

A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF SMAN 2 PEKANBARU IN SUPPLYING CORRECT PRONOUNS

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Abstract: *The purpose of this study is to find out the ability of the second year students of SMAN 2 Pekanbaru in supplying correct pronouns. The number of population is 260 who are divided into seven classes, they are XI IPA 1, XI IPA 2, XI IPA 3, XI IPA 4, XI IPS 1, XI IPS 2 and XI IPS3. The researcher uses cluster random sampling technique to determine the sample. The samples are 36 students from XI IPA 3. The needed data are taken from the students' scores in supplying correct pronoun. The test contains 40 questions from four different pronouns, they are personal pronouns, possessive pronouns, reflexive pronouns, and possessive adjectives. The time allocation is 60 minutes. The result of the study shows that the ability of the second year students of SMAN 2 Pekanbaru in supplying correct pronouns is in good level with the mean score is 70.07. The highest mean score (72.22) is in supplying possessive pronouns. The lowest mean score (66.67) is in supplying reflexive pronouns.*

Key Words: *Study, ability, supplying, pronouns*

SEBUAH STUDI TENTANG KEMAMPUAN SIWA KELAS DUA SMAN 2 PEKANBARU DALAM MENGISI BENTUK KATA GANTI YANG TEPAT

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Abstrak: Tujuan penelitian ini adalah untuk mengetahui kemampuan siswa kelas dua SMAN 2 Pekanbaru dalam mengisi kata ganti yang benar. Jumlah populasi adalah 260 yang terbagi menjadi tujuh kelas, yaitu kelas XI IPA 1, XI IPA 2, XI IPA 3, XI IPA 4, XI IPS 1, XI IPS 2 dan XI IPS3. Peneliti menggunakan teknik cluster random sampling untuk menentukan sampel. Sampelnya adalah 36 siswa dari kelas XI IPA 3. Tes ini terdiri dari 40 pertanyaan dari empat kata ganti yang berbeda, mereka adalah personal pronouns, possessive pronouns, reflexive pronouns, dan possessive adjectives. Alokasi waktu adalah 60 menit. Hasil penelitian menunjukkan bahwa kemampuan siswa kelas dua SMAN 2 Pekanbaru dalam mengisi kata ganti yang benar berada dalam tingkat yang baik dengan skor rata-rata 70.07 Skor rata-rata tertinggi (72,22) adalah dalam mengisi possessive pronouns. Nilai rata-rata terendah (66.67) adalah dalam mengisi reflexive pronouns.

Kata Kunci: Studi, kemampuan, mengisi, kata ganti

INTRODUCTION

Language is the main tool to extend information to others. Brown (1994) states that learning English is absolutely important with the mastery of four skills; listening, speaking, reading, and writing. The four skills cannot be separated from each other, because one language skill cannot be performed without the others. To understand and learn the four skills is not an easy task. In learning these skills, learners are influenced by one main elements; grammar. They are developed to support the four language skills. Grammar is a set of rules concerning the forms and structures of sentences that can be used in a language, as stated by Gleason and Ratner (2009). Grammar is the glue that holds the language together. One of the topics to be discussed in grammar is parts of speech. Parts of speech are sentence elements that work together to make up a sentence. The basic parts of speech include: noun, pronoun, verb, adjective, adverb, preposition, and article. In this research, one of seven basic parts which will be focussed on by the writer is about pronouns.

Pronouns usually function as substitutes for a noun or noun phrase that has already been mentioned or is known, in order to avoid repetition. In this study, the writer will use four pronouns based on the 2013 Curriculum. In curriculum 2013, only four pronouns has been taught until second year students of highschool. They are personal pronouns, possessive pronouns, reflexive pronouns and possessive adjectives. Based on the above considerations, the writer is interested in conducting a research with the title A Study on the Ability of the Second Year Students of SMAN 2 Pekanbaru in Supplying Correct Pronouns.

METHODOLOGY

Participant of the Research

The participant of this research is the second year students of SMAN 2 Pekanbaru. The researcher do the research on class XI IPA 3 which consists of 36 students. The researcher uses cluster random sampling technique to determine the sample.

Data Collection Technique

To find out the students' ability in supplying correct pronouns, the writer collected the data by administering a test. Before the test was given to the students, the writer conducted a try out.

