

ABSTRACT

Benedictus Widi Nugroho. A Study of the English Pronouns and Identification of Their Antecedents in SMA English Reading Materials. Department of English Language Education Faculty of Language and Arts Education Sanata Dharma Institute of Teacher Training and Education. (The Sarjana Pendidikan Thesis). Yogyakarta, 1992.

Pronouns play important roles in a discourse. This has been pointed out by many scholars. However, the most outstanding role of pronouns is that they give great contributions to the construction of discourse coherence. This coherence is formed by relating the pronouns to their antecedents.

Knowing the relationship between a pronoun and its antecedent is of great importance because if one misses the relationship, then the messages conveyed in a discourse can not be understood. For this reason, then, the writer focuses his study on this matter, aiming at finding how much the third year students of SMA are able to identify the antecedents of the English pronouns in SMA reading materials.

The writer did his research in two SMAs in Ponorogo, namely: SMA Negeri 2 and SMA Muhammadiyah 'disamakan'. The research subjects were made up of 97 students from SMA Negeri 2 and 68 students from SMA Muhammadiyah 'disamakan'. The writer administered a test which contained some reading passages at SMA level in which two pronouns to identify were underlined.

The results of the research show that the students were not able to connect pronouns to their antecedents and thus failed to grasp the messages within the reading materials distributed. The writer analyzed the students' erroneous answers by classifying them according to the

types of pronouns involved, namely: *misidentification of personal pronoun antecedents, misidentification of possessive pronoun antecedents, misidentification of reflexive pronoun antecedents, misidentification of demonstrative pronoun antecedents, and misidentification of indefinite pronoun antecedents.*

The writer found that the students' erroneous answers could be explained under five factors: *recency, syntactic function of pronouns, semantic content of pronouns, the occurrence of potential antecedents, and knowledge of the world.* However, there were some cases where the writer could not explain under the five factors.

Since the writer thinks it important to increase the students' ability to relate a pronoun to its antecedent, the writer proposes some types of exercise which are mainly based on the order of difficulty. The first type is a type of exercise where the students are encouraged to connect a pronoun to its antecedent in the same sentence. The second type deals with a type of exercise where a pronoun and its antecedent are put in separate sentences. The third type, finally, is a type of exercise where the students are to identify the antecedents of pronouns in a paragraph.