

THE ABILITY OF STUDENTS IN CLASSIFYING PRONOUNS IN DESCRIPTIVE TEXTS (STUDY CASE IN POLITEKNIK MBP MEDAN CLASS EB 020)

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ABSTRACT

Pronoun is a word that take the place of a noun. In this study just focus to personal pronoun and possessive pronoun. In this case use the descriptive text as the media to identification the pronoun because the purpose in this research is to know the ability of the students in classifying pronoun in descriptive text. The sample used is EB 020 students in politeknik MBP Medan. Data was collected by observation through to identification personal pronoun a possessive pronoun in two examples of descriptive texts and completed the sentences with personal pronoun and possessive pronoun. The writer then collected the answer sheets and give the score. The result of the research that has been carried out by the writer at EB 020 in Politeknik MBP Medan are unable to classifying pronoun in descriptive text. This can be proven by the percentage that has been found by the writer. Most of them, 10 person (59%) are unable in classifying pronouns in descriptive text. They didn't understand how to distinguish between personal pronouns as subject and personal pronouns as object. Most of them also didn't understand the difference between possessive adjectives and possessive pronouns. There are only 7 persons (41%) are able to understand pronouns in descriptive text. It is known that the EB 020 student can distinguish personal pronouns and possessive pronoun.

Keywords : *pronoun, possessive, descriptive text,*

I. INTRODUCTION

Background of the Study

Human are social being who must interact with others in fulfilling various needs of life. Therefore, human cannot live alone without interacting with other people. In everyday, human recognize culture and create various forms of ideas, activities, and artifacts to fulfil their needs. Language is one of the most important elements that affect in human life and culture.

Based on Hall, in Lyons 1981:4 "language is the institution where by humans communicate and interact with each other by means of habitually used oral--auditory arbitrary symbols".All of the activities in human life have an element of language. Language as a marker of social stratification. Language can show patterns of relationships and social stratification in a society.

English is a global language that is used by the people around the world.Based on Brumfit (2001:35) "English is an international language that it is the most widespread medium of international communication".Meanwhile Hornby (2005 :506) "English is the language

originally of England, now spoken in many other countries and used as a language of international communication trough out the world"

Based on the explanation above the writer conclude that to know English increases your chances of getting a good job in a multinational company within your home country or for finding work abroad. It's also the language of international communication, the media and the internet, so learning English is important for socialising and entertainment.

Another way to master language is in terms of the four basic language skills: listening, speaking, reading, and writing. To develop these four skills, it is necessary to master the material on grammar.

Based on Jeffry Coghill, "*Grammar of language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units*".¹Such as citations from Jeffry Coghill grammar is

defined as a set of rules to form language so that it has meaning or can be understood.

In compiling the correct English sentence, we need to use the good grammar. One of the parts of grammar is Part of Speech. In Part of Speech we learn about the basic of English. They are noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection and article. The parts of speech indicate how the word functions in meaning as well as grammatically with in the sentence.

In making a sentence should not use excessive words or repeating the same nouns over and over again. To avoid this, the pronoun is used. Pronoun is a word used instead of noun (Oxford learner's Pocket Dictionary, Manser, 1991:330). In addition Manurung (2001 cited in Sulastri, 2007: 2) adds that a pronoun is a word that can replace a noun in most sentences.² There are many different types of pronouns, each serving a different purpose. There are types of pronoun as follows: (a) personal pronoun: I, you, we, they, she, he, it, (b) demonstrative pronoun: this, that, these, those, (c) interrogative pronoun : who, what, which, whom, whose, (d) relative pronoun : who, which, whom, whose, that, (e) indefinite pronoun: Another, anything, everything, none, someone, (f) reflexive pronoun and intensive pronoun: myself, yourself, ourselves, themselves, herself, (g) reciprocal pronoun: each other, one another.

The using of pronouns can be found in various types of texts. One kind of the text is descriptive text. Based on Kane (2000: 352), "*Description is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception*". The purpose of this descriptive text is to describe or express of people, places or things according to what is seen, heard or felt.

Many studies on students' errors were conducted by some researchers such as (Khodijah, 2006), many errors in object pronoun are made by the first gradestudents of MTS NurulFalahGunungSindur, Bogor. From the result of analysis, the highest percentage of error is in using object pronoun (52.65 %), and

the lowest percentage of error is in using possessive adjective (33.72%)³, and also (Khasanah, 2012) many errors in object pronoun are made by the second gradestudents of SMP Islam Ruhama, Ciputat. From the result of analysis, the highest frequency of error in using object (69.1%), and the lowest frequency of error in using reflexive (51.6%)⁴. Their studies focused on error analysis of the studentstest results on an analysis on students' error in using pronouns.

