# CHAPTER IV

# FINDING AND DISCUSSION

This chapter deals with description of the research, data analysis and discussion. The result of the data was presented in description of the research and further explanation in analysis data and discussion.

## A. Findings

To find out the answer from the research question in chapter 1, the researcher gave the students tests for them to answer.

On this part, the researcher will explain the students' abilities. Because the situation was not supportive due to the Covid-19 pandemic which did not allow researchers to go directly to the field to retrieve data and also schools were closed so that the learning process was carried out online. The researcher decided to give the instrument to the students via the google form link for the students to answer. The researcher asked for permission from the school, then asked permission from the 8th grade homeroom teacher to ask the willingness of 10 students from each of the 6 classes to be used as samples. So the total sample of this study was 60 students.

The instrument used is a test. By using the test as an instrument, students' abilities can be identified by analyzing data. The test used consists of 32 questions which are divided into two parts, there are 16 questions in the form of multiple choice and 16 questions in the form of filling in the blanks and all the questions used are in the form of simple sentences. The personal pronoun is divided into 4 types, so to equalize the question items of the 4 types, the distribution of items is divided into 8

question items for each type of personal pronoun. The distribution of 8 items of subjective pronoun, 8 items of objective pronoun, 8 items of possessive pronoun and 8 items of possessive adjective pronoun. The order of the 4 types of personal pronoun is randomized, the question items are not arranged sequentially, but are randomized from the existing types of personal pronoun types.

1. Students ability in using personal pronoun

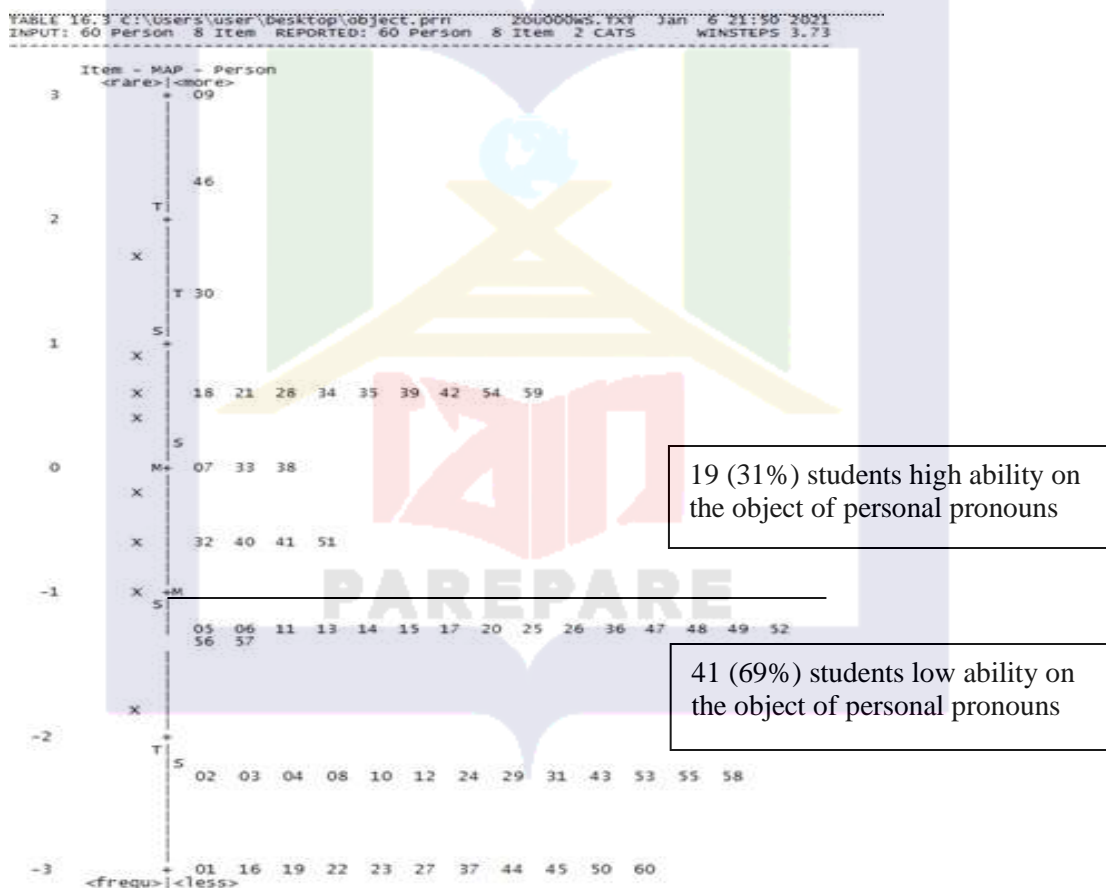a. Students' ability on subjective of personal pronouns

