A STUDY ON THE PROBLEMS OF THE EIGHTH GRADE STUDENTS AT SMP NEGERI 1 BANTUL IN COMPREHENDING PRONOUNS IN NARRATIVE TEXTS

A THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
Agnes Kartika Purwakusuma
Student Number: 041214108

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
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Approved by:

Dr. Retno Muljani, M.Pd.  Date 20 January 2011
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Student Number: 041214108

Defended before the Board of Examiners on 7 February 2011 and Declared Acceptable

Chairperson: C.Tutyandari, S.Pd., M.Pd.
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Member: Drs. Y.B. Gunawan, M.A.

Yogyakarta, 7 February 2011
Faculty of Teachers Training and Education
Sanata Dharma University

Drs. Yudisius Sarkim, M.Ed., Ph.D.
Which hope
we have as an anchor of the soul,
Both sure and steadfast, and which entereth
into that within the veil
(Hebrews 6:19)

One’s destination is never a place,
but rather a new way of looking at things.
(Henry Miller)

I do my thing, and you do your thing.
I am not in this world to live up to your expectations,
and you are not in this world to live up to mine.
You are you, and I am I.
And if by chance we find each other, it’s beautiful.
(Frederick E. Perl)

Dedicated to
My Heavenly Father,
My lovely parents, brother,
All family,
Partners and friends.
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the works of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 7 February 2011
The Writer

Agnes Kartika Purwakusuma
041214108
ABSTRACT


In learning English, learners unavoidably experience problems. One of the problems often experienced by beginners is comprehending the English pronouns. Problems in comprehending pronouns may become obstacles because pronouns have important roles as function words. As stated by Duffy and Sherman (1977), understanding the concept of function words is a crucial concern. Learners must know the meaning of pronouns that signal relationship to an antecedent in order to obtain the basic information from a passage. Thus, one who cannot comprehend the pronouns cannot comprehend the text easily.

The study on the students’ problems in comprehending pronouns in reading texts is important since the writer observed the problems occurred among the eighth grade students of junior high school. Therefore, the writer conducted this research. This study attempted to answer three research questions, namely, (1) What pronoun types can cause comprehension problems to the eighth grade students of junior high school?, (2) What pronoun functions can cause comprehension problems to the eighth grade students of junior high school?, and (3) What are the possible causes of the problems experienced by the eighth grade students of junior high school in comprehending pronouns in narrative texts?

In this study, the writer employed a descriptive research. Since this study implemented both the quantitative and qualitative approaches, the data gathered were numerical and non-numerical data. The data were collected from the results of the comprehension tasks, observations, and interviews. This study involved two classes for the observations, sixty-three eighth grade students at SMP Negeri 1 Bantul for the comprehension tasks, and ten eighth grade students at SMP Negeri 1 Bantul for the interviews.

The result of the study confirmed several things. First, the pronoun types that mostly caused comprehension problems to the eighth grade students at SMP Negeri 1 Bantul were the objective personal pronouns. The mean percentage of all students who made incorrect answers in this type of pronoun was 36.18%. In decreasing order, the results on the mean percentage of the other pronoun types in which the students also made incorrect answers were possessive personal pronouns (34.28%), subjective personal pronouns (32.69%), and reflexive pronouns (21.19%).

Second, the writer also discovered that pronoun function mostly caused comprehension problems to the eighth grade students at SMP Negeri 1 Bantul was the object function. The mean percentage of all students making incorrect answers in this pronoun function was 52.69%. In decreasing order, the results on the mean percentage of the other pronoun types in which the students also made incorrect answers were complement function (43.48%), and subject function (41.58%).
Third, the last research question aimed to analyze the possible causes of the problems experienced by the eighth grade students at SMP Negeri 1 Bantul in comprehending pronouns in narrative texts. According to the analysis, the possible causes of the pronoun comprehension problems in narrative texts were due to several factors such as distance, semantic content of pronouns, syntactic functions of pronouns, potential antecedents, vocabulary, and syntactic complexity. Yet, based on the interview results with some students and the observation of the students’ activities in performing the comprehension tasks, it was discovered that the causes mostly affecting the problems in comprehending pronouns in narrative texts to occur came mostly from semantic content of pronouns factor and vocabulary factor.
ABSTRAK


Dalam belajar Bahasa Inggris, para siswa tak dapat dipungkiri akan mengalami permasalahan. Salah satu masalah yang seringkali dialami para pemula adalah pemahaman kata ganti dalam Bahasa Inggris. Permasalahan-permasalahan dalam pemahaman kata ganti dalam Bahasa Inggris dapat menjadi halangan karena kata ganti mempunyai peranan yang penting sebagai suatu kata fungsi. Seperti dikemukakan oleh Duffy and Sherman (1977), memahami konsep dari kata fungsi adalah suatu hal yang sangat penting. Para siswa harus mengerti makna kata ganti yang mengisyaratkan hubungan ke sebuah antecedent agar dapat memperoleh informasi mendasar dari sebuah bacaan. Oleh karena itu, seseorang yang tidak dapat memahami kata ganti, tidak dapat memahami bacaan dengan mudah.

Studi tentang permasalahan para siswa didalam memahami kata ganti mempunyai peranan yang penting karena penulis mengamati permasalahan tersebut muncul diantara para siswa SMP kelas delapan. Oleh karena itu, penulis melakukan penelitian ini. Studi ini bertujuan untuk menjawab tiga pertanyaan, yaitu (1) Manakah jenis kata ganti yang dapat menimbulkan masalah pemahaman pada siswa-siswa SMP kelas delapan?. (2 ) Manakah fungsi kata ganti yang dapat menimbulkan masalah pemahaman pada siswa-siswa SMP kelas delapan?. (3) Apakah kemungkinan penyebab dari masalah-masalah yang dialami para siswa SMP kelas delapan dalam memahami kata ganti yang muncul dalam teks-teks naratif?.

Dalam studi ini, penulis menggunakan penelitian deskriptif. Karena penulis menerapkan pendekatan kuantitatif dan kualitatif, data yang diambil bersifat angka maupun bukan angka. Data tersebut diambil dari hasil tugas komprehensi, observasi, dan wawancara. Studi ini melibatkan dua kelas untuk observasi, enam puluh tiga siswa kelas delapan di SMP Negeri 1 Bantul dalam tugas komprehensi, dan sepuluh siswa dalam wawancara.

Hasil dari studi ini menegaskan beberapa hal. Pertama, jenis kata ganti yang paling banyak menimbulkan masalah pemahaman pada siswa kelas delapan di SMP Negeri 1 Bantul adalah kata ganti jenis personal objektif. Presentase rata-rata dari seluruh siswa yang memberikan jawaban salah pada jenis kata ganti ini adalah 36,18%. Dalam urutan menurun, hasil persentase rata-rata dari jenis kata ganti lain dimana para siswa juga memberikan jawaban salah adalah kata ganti kepunyaan (34,28%), kata ganti personal subjektif (32,69%), dan kata ganti refleksif (21,19%).

Kedua, penulis juga menemukan bahwa fungsi kata ganti yang paling banyak menimbulkan permasalahan pada siswa kelas delapan di SMP Negeri 1 Bantul adalah kata ganti yang berfungsi sebagai objek. Persentase rata-rata dari seluruh siswa yang memberikan jawaban salah pada fungsi kata ganti ini adalah
52.69%. Dalam urutan menurun, fungsi kata ganti dimana para siswa juga memberikan jawaban salah adalah fungsi komplement (43,48%), dan fungsi subjek (41,58%).

Ketiga, pertanyaan terakhir bertujuan untuk menganalisa kemungkinan penyebab dari masalah-masalah yang dialami oleh para siswa kelas delapan di SMP Negeri 1 Bantul dalam memahami kata ganti yang muncul dalam teks-teks naratif. Berdasarkan analisa, kemungkinan penyebab dari masalah-masalah pemahaman kata ganti disebabkan beberapa faktor seperti jarak, konten semantik dari kata ganti, fungsi sintaksis dari kata ganti, antecedent yang potensial, perbendaharaan kata, dan kompleksitas sintaksis. Meski demikian, berdasarkan hasil dari wawancara dengan beberapa siswa maupun observasi kegiatan siswa pada waktu mengerjakan tugas komprehensi, diketahui bahwa penyebab yang paling mempengaruhi masalah-masalah yang timbul didalam memahami kata ganti yang muncul dalam teks-teks naratif kebanyakan berasal dari faktor konten semantik, dan faktor perbendaharaan kata.
LEMBAR PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Yang bertanda tangan di bawah ini, saya mahasiswa Universitas Sanata Dharma:

Nama : Agnes Kartika Purwakusuma
Nomor Mahasiswa : 041214108

Demi pengembangan ilmu pengetahuan, saya memberikan kepada Perpustakaan Universitas Sanata Dharma karya ilmiah saya yang berjudul:

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Beserta perangkat yang diperlukan (bila ada). Dengan demikian saya memberikan kepada Perpustakaan Universitas Sanata Dharma hak untuk menyimpan, mengalihkan dalam bentuk media lain, mengelolanya dalam bentuk pangkalan data, mendistribusikannya secara terbatas, dan mempublikasikannya di Internet atau media lain untuk kepentingan akademis tanpa perlu meminta ijin dari saya maupun memberikan royalti kepada saya selama tetap mencantumkan nama saya sebagai penulis.

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Dibuat di Yogyakarta
Pada tanggal: 7 Februari 2011

Yang menyatakan

(Agnes Kartika Purwakusuma)
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This page is dedicated to the people in my life for their never-ending support, love, and prays during the time I finished my thesis.

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DIS : Distance Factor
SC : Semantic Content of Pronouns Factor
SF : Syntactic Function of Pronouns Factor
PA : Potential Antecedents Factor
SCOM : Syntactic Complexity Factor
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CHAPTER I
INTRODUCTION

In this chapter, the writer elaborates six fundamental issues of the study, namely, the research background, problem formulation, problem limitation, research objectives, research benefits, and definition of terms.

A. Research Background

English serves as an international language (Smith, 1983). It is used not only for communication in the English speaking countries but also in other wider areas. Its role as a global communication device is unavoidable since it is used in various intellectual, economics, and cultural areas (Mac Kay, 2002; Chrystal, 2003).

In Indonesia, English is studied as a foreign language in formal settings (such as schools). People in Indonesia do not use English for communication in their daily lives (Setiyadi, 2006). Nevertheless, the ability to master English language has become a necessity in this present time. English is becoming an asset to compete in the globalization era. Particularly, our national curriculum also treats English as one of the requirements in determining the students’ graduation.

In learning English, learners unavoidably experience problems. One of the problems often experienced by beginners is identifying English pronouns.
According to Nunan (1993), mid primary students have problems identifying very basic and very simple anaphoric relationships marked by pronouns.

Problems in identifying pronouns may become obstacles because pronouns have important roles as one of the function words. Duffy and Sherman (1977: 35) in *Systematic Reading Instruction* state that:

“Children’s function word vocabulary is one of crucial concern. They must grasp the concepts signaled by such seemingly insignificant words as *on*, *or*, *if*, *because*, *while*, and *any*, because these words signal the syntactical relationships among the content words. For instance, to obtain the basic information from a passage, children must know the meanings of prepositions that signal both positional and time relationships; of pronouns that signal a relationship to an antecedent…”

Thus, in order to obtain the basic information from a passage, one should be able to recognize the relationship between pronouns and antecedents (Warriner, 1982; Grabe and Stoller, 2002). One who cannot comprehend the pronouns, cannot comprehend the text easily. This claim is also supported by Nunan in 1982 who found a high correlation between general reading ability of secondary students and the students’ ability to identify cohesive relationships in secondary school texts (Nunan, 1993). In other words, it can be said that pronoun comprehension in a text is important in order to achieve reading comprehension.

In learning English as a foreign language in Indonesia, the writer also observed the problems in comprehending pronouns among beginning learners such as the eighth grade students. Based on the writer’s observation, the eighth grade students still experienced problems in identifying the appropriate antecedent for a certain pronoun in a passage. As Duffy and Sherman (1977) state previously, the ability to grasp the concept and meaning of pronouns in a passage is
significant to obtain the basic information from a passage. Thus, the problem of the eighth grade students to recognize the relationship among pronouns and their antecedents may become barrier for them to grasp the basic information from a passage.

The contribution of pronoun comprehension to reading comprehension is also stated explicitly by Burns, Roe, and Ross (1984). According to Burns, et al. (1984) the level of the reading comprehension in interpretive reading level is determined by the ability in deriving ideas that are implied rather than directly stated. One of the abilities involved in this comprehension level is inferring referents of pronouns. This ability is interpreted by Kurikulum Tingkat Satuan Pendidikan as one of the requirements in determining the level of reading comprehension in junior high school level (Standar Kompetensi Lulusan in Lampiran Peraturan Menteri Pendidikan Nasional Nomor 78 Tahun 2008) along with the other abilities such as the ability to identify the main idea, to gain the explicit or implicit information, to identify word meaning, phrases, and sentences from the printed materials (see Appendix F).

Another problem experienced by the eighth grade students is the different pronoun system between the Indonesian pronoun system and the English pronoun system. In the Indonesian pronoun system, the form of a pronoun in a sentence remains the same regardless its different position in a sentence. For example the pronouns dia, saya, mereka, kami, etc in Bahasa Indonesia which occupy the subject position will not change their form whenever they appear in object position. Yet, a different pronoun form is required in the English pronoun system
whenever a pronoun occurs in a different position. Another difference between the Indonesian pronoun system and the English pronoun system lies on the pronouns of the third singular person. The English pronoun system divides its third singular pronouns into feminine pronoun (she) and masculine pronoun (he). In Indonesian pronoun system, the distinction based on gender does not exist. The pronoun of the third singular person in *Bahasa Indonesia*, either feminine or masculine, remains the same. The pronoun of the third singular person in *Bahasa Indonesia* is represented by the pronoun *dia* (Yogi Santoso, 2004).

Based on the previous explanations, it can be concluded that pronoun comprehension in narrative texts is important for the eighth grade students. There first reason is because pronoun comprehension is one of the abilities which determine the reading comprehension of narrative texts studied by the eighth grade students (Standar Kompetensi Lulusan in Lampiran Peraturan Menteri Pendidikan Nasional Nomor 78 Tahun 2008). Further, pronouns are the words which occur most frequent in a passage signaling the syntactical relationship among the content words (Frank, 1972; Duffy and Sherman, 1977). As a consequence, the failure in comprehending pronouns will become barrier for the students to convey the basic message from a text (Warriner, 1982; Grabe and Stoller, 2002). Even more, the pronoun comprehension becomes more crucial in grasping the message in a narrative text since the occurrence of pronouns in a narrative text is the most varied among the occurrence of pronouns in the other text types (Derewianka, 1990). Thus, when a student is unable to comprehend the
various pronouns in a narrative text he is likely to experience problems to grasp the message of the text.

The problems related to pronoun comprehension among the eighth grade students led the writer to conduct this study. Throughout this study, the writer is eager to discover the pronouns that cause most problems as well as to discover the possible causes that mostly affect the problems to occur.

B. Problem Formulation

The problems of the study are formulated as follow:

a. What pronoun types can cause comprehension problems to the eighth grade students of junior high school?

b. What pronoun functions can cause comprehension problems to the eighth grade students of junior high school?

c. What are the possible causes of the problems experienced by the eighth grade students of junior high school in comprehending pronouns in narrative texts?

C. Problem Limitation

The focus of this study is the problems in comprehending pronouns in narrative texts experienced by the eighth grade students of SMP Negeri 1 Bantul. To collect the data, the writer employs an instrument in which it uses the term of comprehension task since the instrument has never been tested before. In this study, the writer does not include all types of pronouns but only includes those
which have been familiar for the eighth grade students such as subjective personal pronouns, objective personal pronouns, possessive personal pronouns, and reflexive pronouns. Further, the writer also limits the type of text involved for this study, which is the narrative text type. The writer chooses narrative text type because this type of text involved most varied pronouns among any other pronouns (Derewianka, 1990).

D. Research Objectives

The objectives of this research are:

a. To identify the pronoun types which cause comprehension problems to the eighth grade students of junior high school.

b. To identify the pronoun functions which cause comprehension problems to the eighth grade students of junior high school.

c. To analyze the possible causes of the problems experienced by eighth grade students of junior high school in comprehending pronouns in narrative texts.

E. Research Benefits

This research hopefully will be beneficial for:

1. Junior High School English Teachers and Students

Through this research, the teachers will be able to understand the problems in comprehending pronouns in narrative texts. By understanding those factors, the teachers will be able to create some strategies to reduce the problems faced by
the students and to improve the students’ abilities in comprehending pronouns in reading texts.

2. Further Researchers

This study can be treated as one of the basis for further researchers to conduct research in pronoun comprehension problems especially when they conduct researches in English Foreign Language (EFL) reading class in Indonesia.

F. Definitions of Terms

This section presents the definitions of terms which aim to avoid confusion, namely a pronoun, an antecedent, a narrative text, and comprehension problems.

