MIXED METHOD: STUDENTS' ABILITY IN APPLYING POSSESSIVE PRONOUN IN WRITING SENTENCES AT THE 1ST SEMESTER FKIP UNILAK PEKANBARU

*Syahdan, M.Pd
Lecturer of Faculty of Teachers Training and Education University of LancangKuning
E-mail: syahdantengku@yahoo.com

**EkaUtamiPutri
Alumnui of Faculty of Teachers Training and Education University of LancangKuning
E-mail: amyeka.black87@gmail.com

Abstract:*As the students of English Department, the students should be able in doing grammar well, in this case Possessive Pronoun. The purpose of this research was to find out the students' ability in applying Possessive Pronoun and their common problem in applying Possessive Pronoun in writing sentences at 1st semester FKIP UNILAK Pekanbaru. The type of the research was mixed method in type of explanatory design. The number of population was 105 students, the researcher took 53 students as sample of the 1st semester FKIP UNILAK Pekanbaru selected by simple random sampling. In collecting the data the researcher used two instrument, test and interview. The form of test was essay test. The interview is held to support the data. In analyzing the data, the researcher used SPSS in descriptive statistics. The result of the analysis showed that the average score of 1st semester student in applying Possessive Pronoun was 52.98. Meanwhile for the median is 48, the mode is 20. The score of Standard Deviation is 27.93, Variance is 780.25, and Range is 84. According to the Z-Score, it can be seen that 41.5% students' ability was higher than average and 58.5% students ability was below the average. It can be seen that students' ability in applying Possessive Pronoun was low. For the common problem, based on the test, students still mixed up between Possessive Pronoun and Possessive Adjectives. Students used wrong pattern in using Possessive Pronoun, in which they still use Subject or Object Pronoun. Based on interview, students did not understand clearly about Possessive Pronoun, also they have difficulties in learning Possessive Pronoun, for the reason of absence of review the lesson. In conclusion, students' ability in applying Possessive Pronoun corresponds with their common problem.*

Keywords:*Possessive Pronoun*

Abstrak: Sebagai mahasiswa dari FKIP Bahasa Inggris, para mahasiswa diharuskan untuk menguasai grammar dengan baik, salah satunya Possessive Pronoun. Tujuan dari penelitian ini adalah untuk menemukan kemampuan mahasiswa dalam menerapkan Possessive Personal Pronoun dan kesalahan yang sering dilakukan dalam menerapkan Possessive Personal Pronoun di dalam menulis kalimat pada semester pertama FKIP UNILAK Pekanbaru. Tipe dari penelitian ini adalah Mixed Method dengan jenis Explanatory Design. Total dari populasi adalah 105 orang, peneliti mengambil 53 orang sebagai sample dengan menggunakan teknik simple random

sampling. Untuk mengambil data, peneliti menggunakan dua jenis instrument, test dan interview. Bentuk test yang diberikan adalah essay. Interview digunakan untuk melengkapi data yang diperoleh. Dalam menganalisis data, peneliti menggunakan SPSS untuk statistic deskriptif. Hasil dari penelitian diperoleh rata- rata nilai mahasiswa dalam menerapkan Possessive Personal Pronoun di dalam menulis kalimat adalah 52,98. Adapun hasil untuk standar deviasi adalah 27,93, variansi adalah 780,25 dan range adalah 84. Menurut Z-score yang diperoleh, dapat dilihat bahwa 41,5% mahasiswa memiliki kemampuan di atas rata-rata, sementara 58,5% berada di bawah rata-rata. Ini dapat disimpulkan bahwa kemampuan mahasiswa masih rendah.Untuk kesalahan yang sering dilakukan mahasiswa adalah mahasiswa masih tertukar antara Possessive Pronoun dan Possessive Adjectives. Mahasiswa masih menggunakan pola yang salah di Possessive Pronoun dan mereka masih menggunakan Subject atau Object Pronoun. Untuk masalah berdasarkan interview, mahasiswa tidak mengerti tentang Possessive Pronoun, dan mereka juga mempunyai kesulitan dalam belajar Possessive Pronoun karena tidak pernah mengulang pelajaran di rumah. Kesimpulannya adalah kemampuan mahasiswa di Possessive Pronoun sejalan dengan masalahnya.

