

CHAPTER I

INTRODUCTION

1.1 The Background of Study

Language is the communication that needs to interact with others, one of them is English. This is one of the international languages that many people have already known and learned. English is an international language used by everyone communicating with others from various country and it is very important to communicate with foreigners. In Indonesia, English has taught only in formal education, but Indonesian people have the motivation to learn English. In the past, English has taught only in the secondary schools, but currently, english lesson has been taught since elementary school, for a better future we must learn english. In learning a foreign language, we must have language skills. They are very necessary to be learned because they are useful in our lives. They are: listening, speaking, reading and writing. Brown (1994: 217) says that teaching English has four skills, that is listening, speaking, reading, writing skills as very important, all support one another. A part from these skills, they also learn English components such as grammar, vocabulary, pronunciation, translation, etc. We have to master it. But, no body is perfect, that means we can't know everything perfectly. If we can speak, so sometimes, we don't know how to write well or otherwise. Even thought we have studied English from elementary school to university, we have already learned, it's difficult to understand.

In writing, mastering grammar is very important. This is the basic of mastery of language. Without mastering grammar, writers will find it difficult on how to use it and the reader can't catch the author's message very well. According to Richard (1999), grammar is description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in language. It means that language ability whether spoken or written can be form evaluated based on grammar used. Even, the use of grammar will influence language meaning. According to Azar (1985), there are eight parts of speech in English grammar namely; noun, pronoun, verb, adverb, adjective, conjunction, preposition and interjection.

There are four types of writing, namely descriptive, narrative, expository, and persuasive or argumentative. We know that writing is the mastery of language skills. therefore, we must be able to write well. This is one of the most common ways to expand ideas and developing our talents. Hughey et al (1983: 33): say that through writing, we express our feelings, our hopes, our dreams and our joy as well as our fear, anger and frustration. We must pay attention to several ways in writing, especially in the narrative text, we tell about story of fairytale. In this case, the writes only take narrative text. The subject of the narrative text consists of narrating events, action or movement in the narrative. Sentences are usually arranged according to time order. According to Glatthorn (1980 cited in

Nurhidayati, 2006: 3) narrative paragraphs tell a series of related events: first this happened, then this happened, then this happened.

In this research, the writers discuss about pronoun especially Personal Pronouns. Personal Pronouns has eight types : Personal pronouns (subject and object pronouns), possessive pronouns, reflexive pronouns, demonstrative pronouns, interrogative pronouns, relative pronouns, indefinite pronouns, and reciprocal pronouns. In this case, writers will take subject pronouns and complement pronouns (objects pronouns) in narrative text. Personal Pronoun is part of grammar. It is very important in teaching and learning English. According to Mellie and Paniene (1976 quoted in Nurislami, 2004: 7) people's pronouns are indicated by 3 forms i.e. do they refer to the speaker, who was spoken to, or is being discussed. In this research, pronouns people mean the words used in place of nouns, like as: I, you, we, they, him, her, his, it, etc. It is very important to know. If you don't pay attention to the person pronouns in the text, then you have to repeat the same person's name or nouns in a sentence, that's why we have to change their pronouns because we don't know what should we put in a sentence. Based on Collin (1994 cited in Mimi Sapriia, 2006: 1) pronouns are words used instead of nouns, when we don't want someone's name or something directly, for example people's pronouns about subjects and objects. They are I, you, we, they, he, she, it and him, his, her, it, me, you.

According to Azar (1989: 226), there are kinds of Personal Pronouns. They are personal pronouns agreement with noun, agreement with indefinite pronouns, agreement with collective nouns. Each of them must be learned, so in making narrative text we can differ them. Based on Nurislami (2004) in his quantitative research, he focused his research on students' ability in using personal pronouns and possessive pronouns at MTS Air Tiris. In his research, he said that students of MTS Air Tiris werwe still less in using personal pronouns. Mimi Sapriia (2007) also said that students of MTSN Naumbay Air Tiris were difficult in using personal pronouns. Therefore, writers interest to do observation at SMP TALITAKUM.

SMP Talitakum is one of the schools in Medan. This school has many subjects. One of them is English. Based on the Talitakum Middle School syllabus (2007) there are four skills study here. They are listen, speak, read and write. English has taught twice a week. Writing is a lesson concluded in English. There are four types writing. namely narrative, descriptive, expository, persuasive or argumentative. But among these four, there are only three types of writing studied here. Namely narrative, descriptive, and expository writing. In addition, pronouns are also studied in English, it is one component in English grammar. Ideally, students can learn English well but in reality, students can't get good grades and difficulties in learning English, especially in using personal pronouns in narrative text.

Based on the results of observations with the English teacher at SMPS Talitakum, The writers found that most students still have difficulty using personal pronouns in writing narrative text. They don't understand about English personal pronouns and their functions. Unfortunately in the curriculum 2013 shows that students must be able to rearrange narrative text with due regard to social functions, text structure and use of appropriate language with the context. This means that most students have not been able to reach the indicators Curriculum 2013.

Based on the background of the study above, the writers interest in doing research about: **“Analysis of students’ ability in narrative text by using personal pronoun at the second grade of SMP TALITAKUM MEDAN”**.

1.2 The Problem of Study

Based on the background of the problems above, the focus of this study is Analysis of students’ ability in narrative text using personal pronoun at the second grade at SMP TALITAKUM MEDAN.

The focus of the study is then translated into four sub focus as follows:

1.2.1 How is the students’ ability in using personal pronouns in narrative text?

1.2.2 What are the difficulties of the students’ ability in using personal pronouns in narrative text?

1.3. The objectives

Place of research certainly has a purpose and benefits, as for the purpose and the benefits to be achieved by writers in this study are:

1.3.1 To find out the ability of the second grade students of SMP TALITAKUM in using personal pronouns in narrative writing.

1.3.2 To obtain the factors that influences the students’ ability in using personal pronouns in narrative writing.

1.4 Scope of study

This research will be focused on the use of personal pronouns to teach writing skills in junior high school. Classes will be given a number of personal pronoun-based activities that are consistent with the curriculum; the first is the writers provides narrative text to students, and students choose one of the topics provided by the writers, then students make essays from the chosen topic. And for the second stage, writers will conduct interviews with students about personal pronoun and narrative text. The subjects of this study were second grade, Talitakum Middle School. Material writing skills using personal pronouns. Essay writing strategy in accordance with the correct information.

1.5 Significance of the study

The research is very significant for :

1.5.1 For the teacher:

This study helps the teacher to know how far do the students understanding in using personal pronoun and to support the teacher create a better way to teach this topic.

1.5.2 For the Students:

This study can deep the students' understanding in mastery the personal pronoun. The result of this study can be a guideline for the students in using personal pronoun

1.5.3 For the other researcher:

This research can be used as a reference for other researchers who are interested in conducting further research related to personal pronoun.