1. A pronoun

A pronoun is a word used in place of a noun or phrases (Quirk, Greenbaum, Leech, and Svartvik, 1985). There are seven types of pronouns, such as personal pronouns, reciprocal pronouns, demonstrative pronouns, interrogative pronouns, relative pronouns, reflexive pronouns, and indefinite pronouns. In this study pronouns refer to personal pronouns, and reflexive pronouns used in narrative reading texts.

2. An antecedent

An antecedent is the word or a phrase which a pronoun refers to (Quirk et al., 1985). In this study, an antecedent is the word or phrase occurring in narrative reading texts in which a pronoun refers to.
3. A narrative text

A narrative is a kind of text which tells about fictional events. This text consists of orientation, evaluation, complication, resolution, and re-orientation. The function of narrative text is to amuse and entertain the readers (Derewianka, 1990). The students of the eighth grade usually read about local or foreign fairytales such as Bandung Bondowoso, Cinderella, and so on.

4. Comprehension problems

To comprehend means the ability to understand and interpret spoken or written language. Thus, to comprehend in this study means the ability of the eighth grade students of junior high school to understand and interpret pronouns in narrative texts (Crystal, 1991). Comprehension problems refer to the problems experienced by the eighth grade students in understanding and interpreting pronouns in narrative texts correctly.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of some theories related to the focus of the study and formulates the theoretical framework of the study. For this reason, the writer divides this chapter into two major sub-headings, namely theoretical description and theoretical framework. The theoretical description provides the theoretical review related to the focus of the study, whereas the theoretical framework explains the sequence of the theories to formulate the orientation of the study.

A. Theoretical Description

There are three main issues raised in the study, namely reading comprehension, pronouns, and reading in Kurikulum Tingkat Satuan Pendidikan. Accordingly, the discussion of those three issues was based on the previous literatures or researches.

1. Reading Comprehension

Reading is not performed in a vacuum. It means that reading is an activity with a purpose performed within a social context. Each person may read with different purpose. One may read with the intention of gaining information or commenting on a writer’s ideas. The other may read for enjoyment, or to improve knowledge of the language being read. The purpose of reading also
determines the appropriate approach to reading comprehension. One who needs to know whether he can afford to eat at certain restaurants needs to comprehend the pricing information listed on the menu, but does not need to identify the name of every food listed (Gebhard, 2000). Gebhard (2000) also defines that reading is an interactive process that goes between the reader and the text, resulting in comprehension. It involves the readers’ use of knowledge, skills, and strategies to conclude the meaning presented by text.

Since reading is an interactive process that goes between the reader and the text, the text itself should be appropriate for the reader. According to Krashen and Terrell (1983), a text is appropriate for readers if it meets two criteria. It must be at an appropriate level of complexity and the reader has to find it interesting. Complexity in a text can have several sources, three of them are: vocabulary, syntax, and semantics. Krashen and Terrell (1983) state that too many unfamiliar words in a passage can render the passage incomprehensible. On the other hand, the reader need not know every word to succeed in extracting meaning.

Meanwhile, the syntactic complexity may also complicate the comprehension of the message especially if the readers face a text on an unfamiliar topic. Long sentences, especially with embedded clauses, will be more difficult to process. Yet, syntactic complexity is not the only factor in reading difficulty. Another source of complexity in a text is semantics. Semantic difficulty can arise from several sources. One source is the degree of familiarity readers have with the topic. Passages on familiar topics will
certainly be more comprehensible. Semantic difficulty may also arise from the inherent complexity of the topic discussed in the text (Krashen and Terrell, 1983).

Those factors of the text complexity may obstruct the comprehension of the text which becomes the goal of all readers. Thus, Burns et al. (1984) defines four levels of comprehension to explain the skills needed for attaining comprehension in each level. Those levels are as follow:

a. Literal Reading
Reading for literal reading comprehension, which involves acquiring information that is directly stated in a selection, is important in and of itself and is also a prerequisite for higher-level understanding. Examples of the skills involved are the ability to follow directions and ability to restate the author’s material in other words. Recognizing stated main ideas, details, causes and effect, and sequences is the basis of literal comprehension, and a thorough understanding of vocabulary, sentence meaning, and paragraph meaning is important.

b. Interpretive reading
Interpretive reading involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. Skills for interpretive reading include:

1. inferring main ideas of passages in which the main ideas are not directly stated
2. inferring cause-main-and-effect relationships when they are not directly stated

3. inferring referents of pronouns

4. inferring referents of adverbs

5. inferring omitted words

6. inferring mood

7. inferring the author’s purpose in writing

8. drawing conclusion

c. Critical reading

Critical reading is evaluating written material - comparing the ideas discovered in the material with known standards and drawing conclusions about their accuracy, appropriateness, and timeliness. The critical reader must be an active reader, questioning, searching for facts, and suspending judgment until he or she has considered all of the material.

d. Creative reading

Creative reading involves going beyond the material presented by the author. It requires readers to think as they read, just as critical reading does, and it also requires them to use their imaginations. According to Helen Huus (1967) as stated by Burns et al. (1984), it “is concerned with the production of new ideas, the development of new insights, fresh approaches, and original constructs.”
2. Pronouns

According to Quirk et al. (1985), pronouns comprise a varied class of closed-class words with nominal function. Semantically, pronouns may substitute for a word or phrase. Pronouns may signal, as personal pronouns like her, that reference is known within the linguistics or situational context. Pronouns may also stand for a very general concept so that its reference includes the reference of indistinct noun phrase: somebody for example, indicates a broad class of people including a girl, a man, a secretary, a woman, etc. Some pronouns also have morphological characteristics that nouns do not have namely case, person, gender, and number.

- Case: there is a contrast between subjective and objective cases: I/me, she/her, who/whom, etc.
- Person: there is a contrast between first, second, and third persons: I/you/she, etc.
- Gender: there are obvious grammatical contrasts between personal and impersonal gender; and between masculine and feminine: he/she/it.
- Number: there are morphologically unrelated number forms, as in I/we, he/they, as opposed to the typical regular formation of noun plurals: girl/girls, etc.
a. The Subclass of Pronouns

Some experts define the subclass of pronouns. The distribution is stated as follows:

1) Personal Pronouns

Personal pronouns are the most common reference words. Pronouns included in personal pronouns are *I, you, he, she, it, we,* and *they.* Those personal pronouns have object forms such as *me, him, you, her,* and *it.* They also have possessive forms such as *my, your, their,* etc (Salkie, 1995). These possessive forms are known as possessive pronouns. According to Cobbett (1983), the first person is the pronoun which represents, or stands in the place of the name of the person who speaks. The pronoun which stands in the place of the name of the person who is spoken to, is called the second person. For pronoun that stands in the place of the name of the person who is spoken of, it is called third person. As added by Salkie (1995), the first and the second person pronouns such as *I, you,* and *we* are normally used for situation reference since they involve the speaker/writer and the hearer/reader. The third personal pronouns are used for situation reference in speech and for text reference in writing.

2) Demonstrative Pronouns

Demonstrative pronouns mark or demonstrate the nouns before which they are placed or for which they sometimes stand. They are *this,*
these, that, those, which and what. The wh-question word such as which or what can serve a determiner function or a pronominal function. When utilize as pronominal use, it needs sufficient context in order to be interpretable.

Demonstrative pronouns of English vary along two dimensions: number and proximity. The number dimension is shown by their use in marking the singular or plural noun. This and that are considered as singular demonstrative pronouns because they point at singular noun. In the other hand, these and those are considered as plural demonstrative pronouns since they signify plural nouns.

Proximity dimension is confirmed by the use of this and these which normally point to something nearby, and that and those which pick out something further away (Salkie, 1995). In other words, this and these have a sense of “nearness” and that and those have a sense of “distance”. The nearness or distance being conveyed here could be spatial, temporal (this = now vs. that = then), psychological (this = more preferred vs. that = less preferred), or simply sequential (this = first mention vs. that = second mention).

The use of demonstrative seems to follow somewhat different patterns of use in spoken and written English (Celce-Murcia and Larsen-Freeman, 1999). Their use is considered under the headings of three references specifically situational reference (reference to the extralinguistics situation), anaphoric reference (coreference to an earlier
part of the discourse), and cataphoric reference (coreference to a later part of the discourse) (Quirk et al., 1985).

3) Reflexive Pronouns

The reflexive pronoun is a combination of –self (singular)/-selves (plural) with one of the personal pronouns or with the impersonal pronoun one. The reflexive pronoun generally refers to an animate being, usually a person. The most common use of the reflexive pronoun is as an object that “reflects back” to the subject; in other words, it has the same identity as the subject.

4) Reciprocal Pronouns

The reciprocal pronoun has the same identity as the subject. It acts as object that typically refers back to subject in the same sentence. The reciprocal pronoun indicates that the individual members of a plural subject mutually react one on the other hand. Therefore, the subject for these forms must be conjoined or plural. The reciprocal pronouns are each other and one another (Frank, 1972, Celce-Murcia and Larsen-Freeman, 1999).

5) Relative Pronouns

Relative pronouns refer to noun antecedents which immediately precede them. They serve as both pronouns and connectives. They
introduce and function within dependent adjective or noun clauses in which they serve as subjects or objects. The most common relative pronouns are *who* (for person), *that* (for persons or things), *which* (for things). The two latter pronouns always remain the same through all numbers, genders, and cases. Yet, the pronoun *who* changes its ending in order to express the possessive and objective cases, as *who, whose, whom* (Cobbett, 1983).

6) **Interrogative Pronouns**

Interrogative pronouns are formally identical with the *wh*-series of relative pronouns, but have a different function. The function of interrogative pronouns is to ask question. *Who, whom, and whose* are subjective, objective, and genitive case forms respectively, and have personal reference. The other interrogatives are not distinctive for case and gender. The interrogative *what* and *which* can be personal or nonpersonal:

\[
\begin{align*}
& \text{What candidate will you vote for?} \\
& \text{Which party are you in favor in?}
\end{align*}
\]

But the interrogative pronouns *who* and *whom* are personal only:

\[
\begin{align*}
& \text{Who told you where I was?} \quad \text{Who(m) do your admire most?}
\end{align*}
\]

In objective use, *who* is informal and *whom* is formal. As prepositional complement, only *whom* can normally follow the
preposition, whereas both *who* and *whom* can take initial position leaving the preposition deferred at the end of the clause.

eg. For *whom* is she working? (BUT NOT: *For who is she working?*)  
*Who(m)* is she working for?

7) **Indefinite Pronouns**

Indefinite pronouns refer to indefinite (usually unknown) persons or things, or indefinite quantities. They lack the element of definiteness which is found in the personal, reflexive, possessive, and demonstrative pronouns, and to some extend also in the *wh*-pronouns. They occur as compound forms and consist of *somebody, someone, something, anybody, anyone, anything, nobody, no one, nothing, everybody, everyone,* and *everything.* –*Body* and –*one* mean “person” in general. –*Thing* refers to an inanimate or abstract concept, or to an entity not clearly identifiable as a person (e.g. “Shh! *Something* moved”). The forms with *no-* generally make a sentence negative rather than the form with *any-* or *every-* plus a negative verb.

Beside those compound pronouns, many grammarians also include the numerals (*one, first*, etc) among the indefinite pronouns. Although the numerals refer to definite quantities, they resemble indefinite pronouns in many ways. The most common numeral serving as indefinite pronoun is *one.* We use *one,* as a pronoun meaning ‘everyone/anyone’, to refer to ‘people in general’ only when we want to be formal. Yet, we do not use
one in place of an uncountable noun. One also has the plural form so-called ones. This form is used in order to avoid repeating a plural countable noun. Both one and ones are used for people as well as things.

b. The Functions of Pronouns

According to Quirk et al. (1985), pronouns in English perform three functions namely subject, object, and complement. The explanation is as follows.

1) Pronouns as Subjects

A pronoun performs as a subject of a clause whenever it stands in the subject position. This performance usually is occupied by subject pronouns. For example the following clause:

He plays football.

In this sentence, he (subject pronouns) occupies the subject position in a clause, whereas play (verb) occupies as predicate of the clause, and football occupies as object of the clause.

Yet, not only subject pronouns category which can stand as a subject of the clause but also possessive pronouns can. The example of English possessive pronouns which occupy as the subject of clause is in the following sentence:

Mine is the blue coat. (mine functions as the subject)
2) Pronouns as Objects

In English clause, a pronoun can also stand as an indirect or direct object of a clause. This function is performed by object pronouns. For example, the noun phrase *the cookie* functions as the direct object of the clause *the child ate the cookie*. The noun phrase *my sister* functions as the indirect object of the clause *my father gave my sister a gift*. Another examples of pronouns standing as objects of clauses are in the following:

- My brother kicked *me*. (*me* functions as the direct object)
- My husband baked *me* cookies. (*me* functions as the indirect object)

In addition, the English possessive pronouns and English reflexive pronouns can also perform as objects of clauses. The examples are:

- My husband brought *mine*. (*mine* functions as the direct object)
- The roses are *mine*. (*mine* functions as the direct object)
- I gave *mine* a bath. (*mine* functions as the indirect object)
- We punished *ourselves* for the mistake. (*ourselves* functions as the direct object)
- The old woman drew *herself* a bath. (*herself* functions as the indirect object)

3) Pronouns as Complements

The last function of pronouns within clauses is as a complement. Pronouns categories which fall into this function are subject pronouns, object pronouns, possessive pronouns, and reflexive pronouns. Subject pronouns, object pronouns, and possessive pronouns can serve the function as predicate nominative or subject complements. Predicate
nominatives are defined as nouns, noun phrases, and pronouns that follow a linking verb such as *be* (*am, are, is*) and refer back to the subject. For example:

- My aunt is *she*. (*she* functions as the predicate nominative)
- The librarian is *her*. (*her* functions as the predicate nominative)

On the other hand, only object pronouns, possessive pronouns, and reflexive pronouns can serve as object of prepositions or prepositional complements. The examples are:

- The letter arrived for *me*. (*me* functions as the prepositional complement)
- You can stay at *mine*. (*mine* functions as the prepositional complement)
- They laughed at *themselves*. (*themselves* functions as the prepositional complement)

c. **Pronouns Interpretation**

Pronouns help to provide connections that make the parts of a discourse cohere or stick together (Halliday and Hasan, 1976). They make a greater unity and continuity within a paragraph so that sentences flow smoothly into the next (John and Yates, 1978; Warriner, 1982; Arnaudet and Barrett, 1990). The contribution of pronouns in creating relationship within a written text is even greater. The failure in recognizing the relationship created by pronouns may lead one to the lack of comprehension for a written text. As Chapman said in Nunan (1993), the perception of cohesion is a significant factor in successful reading
performance. His research shows that pupils having high scores on standardized reading tests are also most able to perceive cohesive relationships in texts. In line to this research was a research conducting by Nunan in 1982 (Nunan, 1993). It is found that there is a high correlation between general reading ability of secondary pupils and the ability to identify cohesive relationships in secondary school texts. Researchers also find that mid-primary pupils have great difficulty identifying very basic and very simple anaphoric relationships such as pronouns. Moreover, it has been shown that children comprehend best when the noun form, rather than pronouns or ellipsis, occurs in written discourse.

e.g. John was late for school.  
*He* came in with a note, and apologized to the teacher.

In the case above, comprehension would have been enhanced by using *John* rather than *He* in the second sentence.

All of the studies above show the importance existence of pronouns within written discourse. Thus, one who wants to comprehend a text better must also be able to identify the existence of a pronoun. In accordance, several factors may influence one’s ability in referring a pronoun to its antecedent within a written text. Those factors are discussed in the following paragraphs.

1) **Distance**

According to a research by Yekovich, Walker, and Blackman in 1979 (Granham, 1985), it was found that people expect anaphor to occur in the
given portion of the current sentence and to have their antecedents in the new part of the previous sentence. As many studies (e.g. Clark and Sengul, 1979) also explained, this expectation indicated that antecedents in clauses close to the anaphor are preferred to those in clauses further away (Granham, 1985). This phenomenon is to say that people tend to choose pronoun that occurs immediately after its antecedent. Thus, pronoun that does not immediately occur after the occurrence of its antecedent will give people difficulty to interpret it.

2) Semantic Content of Pronouns

Some anaphor are easily resolved because the semantic content of the anaphor itself reduces the possible antecedents to one. This is applied for personal pronouns such as she, he, they, etc that have morphological characteristics namely case, gender, and number (see part B. Pronouns). An example for the application of semantic content to resolve a pronoun with its antecedent is as follows:

John sold Sue his car because he hated it.

If he is unstressed, it must refer to John. This identification is valid because according to its semantic content he is considered as a singular masculine pronoun. Thus, the only antecedent that corresponds is John. However, if Sue is replaced by Bill, it is not immediately clear to whom the pronoun refers.
3) **Syntactic Function of Pronouns**

Syntactic function of pronoun refers to the position of a pronoun in a sentence (Nugroho, 1992). According to Nugroho (1992), the same position of a pronoun and its antecedent may encourage the students to use parallel function strategy. Grober, Beardsley, and Caramazza as cited by Garnham (1985) presented the use of parallel function in pronoun comprehension. This strategy shows that the antecedent of a pronoun plays the same role in its clause (e.g. subject or object) as pronoun in its. The application of the strategy is as follows:

> John sold Bill his car because he hated it.