Kata kunci: Possessive Pronoun

1. INTRODUCTION

Grammar is an importance aspect in English. Even though Grammar is not one of the skills in English but grammar determines a quality of skills produce. Grammar is useful in writing aspect because grammar is helping in constructing a good sentence. Another reason is grammar can make the writing can be easily understood by the audience, in this case, the reader.

Grammar has also some function in writing. The function of grammar is to organize the sentence pattern so the writer can get the emotions that want to express. Grammar itself is a study on how to organize words becoming a sentence with meanings.

Based on syllabus of structure 1, the students on the first semester are learning noun clause. The part of noun clause is Personal Pronoun. In the Personal Pronouns there will be Possessive Pronoun.

There is an indication in writing Possessive Pronouns. The common indications are mixing up between Possessive Adjectives and Possessive Pronouns. Another one is in choosing whether it is using Possessive Adjective or Possessive Pronouns.

Dealing with this research, the researcher was used mixed method. Mixed method is a combination of two designs; quantitative and qualitative. The reason for choosing mixed method because the researcher wants to identify the ability and the factors that influence students' making errors in applying possessive adjectives is descriptive text.

Based on the problems above, the researcher wants to do a research with the title, *"Mixed Method: Students' Ability in Applying Possessive Pronoun in Writing Sentences at the 1st Semester FKIP UNILAK Pekanbaru."*

2. RELATED LITERATURE

a. Sentences

Based on Baskaran (2005:83) sentences can be categorized according to their communicative function or according to their structural components. Its mean each kind of sentence will have a communicative purpose. Each sentence has a different function depending on the meaning behind it.

Sentences have different meaning in each part of it. The meaning of the sentences is various in every single part. The sentences always have different purpose for each topic. So, sentences are a tool for communication that brings different meaning in every part.

b. Grammar

According to Thornburry (2000:1) grammar is partly the study of what forms (or structures) are possible in a language. This can be interpreting that grammar is study that learn how to construct a form in a possible language. This also means that grammar are important to make sentence have a meaning and understandable. The construction or forms are helping to make a meaningful sentence.

Grammar itself is an important pattern in English. The language structure in English is coming from grammar. Grammar is arranging the pattern from words until become a sentence. Grammar plays an important role to make sentence understandable. Grammar constructions make the structure become meaningful. So, Grammar is a part of English that study about pattern and structure of a sentence.

c. Pronouns

According to Payne (2011:122) pronouns are referring expressions that can be thought as abbreviated versions of determined noun phrase. This is means Pronouns are part of noun phrase. As explains above, pronouns also can be directing expression. Pronouns itself is an important material to determine part in noun phrase.

Pronouns are an expression that used for noun. Pronoun itself can be a substitute or replacement for noun or other pronoun in the sentence. Pronouns also can be subject or object in a sentence. So, Pronoun is a expression to substitute the noun.

d. Personal Pronoun

Rozakis (2003:10) also stated that Personal Pronoun refers to a specific person, place, object, or thing. It can be concluded that Personal Pronoun can refer to anything. It should not just a person; it can be a place, object, or things. That's the reason why Personal Pronoun still have sub category to explain the substitute for subject and objects.

Personal Pronoun is a part of Pronoun. Personal Pronoun is including many things to substitute a noun. Personal Pronoun can substitute place, item, and person. Personal pronoun is also including possession of an item.

e. Possessive Pronoun

Based on MacFadyen, a possessive pronoun indicates that the pronoun is acting as a marker of possession and defines who owns a particular object or person. In another word, a possessive pronoun is substitutes an objects or subject of possession.

