

CHAPTER I

INTRODUCTION

A. Background of Study

In this modern era, people are demanded to have more than one language. Language as a tool for communication takes an important role in our daily activities. Without communication, we will be left behind. Communication in foreign language is a bridge to get information, knowledge and culture. Indonesia as a developing country has realized that English as an International language is needed to be mastered by Indonesian people.

Language becomes an important thing and people around the world use it. It as gift from God to human beings as adjusted to one of the Holy Koran has stated in the Al-Hujarat verse 13 as follows:



Teaching English means teach four skills, they are listening, speaking, reading, and writing. The four skills should be taught consolidated. The language components like structure, vocabulary, pronunciation and spelling are taught to support the mastery of four language skills.

All of those skills have their own way to be mastered. L. G. Alexander also states the same statement, that is, *“The students must be trained adequately in all four basic language skills: listening, speaking, reading, and writing. If the teacher trains his students in all four skills, he must make efficient of the time at his disposal.”*³

English is essential to be taught for the younger people, for this case; students from the beginner up to the senior high school. In developing the students’ ability in mastering English, it cannot be separated from mastery of grammar, especially pronoun. Because it can be a measurement of students’ understand in English. The words which are uttered by someone who are learning the language will not be meaningful without having them arranged in a certain grammatical pattern appropriately. In order to give a message, a speaker will not be understood if he just says the words without arranging them. Hans. P. Guth states that *“Grammar is the system by which words are combined into larger units to convey ideas and information.”*⁴

³ L. G. Alexander, *Practice and Progress an Integrated Course for Pre-Intermediate Students*, (London: Longman Group Ltd. 1975), p. 8

⁴ Hans P. Guth, *Concise English Handbook*, (Wadsworth Publishing Company, Inc., 1970), p. 1

One of the grammatical patterns of English that is important to be taught is pronoun. By having the knowledge about pronoun, students are supposed to be able to make the sentences correctly. Grammar (Structure, in its narrow sense) of a foreign language is not an easy matter to learn for learners since it is different from their native language in some ways.

The observation is located in SMPN 1 Binuang and MTsN Binuang. Based on the writer's prior observation and consultation with the English teachers of SMPN 1 Binuang and MTsN Binuang, they said that the use of pronouns is very difficult for the students. Because, based on KTSP curriculum the stress of teaching English are four English skills, they are listening, speaking, reading and writing. So, the teachers do not have much time to teach it maximally. While, if we want to improve our writing, we must pay close attention to the material in this lesson. Using pronouns correctly is one of the sure signs of an accomplished writer. And using pronouns incorrectly immediately signals that you are not a careful or skillful writer. The writer is interested in getting the way to help them. So, the students can encounter some difficulties in learning English.

The writer focuses on the usage of pronouns; they are personal pronouns, possessive pronouns, and reflexive pronouns. The reason to choose those pronouns are because of the pronouns are the basic skills that supposed the students able to make sentences correctly and also help to choose the form of best pronoun suited to each particular word.

Before doing a research, the writer has done try out test to other students in MTsN Binuang and the result of try out can be consideration to improve the test. It can be seen in the appendix.

In this research, the writer is interested in comparing the students' mastery in using pronouns and the most students' common mistakes in using pronouns and also wants to know about is there any significant difference of students' mastery in using pronouns between the eighth grade students of SMPN 1 Binuang and the eighth grade students of MTsN Binuang. This research does not purpose to give a judgment which the better and the worse quality in teaching learning process. The writer hopes this research can be a sharing forum in revising the weakness and strength and improving the progress in the future.

Based on the explanations above, the writer is interested in getting a research entitled: **“A COMPARATIVE STUDY OF COMMON MISTAKES IN USING PRONOUNS OF THE EIGHTH GRADE STUDENTS OF SMPN 1 AND MTsN BINUANG TAPIN REGENCY IN ACADEMIC YEAR OF 2011/2012.”**

B. Statements of Problem

In this research, there are problems will be studied. The problems are formulated as follows:

1. How is the students' mastery in using pronouns of the eighth grade students of SMPN 1 Binuang and the eighth grade students of MTsN Binuang?
2. What are the most students' common mistakes in using pronouns of the eighth grade students of SMPN 1 Binuang and the eighth grade students of MTsN Binuang?
3. Is there any significant difference of students' mastery in using pronouns between the eighth grade students of SMPN 1 Binuang and the eighth grade students of MTsN Binuang?