In this sentence, *he* is correctly interpreted to be *John* using parallel function strategy. Both *John* and *he* in this sentence are occupied as subjects. Through this strategy, it is shown that the syntactic function of pronouns may also influence the reader’s interpretation. This influence occurs from the fact that the pronoun may also occupy the same position of its antecedent. Yet, we cannot always apply it to determine our interpretation of pronoun because this factor is not always applicable to all sentences. For example for the sentence below:

> John sold Bill his car because he needed it.

*He* in this sentence cannot easily be interpreted to be *John*. In this sentence, there is a possibility that *he* can be interpreted as *Bill*. Through this example, it is proven that a pronoun may not always hold the same position with its antecedent.
4) Potential Antecedents

A set of potential antecedents may become a factor in the search of antecedents. Potential antecedents include the nouns or noun phrases in the reading text which may be potential enough to be referred to by a pronoun. The reader may feel disturbed by this fact. The example of the occurrence of potential antecedents is as follows:

Mrs. Wilson and Mrs. Smith are sisters. Mrs. Wilson lives in a house in Duncan and Mrs. Smith lives in a condominium in Victoria. One day Mrs. Wilson visited her sister. When her sister answered the door she saw tears in her eyes. “What’s the matter?” she asked. Mrs. Smith said “My cat Sammy died last night and I have no place to bury him.”

In the passage above, there are potential antecedents for the personal pronoun she. The reader may feel confused by this fact. He or she cannot easily decide the correct antecedent of this pronoun because there are two potential antecedents, Mrs. Wilson and Mrs. Smith.

If the reader feels that the occurrence of potential antecedents is a problem to him or her, it will be difficult to decide the correct antecedent. Thus, the reader has to have knowledge about the semantic content of pronoun. If he or she does not have the knowledge about the semantic content of pronoun, deciding the correct antecedent among several potential antecedents will be more complex for him or her.
3. Reading in Kurikulum Tingkat Satuan Pendidikan

The curriculum of Indonesian education is called Kurikulum Tingkat Satuan Pendidikan (KTSP). This curriculum has been implemented since 2007. It is derived from the improvement of Competencies Based Curriculum 2004. This curriculum is described as operational curriculum which is constructed and implemented in every school level. In this curriculum, every school level autonomously constructs their syllabus based on their own characteristics. Yet, Badan Standar Nasional Pendidikan (BSNP) guides the construction of the curriculum (Muclish, 2007).

One of the subjects guided by KTSP is English. The implementation of English subject is varied into four different levels namely performative level, functional level, informational level, and epistemic level. Each level is implemented in each different grade. Students in junior high school strive to reach the functional level. In this level, they are required to be able to use English to communicate in oral and written language in order to solve daily problems.

Functional level of English in KTSP is expressed into four skills namely speaking, listening, reading and writing. Each skill has its measurements in order to meet the functional level. Those measurements are described through Standard Competence and Basic Competence which are varied for each grade in junior high school level (see appendix A).

For reading in junior high school level, KTSP involves the use of five kinds of essays namely descriptive, procedure, recount, narrative, and
Yet, the students in the eighth grade focus their learning for three main essays namely descriptive, recount and narrative. The explanation for each genre provided in [http://www.testdigital.com/Description.htm](http://www.testdigital.com/Description.htm) is described in the following paragraphs.

a. Descriptive

The function of descriptive text is to describe a particular person, place, or thing. It has two main parts namely identification and description. Identification part identifies phenomenon or a particular thing to be described. Description part describes parts, qualities, and characteristics. This text focuses on specific participants and also the use of attributive and identifying processes. The tense used here is simple present.

b. Recount

A recount text is used to retell past events for the purpose of informing or entertaining. It consists of three main parts namely orientation, a sequence of events, and re-orientation. There are three kinds of recounts texts to be studied in the eighth grade (Mukarto et al., 2007) namely personal recount, biographical recount, and procedural recount. According to Derewianka (1990), personal recount usually involves the use of first person pronouns (I, we) only because it usually retells about an activity that the writer has been personally involved. Whereas procedural and biographical recounts which are included to be factual recount are usually written in third person pronouns.
c. Narrative

The function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events that lead to a crisis or turning point of some kind, which in turn finds a resolution. This genre is normally written in past tense. It is also written in first person (I, we) or third person (he, she, they) (Derewianka, 1990).

The generic structure of narrative consists of orientation, evaluation, complication, resolution, and re-orientation. The setting and participants are introduced in orientation. In evaluation, the narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. Complication is the part where a crisis arises. This part includes what the characters feel and do. In resolution, we can find that the crisis is resolved, for better or worse. Next, we can find a moral message to be learned in re-orientation.

Based on the explanations above, narrative texts have more variation than two other genres in the use of pronouns. Narrative texts can be written in first person pronouns or third person pronouns. According to Kurikulum Tingkat Satuan Pendidikan, the eighth grade students usually learn and read narrative texts about local and foreign fairytales such as Bandung Bondowoso, Cinderella, Snow White, and so on (see appendix B). As a result, some dialogues among the characters often complete narrative texts (Derewianka,
1990). This existence can enrich the frequency of pronoun usage in the text. These supporting theories have led the writer to focus her study in the narrative texts because narratives texts have more variation in the use of pronouns.

B. Theoretical Framework

The aims of this study are to identify and to analyze the problems experienced by the eighth grade students of junior high school in comprehending pronouns in narrative texts. In order to explain the contribution of each theory in conducting the research, the writer describes the theoretical framework of the study as follows.

Firstly, this study is concerned with pronouns mastery, especially the comprehension of the types and functions of the pronouns used in narrative texts and possible causes of the pronoun comprehension problems faced by the eighth grade students. In order to discover the theories related to comprehension, pronouns, and *Kurikulum Tingkat Satuan Pendidikan* for English lesson in junior high school level, the writer conducted library study. The theories involved in this study are comprehension theories (Grabe and Stoller, 2002; Gebhard, 2000; Krashen and Terrell, 1983; and Burns et al., 1984), pronouns theories (Frank, 1972; Cobbet, 1983; Quirk et al., 1985; Halliday and Hasan, 1976; Salkie, 1995; and Grabe and Stoller, 2002), the guidelines of reading in *Kurikulum Tingkat Satuan Pendidikan* (Muclish, 2007 and Mukarto, 2007), and text types (Derewianka, 1990).
Afterwards, the first and the second formulated problems in this study are addressed by implementing the theory of pronoun types and pronoun functions proposed by Quirk et al. (1985).

As for the third formulated problem, the writer addresses it by implementing the theory of comprehension proposed by Krashen and Terrell (1983) and also the theory of pronouns interpretation proposed by Granham (1985).
CHAPTER III
METHODOLOGY

This chapter enlightens a rationale for the research methodology. It consists of six subdivisions, namely research method, research participants, research instruments, data gathering technique, data analysis techniques, and research procedure.

A. Research Method

In order to answer the questions in the problem formulation, the writer conducted a descriptive research. The aim of descriptive research is to obtain information concerning the current status of a certain phenomenon (Ary, Jacob, and Razavich, 1990). This type of research can utilize the elements of both quantitative and qualitative approaches, often within the same study (Borg and Gall, 2007).

In this study, the writer tried to analyze the phenomenon related to the eighth grade students’ problems in comprehending pronouns in narrative texts. This study implemented the quantitative approach to answer the first and the second research problems. The quantitative approach was applied in this study by administering comprehension tasks to the participants then computing the result of the comprehension tasks into percentage. Thus, the result of the computation is numerical. Whereas qualitative approach was applied in this study by gathering descriptive data throughout the interviews and observations. The descriptive data
was aimed at addressing the third research problem which is revealing the possible causes of the problems experienced by the eighth grade students in comprehending pronouns in narrative texts.

B. Research Participants

This study involved the eighth grade students of *SMP Negeri 1 Bantul*. The reason to select them is that they already have sufficient knowledge related to the use of pronouns in reading passages, especially in narrative passages and they have to demonstrate their knowledge or ability to comprehend pronouns in narrative passages.

They were, then, selected by using the cluster sampling technique which, according to Ary et al. (2002) belongs to probability sampling technique that randomly selects intact groups such as classrooms and then includes every element in each of the selected cluster in the sample. This type of sampling technique allows a researcher to take two or more classes randomly instead of all classes (Fraenkel and Wallen, 1993).

The reason to use this type of sampling was that it was easier to implement in schools and it was frequently less time-consuming. Furthermore, based on the time-scheduled, the writer could only conduct the research in two classes.

The classes involved in this study were class D and class F. Class D consisted of twenty-eight students while class F consisted of thirty-five students. Hence, the participants of this study were sixty-three eighth grade students in *SMP Negeri 1 Bantul*. 
C. Research Instruments

1. Comprehension Task

In order to collect the data for this study, the writer administered a pronoun comprehension task. The writer did not mention the instrument as a test since the goal of administering the task was not necessarily to measure the students’ achievement. Instead, this instrument was merely carried out to discover the students’ problems to comprehend pronouns in narrative texts. Although the writer did not mention the instrument as a test, the writer also considered the validity and the reliability of the comprehension task by consulting the construction of the comprehension task to the English teacher in *SMP Negeri 1 Bantul*. By consulting the construction of the comprehension task with the English teacher, the writer would be able to construct the comprehension task at the appropriate level. As references, all of the passages in the comprehension tasks were taken from commonly used eighth grade English handbooks published by *Erlangga* Publisher and *Pusat Perbukuan Departemen Pendidikan Nasional*.

The comprehension task was divided into two parts. The comprehension task (part A) was constructed in order to answer the first research problem. In the comprehension task (part A), the students had to demonstrate their knowledge or ability in comprehending the pronoun types by answering short-answer tasks (see appendix B), in which those tasks required a brief response in words or phrases (Alderson, 2000). Whereas the comprehension task (part B) was constructed in order to answer the second research problem. In the
comprehension task (part B), the students had to demonstrate their knowledge or ability in comprehending the pronoun functions by answering banked gap-filling tasks. The students were required to restore the missing words (Alderson et al., 1995). Each of the missing words or phrases was included in a list. The deletion of the words had been specially selected by the writer to examine chosen aspects of reading comprehension (see appendix B).

The blueprints of the pronoun comprehension task are as follow:

### Table 3.1 Comprehension task part A

<table>
<thead>
<tr>
<th>Pronoun types</th>
<th>Number of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjective Personal Pronouns</td>
<td>5 items</td>
</tr>
<tr>
<td>Objective Personal Pronouns</td>
<td>5 items</td>
</tr>
<tr>
<td>Possessive Personal Pronouns</td>
<td>5 items</td>
</tr>
<tr>
<td>Reflexive Pronouns</td>
<td>5 items</td>
</tr>
</tbody>
</table>

### Table 3.2 Comprehension task part B

<table>
<thead>
<tr>
<th>Pronoun functions</th>
<th>Number of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Function</td>
<td>5 items</td>
</tr>
<tr>
<td>Object Function</td>
<td>5 items</td>
</tr>
<tr>
<td>Complement Function</td>
<td>5 items</td>
</tr>
</tbody>
</table>

2. Interview

The second instrument used in this study was interview. According to Ary et al. (2002), there are two basic types of questions used in an interview.
There are open-ended and closed questions. This distinction is based on the nature of the response desired from the respondents. In open-ended question interview, the respondents freely give their responses to answer the questions instead of being restricted to choose several alternative options. While in closed question interview, the respondents are given various alternative response options.

In this study, the writer employed the open-ended question interview in order to answer the third research problem, which is to analyze the possible causes of the problems experienced by the eighth grade students of junior high school in comprehending pronouns in narrative texts. By doing the open-ended interview, the writer might ask the participants about “the fact of a matter as well as their opinions about events” (Yin, 2003). The writer also employed probing questions to pursue deeper information related to the possible causes of the problems experienced by the students in comprehending pronouns in narrative texts.

The writer conducted interviews outside the classroom meeting. The interviews involved only ten students of the eighth grade at SMP Negeri 1 Bantul. The other participants were not willing to have interviews with the writer because they already had activities after school time. In carrying out the interview, the writer used simple language in Bahasa Indonesia to enable the students understand the questions. The major points of the interview were summarized in Table 3.3, while the samples of the interviews were enclosed in appendix C.
Table 3.3 Points of interview

<table>
<thead>
<tr>
<th>No.</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students’ opinion about the given task in general</td>
</tr>
<tr>
<td>2.</td>
<td>Students’ opinion about the possible causes of their problems</td>
</tr>
<tr>
<td></td>
<td>a. semantic content of pronouns</td>
</tr>
<tr>
<td></td>
<td>b. distance</td>
</tr>
<tr>
<td></td>
<td>c. syntactic functions</td>
</tr>
<tr>
<td></td>
<td>d. semantic complexity</td>
</tr>
<tr>
<td></td>
<td>e. potential antecedents</td>
</tr>
<tr>
<td></td>
<td>f. vocabulary</td>
</tr>
</tbody>
</table>

3. Observation

Observation is used in order to know how people act or how things look (Fraenkel and Wallen, 1993). The writer carried out two observations in class D and class F at SMP Negeri 1 Bantul on January 16th, 2010. The observations were conducted in order to understand the students’ real behaviors in performing the comprehension task in class. Particularly, the writer observed the students’ reading comprehension activities in order to analyze the possible causes of the students’ problems in comprehending pronouns in narrative texts.

The results of the observations were attached in appendix D.

D. Data Gathering Technique

As stated before, this study employed three research instruments. The instruments were comprehension tasks, observations, and interviews. The writer used the comprehension tasks during the English lesson meeting on Saturday, January 16th, 2010. These comprehension tasks were used during English lesson meetings in class D and class F. The total participants of the comprehension tasks
were sixty-three eighth grade students at *SMP Negeri 1 Bantul*. The time allocation provided by the writer to perform the comprehension task was eighty minutes in each meeting. These comprehension tasks were carried out to collect data to answer the first and second research problems.

To support the data, the writer also conducted two observations in two different classes. These observations were carried out when the students were performing their comprehension tasks in class. Both observations were conducted on Saturday, January 16th, 2010 at different time. The writer conducted the first observation in class D at 7.30 a.m. to 9.00 a.m. Then, the second observation in class F was at 9.45 a.m. to 11.15 a.m. The results from these observations support the data to answer the third research problem.

Besides administering comprehension tasks and conducting observations, the writer also carried out interviews. These interviews aimed to get the information of the students’ opinions in the given tasks and also the possible causes of the problems experienced by the students in comprehending pronouns in narrative texts (see appendix C). In this interview, the writer asked some questions, such as what determine the students’ preference to certain pronouns, why certain task item caused problems to the students, and so on. The interviews were only conducted with ten eighth grade students at *SMP Negeri 1 Bantul*. The other participants were not willing to have interviews with the writer because they already had activities after school time. These interviews were performed on Saturday, January 16th, 2010. The writer conducted the interviews after the school time. The interviews were carried out to address the third research problem.
E. Data Analysis Technique

In order to answer the first and the second research problems, the writer analyzed the works of the students in comprehension task. The writer counted the numbers of students who made incorrect answers on each item of the comprehension task. Firstly, the writer counted the percentage of students who made incorrect answers on each item of the comprehension task part A. The formula of the computation is as follows:

\[ P = \frac{C}{N} \times 100\% \]

Where:
- \( P \) = percentage of the students who make incorrect answers on each task item
- \( C \) = the number of students who made incorrect answers on the item
- \( N \) = the total number of students involved in this study

<table>
<thead>
<tr>
<th>Task items</th>
<th>Students with incorrect answers ( %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item number 1</td>
<td></td>
</tr>
<tr>
<td>Item number 2</td>
<td></td>
</tr>
<tr>
<td>Item number 3</td>
<td></td>
</tr>
<tr>
<td>Item number 4</td>
<td></td>
</tr>
<tr>
<td>etc.</td>
<td></td>
</tr>
</tbody>
</table>

After that, the writer classified each item into each pronoun type by referring to the theoretical framework. Each pronoun type consisted of five task items.
Next, the writer computed the mean percentage of the students with incorrect answers on each pronoun type. The formula is as follows:

$$P_m = \frac{\sum P}{n}$$

Where:
- $P_m$ = mean percentage on each pronoun type
- $\sum P$ = the total percentage of all task items of each pronoun type
- $n$ = the number of task items of each pronoun type (there are five task items for each pronoun type)

The mean percentage of the students making incorrect answers on each pronoun type

<table>
<thead>
<tr>
<th>Pronoun types</th>
<th>The mean percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjective Personal Pronouns</td>
<td></td>
</tr>
<tr>
<td>Objective Personal Pronouns</td>
<td></td>
</tr>
<tr>
<td>Possessive Personal Pronouns</td>
<td></td>
</tr>
<tr>
<td>Reflexive Pronouns</td>
<td></td>
</tr>
</tbody>
</table>

The result of the mean percentage would determine the pronoun type which mostly caused comprehension problems to the eighth grade students. If the mean percentage showed high percentage (more than 50 percent), it meant that the average numbers of students who experienced problems in comprehending certain pronoun type was higher than those who did not experience problems in comprehending certain pronoun type. In the other hand, if the mean percentage showed low percentage (less than 50 percent), it meant that the average numbers of students who experienced problems in comprehending certain pronoun type was lower than those who did not experience problems in comprehending certain pronoun type. By computing the mean percentage of each pronoun type, the writer would be able to determine the pronoun type which mostly caused comprehension
problems to the eighth grade students. The pronoun type which showed the highest percentage among the other pronoun types was the pronoun type which mostly caused comprehension problems to the eighth grade students.

