

# CHAPTER I

## INTRODUCTION

### A. Background of Study

English is a global language that many people use as their first or second language. Despite not being a second language, English is a foreign language in Indonesia. Because of this, the government has made English one of the subjects included in the curriculum of education in Indonesia at all levels, including elementary school, high school, and even university. The goal of English language subject is to provide students proficiency and assurance in using English. Due of this, a lot of people are now attempting to learn English by enrolling in classes or asking private English teachers into their home.

Reading, writing, listening, and speaking are the four language skills that are taught in English classes.<sup>1</sup> One of the skills that students should learn when learning English is writing because it is a different form of communication from speaking. To maximize their individual communication potential in English, junior high or senior high school students need to be proficient writers in addition to good speakers. They require this talent in order to help their academic advancement. Students can communicate their thoughts by writing activity. Students are required to be able to comprehend and produce a variety of texts while they are writing.

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<sup>1</sup> S Jones, D.S & Quinn, *An Introduction to Functional Grammar* (New York: Desember Issue, 2014).

Grammar is one of the subskills that students should be able to master when learning English. They have to master the grammar properly because it is needed for communication and writing work.

Grammar mastery is crucial for writing. Without a firm grasp of grammar, a writer will struggle to apply it effectively, which will prevent readers from understanding the writer's point of view. Grammar is a description of how words and phrases, which make up linguistic units, are joined to form sentences in a language.<sup>2</sup> It implies that grammar usage, whether utilized in spoken or written communication, can be used to assess a person's language skills. One may communicate ideas, perceptions, and messages exactly and clearly by understanding grammar.

Parts of speech are one of the topics covered when students study English, particularly grammar. There are eight parts of speech: noun, pronoun, preposition, conjunction, adjective, verb, adverb and interjections.<sup>3</sup> The primary concern in this study is English pronouns.

A pronoun is a term that stands in for a proper or common noun.<sup>4</sup> Pronoun can be used as a subject and object in a sentence called subjective and objective pronouns, also they can be used as an adjective to modify some nouns

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<sup>2</sup> John Hodgson, 'How to Teach Grammar', *English in Education*, 54.3 (2020), 316–18 <<https://doi.org/10.1080/04250494.2020.1780827>>.

<sup>3</sup> Jones, D.S & Quinn.

<sup>4</sup> Anne Seaton, *Basic English Grammar* (United States of America: Saddleback Educational Publishing, 2007). p.44

called possessive adjective and can also be used to substitute for a noun phrase called a possessive pronoun. Personal pronoun is important to learn because it is used for efficiency in writing sentence, text, paragraph or message. The use of personal pronouns allows the writer to avoid repeating the same person's name or other nouns in the text.

Personal pronoun usage in writing is important. If students write with wrong personal pronouns, it will be complicated. But occasionally, the way personal pronouns are spelled helps students use them correctly. In truth, acquiring personal pronouns in English grammar is challenging, as Mumeera Muftar said. In the context of EFL (English as a Foreign Language), grammar is regarded as the most important and challenging concept for non-native learners to fully understand.<sup>5</sup>

When agreeing with a verb's form and using personal pronouns as subject or object, students frequently make mistakes. This occurs because they are unsure about which pronouns to use when referring to singular and plural personal pronouns as subject or object. Due to this, students frequently make mistake in personal pronouns with verbal forms.

Based on observation that the writer conducted at MTS Negeri 2 Kota Cilegon, she found that many students that still got difficulties in understanding

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<sup>5</sup> Muneera Muftah and Shameem Rafic-Galea, 'Error Analysis of Present Simple Tense in the Interlanguage of Adult Arab English Language Learners', *English Language Teaching*, 6.2 (2013), 146–54 <<https://doi.org/10.5539/elt.v6n2p146>>.

the meaning and function of personal pronouns and students still got difficulties in using personal pronouns correctly because they confuse how to distinguish the types of pronouns. Therefore, the students just knew the pronouns is only replace the of people or things, because of that, the students find it difficult to use pronouns in recount text.

This study aims to explore further about the difficulties of Junior high school students in using personal pronouns in recount text. Furthermore, the writer also aims to determine the difficulties faced by students in the learning process, especially material related to English Pronouns.

Based on the phenomena described above, the writer is interested in investigating the problem of research with the title “An Analysis of Students’ Difficulties in Using Personal Pronouns in Recount Text”.

## **B. Identification of Problem**

Based on background of the study describe above, some problems can be identified in this research, such as:

1. The students still get difficulties in understanding personal pronouns in recount text.
2. The students still get difficulties in using personal pronouns in recount text.

### **C. Focus of the Study**

The researcher focuses on her research to analyze the difficulties and the causes faced by students in using personal pronouns in recount text at the Eighth Grade in MTs Negeri 2 Kota Cilegon.

