



THE ABILITY OF THE SECOND YEAR STUDENTS IN ENGLISH PRONOUNS AT MAN 4 BANJAR

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The study describes the ability of the second year students in English pronouns at MAN 4 Banjar. The problems of the research are: how is the ability of the second year students in English pronouns at MAN 4 Banjar and what factors influence the ability.

The subjects of the research are 31 second year students at MAN 4 Banjar in academic year 2023 / 2024. While the object of the research are the ability of the second year students in English pronouns at MAN 4 Banjar and factors influence the ability.

To collect data the writer applied test, questionnaire, observation, interview, and documentary. The data processing are editing, coding, calculating frequency and tabulating. To analyze the data, is used qualitative descriptive analysis and concluded by inductive method.

The result of the research shows that the ability of the second year students in English pronouns at MAN 4 Banjar is averagely in fair category. While description of the influential factors can be identified as follows: students' interest, students' motivation and students' learning activity are quite high that should support students' ability in English pronouns. The English teacher does support students' ability and the teacher factor in this research is in high category. The facility factor is in high category as well. The factor influences the ability of the students in English pronouns.

Key word : **Ability, English Pronouns, MAN 4 Banjar**

A. Rationale

English as a subject at school requires students to be able to communicate in oral and written using appropriate language from fluently and accurately.¹ Therefore, students are taught to master four skills namely listening, speaking, reading, and writing. Students' competency on the four skills above can be gained based on their ability in some subject matters such as vocabulary, grammar, pronunciation and spelling. These matters help

students decode and encode English fluently and accurately as the intended goal.

Grammar is one important subject matter should be mastered in English. It helps students construct a grammatically correct utterance and writing. Grammatical sentence is easily understood by interlocutors rather than ungrammatical one. Moreover in written language, the writing has to be constructed in grammatically accepted form. One aspect of grammar is pronoun. It is a part of speech in English. It is a basic knowledge of English should be mastered. Thus, it is introduced to students since beginning level. Students' ability in English pronouns is a basic ability that supports students' skills in English.

Madrasah Aliyah Negeri 4 Banjar is an educational institution applies national curriculum. Surely, English is a subject taught there. As the other subject, it got the same attention. Moreover, it is nationally tested. Based on the rationale, the writer is interested in getting a research in script form with title THE ABILITY OF THE SECOND YEAR STUDENTS IN ENGLISH PRONOUNS AT MAN 4 BANJAR.

To avoid misinterpretation to the title, the writer states the correct meanings of some terms as follows:

1. Ability means capacity or power (to do something physical or mental).² In this research ability means capacity or power of students' to understand and to apply English pronouns.

2. Pronoun means word used in place of a noun or a noun phrase.³ It is a part of English grammar that is usually divided into some types such as personal pronoun, reflexive pronoun, demonstrative pronoun, indefinite pronoun, interrogative pronoun, reciprocal pronoun and relative pronoun.

Based on the meanings above, this research is intended to know the ability of the second year students to understand and to apply English

pronouns such as personal pronoun, reflexive pronoun, demonstrative pronoun, indefinite pronoun, interrogative pronoun, reciprocal pronoun and relative pronoun. Also, the writer will identify some factors influence the ability.

B. Statement of Problem

This research will look for the descriptive information about:

1. How is the ability of the second year students in English pronouns at MAN 4 Banjar?
2. What factors influence the ability of the second year students in English pronouns?

C. Reason for Adopting Title

1. English is an important subject taught at secondary school and nationally tested.
2. Pronoun is integrated with the skills in English. It is basically needed in listening, speaking, reading, and writing. Thus, students' ability in it can influence their competency.
3. Students have already studied the pronouns at the second year of their study at senior high school.
4. MAN 4 Banjar is a senior high school that has English as a subject.

D. Purpose of Research

The purposes of the research are to know:

1. The ability of the second year students in English pronouns at MAN 4 Banjar.
2. Factors that influence the ability.

E. Significance of Research

The result of this research is:

1. Give information for teachers and educational decision makers to take appropriate strategies to improve the successfulness of teaching and learning process.

2. Give consideration about some factors that may cause and influence students' failure.

METHOD

A. Population and Sample.

The populations, in this research are all of the second year students at MAN 4 Banjar in academic year 2023 / 2024. There are as many as 127 students which are divided into four classes.

The population will be taken 25% as the samples of research. The numbers of samples are 31 students.