Secondly, the writer computed the percentage of students who made incorrect answers in the comprehension task (part B). The formula of the computation is as follows:

\[ P = \frac{C \times 100}{N} \]

Where:
- \( P \) = percentage of the students who make incorrect answers on each task item
- \( C \) = the number of students who made incorrect answers on the item
- \( N \) = the total number of students involved in this study

**The percentage on each task item**

<table>
<thead>
<tr>
<th>Task items</th>
<th>Students with incorrect answers (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item number 1</td>
<td></td>
</tr>
<tr>
<td>Item number 2</td>
<td></td>
</tr>
<tr>
<td>Item number 3</td>
<td></td>
</tr>
<tr>
<td>Item number 4</td>
<td></td>
</tr>
<tr>
<td>etc.</td>
<td></td>
</tr>
</tbody>
</table>

Then, the writer classified each item into each pronoun function by referring to the theoretical framework. There were five numbers of task items of each pronoun function.

Afterward, the writer computed the mean percentage of the students with incorrect answers on each pronoun function. The formula is as follows:

\[ P_m = \frac{\sum P}{n} \]
Where:
\[ P_m = \text{mean percentage on each pronoun function} \]
\[ \sum P = \text{the total percentage of all task items of each pronoun function} \]
\[ n = \text{the number of task items of each pronoun function (there are five task items for each pronoun function)} \]

The mean percentage of the students making incorrect answers on each pronoun function

<table>
<thead>
<tr>
<th>Pronoun functions</th>
<th>The mean percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Function</td>
<td></td>
</tr>
<tr>
<td>Object Function</td>
<td></td>
</tr>
<tr>
<td>Complement Function</td>
<td></td>
</tr>
</tbody>
</table>

The result of the mean percentage would determine the pronoun function which mostly caused comprehension problems to the eighth grade students. If the mean percentage showed high percentage (more than 50 percent), it meant that the average numbers of students who experienced problems in comprehending certain pronoun function was higher than those who did not experience problems in comprehending certain pronoun function. In the other hand, if the mean percentage showed low percentage (less than 50 percent), it meant that the average numbers of students who experienced problems in comprehending certain pronoun function was lower than those who did not experience problems in comprehending certain pronoun function. By computing the mean percentage of each pronoun type, the writer would be able to determine the pronoun function which mostly caused comprehension problems to the eighth grade students. The pronoun function which showed the highest percentage among the other pronoun
types was the pronoun function which mostly caused comprehension problems to the eighth grade students.

Thirdly, the writer analyzed the task items in which most students made incorrect answers. After that, the writer coded the data from the interview results and observations results into categories to make the data manageable (Nusyirwan, 2008). In doing the coding process, the writer labeled the categories with terms listed in the list of coding. Then, the writer made an interpretation or meaning of the data from the interview results and the observations concerning the students’ general opinions in the given tasks and also the possible causes of the problems experiencing by the students in comprehending pronouns in narrative texts (see appendix C and appendix D). The data from the interviews and observations helped the writer to complete the analysis on the task items. By referring to the theoretical framework, all of the data were analyzed to discover the answer for the third research problem, namely, to analyze the possible causes of the pronoun comprehension problems experienced by the eighth grade students of junior high school.

F. Research Procedure

There were several steps employed by the researcher in conducting this study.

1. Getting permission to conduct the research in SMP Negeri 1 Bantul.

2. Conducting comprehension task for the eighth grade students in SMP Negeri 1 Bantul.
3. Observing the eighth grade students while doing their comprehension task.

4. Conducting interview with some eighth grade students in SMP Negeri 1 Bantul.

5. Calculating the mean percentage of the comprehension task in order to discover the pronoun type and pronoun function which mostly caused comprehension problems to the eighth grade students.

6. Transcribing the result of the interviews and observations.

7. Coding the data from the interview results.

8. Comparing and analyzing the data of the comprehension tasks, interviews and observations.

9. Drawing conclusions and suggestions.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter consists of two major sections: (1) data presentation and (2) discussions. The first section presents the data which answer the research questions. And the second section discusses the research findings. All of the sections are important to show the working of the study as well as to see the process of meaning making and interpretation from the available data.

A. Data Presentation

The important thing that the writer had to do after gathering the data was working with all the data. The data that should be analyzed in this study were mainly taken from the pronoun comprehension tasks, interviews, and observations. The writer analyzed the data step by step. The following part describes the data gathered by the writer.

1. Data of the Pronoun Types Which Cause Comprehension Problems to the Eighth Grade Students of Junior High School

The step that the writer did with the data of the comprehension task was counting the numbers of students who made incorrect answers on each item of the comprehension task part A. The researcher counted the numbers of students who
made incorrect answers on each item of the comprehension task part A to address the first formulated problem.

### Table 4.1 The percentage of the number of students with incorrect answers on each task item in comprehension task part A

<table>
<thead>
<tr>
<th>Task items</th>
<th>Type of pronoun tested</th>
<th>Students with incorrect answer (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item number 1</td>
<td>Subjective personal pronoun</td>
<td>41.27%</td>
</tr>
<tr>
<td>Item number 2</td>
<td>Reflexive pronoun</td>
<td>11.11%</td>
</tr>
<tr>
<td>Item number 3</td>
<td>Subjective personal pronoun</td>
<td>11.11%</td>
</tr>
<tr>
<td>Item number 4</td>
<td>Subjective personal pronoun</td>
<td>44.44%</td>
</tr>
<tr>
<td>Item number 5</td>
<td>Reflexive pronoun</td>
<td>26.98%</td>
</tr>
<tr>
<td>Item number 6</td>
<td>Possessive pronoun</td>
<td>20.63%</td>
</tr>
<tr>
<td>Item number 7</td>
<td>Reflexive pronoun</td>
<td>49.20%</td>
</tr>
<tr>
<td>Item number 8</td>
<td>Subjective personal pronoun</td>
<td>30.15%</td>
</tr>
<tr>
<td>Item number 9</td>
<td>Possessive pronoun</td>
<td>9.52%</td>
</tr>
<tr>
<td>Item number 10</td>
<td>Possessive pronoun</td>
<td>17.46%</td>
</tr>
<tr>
<td>Item number 11</td>
<td>Objective personal pronoun</td>
<td>33.33%</td>
</tr>
<tr>
<td>Item number 12</td>
<td>Objective personal pronoun</td>
<td>34.92%</td>
</tr>
<tr>
<td>Item number 13</td>
<td>Subjective personal pronoun</td>
<td>36.50%</td>
</tr>
<tr>
<td>Item number 14</td>
<td>Reflexive pronoun</td>
<td>9.52%</td>
</tr>
<tr>
<td>Item number 15</td>
<td>Reflexive pronoun</td>
<td>12.69%</td>
</tr>
<tr>
<td>Item number 16</td>
<td>Possessive pronoun</td>
<td>77.78%</td>
</tr>
<tr>
<td>Item number 17</td>
<td>Objective personal pronoun</td>
<td>42.86%</td>
</tr>
<tr>
<td>Item number 18</td>
<td>Objective personal pronoun</td>
<td>22.22%</td>
</tr>
<tr>
<td>Item number 19</td>
<td>Possessive pronoun</td>
<td>46.03%</td>
</tr>
<tr>
<td>Item number 20</td>
<td>Objective personal pronoun</td>
<td>47.61%</td>
</tr>
</tbody>
</table>
The table 4.1 presents the percentage of the numbers of the students with incorrect answers on each task item in the comprehension task part A. The computation of the percentage was obtained by referring to the formula of the computation in Chapter III.

Table 4.2 presents the computation of the mean percentage of the number of the students with incorrect answer on each pronoun type. The calculation of the mean percentage referred to the computation formula in Chapter III.

Table 4.2 The percentage of the students with incorrect answers on each pronoun type

<table>
<thead>
<tr>
<th>Pronoun types</th>
<th>The percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjective personal pronouns</td>
<td>32%</td>
</tr>
<tr>
<td>Objective personal pronouns</td>
<td>36.18%</td>
</tr>
<tr>
<td>Possessive personal pronouns</td>
<td>34.28%</td>
</tr>
<tr>
<td>Reflexive pronouns</td>
<td>21.19%</td>
</tr>
</tbody>
</table>

2. Data of the Pronoun Functions Which Cause Comprehension Problems to the Eighth Grade Students of Junior High School

In this section, the writer worked on the data from the comprehension task part B. The writer calculated the numbers of students who made incorrect answers on the comprehension task part B in order to answer the second formulated problem.
Table 4.3 The percentage of the number of students with incorrect answers on each task item in comprehension task part B

<table>
<thead>
<tr>
<th>Task items</th>
<th>Pronoun function tested</th>
<th>Students with incorrect answer (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item number 1</td>
<td>Subject function</td>
<td>30.15%</td>
</tr>
<tr>
<td>Item number 2</td>
<td>Subject function</td>
<td>69.84%</td>
</tr>
<tr>
<td>Item number 3</td>
<td>Complement function</td>
<td>53.96%</td>
</tr>
<tr>
<td>Item number 4</td>
<td>Subject function</td>
<td>44.44%</td>
</tr>
<tr>
<td>Item number 5</td>
<td>Object function</td>
<td>47.61%</td>
</tr>
<tr>
<td>Item number 6</td>
<td>Complement function</td>
<td>53.96%</td>
</tr>
<tr>
<td>Item number 7</td>
<td>Complement function</td>
<td>31.74%</td>
</tr>
<tr>
<td>Item number 8</td>
<td>Complement function</td>
<td>39.68%</td>
</tr>
<tr>
<td>Item number 9</td>
<td>Object function</td>
<td>49.20%</td>
</tr>
<tr>
<td>Item number 10</td>
<td>Object function</td>
<td>53.96%</td>
</tr>
<tr>
<td>Item number 11</td>
<td>Complement function</td>
<td>38.09%</td>
</tr>
<tr>
<td>Item number 12</td>
<td>Subject function</td>
<td>46.03%</td>
</tr>
<tr>
<td>Item number 13</td>
<td>Object function</td>
<td>69.84%</td>
</tr>
<tr>
<td>Item number 14</td>
<td>Subject function</td>
<td>17.46%</td>
</tr>
<tr>
<td>Item number 15</td>
<td>Object function</td>
<td>42.85%</td>
</tr>
</tbody>
</table>

The table 4.3 presents the percentage of the numbers of the students with incorrect answers on each task item in the comprehension task part B. The computation of the percentage was obtained by implementing the formula of the computation in Chapter III.

The writer computed the mean percentage to address the first formulated problem which was to discover the pronoun type which causes most comprehension problems to the eighth grade students.
Table 4.4 The percentage of the students with incorrect answers on each pronoun function

<table>
<thead>
<tr>
<th>Pronoun functions</th>
<th>The percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject function</td>
<td>41.58%</td>
</tr>
<tr>
<td>Object function</td>
<td>52.69%</td>
</tr>
<tr>
<td>Complement function</td>
<td>43.48%</td>
</tr>
</tbody>
</table>

Table 4.4 presents the computation of the mean percentage of the number of the students with incorrect answer on each pronoun function. The calculation of the mean percentage referred to the computation formula in Chapter III.

The aim of calculating the mean percentage was to address the second formulated problem, which was to discover the pronoun function which causes most comprehension problems to the eighth grade students.

3. Data of the Possible Causes of the Problems Experienced by the Eighth Grade Students of Junior High School in Comprehending Pronouns in Narrative Texts

In order to address the third formulated problem, the writer worked on the data resulted mainly from the interviews and observations. The steps taken by the writer in this section were transcribing the interviews, and also putting the data of the interviews into a table. These steps were taken to make the process of analyzing easier.
a. Interview Results

The following is the summary of the interview data presented in the form of table. The following table contains the highlighted data from each student which answer the third formulated problem. Table 4.5 is the table of data summary of the possible causes of the problems experienced by the students to address the third formulated problem. The data are presented in Bahasa Indonesia to maintain the authenticity of the data.

<table>
<thead>
<tr>
<th>Students</th>
<th>Students’ opinions</th>
<th>Causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>Q1: Apa ya? Kosakatanya kurang..</td>
<td>DIS SC SF PA SCOM VOCAB</td>
</tr>
<tr>
<td></td>
<td>Q1: Iha yo makanya itu to, tadinnya tu mau ngisi she to tapi tak ganti her..</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Q1: hmm, biasanya she tu di awal kalimat.. setauku...</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>R: O.g.t.. karena itu ditengah maka kamu pilihnya her?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Q1: iya</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Q1: Oh, ya... mereka.. Ngomongin... makhluk... Tak kira ngomongin Alice...</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Q1: salah ya mbak kata gantinya...</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>R : Kamu tau gak ini ngomongin siapa? Q1: Alice.. R : Kamu kira ini ngomongin Alice... was full of the oddest creatures she had ever seen... Q1 : Oh, ya ... mereka .. Ngomongin makhluk .. Tak kira ngomongin Alice.....</td>
<td>√</td>
</tr>
<tr>
<td>Students</td>
<td>Students’ opinions</td>
<td>Causes</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Student 2</td>
<td>Q2: Masih kepikiran kalau ngomongin Alice juga..</td>
<td>DIS</td>
</tr>
<tr>
<td></td>
<td>Q2: It nya tu presents..</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Q2: them nya bingung antara elves sama clothes...</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Q2: them kan buat orang to..</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Q2: tak kira queen nya yang menamai..</td>
<td>√</td>
</tr>
<tr>
<td>Student 3</td>
<td>Q3: kata-katanya banyak yang gak tau..</td>
<td>SC</td>
</tr>
<tr>
<td></td>
<td>Q3: hehe.. gak tau..hehe.. cewek ya?</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Q3: Itu bingung mbak. Soale ada Alice tris sama her sister.</td>
<td>SF</td>
</tr>
<tr>
<td></td>
<td>Q3: Iya mbak soale kalimate panjang.</td>
<td>PA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SCOM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>VOCAB</td>
</tr>
<tr>
<td>Student 4</td>
<td>Q4: kan dia laki-laki kan? Aku kira ini.</td>
<td>DIS</td>
</tr>
<tr>
<td></td>
<td>Aku bingung antara little dog ma dorrothy.</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Q4: soale aku gak tau Dorothy itu cewek pa cowok. Jadi ya tak pilihaja Dorothy.</td>
<td>SF</td>
</tr>
<tr>
<td></td>
<td>Q4: kukira ini mereka, them kan mereka kan? Terus ada “s” nya jadi kukira banyak.</td>
<td>PA</td>
</tr>
<tr>
<td></td>
<td>Q4: Herself kayanya buat cowok deh mbak..</td>
<td>SCOM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>VOCAB</td>
</tr>
<tr>
<td>Student 5</td>
<td>Q5: Enggak kepikiran kalau bunga bisa digantiin sama they.</td>
<td>DIS</td>
</tr>
<tr>
<td></td>
<td>Q5: Biasanya kan bunga</td>
<td>√</td>
</tr>
</tbody>
</table>
digantiin sama it mbak yang buat benda gitu..

Q5: Menurutku soalnya yang depan gantiin yang depan terus yang belakang gantiin yang belakang (sambil menunjuk ke soal nomor.) √

Q5: tak kirain ini she ngomongin ratu soale sama-sama depan. √

Q5: aku bingungnya ini antara her sister sama Alice. √

<table>
<thead>
<tr>
<th>Students</th>
<th>Students’ opinions</th>
<th>Causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 6</td>
<td>Q6: Kosakatanya bikin bingung. Ada yang familiar ada yang nggak.</td>
<td>DIS SC SF PA SCOM VOCAB √</td>
</tr>
<tr>
<td></td>
<td>Q6: Hmm.. ini mbak. Tak kirain karena Alice nya dari awal kan ada di depan jadi tak kira penggantinya Alice.</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Q6: Gak tau mbak bentuk pronounnya.</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Q6: Gak tau mbak. Yang paling deket garden jadinya ya aku isi itu aja..hehehe</td>
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<td></td>
<td>Q6: Kan they mbak, jadinya banyak.</td>
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<td></td>
<td>Q6: Enggak.Soalnya tak kira poppies itu satu benda.</td>
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<td></td>
<td>Q6: Hmm.. bingung antara Alice ma her sister.</td>
<td>√</td>
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<tr>
<td>Student 7</td>
<td>Q7: Tokoh-tokohnya ganti-ganti dari Tinman, Lion, Dorothy, Scarecrow jadi bingung buat nyari kata yang diminta.</td>
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<tr>
<td></td>
<td>Q7: Tak kira ngomongin cewek</td>
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</table>
dari awal. Si Alice itu.

