seven types of pronouns, and demonstrative pronoun is one of the names of pronoun.

Demonstrative pronoun is one of the parts of pronoun which is difficult and makes the students confused to understand it in a sentence. Biber et al. (2002:98) states “Of the four demonstratives pronoun, *this* and *that* are singular while *these* and *those* are plural.” In addition, Leech (2006:33) argues “Demonstrative pronoun is showing or pointing out something in the context”. These statements show that demonstrative pronouns are used to point out the noun in the context. In fact, the students had some problems about demonstrative pronouns. Firstly, the students did not know exactly about the use of demonstrative pronouns and auxiliary verbs in a sentence. The auxiliary verbs are *is*, and *are*. In this case, the students should know the subject verb agreement in a sentence. If the students make sentence using the word “*this*” and “*that*”, they must use auxiliary verb “*is*” because the words “*this*” and “*that*” are used for singular thing. For example, *this is my book* and *that is yours*. Those sentences show the use of demonstrative pronoun in singular noun, while if the students use the words *these* and *those*, they must use auxiliary verb *are* because the words *these* and *those* are used for plural things or more than one thing, for example: *these are cars*, *those are books*. Those sentences show the use of demonstrative pronoun in plural noun. Secondly, the students got confused to differentiate between demonstrative pronoun and demonstrative adjective. Demonstrative pronoun and

demonstrative adjective are actually different. Demonstrative adjective is placed before noun, qualifies the noun, and acts as determiners, for example: “*this purse is pretty*”. “*This*” qualifies the noun “*purse*”, while the demonstrative pronoun can stand alone and never be placed before the noun, for example: “*those are my shoes*”. In this sentence, “*those*” is used as the demonstrative pronoun refers to the *shoes*. To support the students in learning demonstrative pronouns, the researcher chose reading text as her medium in this research.

Reading text is a medium to be used not only to teach reading but also to teach language components, including structure or grammar. The application of reading text makes the students understand about the use of demonstrative pronouns in context. It means that the teacher asks the students to identify the demonstrative pronoun from the text. By reading text, the students know how to construct sentences using demonstrative pronoun with the correct auxiliary verb, and know how to differentiate between demonstrative pronouns and demonstrative adjectives from the text. Through reading text, students can enrich their vocabulary which is provided by the text. Then, the researcher formulated her problem statement in following question: *Can the use of reading texts improve the ability of the Seventh Grade Students at SMP Negeri 6 Palu in using demonstrative pronouns?* It is to verify that the reading texts can improve the ability of the seventh grade students at SMP Negeri 6 Palu in using demonstrative pronouns.

METHODOLOGY

This research was conducted through Pre-experimental design to verify that reading text can improve the seventh grade students’ ability at SMP Negeri 6 Palu in using demonstrative pronoun. The researcher applied the research based on the research design recommended by Best and Kahn (2006:178):

$$O_1 \quad X \quad O_2$$

Where: O_1 : pre-test
 X : treatment
 O_2 : post-test

The research population was the seventh grade students at SMP Negeri 6 Palu. The distribution and the total number of population can be seen in the following table:

Table 1: Population Distribution

No	Class	Number of Students
1	VII U 1	30
2	VII U 2	28
3	VII U 3	29
Total		87

The sample of this research was students at class VII U 3. The experimental research has two variables. They were independent and dependent variable. Independent variable was the cause, while dependent was the regard as the effect. Thus, the dependent variable was the ability of the seventh grade students of SMP Negeri 6 Palu in using demonstrative pronouns while the independent variable is the use of reading texts.

In conducting this research, the researcher only used test as the main instrument covering pre-test and post-test. The first step before conducting the treatment was to give the students pre-test. The researcher had designed the pre-test into two forms. They were simple completion test and translation test. The completion test had 10 items and the simple completion test consisted of 5 items. The correct answer of simple completion test got one point, while the translation test got three points. The test distribution was presented in the following table:

Table 2: Kinds of Test and Scoring System

No	Kinds of Test	Number of items	Score of items	Total score
1	Simple Completions	10	1	10
2	Translations	5	3	15
	Total	15	4	25

The treatment was given after the students got pre-test. In this phase, reading text as a medium was applied to the experimental group for eight meetings. It was held based on the school schedule, and each meeting took 40 minutes or 1x40 minutes.

The last step, the teacher gave the post-test to the students. It was conducted in order to find the significant improvement of the students' ability in using demonstrative pronouns. The kind of post-test was the same as the kind of pre-test.