Based on the research before about pronoun, the writer is interested to choose pronouns as the object in the research because many people do not understand how to use pronouns. In this case, a pronoun functions as a word that takes the place of noun that is useful for reducing the repetition of person, thing or the same object in a sentence, so that there are no redundant of the words.

Based on the writer's experiences, pronoun material is easy to learn. That's why the writer choose this title in this study. The writer only focuses to know the ability of English Department 2020 in classifying pronoun in descriptive text. Besides that, the writer also wants to increase her knowledge about pronoun.

The writer chooses EB 020 students as a sample because it is more likely to do the research in this pandemic situation, where there is a continuous implementation of PPKM which results in very limited activities outside the home. Choosing EB 020 as a sample in research can be done online.

The writer also chooses descriptive text in this research because in descriptive texts the using of pronouns is often found. Therefore, it will be easier for the writer to know the ability of EB 020 in classifying of pronouns during pandemic situation.

In this research the writer will discuss about :

1. How many persons of EB 020 students are able in classifying pronouns in descriptive text?

2. What are the difficulties of EB 020 students in classifying pronouns in descriptive text?

The Objectives of The Study

1. To know how many persons of EB 20 students are able in classifying pronoun in descriptive text
2. To know about the difficulties of EB 20 students in classifying pronouns in descriptive text

The Scope of The Study

The writer just focuses to discuss about the ability of EB 20 students in classifying personal and possessive pronouns in descriptive text.

II. SUPPORTING THEORIES

1. Pronoun

2. Descriptive

Pronoun is one of the Parts of Speech. The traditional definition of a pronoun as "a word that takes the place of a noun" is applicable to some types of pronouns but not to others. Those pronouns that are actual substitutes may refer not only to a preceding noun its antecedent but to a larger part of a discourse that precedes. Modern grammarians who regard position and function as the decisive factors in classifying a part of speech often consider pronouns as a subclass of noun.

According to Wren & Martin (2000:43), pronoun is a word used instead of a noun. Moreover, Payne (2011: 122) states that pronoun is a word that can be shortened to noun phrase. Based on Heldin Manurung, pronoun is a word that can replace a noun in most sentences.

Based on the explanation above the writer can conclude that Pronoun is a word that takes the place of a noun so that there is no repetition of the same word

Types of Pronoun

In understand pronoun, we are not only required to know the meaning of pronoun in outline, but in order to master pronoun material we must also be able to understand what is the types of pronouns, because this is very important for us to understand so that we do not misplace the type of pronoun in a sentence. For this reason, the types of pronouns are as follows:

Based on the book with title Functional English Grammar Personal there are eight kinds of pronoun, that is :

a) Personal Pronoun

Personal pronouns take the place of people or things. They can be either singular or plural, depending whether they refer to one or multiple nouns.

Based on the book with title Functional English Grammar Personal Pronoun is a word that replaces a word grammatically refers to a person or thing.

Riyanto et al. (2010: 18) says that personal pronoun is a word that used to replace a person or thing.

A personal pronoun is a short word we use as a simple substitute for the proper name of a person. Each of the English personal pronouns shows us the grammatical person, gender, number, and case of the noun it replaces. *I, you, he, she, it, we, they, me, him, her, us, and them* are all personal pronouns. Personal pronouns are the stunt doubles of grammar; they stand in for the people (and perhaps animals) who star in our sentences. They allow us to speak and write with economy because they enable us to avoid repeating cumbersome proper nouns all the live-long day.

Based on the explanation above the writer can conclude that personal pronoun is a word used to replace a person or thing in a sentence or paragraph.

b) Possessive Pronoun

Possessive pronouns show that something belongs to someone. The possessive pronouns are *my, our, your, his, her, its*, as singular Possessive pronouns and *their, our* for plural Possessive pronouns. There is also an "independent" form of each of these pronouns: *mine, yours, his, hers, its*, as singular independent possessive pronoun and *theirs, ours* as plural independent possessive pronoun. Possessive pronouns are never spelled with apostrophes.

c) Reflexive Pronoun

The reflexive pronoun is a combination of -self with one of the personal pronouns or with the impersonal pronoun one. The reflexive pronoun generally refers to an animate being, usually a person. The most common use of the reflexive pronoun is as an object that "reflects back" to the subject; in other words, it has the same identity as the subject. The nine English reflexive pronouns are *myself, yourself, himself, herself, oneself, itself*, as singular reflexive pronoun and *ourselves*,

yourselves, themselves as plural reflexive pronoun

d) Reciprocal Pronoun

A reciprocal pronoun is a pronoun which is used to indicate that two or more people are carrying out or have carried out an action of some type, with both receiving the benefits or consequences of that action simultaneously. Any time something is done or given in return, reciprocal pronouns are used. The same is true any time mutual action is expressed.