C. Objectives of Study

The objectives of study are:

1. To obtain students' mastery in using pronouns of the eighth grade students of SMPN 1 Binuang and the eighth grade students of MTsN Binuang.
2. To identify the most students' common mistakes in using pronouns of the eighth grade students of SMPN 1 Binuang and the eighth grade students of MTsN Binuang.
3. To know is there any significant difference of students' mastery in using pronouns between the eighth grade students of SMPN 1 Binuang and the eighth grade students of MTsN Binuang.

D. Reasons for Choosing the Title

1. To know the quality of teaching and learning English of both schools.

2. It can be a sharing forum in revising the weakness and strength and improving the students' mastery in using pronoun in the future time.

E. Basic Opinion and Hypotheses

This study compares students' mastery in using pronouns and the most students' common mistakes in using pronouns in different school which has been taught English intensively as a compulsory subject. One is SMPN 1 Binuang as an Institutional major of learning English deeply and the second one is MTsN Binuang as Religion major that learning English as one of ability in supporting to improve the student understanding in modern era.

Based on the explanation above, the writer will make two temporary hypotheses about this research as follows:

Ho: There is no significant difference in students' mastery in using pronouns and the most students' common mistakes in using pronouns between the eighth grade students of SMPN 1 Binuang and the eighth grade students of MTsN Binuang.

Ha: There is significant difference in students' mastery in using pronouns and the most students' common mistakes in using pronouns between the eighth grade students of SMPN 1 Binuang and the eighth grade students of MTsN Binuang.

F. Significance of Study

The results that are going to be achieved in this research expected to:

1. Give information for teachers to take appropriate strategies to improve the success of teaching and learning process, especially in teaching pronoun.
2. Give consideration about some factors that may cause and influence students' failure in using pronoun.
3. Give basic information for other researcher who wants to do the same research in more enriched one.
4. Enrich the literary source of Antasari State Institute for Islamic Studies.

G. Definition of Key Terms

Then, to avoid any misinterpretation toward the title adopted in this research, the writer feels necessary to explain some terms as follows:

1. Comparative is involving comparison or measured or judged by comparing.⁵ In this research compares the students' mastery in using pronouns and the most students' common mistakes in using pronouns.
2. Study is a process of learning.⁶ It means how to do teaching and learning process happened in a class, and it is a process of transferring science through teaching learning activity.

⁵ A.S Hornby, *Oxford Advanced Learner's Dictionary of current English*: Revised and Updated, (Oxford: Univ. Press, 1995), p. 231

⁶ Martin H. Manser, *Oxford Learner's Pocket Dictionary*, (New York: Oxford Univ. Press, 1991), p. 412

3. In ELT, a mistake is based on knowledge that the students have, but haven't applied properly.⁷ Mistake meant here is the wrongness in using correct pronouns in the sentences.
4. The students meant here are the students of eighth grade of SMPN 1 Binuang and the students of eighth grade of MTsN Binuang in academic year of 2011/2012.
5. A Pronoun is a word used in place of a noun or another pronoun.⁸ It is a part of English grammar that is usually divided into several categories of pronoun. The ones we use most often, and that we need to pay special attention to, they are personal pronouns, possessive pronouns, reflexive and intensive pronouns, and interrogative pronouns. Even given all these different types, the function of the pronoun is always about the same: It replaces another word or group of words.

Based on the meanings above, this research is intended to compare mastery of the eighth grade students of SMPN 1 Binuang and the eighth grade students of MTsN Binuang in using pronouns and the most students' common mistakes in using pronouns.

H. Organization of Writing

This study is divided into five chapters as follows:

⁷ <http://www.definitions.net/definition/mistake>. Retrieved February 20, 2012

⁸ A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, Op. Cit., p.

The first chapter contains introduction, which consists of background of study, statements of problem, objectives of study, reasons for choosing the title, basic opinion and hypotheses, significance of study, definition of key terms, and organization of writing.

The second chapter contains theoretical review, divided into five sub chapters namely definition of pronoun, types of pronoun, the importance of pronoun in structure of English, mistake and its significance, and student's characteristics.

The third chapter contains method of research, which consists of setting, population and sample of research, data and sources of data, techniques of data collecting, design of measurement, research procedure, and techniques of data processing and data analysis.

The fourth chapter contains report of research result, which consists of general description about the settings of this study, presentation of data and data analysis.

The fifth chapter contains of conclusion and suggestion for the students and English teachers.