The test is tried out to a restricted sample from the target population before it is used to the respondents. If the test items are too difficult or too easy, there is an accumulation of scores at the lower or higher ends of the scoring range. For this research, the writer uses the standard criteria of level of difficulty ($>30\%$ and $<70\%$) as pointed out by Heaton (1991). The reason for doing this analysis is to discover which items are too difficult or too easy. The index of difficulty (FV) is generally expressed as the fraction (or percentage). A test item is accepted if the score is between 0.30-0.70 and

it is rejected if the score is between 0.00-0.30 (difficult) and 0.70-1.00 (easy). Heaton (1991) states that the difficulty is calculated by using this formula:

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

Where: F.V : Facility Value
R : The number of correct answer
N : The number of students

Heaton (1991)

The discrimination index of an item indicates the extent to which the item discriminates between the students and separating the more able students to answer the test item from the less able ones. According to Heaton (1991), the formula used is the following:

$$D = \frac{\text{correct}U - \text{Correct}L}{n}$$

Where: D : Discrimination index
n : Number of students in one group
U : Upper group answering (upper half)
L : Lower group answering (lower half)

Heaton (1991)

The item that does not reach the standard of discrimination index 0, 30 (<30) are excluded and modified with the new item which are more appropriate. The try out test was designed to get the reliability of the whole test. To find out the reliability of the test, the mean score and standard deviation should be calculated first. The mean score can be calculated by using the following formula:

$$M = \frac{\sum fx}{N}$$

Where: M : The mean score of the students
 $\sum fx$: The summation of the students' scores
N : The number of the students

Heaton (1991)

The mean score describes an individual students' ability but it does not tell about the highest and the lowest scores and the spread of the scores. To know about them, the writer will use Standard Deviation (SD) formula. The standard deviation is one way to show the spread of marks. In order to get the standard deviation, the following formula is used:

$$SD = \sqrt{\frac{\sum d^2}{N-1}}$$

Where: SD : Standard deviation
 $\sum d^2$: Mean deviation
 N : Number of students

Heaton (1991)

The next step is to compute the reliability of the whole test. According to Heaton (1991), reliability is a necessary characteristic of any good test. A test is valid when it is reliable as a measuring instrument. The formula used is the following:

$$R_{ii} = \frac{N}{N-1} \left[1 - \frac{m(N-M)}{NX^2} \right]$$

Where: Rii : The reliability of the whole test
 N : The number of items in the test
 m : The mean score on the test for all the tests
 x : The standard deviation of all the test scores

Heaton (1991)

Reliability is expressed based on the coefficient correlation; the high coefficient indicates the high reliability. The reliability of a test is considered as follows:

Coefficient 0.00 – 0.20 : The reliability is low
 Coefficient 0.21 – 0.40 : The reliability is sufficient
 Coefficient 0.41 – 0.70 : The reliability is high
 Coefficient above 0.71 : The reliability is very high

Tinambunan (1988)

Data Analysis Technique

After distributing the test to samples (XI IPA 3 and XI IPA 1), the writer analysed the data. To analyze the quantitative data, the writer used the formulation as following ways. To get the students' individual score from the test, the following formula is used:

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

Where: M : Individual score
 X : The number of correct answers
 N : The number of items

(Nurkancana and Sunartana, 1986)

After getting the student's scores, the writer can find out the students' ability in supplying correct pronouns. Then, the writer tried to find out the mean score of the students in supplying correct pronouns by using the following formula:

$$M = \frac{\sum fx}{N}$$

Where :
M : Mean score
 $\sum fx$: The sum of the respondents' scores
N : The number of respondents
(Hatch and Farhady, 1982)

The percentage of the students who can answer the test correctly can be calculated by using the following formula:

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

Where:
P : Percentage
CR : Number of frequency
R : Number of the respondents
Hatch and Farhady (1982)

Furthermore, the level of the students' score will be classified to determine their levels of ability in supplying correct pronouns. The classification is as follows:

Table 1. Table of Classification of Student's Scores

No	Classification	Score
1	Excellent	81 – 100
2	Good	61 – 80
3	Mediocre	41 – 60
4	Poor	21 – 40
5	Very poor	0 – 20

(Harris, 1974)