There are only two reciprocal pronouns. Both of them allow you to make sentences simpler. They are especially useful when you need to express the same general idea more than once.

1. Each other
2. One another

Reciprocal pronouns are easy to use. When you want to refer to two people, you will normally use “each other.” When referring to more than two people, for example the students in a lecture hall, you will normally use “one another.” Reciprocal pronouns help prevent repetition within sentences.

e) Demonstrative Pronoun

A demonstrative pronoun is a pronoun that is used to point to something specific within a sentence. These pronouns can indicate items in space or time, and they can be either singular or plural.

When used to represent a thing or things, demonstrative pronouns can be either near or far in distance or time:

1. Near in time or distance: *this, these*
2. Far in time or distance: *that, those*

this, that for singular demonstrative pronoun and *these, those* for plural demonstrative pronoun. Because there are only a few demonstrative pronouns in the English language, there are just three simple rules for using them correctly. Remember them and you will have no difficulty using these surprisingly interesting parts of speech.

Demonstrative pronouns are usually used to describe animals, places, or things, however they can be used to describe people when the person is identified, for example This sounds like Mary singing.

Do not confuse demonstrative adjectives with demonstrative pronouns. The words are identical, but demonstrative adjectives qualify nouns, whereas demonstrative pronouns stand alone.

f) Interrogative Pronoun

Interrogative pronouns are pronouns that ask questions. A pronoun takes the place of a noun. An interrogative pronoun takes the place of the unknown information the question asks about. There are 5 interrogative pronouns: *who, whom, what, which, and whose*. Here are the 5 interrogative pronouns and what they refer to.

1. **what** (subject or object pronoun that asks about a thing)
2. **which** (subject or object pronoun that asks about a person or thing)
3. **who** (subject pronoun that asks about a person)
4. **whom** (object pronoun that asks about a person)
5. **whose** (possessive pronoun that asks about a person)

The five interrogative pronouns, *who, whom, what, which, and whose*. We use these pronouns to ask questions. They stand for the unknown information that the sentence asks about. *Who, what, and which* can be subjects, objects, or adjectives. *Whom* is always an object. It is considered very formal English, and we don't use it very often. *Whose* can be a subject or an adjective.

g) Indefinite Pronoun

Based on the book with title Functional English Grammar Personal Indefinite pronoun is a pronoun that refers to a person or a thing without being specific. Indefinite pronouns can represent either count nouns or noncount nouns. Indefinite pronoun often have related forms across these categories: universal (such as *everyone, everything*), assertive existential (such as *somebody, something*), elective existential (such as *anyone, anything*), and negative (such as *nobody, nothing*). In English, there is a particular group of indefinite pronouns formed with a quantifier or distributive preceded by *any, some, every* and *no*.

	pronoun	Meaning	Example
s	Another	an additional or different person or thing	That ice-cream was good. Can I have another ?

