



**THE STUDENTS' ABILITY
IN IDENTIFYING PRONOUN IN NEWS ITEM TEXT
AT GRADE X MAN PANYABUNGAN KABUPATEN
MANDAILING NATAL**

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A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as a
Partial Fulfillment of the Requirement for Graduate Degree of
Education (S.Pd) in English*

BY:

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
IAINPADANGSIDIMPUAN
2017**



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2017



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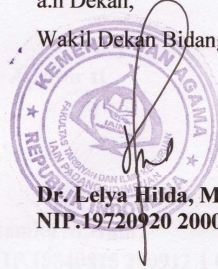
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Padangsidimpuan, November 2017

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Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revises on thesis belongs to **Ummi Fadilah**, entitle "*The Students' Ability In Identifying Pronoun In News Item Text at Grade X MAN Panyabungan Kabupaten Mandailing Natal*". We assume that the thesis has been acceptable to complete the requirement to fulfill for Graduate degree of Education (S.Pd.) in English Departement of Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of thesis examiner team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan.
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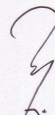
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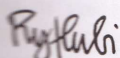


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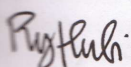
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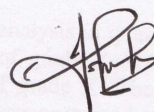


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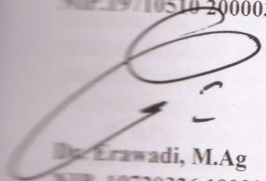
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ABSTRACT

This research discussed about students' ability in identifying pronoun in news item text at grade X MAN Panyabungan. The problems came from students' themselves, namely: they had lack of vocabulary; the students' achievement in learning pronoun was still low. The students were lack interest to study English more, and then, the students also had difficulties in understanding grammar and structure well, the students did not know to differentiate among subject pronoun, possessive adjective, and reflexive pronoun and less motivation in learning English. The research aim was the students' ability in identifying pronoun in news item text at grade X MAN Panyabungan.

The research was conducted by descriptive analysis in quantitative approach. The population of the research was the students of grade X MAN Panyabungan, while, the sample of the research was students of grade X. Then, there was only one instrument in collecting data, it was test. Data was processed and analyzed with descriptive analysis and quantitative process. Descriptive analysis was used to describe how the category of students' ability was and quantitative process was used to analyze students' mean score after doing the test. The last, the hypothesis was "The students' ability in identifying pronoun in news item text at grade X MAN Panyabungan is up to 70 score" was examined by t-test.

After doing the research to the students of grade X-3 of MAN Panyabungan, it could be concluded that the students' ability in identifying pronoun in news item text based on the test was categorized into very good category. It was 82.37 mean score. Then, the hypothesis of this research was "The students' ability in identifying pronoun in news item text at grade X MAN Panyabungan was up to 70 score" can be accepted because the students' result of the test was 82.37 or by $Z_{count} = 1.34 > Z_{table} = 0.08$ by level of significant 0.05 or 5 % or $Z_{count} > Z_{table}$. So, from the result above, The Student's Ability, Pronoun and News Item Text concluded that the hypothesis was accepted.

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Padangsidempuan, 2017
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CHAPTER I

INTRODUCTION

A. The Background of Problems

Language is regarded as the most perfect instrument for communication. It can be used for establishing social relationship and conveying information. Everyone knows what is supposed to happen if no instrument for communication. One language that has taken a great role now days is English. English is the international language which is usedby most people around the world. It is one of subject that is taught in the school of Indonesia.

Many people want to be able to master English well by mastering all the skills.It is used as an International language, which is used in a vast area and attracts most of the people all of the world learn it. Then, English is used as medium to transfer the sophisticated sciences, economic, agriculture and various technologies from the developed countries to develop countries. This real facts, directly or not, has forced us to use and to learn it seriously.

In Indonesia, English is used as a foreign language. It has been one of the compulsory subject which must be learnt by students from junior high school up to university levels. It means that beside another subjects, English should be studied by every student in their level education. It has been studied for several years in school, and the students should be able to use in their daily life.In the

Holy Qur'an also explained people who have knowledge or science will get the privilege in Allah and in our life, as explained in Al- Mujadilah verse 11:

لَلّٰهُ يَفْسَحُ فَاَفْسَحُوا الْمَجْلِسَ فِي تَفْسَحُوا الْكُمُ قِيلَ اِذَاءِ اٰمَنُوا الَّذِيْنَ يَتَايَا
 الْعِلْمَ اَوْ تَوَاوَالَّذِيْنَ مِنْكُمْ ءَاْمَنُوا الَّذِيْنَ اَللّٰهُ يَرْفَعُ فَاَنْشُرُوْا اَنْشُرُوْا قِيْلَ وَاِذَا الْكُمُ
 خَيْرٌ تَعْمَلُوْنَ بِمَا وَاَللّٰهُ دَرَجَاتٍ

The meaning of the verse is:

O ye who believe! When ye are told makes room in the assemblies, spread out and makes room: Ample room will Allah provide for you. And when ye are told to rise up, rise up. To Whom It May Concern: suitable ranks and degrees, those of you who believe and who have been granted mystic knowledge and Allah are well acquainted with all ye do (11).¹

This verse explains people that whoever have a good knowledge and spread out those knowledge to many other people, Allah will rise up you and well acquainted with all the good doing that have done.

Moreover, in learning English, there are four basic skills that must be mastered. The four basic skills are listening, speaking, reading and writing. To support those four basic skills needed vocabulary, structure and grammar, especially in comprehending news item texts because there are some structures and grammars needed to be understood in news item texts. For example; news item texts used three generic structures; newsworthy event (Inform the

¹Muhammad Ta-qi'ud-Din Al-Hilali and Muhammad Muhsin Khan, *The Noble Qur'an English Translation of the Meanings and Commentary*, (Madinah: King Fahd Complex, 1404), p. 278.

orientation about Who, What, Where, and When), background event (Elaborate what happened to whom in what circumstances), and source (Comments by participants in, witnesses to and authorities expert on the event). Then, the grammar rules which needed in news item text are in the three generic structures in news item text, it is using action verb, using dominant saying verb, using adverb of time, adverb of place, and adverb of manner. While, in newsworthy event is answering the orientation about who, what, where, and when the event happened. So, the orientation about who means the subject of the event, or in grammatical rule is meant by pronoun.

Grammar and structure is very important to be known even to be comprehended, because it is one of the important aspects of a language no exception in English. In learning English grammar and structure, many subjects to be studied to comprehend text which people read or write such as tenses, parts of speech (noun, adjective, pronoun, verb, adverb, preposition, conjunction, interjection, phrase, and gerund). In this research, the researcher wants to analyze about identifying pronoun in news item text. Pronoun is a word that stands for a noun. So, the researcher wants to analyze students' ability in identifying a word that stands for a noun that contains in news item text.

While, by doing the *Private Pre-Interview* to the English teacher of grade X MAN Panyabungan, Misrohanna, S.Pd, found some difficulties in students'

ability in English, specially in comprehending pronoun.² She told that the students' achievement in learning pronoun is still low. It was because of the lack of vocabulary, they were lack interest to study English more. Beside it, students also had difficulties in understanding grammar and structure well. The students' ability in mastering pronoun in the news item text specifically could be said low, it was because of the students just knew about pronoun and news item text. they thought it was the newest text that they just heard.

Those are the evidences were taken by the researcher while reseacher asked the English teacher about the students' difficulties in English, specifically about pronoun and news item text by having privat pre-interview with the English teacher. Addition, Zulkaedah added that the students pronoun ability was low too, because the teacher added that they did not know to differentiate among subject pronoun, possessive adjective, and reflexive pronoun. The students only know about "I, You, They, We, She, He, It" without understanding what their names are or what they are called in English.³

By looking the reasons above, the researcher was interested in applying descriptive quantitative research and chose the topic about **"The Students' Ability in Identifying Pronoun in News Item Text at Grade MAN Panyabungan"**.

²Zulkaedah, *Private Interview to the English Teacher of Grade X MAN Panyabungan*, (Panyabungan: MAN Panyabungan, Monday, January 4th, 2016 on 09 p.m).

³*Ibid.*

B. The Identification of Problems

Based on background of the problem above, there are some problems in teaching grammar and structure especially in comprehending pronoun in news item text; The problems come from students themselves, namely: they have lack of vocabulary, the students' achievement in learning pronoun is still low. It is because of the lack of vocabulary, they are lack interest to study English more. Then, students also have difficulties in understanding grammar and structure well. So that the students' ability in mastering pronoun in the news item text specifically can be said low, it is because of the students just knew about pronoun and news item text. They think it is the newest text that they just heard.

The last is that the students' pronoun ability is low too, because they do not know differentiate among subject pronoun, possessive adjective, and reflexive pronoun. The students only know about "I, You, They, We, She, He, It" without understanding what their names are or what they are called in English.⁴They have no interest to study grammar and structure, they are lost motivation to study from themselves or from the English teacher, so that they have a low ability in pronoun and understanding about news item text. It means that the grade X students MAN Panyabungan are still low in motivation, because of the lack of vocabulary.

⁴*Ibid.*

C. The Limitation of Research

As has been mentioned from the identification of the problems above, there are many problems that the students found in learning English, but the researcher limited into the students' ability in identifying pronoun in news item text at grade X MAN Panyabungan. There are five forms of pronouns in English; subject pronoun, complement pronoun (object pronoun), possessive pronoun, possessive adjective, and reflexive pronoun. So the researcher only limited the students' ability in identifying pronoun in news item text at grade X MAN Panyabungan into subject pronoun, complement pronoun (object pronoun), possessive adjective, demonstrative pronoun and indefinite pronoun.