B. Data, Source of Data and Technique of Data Collecting

1. Data

There are two kinds of data in this research namely primary data and secondary data.

a. Primary data

- 1) Data about the ability of the second year students in English pronouns.
- 2) Data about factors influence the ability of the second year students in English pronouns which consist of:
 - a) Students internal factors: Students' interest, Students' motivation, Students' learning activity.
 - b) Students external factors: Teacher's factor, Facility factor.

C. Design of Measurement

This design of measurement is intended to know students ability in English pronouns at MAN 4 Banjar. In this study, students will answer 75 test items in multiple choice forms. The items are divided into two parts as below:

1. 50 questions that require students to identify the right pronoun. Every right answer will be marked 1 and wrong answer will be marked 0.
2. 25 questions that require students to choose the right reference. Score for right answer is 2 and 0 for wrong answer.

Knowing the factors that influence students' ability in mastering English pronoun the writer puts some indicators and its categories as follows:

1. Internal students factors
 - a. Students interest which is indicated by:
 - 1) Students respond toward English
 - a) Like very much : high category
 - b) Like : middle category
 - 2) Students' intention in learning English
 - a) To master English : high category
 - b) To get a good mark: middle category
 - b. Students' motivation
 - 1) Students' motivation in learning English.
 - a) Highly motivated : high category
 - b) Pay attention because of teacher control : middle category
 - 2) Source of students' motivation
 - a) Internal motivation : high category
 - c. Students' learning activity
 - 1) Students' activeness to attend English lesson
 - a) Always present : high category
 - 2) Students' activeness to pay attention to the teacher
 - a) Always pay attention : high category
 - b) Often pay attention : middle category
 - 3) Students' activeness to respond teacher question and to ask difficult lesson
 - a) Often : high category
 - b) Sometimes : middle category
 - 4) Students' activeness to take important notes
 - a) Often : high category
 - b) Sometimes : middle category

- 5) Students' activeness to study English at home
 - a) Always : high category
 - b) Sometimes : middle category
 - 6) Students' activeness to improve their English through mass media or the other source
 - a) Often : high category
 - 7) Students' activeness to do their homework
 - a) Always : high category
2. External students factors
- a. Teachers factor
 - 1) Teacher education background
 - a) S 1 from English department : high category
 - 2) Teacher experience in teaching English
 - a) More than four years : high category
 - b) 1 – 4 years : middle category
 - 3) Teacher attendance in teaching
 - a) Always : high category
 - b) Often : middle category
 - 4) Teachers' activeness in giving exercise and practice to students
 - a) Always : high category
 - b) Sometimes : middle category
 - 5) Teacher's attention to students achievement
 - a) Pay attention very much: high category
 - b. Facility factor
 - 1) Students' possession of text book
 - a) Have text book and additional book : high category
 - b) Have text book : middle category
 - 2) Students' possession of English dictionary
 - a) Have standard dictionary : high category
 - b) Have complete dictionary : middle category

RESEARCH RESULT AND DISCUSSION

A. Data Presentation

This subchapter presents the data that have been collected on the research. The presentation covers primary data about the ability of the second year students in English pronouns at MAN 4 Banjar and factors that influence it.

1. Description about the ability of the second year students in English pronouns at MAN 4 Banjar.

According to the test result intended to know the ability of second year students at MAN 4 Banjar, it is identified that the highest score is 92 and the lowest is 43. The accumulative score is 2022. Mean of the scores is 2022 divided 31, that is 65, 22. Further information about all students score can be seen on appendix.

2. Description about the factors that influence the ability of the second year students in English pronouns at MAN 4 Banjar

- a. Internal students' factors

- 1) Students' interest

The data about this can be seen on the data about students' likeness or dislike ness toward English. From the table it is seen that 13 students (41,94 %) like English very much, 14 students (45,16 %) like it, and 4 students (12,90 %) dislike it.

The writer got 25 students (80,65 %) want to master English, 4 students (12,90 %) want to get good mark, and 2 students have no intention in learning English.

- 2) Students' motivation

It is one considered factor in this research. Students' motivation on this research in indicated by their motivation in learning English and the source of motivation.

From the table it is known that 19 students (61,29 %) suppose to know English, 9 students (29,03 %) pay attention because of teacher control and 3 students (9,68 %) are less motivated to be active in the classroom.