Q7: Bingung mbak pilih yang mana antara it sama its.  
R: Kalau yang soal C. 13 kenapa jawabnya it?
Q7: Kan benda mbak makanya it.
R: Tau bedanya makainya he sama his gak?
Q7: Hehe.. Enggak.

<table>
<thead>
<tr>
<th>Students</th>
<th>Students’ opinions</th>
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</table>
| Student 8 | Menterjemahkan kata-katanya.  
Q8: Soalnya paling deket ma we.  
Q8: Ga tau artinya his.  
Q8: Ini subject nya banyak.  
Q8: Bingung mau milih trunk atau logs, mbak.  
Q8: Soalnya yang paling deket sama them itu.  
Q8: Aku kira ngomongin Alice mbak.  
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<th>SF</th>
<th>PA</th>
<th>SCOM</th>
<th>VOCAB</th>
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</table>
| Student 9 | Ada yang gak tahu artinya.  
Q9: Masih banyak yang belum hafal pronounnya.  
Q9: Gak tau banyak atau bukan.  
Q9: Paling deket sama we.  
Q9: Kepikiran buat milih Scarecrow sama Tinman.  
Q9: Kirain Scarecrow bukan nama orang jadi gak | DIS | SC | SF | PA | SCOM | VOCAB |
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

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<tr>
<th>Students</th>
<th>Students’ opinions</th>
<th>Causes</th>
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<tbody>
<tr>
<td>Student 9</td>
<td>Q9: Aku gak tau artinya them.</td>
<td>DIS SC SF PA SCOM VOCAB</td>
</tr>
<tr>
<td></td>
<td>Q9: Bingung milih pronounnya yang buat object atau subject.</td>
<td>√</td>
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<td></td>
<td>R: kalau yang ini kenapa jawabnya finished? Kamu tau gak finished itu bukan nama benda?</td>
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<tr>
<td></td>
<td>Q9: Enggak.</td>
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<tr>
<td>Student 10</td>
<td>Q10: Masih belum jelas tempatnya dimana.</td>
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<td></td>
<td>R: Maksudnya tempat pronounnya dalam kalimat?</td>
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<tr>
<td></td>
<td>Q10: Iya.</td>
<td></td>
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<tr>
<td></td>
<td>Q10: Kezikiran buat jawab antara poppies sama Dorothy, Tinman, dan Scarecrow.</td>
<td>√</td>
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<tr>
<td></td>
<td>Q10: Ragu-ragu mbak waktu</td>
<td>√</td>
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</tbody>
</table>
b. Observation Results

To support the findings of the interviews, the researcher conducted two observations in English classes in the eighth grade at SMP Negeri 1 Bantul. These observations were conducted on Saturday, January 16th, 2010. In conducting the observations, the writer paid more attention to the students’ performances during the execution of the comprehension tasks.

The first observation was carried out in class D at 07.30 a.m. to 09.00 a.m. In conducting the observation in class D, the writer revealed several students’ activities that were identified as relevant data to answer the third research problem. Firstly, there were some students raising their hands and asking the meaning of some vocabulary to the researcher. This activity was identified as the possible causes of pronoun comprehension problems in which it explained the
vocabulary factor. Other activities observed by the writer in which it also explained the vocabulary factor were the acts of some students who pointed and translated the vocabulary in the passage one by one. Secondly, in executing the comprehension tasks, some students discussed about the pronouns with their peers. Referring to the theoretical description, this action was identified as one of the possible causes of pronoun comprehension problems in which it explained the semantic content of pronouns factor.

The second observation was conducted in class F at 09.45 a.m. to 11.15 a.m. In observing the students’ reading comprehension activities, the writer identified several students’ activities which were relevant for addressing the third research problem. Firstly, the writer observed that some students discussed about the meaning of the vocabulary in the given task with their peers. This behaviour was identified as one of the possible causes of the pronoun comprehension problems, in which it explained the vocabulary factor. Other behaviours also explaining the vocabulary factor were the acts of some students who raised their hands and asked about the meaning of some vocabulary to the researcher, and the acts of some students who pointed and translated the vocabulary in the passage one by one. Secondly, the writer also observed the students’ acts in which those acts were identified as the possible causes of the pronoun comprehension problems describing the semantic content of pronouns factor. Those acts were the behaviour of a student who raised her hand and asked to the researcher whether the pronoun she was for male or female and the acts of some students who discussed about the pronouns with their peers.
B. Discussions

1. Pronoun Types Which Cause Comprehension Problems to The Eighth Grade Students of Junior High School

From 63 participants, the writer discovered that the pronoun type which caused most comprehension problems to the eighth grade students was the objective personal pronoun. Approximately about 36.18% of the students made incorrect answers on this type of pronoun. The second rank of pronoun type that the eighth grade students found problems to comprehend was the possessive personal pronoun. On average, 34.28% of the students made incorrect answers on this type of pronoun. Meanwhile, on average of 32.69% of the students made incorrect answers on subjective personal pronouns. As for the fourth rank, it was occupied by the reflexive pronouns. This pronoun was illustrated by approximately 21.19% of the students who made incorrect answers.

Based on the analysis of the comprehension task data, the writer concluded that the pronoun type in which the students mostly experienced problems was the objective personal pronoun. Although the objective personal pronouns were identified as the pronoun type which caused most problems to the eighth grade students than other types, the mean percentage on each pronoun type showed that approximately most students were able to comprehend pronoun types in narrative texts. This evidence was identified from the result of the mean percentage on each pronoun type which showed the mean percentage of the students making incorrect answers in each pronoun type was less than 50%.
2. **Pronoun Functions which Cause Comprehension Problems to the Eighth Grade Students of Junior High School**

From the data, the writer concluded that the pronoun function in the sentence that caused most comprehension problems to the eighth grade students of junior high school was the object function. Approximately about 52.69% of the students found problems to comprehend the correct pronoun which occupied the object function. The second rank of the pronoun function that the eighth grade students mostly made incorrect answers was the complement function. The average of students who made incorrect answers on this function was 43.48%. The latest pronoun function that the students mostly made incorrect answers was the subject function. This function was approximately occupied by 41.58% of the students.

Based on the analysis of the comprehension task data, the writer concluded that the pronoun function in which the students mostly experienced problems was the object function. The object function was identified as the pronoun function which caused most problems to the eighth grade students than other types. The mean percentage on each pronoun type showed that approximately most students were unable to comprehend the object function in narrative texts. This evidence was identified from the result of the mean percentage on the object function which showed the mean percentage of the students making incorrect answers was more than 50%. Meanwhile, the other pronoun functions gave less problems to the eighth grade students because the mean percentage of the students making incorrect answers on the subject or complement function was less than 50%.
3. The Possible Causes of the Problems Experienced by the Eighth Grade Students of Junior High School in Comprehending Pronouns in Narrative Texts

Some students in this study failed to comprehend the correct antecedents which are substituted by certain pronoun types. The failure in comprehending the pronoun types to the antecedents is due to several factors. Especially for the objective personal pronoun types, the writer would like to exhibit the incorrect answers made by the students in this study. Thus, the writer would like to present some task items in which the incorrect answers on comprehending the objective personal pronouns occur.

Little Mantu lived in a village deep in the jungle where elephants helped the men with their work. These elephants were so big and strong. They could lift up the heaviest logs with their trunks and toss them high in the air.

Some students referred the pronoun them to the antecedent elephants. According to semantic content of them which implies plural number and neutral gender, the answer is correct because elephants are plural nouns and neutral gender. This consideration is acceptable if the pronoun them and antecedent elephants are not located in a paragraph bond. Yet, for this task item, the consideration is not fully acceptable. There are four antecedents that are potential to be substituted by them, those are men, elephants, trunks, and logs. To reduce the antecedents into one single option the students need to consider the syntactic functions of the pronoun itself. The confusion from the students in determining
the one correct antecedent among other potential antecedents was also confirmed in the following interview result.

Q8: Bingung mau milih trunks atau logs, mbak.
(Student 8, Interview)

In this task item the students failed to recognize the syntactic function of the pronoun. They were not aware of the syntactic function of the pronoun them. According to the parallel function strategy, the antecedent of a pronoun plays the same role in its clause (Granham, 1985). Instead of connecting the pronoun them to the antecedent that occupies the same object position in the same clause, the students preferred to connect the pronoun them to the antecedent of preceded clause.

One day, an old man named Maurice was traveling past the castle. It was raining so hard that he decided to enter the castle. When the Beast saw him, he captured him. After some time, Maurice’s daughter, Belle, began to worry about him.

For this task item, some students linked the pronoun him to antecedent Maurice’s daughter. In term of semantic content, the students’ choice of antecedent does not agree with the pronoun. The students were likely having insufficient knowledge about semantic content of the object pronoun him. They were unsuccessful to comprehend the semantic content of the object pronoun him which implies single number and masculine gender. Thus, the object pronoun him requires a single and masculine antecedent. Instead, the students chose the antecedent Maurice’s daughter which indicates a single and feminine noun.
Some students also connected the object pronoun *him* to the antecedent *the castle*. Their choice of antecedent is also incorrect. The semantic content of *the castle* indicates a single thing that does not require gender. The students’ choice of antecedent did not fit the semantic content of object pronoun *him* that implies single and masculine gender.

Another factor creating comprehension problems for the students is caused by the distance between the pronoun and the antecedent. This factor was confirmed by the interview result with the student.

*Q10: Kan paling deket sama him nya.*

*Q10: Ooh..., hehe. Gak liat Maurice nya.*

(Student 10, Interview)

In this task item, some students were unable to link the object pronoun *him* to its antecedent *Maurice*. The students tended to refer the object pronoun *him* to the nearer antecedent such as *the Beast* or *Maurice’s daughter* or *the castle*. This indication shows that the distance between a pronoun and its antecedent plays important role in comprehending the pronoun precisely. As it is said by Granham (1985), people tend to choose pronoun that occurs immediately after its antecedent. Pronoun that does not immediately occur after the occurrence of its antecedent will give people problem to interpret it. In this task item, the object pronoun *him* does not occur immediately after the antecedent *Maurice*. There is a distance between the pronoun and the antecedent which is indicated by the existence of two sentences occurring between the antecedent and the pronoun.
……The Scarecrow had an idea. He told the Lion to run through the field so he could escape the deadly flowers. Then, the Scarecrow and the Tinman, themselves carried Dorothy and Toto out of the poppy field.

In this task item, there is a different position between the antecedent and the pronoun. The antecedent the Lion occupies the object position whereas the pronoun he occupies the subject position. Some students linked the pronoun he to the antecedent that occupies the same subject position. In this case, the students linked the pronoun he to the antecedent The Scarecrow that occupies the subject position. The implementation of syntactic strategy in this task item was inappropriate because the message intended in the sentence required the students to connect the pronoun he to the antecedent the Lion. The inappropriate implementation of syntactic strategy was also confirmed by the student in the following interview result.

Q6: Kirain dari awal ngomongin Scarecrow, kan yang punya ide Scarecrow.
(Student 6, Interview)

Next, the writer would like to explain the causes of the problems in comprehending the pronoun function. Based on the data, it is discovered that the students still experience problems whenever they are required to use the appropriate pronoun for the object position in a sentence. The students’ failure in assigning the appropriate pronoun is due to several factors. In this discussion, the writer would like to explain the factors that lead the students to the failure in using pronoun in object function since the students’ biggest incorrect answer was discovered in this pronoun function.
……Their gift were very beautiful. Prabu collected the presents. There were many presents. Then, Prabu stored ______ in a building.

In this task item, the students are required to assign the appropriate pronoun to occupy the object position. Yet, some students made incorrect answers in assigning the appropriate pronoun. Some students assigned the pronoun *it* or *its* to occupy the object function of pronoun in this sentence. The students’ answer in assigning the pronoun *it* or *its* in this sentence is considered to be incorrect answer. In this sentence, the students are required to substitute the noun *presents* which lies in the preceding sentence by using the appropriate pronoun. The noun *presents* requires the plural pronoun. For this sentence, the students are supposed to answer the missing pronoun by using pronoun *them* which represents the plural number and objective case. Instead of considering the number of the noun which indicates by the existing of the apposition *s/es* at the end of the noun, the students seemed to pay attention only in the noun ‘present’ which usually as a single ‘thing’ is substituted by the pronoun *it*. The students’ confusion on the plural form of an object which is not human is described in the following interview results.

*R* : Kalau yang soal C.13 kenapa jawabnya *it*?
*Q7* : Kan benda mbak makanya *it*.
*R* : Iya itu ngomongin benda. Tapi kan bendanya banyak jadi bukan *it*. Kalau bendanya banyak harusnya pakai apa?
*Q7* : Hmm.. apa ya? Lupa mbak.
(Student 7, Interview)

*R* : Terus ini *it* siapa?
*Q2* : It nya tu *present*....
*R* : *Present* ini menurutmu banyak apa sedikit?
Q2: Banyak...
R: Kalau banyak seharusnya kata gantinya apa?
Q2: It.. eh.. banyak apa ya?
(Student 2, Interview)

Some students also assigned the pronoun its to occupy the missing pronoun of the sentence. The students’ choice of the pronoun its for this sentence is incorrect. This sentence requires objective personal pronoun to make the correct sentence instead of possessive personal pronoun. Moreover, possessive personal pronouns such as its, our, his, your, etc cannot be separated from the noun when they occur in a sentence, for example your book, her car, its root, our house, etc. When these kinds of possessive personal pronouns stand alone, they are meaningless.

One day the generous brother was sitting in his garden when suddenly a little bird fell on [blank] lap. It was wounded. He took care of [blank], fed it, and put it in a nice cage. After the bird was healthy, the generous brother let [blank] fly. After some time the bird returned to him and gave ....... a watermelon seed.

In this sentence, the students are required to occupy the sentence with an objective personal pronoun that corresponds with the noun the generous brother. The noun the generous brother requires a single and masculine objective personal pronoun. Thus, the appropriate objective personal pronoun for this sentence is him. Unfortunately, some students were unable to assign the pronoun him into this sentence. Instead, some students assigned the pronoun he to complete the blank sentence. The students’ choice of pronoun is incorrect. Although he meets the requirement of semantic content of the generous brother, which is single and
masculine pronoun, *he* is supposed to be utilized in subject function. The students’ insufficient knowledge about the case of pronoun which presents different kinds of pronoun form such as subjective case, objective case, and possessive case leads them to the failure in occupying the object function of pronoun precisely. The students’ insufficient knowledge related to the pronoun case was confirmed through the result of the interview with some students.

**Q1**: Salah ya mbak kata gantinya ...
**R**: Iya, kata gantinya seharusnya *he*.. tapi *him*...
   Kamu tau gak kalo object itu harusnya *him*?
**Q1**: enggak...
(Student 1, Interview)

The students’ insufficient knowledge about the pronoun case is also discovered in the following task item.

One day a prince passed by the forest. Suddenly, a pathway magically opened in front of him and showed him the way to the princess. [blank] fell in love with the princess as soon as he saw .......... . He gave her a kiss that broke the spell and woke up the whole castle.

In this task item, some students assigned the pronoun *she* in order to occupy the missing pronoun. Yet, the noun *the princess* requires a pronoun which is single, feminine and also representing the objective case. Hence, the students’ choice of the pronoun *she* is incorrect. The pronoun *she* implies a single, feminine, and subjective case. Thus, the appropriate pronoun to complete the blank sentence that meets the requirement from the noun *the princess* is *her*. The pronoun *her* implies a single, feminine, and objective case character.
Alice thought the creatures all seemed quite at home in this Wonderland. She hoped one of [blank] could help her find the White Rabbit, but [blank] were no help at all. Then, she came to unusual garden. She discovered that the flowers of Wonderland could speak! “What kind of flower are you?” a big red rose asked.

In this narrative paragraph, the writer employed the third person in order to narrate the characters of the story. The existence of the first or second person only occurs when the story involved a conversation among the characters. This story involved a conversation between the characters a big red rose and Alice. Thus, the first and second persons are involved in this story. Some students were not aware of the switch from the narration to the conversation or vice versa. The students’ unconsciousness about this switch had led them to the failure in assigning the correct pronoun. Instead of occupying the missing pronoun by the pronoun her, some students chose to complete the jumbled sentence by the pronoun me which indicates the first objective person.

The difference sentence function between the noun and its pronoun which is shown in the next paragraph also caused problems for the students.

Alice soon discovered that [blank] had entered a strange and wondrous land. ______ was full of the oddest creatures she had ever seen.