D. The Formulation of the Problem

Based on limitation of problem mentioned above, the problem of the research can be formulated as "How is the students' ability in identifying pronoun in news item text at grade X MAN Panyabungan?".

E. The Objective of the Research

Based on the formulation of the problem above, the objective of the research was to examine the students' ability in identifying pronoun in news item text at grade X MAN Panyabungan.

F. The Significances of Research

This research has significances for :

1. Headmaster; to encourage English teacher to do the best for teaching.
2. English Teachers; to overcome the problems in teaching reading that can make it more enjoyable and interesting to study, especially in identifying pronoun in news item text.
3. Other researchers; Being a contribution to find out the review of related finding for the next research.

G. The Definition of Terms

According to the topic of this research “An Analysis on Students’ Ability in Identifying Pronoun in News Item text”. The researcher uses some terminologies in it, the terminologies used in it regarded important to be clarified about the topic. It is done to avoid the misunderstanding between the researcher and the readers, they are:

1. **Analysis:** The analysis that is used by the researcher is the detailed study or examination of something in order to understand more about it.
2. **Students:** Student is someone who is studying in a certain school, collage or university. In this case, the students refer to grade VII MTs N Panyabungan.
3. **Ability:** Ability needs mental and braveness to do something. In this case, the ability is the skill and quality to identifying pronoun in news item text of students at grade X MAN Panyabungan.

4. **Identifying:** Identifying means the process of recognizing/ finding/ discovering of something.
5. **Pronoun:** Pronoun is a word which is used to stand noun or word that is to be noun.
6. **News Item Text:** News item text is a text which informs readers about events of the day which are considered newsworthy or important.

Based explanations above, the researcher concludes “**An Analysis on Students’ Ability in Identifying Pronoun in News Item Text at Grade X MAN Panyabungan**” is the detailed study or examination of the process of recognizing/ finding/ discovering of pronoun in news item text in order to know the skill or quality of grade X MAN Panyabungan.

H. The Outline of Thesis

The systematic of this research was divided into five chapters. Each chapter consists of some sub chapters with detail as follow:

Chapter I discussed about Introduction; consists of the background of problems explores the phenomenon in the school or the problems faced by the students and the teacher, the identification of problems is the limit of the problems from the background of problems, limitation of the problem explains about the very limit study related to the research, the objective of research is the research questions and what the researcher’s objective to apply the research, the significances of the research is for whoever this study doing, and the definition of

terms defines each variables to make the researcher and the readers easier to understand this study. The last is the outline of thesis explains what are the contains of the research.

Chapter II contained about theoretical description with some sub theory about guided questions, groupwrok technique and speaking ability, related findings, and conceptual framework.

Chapter III, Research Methodology, and it consists of the time and the place of the research, this research plans from October until finish. Then research design; the kind of research is quantitative and approach of the research is experimental research, further population and sample, instrument of research, procedures of the research, the techniques of data collection and the last the techniques of data analysis.

Chapter IV, The Result of the Research. The result of the research consists of the description of the data. The result of the research talks about the analysis of data. This chapter consists of description of data, hypothesis testing, discussion and the threats of research.

Finally, *Chapter V, Conclusion and Suggestions*. This chapter is is talking about the result of the research conclusion, and suggestions are research wishing in teaching learning progress of speaking.

CHAPTER II

THEORETICAL DESCRIPTION

Review or related literature involves the systematic identification of documents containing information related to the research problems. It proposes to determine what has already been done that relates to the topic of the research. This research reviews the theories of “Pronoun and News Item Text” as in the following.

A. Pronoun

1. Definition of Pronoun

In linguistics and grammar, a pronoun is a word that substitutes for a noun or noun phrase. It is a particular case of a pro-form. Pronouns are words that take the place of nouns; they substitute for nouns to make speech and writing less cumbersome by using a single word (the pronouns) to represent much longer passage and ideas. However, student should made aware that it is easy to over use pronouns, especially if a passage (written or spoken), even a text refers to more than one person of some gender.

Pronouns have traditionally been regarded as one of the parts of speech, but some modern theorists would not consider them to form a single class, in view of the variety of functions they perform. The use of pronouns often involves anaphora, where the meaning of the pronoun is

dependent on an antecedent. The use of pronouns often involves anaphora, where the meaning of the pronoun is dependent on another referential element. The referent of the pronoun is often the same as that of a preceding (or sometimes following) noun phrase, called the antecedent of the pronoun.

Moreover, the adjective associated with pronoun is pronominal. A pronominal is also a word or phrase that acts as a pronoun. For example, in *That's not the one I wanted*, the phrase *the one* (containing the prop-word *one*) is a pronominal.

Those statements are stated also by According to Marcella Frank, “The traditional definition of pronoun is a word that takes the places of a noun. Modern grammarians who regard position and function as the decisive factors in classifying a part of speech often consider pronoun as a subclass of noun”.¹

While, Guigan states that,

Pronoun is a word used as a place-holder of a noun, noun phrase, or a different pronoun. Pronouns are usually used in writing and speech as a way of keeping the flow of the words smooth by reducing repeated use of the full subject or object word. Pronouns usually come after the noun they are replacing.²

¹Marcela Frank, *Modern English, A practical References Guide*, (New Jersey: Prentice Hall, 1972), p.

²Brendan Mc. Guigan, “What is Pronoun – Conjective Corporation” (www.wisegeek.com retrieved on Tuesday, 05th of January 2016 at 09.00 am).

Then, Jayanthi Dakhsina Murthy defines “Pronoun is a word used in place of nouns”.³ Izzan describes also, “Pronoun is a word that is covered noun”.⁴ In “English Grammar: for General Application” book, Dony Hariyanto and Rudy Hariyono explains that “*Kata ganti adalah kata yang digunakan untuk menggantikan kata benda atau sesuatu yang dibendakan dalam sebuah kalimat. Fungsinya agar tidak terjadi pengulangan kata yang bersifat monoton.*”⁵ It means (Pronoun is a word that is used to replace noun or something that is instead of word in a sentence. The function is used so that there is no monotonous repetition).

From those explanations above, the researcher concludes that all the experts agree that pronoun is used to replace noun, noun phrase or a different pronoun. Then, it is also a way of keeping the flow of the words smooth by reducing repeated use of the full subject or object word. Pronouns usually come after the noun they are replacing.

2. Kinds of Pronoun

Many books explains differently about the kinds of pronoun. The differences of many pronouns are depending on grammatical properties

³Jayanthi Dakshina Murthy, *Contemporary English Grammar*, (Delhi: Shivam Printers, 2003), p. 6.

⁴Ahmad Izzan, *Basic English Grammar*, (Jakarta: Kesaint Blanc, 2007), p. 17.

⁵Dony Hariyanto and Rudy Hariyono, *English Grammar: for General Application*, (Surabaya: Gita Media Press, Cet.1, 2003), p. 144.

as gender, number, person, and case. Here, the researcher wants to consider the kinds of pronoun according to some writers.

First, Jayanthi Dakhsina Murthy says that pronouns are divided into eleven kinds. They are: personal pronoun, reflexive pronoun, emphatic pronoun, demonstrative pronoun, indefinite pronoun, interrogative pronoun, distributive pronoun, reciprocal pronoun, relative pronoun, relative compound pronoun, and possessive pronoun.

Second, Dony Hariyanto and Rudy Hariyono state they divide pronoun based on its function and person. They divide pronoun into 7 kinds. They are personal pronoun, possessive pronoun, reflexive pronoun, demonstrative pronoun, indefinite pronoun, interrogative pronoun, and relative pronoun.

The last, Micheal A. Pyle says that pronoun has 5 kinds. They are subject pronoun, complement pronoun, possessive adjective, possessive pronoun, and reflexive pronoun.

Then, from those 3 statements about the kinds of pronoun, the researcher concludes that there are many types of pronoun. But, the most important kinds are: personal personal, reflexive pronoun, demonstrative pronoun, indefinite pronoun, interrogative pronoun, relative pronoun, possessive pronoun. Here is the further explanation will be explained below:

a. Personal Pronoun

Personal pronoun is a pronoun used for three people. They are: First person, second person, and third person.⁶ She explains more that:

- 1) First person; a pronoun used for the person speaking. Ex: I, We.
- 2) Second person; a pronoun used for the person spoken to. Ex: You.
- 3) Third person; a pronoun used for the person of. Ex: He, She, It, and They.

English personal pronouns have two cases, *subject* and *object*. Subject pronouns are used in subject position (Ilike to eat chips, but shedoes not). Object pronouns are used for the object of a verb or preposition (John likes mebut not her). The further explanation is below:

- 1) Subject pronoun; subject pronoun occurs in the subject position of a sentence or after the verb *be*. Subject pronouns are I, You, They, We, She, He, It.⁷ Study the following list of subject pronoun:

Table 1 Subject Pronoun

⁶Jayanthi Dakshina Murthy, *Contemporary English . . .*, p. 62.

⁷Micheal A. Pyle, *CLIFFS TOEFL: Preparation Guide*, (India: IDG Books India Ltd, 2001), p. 78.

