



An Analysis of Personal Pronouns Used by The Students in Writing Narrative Text at Senior High School

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Abstrak

The research objective was to find out how personal pronouns used by the students in writing narrative text at SMAN 2 Koto Baru, Dharmasraya. The research method was descriptive qualitative method. The data source was documents. There were 38 sheets of student writing about narrative text. The research finding was the students still made mistakes in using personal pronouns such as subject pronoun (correct 61.1%), object pronoun (correct 32.2%), possessive adjective pronoun (correct 49.7%), possessive pronoun (correct 0%) and reflexive pronoun (correct 0%). It can be concluded the ability of the students in using personal pronouns still less.

Kata Kunci

Personal pronouns, writing, narrative text

Abstract

Tujuan penelitian ini adalah mengetahui bagaimana penggunaan personal pronouns dalam menulis teks narasi pada siswa kelas XII SMAN 2 Koto Baru, Dharmasraya. Jenis penelitian ini adalah penelitian kualitatif metode deskriptif. Sumber data penelitian ini ialah dokumen dari 38 lembar tulisan siswa tentang teks narasi. Hasil penelitian yaitu siswa masih melakukan kesalahan dalam menggunakan personal pronouns seperti pada subject pronouns (correct 61,1%), object pronouns (correct 32,2%), possessive adjective pronouns (correct 49,7%), possessive pronouns (correct 0%) dan reflexive pronouns (correct 0%). Dapat disimpulkan bahwa kemampuan menulis siswa dalam menggunakan personal pronouns masih rendah.

Keywords

Kata ganti orang, menulis, teks narasi

Introduction

The most fundamental skill which should be improved by students in studying English is writing skill. (Graham, 2019) Writing is an action in the form of written work that people can compose words into meaningful sentences which can be produced as important information in the form of written text (Siska & Fitri, 2022);(Zulaiha & Triana, 2023). Nunan (1991) said writing is mental work of thinking and delivering ideas, organizing them to be sentences and clear paragraph in order to make the reader understand the meaning. Writing is an activity in which people use their mind to produce and explore any idea then deliver it in the form of written opinion or statement which consist of additional information for the reader.(Toba et al., 2019). This research focused to analyze the student's writing ability in using personal pronoun.

There are some kinds of text that need to become proficient by students in learning writing. One kind of the text is narrative text. Narrative text tells the reader about a story that happened in the past (Sinar et al., 2024). Students should have good comprehension in exploring

their ideas in order to make the written information in the narrative text being well delivered for the reader.

However, the process for having a good writing product is not as easy as it seems. As argued by Ismawan (2024), there are some aspects that students should notice in writing. The aspects are word choice, coherent and correlation, and grammar (Effatpanah et al., 2024);(Alzubi & Nazim, 2024). Students should use good words to express the meaning; students had to make the information, main idea, and the argumentation become continuously-arranged in each paragraph. Grammar also plays important role in writing which has some elements. Indeed, the use of personal pronouns is a part of that element.

A pronoun in a sentence that refers to a specific person or object is called a personal pronoun (Anggraini, 2021). In a writing process, personal pronouns might be seemed as a simple thing, but an incorrect use of personal pronouns can give bad effects in the writing product. For example, if a writer did not use the personal pronouns precisely with the people or thing that is substituted based on the previous sentence, the information that was served would be confusing for the reader (Ahmad et al., 2023);(Siska, 2022).

One of part of pronouns is personal pronouns. It used to change the person or thing by using a word that takes place of a noun (a person, thing or place name). The personal pronoun function' is to avoid the repetition which can make vagueness in human communication both in the spoken or written language. It is supported by (Pratiwi et al., 2019) that personal pronouns are part of pronouns that are word in noun or noun phrase which refer to person or thing. In addition, Adelina et al. (2022) argue that personal pronouns can be made as an alternative way for speaker or writer to explain about the things that they are talking about.