Possessive Pronoun is a pronoun that used for marks a possession. Possessive Pronoun also explains the owner of the object or person. Possessive Pronouns is in different state with Possessive Adjectives. Possessive Pronoun is not followed by noun after the word. The possessive pronouns are "mine," "yours," "hers," "his," "its," "ours," and "theirs".

3. RESEARCH METHODOLOGY

The research was conducted with mixed methods research. Creswell (2005: 510) stated that mixed method research is a procedure to for collecting analyzing, and "mixing" both quantitative and qualitative data in a single study to understand a research problem. The researcher took an explanatory research for this mixed method research. According to Creswell (2005: 515) an explanatory design (also called a two-phase model) consists of first collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results. It can be explained that researcher collected the quantitative data first and follow up

with qualitative data to build a stronger results.

The researcher conducted the research in Faculty of Education and Teachers Training LancangKuning University in Jl. YosSudarsoRumbai. The research conducted in January 2016.

The population for this research was the 1st semester FKIP UNILAK Pekanbaru. As for the sample of this research was simple random sampling. It means all of the students in first semester had same chances to be chosen as sampling. It was chosen by lottery. As for the number of sample, the researcher uses Saleh (2008) Table as following.

Table 3.1

Table Sample Saleh (2008)

POPULATION	SAMPLE
<100	50%
101-500	30%-50%
501-1000	20%-30%
<1000	15%-20%

The population for this research is 105 students; the sample was 50% of the population. In other words, there were 53 students for the sample.

To analyze the quantitative data, this present study applied descriptive analysis as presented at the following diagram.
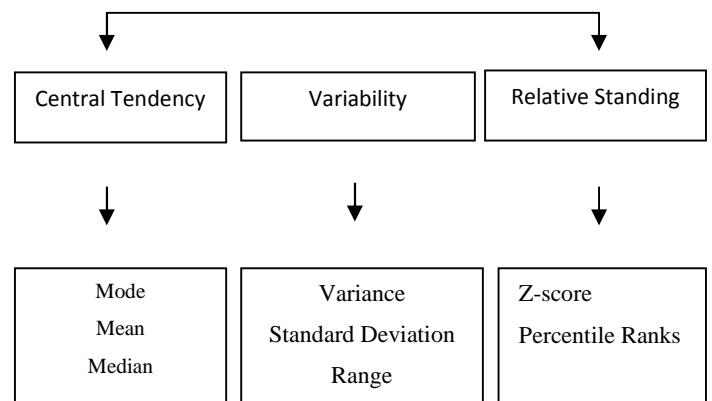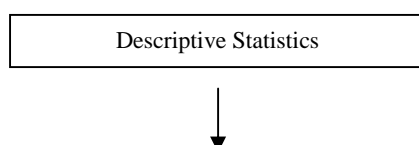

Diagram 3.1: Descriptive Statistics

4. FINDINGS AND DISCUSSION

4.1 The Identification of the Students Ability in Applying Possessive Pronoun

According to the descriptive statistics data from the research, the finding for the whole participants (53 students) concluded that the ability of the first semester student in applying Possessive Pronoun is low. It was supported by the result of the test and in accordance with the interview.

Based on the presentation of data analyzing above, the finding of this research led me to infer that the students' ability in applying Possessive Pronoun was categorized into low. The data gained was analyzed by using descriptive statistics to found the sum, mode, median, mean, variance, standard deviation, range, Z-score, and percentile rank. The sum used to find the calculation of the students raw score. The total scores of students' ability in applying Possessive Pronoun are 2808. The mode is used to find out the score that occurs the most. The mode of the students

score is 20. The median is the middle score among all of the score. Median scores were got when the score is rank from top to bottom and divide it into two. The median of the score is 48.