Subject Pronoun	Example
I	I am going to the store. <i>Subject</i>
You	You were in Delhi last year. <i>Subject</i>
They	They are students. <i>Subject</i>
We	We have lived here for twenty years. <i>Subject</i>
She	It is she who calls you. (after the verb <i>be</i>) <i>Subject</i>
He	He stopped smoking. <i>Subject</i>
It	It is she who calls you. <i>Subject</i>

- 2) Object pronoun; “Dalam kasus ini, kata ganti orang berfungsi sebagai objek dalam kalimat. Kasus objek pronoun didalam kalimat pada umumnya berada setelah kata kerja atau setelah kata depan”.⁸ (In this case, personal pronoun as an object in the sentence. Object pronoun case in the sentence generally is after the verb or after preposition). Below is the further explanation:

Table 2
Object Pronoun

Object Pronoun	Example
Me	She send a letter for me . <i>Object</i>
You	I saw you yesterday.

⁸Dony Hariyanto and Rudy Hariyono, *English Grammar: . . .*, p. 146.

	<i>Object</i>
Them	He taught them English. <i>Object</i>
Us	They taught us music. <i>Object</i>
Her	I met her in a theatre. <i>Object</i>
Him	I called Him yesterday. <i>Object</i>
It	I gave it to you yesterday. <i>Object</i>

b. Reflexive Pronoun

Reflexive pronoun usually follow the verb and indicate that the subject is both giving and receiving the action. Note: in the plural, the *self* changes to *selves*.⁹ Then, jayanthi Dakshina Murthy states that a pronoun used with self or selves to reflect the action of the very on the subject.¹⁰ Below is the further explanation:

Table 3
Reflexive Pronoun

Reflexive Pronoun	Example
Myself	I saw myself in the mirror. <i>Reflexive</i>
Yourself/ yourselves	You must know yourself . <i>reflexive</i>

⁹Micheal A. Pyle, *CLIFFS TOEFL: Preparation . . .*, p. 81.

¹⁰Jayanthi Dakshina Murthy, *Contemporary English . . .*, p. 64.

	You can see the differences for yourselves. <i>Reflexive</i>
Themselves	They were talking among themselves. <i>Reflexive</i>
Ourselves	We hurt ourselves playing football. <i>Reflexive</i>
Herself	She herself must finish this work today. <i>Reflexive</i>
Himself	John Himself bought these gifts. <i>Reflexive</i>
Itself	The bird itself makes its cage. <i>Reflexive</i>

c. Demonstrative Pronoun

Jayanthi Dakshina Murthy considers “A pronoun used to point out the person or thing we talk about”.¹¹ Demonstrative pronoun, “Kata ganti penunjuk adalah kata ganti yang berfungsi untuk menunjukkan benda, binatang, atau orang yang dimaksud”.¹² (Demonstrative pronoun is pronoun that is used to point the thing, animal or person). Then, Dony Hariyanto and Rudy Hariyono adds that *this, these, that and those* are including demonstrative pronoun. Below is the further explanation:

Table 4
Demonstrative Pronoun

Demonstrative Pronoun	Example
This	<i>This</i> is my pen.
These	<i>These</i> are our cars.
That	<i>That</i> your pen.

¹¹Jayanthi Dakshina Murthy, *Contemporary English . . .*, p. 64.

¹²Dony Hariyanto and Rudy Hariyono, *English Grammar: . . .*, p. 148.

Those	Those are your cars.
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d. Indefinite Pronoun

A pronoun used to talk about a person or thing indefinitely is known as Indefinite pronoun.¹³ It is “Kata ganti yang tidak mempunyai *antecedent*”.¹⁴ It means that indefinite pronoun is the pronoun which does not has antecedent. Here is the further explanations:

- 1) One; it used in the third person with a singular verb.
Ex:
One must know what one has to do.
One of my sisters is very beautiful.
- 2) None; it means not one. It may be used with a singular or plural verb but singular is commoner.
Ex:
None of my parents is educated.
None of my sisters is beautiful.
- 3) Nobody; it means not one and it is used with a singular verb.
Ex:
Nobody helped me.
Nobody can be perfect in anything.
- 4) Nothing; it means not anything and it is used with a singular verb.
Ex:
Nothing is so sweet as honey.
Nothing can be achieved without a strong desire.
- 5) No one; it means not a single person and it is used with a singular verb.
Ex:
No one is ready to help me.
No one can live without money.
- 6) Some; it is used with a plural verb.
Ex:

¹³Jayanthi Dakshina Murthy, *Contemporary English . . .*, p. 64.

¹⁴Dony Hariyanto and Rudy Hariyono, *English Grammar: . . .*, p. 150.

- Some* are born great.
Some achieved greatness by hard work.
Some failed in the exam.
- 7) Someone; it is used with a singular verb.
 Ex:
Someone opened the door.
Someone threw a stone at me.
- 8) Something; it is used with a singular verb.
 Ex:
Something must be done about it.
Something should be given to the patient.
- 9) Somebody; it is used with a singular verb.
 Ex:
Somebody escaped from prison.
Somebody took away my vespa.
- 10) Any; it is used with a singular verb.
 Ex:
Any of you can do that.
- 11) Anybody; it is used with a singular verb.
 Ex:
Anybody can speak in his mother tongue.
Anybody can tell you about my uncle.
- 12) Anything; it is used with a singular verb.
 Ex:
 Have you got *anything* to teach us?
 Have you bought *anything* for me from Delhi?
- 13) Anyone; it is used with a plural verb.
 Ex:
 Can *anyone* of you teach me the poem?
 Can *anyone* of you tell me his address?
- 14) All; it is used with a plural verb.
 Ex:
All are equal in the eyes of law.
All of you can stay with us.
- 15) Few; it is used with a plural verb.
 Ex:
Few escaped from the danger.
Few attended the function./
- 16) Many; it is used with a plural verb.
 Ex:
Many of us believed in God.
Many of the students are unmarried.
Many of them passed the exam.

Many of my poems are published.
 17) Several; it is used with a plural verb.

Ex:

Several of the girls are beautiful.
Several of us have faith in rebirth.
Several Indians are illiterate.¹⁵

So, indefinite pronoun which defined as pronoun that does not have antecedent. One, none, nobody, nothing, no one, some, someone, something, somebody, any, anybody, anything, anyone, all, few, many, several are the kinds of indefinite pronoun.

e. Interrogative Pronoun

Interrogative pronoun is a pronoun used to make a question. Interrogative pronoun is *who*, *whom*, *whose*, *what*, *which*, *where*, *when*, *why*, *how*.¹⁶ Below is the further explanation:

Table 5
Interrogative Pronoun

Interrogative Pronoun	Example
Who	Who take my pen?
Whom	Whom do you take to the party tonight?
Whose	Whose hand writing is this?

¹⁵Jayanthi Dakshina Murthy, *Contemporary English . . .*, p. 65-66.

¹⁶*Ibid.*, p. 66.

What	What can I do for you?
Which	Which is the longest river in India?
Where	Where do you live now?
When	When do you arrive here?
Why	Why is she crying now?
How	How do you do?

f. Relative Pronoun

The next pronoun is relative pronoun, it is two combined sentences with the word *yang* if the first and second sentence contain of the similar person. “Dalam bahasa Indonesia, dua buah kalimat dapat digabungkan menjadi satu kalimat dengan memakai kata *yang* jika pokok kalimat yang pertama dan yang kedua terdiri dari orang yang sama”.¹⁷ It means that in Indonesia, there are two sentences which can be combined to be one sentence with the word *yang* if the first and second sentence contain of the similar person. Here is the further explanations:

Table 6
Relative Pronoun

Relative Pronoun	Example
Who	I saw <u>Eny</u> who had returned from the market. <u>The man</u> who cheated you is my brother.
Whom	<u>The woman</u> whom you met in the mosque is

¹⁷Satrio Nugroho, *Practical Complete English Grammar: Tata Bahasa Inggris Lengkap*, (Surabaya: Penerbit Kartika, New Ed, 2003), p. 43.

	my mother.
Whose	The <u>man</u> <i>whose</i> car is broken goes to the garage.
Which	This is <u>the horse</u> <i>which</i> I bought yesterday.
What	<u>That</u> is <i>what</i> I like.
That	The <u>book</u> <i>that</i> you gave me was not interesting.

g. Possessive Pronoun

Betty Schramper Azar explains “A possessive pronoun is used alone without a noun following it”.¹⁸ It is a pronoun used to express possession or ownership.¹⁹ Next, Micheal A. Pyle says also that these pronouns cannot precede a noun. They are pronouns and thus replace the noun. The noun is understood from the context and is not repeated.²⁰ So, possessive pronoun is a pronoun which is used to express possession or ownership and understood from the context that is used also alone without a noun following it. Here is the further explanations:

Table 7
Possessive Pronoun

Possessive Pronoun	Example
Mine	This is <i>my book</i> . → this is <i>mine</i> .
Yours	<i>Your teacher</i> is the same as <i>his teacher</i> .

¹⁸Betty Schramper Azar, *Fundamental English Grammar*, (Jakarta: Binarupa Aksara, second Ed, 1993), p. 79.

¹⁹Jayanthi Dakshina Murthy, *Contemporary English . . .*, p. 71.

²⁰Micheal A. Pyle, *CLIFFS TOEFL: . . .*, p. 81.

	→ <i>Yours</i> is the same as <i>his</i> .
Theirs	<i>Their coats</i> are too small. → <i>theirs</i> are too small.
Ours	<i>Our books</i> are heavy. → <i>ours</i> are heavy.
Hers	<i>Her dress</i> is green and <i>my dress</i> is red. → <i>hers</i> is green and <i>mine</i> is red.
His	<i>His</i> uncle is police. → <i>his</i> is police.
Its	I have <i>a book</i> . → <i>its</i> cover is black.