Figure 4.1 Person Map of subject of personal pronoun
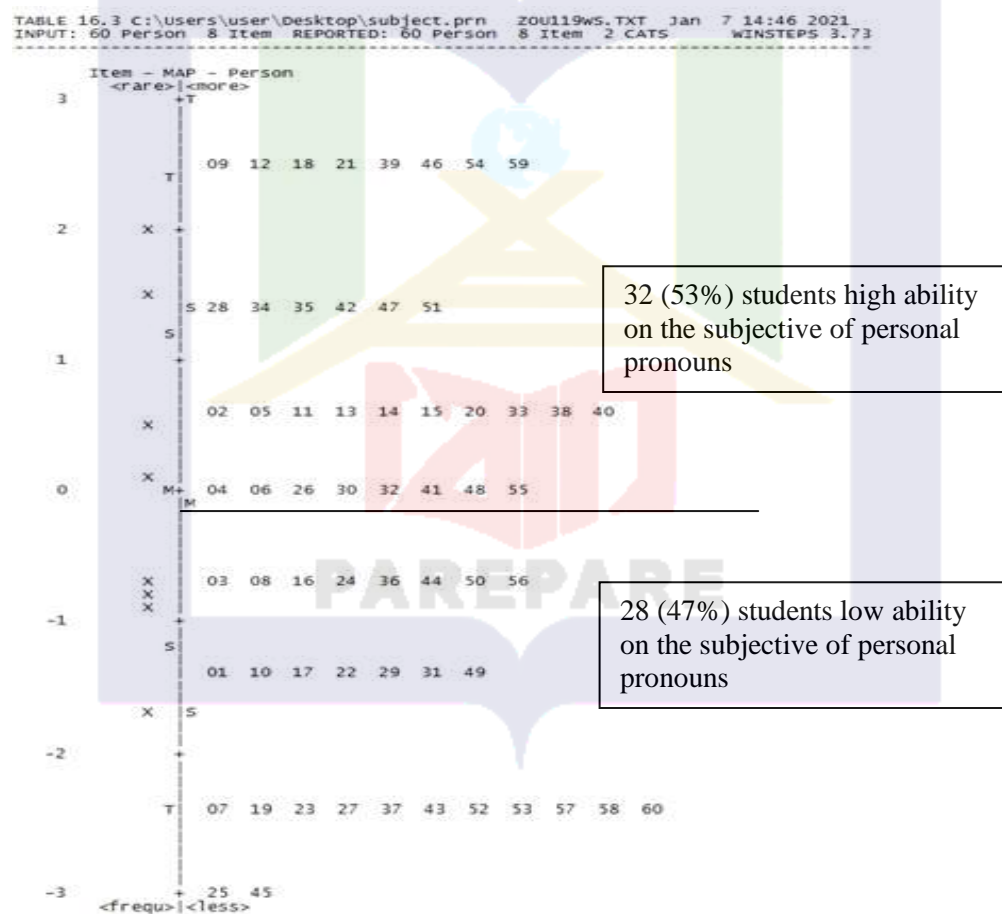
Based on the map above, it can be seen from the 60 students who were sampled, there were 32 students who had a high ability to use subjective pronouns in sentences and 28 students had a low ability to use subjective pronouns in sentences. It can be concluded that the understanding of second grade students at SMPN 5 Pinrang on the use of subjective pronouns is in the high category, this can be seen from the difference in 53% of high-skilled students and 43% of low-skilled students.
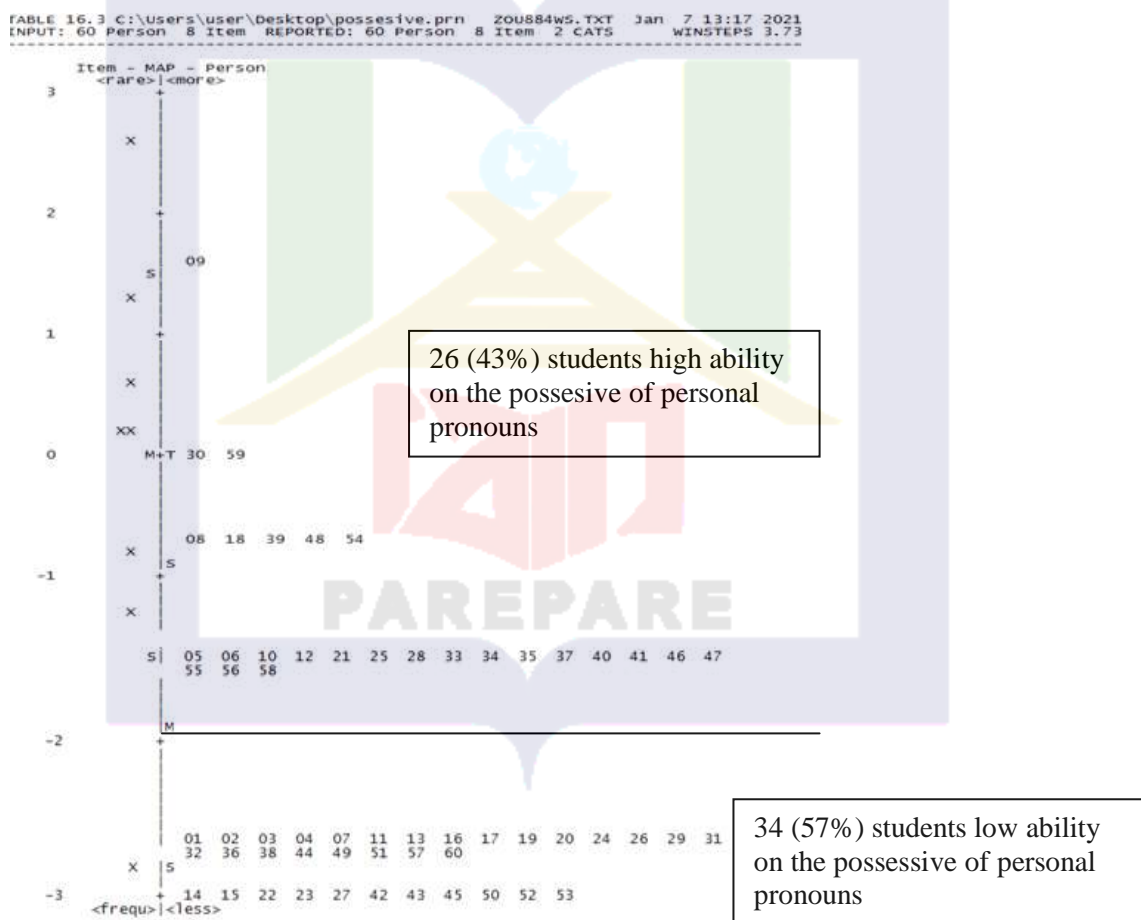
b. Students' ability on object of personal pronouns