Basically, the personal pronouns have its own character which can make the learners being easier to differentiate the way in using it in sentences. Ahmad et al. (2023) explains that the personal pronouns have four characteristics. They consist of number (singular and plural), person (first person, second person and third person), cases (subjective, objective and nominative cases), and gender (masculine, feminine, and neuter). The personal pronouns have its own types which appropriated with the functions in sentence. As describe by Pratiwi et al. (2019), the five types of personal pronouns in the sentences; subject pronouns, object pronouns, possessive adjective, possessive pronouns and reflexive pronouns.

Table 1
 Table's Types of Personal Pronouns

Subject Pronoun	Object Pronoun	Possessive Adjective Pronoun	Possessive Pronoun	Reflexive Pronoun
I	Me	My	Mine	Myself
You	You	Your	Yours	Yourself
He	Him	His	His	Himself
She	Her	Her	Her	Herself
It	It	Its	Its	Itself
We	Us	Our	Ours	Ourselves
You	You	Your	Yours	Yourselves
They	Them	Their	Theirs	Themselves



Furthermore, the previous research found that the students still made error in using personal pronouns. There were more than 50% students used inappropriate personal pronouns. (Wijayanto, 2013). Then, based on the researcher pre-observation at SMAN 2 Koto Baru Dharmasraya, the researcher also found that there were some students' problems in using personal pronouns. The students sometimes ignored about the fact of personal pronouns as a link between sentences. When they were starting to write, they only focus towards the topic of the text and less attention about the correct use of personal pronouns as vital communication in the text. It made their writing being confuse to be read. They sometimes faced difficulties in connecting the personal pronouns with the intended meaning based on the explanation from the previous sentence. For example, they did not use clear reference to which things the pronouns were used in the written text.

Regarding the problems above, the students should be attended personal pronouns used in order to improve their writing ability especially write the correct sentence. The personal pronouns can be grouped based on the subjective, objective, possessive, and reflexive functions in sentence. Students should acquire the types correctly in writing a text. If the students can use the personal pronouns correctly, their writing will be well delivered to the reader. The novelty of this research is mostly the previous study only analyse the students' errors in using personal pronouns at junior high school level but this research analysed the use of each type of personal pronouns at senior high school level. Then, the researcher analysed the personal pronouns used by students in writing, especially narrative text at twelfth grade students of SMAN 2 Koto Baru. The research question was how is the personal pronouns used based on the function by the students in writing narrative text at twelfth grade students of SMAN 2 Koto Baru, Dharmasraya.

Method

This research was qualitative research and used descriptive method. According to (Gay et al., 2012), a descriptive study describes the process things are. The descriptive research was chosen because this research described the English personal pronouns used by students in writing narrative text at twelfth grade students of SMAN 2 Koto Baru, Dharmasraya in 2023/2024 academic year.

The source of the data in this research was the documents of the students' narrative text. The data was the personal pronouns used by the students in their narrative text. The researcher took the data from the students of class IPA. There were about 76 twelfth grade students. The teacher at the class gave writing task about writing narrative text. Then, the researcher researcher took about 50% documents of the students' writing randomly as the data to be analysed. Therefore, there were 38 narrative texts which had been written by the students that were analysed by the researcher. The researcher used theory from (Gay et al., 2012) for analysing the data; reading, describing, classifying, and interpreting. In reading step, the researcher read 38 documents seriously. Then, the researcher describing the data, the researcher wrote the students personal pronouns error in each document. After that, the researcher classified the data of students' personal pronouns into the table. The researcher counted the percentages of the correct and incorrect data. Finally, the researcher interpreted the data by conclude the result of this research.

The analysis technique of descriptive research used by the researcher is described in the following formula below.

1. The Percentage of Total Correct

$$\text{Sum} = \frac{\text{number of correct}}{\text{number of occurrences}} \times 100\%$$

2. The Percentage of Total Incorrect

$$\text{Sum} = \frac{\text{number of incorrect}}{\text{number of occurrences}} \times 100\%$$

Result and Discussion

Result

This research purposed to describe the use of personal pronoun by students in their writing narrative text at twelfth grade students of SMAN 2 Koto Baru, Dharmasraya. Based on the result, the most correct personal pronoun used by the students was subject pronoun. The incorrect used of object pronouns and possessive adjective pronouns were almost found in the texts. Meanwhile, the possessive pronouns and reflexive pronouns were rarely used by the students in their narrative text. The result of each type could be seen in the table below.