	pronoun	Meaning	Example
i n g g u l a r	anybody/ anyone	no matter what person	Can anyone answer this question?
	anything	no matter what thing	The doctor needs to know if you have eaten anything in the last two hours.
	Each	every one of two or more people or things, seen separately	Each has his own thoughts.
	Either	one or the other of two people or things	Do you want tea or coffee? / I don't mind. Either is good for me.
	Enough	as much or as many as needed	Enough is enough.
	everybody/ everyone	all people	We can start the meeting because everybody has arrived.
	everything	all things	They have no house or possessions. They lost everything in the earthquake.
	less	a smaller amount	" Less is more" (Mies van der Rohe)
	little	a small amount	Little is known about his early life.
	much	a large amount	Much has happened since we met.
	neither	not one and not the other of two people or things	I keep telling Jack and Jill but neither believes me.
	nobody/ no-one	no person	I phoned many times but nobody answered.
	nothing	no single thing, not anything	If you don't know the answer it's best to say nothing .
	one	an unidentified person	Can one smoke here? All the students arrived but now one is missing.
	other	a different person or thing from one already mentioned	One was tall and the other was short.
	somebody/ someone	an unspecified or unknown person	Clearly somebody murdered him. It was not suicide.
	something	an unspecified or unknown thing	Listen! I just heard something ! What could it be?
you	an unidentified person (informal)	And you can see why.	
p l u r a l	both	two people or things, seen together	John likes coffee but not tea. I think both are good.
	few	a small number of people or things	Few have ever disobeyed him and lived.
	Fewer	a reduced number of people or things	Fewer are smoking these days.
	Many	a large number of people or things	Many have come already.
	Others	other people; not us	I'm sure that others have tried before us.
	Several	more than two but not many	They all complained and several left the meeting.
	They	people in general (informal)	They say that vegetables are good for you.
s i n g g u l a r / p l u r a l	All	the whole quantity of something or of some things or people	All is forgiven. All have arrived.
	any	no matter how much or how many	Is any left? Are any coming?
	more	a greater quantity of something; a greater number of people or things	There is more over there. More are coming.
	most	the majority; nearly all	Most is lost. Most have refused.
	none	not any; no person or persons	They fixed the water so why is none coming out of the tap? I invited five friends but none have come.*
	some	an unspecified quantity of something; an unspecified number of people or things	Here is some . Some have arrived.
	such	of the type already mentioned	He was a foreigner and he felt that he was treated as such .

Some people say that "none" should always take a singular verb, even when talking about countable nouns (e.g. five friends). They argue that "none" means "no one", and "one" is

obviously singular. They say that "I invited five friends but none **has** come" is correct and "I invited five friends but none **have** come" is incorrect. Historically and grammatically there

is little to support this view. "None" has been used for hundreds of years with both a singular and a plural verb, according to the context and the emphasis required.

h) Relative Pronoun

A relative pronoun is a word that introduces a dependent (or relative) clause and connects it to an independent clause. A clause beginning with a relative pronoun is poised to answer questions such as Which one? How many? or What kind? Who, whom, what, which, and that are all relative pronoun.

Relative pronouns refer to noun antecedents which immediately precede them. The most common relative pronouns are who (for persons), that (for persons or things), which (for things). As sometimes also serves as a relative pronoun, for example "She likes the same things as (that) her husband does."

Relative Pronouns vs. Interrogative Pronouns

When interrogative pronouns appear in sentences that are not questions, they are no longer interrogative pronouns. Instead, they're relative pronouns, which connect a noun and another clause. Whom, whose, who, and which are relative pronouns, and instead of *what*, you'd use *that*.

Personal Pronoun

In English grammar, a personal pronoun is a pronoun that refers to a particular person, group, or thing. Like all pronouns, personal pronouns can take the place of nouns and noun phrases.

These are the personal pronouns in English:

1. First-person singular: **I** (subject); **me** (object)
2. First-person plural: **we** (subject); **us** (object)
3. Second-person singular and plural: **you** (subject and object)
4. Third-person singular: **he, she, it** (subject); **him, her, it** (object)
5. Third-person plural: **they** (subject); **them** (object)

There are four case forms of personal pronoun to indicate different sentence function: Subjective case, objective case, the possessive case, and reflexive case. Personal pronouns change their form for person (First, second and third), for case (subject, object, possessive), number (singular, plural) and gender (masculine, feminine, neuter), except for reflexive pronoun making the same

kind of changes.

Subject	Object
Singular: I	Me
You	You
He	Him
She	Her
It	It
Plural: We	Us
You	You
They	Them

Note that the possessive forms of the personal pronouns are not written with (s). Note further that the reflexive ending **-self** changes to **-selves** in the plural. This change marks the only difference between singular **you** and plural **you**. Observe also that the reflexive pronouns begin with possessive forms (**myself, ourselves**) except for the third person **himself** and **themselves**, which begin with object forms.

The Types of Personal Pronoun

a. Subject Pronoun

The subject pronouns *I, you, she, he, it* (singular) and *we, you, they* (plural) are used as the subjects of sentences.