RESEARCH FINDINGS

This research focused on the students' ability in supplying correct pronouns which has some components namely supplying correct personal pronouns, supplying correct possessive pronouns, supplying correct reflexive pronouns and supplying correct possessive adjectives. The real test aimed to collect data that administered to 36 students of XI IPA 3 of SMAN 2 Pekanbaru. The description of the result of this research is as follows:

Table 3 Students' Scores and Their Level of Ability

No.	Range score	Frequency	Percentage	Ability
1	81 – 100	8	22.22%	Excellent
2	61 – 80	19	52.78%	Good
3	41 – 60	6	16.67%	Mediocre
4	21 – 40	3	8.33%	Poor
5	0 – 20	0	0%	Very poor
Total		36	100%	

From 36 students, eight students (22.22%) get the score of 81 – 100, nineteen students (52.78%) get the score of 61 – 80, six students (16.67%) get the score of 41 – 60, three students (8.33%) get the score of 21 – 40, and there is no student get the score 0 – 20. It can be stated that the highest number of students obtained by nineteen students with the score 61 – 80. No one of the students in score 0 – 20 prove that students score was in good level.

To know the means of individual score the writer used this formula:

$$M = \frac{\sum fx}{N}$$

$$= \frac{2530}{36} = 70.28$$

In short, the mean score of the students in supplying correct pronouns is 70.28. It can be stated that the ability of the second year students of SMAN 2 Pekanbaru in supplying correct pronouns is in mediocre level. Based on the result of the test, the percentage of the students' score can be classified into some categories in figure 4.2

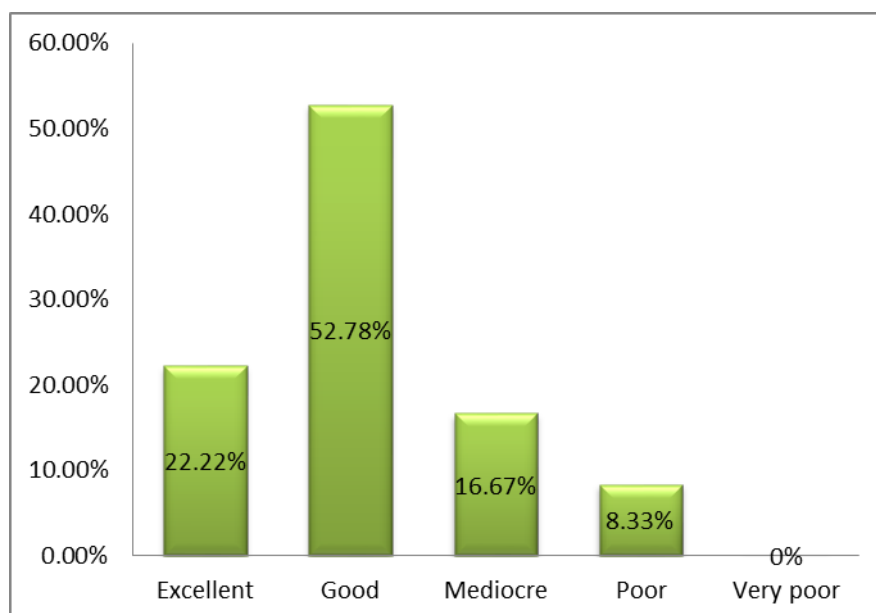


Figure 1. Percentage of the Students' Ability in Supplying Correct Pronouns

Figure 1 shows that the percentage of the students' ability in supplying correct pronouns is in different numbers. The highest percentage that students can gain is in good level (52.78% of students). It means that most of them (19 students) can supply the pronoun easily. The second percentage is the excellent level; there are 22.22% of students (8 students) in excellent level. Then, there are only 16.67% of students (6 students) in mediocre level. And last, there are 8.33% of students (3 students) in poor level and on one of the student in very poor level. It means that most of the students passed the test given, only 3 students still finding it hard to supply correct pronouns.

The Mean Scores of the Students' Ability in Supplying Correct Pronouns

The students' mean scores in each classification of question in supplying correct pronouns can be seen in the table 4.