Table 2
 Table's The Result of The Personal Pronouns Used by The Students

No	Types of Personal Pronouns	Percentage	
		Correct	Incorrect
1	Subject Pronoun	61, 1%	38, 9%
2	Object Pronoun	32, 2%	66, 8%
3	Possessive Adjective Pronoun	49, 7%	50, 3%
4	Possessive Pronoun	0%	0%
5	Reflexive Pronoun	0%	0%

The result of each type could be seen as follow.

1. Subject Pronoun

Based on the data analysis, the researcher found that all of the types of the subject pronouns were almost used by the students correctly in their writing. Students had completely written their texts by using the subject pronoun in order to rename the antecedents that were told in the story in the subject position. For examples the correct sentences from the students' task in using subject pronoun "*I am hungry*" and "*He was surprised when the fish could talk*". The researcher gave the description of the subject pronouns used by students in the table below.

Table 3
 Table's The Result of the Subject Pronouns used by the Students

No	Types of Subject Pronouns	Occurrences	Correct	Incorrect	Percentage	
					Correct	Incorrect
1	I	17	13	4	76, 5 %	23, 5%
2	You	12	11	1	91, 7 %	8, 3%
3	He	77	53	24	68, 8 %	31, 2%
4	She	45	30	15	66, 7 %	33, 3%
5	It	9	6	3	66, 7 %	33, 3%
6	We	2	0	2	0 %	100%
7	You	0	0	0	0 %	0%
8	They	14	8	6	57, 1 %	42, 9%
Sum					61, 1%	38, 9%

2. Object Pronoun

In these types of personal pronouns, the researcher found that the students still make incorrect used of personal pronoun in their writing. There only some students who had understood about the use of object pronouns. The researcher found some mistakes which were done by students in using the object pronouns. For example, the students sometimes did not put the object pronouns as suitable as with the function in sentence. The wrong choice of person, number and gender, incorrect spelling and unclear references also became familiar problem in the students' writing. The correct used of object personal pronouns could be seen in the sentence *Togar promised her that he would not tell it to anyone*. The use of object pronouns, *her* and *it*, were correct in the sentence. The student used the object pronoun, *her*, to rename the beautiful women and the object pronoun, *it*, in order to rename the secret. In short, the percentage of the object personal pronouns used by students could be seen as follow.

Table 4
 Table's The Result of The Object Pronouns Used by The Students

No	Types of Object Pronoun	Occurrences	Correct	Incorrect	Percentage	
					Correct	Incorrect
1	Me	7	6	1	85,7 %	14,3 %
2	You	2	0	2	0 %	100 %
3	Him	15	7	8	46,7 %	53,3 %
4	Her	12	2	10	16,7 %	83,3 %
5	It	16	8	8	50 %	50 %
6	Us	0	0	0	0 %	0 %
7	You	0	0	0	0 %	0 %
8	Them	1	0	1	0 %	100 %
Sum					33,2 %	66,8 %

3. Possessive Adjective Pronoun

There were some types of the possessive adjective pronouns that were used by the student in their text. Based on the data analysis some correct and incorrect usage of possessive adjective pronouns still found in the students' writing. The most incorrect used of the possessive adjective pronouns made by the students. The similar problems with the use of object pronouns were faced by the students in their writing. The students sometimes did not consistently use the personal pronouns as suitable as with the function in the sentence. The incorrect structure of possessive adjective pronoun was also found in the texts. The example of the use of possessive adjective pronoun, *your*, was correct in the sentence *the old rabbit said "to plant grade this in the yard your house"*. The possessive adjective pronoun, *your*, showed that the house was referred to the turtle house in the story. The researcher described the result of the possessive adjective pronouns used by the students as through the following table.