Figure 4.2 Person Map of object of personal pronoun



19 (31%) students high ability on the object of personal pronouns

41 (69%) students low ability on the object of personal pronouns

Based on the map above, it can be seen from the 60 students who were sampled, there were 19 students who had a high ability to use objective pronouns in sentences and 41 students had a low ability to use objective pronouns in sentences. It can be concluded that the understanding of second grade students at SMPN 5 Pinrang on the use of objective pronouns is in the low category, this can be seen from the difference  in 31% of high-skilled students and 69% of low-skilled students.

c.  Students' ability on possesiveof personal pronouns

Figure 4.3 Person Map of possesive of personal pronoun



```
TABLE 16.3 C:\Users\user\Desktop\possesive.prn   ZOU884WS.TXT   Jan  7 13:17 2021
INPUT: 60 Person  8 Item  REPORTED: 60 Person  8 Item  2 CATS        WINSTEPS 3.73
-------------------------------------------------------------------------------
     Item - MAP - Person
        <rare>|<more>
  3                +

        x         |

  2                +

             s|     09
        x         |
  1                +

        x         |

       xx         |
  0          M+T 30  59

        x   |    08  18  39  48  54
            |s
 -1                +

        x         |

            s|    05  06  10  12  21  25  28  33  34  35  37  40  41  46  47
                  55  56  58

            |M
 -2                +_____

                  |    01  02  03  04  07  11  13  16  17  19  20  24  26  29  31
                  |    32  36  38  44  49  51  57  60
        x   |s
 -3         +    14  15  22  23  27  42  43  45  50  52  53
        <frequ>|<less>
```