### **D. Research Question**

There are two problems analyzed in this research:

1. How are the students' difficulties in using personal pronoun in recount text?
2. What are the causes of students' difficulties in using personal pronoun in recount text?

### **E. Objective of the Study**

1. To measure the students' difficulties in using personal pronoun in recount text.
2. To find out the causes of students' difficulties in using personal pronoun in recount text.

### **F. Significance of the Study**

The result of this study will expect to give contribution to the following:

1. Theoretically
  - a. For English Teacher

The teacher will create better strategy to teaching personal pronouns so that the students can overcome their difficulties.

b. For the Students

This research may help the students about some common difficulties in using personal pronoun.

c. For the Researcher

It can be help to a further researcher who wanted to conduct research that was related to using personal pronouns.

2. Practically

The finding of the research can be reference for English teachers to improve students' grammar usage in writing recount text containing personal pronouns.

## **G. Previous Study**

First research was conducted by Hardiansyah, the tittle is “An Analysis on Difficulties Faced by Students in Understanding Personal Pronoun”. The purpose of the study is to identify the most common problems and examine the causes of students' confusion about personal pronouns at SMP Bahrul Ulum Jakarta. This study uses qualitative descriptive methodology. According to the study, the majority of students do not comprehend the meaning and purpose of personal pronouns. Because of various language concepts, students have

trouble understanding personal pronouns, and their comprehension is poor when teachers explain things to them during the learning process.<sup>6</sup>

Second research with the title “Students’ Problems in using English Pronoun at Junior High School Number 15 Jambi. The purpose of this study is to determine the English pronoun usage problems that students at SMP Negeri 15 in Jambi have when using personal pronouns and possessive pronouns. Qualitative research was used in this study. Students from SMP NEGERI 15 Jambi's seventh grade class served as the study's subjects. The study discovered that, with a total of 35.2% problems, object pronoun usage problems were the most frequent problems students encountered. Students still have trouble using personal and possessive pronouns, especially when trying to decide whether the subject or object of a sentence should come first. Using object pronouns is challenging because students still find it difficult to figure out when personal pronouns transform into subject, object, possessive adjectives, or possessive pronouns.<sup>7</sup>

Third research was conducted by Helty Sinaga, Herman and Bertaria Sohnata Hutauruk entitled “Students’ Difficulties in Using Personal Pronouns in Writing Recount Text”. The study focused on the use of possessive and personal pronouns. Finding the data for this study involved qualitative

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<sup>6</sup> Hardiansyah, ‘An Analysis on Difficulties Faced By Students in Understanding Personal Pronoun’ (Syarif Hidayatullah State Islamic University Jakarta, 2015).

<sup>7</sup> Siti; Wennyta Aisyah, ‘Students’ Problems in Using English Pronouns at Junior High School Number 15 Jambi’, *JELT: Journal of English Language Teaching*, 6.2 (2022), 149–56.

descriptive methods. The research instrument was a test that required participants to write a recount text of an experience that included personal pronouns. According to the study's research, using a personal pronoun as a possessive adjective presents the most difficulties (42%), followed by using a personal pronoun as a subject (34%), and then as an object (24%). Students continue to struggle with creating grammatical sentences, utilizing the correct tenses, and choosing the right words.<sup>8</sup>

This research and the previous studies above have a similar focus which is students' difficulties in using English pronouns, but the primary focus in this research is a personal pronoun as a subject and object. Even though all the research above has similar focus, however each research has its own differences. The focus on the first and second research is in a general context while this research focus on a recount text, third research focus is only in the difficulties faced by students in using personal pronouns by using a test, while this research focus is also not only going to analyze the students' difficulties in using personal pronoun, but also going to find out the causes that make the students still get difficulties in using personal pronoun in recount text, by using test to measure the difficulties and interview the students to know the causes of the difficulties that faced by students.

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<sup>8</sup> Herman Herman, Helty Sinaga, and Bertaria Sohnata Hutaauruk, 'Students' Difficulties in Using Personal Pronouns in Writing Recount Text', *Scientia: Jurnal Hasil Penelitian*, 5.1 (2020), 29–36 <<https://doi.org/10.32923/sci.v5i1.1341>>.



## **H. Organization of the Study**

Chapter I is Introduction. Which contains: background of the study, identification of problem, focus of the study, research question, objective of the study, significance of the study, previous study and organization of the study.

Chapter II is Theoretical Foundation. This chapter contains the theories of the personal pronoun and recount text from some experts who conducted the research related to this research.

Chapter III is Methodology of Research. This chapter consist of research method, data and source of the research, technique of data collection and technique of data analysis.

Chapter IV is Research Findings and Discussion. This chapter presents the result of data analysis and discussion.

Chapter V is Conclusion and Suggestion. This chapter presents the conclusion of the research and suggestion given by the researcher to the readers.