

Influencing Factors in Comprehending Pronoun Reference in Narrative Text faced by First Grade Students of SMP N 6 Nekamese

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KEYWORDS	ABSTRACT
Factors Ability Pronoun Reference Narrative Text	This study aims to find out the influencing factors in comprehending pronoun reference in narrative text that are faced by the first-grade students of SMPN 6 NEKAMESE and to know the ability of the students to comprehend pronoun references. The research method used in this research was the qualitative-quantitative research method (mixed method). The population of this research was 44 students (<100) from the seventh-grade students of SMP N 6 NEKAMESE. The sample of this research was 22 students taken by using simple random sampling. Techniques used to collect the data were interviews and tests. Students who participated in the interview were all of the students from class A of seventh-grade students of SMPN 6 NEKAMESE. The result of the interview was used to get qualitative data to answer the first research question. The quantitative data obtained from the result of the test were analyzed to know the level of the ability of the students to comprehend pronoun references in narrative text. The findings revealed that: (1) The influencing students' factors in comprehending pronoun reference in narrative text were caused by a lack of knowledge of pronoun reference and narrative text, limited vocabulary, lack of interest and motivation and lack of a supportive environment. (2) Students' ability to comprehend pronoun reference in the narrative text was at the level of fail with a mean score of 42.95

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INTRODUCTION

Pronouns as part of language are used to replace nouns or other pronouns in a sentence or text so that they can make sentences more effective and less wordy. The use of appropriate and effective pronouns can also facilitate communication between the sender of the message and the recipient of the message in the language used. Understanding pronoun references in narrative text is an important aspect of reading and writing skills. Reference pronouns refer to the use of pronouns that refer to nouns or other pronouns previously mentioned in the text. A good understanding of pronoun references allows students to understand the relationship between sentences in a text and build a better understanding of the contents of the text. The ability to understand pronoun references is very important in narrative text because many narrations contain a lot of interrelated information and are sometimes expressed in an indirect way. Therefore, students need to be able to identify the words used to refer to objects or people previously mentioned in the text. In narrative text, students find it difficult to find out or understand the pronouns as a reference to a word or sentence in a text due to lack of understanding of the use of reference pronouns. The placement or use of pronouns is still one of the mistakes that students often experience, for example, the pronoun she becomes her, he becomes him some examples of errors that are often encountered. Change replacement in a sentence is used so that there is no repeat of the meaning of the sentence. The reference pronoun is needed to replace nouns such as people, places, animals, and others that are abstract. Another purpose of using pronouns is to ensure that there is no repetition of the use of nouns that are not necessary. The reference pronouns in text also teach students to be more careful in learning the reference pronoun. Pronoun referents must be explained well,

adjusted to the students' ability to accept the explanation. In the next chapter, we will explain in more detail what pronoun reference are used. Therefore, the author chose examine this title to find out the difficulties experienced by junior high school students in seventh grade of SMP N 6 NEKAMESE and to know students' ability in comprehend pronoun reference and provide and to determine students understanding of pronouns or pronoun referents in English texts (narrative texts) and find solutions from the problem. Based on the background above the research problems to be analyzed as follows:

1. What are the influencing factors in comprehending pronoun reference in narrative text faced by first-grade students?
2. What is the level of the ability of the students in comprehending pronoun reference in narrative text?

METHOD

The researcher used both quantitative and qualitative methods in which an interview and test technique were used to collect data from 22 students of class A in the seventh grade of SMP N 6 NEKAMESE. In this study, the population is all the seventh-grade students of SMPN 6 NEKAMESE in the academic year 2023/2024 which consist of 44 students. Sugiyono (2008) stated that population is generalizing region consists of object or subject that have certain quality and characteristic specified by researcher to be studied and then pulled conclusion. In this case, the total number of the seventh-grade students of SMPN 6 NEKAMESE was 44 students. This research take one class as the sample by using simple random sampling technique VI A consisted of 22 students. To collect the data, researcher used interview, the interview was given to get their responses about their obstacles in comprehending pronoun reference in narrative text. The researcher gave a test to get the quantitative data so the research could know the level of the ability of the students in comprehending pronoun reference in narrative text. The total number of questions in the test was 20 and it was in the form of multiple choice. The researcher compiled a report of the interview results to support the analysis. This interview was conducted to answer questions about factors that influence students understanding of pronoun reference in narrative text.

