

CHAPTER I INTRODUCTION

A. Rationale

Language teaching in Indonesia not only teaches Indonesian but also teaches foreign language. It is significant in the communication era. Students learn Arabic, English and others. Since learning the international language widen students' communication scope.

One of the foreign languages is English and it is the first foreign language in Indonesia, which is important to absorb and to develop science, and technology art and culture and to build the relation with other nations, as Allah SWT says in the holy Koran as follow:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَىٰكُمْ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

In this case, in Indonesia, English becomes one of the important subject in some kinds of levels of school such us in elementary school, junior high school, senior high school and universities, including Islamic senior high school as junior high school under the Department of Religion Affairs. English is given to the students in order to support that they could be the people who are clever, have skill and attitude, and readily take a part in the development of the nation.

Adapting English as the first foreign language that is taught at school as in harmony with the communication era when people communicate one another throughout the world. Connecting with people from around the world needs

international language can be understood by both sides of speakers. English is one of international language which is widely used. It is used as native language and second language in many foreign countries.

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 which should be mastered in English. It helps students to construct grammars correctly either utterance or 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 that 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 (Islamic Senior High School) is senior high school with Islamic characteristic. In the process of instruction, it also adapts the same subject

¹ Departemen Pendidikan Nasional, *Pengembangan silabus dan Sistem Penilaian Mata Pelajaran Bahasa Inggris*, (Jakarta : 2004), p.5

with general senior high school, including English. It is intended to produce religious intellectual graduates.

State Islamic Senior High School 1 Martapura Gambut 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 TENTH YEAR STUDENTS IN USING ENGLISH PRONOUNS AT STATE ISLAMIC SENIOR HIGH SCHOOL 1 MARTAPURA GAMBUT ACADEMIC YEAR 2008-2009”.

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 tenth year students to understand and to apply English pronouns such as personal pronoun, reflexive pronoun, demonstrative pronoun, indefinite pronoun,

²AS. Hornby, *Oxford Advanced Learner's of Current English*, (New York : Oxford University Press, 1987), p.2

³ *Op. Cit*, p.670

interrogative pronoun, reciprocal pronoun and relative pronoun. Also, the writer will identify some factors influence the ability.

B. Statements of Problem

Concerning with the topic, the problems of this research can be stated as follows:

1. How is the ability of the tenth year students in using English pronouns at Islamic State Senior High School 1 Martapura Gambut?
2. What factors influence the ability of the tenth year students in using 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 seventh year of their study at Junior High School.
4. Islamic State Senior High School 1 Martapura Gambut is a senior high school that has English lesson as a subject.

D. Purpose of Research

The purposes of the research are to know:

1. The ability of the tenth year students in using English pronouns at Islamic State Senior High School 1 Martapura Gambut, and
2. Some Factors that influence the ability of the tenth year students in using English pronouns at Islamic State Senior High School 1 Martapura Gambut.

E. Significance of Research

The results of this research are for:

1. Giving information for teachers and educational decision makers to take appropriate strategies to improve the successfulness of teaching and learning process especially in improving students' English grammar.
2. Giving consideration about some factors that may cause and influence students' failure in learning English language.
3. Giving measurement to the English teacher about the students' ability in using English pronouns especially and English language generally.
4. Giving basic information for other researcher who wants to do the same research in more enriched one.
5. Enrich the literary source of State Institute for Islamic Studies Antasari library.

F. Organization of Content

To enable the writing of this research, the writer makes the writing organization consists of five chapters as follows:

Chapter one is introduction which consists of rationale, statement of problem, reason for adopting title, purpose of research, significance of research and organization of content.

Chapter two is theoretical review, divided into four sub chapters namely definition of pronouns, types of pronouns, the testing of pronouns, teaching grammar at senior high school and influential factors of students' ability in English pronoun.

Chapter three is methodology of research which consists of population and sample, data source of data and technique of data collection, basic framework of research, design of measurement, technique of data processing and analysis.

Chapter four is report of research result which consists of description of research location, data presentation and analysis.

Chapter five is closure which consists of conclusion and suggestion.