3) Students learning activity

This is indicated by 7 activities that been categorized into three level. The first indicator is students' activeness to attend English class. The table shows that 25 students (80,65 %) are always present on English class, 6 students (19,35 %) are frequently present English class and no students who occasionally presents English class. The second indicator is students' activeness to pay attention to the teacher. From the table it is identified that 18 students (58,07 %) always pay attention, 4 students (12,90 %) often pay attention and 9 students (29,03 %) sometimes pay attention to the teacher.

The third indicator of students' learning activity is students' activeness to respond teacher question and to ask difficult lesson. The table shows that 8 students (25,81 %) often respond and ask the teacher, 17 students (54,84 %) sometimes do the activeness and 6 students (19,35 %) seldom do the activeness. The fourth indicator of students learning activity is their activeness to take some important notes. The table shows that 15 students (48,39 %) often take notes, 16 students (51, 61 %) sometimes take note, and no students seldom do it. The table shows that 6 students (19,35 %) always study English at home and have fixed schedule, 21 students (67,75 %) sometimes study it at home, and 4 students (12,90 %) never study at home. The sixth indicator of students' learning activity is their activeness to improve their English through mass media or the other source. The table shows that 6 students (19,35 %) often improve their English through mass media at the other source, 18 students (58,07 %) sometimes improve their ability, and 7 students (22,58 %) never do the activity. The last indicator of students' learning activity is students' activeness to do homework.

From the table is known that 21 students (67,74 %) always do their English homework, 9 students (29,03 %) sometimes do their English homework and 1 (3,32 %) student seldom do the activity.

b. External students factors

1) Teacher's factor

For the factor, the writer seek 5 indicators that identify the category of the teacher, namely education background, teacher experience in teaching English, teacher's activeness to teach, teacher activeness to give exercise and practice, and teacher's attention to students achievement.

From interview, the writer knows that the teacher of English for the second year students at MAN 4 Banjar in academic year 2023 / 2024 is a university graduate from English department. She finished her study at State Institute for Islamic Studies (IAIN) Antasari Banjarmasin, Tarbiyah Faculty.

The table shows that 26 students (83,87 %) agree that their teacher is always present to teach English, and 5 students (16,13 %) say that the teachers often present to teach.

From the interview it is known that the teacher often give exercise whether individual or classical to move students' activeness and to raise competition among them.

Meanwhile the teacher's attention to students' achievement is identified by the obtained data from questionnaire for students.

2) Facility factor

From the observation the writer found that the school provides enough facility to run the teaching and learning process well. Especially for English and language subjects, it is provided one language laboratory. Besides, there is a library that supplies important books for students, including for English.

This data presentation also shows the data about the facility owned by students.

Based on the table it is found that 15 students (46,39 %) have text book and additional book, and 16 students (51,61 %) have text book and no student does not have the text book. The data shows that 18 students (58,07 %) have standard dictionary, 11 students (35,48 %) have complete dictionary, and 2 students (6,45 %) have no dictionary.

B. Data Analysis

After presenting the data, the writer analyzes the obtained data to give some consideration about research result.

1. The ability of the second year students in English pronoun at MAN 4 Banjar. The presented data on the previous subchapter shows that 4 students (12,90 %) include in very high category (80-100), 6 students (19,35 %) include in good category (70-<80), 13 students (41,93 %) include in fair category (60- <70)

Based on the data, the writer concludes that the ability of the second year students in English pronouns at MAN 4 Banjar is generally in fair category. Thus, it is identified that students' ability in identifying kinds of pronouns and in choosing right reference is in fair or average category.

2. The factors that influence the ability of the second year students in English pronouns at MAN 4 Banjar
 - a. Internal students factors
 - 1) Students' interest

According to the data, there are 13 students (41,94 %) like English very much and it includes in high category. 14 students (45,16 %) like English and it includes in middle category.

From the data, the writer interprets that students' likeness toward English is quite high. Students' interest is also indicated by students' intention in learning English. The data shows that 25 students (80,65 %) learn English to master it well and it is in high category. Thus, students' intention in learning English can be categorized in high category and it indicated a high interest.

In conclusion, the writer concludes that students' interest in learning English is quite high.

2) Students' motivation

This factor in the research is indicated by two indicators, namely students' motivation and students' source of motivation.

The data shows that 19 students (61,29 %) suppose to master English that includes in high category of motivation. There are 9 students (29,03 %) who pay attention because of teacher control and it includes middle category.