The researcher analyzed the data by using statistical analysis. It aimed at knowing the result of pre-test and post-test. Then, she calculated the individual score by using formula recommended by Arikunto (2002:276):

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

Where:

Σ = standard score
 X = sum of correct answer
 N = maximum score
100 = fixed score

After that, she counted the mean score of the students in pre-test and post-test by using formula proposed by Arikunto (2006:307):

$$M = \frac{\Sigma x}{N}$$

Where:

M = mean score
 Σx = obtained score
 N = number of students

The next step, the researcher counted mean deviation by using formula recommended by Arikunto (2002:276) as follows:

$$Md = \frac{\Sigma d}{N}$$

Where:

Md = mean from post-test and pre-test
 Σd = total score of deviation
 N = number of students

Then, she computed the square deviation by using the formula which is proposed by Arikunto (2002:277) as follows:

$$\Sigma x^2 d = \Sigma d^2 - \frac{(\Sigma d)^2}{N}$$

Where:

$\Sigma x^2 d$ = sum of square deviation

The last step, the researcher used t-test to prove the treatment was effective. She used a formula proposed by Arikunto (2002: 275):

$$t = \frac{Md}{\frac{\sqrt{\Sigma x^2 d}}{N(N-1)}}$$

Where:

t = t-test score
 Md = mean of post-test and pre-test
 $\Sigma x^2 d$ = sum of square deviation
 N = number of students

RESULTS

To know the first data of the test, the score of the pre-test is presented in the following table:

Table 3: Results of Students' Pre-test

No	Student's Initials	Score of Each Item of the Test		Score		
		Simple Completion	Translation	Obtained Score (0-25)	Maximum Score (25)	Standard Score (0-100)
1	AFD	5	11	16	25	64
2	AA	4	12	16	25	64
3	ARJ	3	11	14	25	56
4	ASY	3	11	14	25	56
5	AIR	3	12	15	25	60
6	AAB	3	11	14	25	56
7	AF	5	10	15	25	60
8	DPS	5	11	16	25	64
9	DAP	3	10	13	25	52
10	DRS	3	11	14	25	56
11	GDR	5	12	17	25	68
12	GE	1	11	12	25	48
13	MF	3	9	12	25	48
14	MAA	6	11	17	25	68
15	MFH	6	11	17	25	68
16	MRF	5	11	16	25	64
17	MMF	4	11	15	25	60
18	MSR	5	9	14	25	56
19	NMP	3	12	15	25	60
20	NPR	3	11	14	25	56
21	NM	3	11	14	25	56
22	PI	3	11	14	25	56
23	RY	4	9	13	25	52
24	RAP	6	11	17	25	68
25	SWS	3	10	13	25	52
26	TP	3	11	14	25	56
27	WK	4	11	15	25	60
28	WT	3	11	14	25	56
29	YKS	3	12	15	25	60
Total		110	315	425	-	$\sum x=1700$

The formula below is used to computed the students' mean score when the students' mean score when the students' total score had been calculated:

$$\begin{aligned}
 M &= \frac{\sum x}{N} \\
 &= \frac{1700}{29} \\
 &= 58.62
 \end{aligned}$$

From the result above, it can be concluded that the students' mean score in pre-test was 58.62.

The next step was the researcher computed the students' post-test results which are shown as follow:

Table 4: Results of Students' Post-Test

No	Students' Initials	Score of Each Item of the Test		Score		
		Simple Completion	Translation	Obtained Score (0-25)	Maximum Score (25)	Standard Score (0-100)
1	AFD	10	15	25	25	100
2	AA	10	10	20	25	80
3	ARJ	10	15	25	25	100
4	ASY	9	13	22	25	88
5	AIR	10	15	25	25	100
6	AAB	10	14	24	25	96
7	AF	10	15	25	25	100
8	DPS	10	15	25	25	100
9	DAP	9	14	23	25	92
10	DRS	10	15	25	25	100
11	GDR	10	13	23	25	92
12	GE	9	12	21	25	84
13	MF	10	13	23	25	92
14	MAA	10	14	24	25	96
15	MFH	10	14	24	25	96
16	MRF	8	13	21	25	84
17	MMF	10	13	23	25	92
18	MSR	8	15	23	25	92
19	NMP	10	13	23	25	92
20	NPR	10	15	25	25	100
21	NM	10	15	25	25	100
22	PI	10	15	25	25	100
23	RY	10	15	25	25	100
24	RAP	10	13	23	25	92
25	SWS	10	15	25	25	100
26	TP	10	15	25	25	100
27	WK	10	14	24	25	96
28	WT	10	15	25	25	100
29	YKS	10	15	25	25	100
Total		283	408	691	-	$\sum x = 2764$

Before finding the lowest score (84) and the highest score (100), the researcher calculated the mean score by using the following formula:

$$\begin{aligned}
 M &= \frac{\sum x}{N} \\
 &= \frac{2764}{29} \\
 &= 95.31
 \end{aligned}$$

The students' mean score of post-test was 95.31.

Based on the previous calculation, it showed that there were differences of students' ability in using demonstrative pronouns by comparing the students' mean score in pre-test and post- test. The students' mean score in post-test (95.31) was higher than students' mean

score in pre-test (58.62). These showed that students' achievement was greatly increased after the treatment.