Here, the researcher only wants to analyse students' ability in identifying pronoun into personal pronoun, subject pronoun, object pronoun, reflexive pronoun, demonstrative pronoun, and indefinite pronoun. About possessive and relative pronoun, because of the students of grade X has not learnt about them yet, so, the researcher would not like to include them into this research indicators of identifying pronoun.

B. News Item Text

1. Definition of News Item Text

There are some texts (genres) at 10th grade of Senior High School. Text can be difficult or easy depending on factor inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged.²¹ The definition of genre is a type of discourse that occurs in particular and norms of organization and structure, and that have particular and distinctive communicative function.

²¹Jeanne M. Stone, *Cooperative Learning Reading Activities*, (Australian: Hawker Brownlow Education, 2007), p. 166.

According to Hartono genre is used to refer to particular text types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purpose, also the level of context dealing with social purpose.²² Genres are divided into two parts. They are story and factual genres. Story genres are *narrative, news story, anecdote, recount, and spoof*. While factual genres are *procedure, explanation, report, exposition, discussion, description, review and news item*.

General definition of news item text is a type of written text that has the main function or communicative purpose is to inform readers or listeners about event of the day that are considered newsworthy or important.

Then, its purpose is to inform readers or viewers about events of the day which are considered newsworthy or important. According to Sudarwati and Grace, "News item text means the text which is used to inform readers, listeners, viewers about events of the day which are considered newsworthy or important. The author has his/ her way in conveying his/ her messages into the text".²³ It can be read in the books, magazines or newspapers as a headline or heard in the radio or television in a news program.

²²Kenneth Goodman, *The Reading Process*, In Patricia L. Carrel, (eds), *Interactive Approach to Second Language Reading*, (Cambridge: Cambridge University Press, 1990), p. 12.

²³Sudarwati and Grace, *Types of Text*, (Surabaya: Penerbit Indarco, 2007), p. 197.

The news item text usually begins with *the main or newsworthy event (s)*, where the author attempts to recount the event in summary form. The reader is introduced to the main event that happened in the society. The next part of news item text is *elaboration or background event (s)*. It can be a background, participant, time, and place relating to the accident. It is the detail information for the accident which informs on how the accident happens and who are the victims. The last part of news item text is *sources*. In the sources the reader can read the comments by participants, witnesses, authorities, and experts involved in the event.

This kind of text informs the readers or the listeners about an event that deserves to be reported. This text tells the readers or listeners the detail of the event. The content of this text also answers five kinds of question words there are, *who, what, when, where, why and how*. It explains who are the people that involved in the event, what is the event, when that event happened, where the place, why it happened, and how the detailed processes of that event.

2. Generic Structures of News Item Text

According to Gerot, Wignel and Hartono, the generic structures of news item text or called also by the schematic structures to construct news item text are as follows:²⁴

Table 8
The Generic Structures of News Item Text

No	Text element	Function
1.	Headline or Title	Point of report or news that is written in one sentence shortly or incomplete sentence (reduce clause), and eye-catching.
2.	Summary of event or Main Event/ Newsworthy Events	Tells the event in a summary form. It is expressed in past sentence form: past tense, past perfect tense, past continuous tense.
3.	Elaboration or background of events	Elaborates what happened, explains what caused the incident. In a text, it can consist of some background events.
4.	Source	Comments by participants, witnesses, authorities, and experts involved in the event.

3. Language Features of News Item Text

Gerot and Wignel state the significance features of news item text are as follows:

- a. Short, telegraphic information about story captured in headline.
- b. Use material process to retell the event.
- c. Use of projecting verbal processes in sources stage.
- d. Focus on circumstances.²⁵

²⁴Pardiyono, *Pasti Bisa! Teaching Genre Based writing*, (Yogyakarta: Andi, 2007), p. 252-253.

In news item so many characteristics. But the familiar characteristics of news item are:

- a. Using action verb,
- b. Using dominant saying verb,
- c. Using adverb of time, adverb of place, and adverb of manner.

Based on those explanation above, the researcher chooses news item to be discussed in identifying pronoun because we always find it everyday. It can be from news, magazine, or television. In daily-life we always find news. Poepole often find it in a newspaper because the passage often tells the readers about great, important, interesting, tragic, entertaining or fresh incident or events that all people should know about it. News item text is easy to find and it gives students information of actual event.

4. The Example of News Item Text

Table 9
The Example of News Item Text²⁶

Headline or Title	20 terror suspects involved in bank robbery
Main Event/ Newsworthy	Twenty terrorist suspects confronted by the National Police's Densus 88 counterterrorism unit in separate raids had been involved in armed robberies at

²⁵Linda Gerot and Peter Wignell, *Making Sense Functional Grammar*, (Sydney: GerbStabler, 1995), p. 201.

²⁶Rafli Amar, "20 Terror Suspect Involved in Bank Robbery", (<http://www.thejakartapost.com/news/2013/05/09/20-terror-suspects-involved-bank-robbery.html>, retrieved on Tuesday, 5th of January 2016 at 10 am).

Events	Bank Rakyat Indonesia (BRI) offices in three cities, a police officer says.
Background of events	“They stole Rp 790 million (US\$81,192) from BRI in Batang, Central Java; Rp 630 million from BRI Grobogan; and Rp 460 million in BRI Lampung. They also attempted to burn down Glodok Market in Jakarta,” said National Police spokesperson Brig. Gen. Boy Rafli Amar in Jakarta on Thursday as quoted by Antara news agency. He said the suspects carried out various initiatives to collect money, including through robbery.
Source	“Four terrorist suspects were preparing a robbery in Kebumen, Central Java, when they were arrested in an overnight raid in the regency that ended this morning,” said Boy. (ebf)

C. Review of Related Findings

The research is about news item text reserach is not as beginner, but there are the researchers had done the research before. It is as follows:

Muhammad Mufti Harisin his thesis, “The Effectiveness of Using Team Word Webbing to Increase Students’ Reading Comprehension in News Item Text”.²⁷ He did the experimental research at the Tenth grade of MA Darul Amanah Sukorejo, Kendal for academic year 2010/ 2011. Then, he found that the hypotheses of his thesis was accepted. It means that there is a significant difference inreading comprehension between students who are taught reading

²⁷Muhammad Mufti Haris, “The Effectiveness of Using Team Word Webbing to Increase Students’ Reading Comprehension in News item Text (An Experimental Research at the Tenth Grade Students of MA Darul Hasan Sukorejo Kendal”, (Jakarta: UIN Syarif Hidayatullah, 2012), p. 86, retrieved from <http://digilib.unmuhjember.ac.id/download.php?id=3883> on Monday January 4th, 2016 at 09 p.m.

comprehension using team word-webbing and those who are taught by lecturing (without team word-webbing).

Then, Rizqi Amalia in her thesis “Improving Students’ Ability in Writing News Item Text by Using Old and New Information”.²⁸ Rizqi conducted the experimental research at the tenth grade students of SMA Negeri 1 Slawi academic year 2010/ 2011. She found that Rizqi Amalia’s research is the result of the post-test from the experimental group was 72.7 which was higher than the result of the control group that was 69.6. The conclusion is mean score of experimental group is higher than control group.

The last is “The Students’ Ability in Writing News Item Text” written by Zahrotul Aini in 2013/ 2014 academic year.²⁹ He found that the most students have sufficient ability in implementing newsworthy event, background event, short, and telegraphic information, material process, and circumstance in writing news item text.

From those quotations, the students’ ability in reading and in writing ability is categorized into good categories. So, the researcher hopes that the ability of the grade X students in identifying news item text would be very good so that the researcher was interested to make the research about “**An Analysis on**

²⁸Rizqi Amalia, “Improving Students’ Ability in Writing News Item Text by Using Old and New Information” Academic Year 2010/ 2011, (Semarang: State University of Semarang, 2010), p. 56, retrieved from <http://lib.unnes.ac.id/2783/1/7471.pdf> at Monday, 16th of May 2016.

²⁹Zahrotul Aini, “The Students’ Ability in Writing News Item Text: Case Study Research at Tenth Grade in SMA Negeri 1 Bandung Academic Year 2013/ 2014”, (Bandung: UPI, 2013), retrieved on http://repository.upi.edu/1380/1/S_ING_0804230_Title.pdf at Monday, 16th of May 2016.

**Students' Ability in Identifying Pronoun in News Item Text at Grade X
MAN Panyabungan”.**

D. Hypothesis

The hypothesis was needed to show the research's thinking and expectation outcomes of the research related to this research. The hypothesis was “The students' ability in identifying pronoun in news item text at grade X MAN Panyabungan more than 70 score”.

CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time of the Research

This research had been done at MAN Panyabungan. It is located at Jl. Medan-Padang, Km.7, Panyabungan, North Sumatera. This subject of research was the grade X students at MAN Panyabungan 2015/2016 Academic years. Then, this research had started from arranging proposal on February 2016 till July 2017. Here are the schedule activities done by the researcher:

Table 10
Schedule Activities of the Research

No.	Activities	Year																	
		2016												2017					
		Month												Month					
		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	
1.	Writing Proposal	√																	
	Advising Proposal		√	√	√	√	√	√	√										
2.	Seminar Proposal									√									
3.	Revision of Proposal										√	√							
4.	Research												√	√					
5.	Finish of the Research													√	√				
6.	Advising Proposal															√			
7.	ACC Thesis																		
8.	Munaqosyah of Thesis																		

B. Research Design

Through a research design you propose to use, how you are going to collect information from your respondents, how you are going to select your respondents, how the information you are going to collect is to be analyzed and how you are going to communicate your findings. So, here the researcher uses a method of quantitative descriptive approach.