26 (43%) students high ability on the possesive of personal pronouns

34 (57%) students low ability on the possessive of personal pronouns

Based on the map above, it can be seen from the 60 students who were sampled, there were 26 students who had a high ability to use possesive pronouns in sentences and 34 students had a low ability to use possesive pronouns in sentences. It can be concluded that the understanding of second grade students at SMPN 5 Pinrang on the use of possesive pronouns is in the low category, this can be seen from the difference in 43% of high-skilled students and 57% of low-skilled students.

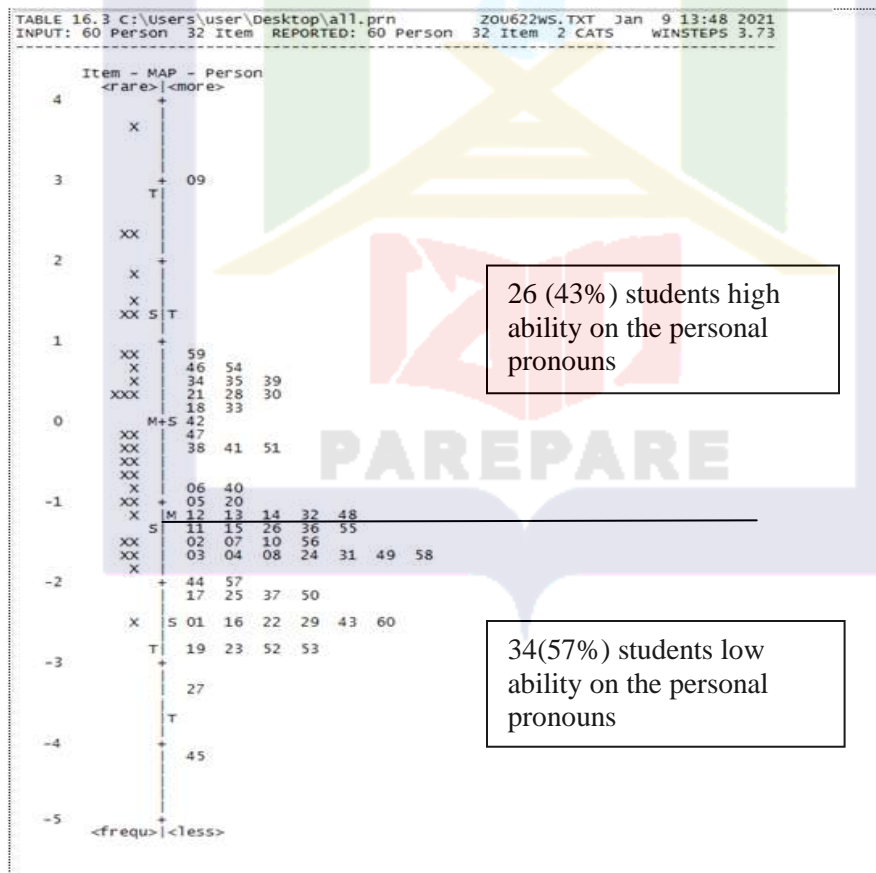d. Students' ability on possesive adjective of personal pronouns