1. Jane [antecedent] *owns a motorcycle*. She [subject pronoun] *rides it on the weekends*.
2. Jane and Mark [antecedent] *watched a movie*. They [subject pronoun] *found it boring*

b. Object Pronoun

When a personal pronoun is the direct or indirect object of a verb, or when it is used as the object of a preposition, it is called an object pronoun. What is an object pronoun? It's any pronoun that is affected by the action the subject of the sentence takes. The personal pronouns that are used as object pronouns are different than the personal pronouns that are used as subject pronouns, but they are just as important. The singular object pronouns are *me, you, him, her, and it*. The plurals are *us, you, and them*.

1. As the object of the preposition:
Jane had dinner with me [object pronoun] after the movie.
2. As direct object of verb:
e.g: They invited *me* (*me* is the direct object of verb *invited*)
3. As indirect object of verb
e.g: They gave *her* a book (*her* is the indirect object of the verb *gave*. It comes before a direct object).

4. Assubjectofinfinite
e.g :Theyasked her to move(her isthesubject ofinfinite).
- Inaseries of two (ormore) subjects or objects, the pronoun I
Comeslast for the sake of politeness.
e.g:mybrotherandI go tothemovie

Possessive Pronoun

A possessive pronoun is a pronoun that can take the place of a noun phrase to show ownership (as in "This phone is *mine*"). The weak possessives (also called possessive determiners or Possessive adjectives) they do not stand alone, but refer to the possessor and not to the thing possessive. The function as determiners in front of nouns (as in "*My* phone is broken"). The weak possessives are *my*, *your*, *his*, *her*, *its*, *our*, and *their*.

In contrast, the strong(or *absolute*) possessive pronouns stand on their own: *mine*, *yours*, *his*, *hers*, *its*, *ours*, and *theirs*. Possessive pronouns are not followed immediately by a noun. The strong possessive is a type of independent genitive. A possessive pronoun never takes an apostrophe.

Based on explanation above the writer will explain shortly from the table below

Subject	Object	Possessive Adjective	Possessive Pronoun	Reflexive
sing. I	Me	My	Mine	Myself
you	You	Your	Yours	Yourself
he	Him	His	His	Himself
she	Her	Her	Hers	Herself
it	It	Its		Itself
plural. We	Us	Our	Ours	Ourselves
you	You	Your	Yours	Yourselves
they	Them	Their	Theirs	Themselves

Descriptive Text

According to Corbett (1983), "descriptive text is one of the expository writing. The description draws a picture, tries to convey the sound, taste and smell of things or objects". According to Tompkins (1994) and Stanley (1988), "descriptive text is as painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in..According to Friedman (2010), descriptive details mean to grab the reader's attention. A descriptive text is considered as the simplest and easiest writing

form compared to narrative, recount, or procedure, particularly for the beginning writers.

Based on the explanation above the writer can conclude that descriptive text is a text which tell or explain about particular person, thing, animal, and public place in detail.

The Purpose of Descriptive Text

A text written by the writer has a purpose that is conveyed to the reader both orally and in writing. The purpose of descriptive text is to describe a person, place or thing in such a way that a picture is formed in the reader's mind.

According to Febriani (2011:17) the purpose of the descriptive text is to get the reader imagine within the story to get pleasure and information. Generally, the purpose of descriptive text is to describe something, someone, a place, animal, or plants specifically.

According to Gerot and Wignel's statement 1995:208 that "The purpose of descriptive text is to describe a particular person, place or thing". It can be concluded that the purpose of descriptive text is to describe and reveal a particular person, place or thing.

Based on the explanation above the writer can conclude that the purpose of descriptive text is to explain about person, thing or place in specific.

The Generic Structure of Descriptive Text

In a descriptive text, there is the generic structure which used to make the writing arrangement is true. Based on Ammond 1996:78 states that "Descriptive text has two generic structures, namely identification and description".

- 1) Identification: identifies/ introduction of phenomenon to be describe. It means when describe something we explain base on the situation in general. The general condition of the topic is like: mountain, president, animal, city etc.
- 2) Description: describe the feature stoor of importance, there are: parts/things (physical appearance), qualities (degree of beauty, excellence, or worth/value), and other characteristic (prominent aspect that are unique). It means a description contain an important picture or photo or words which give detail of physic appearance like big body, thin, tall, medium, short etc.

Language Features of Descriptive Text

Besides the social function and generic structure, descriptive text also has language features that support formed a descriptive text. The language features of a descriptive text are follows:

- a) Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim
- b) The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
- c) The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- d) Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc....
- e) only focus on one noun or object.