Further, descriptive method which is the research that described and interpreted the object research.¹ It means that this research was described and interpreted of the ability of the grade X students of MAN Panyabungan in identifying news item text. Then, the researcher concludes that this research is the quantitative descriptive research that is describing the students' ability in identifying news item text by measuring the students' score in numeral data at grade X MAN Panyabungan.

C. Population and Sample

1. Population

In this research, the researcher chose the entire grade X students of MAN Panyabungan 2015/ 2016 academic year. Further explanation as follows:

¹Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Rosdakarya, 2000), p. 5.

Table 11
Grade X Students of MAN Panyabungan

No	Class	Total of Students
1	X-1	33
2	X-2	30
3	X-3	32
4	X-4	32
5	X-5	30
6	X-6	30
7	X-7	33
8	X-8	32
9	X-9	30
10	X-10	33
TOTAL		317

2. Sample

In this research, the researcher decided to take the sample by using random sampling technique. The researcher took one class as a sample. The researcher's reason used random sampling technique is because of all the sample has the same chance to be chosen. Then, the researcher used the trick to using a lottery technique of taking random sampling. The class is X-3 (34 students) chosen as the sample that was taken by random sampling by using lottery technique.

D. The Instruments of Collecting Data

The researcher must have the instrument in this research, because a good instrument can go guarantee for taking the valid data. In this research,

the researcher used test only because the researcher only wanted to find out to what extent the students' ability in identifying pronoun.

Then, Brown defines that test a method of measuring a person's ability; knowledge or performance in a given domain.² Then, the test is used for analyzing the students' ability in identifying pronoun in news item text in order to know the students' score objectively and measured learning outcome directly. Next, the researcher uses underlining text test means students have to underline the 5 kinds of pronoun included in the news item text given by the researcher.

Then, the indicators of students' test in reading procedure text can be seen as table below:

Table 12
The Indicators of Identifying News Item Text Test

No	Types of Test	Indicators	Number of Item	Score	Total Score
1	Underlining the pronoun in news item text	Students identify <i>personal pronoun (subject pronoun)</i>	5	5	20
2		Students identify <i>personal pronoun (object pronoun)</i>	5	5	20
3		Students identify <i>possessive adjective</i>	5	5	20

²H. Douglas Brown, *Language Assessment, Principles and Classroom Practice*, (New York: Pearson Education, 2004), p. 3.

4	Students identify <i>demonstrative pronoun</i>	5	5	20
5	Students identify <i>indefinite pronoun</i>	5	5	20
Total				100

E. The Test Validity

The test of identifying pronoun in news item text was an instrument that needs to be tested to determine the reliability and validity of the test to be used in this study. To know validity of each question will be refer to content validity to establish the validity of instrument that is test. The researcher takes content validity of the instrument because content validity refers to the extent to which instrument represents the content of interest. In order to have content validity, a measure must adequately sample both the topics and the cognitive processes includes in the content universe under consideration.

As stated by Ranjit Kumar “Content validity is judge on the basis of the extent to which statements or questions represent the issue they are supposed to measure, as judge by you as a researcher, your readership and expert in the field”.³ In this case, the researcher uses the underlining text test as the starting point of making the test.

In applying the research, the researcher had been validated the test. The test means to analyze the items of the test comprehensively, and the basic

³Ranjit Kumar, *Research Methodology: A Step-by-step Guide for Beginners*, 3rded, p.180.

question is: 'Do the items of the test measure what is supposed to measure? In this case, because the test functions is to measure the students' ability in reading procedure text. This process of analysis has showed the content validity of the test, in other words, the researcher concludes that the test was validated by checking the test to the expert person. She was the English teacher of grade X students itself, Mrs. Syamsiyah, S.Pd.I.

The English teacher checked and rechecked whether the text of the test has been suitable to the syllabus and curriculum of the English subject or not, especially whether the news item text test has been suitable to the syllabus and curriculum of grade X or not. More, the test had been signed by the English teacher and legalized by the headmaster of grade X students of MAN Panyabungan.

F. The Techniques of Collecting Data

After preparing the test, the researcher had given the test to the sample of the research, than had tried to find out the result. There are some steps to collect the data:

1. The researcher made preparation of the tests for the students which were all the items of the tests related to the material, procedure text test.
2. The researcher made validity of the test by checking it to the English teacher and legalized by the headmaster. It was content validity.

3. Then, the result should be appropriated with the interpretation to the index of means score. The interpretation of the result could be seen in the following table.⁴

Table 13
The Table Interpretation of Means Score

Range of Real Score	Category
80-100	Very good
70-79	Good
60-69	Enough
50-59	Poor ⁵

4. Next, students' result with meanscore was calculated into the classification quality. Then, to test the hypothesis was counted looking at the mean score result whether it was up to 70 or below 70. Or by applying formula as follow:

$$z = X - M : \alpha$$

Explanation :

x = Mean score

n = All the data

M = Hypothesis proportion⁶

5. Taking conclusion from test instrument. It was done to conclude the discussion solidly and briefly.

⁴MuhibbinSyah, *Psikologi PendidikandenganPendekatanBaru*, (Bandung: RemajaRosdaKarya, 2000), p.153.

⁵Riduwan, *BelajarMudah Penelitianuntuk Guru-KaryawanPenelitiPemula*, (Bandung: Alfabeta, Cet.1,2005), p. 89.

⁶Ahmad Nizar Rangkuti, *Statistik Penelitian Penddikan*,(Medan: Perdana Mulya Sarana, 2014), p. 80.

CHAPTER IV

RESEARCH RESULT

As mentioned in earlier chapter, in order to evaluate the effect of stad method on students ability in writing explanation text, the researcher has calculated the data using pre test and post test. The researcher used the formulation of T-test to test the hypothesis. Next, researcher described the data as follow:

A. Description of Data

1. Description Data before Using STAD Method

The pre-test scores obtained before teaching in experimental class and control class is as follows:

a. Score of pre-test Experimental Class

The score of pre test in experimental class before teaching is as follows:

Table 8
The Score of Experimental Class in Pre-test

Total	1735
Highest score	80
Lowest score	30
Mean	58.3
Median	56.62
Modus	56.94
Range	50
Interval	7
Standard deviation	12.4
Variant	160.69

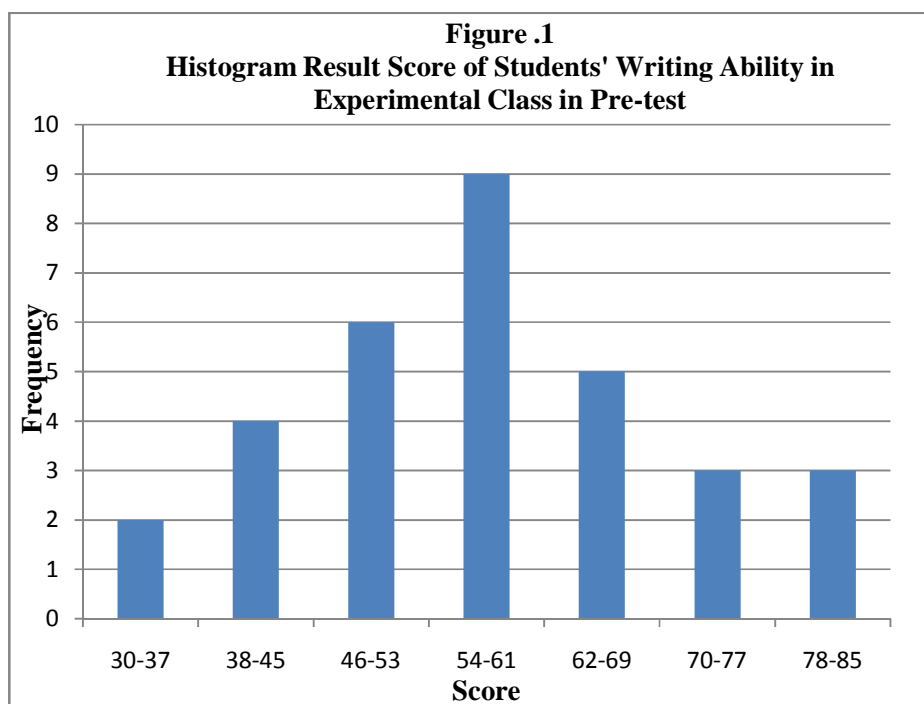
Based on students' answers in pre-test the researcher has calculated the students' score. The total score of experimental class in pre-test was 1735, mean score was 58.3, median was 56.62, modus was 56.94, range was 50, interval was 7, standard deviation was 12.4 and variant was 160.69. The researcher got the highest

score was 80 and the lowest score was 30. The calculation of how to get it could be seen in appendix 5 and 6

Then, the calculation of the frequency distribution of the students' score in experimental class can be applied into table frequency distribution as follow.