Figure 4.4 Person Map of possessive adjective of personal pronoun
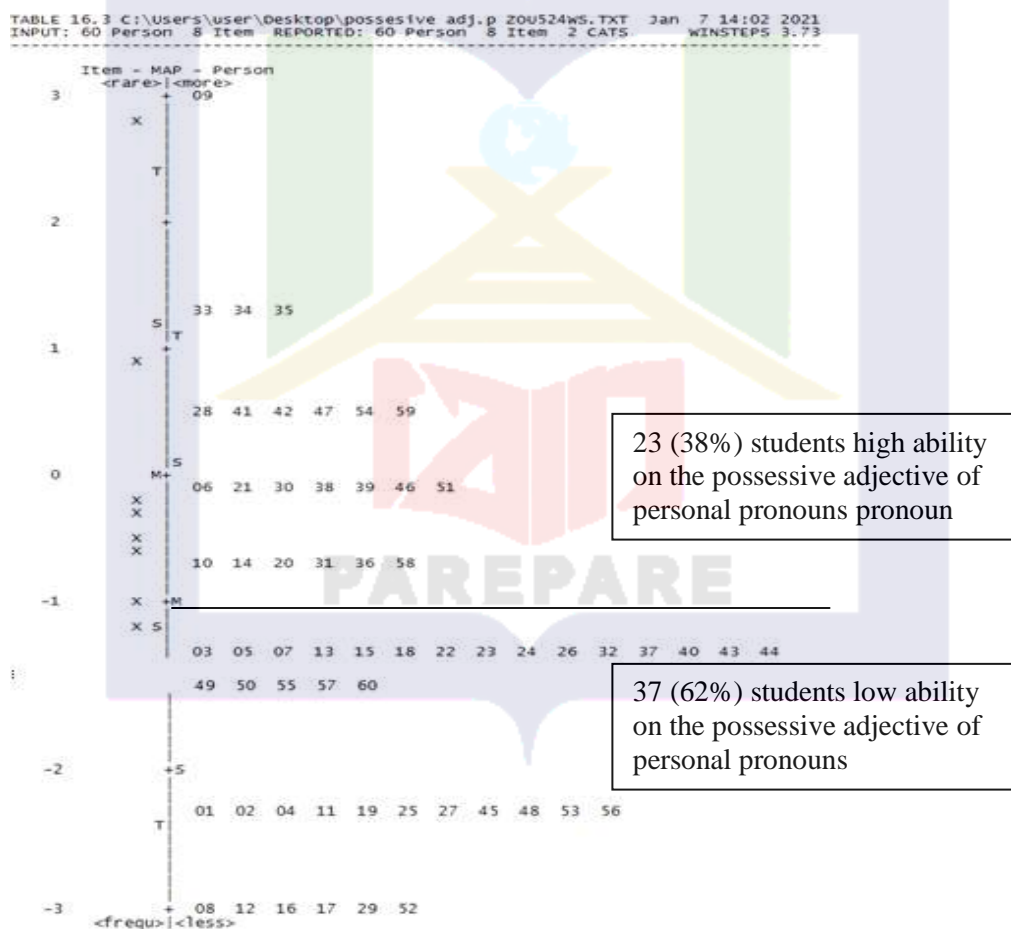
Based on the map above, it can be seen from the 60 students who were sampled, there were 23 students who had a high ability to use possesive pronouns in sentences and 37 students had a low ability to use possesive pronouns in sentences. It can be concluded that the understanding of second grade students at SMPN 5 Pinrang on the use of possesive pronouns is in the low category, this can be seen from the difference in 38% of high-skilled students and 62% of low-skilled students.

After seeing the students' abilities in 4 types of personal pronouns, then the researcher explain about about the abilities possessed by 8th grade students regarding the use of personal pronouns.

Figure 4.5Person Map of personal pronoun



```
TABLE 16.3 C:\Users\user\Desktop\all.prn          ZOU622WS.TXT  Jan  9 13:48 2021
INPUT: 60 Person  32 Item  REPORTED: 60 Person  32 Item  2 CATS    WINSTEPS 3.73
--------------------------------------------------------------------------------

       Item - MAP - Person
         <rare>|<more>
    4        +
             |
         X   |
             |
             |
    3        +  09
           T |
             |
         XX  |
             |
    2        +
         X   |
             |
         X   |
        XX  S|T
    1        +
        XX   |  59
         X   |  46  54
         X   |  34  35  39
        XXX  |  21  28  30
             |  18  33
    0      M+S 42
        XX   |  47
        XX   |  38  41  51
        XX   |
        XX   |
         X   |  06  40
   -1   XX   +  05  20
         X  |M 12  13  14  32  48
           S|  11  15  26  36  55
        XX   |  02  07  10  56
        XX   |  03  04  08  24  31  49  58
         X   |
   -2        +  44  57
             |  17  25  37  50
             |
         X  |S 01  16  22  29  43  60
           T|  19  23  52  53
   -3        +
             |  27
             |
            |T
   -4        +
             |  45
             |
             |
   -5        +
         <frequ>|<less>
```

26 (43%) students high ability on the personal pronouns

34(57%) students low ability on the personal pronouns

Based on the map above, it can be seen from the 60 students who were sampled to determine the students' ability to use pronouns which consisted of 4 types, including subjective, objective, possessive and possessive adjective. There are 34 students who have low ability to use pronouns in sentences and 26 students have high ability to use pronouns in sentences. It can be concluded that the understanding of second grade students at SMPN 5 Pinrang on the use of personal pronouns is in the low category, this can be seen from the difference between 57% low-ability students and 43% high-ability students. Students who are included in the low group are more than students who are in the high group.