Kinds of Descriptive Text

Descriptive text is a text to describe something, such as person, places or things. Therefore, it normally takes three forms, they are:

1) Description of people

Writing description of people is different. You are probably already aware of some of the complications because you have often been ask "What's, so and like?" In replying, you might resort to identification, an impression, or a character sketch, depending on the situation. Let's examine each.

a) Identification

Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (colour of hair, skin, and eyes), and recognizable marks (scars, birthmark).

b) Impression

The impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in

capturing an individual's striking or distinctive traits.

c) Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people look or seem like: it will show what they are like. A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotes.

2) Description of places

In describing a place for example a room, what should you describe first? The walls?The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged. The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. The arrangement of the details in your description depend on your subject and purpose.

3) Description of things

To write a description about something, the writer must have a good imagination about the thing that will be described. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

Examples of Descriptive Text

Here is examples of descriptive text

1. My Friend (descriptive of people)

I have a very good friend. His name is Ayun. She's my classmate. He is a beautiful and kind friend. I know him for about two years. We have met since the first time we met at the College, IAIN Tulungagung which at that time was the announcement day for class

distribution for new students.

Ayun is my confidant. He was very excited to be invited to chat. I feel suitable to be friends with him. My friend Ayun has an ideal body. It's about 152 cm tall and weighs around 50 kg. She's sweet black. The teeth are neat and sparkling white. He looks very charming when smiling.

In addition to her beautiful face, Ayun is very kind and friendly to everyone. He is very sociable. Cheerful swinging children. He likes to have fun. He loves traveling. He has a fantastic sense of humor and he always makes me laugh. He can't see his friend sad. When his friend is sad, he will cheer up with all his strength until his friend smiles again. But he has a great ambition when doing something. What is desired must be achieved.

Ayun also likes to listen to music, and sometimes he spends money on shopping. He often invited me to take a walk. We also often buy meals together. Everywhere we are always together. So often together, some of our friends said, there I am sure to be Ayun. It's a pleasure for me to be with him and know him. Hopefully we will remain close friends

2. Jusuf Habibie Bacharuddin (descriptive of people)

The third President of the Republic of Indonesia, Jusuf Habibie Bacharuddin or the general calls B.J. Habibie, born in Pare-Pare, South Sulawesi, on June 25, 1936. He is the fourth child of eight children, spouse Alwi Abdul Jalil Habibie and RA. Tuti Marini Puspowardojo. Habibie, who is married to Hasri Ainun Habibie on May 12, 1962 was blessed with two sons namely Ilham Akbar and Thareq Kemal. Habibie childhood through with his brothers in Pare-Pare, South Sulawesi. Nature firmly adhered to the principle has been shown Habibie since childhood. Habibie, who had a penchant for this ride, should lose his father who died on 3 September 1950 because of a heart attack. Shortly after his father dies, Habibie moved to Bandung to study at the School Governments Middlebare. In high school, he began to look outstanding achievements, especially in the exact sciences lessons.

Habibie became a favourite figure in her school. After graduating high school in Bandung in 1954, he entered the University of Indonesia in Bandung (ITB now). He received

his diploma from the Technische Hochschule, Germany in 1960 which then get gekar Doctorate from the same place in 1965. Habibie was married in 1962, and has two children. In 1967, became Professor of honor (Professor) at the Institute Technology Bandung. Habibie steps much admired, full of controversy, many admirers but no less did not agree with him. Each time, winning the prestigious Theodore Van Karman Award, was returned from the "habitat" of Germany, he always made the news. Habibie's only a year studying at ITB Bandung, 10 years of college to Ph.D. aircraft construction in Germany with summa cum laude.

Then worked in the aircraft industry leading MBB GmbH Germany, prior to the call of President Suharto to return to Indonesia. In Indonesia, Habibie served 20 years of Research and Technology Minister of State or Head of BPPT, leading 10 state-owned company of Strategic Industries. On 10 March to 20 May 1998, he became a Vice President, and sworn in by Chief Justice to replace President Suharto. Suharto handed the presidency to Habibie on the basis of Article 8 of the 1945 Constitution. And on May 21, 1998 - October 1999, Jusuf Habibie Bacharuddin became President of the Republic of Indonesia. Until finally forced Habibie also stepped down from the referendum East Timor chose independence. Accountability speech was rejected MPR. He went back to ordinary citizens, also migrate settled back to Germany. Some of his work in calculating and designing several aircraft manufacturing project are Military Transport Aircraft C-130 Transall, Hansa Jet 320 (Aircraft Executive), CN - 235 and etc.

Students in EB-20 in Politeknik MBP Medan.

Politeknik MBP Medan is one of the private campuses in North Sumatra. MBP Polytechnic has several majors, namely: (1) English department, (2) accounting, (3) banking, (4) business administration, (5) hospitality. In this opportunity the writer uses the English Department (EB 020) as a sample of the research.

The writer makes EB 020 as the object of this research, because the writer wants to know the extent to which students in class EB 020 are able in classifying pronouns in descriptive text. The writer hope this paper can be used as a

reference to improve students' intellectual abilities regarding in classifying pronouns in descriptive text, especially for English students at the Politeknik MBP Medan.

III. RESEARCH METHODOLOGY

1. Research Methodology

Field Research Method

The writer chose the EB 020 students as the subject of the research because of the pandemic situation which all of the activities at outdoor is limited. EB 020 students are more possible for the writer to do the research. In this case the writer can do the research by online.

2. The Population and Sample

The population of this research is all of the English department in Politeknik MBP Medan. There are EB 018, EB 019 and EB 020. The total number of English Department is 46 persons. The sample of this research is the EB 020. It is about 17 persons

3. The Instrument of Collecting Data

Before conducted the result of research, the writer prepared link the zoom first because the writer did the research by online. The writer also prepared the test that used in the research. The test was sent by WA Group but the answer sent by personal chat in WA.

The procedure of the test, the writer explained the material about pronouns to students first. After that, the writer gave the test to students, then collected their answers. The test about finding the personal and possessive pronoun in descriptive text and completed the sentences with personal and possessive pronoun. After that, the writer checked the answers and gave the score to the students' answers. This research was carried out by the writer only one day.

4. Administration of The Study

The writer took the data from the students in EB 020. The writer will adjust the research schedule with the lesson of structure schedule because pronouns are related to structure lessons. After that the writer started the research according to the agreed schedule.

In the first time the writer introduced herself to the students and convey the intent and purpose of did research in the EB 020 class. After that, the writer explained about pronouns and material about descriptive text to students. Finally, the writer gave the duration to

did the test and collected them after the time is up.

The writer explained the material of pronoun and descriptive text by zoom because in this situation all of the activity in campus done by online. The writer gave the test also by online that is by WA Group. Then the students answer the question.

5. The Data Analysis

After having the researched, the writer collected data based on the results of test that had been done by students. The writer check the answers that have been submitted by WA Group and give the score. Students get a score of 100 if all answers are correct, for classifying personal and possessive pronoun from descriptive text the score is 50 and for complete the sentence in using personal pronoun and possessive pronoun the score is 50.

The writer analyzed the ability of students in classifying pronouns in descriptive text at EB 020. For finding the data of the students, the writer makes an assessment based on the range of values used by the Politeknik MBP Medan, that is :

Range	Score	Categorized
A	86 - 100	Able
A-	80 - 85	Able
B+	75 - 79	Able
B	70 - 74	Able
B-	65 - 69	Able
C+	60 - 64	Able
C	55 - 59	Able
D	50 - 54	Unable
E	0 - 49	Unable

To categorize of the students who able in classifying pronoun in descriptive text, the writer use the score from 55 – 100 based on the table above

IV.FINDING AND DISCUSSIONS

1. Finding

After finishing the researched on EB 020, the writer explained the results obtained from EB 020. All of the data obtained are based on the results of research that has been done.

Data for all EB 020 who have provided answers about classifying pronouns in descriptive text.

No	Name	Score	Range	Explanation
1.	Participant 1	68	B-	Able
2.	Participant 2	87	A	Able
3.	Participant 3	87	A	Able
4.	Participant 4	78	B+	Able
5.	Participant 5	65	B-	Able
6.	Participant 6	45	E	Unable

7.	Participant 7	10	E	Unable
8.	Participant 8	38	E	Unable
9.	Participant 9	30	E	Unable
10.	Participant 10	38	E	Unable
11.	Participant 11	86	A	Able
12.	Participant 12	43	E	Unable
13.	Participant 13	87	A	Able
14.	Participant 14	37	E	Unable
15.	Participant 15	15	E	Unable
16.	Participant 16	30	E	Unable
17.	Participant 17	20	E	Unable

From table above the writer can conclude that there are seven students are able to classifying pronoun in descriptive text and there are ten students are unable to classifying pronoun in descriptive text.