Table 9
Frequency Distribution of Experimental Class (Pre-test)

No	Interval	Frequency	Percentages
1	30 – 37	2	6.45%
2	38 – 45	4	12.90%
3	46 – 53	6	19.35%
4	54 – 61	9	29.03%
5	62 – 69	5	16.6%
6	70 – 77	3	9.67%
7	78-85	2	6.45%
<i>i=7</i>		31	100%



Based on the figure above, the frequency of students' score from 30 up to 37 was 2 ; 38 – 45 was 4; 46 up to 53 was 6; 54 up to 61 was 9; 62 up to 69 was 5; 70 up to 77 was 3.78 up to 85 was 2. The histogram shows that the highest interval (78 - 85) was 2 students and the lowest interval (30-37) was 2 students.

b. Score of Pre Test Control Class

The score of pre test in control class before teaching is as follow:

Table 10
The Score of Control Class in Pre-Test

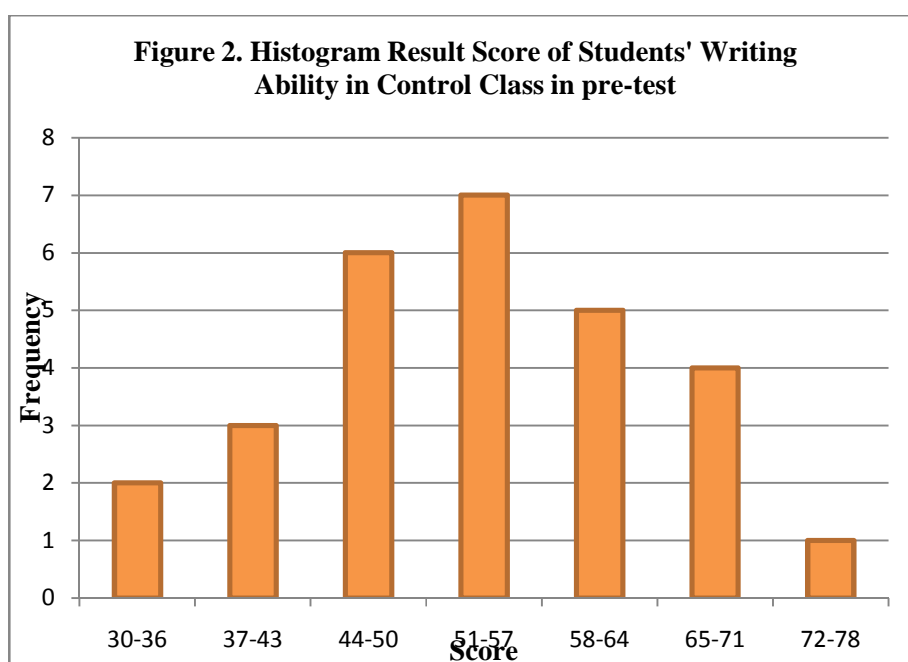
Total	1498
Highest score	78
Lowest score	30
Mean	54.5
Median	53.51
Modus	52.81
Range	48
Interval	7
Standard deviation	10.71
Variant	131.14

In pre-test of control class, the researcher calculated the result that had been gotten from the students answering in test. Total score of control class in pre-test was 1498, mean score was 54.5, standard deviation was 10.71, variant was 131.14, range was 48, interval was 7, median was 53.51 and modus was 52.81. The researcher got the highest score was 78 and the lowest score was 30. It can be seen on appendix 5 and 6.

Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table 11
Frequency Distribution of Control Class (Pre-Test)

No	Interval	Frequency	Percentages
1.	30 – 36	2	7.1%
2.	37 – 43	3	10.71%
3.	44 – 50	6	21.42%
4.	51 – 57	7	33.33%
5.	58 – 64	5	17.8%
6.	65 – 71	4	14.28%
7.	72– 78	1	3.57%
	$i = 7$	28	100%



Based on the figure above, the frequency of students' score from 30 up to 36 was 2; 37 up to 43 was 3; 44 up to 50 was 6; 51 up to 57 was 7; 58 up to 64 was 5; 65 up to 71 was 4. 72 up to 78 was 1.

2. Description Data after using STAD Method

1. Score of Post-test Experimental Class

In post-test of experimental class, the researcher calculated the result that had been gotten by the students in answering the question (test) after the researcher did

the treatment by using genre based language teaching. The score of post-test experimental class can be seen in the following table:

Table 12
The Score of Experimental Class in Post Test

Total	2379
Highest score	90
Lowest score	62
Mean	81
Median	77.9
Modus	79.5
Range	28
Interval	5
Standard deviation	6.91
Variant	48.99

The calculation of the result that had been gotten by the students answering in question (test) after the researcher did the treatment by using pictures set technique. Total score of experiment class in post-test was 2379, mean score was 81, standard deviation was 6.91, variant was 48.99, median was 77.9, range was 28, modus was 79.5 and interval was 5. The students' highest score was 90 and the lowest score was 62. It can be seen on appendix 7

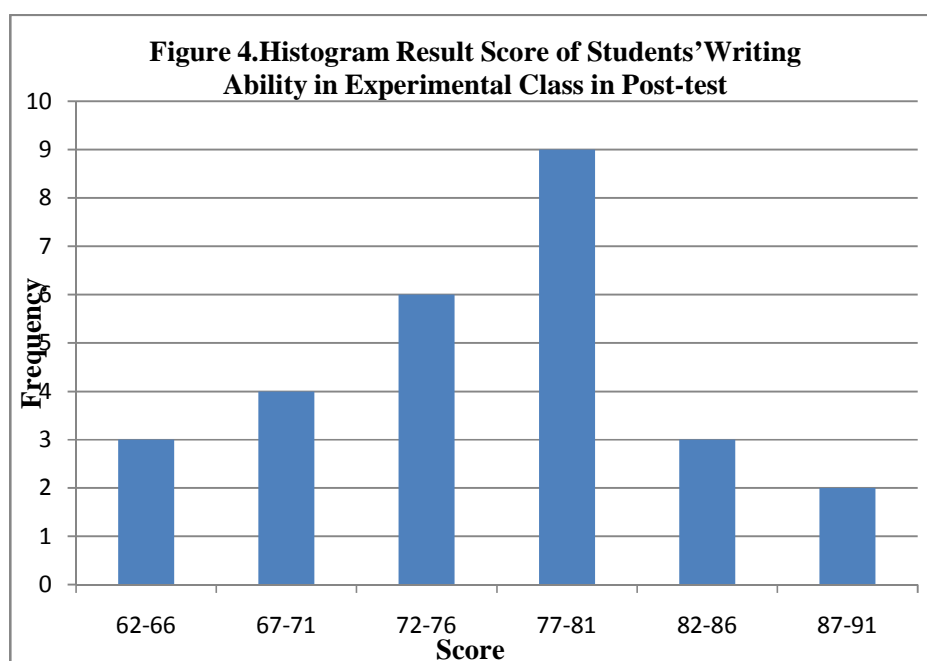
Based on the table above the calculation of the frequency distribution of the students' score of experiment class can be applied into table frequency distribution as follow:

Table 13
Frequency Distribution of Students' Score

No	Interval	Frequency	Percentage
1	62 - 66	3	9.67%
2	67 - 71	4	12.90%
3	72 - 76	5	19.35%
4	77 - 81	6	29.03%
5	82 - 86	7	22.58%

6	87 - 91	2	6.4%
	$i = 5$	31	100%

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



Based on the figure above, the frequency of students' score from 62 up to 66 was 3; 67 up to 71 was 4; 72 up to 76 was 6; 77 up to 81 was 9; 82 up to 86 was 7; 87 up to 91 was 2. Then, the interval which had highest frequency was 87 up to 91 was 2 students and the lowest interval 62 up to 66 was 2 students.

2. Score of Post test Control Class

In post-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (test) after the researcher taught the

writing explanation text by using conventional strategy. The score of post-test control class can be seen in the following table:

Table 14
The Score of Control Class in Post-Test

Total	2012
Highest score	84
Lowest score	55
Mean	74
Median	71
Modus	71.15
Range	29
Interval	5
Standard deviation	76.5
Variant	59.31

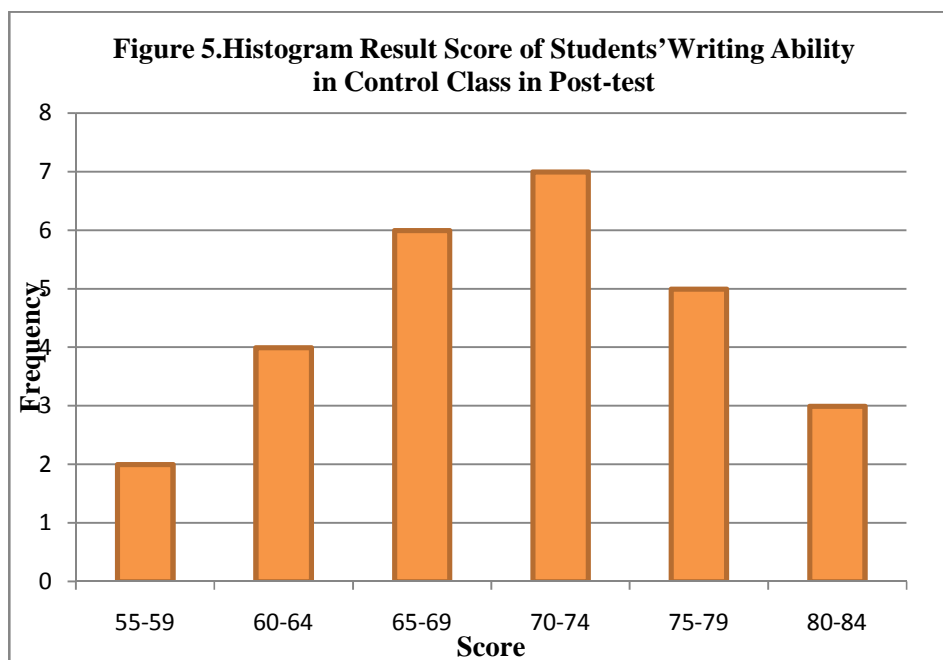
The result that had been gotten by the students in answering the question (test) after the researcher taught the writing by using conventional strategy. The total score of control class in post-test was 2012, mean was 74, standard deviation was 76.5, variant was 59.31, median was 71, range was 29, modus was 71.5 and interval was 5. The researcher got the highest score was 84 and the lowest score was 55. It can be seen on appendix 8.

Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as following:

Table 15
Frequency Distribution of Students' Score

No	Interval	Frequency	Percentages
1.	55-59	2	7.147%
2.	60-64	4	14.2%
3.	65-69	6	21.2%
4.	70-74	7	25%
5.	75-79	5	17.8%
6.	80-84	4	14.2%
		28	100%

For the clear description of the data, the researcher presents them in histogram on the following figure:



Based on the figure above, the frequency of students' score from 55 up to 59 was 2; 60 up to 64 was 4; 65 up to 69 was 6 ; 70 up to 74 was 7; 75 up to 79 was 5; 80 up to 84 was 4.

3. Description of comparison Score of Pre-test and Post-test

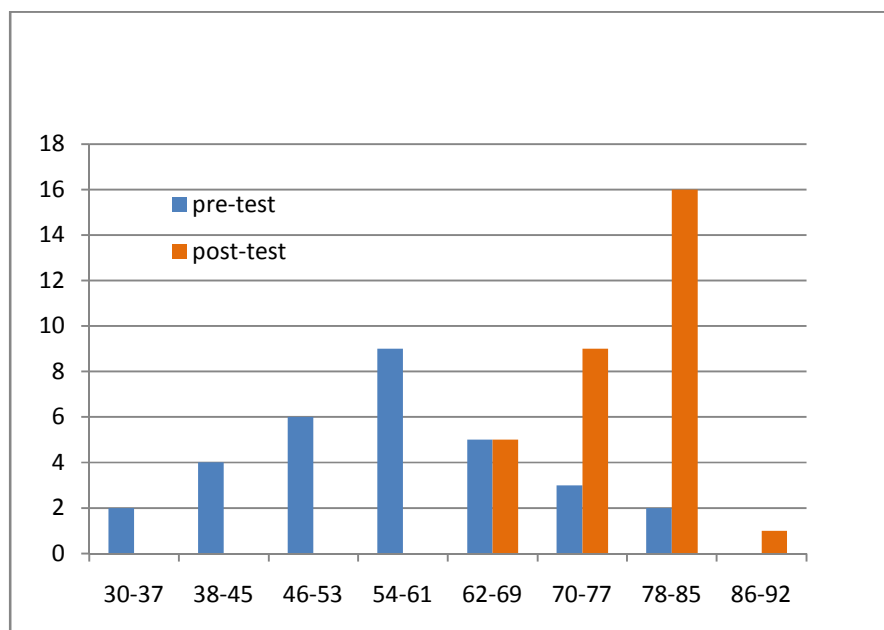
a. Comparison score of Pre-test and Post-test in Experimental Class

Based on students' answers in experimental of pre-test and post-test has calculated the students' score and most of students both of classes were low in writing. Experimental class consisted of 31 students (X MIA-1). The lowest score in Pre-test was 30 whereas the highest score was 80 and the lowest score in Post-test was 62 whereas the highest score was 90. It can be seen following table below:

Table 16
Comparison Score of students Writing Ability in Pre-test and Post-test
(Experimental and Control Class)

No	Initial Name	Result Pre-Test of Experimental class	Initial Name	Result Post-Test of Control class
1	AS	30	AS	62
2	BH	30	BH	62
3	DR	40	DR	65
4	DGS	40	DGS	65
5	ESS	40	ESS	68
6	EH	45	EH	70
7	FAH	50	FAH	70
8	HMP	50	HMP	70
9	IPS	50	IPS	72
10	JAS	50	JAS	72
11	LKH	50	LKH	75
12	MSH	50	MSH	75
13	MSP	55	MSP	75
14	MR	55	MR	75
15	NO	55	NO	78
16	NPSS	55	NPSS	78
17	NH	55	NH	78
18	NA	55	NA	78
19	NS	60	NS	78
20	PSH	60	PSH	80
21	RRS	60	RRS	80
22	RH	65	RH	80
23	RR	65	RR	80
24	RS	65	RS	82
25	RH	65	RH	82
26	SP	65	SP	82
27	SKW	70	SKW	82
28	SAH	70	SAH	82
29	SKB	75	SKB	85
30	SR	80	SR	85
31	WNS	80	WNS	90

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



b. Comparison Score of Pre-test and Post-test in Control Class

Based on students' answer in control class of pre-test and post-test has calculated the students' score and most of students both of classes were law in writing. Control class consisted of 28 students (X MIA-3). The lowest score in Pre-test was 30 whereas the highest score was 78 and lowest score in Post-test was 55 whereas the highest score was 84. It can be seen in the following table below:

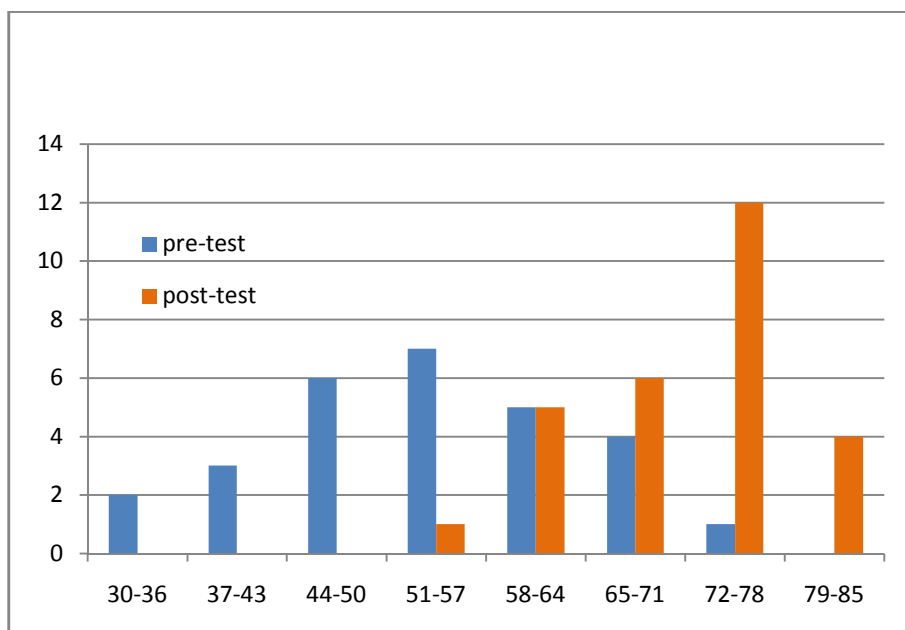


Table 17

Comparison Score of Students Writing Ability in Control Class (Pre-test and Post-Test)

No	Initial Name	Result Pre-test of Experimental class	Initial Name	Result Post-test of control class
1	AI	30	AI	55
2	AZS	30	AZS	58
3	AGS	40	AGS	64
4	ALS	40	ALS	64
5	APH	40	APH	64
6	BA	45	BA	64
7	D	45	D	65
8	ES	45	ES	68
9	EPH	50	EPH	68
10	FS	50	FS	68
11	FHS	50	FHS	68
12	HHH	55	HHH	68
13	LH	55	LH	72
14	LAH	55	LAH	72
15	MSH	55	MSH	74
16	MF	55	MF	74
17	MSS	55	MSS	74
18	NE	55	NE	74
19	NSU	60	NSU	74
20	NP	60	NP	78

21	NM	60	NM	78
22	NJH	60	NJH	78
23	PAR	60	PAR	78
24	RAP	65	RAP	78
25	RLP	65	RLP	82
26	SDS	70	SDS	84
27	SHS	70	SHS	84
28	TAS	78	TAS	84

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

c. Comparison between Experimental Class and Control Class

Based on students' answers in Post-test in experimental and control class, the researcher has calculated the students' score and most of students both of classes increased in writing. Experimental class consisted of 31 students (XI MIA-1), the lowest score was 62 whereas the highest score was 90. Then, most of students got raising score and their score increased very significant. But control class consisted of 28 students (X MIA-2), the lowest score was 55 whereas the highest score 84. Students' score increased too but not significant. In Post-test, the researcher applied STAD Method in experimental class and control class was give conventional strategy. It can be seen in the following table:

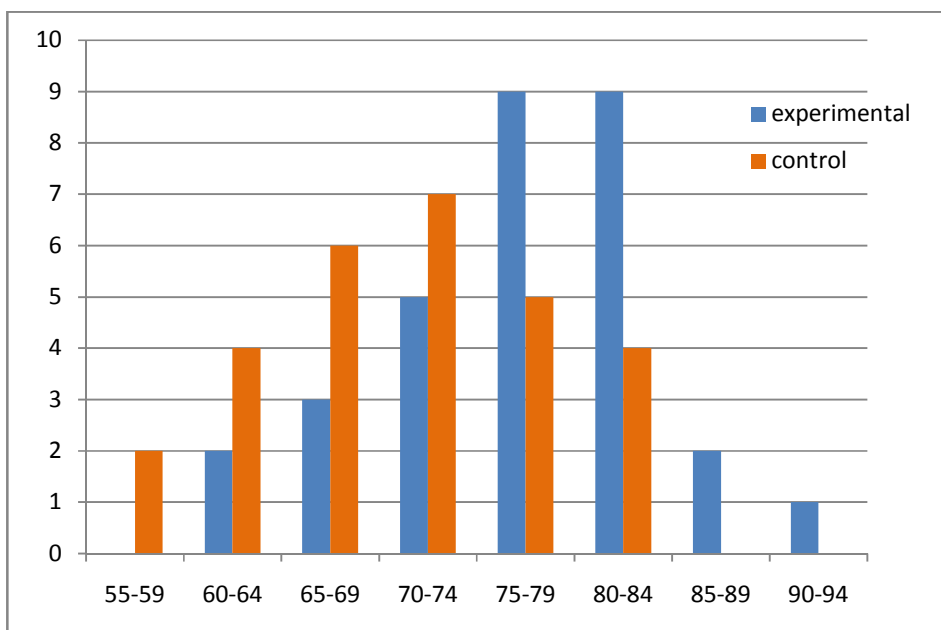
Table 18

Comparison Score of Students Writing Ability in Post-test (Experimental and Control Class)