Table 4.1 Measurement students ability to use personal pronoun

| PERSON | MEASURE (LOGIT) | PERSON | MEASURE (LOGIT) |
|---|---|---|---|
| 45 | -4.12 | 11 | -1.3 |
| 27 | -3.35 | 26 | -1.3 |
| 19 | -2.87 | 36 | -1.3 |
| 23 | -2.87 | 55 | -1.3 |
| 52 | -2.87 | 12 | -1.11 |
| 53 | -2.87 | 13 | -1.11 |
| 1 | -2.51 | 14 | -1.11 |
| 22 | -2.51 | 32 | -1.11 |
| 29 | -2.51 | 48 | -1.11 |
| 43 | -2.51 | 5 | -0.93 |
| 60 | -2.51 | 20 | -0.93 |
| 16 | -2.51 | 6 | -0.75 |
| 17 | -2.21 | 40 | -0.75 |
| 25 | -2.21 | 38 | -0.41 |
| 37 | -2.21 | 41 | -0.41 |
| 50 | -2.21 | 51 | -0.41 |
| 44 | -1.95 | 47 | -0.24 |
| 57 | -1.95 | 42 | -0.07 |
| 58 | -1.71 | 18 | 0.1 |
| 3 | -1.71 | 33 | 0.1 |
| 4 | -1.71 | 21 | 0.27 |
| 8 | -1.71 | 28 | 0.27 |
| 24 | -1.71 | 30 | 0.27 |
| 31 | -1.71 | 34 | 0.45 |
| 49 | -1.71 | 35 | 0.45 |
| 2 | -1.5 | 39 | 0.45 |
| 7 | -1.5 | 46 | 0.63 |
| 10 | -1.5 | 54 | 0.63 |
| 56 | -1.5 | 59 | 0.82 |
| 15 | -1.3 | 9 | 3.01 |

Based on the table above, it is a display of student scores from the lowest to the highest. Where person 45 have a measure of -4.12.Defined as the person who gets the lowest score out of 60 samples.Whereas person 9 has a measure of 3.01.Defined as the person who gets the highest score out of 60 samples. The table above serves to show clearly the measure for people who get the low to the highest value.

