

Hak Cipta Diindungi Undang-Undang

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Pronoun

According to Ebbits (1978) grammar may also refer to the capacity of mind. The ability of every normal human being possesses to speak and understand sentences. Thus, we all have grammar in overheads. Every human being understands indefinite number of new sentences he has never heard before. According to Thornbury (2000) grammar is partly the study of what forms (or structures) are possible in a language. This can be interpreting that grammar is study that learn how to construct a form in a possible language.

The study of grammar is the study of arrangements of word into more or less meaningful group. To study needs the way in which word are related to each other, or use the terms introduced earlier to learn how to construct signal system which will make the effective and efficient communication.

Hornby (1991) says that learner who wishes to speak and write English correctly must be concerned with grammatical correctness. It means, grammar is very important role in studying English. In grammar, we should learn about tenses, adverb, preposition, conjunction, verb, adjective, noun, and pronouns.

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

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

Comprehending the text with its language features is one of material for the senior high school students. Narrative text is one of text that should be learnt by students. However, there are many language features in narrative text, one of them is pronoun. They 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 pronoun) to represent much longer passages and ideas.

According to Kral (2004) in reading text, that pronouns is a vital phase in sentence comprehension that is possible to occur at the initial point in reading or spoken language comprehension. Students probably have obstacles in interpreting pronoun because it looks ambiguous. In addition, Nuttal (1996) states the strategies to

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teach students how to better insight the difficulty of the pronoun shown in the context by having students practice locating the referents using different kinds of text.

According to Guigan (2011), 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.

Frank (1972) stated that, 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.

As a result, pronoun is one of term that important in a text. To understand in using pronouns the strategies to teach students how to better of the pronouns shown in the context by having students practice locating the referents using reading text.

## 2. Kinds of Pronoun

According to Betty (1992), a pronoun is used in place of a noun. It refers to a noun. The noun it refers to is called the antecedent. There are five types of pronouns:

- 1) Subject pronouns: I, you, she, he, it, we, they

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For example: I read the book. It was good. (The pronoun “it” refers to the antecedent noun “book”)

- 2) Object Pronouns: me, you, her, him, it, us, them

For example: *Andi really likes her*

- 3) Possessive pronouns: mine, your, hers, his, ours, yours, theirs. Possessive pronouns are not followed immediately by a noun, they stay alone.

For example: *That book is mine.*

- 4) Possessive adjectives: my, your, her, his, its, our, your, their. Possessive adjectives are followed immediately by a noun, they do not stand alone.

For example: *My book is here. Your book are over there.*

- 5) Reflexive pronouns: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves. Reflexive pronouns are used when the subject of the sentence is the same as the object of the verb of that sentence.

For example: *I wash in a hurry, so I washed the car myself.*

In the other hand, According to Izzan (2007) illustrated the eight types of pronoun, in more details as follows:

- a. Personal pronouns

Personal pronouns are part of pronouns that are words that replace a noun or noun phrase, but they commonly refer to person and thing. Kolln (1991) said that personal pronouns are

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the ones we usually think of when the word pronoun comes to mind, we generally label them on the basis of person and members.

Personal Pronouns are pronouns that refer to a specific person or thing in a sentence and can be divided into two groups: nominative and objective.

- 1) Nominative personal pronouns can act as the subject of a sentence (I, you, he, she, it, we, they). For example:

*I went to the store after work*

*You should not go to class if you are sick.*

- 2) Objective personal pronouns, on the other hand, act as objects of a sentence (me, you, him, her, it, us, them). For example:

*Alex came out with Joe and me.*

*Melissa really likes him.*

#### b. Interrogative Pronouns

Interrogative Pronouns are pronouns that are used only in reference to a question (who, what, which, whom, whose, why, how). For example:

Which one of these pens is yours?

Who is that girl?

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## c. Relative pronouns

These pronouns are used to connect a clause or phrase to a noun or pronoun. These are: who, whom, which, whose, that, where. The relative pronoun *that* and *which* replace nouns that refer to things and animals. The relative pronoun who and whom replace nouns that refer to people. The relative pronouns whose refers to possessive not only for people but also refers to things or animals. Example: “The driver who ran the stop sign was careless.

## d. Demonstrative pronouns

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. In near in time or distance we use “this, these”. When far in time or distance we use “*that, those*”

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. They are:

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1. Demonstrative pronouns always identify nouns, whether those nouns are named specifically or not. For example: “I can’t believe this.” We have no idea what “this” is, but it’s definitely something the writer cannot believe. It exists, even though we don’t know what *it* is.
2. Demonstrative pronouns are usually used to describe animals, places, or things, however they can be used to describe people when the person is identified, i.e., *This* sounds like Mary singing.
3. Do not confuse demonstrative adjectives with demonstrative pronouns. The words are identical, but demonstrative adjectives qualify nouns, whereas demonstrative pronouns stand alone.

Demonstrative pronouns can be used in place of a noun, so long as the noun being replaced can be understood from the pronoun’s context. Although this concept might seem a bit confusing at first, the following examples of demonstrative pronouns will add clarity.

## e. Reflexive pronoun

There is one more type of pronoun, and that is the reflexive pronoun. These are the ones that end in “self” or “selves.” They are object pronouns that we use when the subject and the object are the same noun. Example:

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1. I told myself not to bet all my money on one horse.
2. The robber hurt himself chasing me through the alley.
3. Usually, the guy I borrowed the money from will send an employee to collect the money, but since I owed so much, he himself came to my house.