The researcher analyzed the data to know the level of the ability of students in comprehending pronoun reference in narrative text. The data will be analyzed using the following formulas:

- To know the individual score of students, the researchers used the following formula:

$$\text{Score} = \frac{X}{N} \times 100\%$$

- After calculating the individual student's score, the researcher calculated the average score using the following formula:

$$X = \frac{\sum x}{N}$$

- After knowing the level of student's ability, the researcher also calculated the percentage of the criteria using the following formula (Sudjiono, 1987).

$$P = \frac{F}{N} \times 100\%$$

FINDINGS AND DISCUSSION

The research was conducted in SMPN 6 NEKAMESE in September, 09-11, 2024 with 22 students from class A of the seventh grade as the sample. In the research, the researcher conducted an interview and test to find

out students' factors and to know students' ability to comprehend pronoun references. The interview and test were conducted offline in SMPN 6 NEKAMESE. The researchers explained the material about pronouns, pronoun references and narrative text after that the researcher interviewed all of the students from class A consisting of 22 students to find out their factors in comprehending pronoun references and narrative text. After that, the researchers asked them to do the test. The test was in the form of multiple choices and consisted of 20 items. The students were asked to choose the correct answer, namely pronoun reference in narrative text questions so that the researcher could know the students' ability to understand pronoun reference in narrative text. Then, the result of the test was used to determine the level of the ability of the students to comprehend pronoun reference in narrative text.

Influencing Factors in Comprehending Pronoun Reference in Narrative Text

The researcher took all the students to be interviewed. The researcher interviewed the students to know the factors they faced when comprehending pronoun reference in narrative text.

Based on the interview, students often face factors in comprehending pronoun reference in narrative texts due to several factors:

1. Lack of Knowledge of Pronoun Reference and Narrative Text

The first factors to comprehend pronoun references in the narrative was the lack of understanding of pronoun references and narrative text. Based on the interview the writer asked "What problem did you face when learning about pronoun reference?" and most of the students answered "I don't know what pronoun and pronoun reference are" Some answered, "I've never learned about it before this is the first time I've heard about referring pronouns". And the writer asked "Do you know narrative text?" Some students responded "I don't know what narrative text is", other students answered "The narrative text tell about the story in the past", "narrative text is fable, or legend, and myth", "I don't understand the narrative text sentences like that, the paragraphs are long". That happens because pronouns especially pronoun reference and narrative text are not taught specifically in schools so students do not understand and do not know what pronoun reference, narrative text and their forms are. Based on the statement above, the writer concluded that most of them did not know about pronoun reference and narrative text so that made students find it difficult to understand pronoun reference in narrative text. This problem becomes a significant factor for the students that affects their abilities in comprehending pronoun references in narrative text.

2. Limited Vocabulary

The second factor to comprehend pronoun references in the narrative text was limited vocabulary. Students with limited vocabulary knowledge may find it challenging to understand the context in which pronouns are used, making it harder to comprehend narrative texts. As we know vocabulary is one of the important things in learning foreign languages because we can't be able to speak without variations in words. Based on the interview the writer asked "What problems did you face when learning about pronoun reference in the narrative text?" and there some students answered, "Many words I didn't know the meaning of so I just guessed the right answer" while others students said, "I lack vocabulary because I don't like learning English." The lack of vocabulary greatly affects students' ability to comprehend pronoun references in narrative text because vocabulary is something that must be mastered when learning English. This is in line with the theory stated by Nasuha (2018).

3. Interest and Motivation

The third factor to comprehend pronoun references in the narrative text was interest and motivation. If students are not engaged or motivated, they may not fully pay attention to the material, leading to difficulties in comprehension. Some students do not like English subjects because they find it difficult to understand and remember the meaning of Bahasa Indonesia. Based on the interview "What problems did you face when learning about pronoun reference in the narrative text?" some students responded, "I don't like English subject because there's a lot of material so it's hard to understand what that means". Other

students "It makes me dizzy; I just like to memorize it but sometimes I forgot the meaning"

Some students have no motivation to learn English, so they do not pay attention to the explanation given by the teacher, and they are too afraid to ask the teacher if they do not understand. As students said, "The teacher explains the material clearly, often tells the meaning, sometimes they are given questions. But because the material is difficult so I'm too lazy to study". And some students said "When I see the text, I am getting lazy to do the test. The text is too long."

Based on the above statements, the researcher concludes that some students are not interested in English lessons and the material provided by the teacher, especially about pronouns and narrative text. Some students are too lazy to read narrative text because it is too long.