Based on the data, it is known that students' motivation in learning is generally high. Second indicator of motivation is source of students' motivation. The data shows that 27 students (87,10 %) are motivated by their internal motivation that includes high category.

3) Students learning activity

This is indicated by 7 indicators of activeness. The first is students' activeness to attend English lesson. The data shows that 25 students (80,65 %) are always present at English class that includes high category. While 6 students (19,35 %) often attend English lesson that includes middle category and no students are in low category. The second is students' activeness to pay attention to the teacher while the instruction. The data shows that 18 students (58,07 %) always pay attention that includes high category. The data shows that most students are in high category. So, the writer concludes that students' activeness in paying attention to the lesson is relatively high.

The third is students' activeness to respond teacher question and to ask difficult lesson. The data shows that 8 students (25,81 %) often do the activeness (high category. It is seen that most students are in middle category. Thus, the writer concludes that students' activeness to respond question and to ask difficult lesson is relatively in middle category. The fourth category is students' activeness to take notes. The data shows that 15 students (48,3 %) often take notes that includes high category, 16 students (51,61 %) sometimes take notes that include middle category and no

students are in low category. Based on the data, the writer concludes that students' activeness to take notes is fairly active.

The fifth indicator is students' activeness to study English at home. The data shows that 6 students (19,35 %) always study English at home that includes high category. The sixth is students' activeness to improve their English through mass media or the other source. The data shows that 6 students (19,35 %) often do the activeness (high category), 18 students (58,07 %) sometimes do the activeness (middle category) and 7 students (22,58 %) never do it. So, it is seen that most students are in middle category. The seventh indicator is students' activeness to do their homework. The data presents that 21 students (67,74 %) always do their homework that include as high category, 9 students (29,03 %) sometimes do the homework that includes middle category and 1 student (3,23 %) seldom do the homework (low category). The data shows that students' activeness in this case is generally high. All indicators have been presented. From 7 indicators, 3 of them are mostly in high category, 3 indicators are in middle category and 1 indicator in balance between high and middle category. The writer considers that students' activeness in studying English at class and at home is quite active. But, the writer finds that few students are less active. In this case they should have high category of activeness because students learning activity influence their ability.

b. External students factors

1) Teacher's factor

In this research teacher's factor is explained by five indicators namely teacher's educational background, teacher's experience, teacher attendance to teach, teacher's activeness to give exercise and practice to students and teacher attention to students achievement.

The first indicator is teacher educational background. The data presents that the English teacher for class two at MAN 4 Banjar is a university graduate at education for teacher of English department that includes high

category. The second indicator is teacher experience. The data shows that the teacher has taught English for two years, and it is in middle category. From the data, it is identified that most students agree are active to teach that includes high category.

For the fourth indicator the data says that teacher often give exercise, individual or classical, and it is in high category of the activeness. The last indicator is teacher attention to students' achievement. The data shows that 23 students (74,19 %) agree that the teacher pay attention very much to students and it is in high category. There are 8 students (25,81 %) agree that the teacher pay enough attention to their achievement. Based on the data, the writer concludes that teacher's attention to her students' achievement is in high category.

2) Facility factor.

According to the observation the writer knows that the facilities are in good condition and enough to support the teaching and learning process. While the facilities owned by students are also considered in this research.

For the possession of English dictionary, only one student does not have it.

Based on the data, the writer concludes that the facility factor is in fairly high category that can influence students' ability and achievement.

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

In this chapter, the writer concludes all the research result as follows:

1. The ability of second year students in English pronouns at MAN 4 Banjar is averagely in fair category.
2. The factors that influence students ability in English pronouns consist of:
 - a. Internal students factors
 - 1) Interest: Students interest in English is quite high.
 - 2) Motivation: students' motivation in learning English is generally high.
 - 3) Students learning activity: students' activeness is quite high.

b. External students factors

1) Teacher's factor: the teacher does support students' ability in English grammar, in this case English pronoun.

2) Facility factor: school facilities are in good condition and adequate to run teaching and learning process well. Students owned facilities are also adequately provided.

B. Suggestion

1. For teachers, they should teach English grammar integrated with teaching skills. Stressing on teaching skills should not let them neglect teaching grammar.

2. For students, they should improve their English including English grammar because it supports their skills ability. Thus, they have to increase their activeness, motivation and interest in learning English.

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