Table 5

Table's The Result of The Possessive Adjective Pronouns Used by The Students

No	Types of Possessive Adjective Pronoun	Occurrence	Correct	Incorrect	Percentage	
					Correct	Incorrect
1	My	8	6	2	75%	25%
2	Your	8	5	3	62, 5%	37, 5%
3	His	43	24	19	55, 8%	44, 2%
4	Her	38	21	17	55, 3%	44, 7%
5	Its	0	0	0	0%	0%
6	Our	0	0	0	0%	0%
7	Your	0	0	0	0%	0%
8	Their	1	0	1	0%	100%
Sum					49, 7%	50, 3%

4. Possessive Pronoun

In this type of personal pronoun, the researcher did not find the possessive pronouns that were used by the students. Therefore, there was no specific result about the possessive personal pronouns used by the students in their writing narrative text.

Table 6

Table's The Result of the Possessive Pronouns used by the students

No	Types of Possessive Pronoun	Occurrences	Correct	Incorrect	Percentage	
					Correct	Incorrect
1	Mine	0	0	0	0%	0%
2	Yours	0	0	0	0%	0%
3	His	0	0	0	0%	0%
4	Hers	0	0	0	0%	0%
5	Ours	0	0	0	0%	0%
6	Yours	0	0	0	0%	0%
7	Theirs	0	0	0	0%	0%
Sum					0%	0%

5. Reflexive Pronoun

Related to the data analysis, there were only one types of this personal pronoun used by the students in their narrative text. The type of the reflexive personal pronoun used by students was *herself*. There only two students who used this personal pronoun and they were correctly put in in the sentence position. The result could be seen as follow.

Table 7

Table's The Result of the Reflexive Pronouns Used by The Students

No	Types of Reflexive Pronouns	Occurrence	Correct	Incorrect	Percentage	
					Correct	Incorrect
1	Myself	0	0	0	0%	0%
2	Yourself	0	0	0	0%	0%
3	Himself	1	0	1	0%	1%
4	Herself	2	1	0	1%	0%
5	Itself	0	0	0	0%	0%
6	Ourselves	0	0	0	0%	0%
7	Yourselves	0	0	0	0%	0%
8	Themselves	0	0	0	0%	0%
Sum					0%	0%



Finally, it could be said that the students were used the personal pronouns in their narrative text. The most correct type of personal pronoun used by the students was subject pronouns. The incorrect used of object pronoun and possessive adjective pronoun were almost found in the student' writing. Meanwhile, the possessive pronouns and reflexive pronouns were rarely used by the students. Entirely, most of the students still made incorrect used of personal pronouns in their narrative texts. The students might think that the elementary rules of personal pronouns usage do not need to be mastered deeply. Therefore, students made their narrative text not well-formed to be written because the link did not continuously-arranged between sentences. At the end there some text which reader could not successfully get the information delivered in the text.

Discussion

The result of this research showed that the students used the types of personal pronouns in their writing. However, this research had purpose to describe about the use of personal pronouns by students in their narrative text. Based on the result, the most correct personal pronoun used by the students was subject pronoun because some of the students had understood about the correct rules in using the subject pronouns well. The incorrect used of object pronouns and possessive adjective pronouns were almost found in the texts because the background knowledge of the students about both of the personal pronouns were still less. Students still confuse in using the correct position between the object and possessive adjective pronouns. Meanwhile, the possessive pronouns and reflexive pronouns were rarely used by the students in their narrative text because both of the pronouns still unfamiliar for them to be used. These pronouns can only be found in some genre of the texts. The students do not too familiar with the rule in using the possessive pronouns and reflexive pronouns in the text (Pratiwi et al., 2019);(Veto Mortini et al., 2023).