The variance indicates the dispersion of scores around them. Variance of the students score is 780, 25. This information is a useful number when calculating the statistics to make it more advances. The standard deviation is used to look on it as an indicator of dispersion or spread of the scores. The standard deviation is 27, 93. The lower standard deviation from the mean, the smaller variant of the score will be. It means that the students' ability is homogeneous.

The range of the score is the difference between the lowest and highest scores. The highest scores are 100 and the lowest score is 16, a range of 84 points. A percentile rank of a particular score is the percentage of participants in the distribution with scores at or below score. It was used to determine where in a distribution of scores an individual's scores lies in a comparison with other score.

Describing the percentile rank of this research, it can be seen that the highest percentile rank 100% occurs in the score 100, the second percentile rank 84, 8% occurs in the score 96, and the third 86, 9% occurs in the score 84.

Z-score is the score was zero. Zero categories as average. 41, 5% students were higher than average. 58, 5% students were lower than average. It can be described that most of the students ability still below average for applying Possessive Pronoun in writing sentences.

The mean used to describe the score from the entire sample. A mean is total score divided by the number of sample. The mean gives us the average of the score. The mean is 52, 98. It can be concluded that the students' ability in applying Possessive Pronoun is low.

4.2 The Explanation of the Students Common Problem in Applying Possessive Pronoun

Based on data from the test and supported by the interview, it can be categorized into two groups.

First, the students' common problem in applying Possessive Pronoun from the test such as students still mixed up between Possessive Pronoun and Possessive Adjectives, students use wrong pattern in using Possessive Pronoun, students still use Subject or Object Pronoun.

Second, the students' common problem in applying Possessive Pronoun from the interview such as students did not understand clearly about Possessive Pronoun, students have difficulties in learning Possessive Pronoun, students rarely review the lesson about Possessive

Pronoun in home, and students often use Possessive Pronoun in daily activities.

5. REFERENCES

Baskaran, LogaMahesan. 2005. *A Linguistic Primer for Malaysian.* Kuala Lumpur: University of Malaya Press.

Brown, H. Douglas. 2007. *Principles of Language Learning and Teaching.* Fifth Edition.USA:Pearson Education, Inc.

Creswell, W. John. 2005. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* Second Edition. USA: University of Nebraska-Lincoln.

Danesi, Marcel. 2006. *Basic American Grammar and Usage.* NY: Barron's Educational Series, Inc.

Firdausi, DinnieHijrie. 2014. *An Analysis of Students Error using Personal Pronoun.*UIN SyarifHidayatullah. Jakarta

Leech, Geoffrey and Svartvik, Jan. 2003. *A Communicative Grammar of English.*Third Edition. England: Pearson ESL.

MacFayden, Heather. The Parts of Speech.uOttawa. Retrieved on December 20th 2015 from*http://arts.uottawa.ca/writingce ntre/en/hypergrammar/the-parts-of-speech*

Nurhasadah. 2014. *An Analysis on Students Error in Using Personal Pronoun.*UIN SyarifHidayatullah. Jakarta

Payne, Thomas Edward. 2011. *Understand English Grammar.* USA: Cambridge University Press

Prambandarie, InggihAyu. 2008. *An Analysis of Primary School Students Ability to use Personal Pronoun.*University of Sumatra Utara. Medan

Quirk et al. 1985.*A Comprehensive Grammar of the English Langauge.* NY: Longman, Inc.

Rozakis, Laurre. 2003. *English Grammar for the Utterly Confused.* USA: McGrow-Hill Companies.

Thornbury, Scott.2000. *How to Teach Grammar.* England: Pearson ESL.

Wijayanto, Aru. *Error Analysis in the use of Personal Pronoun made by Eleventh Grade in Writing.*State University Surabaya. Surabaya

Winarni, ArifahFebri. 2011. *Improving Students' Ability in using Personal Pronoun through Contextual Teaching Learning.*UIN SyarifHidayatullah. Jakarta