2. Dominant type of students ability in using personal pronoun

Figure 4.6Item Map of dominant type of personal pronoun
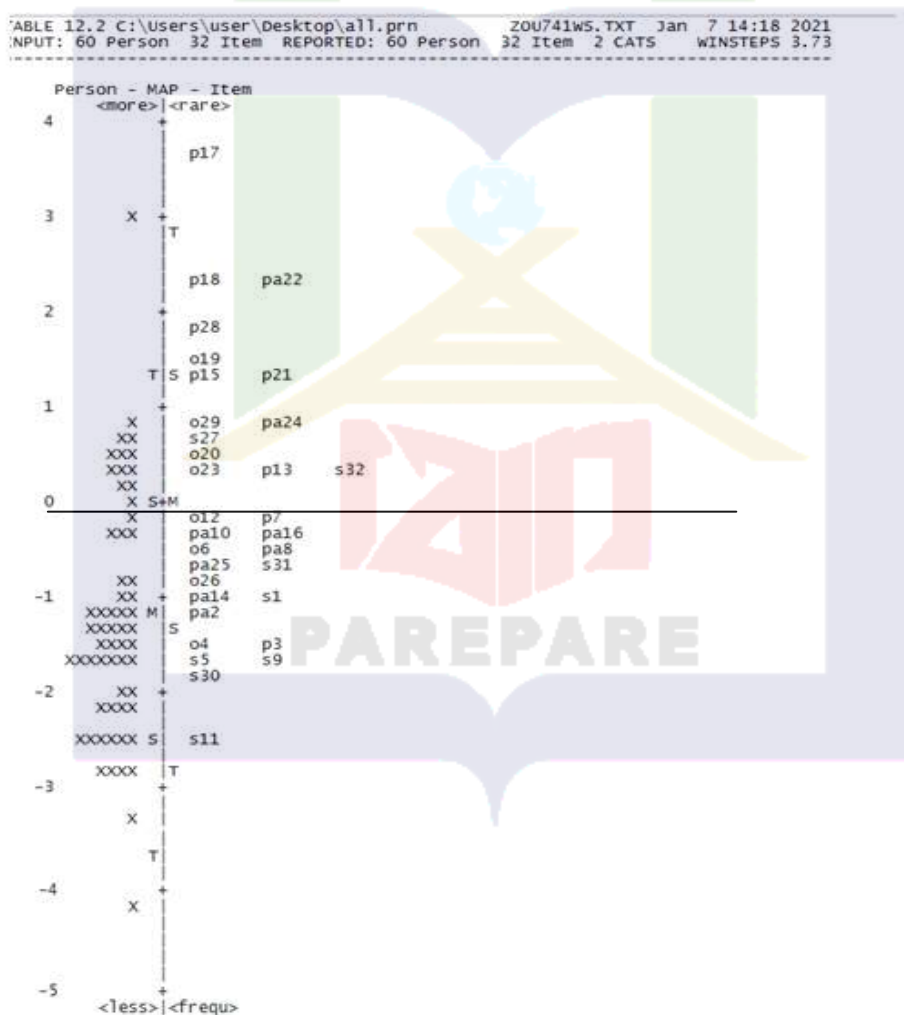
Based on the map above, the dominant type of personal pronoun that students know is seen from the level of ease in answering questions. This can be seen from the calculation of the four types of personal pronouns, which are the dominant types known by students. In the subjective type there are 6 items, objective 4 items, possessive 2 items and possessive adjective 6 items. So it can be concluded that the dominant types of personal pronouns that are known to students are 2 types, namely the subjective and the possessive adjective.

Table 4.2 Measurement dominant type of personal pronoun

| ITEM | MEASURE (LOGIT) |
|------|-----------------|
| S11  | -2.45 |
| S30  | -1.8 |
| S5   | -1.71 |
| S9   | -1.62 |
| P3   | -1.54 |
| O4   | -1.45 |
| PA2  | -1.19 |
| S1   | -1.02 |
| PA14 | -1.02 |
| O26  | -0.84 |
| S31  | -0.66 |
| PA25 | -0.66 |
| PA8  | -0.57 |
| O6   | -0.47 |
| PA10 | -0.38 |
| PA16 | -0.28 |
| P7   | -0.18 |
| O12  | -0.18 |
| PA24 | 0.79 |
| O29  | 0.79 |
| S27  | 0.64 |
| O20  | 0.51 |
| O23  | 0.38 |
| P13  | 0.26 |
| S32  | 0.26 |
| P21  | 1.3 |
| P15  | 1.3 |
| O19  | 1.51 |
| P28  | 1.75 |
| PA22 | 2.41 |
| P18  | 2.41 |
| P17  | 3.72 |

Based on the table above, it is a display of items from the easiest to the most difficult to answer. Where in item 11 has a measure of -2.45. Which is an item that contains subjective pronouns that can be interpreted as the easiest and most understandable questions for students.Whereas item 17 has a measure of 3.72 which is an item that contains the use of a possessive pronoun which can be interpreted as the most difficult question and understood by students. The table above serves to show clearly the measure for the items that are easiest to the most difficult to understand.

## B. Discussion

Based on the findings previously described regarding the students ability in using personal pronouns, the researcher reviewed the results of their research as follows:

1. Students ability in using personal pronoun

The part of speech consists of various parts including noun, pronoun, verb and so on. Pronoun itself is divided into several parts, one of which is a personal pronoun. Personal pronouns function as pronouns for people or objects so they don't need to be said over and over again.

In this study the researchers divided two categories to differentiate the abilities of students, namely the high category where students can work on and understand the questions given and the use of appropriate personal pronouns and low categories where students find it difficult to do and understand the questions given and the use of personal pronouns that are given. After the researcher retrieves the data, then the data analysis will be carried out from the students' answers using Rasch

modeling with the help of the Winstep application for data processing. The Rasch model itself was first put forward by Dr. George Rasch who made a popular statement, that "the chance to be able to solve a problem correctly depends on the ratio between the ability of people and the level of difficulty of the problem".[1] Winstep itself is an application that makes it easy to analyze data using the Rasch model.

In this study, the researcher found that the students' ability in using personal pronouns as seen from the total number of samples used was 60 students. Each type of personal pronoun has a different result. However, when viewed as a whole, the ability of students in using personal pronouns is in the low category. This can be seen from there were 26(43%) students included in the high-ability category in the use of personal pronouns and 34(57%) students included in the low-ability category in the use of personal pronouns. Because there are more students who are in the low category than students who are in the high category, it can be concluded that the students' ability in using personal pronouns is in the low category.

Personal pronoun itself is a basic thing that is very often found in a sentence or reading. In everyday life, the use of personal pronouns often appears in any situation. However, seen from the results of the data analysis that has been done, the ability of students is classified as low. Even when researchers distributed instruments to students, there were some students who did not even know the personal pronoun itself. So the researcher gave a brief explanation that personal pronouns are pronouns for people so that they can avoid repeating the same word repeatedly.

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[1]Bambang Sumintono & Wahyu Widhiarso, *Aplikasi Pemodelan Rasch : pada Assesment Pendidikan ,* (Cimahi : Trim Komunikata, 2015), p. 35

Based on this situation, it should be necessary to develop in learning, as in the research conducted by Nurham in his research entitled *"students ability to use personal pronouns through the silent way method"*. The use of interesting methods in learning has a good impact on students' understanding of using personal pronouns. This is because the class can run well so that students are motivated to learn about the material being taught.

In table 4.1 Measurement students ability to use personal pronoun. Student number 9 is the student who gets the highest score with a value of 3.01 from the entire sample used. This indicates that she is understanding of the use of personal pronouns is included in the high category, both in the use of personal pronouns in the subjective, objective, possessive and possessive adjective types. She is able to distinguish and position when the personal pronoun is used. Meanwhile, student number 45 is the student who gets the lowest score with a value of -4.12 which indicates that he is still lacking in understanding of the use of personal pronouns.

The things that cause differences and the lack of ability that students have in understanding personal pronouns are due to several factors. As mentioned by PutrianiRizka in her research which discusses *"The students ability in using personal pronoun in English sentence"* there are several factors that cause students to not understand the use of personal pronouns, including input instruments, environment and so on. Meanwhile, for the second grade students at SMP 5 Pinrang, the researcher had a chance to talk with several students about learning English that they did in school that learning was monotonous, they were not interested in English, the material being taught was never repeated or done in their daily life and there are no partners who can be invited to use or learn English.Because of the lack of practicing

using personal pronouns, this is the obstacle for students which is the reason their abilities are included in the low category. This is because students find it difficult to distinguish the use of personal pronouns correctly for example, such as the words she and he even though they actually know the difference. Another reason is also about the position of the pronoun itself which sometimes makes them confused using the position of being subjective, objective, possessive or possessive adjective in a sentence.

2.  Dominant type of students ability in using personal pronoun

If to find out the ability of students, in the map that is seen are people or samples. Meanwhile, to find out the dominant type of personal pronoun, in the map we can see the items or questions. If the item is below the location of the item, it can be said that the item or question is easy to answer and understand by students. Likewise, if the item or question is above the location, it can be said that the item or question is difficult to answer and understand by students.

Based on the data analysis, the dominant type of personal pronoun known by the students is subjective and possessive adjective.

In finding, it was explained that the students' ability to subjective pronoun was included in the high category, this was because in the English textbooks studied by second grade students at SMP 5 Pinrang the most frequently appeared were subjective pronouns such as I, She, He, It, You, We and They. Adding the position is at the beginning of a sentence which acts as an action for a verb. Which makes them familiar with the subjective pronoun itself. Furthermore, there is a possesive adjective, which is another dominant type of personal pronoun that is known to

students. Even though the possessive adjective map shows that students into the low category. However, when viewed as a whole from personal pronouns, possesive adjectives are included in the dominant type category that is known by students, because they are included in the category of items that are easy to answer or most answered correctly along with subjective pronouns. This is because the posesesive adjectives often appear in the learning they do. In English textbooks used in the first or second grade, a possesive pronoun in the form of my, your and our is often used. Plus what comes before a noun that makes it the owner of that something.

That is the reason both subjective and possessive adjectives become the dominant type of personal pronoun that students know.