In this short paragraph, the students were required to occupy the precise pronoun for the noun phrase a strange and wondrous land. Yet, there is a different position between the noun phrase and the pronoun. The noun phrase a strange and wondrous land in this paragraph occupies the object position, whereas the
A pronoun that is supposed to substitute the noun phrase lies in the subject position. This difference had created confusion for some students. Some students tended to refer the missing pronoun with the noun or noun phrase occupying the same position. In this case, the students preferred to refer the missing pronoun with the noun *Alice* that occupies the same subject position. Consequently, the students assigned the missing pronoun by the pronoun *she* that refers to the noun or antecedent *Alice*. This choice was of course incorrect since the intention of the clause containing the missing pronoun was to explain about the noun phrase a *strange and wondrous land* that becomes the theme of the sentence. The students’ confusion related to the different position between the noun and its pronoun was confirmed in the following interview result.

*R : Kamu tahu gak ini ngomongin siapa?*

*Q1: Alice..*

*R : Kamu kira ini ngomongin Alice ... was full of the oddest creatures she had ever seen...*

*Q1 : Oh, ya ... mereka .. Ngomongin makhluk .. Tak kira ngomongin Alice .....*  
(Student 1, Interview)

*R : Kalau soal ini kenapa jawabya she?*

*Q3: Aku kira ngomongin Alice mbak.*  
(Student 3, Interview)

Problems also arose from the syntactic complexity of the sentence. Some students found problem in understanding the long sentence with embedded clauses. As it is also stated by Krashen and Terrell (1983), “It is certainly the case that long sentences, especially with embedded clauses, will be more difficult to process.” Problem in processing the long sentence could be found in the following
task item. The level of occurrence of incorrect answers in this task item is the highest among the other task items which have less complex sentence.

…….Alice looked up and found herself lying on the bank, with her head in the lap of her sister who was brushing away some dead leaves that fell down from the trees upon her face.

*R*: Kalau soal yang ini kesulitannya apa?
*Q6*: Hmm.. bingung antara Alice ma her sister.
*R*: Dibandingkan kalimat lainnya, kalimat di soal ini lebih susah gak?
*Q6*: Iya. Karena kalimatnya panjang jadi lebih bingung.
(Student 6, Interview)

The other problem experienced by the students in comprehending precise pronouns in narrative texts also arose from the familiarity of the vocabulary. This problem is also confirmed from the interview results and observation result.

*R*: Kesulitannya secara umum apa?
*Q1*: Apa ya? Kosakatanya kurang ....
(Student 1, Interview)

*R*: Kebanyakan kesulitannya tentang apa?
*Q3*: Kata-katanya banyak yang gak tau..
(Student 3, Interview)

Some students started to discuss about the meaning of the vocabulary in the given task.
(Observation 1, Class D)

Some students found problems in comprehending and producing the precise pronouns in the narrative texts because they were not familiar with some of the content words and function words such as noun, verb, adjective, and adverb. The following interview results confirm it.
Although in this case, the writer had provided the task items with the lists of difficult vocabulary, the students still found problems in understanding some other words.

According to observation during the task time, some students tended to understand the text by translating word by word.

Some students pointed and translated the vocabulary in the passage one by one.
(Observation 1 and 2, Class D and F)

The students’ behaviour in translating the words one by one to understand the passage was also revealed in the following interview result.

R : Kesulitannya apa? Kata-katanya atau tentang pronoun-nya?
At the time when the students got into one or two words they did not know the meaning during the translation time, they got confused and started the process all over again. This behaviour caused them to spend too much time in understanding the word meaning instead of discovering relationships among those words.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This final chapter presents two sections. They are: (1) conclusions, and (2) suggestions. The first part is the conclusions of this study. The second is the suggestions for the people who concern in this study as the follow up of this study to make improvement in the future.

A. Conclusions

This study discussed the pronoun types and pronoun functions that caused comprehension problems to the eighth grade students at SMP Negeri 1 Bantul. Also, this study discussed the possible causes of the comprehension problems experienced by the eighth grade students at SMP Negeri 1 Bantul in their attempt to comprehend pronouns in narrative texts.

Based on the result of the study, the writer concluded that some of the eighth grade students were quite successful in comprehending pronoun types in narrative texts. This conclusion was taken based on the calculation of the mean percentage on each pronoun type which showed that the average number of the students making incorrect answers on each pronoun type was less than 50%. In detail, the pronoun type that the eighth grade students of SMP Negeri 1 Bantul mostly experienced problems was the objective personal pronoun. According to the data analysis, the objective personal pronouns took the highest incorrect answers percentage among the other pronoun types. On average, as much as
36.18% students made incorrect answers on objective personal pronouns. Whereas the average percentage of students who made incorrect answers on the possessive personal pronouns was described as 34.28%, the average of students making incorrect answers on subjective personal pronouns was described as 32.69%, and the average percentage of students who made incorrect answers on reflexive pronouns was illustrated as much as 21.19%.

Meanwhile, most of the students still found problems in comprehending pronoun in the object function. The conclusion was derived from the calculation of the mean percentage which showed that the average numbers of the students making incorrect answers in this function was more than 50%. The average percentage of the students making incorrect answers on this pronoun function was described as 52.69%. It means that average numbers of the students making incorrect answers in this function was higher than the students who made correct answers. While the second rank of the average percentage of the students who made incorrect answers occurred in complement functions. The average percentage of the students who made incorrect answers in this function was described as 43.48%. As for the subject function, the average percentage of the students who made incorrect answers was 41.58%.

Throughout this study, the writer also concluded that the possible causes of the problems that the eighth grade students experienced in their attempt to comprehend pronouns in narrative texts were due to several factors. Those factors were syntactic complexity, vocabulary, distance, semantic content of pronouns, syntactic functions of pronouns, and potential antecedents. Based on the
discussion in Chapter IV, the students’ problems in comprehending pronouns occurred because of the combination of several factors. As an example, a student might find that the great gap or distance between a pronoun and its antecedent could create a problem for him in comprehension process. At the same time he might also feel disturbed during the time in comprehension if he then found more than one potential antecedents for a pronoun. Yet, based on the interview results with some students, it was discovered that the causes mostly affecting the problems in comprehending pronouns in narrative texts to occur came mostly from semantic content of pronouns factor and vocabulary factor. According to the interview, most of the students were still unable to distinguish different case, gender, person, and number of pronouns. For example, there was a student who did not know whether to post the pronoun *his* in subject position or object position. Whereas from the vocabulary factor, some students stated that they did not familiar with some of the vocabulary in the narrative texts. Further, there were some students who misidentified a verb as a noun, or even an adverb as a noun. As examples, there was a student who thought that *finished* is a noun, the other thought that *once* was a name of a noun.
B. Suggestions

Some suggestions are also included in this chapter. They are as follow:

1. For Junior High School English Teachers

   It is important for the teacher to conduct a discussion with the students concerning the pronoun comprehension. Further, the teachers may give the students more practices or even other interesting activities such as games concerning the pronoun comprehension. Applying varied motivating techniques that attract the students’ attention would help the students to grasp more easily the rules of pronoun comprehension.

2. For Further Researchers

   This study on the students’ comprehension of pronouns in narrative texts still needs criticisms and improvements from the readers. Criticisms and improvements are needed since the writer realizes that the source of participants in this study especially the source of interviewees is too narrow and limited. Thus, the further researchers are suggested to have in-depth study related to the subject matter with more varied pronoun types and functions, and also larger and varied sources of participants especially with many more interviewees. In addition, conducting researches on English as foreign language is still widely open for further researchers since the literature related to English Foreign Language learners in Indonesia is limited.
REFERENCES


### Internet Sources


PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

APPENDICES
APPENDIX A
The Standard Competence and Basic Competence of the Eighth Grade Students

Mata Pelajaran Bahasa Inggris untuk Sekolah Menengah Pertama (SMP)/Madrasah Tsanawiyah (MTs)

Kelas VIII, Semester 1

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<th>Standar Kompetensi</th>
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<td>Mendengarkan</td>
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<td>1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar</td>
<td>1.1 Merespon makna yang terdapat dalam percakapan transaksional (<em>to get things done</em>) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat</td>
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<tr>
<td>1.2 Memahami makna dalam percakapan transaksional (<em>to get things done</em>) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat</td>
<td>2. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <em>descriptive</em> dan <em>recount</em> untuk berinteraksi dengan lingkungan sekitar</td>
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<td>2. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <em>descriptive</em> dan <em>recount</em> untuk berinteraksi dengan lingkungan sekitar</td>
<td>1.2 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar</td>
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
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<td>3. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar</td>
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</tr>
<tr>
<td></td>
<td>Memahami dan merespon percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat</td>
</tr>
<tr>
<td>4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar</td>
<td>Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar</td>
</tr>
<tr>
<td></td>
<td>Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount</td>
</tr>
<tr>
<td>Standar Kompetensi</td>
<td>Kompetensi Dasar</td>
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</tr>
<tr>
<td><strong>Membaca</strong></td>
<td></td>
</tr>
<tr>
<td>5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <em>descriptive</em> dan <em>recount</em> yang berkaitan dengan lingkungan sekitar</td>
<td>Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk <em>descriptive</em> dan <em>recount</em> pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</td>
</tr>
<tr>
<td></td>
<td>Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</td>
</tr>
<tr>
<td></td>
<td>Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <em>descriptive</em> dan <em>recount</em></td>
</tr>
<tr>
<td><strong>Menulis</strong></td>
<td></td>
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<tr>
<td>6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <em>descriptive</em>, dan <em>recount</em> untuk berinteraksi dengan lingkungan sekitar</td>
<td>Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar</td>
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<td></td>
<td>Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <em>descriptive</em> dan <em>recount</em></td>
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<td>Standar Kompetensi</td>
<td>Kompetensi Dasar</td>
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<tr>
<td><strong>Mendengarkan</strong></td>
<td>Merespon makna yang terdapat dalam percakapan transaksional (<em>to get things done</em>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, dan meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu.</td>
</tr>
<tr>
<td>7. Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar</td>
<td>Merespon makna yang terdapat dalam percakapan transaksional (<em>to get things done</em>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, dan mengawali, memperpanjang, dan menutup percakapan telepon.</td>
</tr>
<tr>
<td>8. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <em>narrative</em> dan <em>recount</em> untuk berinteraksi dengan lingkungan sekitar</td>
<td>Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.</td>
</tr>
<tr>
<td></td>
<td>Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <em>narrative</em> dan <em>recount</em>.</td>
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<tr>
<td>Standar Kompetensi</td>
<td>Kompetensi Dasar</td>
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<tr>
<td>Berbicara</td>
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<tr>
<td>9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar</td>
<td>Mengungkapkan makna dalam percakapan transaksional (<em>to get things done</em>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu</td>
</tr>
</tbody>
</table>

| 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar | Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar |

Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount dan narrative.
PLAGIAT MERUPTAKAN TINDAKAN TIDAK TERPUJI

<table>
<thead>
<tr>
<th>Standar Kompetensi</th>
<th>Kompetensi Dasar</th>
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<tbody>
<tr>
<td><strong>Membaca</strong></td>
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<tr>
<td>11. Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar</td>
<td>Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk recount dan narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</td>
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<td></td>
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<td>Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</td>
</tr>
</tbody>
</table>

| **Menulis**        |                  |
| 12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar | Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar |
|                    | Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar |
APPENDIX B
The Comprehension Task

Nama : 
Kelas : 

Jawablah pertanyaan-pertanyaan dibawah ini dengan kata ganti yang sesuai!

(1) After several days, Dorothy, the Scarecrow, the Tinman, the Lion and Toto arrived at a lovely land. They saw a large field of scarlet poppies. Poppies are beautiful flowers, but when they are so many, the smell is very strong. Anyone who breathes it will fall asleep. Dorothy did not know this, and in a very short time she felt very sleepy. Her eyes became heavy and she sat herself down to rest. The Tinman tried to awake Dorothy, "Come on. Don’t fall asleep. There’s no time to rest."

1. they in line 3 refers to ………..                           - poppies: bunga candu
2. herself in line 5 refers to …………….                      - breathes : menghirup

(1) The poppies did not make the Tinman and the Scarecrow sleepy, because they were not human. “What shall we do?” asked the Tinman. “We must go back to the Yellow Brick Road. If we leave Dorothy here, she will die.” The Scarecrow had an idea. He told the Lion to run through the field so he could escape the deadly flowers. Then, the Scarecrow and the Tinman, themselves carried Dorothy and Toto out of the poppy field.

3. we in line 3 refers to ……………                                 - deadly: mematikan
4. he in line 4 refers to …………….
5. themselves in line 5 refers to ………..

(1) When the Lion saw the little dog, he opened up his mouth as if to bite him. Dorothy became so angry at this that she came forward and slapped the Lion on the nose.

3) "Don’t you dare bite Toto!” she shouted. “You ought to be ashamed of yourself, a big Lion like you, trying to bite a little dog!” The Lion felt very ashamed. He told Dorothy and her friends that although he was the King of the Beasts, he was actually a coward. (6) He was afraid of almost everything and everybody.
6. his in line 1 refers to .......................... - slapped: menampar
7. yourself in line 3 refers to ............ - be ashamed : malu
8. he in line 6 refers to .................... - coward: penakut

(1) The Scarecrow scratched his straw head. Then he said, "Maybe Oz could give you (2)courage." If only I had courage, then I could truly be King of the Beasts." So Dorothy, (3) the Scarecrow and the Tinman invited the Lion to join them on their journey to the (4) Emerald City.

9. his in line 1 refers to ...................... - straw : jerami
10. their in line 3 refers to ................. - courage : keberanian

(1) The shoemaker's wife, then, made the elves clothes because she wanted to thank them. (2) After she finished sewing the clothes, she left them on the table. The elves were happy (3) to see all those clothes. They put them on, sang and leapt about happily.

11. them in line 2 refers to ................. - elves : peri
12. him in line 3 refers to ................. - captured: menangkap

(1) One day, an old man named Maurice was traveling past the castle. It was raining so (2) hard that he decided to enter the castle. When the Beast saw him, he captured him. (3) After some time, Maurice's daughter, Belle, began to worry about him.

13. she in line 1 refers to .................... - giving birth: melahirkan
14. herself in line 4 refers to .............. - remarried: menikah lagi

- wicked and mean: jahat

(1) Once upon a time, a queen gave a birth a beautiful baby. She had the snow white (2) skin and red lips. Soon after giving birth to Snow White, the queen died and the king (3) remarried a beautiful woman who was actually wicked and mean. The new queen always (4) looked herself in the mirror. She had the mirror that could tell her who was the most (5) beautiful woman on earth. For years, she had been the most beautiful woman of all.

15. skin: kulit
16. giving birth: melahirkan
17. remarried: menikah lagi

- wicked and mean: jahat

(1) Faster and faster Alice ran until she tripped over a root. Once more, she found (2) herself whirling and swirling through time and space. Suddenly, she heard a soft voice. (3) Alice looked up and found herself lying on the bank, with her head in the lap of her (4) sister, who was brushing away some dead leaves that fell down from the trees upon her (5) face.

- tripped: tersandung
15. **herself** in line 3 refers to ..........................  - **whirling and swirling**: berputar-putar
16. **her** in line 4 refers to ...............................  - **bank**: tepi sungai
- **brushing away**: menyingkirkan

(1) She found a key which fitted in a little door, but Alice is too big to fit through the (2)door. Then Alice took a little bottle on the table with the words 'Drink **me**' printed on (3)the label. Alice drank from **it** and started shrinking until she was only ten inches high.

17. **me** in line 2 refers to ...............................  - **shrinking**: menyusut
18. **it** in line 3 refers to ...............................  - **fit**: sesuai, cocok, pas

(1) High in the mountain live a prince whose great wish was to journey to the moon, (2)because he loved its gentle glow. His dream finally came true. When he reached the (3)moon he discovered **its** light came from the moon king's daughter.

19. **its** in line 3 refers to ...............................  - **gentle**: lembut
- **discover**: menemukan

(1) Little Mantu lived in a village deep in the jungle where elephants helped the men (2)with their work. These elephants were so big and strong. They could lift up the heaviest (3)logs with their trunks and toss **them** high in the air.

20. **them** in line 3 refers to ............................  - **logs**: batang kayu
- **trunks**: belalai
- **toss**: melemparkan

---

**Isilah titik-titik di bawah ini dengan kata ganti orang yang sesuai (I, you, they, we, he, she, it, my, your, their, our, his, her, its, me, him, them, us)**

A. Alice soon discovered that (1) ........................ had entered a strange and wondrous land. (2) ........................ was full of the oddest creatures she had ever seen. Alice thought the creatures all seemed quite at home in this Wonderland. She hoped one of (3) ........................ could help her find the White Rabbit, but (4) ........................ were no help at all. Then, she came to unusual garden. She discovered that the flowers of Wonderland could speak! “What kind of flower are you?” a big red rose asked (5) ........................... “Oh, I'm not any kind of flower,” Alice replied. “Leave!” shouted all the flowers together. “We don't want you in (6) .......................... lovely garden.”

- **wondrous**: menakjubkan  - **creatures**: makhluk
- **oddest**: ganjil  - **unusual**: tidak biasa
B. One day the generous brother was sitting in his garden when suddenly a little bird fell on (7) lap. It was wounded. He took care of (8), fed it, and put it in a nice cage. After the bird was healthy, the generous brother let (9) fly. After some time the bird returned to him and gave (10) a watermelon seed.