4. Lack of Supportive Environment

The environment does not support students to get used to learning English. One of the students said: "The problem is explaining it from books sometimes I don't understand. But if I don't understand the material, I'm afraid to ask the teacher". Some students answered, "I don't have dictionary and grammar books". Other students answered, "The textbook is too hard and I don't have any friends who can help me understand it". Based on the above statement, it can be concluded that a less supportive environment or facility is also one of the reasons why students have difficulty understanding referring pronouns in narrative texts. So teachers also need to pay attention to the learning environment and provide learning facilities such as dictionaries and others.

Students' Ability in Comprehending Pronoun Reference in Narrative Text

The research aims to know the ability of the seventh-grade students of SMP N 6 NEKAMESE in comprehending pronoun reference in narrative text and to find out the factors faced by the seventh-grade students of SMP N 6 NEKAMESE in comprehending pronoun reference in narrative text.

Table 1: Students' ability in comprehending pronoun reference

NO	Students Initial	Score	Category
1	AVT	50	Poor
2	AGL	35	Fail
3	AAB	30	Fail
4	AL	40	Fail
5	ASH	45	Fail
6	AEK	40	Fail
7	DGL	35	Fail
8	DYN	50	Poor
9	ETT	60	Average
10	FS	40	Fail
11	GEL	40	Fail
12	IAL	20	Fail
13	JF	65	Average
14	KAB	45	Fail

15	LRK	40	Fail
16	MEY	30	Fail
17	MJN	50	Poor
18	NJ	45	Fail
19	ODK	40	Fail
20	RAL	50	Poor
21	RB	45	Fail
22	RK	50	Poor
Mean score		42,95	Fail

Based on the table, the lowest score got by the student was 20 and it was classified as fail, and the highest score got by the student was 65 and it was classified as average. After getting the individual score on the test, the researcher counted that students' ability was classified as **fail** since the average score was 42,95.

After the data were analyzed, the writer concluded that the percentage of students' ability in comprehending pronoun reference in narrative text is:

Table 2: The Percentage of Students' Ability

No	Category	Score	Frequency	Percentage
1	Excellent	80-100	-	0%
2	Good	70-79	-	0%
3	Average	60-69	2	9,10%
4	Poor	50-59	5	22,72%
5	Fail	0-49	15	68,18%
	Total		22	100%

Based on the table above, there are 22 students who took the test. 2 students (9,09%) was in the average category, 5 students (22,72%) were in the poor category, 15 students (68,18%) were in the fail category. It can be concluded that the level ability of the seventh- grade students of SMP N 6 NEKAMESE in the fail category

This section is the main part of the research result article in which the "fix" results are served. The data analysis processes, such as statistical computing and hypothesis testing, are not necessary to be served. The materials reported are the analysis results and hypothesis testing results. In addition, tables and graphics are also can be showed to enunciate the verbal narration. Tables and images must be given a comment or discussion. The details of qualitative research written in some sub-topics which directly related to the focused category.

The discussion of article aims to: (1) answer the problems and research questions; (2) show the ways the findings obtained; (3) interpret the findings; (4) relate the finding results to the settled-knowledge structure; and (5) bring up new theories or modify the exist theories.

Research results must be clearly concluded in answering the research questions. Interpreting the findings should be done by using logics and present theories. The findings in form of facts found in the research fields are integrated to previous researches or present theories. This must be supported by reliable references. In case the researchers bring a new theory, the old theories can be confirmed or rejected, or modify the old theories.

In some cases, it is unavoidable to organize an article by making sub-headings. Thus, this is the format to write manuscripts with sub-headings. In this section, there are specific rules which cannot be separated in an article.

CONCLUSION

From the data presented, the researcher draws some conclusions as follows:

1. The influencing factors in comprehending pronoun reference in narrative text were caused by:
 - 1) lack of knowledge of pronoun reference in narrative text,
 - 2) limited vocabulary,
 - 3) lack of interest and motivation, and
 - 4) lack of supportive environment.
2. The level of students' ability in comprehending pronoun reference in narrative text was the level of fail (42,95).

This part provides the summary of results and discussion which refers to the research aims. Thus, the new principal ideas, which are essential part of the research findings, are developed.

The suggestions, which are arranged based on research discussed-findings, are also written in this part. These should be based on practical activities, new theoretical development, and/or advance research.

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