Based on explanation above the writer would like to percentage of the student in classifying pronoun in descriptive text based on the range of values used by the Politeknik MBP Medan, that is :

Range	Score	Categorized
A	86 – 100	Able
A-	80 – 85	Able
B+	75 – 79	Able
B	70 -74	Able
B-	65 -69	Able
C+	60 -64	Able
C	55 – 59	Able
D	50 -54	Unable
E	0 – 49	Unable

The categorize of the students who able in classifying pronoun in descriptive text. The writer use the results :

$$\begin{aligned}
 \text{Able} &= \frac{\text{the total of able students}}{\text{the total of students in research}} \times 100\% \\
 &= \frac{7}{17} \times 100\% \\
 &= 700/17 \\
 &= 41 \%
 \end{aligned}$$

Criteria	Total Students	Percentages
Able Students	7	41 %
Unable Students	10	59 %
Total	17	100

2. Discussion

On this occasion the writer would discuss the results of research that has been done and explain the percentage results that have been obtained based on the formula that has been determined by the writer to respond the Problem of the Study that has been define by the writer.

Based on the research that has been done, the writer concluded that EB 020 students have to able in classifying pronouns in descriptive

text. This can be proven by the percentage that has been found by the writer. There are only 7 persons (41%) are able to classifying pronouns in descriptive text. It is known that the EB 020 student can distinguish personal pronouns as subject and personal pronouns as object. The EB 020 students is also able to distinguish possessive adjectives and possessive pronouns correctly. They can answer the questions about personal pronouns and possessive pronouns. The highest students scores are 87 (3 participant).

Most of them, 10 persons (59%) are unable to classifying pronouns in descriptive text. They didn't understand how to distinguish between personal pronouns as subject and personal pronouns as object. Most of them also didn't understand the difference between possessive adjectives and possessive pronouns.

According to the writer, the difficulty of EB 020 students that often found in research of classifying pronouns in descriptive texts is that they didn't understand how to distinguish "it" in personal pronoun as subject and "it" in personal pronoun as object.

The other mistake that writer found in research is most of them didn't know the difference between possessive adjectives and possessive pronouns. For example in using of "my". They assume that it is a possessive pronoun. That opinion is wrong. "My" is a possessive adjective while the possessive pronoun is "mine". The other mistake is they add the apostrophe s ('s) in the possessive pronoun. The using of possessive pronouns never use the apostrophe s ('s), unless it is followed by the owner's name for example "This is Fani's book".

V. CONCLUSION AND SUGGESTION

1. Conclusion

Based on the research that writer has done and the findings that writer found, the writer conclude that :

1. The EB 020 students are unable in classifying pronoun in descriptive text.
2. Based on the findings the writer concluded that, the percentage of students who are able in classifying pronoun in descriptive text is 7 students with a percentage of 41 % while the number of students unable in classifying pronoun in descriptive text is 10 people with a presentation of 59 % so that from the

comparison. The writer concluded that the EB 020 are unable in classifying pronoun in descriptive text.

3. The difficulties faced by EB 020 students in classifying pronoun in descriptive text are they do not know to understand how to distinguish between personal pronouns as subject and personal pronouns as object. Most of them also don't understand the difference between possessive adjectives and possessive pronouns. For examples in using of "my". They assume that it is a possessive pronoun. That opinion is wrong. "My" is a possessive adjective while the possessive pronoun is "mine". The other mistake is they add the apostrophe s ('s) in the possessive pronoun. The using of possessive pronouns was never used the apostrophe s ('s), unless it is followed by the owner's name.

2. Suggestion

Based on the conclusion the writer suggest:

1. Students who are able in classifying pronouns in descriptive text still maintain and more improving their ability in pronouns but it will be better if students can increase their ability than before, by trying to answer some questions about the using of pronoun.
2. Students who are unable in classifying pronouns in descriptive text to more study harder. The pronoun material, especially in personal pronouns and possessive pronouns, is easy but cannot be taken lightly. Students should practice a lot to work on problems, especially about pronouns, it can also help to increase their ability in classifying pronouns.
3. Based on the result of the research, writer suggest to teacher that they must give explanation clearly about pronoun to student because so many students especially in EB 020 class they still confused to use personal pronoun.
4. The writer has finished her research about pronoun especially in personal pronoun and possessive pronoun. She suggests for the next researcher which will do the research about pronoun, please try to choose demonstrative pronoun, interrogative pronoun, relative pronoun ,reflexive pronoun and intensive pronoun and reciprocal pronoun.

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