- generous: murah hati
- fed: memberi makan
- lap: pangkuan
- seed: biji

C. Day by day, the princess grew more beautiful. No girls could compare with (11). In a few days, Princess would be seventeen years old. So, people of that kingdom went to palace. (12) brought many present for her. Their give were very beautiful. Prabu collected the presents. There were many presents. Then Prabu stored (13) in a building.

- grew: tumbuh
- stored: menyimpan
- collected: mengumpulkan

D. One day a prince passed by the forest. Suddenly, a pathway magically opened in front of him and showed him the way to the princess. (14) fell in love with the princess as soon as he saw (15). He gave her a kiss that broke the spell and woke up the whole castle.

- pathway: jalan kecil
- spell: kutukan
### APPENDIX C

The Students’ Interview Transcript

**Interview 1**

**Interviewee:** Student 1  
**Day/Date:** Saturday/January, 16th, 2010  
**Location:** in *SMP Negeri 1 Bantul* classroom

<table>
<thead>
<tr>
<th>Question and Answer</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>R: kesulitannya secara umum apa?</td>
<td></td>
</tr>
<tr>
<td>Q1: Apa ya? Kosakatanya kurang..</td>
<td>VOCAB</td>
</tr>
<tr>
<td>R: oh, gitu. Terus yang soal ini ..ini kan kamu jawabnya her.. ini menurutmu gantiin yang mana?</td>
<td></td>
</tr>
<tr>
<td>Q1: gantiin maksudnya?</td>
<td></td>
</tr>
<tr>
<td>R: Ini kenapa meletakkan her, gak lainnya gitu?</td>
<td></td>
</tr>
<tr>
<td>Q1: Sebenarnya aku mau ngasih she .. tapi..disini ada Alice to, trus aku mikire her..</td>
<td></td>
</tr>
<tr>
<td>R: Lho kan she juga bisa ke Alice?</td>
<td></td>
</tr>
<tr>
<td>Q1: Iha yo makanya itu to, tadinya tu mau ngisi she to tapi tak ganti her..</td>
<td>SC</td>
</tr>
<tr>
<td>R: Pertimbangane apa?</td>
<td></td>
</tr>
<tr>
<td>Q1: hmm..biasanya she tu di awal kalimat.. setauku…</td>
<td></td>
</tr>
<tr>
<td>R:O.gt.. karena itu ditengah maka kamu milihnya her?</td>
<td></td>
</tr>
<tr>
<td>Q1:iya.</td>
<td></td>
</tr>
<tr>
<td>R: Oke deh. Terus yang ini? Kenapa she itu?</td>
<td></td>
</tr>
<tr>
<td>Q1:Karena di awal kalimat.</td>
<td></td>
</tr>
<tr>
<td>R: Karena di awal kalimat. Gak kepikiran ini mungkin misalkan he atau gak we, atau it?</td>
<td></td>
</tr>
<tr>
<td>Q1:Enggak.</td>
<td></td>
</tr>
<tr>
<td>R: Kamu tau gak ini ngomongin siapa?</td>
<td></td>
</tr>
<tr>
<td>Q1: Alice..</td>
<td></td>
</tr>
<tr>
<td>R: Alice?</td>
<td></td>
</tr>
<tr>
<td>R: Kamu kira ini ngomongin Alice… was full of the oddest creatures she had ever seen…</td>
<td></td>
</tr>
<tr>
<td>Q1: Oh,ya… mereka.. Ngomongin… makhlu..Tak kira ngomongin Alice…</td>
<td>SF</td>
</tr>
<tr>
<td>R: makhlu? Makhlu apa bukan menurutmu?</td>
<td></td>
</tr>
<tr>
<td>Q1: hm.. kayae mbak.. bingung je..</td>
<td></td>
</tr>
<tr>
<td>R: ok. Kalo ini kenapa my? Ini gantiin siapa?</td>
<td></td>
</tr>
<tr>
<td>Q1: gantiin red rose…</td>
<td></td>
</tr>
<tr>
<td>R: terus ini.. kenapa ini his?</td>
<td></td>
</tr>
</tbody>
</table>
Q1: tak kirain ini… eh, give tu memberi to?
R: iya

Q1: tak kirain ini memberi ke yang ini lho…he was sitting…
R: ooh, yang brother ini?
Q1: Hooh..
R: Bener itu memberi ke brother tapi ..

Q1: salah ya mbak kata gantinya…
R: iya, kata gantinya bukan seharusnya bukan his…tapi him..
Kamu tahu gak kalo object tu harusnya him?
Q1: enggak..
R: Lupa ya? Apa emang gak tau?
Q1: hehe.. Lupa…
R: Terus ini ..kenapa ini her?
Q1: apa..hm..
R: Ini gantiin siapa?
Q1: menurutku.. princess..
R: Oh, jadi menurutmu ini ngomongin princess nya?
Q1: Hooh..

**Interview 2**

Interviewee : Student 2
Day/Date : Saturday/January, 16th, 2010
Location : in SMP Negeri 1 Bantul class room

<table>
<thead>
<tr>
<th>Question and Answer</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>R: kalau kamu kenapa ini jawabnya she?</td>
<td></td>
</tr>
<tr>
<td>Q2: Karena Alice..</td>
<td></td>
</tr>
<tr>
<td>R: Karena ini Alice?</td>
<td></td>
</tr>
<tr>
<td>Q2: iya..</td>
<td></td>
</tr>
<tr>
<td>R: Karena di depan ini Alice kamu juga ngira disini ngomongin Alice?</td>
<td></td>
</tr>
<tr>
<td>Q2: iya..</td>
<td></td>
</tr>
<tr>
<td>R: terus kalau ini? Kenapa juga she? Ini ngomongin siapa?</td>
<td></td>
</tr>
<tr>
<td>Q2: Masih kepih kan kalau ngomongin Alice juga..</td>
<td>SF</td>
</tr>
<tr>
<td>R: ini bukan ngomongin Alice.. kalau she harusnya disini was</td>
<td></td>
</tr>
<tr>
<td>Q2: Apa ya..</td>
<td></td>
</tr>
<tr>
<td>R: Yang bisa dipakai di subject apa?</td>
<td></td>
</tr>
<tr>
<td>Q2: oh, they ya?</td>
<td></td>
</tr>
<tr>
<td>R: Iya they.. soalnya to be nya were..</td>
<td></td>
</tr>
<tr>
<td>R: Terus ini my gantiin siapa?</td>
<td></td>
</tr>
<tr>
<td>Q2: eh.. a big red rose..</td>
<td></td>
</tr>
<tr>
<td>R: Bukan.. seharusnya our… soale ada we nih…</td>
<td></td>
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<tr>
<td>Q2: Oiya ding.</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
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</tr>
<tr>
<td>R: Terus ini it siapa?</td>
<td>Q2: It nya tu present..</td>
</tr>
<tr>
<td>R: Present ini menurutmu banyak apa sedikit?</td>
<td>Q2: banyak…</td>
</tr>
<tr>
<td>R: kalau banyak seharusnya kata gantinya apa?</td>
<td>Q2: it.. eh.. banyak apa ya?</td>
</tr>
<tr>
<td>R: Apa kalau lebih dari satu?</td>
<td>Q2: hmm… they ya?</td>
</tr>
<tr>
<td>R: iya. They..</td>
<td></td>
</tr>
<tr>
<td>R: terus ini she..</td>
<td>Q2: princess..</td>
</tr>
<tr>
<td>R: kok tadi ngisinya she…</td>
<td></td>
</tr>
<tr>
<td>R: Inikok milih them?</td>
<td>Q2: them nya bingung antara elves sama clothes…</td>
</tr>
</tbody>
</table>
| R: terus kok milihnya elves… | Q2: them kan buat orang to..
| R: kalau pakaian digantiin then bisa gak menurutmu? | Q2: oh, bisa ding.. eh.. gak ding… them itu buat orang.. |
| R: them itu gak harus buat orang. Bisa buat benda yang banyak. | Q2: oh,iya ya. |
| R: kalau ini, she nya kamu jawabnya the queen.. | Q2: tak kira queen nya yang menamai.. |
| R: Terus ini kenapa it nya itu gentle glow? | Q2: karena it tu kan buat benda to… |
| R: iya tapi seharusnya jawabnya the moon.. | |
| R: makasih ya. | Q2: sama-sama |

**Interview 3**

Interviewee : Student 3  
Day/Date : Saturday/January, 16th, 2010  
Location : in SMP Negeri 1 Bantul class room

<table>
<thead>
<tr>
<th>Question and Answer</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>R: kebanyakan kesulitannya tentang apa?</td>
<td></td>
</tr>
<tr>
<td>Q3: kata-katanya banyak yang gak tau..</td>
<td>VOCAB</td>
</tr>
<tr>
<td>R: ini kenapa his nya Dorothy?</td>
<td></td>
</tr>
<tr>
<td>Q3: His itu kan dia laki-laki to?</td>
<td></td>
</tr>
<tr>
<td>R: iya.. Dorothy tu cewek apa cowok?</td>
<td></td>
</tr>
<tr>
<td>Q3: hehe.. gak tau..hehe.. cewek ya?</td>
<td>SC</td>
</tr>
<tr>
<td>R: iya.</td>
<td></td>
</tr>
<tr>
<td>R: Kalau yourself ini Toto? Menurutmu ini ngomong sama</td>
<td></td>
</tr>
</tbody>
</table>
Interview 4
Interviewee : Student 4
Day/Date : Saturday/January, 16th, 2010
Location : in SMP Negeri 1 Bantul class room

<table>
<thead>
<tr>
<th>Question and Answer</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>R: Yang nomor ini kenapa jawabnya Dorothy, Lion, Tinman?</td>
<td></td>
</tr>
<tr>
<td>Q4: Soale ini kan they.</td>
<td></td>
</tr>
<tr>
<td>R: oh, gitu. Kepikiran gak kalau mungkin ini poppies?</td>
<td></td>
</tr>
<tr>
<td>Q4: Enggak.</td>
<td></td>
</tr>
<tr>
<td>R: kalau yang ini his, kenapa kamu pilih little dog?</td>
<td></td>
</tr>
<tr>
<td>Q4: kan dia laki-laki kan? Aku kira ini.</td>
<td>PA</td>
</tr>
<tr>
<td>Aku bingung antara little dog ma dorrothy.</td>
<td></td>
</tr>
<tr>
<td>R: kalau yang he ini kenapa jawabya Dorothy?</td>
<td></td>
</tr>
<tr>
<td>Q4: soale aku gak tau Dorothy itu cewek pa cowok. Jadi ya tak pilih aja Dorothy.</td>
<td>SC</td>
</tr>
<tr>
<td>R: kalau ini shoemaker’s?</td>
<td></td>
</tr>
<tr>
<td>Q4: kukira ini mereka, them kan mereka kan? Terus ada “s” nya jadi kukira banyak.</td>
<td>SC</td>
</tr>
<tr>
<td>R: Herself nya kenapa king?</td>
<td></td>
</tr>
<tr>
<td>Q4: Herself kayanya buat cowok deh mbak.</td>
<td>SC</td>
</tr>
<tr>
<td>R: makasih.</td>
<td></td>
</tr>
<tr>
<td>Q4: iya.</td>
<td></td>
</tr>
</tbody>
</table>
**Interview 5**

Interviewee: Student 5  
Day/Date: Saturday/January, 16th, 2010  
Location: in SMP Negeri 1 Bantul class room  

<table>
<thead>
<tr>
<th>Question and Answer</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>R: they kenapa they nya dsini..</td>
<td></td>
</tr>
<tr>
<td>Q5: karena orangnya banyak to jadi aku jawabnya they..</td>
<td></td>
</tr>
<tr>
<td>R: kepikiran poppies gak?</td>
<td></td>
</tr>
<tr>
<td>Q5: Enggak.</td>
<td></td>
</tr>
<tr>
<td>R: kamu tadi taunya poppies apa?</td>
<td></td>
</tr>
<tr>
<td>Q5: bunga.</td>
<td></td>
</tr>
<tr>
<td>R: kepikiran gak kalau bunga bisa digantiin sama they?</td>
<td></td>
</tr>
<tr>
<td>Q5: Enggak kepikiran kalau bunga bisa digantiin sama they.</td>
<td></td>
</tr>
<tr>
<td>R: Lalu bunga digantiin sama apa?</td>
<td></td>
</tr>
<tr>
<td>Q5: Biasanya kan bunga digantiin sama it mbak yang buat benda itu..</td>
<td>SC</td>
</tr>
<tr>
<td>R: Jadi menurutmu they tu gak bisa buat benda?</td>
<td></td>
</tr>
<tr>
<td>Q5: iya.</td>
<td></td>
</tr>
<tr>
<td>R: kalau ini kenapa jawabnya little dog?</td>
<td></td>
</tr>
<tr>
<td>Q5: Menurutku soalnya yang depan gantiin yang depan terus yang belakang gantiin yang belakang <em>(sambil menunjuk ke soal nomor)</em></td>
<td>SF</td>
</tr>
<tr>
<td>R: o, itu. Brati sesuai letaknya ya. Kalau di depan brati gantiin depan kalau di belakang brati gantiin belakang?</td>
<td></td>
</tr>
<tr>
<td>Q5: Hoooh.</td>
<td></td>
</tr>
<tr>
<td>R: kalau ini kenapa shoemaker’s wife?</td>
<td></td>
</tr>
<tr>
<td>Q5: tak pikir ini gantiin in.</td>
<td></td>
</tr>
<tr>
<td>R: kamu tau gak kalau them itu buat banyak?</td>
<td></td>
</tr>
<tr>
<td>Q5: gak tau.</td>
<td></td>
</tr>
<tr>
<td>R: kalau ini she..</td>
<td></td>
</tr>
<tr>
<td>Q5: tak kirain ini she ngomongin ratu soale sama-sama depan.</td>
<td>SF</td>
</tr>
<tr>
<td>R: kalau ini kok her?</td>
<td></td>
</tr>
<tr>
<td>Q5: aku bingungnya ini antara her sister sama Alice..</td>
<td>PA</td>
</tr>
<tr>
<td>R: Kalimate yang panjang bikin bingung gak?</td>
<td></td>
</tr>
<tr>
<td>Q5: lumayan sih..</td>
<td></td>
</tr>
<tr>
<td>R: makasih.</td>
<td></td>
</tr>
<tr>
<td>Question and Answer</td>
<td>Codes</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------</td>
</tr>
<tr>
<td>R: Kesulitannya apa dik secara umum?</td>
<td></td>
</tr>
<tr>
<td>Q6: Kosakatanya bikin bingung. Ada yang familiar ada yang nggak.</td>
<td>VOCAB</td>
</tr>
<tr>
<td>R: O, gitu. Terus kalo soal yang ini kenapa bisa jawabnya she gitu?</td>
<td></td>
</tr>
<tr>
<td>Q6: Hmm.. ini mbak.. Tak kirain karena Alice nya dari awal kan ada di depan jadi tak kira penggantinya Alice.</td>
<td>SF</td>
</tr>
<tr>
<td>R: kalau ini kenapa kok bisa he? Gantiin siapa?</td>
<td></td>
</tr>
<tr>
<td>Q6: Lha ini menurutku nggantiin yang creatures..</td>
<td></td>
</tr>
<tr>
<td>R: Creatures menurutmu ada banyak atau cuma satu?</td>
<td></td>
</tr>
<tr>
<td>Q6: ee.. satu..</td>
<td></td>
</tr>
<tr>
<td>R: Bukan. Creatures itu ada banyak kan di belakangnya ada s- nya to?</td>
<td></td>
</tr>
<tr>
<td>Q6: ooh...</td>
<td></td>
</tr>
<tr>
<td>R: Terus misalkan satu pun seharusnya bukan he. Tau gak kalo bentuk pronounnya kaya apa?</td>
<td></td>
</tr>
<tr>
<td>Q6: Gak tau mbak bentuk pronounnya.</td>
<td>SC</td>
</tr>
<tr>
<td>R: Kalo ini kenapa jawabnya it?</td>
<td></td>
</tr>
<tr>
<td>Q6: Oh, itu tak kira gantiin garden mbak.</td>
<td></td>
</tr>
<tr>
<td>R: Kok bisa garden?</td>
<td></td>
</tr>
<tr>
<td>Q6: Gak tau mbak. Yang paling deket garden jadinya ya aku isi itu aja..hehehe</td>
<td>DIS</td>
</tr>
<tr>
<td>R: Terus kalau soal yang ini kenapa jawabnya she?Menurutmu ini gantiin siapa?</td>
<td></td>
</tr>
<tr>
<td>Q6:Gantiin princess kan mbak?</td>
<td></td>
</tr>
<tr>
<td>R: Iya bener. Tapi bukan she.. kan ini posisinya bukan di subject.</td>
<td></td>
</tr>
<tr>
<td>Q6: Oh, aku mikirnya karena satu cewek trus she aja.</td>
<td></td>
</tr>
<tr>
<td>R: Kalau waktu jawab soal nomor satu kenapa jawabnya Dorothy, Scarecrow, tinman, lion, and toto?</td>
<td></td>
</tr>
<tr>
<td>Q6: Kan they mbak, jadinya banyak.</td>
<td></td>
</tr>
<tr>
<td>R: Kepikiran gak kalau poppies jawabnya?</td>
<td></td>
</tr>
<tr>
<td>Q6: Enggak.Soalnya tak kira poppies itu satu benda.</td>
<td>SC</td>
</tr>
<tr>
<td>R: Kalau soal yang ini kesulitannya apa?</td>
<td></td>
</tr>
<tr>
<td>Q6:Hmm.. bingung antara Alice ma her sister.</td>
<td>PA</td>
</tr>
<tr>
<td>R: Dibandingin kalimat lainnya, kalimat di soal yang ini lebih susah gak?</td>
<td></td>
</tr>
</tbody>
</table>
Interview 7