Having computed the students' learning achievement after the treatment, the researcher wanted to know the distribution of their scores on pre-test and post-test. The researcher presented the computation of mean deviation and square deviation to get the mean score of pre-test and post-test in the following table:

Table 5: Deviation of the Pre-test and Post-test

No	Student's Initials	Students' Score		Deviation $D = (X_2 - X_1)$	D^2
		Pre-test (X_1)	Post-test (X_2)		
1	AFD	64	100	36	1296
2	AA	64	80	16	256
3	ARJ	56	100	44	1936
4	ASY	56	88	32	1024
5	AIR	60	100	40	1600
6	AAB	56	96	40	1600
7	AF	60	100	40	1600
8	DPS	64	100	36	1296
9	DAP	52	92	40	1600
10	DRS	56	100	44	1936
11	GDR	68	92	24	576
12	GE	48	84	36	1296
13	MF	48	92	44	1936
14	MAA	68	96	28	784
15	MFH	68	96	28	784
16	MRF	64	84	20	400
17	MMF	60	92	32	1024
18	MSR	56	92	36	1296
19	NMP	60	92	32	1024
20	NPR	56	100	44	1936
21	NM	56	100	44	1936
22	PI	56	100	44	1936
23	RY	52	100	48	2304
24	RAP	68	92	24	576
25	SWS	52	100	48	2304
26	TP	56	100	44	1936
27	WK	60	96	36	1296
28	WT	56	100	44	1936
29	YKS	60	100	40	1600
Total		1700	2764	$\sum d = 1064$	$\sum d^2 = 41024$

The result of deviation score between pre-test and post-test score was computed before the mean deviation of the students' score as presented below:

$$\begin{aligned}
 M d &= \frac{\sum d}{n} \\
 &= \frac{1064}{29} \\
 &= 36.68
 \end{aligned}$$

Next, the researcher computed the square deviation as shown below:

$$\begin{aligned}
 \sum x^2 d &= \sum d^2 - \frac{(\sum d)^2}{N} \\
 &= 41024 - \frac{(1064)^2}{29} \\
 &= 41024 - \frac{1132096}{29} \\
 &= 41024 - 39037.793 \\
 &= 1986.207
 \end{aligned}$$

The last, the researcher needed to analyze the data statistically in order to know the significant difference of the pre-test and post-test by using t-test formula as follows:

$$\begin{aligned}
 t &= \frac{Md}{\sqrt{\left[\frac{\sum x^2 d}{N(N-1)} \right]}} \\
 t &= \frac{36.68}{\sqrt{\frac{1986.207}{29(29-1)}}} \\
 t &= \frac{36.68}{\sqrt{\frac{1986.207}{812}}} \\
 t &= \frac{36.68}{\sqrt{2.44}} \\
 t &= \frac{36.68}{1.56} \\
 t &= 23.51
 \end{aligned}$$

From the above computation, the researcher found that the significant difference between the result of the pre-test and the post-test of the students was 23.51.

DISCUSSION

Related to the result of students' pre-test, the percentage of students' pre-test was 0%. It happened because the standard score at that school is 75, and none of the students got the standard score higher than 75 in pre-test while the students' percentage in post-test was 100% because all students got the standard score higher than 75.

In the first treatment, the researcher asked the students about the types of demonstrative pronoun. It was surprised because none of the students knew about

demonstrative pronouns. Next, the researcher explained about the types of demonstrative pronoun and the use of demonstrative pronouns in sentences by using correct auxiliary verbs *is* and *are*. Also, the researcher gave them some exercises and pointed some of them to come in front of the class and to construct some sentences on the whiteboard. For each meeting, the researcher gave them some exercises, it aimed at improving their ability in using demonstrative pronouns. Not only did the researcher explain demonstrative pronouns but also demonstrative adjectives. The purpose was that the students could know how to differentiate between demonstrative pronouns and demonstrative adjectives in the text given. Then, they were interested in learning grammar especially in learning demonstrative pronouns.

Having conducted the treatment, the researcher gave post-test. Through the application of reading text, she found that the students could understand about the use of demonstrative pronouns in the sentence. In post-test, there were 14 students who got the maximum score (25 points) and there was 1 student who got the lowest score (20 points). There was a significant progress by comparing t_{table} to t_{counted} . In short, the use of reading text as a medium in teaching demonstrative pronouns was effective because there was a progress in students' score.

CONCLUSION AND SUGGESTIONS

After collecting and analyzing the data, the researcher gets a conclusion that the use of reading text can improve students' ability in using demonstrative pronouns. It can be seen from the result of students' pre-test and post-test. The result of students' pre-test was 58.62. It happened because they did not know about the types of demonstrative pronouns and the use of demonstrative pronouns in sentence s by using the correct auxiliary verbs *is* and *are* while the result of students' post-test was increased to 95.31. Besides having an improvement from pre-test to post-test, there was a significant progress by comparing the results of t_{counted} to t_{table} . It means that the research hypothesis was accepted. In short, the ability of the seventh grade students at SMP Negeri 6 Palu was improved after the eight times treatment.

Related to the importance of English grammar, the researcher would like to share some suggestions. For teachers, using the appropriate medium is important thing to improve students' ability in learning English grammar. Teacher should know about the students' weakness in learning English grammar, and review the material twice or three times until

the students understand about the material. For students, to improve their ability in learning English grammar, they have to practice the material given by their teacher. To sum up, the appropriate medium in learning English grammar is needed to support and facilitate the students in teaching learning process.

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