No	Initial Name	Result post-test of experimental class	Initial Name	Result post-test of control class
1	AS	62	AI	55
2	BH	62	AZS	58
3	DR	65	AGS	64

4	DGS	65	ALS	64
5	ESS	68	APH	64
6	EH	70	BA	64
7	FAH	70	D	65
8	HMP	70	ES	68
9	IPS	72	EPH	68
10	JAS	72	FS	68
11	LKH	75	FHS	68
12	MSH	75	HHH	68
13	MSP	75	LH	72
14	MR	75	LAH	72
15	NO	78	MSH	74
16	NPSS	78	MF	74
17	NH	78	MSS	74
18	NA	78	NE	74
19	NS	78	NSU	74
20	PSH	80	NP	78
21	RRS	80	NM	78
22	RH	80	NJH	78
23	RR	80	PAR	78
24	RS	82	RAP	78
25	RH	82	RLP	82
26	SP	82	SDS	84
27	SKW	82	SHS	84
28	SAH	82	TAS	84
29	SKB	85	-	-
30	SR	85	-	-
31	WNS	90	-	-

It can be seen in histogram too, the figure following below:



B. Data Analysis

1. Requirement Test

a. Normality and Homogeneity Pre Test

1) Normality of experimental class and control class in Pre-Test

Table16
Normality and homogeneity in pre-test

Class	NormalityTest		HomogeneityTest	
	t_{count}	t_{table}	f_{count}	f_{table}
Experimental Class	-1.19	11.070	1.22 < 1.85	
Control Class	-1.21	11.070		

Based on the table above that has been calculated by researcher, the score of experiment class $Lo = -1.19 < Lt = 11.070$ with $n = 31$ and control class $Lo = -1.21 < Lt = 11.070$ with $n = 28$, and real level $\alpha 0.05$. Cause $Lo < Lt$ in the both

class. So, H_a was accepted. It means that experiment class and control class were distributed normal. It can be seen on appendix 5 and 6.

2) Homogeneity of Experimental Class and Control Class in Pre-test

The coefficient of F_{count} 1.22 was compared with F_{table} . Where F_{table} was determined at real α 0.05, and the different numerator $dk = N-1 = 31-1 = 30$ and denominator $dk N-1 = 28-1 = 27$. So, by using the list of critical value at F distribution is got $F_{0.05} = 1.85$. It showed that $F_{\text{count}}(1.22) < F_{\text{table}} 1.85$. So, it could be concluded that the variant from the data of the students' writing ability at XI grade MAN Sipirok by experimental and control class were homogen. The calculation can be seen on appendix 6.

b. Normality and Homogeneity in Post-Test

1) Normality of Experimental Class and Control Class in Post-test

Table 17
Normality and Homogeneity in Post-Test

Class	NormalityTest		HomogeneityTest	
	t_{count}	t_{table}	f_{count}	f_{table}
Experimental Class	1.86	11.070	1.21 < 1.85	
Control Class	5.26	11.070		

The previous table shows that the score of experimental class $L_o = 1.86 < L_t =$ with $n = 31$ and control class $L_o = 5.26 < L_t = 11.070$ with $n = 28$, and real level α 0.05. Because $L_o < L_t$ in the both class, it means H_a was accepted. It meant that experiment class and control class were distributed normal. It can be seen on appendix 7 and 8.

2) Homogeneity of experimental class and control class in post-test

The coefficient of $F_{\text{count}} = 1,21$ was compared with F_{table} . Where F_{table} was determined at real $\alpha 0.05$ and the different numerator $dk = N-1 = 31-1 = 30$ and denominator $dk N-1 = 28-1 = 27$. So, by using the list of critical value at F distribution is got $F_{0,05} = 2.042$. It showed that $F_{\text{count}}(1.21) < F_{\text{table}} 1.85$. So, the researcher concluded that the variant from the data of the students' writing ability at MAN Sipirok in experimental and control class was homogenous. It can be seen on appendix 8.

2. Hypothesis Test

After calculated the data of post-test, researcher has found that post-test result of experiment and control class is normal and homogeneous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis alternative (H_a) of the research was "there was the significant effect STAD method on students' ability in writing explanation text at second grade in MAN Sipirok. The calculation can be seen on the appendix.

Table 18
Result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
0.43	2.021	3.91	2.021

The test hypothesis has two criteria. First, if $t_{\text{count}} < t_{\text{table}}$, H_0 is accepted. Second, $t_{\text{count}} > t_{\text{table}}$, H_a is accepted. Based on researcher calculation, researcher found that t_{count} 3.91 while t_{table} 2.021 with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 31 + 28 - 2 = 57$. Cause $t_{\text{count}} > t_{\text{table}}$ ($3.91 > 2.021$), it means that hypothesis H_a is accepted and H_0 was rejected. So, there was the effect STAD method students writing ability at grade XI

MAN Sipirok. It described the mean score of experimental class by using STAD was 81 and the mean score of control class by using conventional method was 74. So from the explanation above that students' writing explanation ability by using STAD method was better than using conventional strategy. Then there was significant effect students writing ability by using STAD method at second grade in MAN Sipirok. The calculation of hypothesis test can be seen on appendix 9 and 10.

C. Discussion

Based on data analysis above, it has proven that the STAD method significant on students' writing ability. Meanwhile the principles of STAD method is teachers who are just beginning to use cooperative approach in the classroom, STAD also an effective method of cooperative learning. According to Rai, STAD is one of the many strategies in cooperative learning, which helps promote collaboration and self regulating learning skills. The reason for the selection of STAD is good interaction among students, improve positive attitude towards subject, better self-esteem, increased interpersonal skills. STAD method also sees that the four skills: speaking, listening, reading and writing reinforce each other but oral communication is seen basically.

According to related finding, Rukiah said STAD (students Teams Achievements Divisions) is the existence of job in group and the determine group achievement efficacy of individual until every individual in group cannot efficacy with other group. Thus, students must active, creative find source material in teaching learning process.

Then, Sefrina Matumona said STAD method have idea to motivate and help the other students to add their skill in mastering that touch by the teacher.

This proof show that STAD method is suitable to be applied in teaching writing because it has been proven by the previous researcher and the theory. So, STAD method has given the significant effect to the research that has been done by the researcher or the other researcher who mentioned in related finding.

D. Threats of Research

The researcher found the treats of this research as below:

1. The students needed more the time for answering the test
2. There were some students that were noisy while teaching and learning process. So, it can disturb the concentration of the others.
3. There were some students that were lack of serious to answer the test in pre-test and post-test. It can be the threat of the research. So, the researcher can not reach the validity of trustworthiness data.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After treating the collecting data, the researcher takes the conclusions about this research as: The result of this research which the title “The Students’ Ability in Identifying Pronoun in News Item Text at Grade X MAN Panyabungan” was categorized into *very good category*. It can be seen from the value of the percentage from mean score gotten by the students, that is 82.37 mean score. Then, the mode shows that the students got 84 score, means the score that more often exist was 70 score.

Therefore, this research hypothesis was accepted because it can be concluded that $Z_{count} = 1.34 > Z_{table} = 0.08$ by level of significant 0.05 or 5 % or $Z_{count} > Z_{table}$. So, from the result above, the researcher concludes that the hypothesis is accepted. Therefore, the students’ ability in identifying pronoun in news item text at grade X MAN Panyabungan are very good category. It is more than 70.

B. Suggestions

After take the conclusions, the researcher wants to give the suggestion above the result of this research. It can be seen as bellow:

1. It is suggested to the headmaster of MAN Panyabungan; to motivate the teachers, especially English teachers of MAN Panyabungan to keep motivating their students in studying English.
2. It is suggested to the English teachers, especially to the grade X of English teachers, to:
 - a. Make sure the students that they understand well about all kinds of pronoun. The more the students do the exercises, the more they understand about the pronoun.
 - b. Make sure that the students know and familiar with the text genre especially for news item text. It is because of the language features are related to the grammar points.
 - c. Apply the suitable strategies, methods, ways, or procedures which can improve or help the students in understanding English especially about news item text and pronoun topic. Topic about pronoun is not really familiar for the students so that is why the teacher needs to make the students are confident to use pronoun whether it is for subject, object or possessive adjective or so on.
3. It is important to other researchers to make the deepest research with the topic of this research, because it is still far from the perfect one to topic to the limitation of the researcher material, knowledge and experience.
4. It is important to other researchers also to discuss first to the experts people about the research related to this research because knowing the knowledge

about the research design and topic is bringing the researchers to arrange the more perfect research and better than this research.

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