Table 4. The Classification of Students' Mean Score in Supplying Correct Pronouns

No	Classification of the Question	Mean Score	Level of Ability
1	Supplying correct personal pronouns	71.94	Good
2	Supplying correct possessive pronouns	72.22	Good
3	Supplying correct reflexive pronouns	66.67	Good
4	Supplying correct possessive adjectives	69.44	Good
TOTAL		70.07	Good

Table 4 shows that the students' ability in supplying correct pronouns is in good level (61 – 80). The table indicates the ability of students' in terms of supplying the four components: supplying correct personal pronouns, supplying correct possessive pronouns, supplying correct reflexive pronouns and supplying correct possessive adjectives. Table 4.6 also shows that the most difficult aspect in supplying correct pronouns is in supplying correct reflexive pronouns, with mean score 66.67. Meanwhile the easiest is in supplying correct possessive pronouns with mean score 72.22. According to table 4.2, the students mean score in supplying correct pronouns is 70.07. Furthermore, the students' ability in supplying the pronouns in the test was varied. There are 8 students could gain the high score which is categorized in excellent level. But there are 19 students could reach the good level and 6 students could reach mediocre level. The number of students who gained excellent to good level is 27 students (75%). The number shows more than half of students found the test was fairly easy for them to supplying correct pronouns. Therefore, the number of students who achieve mediocre to poor level is 9 students (25%) and no students in very poor level. In conclusion, there are some students still have the problem in supplying correct pronouns. The second year students of SMAN 2 Pekanbaru have a better understanding in supplying correct possessive pronouns than supplying correct personal pronouns and possessive adjectives. Since the mean score of supplying correct reflexive pronouns was

the lowest, it can be summarized that supplying correct reflexive pronouns was the most difficult for the students. This is probably caused by many factors like the students were not familiar in supplying correct reflexive pronouns or they did not understand how to supply reflexive pronouns correctly. From all the data, it can be inferred that the students' ability in supplying correct pronouns of second year students at SMAN 2 Pekanbaru is in good level.

The Result of Try Out

Before the test given to the sample class, the writer conducted a try out. The writer used formula and steps that have been explained in chapter three to know whether the test was valid and reliable. The test for try-out was carried out in XI IPA 1. The result showed that five items were rejected because four of them were too easy and one of them were too difficult (Appendix 1) Furthermore, after being calculated, it was found out that the mean score of the try-out was **24.9**. The standard deviation was **1.73**. After obtaining the mean score and standard deviation, the reliability of the try-out can be calculated. The reliability of the test was **0.62**. This means that reliability of the test was high. It can be concluded that the items of this instrument used by the writer were valid and reliable.

Discussion

From the results and explanation above, the writer tried to find out the answer to the question concerning the second year students at SMAN 2 Pekanbaru in supplying correct pronouns. The students' score can be said to be at a good level when the score of 70.07. However, it is still took place at low range, which mean the students ability was not satisfied enough.

The students' ability from each pronoun can be describes as in good level. The most difficult pronoun to supply is supplying correct reflexive pronouns with the mean score 66.67. Meanwhile, the easiest pronoun to supply is in supplying correct possessive pronoun with the mean score of 72.22. Then, the students' mean score in supplying correct personal pronouns is 71.94 and last the students' mean score in supplying correct possessive adjective is 69.44.

CONCLUSSIONS AND RECOMMENDATIONS

Conclusions

Based on the research findings in supplying correct pronouns, there are eight students who are in excellent level. It means that they are able to supply the correct pronouns very well. There are nineteen students who are categorized into good level, it means they have good ability in supplying correct pronouns. Furthermore, there are six students catagorized into mediocre level and three students catagorized into poor level.

It means that the students should learn and practice more in grammar especially in pronouns.

From the 4 pronouns, the highest mean score is in supplying correct possessive pronouns (72.22) and the lowest mean score is in supplying reflexive pronouns (66.67). As a whole, The result of this research shows that the ability of the second year students' of SMAN 2 Pekanbaru in supplying correct pronouns is relatively good. Since their mean score is 70.07 and it was categorized into 'good' level.

Recommendations

The writer believes this research still has a lot of weaknesses. However, from this research finding, the writer would like to give some recommendations as follows: first, the writer recommends for the next researcher to collecting the data accompanied by the teacher to prevent students' cheating so the result will be more accurate. Second, for the next researcher, the pronouns in this research instrument must be adjusted again to the students' background and curriculum to make better result for the research. Third, considering the students' lower score in terms of supplying correct personal pronouns, supplying correct reflexive pronouns and supplying correct possessive adjectives, the teacher should increase the time allocation of teaching regarding these three aspect.

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