Interviewee : Student 7
Day/Date : Saturday/January, 16th, 2010
Location : in SMP Negeri 1 Bantul class room

<table>
<thead>
<tr>
<th>Question and Answer</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>R: Gimana dik kesulitannya apa?</td>
<td></td>
</tr>
<tr>
<td>Q7: Kata-katanya lumayan susah.</td>
<td></td>
</tr>
<tr>
<td>R: Kalau tentang kata ganti atau pronoun nya susah gak?</td>
<td></td>
</tr>
<tr>
<td>Q7: Enggak sih, Enggak begitu susah.</td>
<td></td>
</tr>
<tr>
<td>R: Kesulitan lainnya?</td>
<td></td>
</tr>
<tr>
<td>Q7: Tokoh-tokohnya ganti-ganti dari Tinman, Lion, Dorothy, Scarecrow jadi bingung buat nyari kata yang diminta.</td>
<td>PA</td>
</tr>
<tr>
<td>R: Ini kenapa ngisinya she?</td>
<td></td>
</tr>
<tr>
<td>Q7: Tak kira ngomongin cewek dari awal. Si Alice itu.</td>
<td>SF</td>
</tr>
<tr>
<td>R: Kalau soal yang nomor B. 9 ini lainnya dah betul it kok disini kamu ngisinya its?</td>
<td></td>
</tr>
<tr>
<td>Q7: Bingung mbak pilih yang mana antara it sama its.</td>
<td>SC</td>
</tr>
<tr>
<td>R: Kalau yang soal C. 13 kenapa jawabnya it?</td>
<td>SC</td>
</tr>
<tr>
<td>Q7: Kan benda mbak makanya it.</td>
<td></td>
</tr>
<tr>
<td>R: Iya itu ngomongin benda. Tapi kan bendanya banyak jadi bukan it. Kalau bendanya banyak harusnya pakai apa?</td>
<td></td>
</tr>
<tr>
<td>Q7: Hmm… apa ya? Lupa mbak.</td>
<td></td>
</tr>
<tr>
<td>R: Kalau yang soal di bagian D ini, kenapa kok bisa his?</td>
<td></td>
</tr>
<tr>
<td>Q7: Kan cowok mbak.</td>
<td></td>
</tr>
<tr>
<td>R: Iya bener. Tapi bukan his. Kalau his biasanya dipakai di bagian mana?</td>
<td></td>
</tr>
<tr>
<td>Q7: Mana ya… Gak tau mbak.</td>
<td></td>
</tr>
<tr>
<td>R: Tau bedanya makainya he sama his gak?</td>
<td>SC</td>
</tr>
<tr>
<td>Q7: Hehe.. Enggak.</td>
<td></td>
</tr>
</tbody>
</table>

Interview 8

Interviewees : Student 8, Student 9, Student 10
Day/Date : Saturday/January, 16th, 2010
Location : in SMP Negeri 1 Bantul class room

<table>
<thead>
<tr>
<th>Question and Answer</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>R: Gimana pendapatmu setelah ngerjain soal tadi?</td>
<td>VOCAB</td>
</tr>
<tr>
<td>Q8: Lumayan sulit.</td>
<td></td>
</tr>
<tr>
<td>Q9: Sulit mbak.</td>
<td></td>
</tr>
<tr>
<td>Q10: Agak sulit.</td>
<td></td>
</tr>
<tr>
<td>R: Kesulitannya apa? Kata-katanya atau tentang pronoun nya?</td>
<td></td>
</tr>
<tr>
<td>Q8: Menterjemahkan.</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td>R: Maksudnya?</td>
<td></td>
</tr>
<tr>
<td>Q8: Menterjemahkan kata-katanya.</td>
<td></td>
</tr>
<tr>
<td>R: Kalau kamu?</td>
<td></td>
</tr>
<tr>
<td>Q9: Ada yang gak tahu artinya.</td>
<td></td>
</tr>
<tr>
<td>R: Terus apa lagi?</td>
<td></td>
</tr>
<tr>
<td>Q9: Masih banyak yang belum hafal pronounnya.</td>
<td></td>
</tr>
<tr>
<td>R: Kalau kamu gimana? Kesulitannya apa?</td>
<td></td>
</tr>
<tr>
<td>Q10: Masih belum jelas tempatnya dimana.</td>
<td></td>
</tr>
<tr>
<td>R: Maksudnya tempat pronounnya dalam kalimat?</td>
<td></td>
</tr>
<tr>
<td>Q10: Iya.</td>
<td></td>
</tr>
<tr>
<td>R: Kalau soal nomor satu ini yang bikin sulit apa?</td>
<td></td>
</tr>
<tr>
<td>Q9: Gak tau jamak atau bukan.</td>
<td></td>
</tr>
<tr>
<td>R: Kalau kamu?</td>
<td></td>
</tr>
<tr>
<td>Q10: Kepikiran buat jawab antara poppies sama Dorothy, Tinman, dan Scarecrow.</td>
<td></td>
</tr>
<tr>
<td>R: Kalau yang ini kenapa jawabnya road?</td>
<td></td>
</tr>
<tr>
<td>Q8: Soalnya paling deket ma we.</td>
<td></td>
</tr>
<tr>
<td>R: Kalau kamu kenapa jawabnya tinman?</td>
<td></td>
</tr>
<tr>
<td>Q9: Paling deket sama we.</td>
<td></td>
</tr>
<tr>
<td>R: Kepikiran buat jawaban lain gak?</td>
<td></td>
</tr>
<tr>
<td>Q9: Kepikiran buat milih Scarecrow sama Tinman.</td>
<td></td>
</tr>
<tr>
<td>R: Kok gak jadi?</td>
<td></td>
</tr>
<tr>
<td>Q9: Kirain Scarecrow bukan nama orang jadi gak dimasukkan.</td>
<td></td>
</tr>
<tr>
<td>R: Kalau soal ini gimana?</td>
<td></td>
</tr>
<tr>
<td>Q10: Ragu-ragu mabak waktu menjawabnya antara Lion sama Scarecrow.</td>
<td></td>
</tr>
<tr>
<td>R: Kalau ini kenapa jawabnya road?</td>
<td></td>
</tr>
<tr>
<td>Q8: Ga tau artinya his.</td>
<td></td>
</tr>
<tr>
<td>R: Kalau kamu terus jawab little dog?</td>
<td></td>
</tr>
<tr>
<td>Q10: Ragu-ragu sebenarnya mabak. Mau milih antara Lion apa little dog.</td>
<td></td>
</tr>
<tr>
<td>R: kalau soal yang ini kenapa jawabnya scratched?</td>
<td></td>
</tr>
<tr>
<td>Q9: Soalnya paling deket ma his.</td>
<td></td>
</tr>
<tr>
<td>R: Kamu tahu gak kalau scratched itu bukan nama benda?</td>
<td></td>
</tr>
<tr>
<td>Q9: Enggak.</td>
<td></td>
</tr>
<tr>
<td>R: Kalau soal yang ini gimana? Kesulitannya apa?</td>
<td></td>
</tr>
<tr>
<td>Q10: Aku gak tau artinya their.</td>
<td></td>
</tr>
<tr>
<td>R: kalau yang ini kenapa jawabnya finished? Kamu tau gak finished itu bukan benda?</td>
<td></td>
</tr>
<tr>
<td>Q9: Enggak.</td>
<td></td>
</tr>
<tr>
<td>R: Kalau soal ini kenapa milihnya Maurice’s daughter?</td>
<td></td>
</tr>
<tr>
<td>Q10: Kan paling deket sama him nya.</td>
<td></td>
</tr>
<tr>
<td>R: Tau gak kalau seharusnya jawabannya Maurice aja? Ini lho disini?</td>
<td></td>
</tr>
<tr>
<td>Q10: Ooh... hehe. Gak liat Maurice nya.</td>
<td></td>
</tr>
<tr>
<td>R: Kalau ini kok jawabnya once dik?</td>
<td></td>
</tr>
<tr>
<td>Q9: Soalnya paling depan terus she ini juga paling depan.</td>
<td></td>
</tr>
<tr>
<td>R: Tau gak artinya once?</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Pertanyaan</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Q9</td>
<td>Gak tau mbak.</td>
</tr>
<tr>
<td>R</td>
<td>Kalau kamu kenapa jawabnya queen?</td>
</tr>
<tr>
<td>Q10</td>
<td>Kirain kalimatnya juga ngomongin queen.</td>
</tr>
<tr>
<td>R</td>
<td>Kalau kamu soal yang nomorm ini kesulitannya apa?</td>
</tr>
<tr>
<td>Q8</td>
<td>Ini subject nya banyak.</td>
</tr>
<tr>
<td>R</td>
<td>Kalau kamu kenapa kamu ngira kalau me ini Alice?</td>
</tr>
<tr>
<td>Q10</td>
<td>Setauku me itu obuat orang. Yang orang cuma Alice, aku milih Alice.</td>
</tr>
<tr>
<td>R</td>
<td>Kalau soal yang ini kesulitannya apa?</td>
</tr>
<tr>
<td>Q8</td>
<td>Bingung mau milih trunk atau logs, mbak.</td>
</tr>
<tr>
<td>R</td>
<td>Terus kok milihnya trunks?</td>
</tr>
<tr>
<td>Q8</td>
<td>Soalnya yang paling deket sama them itu.</td>
</tr>
<tr>
<td>R</td>
<td>kalau kamu gimana?</td>
</tr>
<tr>
<td>Q9</td>
<td>Aku gak tau artinya them.</td>
</tr>
<tr>
<td>Q</td>
<td>Kalau soal ini kenapa jawabnya she?</td>
</tr>
<tr>
<td>Q8</td>
<td>Aku kira ngomongin Alice mbak.</td>
</tr>
<tr>
<td>R</td>
<td>Kalau soal ini kesulitannya apa?</td>
</tr>
<tr>
<td>Q9</td>
<td>Bingung milih pronounnya yang buat object atau subject.</td>
</tr>
</tbody>
</table>
Observation I

Day/Date : Saturday/January, 16th, 2010
Teacher  : Mrs. Nisma Nurullaila, S.Pd
Learners : Students in class D
Location : class D
Time     : 07.30 a.m – 09.00 a.m

Description
The teacher greeted the students.
The teacher introduced the researcher and her assistant.
The researcher introduced herself and her assistant, also gave simple explanation related to the activity she would conduct in the class.
The researcher and her assistant distributed the comprehension task to the students.
The researcher explained the instruction in doing the task to the students.
The students started doing the task. The researcher and her assistant monitored the students.
The students started doing the task silently.
Some students started to discuss about the meaning of the vocabulary in the given task.
Some students raised their hands and asked the meaning of some vocabulary to the researcher.
One male student went out of the class. He was called by the head master.
Some students discussed about the pronouns with their chair mates.
Some students pointed and translated the vocabulary in the passage one by one.
Some students raised their hands and asked the meaning of some vocabulary to the researcher.
The male student, who was called by the headmaster, went back to class. He continued doing his task.
The researcher reminded the students about the time left for doing the task.
The students started to make some noise.
All of the students except three students finished doing the task.
All of the students had completely finished the given task.
The researcher and her assistant compiled the task.
The researcher asked the students’ opinion related to the task.
Some students said the task was quite difficult, some other said the task was not so difficult.
The researcher gave a review about pronouns to the students.
The researcher ended the class meeting.
Observation II

Day/Date : Saturday/January, 16th, 2010
Teacher : Mrs. Nisma Nurullaila, S.Pd
Learners : Students in class F
Location : class F
Time : 09.45 a.m – 11.15 a.m

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<tr>
<td>The researcher greeted the students.</td>
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<td>The researcher introduced herself and her assistant, also gave simple explanation related to the activity she would conduct in the class.</td>
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<td>The researcher and her assistant distributed the comprehension task to the students.</td>
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<td>The researcher explained the instruction in doing the task to the students.</td>
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<td>The students started doing the task. The researcher and her assistant monitored the students.</td>
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<td>The students started doing the task silently.</td>
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<td>Some students started to discuss about the meaning of the vocabulary in the given task.</td>
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<tr>
<td>Some students raised their hands and asked the meaning of some vocabulary to the researcher.</td>
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<tr>
<td>One student raised her hand and asked whether the pronoun she was for male or female.</td>
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<td>Some students discussed about the pronouns with their chair mates.</td>
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<tr>
<td>Some students pointed and translated the vocabulary in the passage one by one.</td>
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<td>Some students raised their hands and asked the meaning of some vocabulary to the researcher.</td>
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<td>The researcher reminded the students about the time left for doing the task.</td>
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<td>The students started to make some noise.</td>
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<td>All of the students had completely finished the given task.</td>
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<td>The researcher and her assistant compiled the task.</td>
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<td>The researcher asked the students’ opinion related to the task.</td>
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<td>Some students said the task was difficult, some other said the task was not so difficult.</td>
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<tr>
<td>The researcher gave a review about pronouns to the students.</td>
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<td>The researcher ended the class meeting.</td>
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APPENDIX E

The Distribution of the Eighth Grade Students’ Incorrect Answers on the Comprehension Tasks
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+ = it symbolizes the present of the incorrect answer  
- = it symbolizes the absent of the incorrect answer
Data on the Incorrect Answers Made by the Students in Comprehending Pronoun Functions

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<td><strong>44</strong></td>
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</table>

+ = it symbolizes the present of the incorrect answer  
- = it symbolizes the absent of the incorrect answer
APPENDIX F
The Standard Competence of Graduation

SALINAN PERATURAN MENTERI PENDIDIKAN NASIONAL NOMOR 78 TAHUN 2008 TANGGAL 5 DESEMBER 2008

KISI-KISI SOAL UJIAN NASIONAL TAHUN PELAJARAN 2008/2009

Kisi-Kisi Soal Ujian Nasional SMP/MTs.

BAHASA INGGRIS SMP/MTs

<table>
<thead>
<tr>
<th>NO.</th>
<th>STANDAR KOMPETENSI LULUSAN</th>
<th>KEMAMPUAN YANG DIUJI</th>
</tr>
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<tr>
<td>1</td>
<td><strong>READING</strong> (Membaca)</td>
<td>Memahami makna dalam wacana tertulis pendek baik teks fungsional maupun esai sederhana berbentuk deskriptif (descriptive, procedure, maupun report) dan naratif (narrative dan recount) dalam konteks kehidupan sehari-hari.</td>
</tr>
<tr>
<td></td>
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<td>Menentukan gambaran umum, informasi rinci tersurat, informasi tersirat, makna kata/frasa/kalimat dalam teks berbentuk “caution”.</td>
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2. **WRITING (Menulis)**

Mengungkapkan makna secara tertulis teks fungsional pendek dan esai sederhana berbentuk deskriptif (descriptive, procedure, maupun report) dan naratif (narrative dan recount) dalam konteks kehidupan sehari-hari.

| Menentukan kata yang tepat untuk melengkapi teks laporan (report) yang pendek |
| Menentukan susunan kata yang tepat untuk membuat kalimat |
| Menentukan susuna kalimat yang tepat untuk membuat paragraph |
# APPENDIX G

The Students’ Incorrect Answers on Each Task Item

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APPENDIX H

Letters of Permission
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

UNIVERSITAS SANATA DHARMA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Tromol Pos 29, Yogyakarta 55002
Tel. (0274) 513301, 515362; Fax. (0274) 562363

Nomor : 1/08/Pis/Kajar/1983/VI/1/2008
Hal :
Hal : Permohonan Ijin Penelitian

Kepada
Yth. Kepala SMP Negeri 1
Bantul

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama : Agnes Kartika Purwakusumo
No. Mhs : 041214108
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Semester : II (Ganjil)

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi / Makalah, dengan ketentuan sebagai berikut:

Lokasi : SMP Negeri 1 Bantul
Waktu : Desember 2009 - Januari 2010
Topik / Judul : An Analysis on the Junior High School Students’ Abilities in Comprehending and Using Pronouns in Narrative Texts

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 16 Desember 2009
u.b. Dekan,
Ketua Jurusan Pendidikan Bahasa dan Seni

Ag. H. Erdi Prasetyo, S.Pd., M.A
NIIP: 2064

Tembusan Yth:
1. 
2. Dekan FKIP
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI