

AN ANALYSIS STUDENTS' MASTERY OF PRONOUN IN NARRATIVE TEXT AT THE TENTH GRADE OF SMA NEGERI 8 PADANGSIDIMPUAN

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis penguasaan pronoun siswa kelas X SMA Negeri 8 Padangsidempuan dalam teks naratif serta mengidentifikasi kesulitan yang dialami siswa dalam penggunaannya. Metode penelitian yang digunakan adalah kualitatif deskriptif. Subjek penelitian berjumlah 29 siswa yang dipilih dengan teknik simple random sampling. Instrumen penelitian meliputi tes, wawancara, dan observasi. Tes terdiri atas 15 soal yang mencakup penggunaan possessive adjective pronoun dan pemahaman teks naratif. Hasil penelitian menunjukkan bahwa penguasaan pronoun siswa masih tergolong rendah, khususnya pada penggunaan possessive adjective pronoun dengan persentase kesalahan rata-rata sebesar 54,82%. Kesulitan siswa dipengaruhi oleh faktor internal seperti motivasi, minat, dan kondisi psikologis, serta faktor eksternal seperti lingkungan belajar dan metode pengajaran. Rendahnya penguasaan pronoun berdampak pada pemahaman siswa terhadap teks naratif. Oleh karena itu, diperlukan strategi pembelajaran yang lebih efektif untuk meningkatkan penguasaan pronoun siswa.

Kata Kunci : *pronoun, narrative text, possessive adjective, english language learning*

Abstract

This study aims to analyze the mastery of pronouns among tenth-grade students of SMA Negeri 8 Padangsidempuan in narrative texts and to identify the difficulties they experience. This research employed a qualitative descriptive method. The participants consisted of 29 students selected through simple random sampling. The research instruments included tests, interviews, and observations. The test consisted of 15 items focusing on possessive adjective pronouns and narrative text comprehension. The findings revealed that students' mastery of pronouns was still low, particularly in the use of possessive adjective pronouns, with an average error rate of 54.82%. The difficulties were influenced by internal factors such as motivation, interest, and psychological condition, as well as external factors including learning environment and teaching methods. Low pronoun mastery negatively affected students' comprehension of narrative texts. Therefore, more effective instructional strategies are needed to improve students' pronoun mastery.

Keywords: *pronoun, narrative text, possessive adjective, english language learning*

Introduction

English is an international language that plays an important role in global communication. In Indonesia, English is taught as a foreign language from elementary school to higher education. Language is a fundamental tool for human interaction, (Solchan T.W. et al. 2019) describe language as a structured system consisting of interrelated elements that convey meaning.

One important component of English grammar is pronouns. Pronouns function as substitute words for nouns to avoid repetition in sentences. Proper use of pronouns is essential, particularly in narrative texts, because pronouns help maintain cohesion between sentences and assist readers in understanding the flow of the story and the relationships among characters.

Based on preliminary observations at SMA Negeri 8 Padangsidempuan, many tenth-grade students had not yet achieved the Minimum Competency Criterion (KKM) in English, which was set at 70. The average score obtained by students was approximately 60. One of the main difficulties identified was the improper use of pronouns, especially possessive adjective pronouns and personal pronouns in narrative texts

Therefore, this study entitled “*An Analysis of Students’ Mastery of Pronouns in Narrative Text at the Tenth Grade of SMA Negeri 8 Padangsidempuan*” aims to analyze students’ mastery of pronouns, identify the difficulties they face, and examine how pronoun mastery affects students’ comprehension of narrative texts.

Literature Review

Pronouns are classified into several types, including personal pronouns, possessive pronouns, possessive adjectives,

demonstrative pronouns, reflexive pronouns, and indefinite pronouns. According to (Frank 2013), pronouns can function as subjects, objects, complements, and objects of prepositions. Proper use of pronouns is necessary to prevent ambiguity and ensure clarity in communication. In narrative texts, pronouns play a crucial role in helping readers identify characters, follow actions, and understand the sequence of events. Narrative texts are structured through orientation, complication, and resolution. Incorrect use of pronouns may lead to confusion in identifying the subject or object of actions, which negatively affects students’ comprehension of the text.

Previous studies indicate that many students experience difficulties in mastering pronouns, particularly possessive adjective pronouns. These difficulties are influenced by internal factors such as limited grammatical understanding and low motivation, as well as external factors such as teaching methods and learning environment. As a result, inadequate mastery of pronouns can hinder students’ ability to understand narrative texts effectively.

Research Method

This study used a qualitative descriptive design and was conducted at SMA Negeri 8 Padangsidempuan in the second semester of the 2024/2025 academic year. The sample consisted of 29 tenth-grade students selected through simple random sampling. Data were collected using tests, interviews, and observations. The test measured students’ mastery of pronouns in narrative texts. The data were analyzed by calculating error percentages and describing the results qualitatively.

Result and Discussion

This study used a qualitative descriptive design and was conducted at SMA Negeri 8

Padangsidempuan in the second semester of the 2024/2025 academic year. The sample consisted of 29 tenth-grade students selected through simple random sampling. Data were collected using tests, interviews, and observations. The test measured students' mastery of pronouns in narrative texts. The data were analyzed by calculating error percentages and describing the results qualitatively.

Conclusion

This study used a qualitative descriptive design and was conducted at SMA Negeri 8 Padangsidempuan in the second semester of the 2024/2025 academic year. The sample consisted of 29 tenth-grade students selected through simple random sampling. Data were collected using tests, interviews, and observations. The test measured students' mastery of pronouns in narrative texts. The data were analyzed by calculating error percentages and describing the results qualitatively.

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