This result related to previous research Wijayanto (2013) Anggraini (2021) about the personal pronouns are correctly used if the writer can put them as suitable as with the functions in sentence. Wijayanto (2013) described about the correct used of the personal pronouns based on the functions in sentence. First, a subject pronoun is correct to use when it correctly act as the subject of the sentence. For example, in the sentence *I went to the store after work*, the use of the subject pronoun **I** was correct because it is directly act as the subject pronoun. Another example is *the boy said that he was tired*, in this example; the identity of the pronoun is made clear by the antecedent. The subject pronoun "**he**" is referring back to the noun (antecedent) "boy." Second, the correct use of object personal pronouns acts as object of a sentence. For example, *Melissa really like him*, the use of "**him**" was correct in that sentence because the object pronoun act as the direct object of the sentence. Then, the sentence *After Colleen bought a bike, it got stolen within a week*, "**it**" is the object pronoun used to replace "*bike*." Then, in the third types of personal pronouns, possessive pronouns have two functions as possessive adjective and possessive pronouns. Both of them use to show an ownership of something. The correct used can be seen in the example: *their shoes are under the bed*. The possessive adjective, **their**, showed the possessor of the shoes.

In addition, give explanation about the incorrect structure of the use possessive and reflexive pronouns in sentence by giving some example. In the sentence *this is mine umbrella* and *the book is mine*. Both sentence used the wrong possessive pronouns indeed. The possessive pronoun, *mine*, is not correct to be used before a noun; on the contrary it is used after the noun. Similarly, an incorrect possessive pronoun “*my*” after a noun is also used. The possessive adjective pronouns “*my*” should be used before the noun followed. Hence, the sentence would be correct with *this is my umbrella* and *the book is mine*.

Furthermore, the result of this research same with the research from (Holandyah et al., 2018) the incorrect use of reflexive personal pronouns happens when there is no word in the sentence to which it refers (Hu & Li, 2023). The reflexive personal pronouns should never be used as subject of the sentence Anggraini (2021). For the example, *the man and myself saw the thief*. The structure is wrong to the use of “*myself*” as a subject. The subject should be the pronoun *I*, so the correct structure should be, *the man and I saw the thief*. Next, from the sentence *he sent the book to Appiah and myself*, the use of *myself* as an object here is wrong. The sentence informed that the book was given to Appiah and the writer. It means that *myself* use as an intensive pronoun, which cannot act as the object of the preposition. The appropriate object of the preposition should be *me*. The correct usage should be *he sent the book to Appiah and me*.

Entirely, most of the students still made incorrect used of personal pronouns in their narrative texts. They might think that the elementary rules of personal pronouns usage do not need to be mastered deeply. Therefore, students made their narrative text not well-formed to be written because the link did not continuously-arranged between sentences. At the end there some text which reader could not successfully get the information delivered in the text. So, the teacher should give more explanation and appropriate strategy in teaching personal pronouns. (Mesra et al., 2023);(Shofiulloh & Sukmawati, 2023).

Conclusion

Personal pronouns are part of pronouns that are used to replace the name of person or thing in a written or spoken communication. Personal pronouns are needed to be used in writing narrative text. Narrative text is a text that tells the reader about story in the past. The personal pronouns should be used correctly in students’ narrative text whether as subject pronouns, object pronouns, possessive adjective pronouns, possessive pronouns, or reflexive pronouns in each sentence. Based on the research finding, the students’ knowledge about the correct use of personal pronouns were still less. They still used incorrect personal pronouns in their narrative text. It showed based on the inappropriate used of the types of the personal pronouns based on the functions in sentence. The researcher has some suggestions. Firstly, teachers need to consider that the uses of personal pronouns are important to be comprehended by the students in learning English. Secondly, teacher need to give more explanation and lead the students about the correct used of personal pronouns especially in writing. The teacher can used appropriate strategies like group discussion or peer-checking strategy in teaching writing. Thirdly, the teacher or next researcher should find a way that can be implemented to make the students became easy in understanding the used of the personal pronouns. Fourthly, it is suggested for the students to practice more in writing. They can do it in their daily activities and try to use the



personal pronouns in their written text. Overall, this research informs us that the personal pronouns can play role as a vital communication in a written or spoken communication of English. If the personal pronouns can be used correctly, a written or spoken communication will be run well.

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