## f. Reciprocal pronoun

Reciprocal pronoun is a pronoun used to identify an action or feeling that is reciprocated. For this reason, it always refers to more than one person. For example, Anne is waving to Sean and Sean is waving to Anne. So we say:

*Anne and Sean are waving to each other.*

Actually, the two reciprocal pronouns are actually phrases, not individual words, and they are:

*Each other*

*One other*

In order to use them there must be two or more people, things, or groups involved and they must be performing the same action. Here's what I mean. In the sentences below there is emphasis on the fact that the people involved are equally participating in an action or feeling. Example:

1. Peter and Paul admire *each other*.
2. The twelve angry men were all pointing fingers at *one another*.
3. Both groups fought hard against *each other*.

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4. The sisters were hugging *one another*.
5. The cats were happily grooming *each other*.
6. The horses were tripping *one another* as the race came to an end.

We may have noticed that in the above sentences *one another* was used when three or more people or things were involved. But if only two people or things are involved, all agree to use *each other*.

In case you were wondering, reciprocal pronouns also have possessive forms. Adding the apostrophe “s” to the end of the reciprocal pronoun creates them. For example:

*Carla and Angie can wear each other's clothes.*

Since Carla and Angie both own clothes that the other can wear then this is correct expression of the possessive form. Remembering which pronouns are reciprocal pronouns is easy since there are only two of them. Each other and one another are used when each of two or more people or things are acting in the same way towards each other. Reciprocal pronouns can only refer to a plural noun or multiple nouns because the feeling or action has to be shared in the sentence.

## g. Indefinite pronouns

Indefinite Pronouns are pronouns that are used in reference to a person or thing that is not specific or not known. Indefinite pronouns are also used to identify a general group of people or

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things (i.e. everyone, everybody, anyone, anybody, somebody, most, all, each every, some, none, one, few, both, many, several). For example:

- 1) Everybody has to take the Writing Proficiency Examination in order to graduate.
- 2) All of the seniors were excited for graduation.

#### h. Possessive pronouns

Possessive Pronouns are pronouns that show ownership; in other words, something belongs to someone else (my/mine, your/yours, his, her/hers, its, our/ours, their/theirs). For example: this book is *mine*, *their* shoes are under the bed.

### 3. The Function of Pronouns

Nouns are traditionally defined as “persons, places, things, and ideas.” Noun phrases are defined as phrases that consist of a noun or pronoun and any number of constituents including adjectives, determiners, prepositional phrases, verb phrases, and adjective clauses. Pronoun is a subcategory of noun. Pronouns and noun phrases headed by pronouns perform eight grammatical functions within sentences in the English language. The eight functions of pronouns are:

#### a. Noun Phrase Head

A noun phrase consists of a noun including a pronoun plus any determiners, modifiers, and complements. For example, the following italicized pronouns function as noun phrase

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heads: me (personal pronoun), that (demonstrative pronoun), what (interrogative pronoun), someone special (indefinite pronoun), anybody to call (indefinite pronoun)

#### b. Subject

A subject is a word, phrase, or clause that performs the action of or acts upon the verb. For example, the following italicized pronouns function as subjects: Did you call? (personal pronoun), these stink terribly! (demonstrative pronoun), Who stole the cookie from the cookie jar? (interrogative pronoun), No one should work this weekend (indefinite pronoun), Another bit the dust (indefinite pronoun).

#### c. Subject Complement

A subject complement is a word, phrase, or clause that follows a copular, or linking, verb and describes the subject of a clause. The terms predicate nominative and predicate noun are also used for pronouns that function as subject complements. For example, the following italicized pronouns function as predicate nominatives: This is she (personal pronoun), this is her (personal pronoun), the cookies for the sale are those (demonstrative pronoun), the thief was who? (interrogative pronoun), the winner was neither (indefinite pronoun).

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## d. Direct Objects

A direct object is a word, phrase, or clause that follows a transitive verb and answers the question “who?” or “what?” receives the action of the verb. For example, the following italicized pronouns function as direct objects: a dog bit you? (personal pronoun), the mailman delivered this (demonstrative pronoun), my brother brought which? (interrogative pronoun), Raymond loves everybody. (indefinite pronoun), your sister-in-law has borrowed several. (indefinite pronoun).

## e. Object Complements

Object complements are defined as nouns, pronouns, noun phrases, adjectives, and adjective phrases that directly follow and modify the direct object. For example, the following italicized pronouns function as object complements: You painted the bathroom this?! (demonstrative pronoun), he considered the movie what? (interrogative pronoun), the neighbors stained their fence which? (interrogative pronoun), the committee may elect me either (indefinite pronoun), you should appoint her something (indefinite pronoun).

## f. Indirect Objects

An indirect object is word, phrase, or clause that indicates to or for whom or what the action of a transitive verb is

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performed. For example, the following italicized pronouns function as indirect objects: *my husband* bought me flowers (personal pronoun), a stranger sent her a box of chocolates (personal pronoun), you should give *that* some thought (demonstrative pronoun), she wants to give *whom* that ugly armchair? (interrogative pronoun), the committee has given both some real consideration (indefinite pronoun).

## g. Prepositional Complements

A prepositional complement is a word, phrase, or clause that directly follows a preposition and completes the meaning of the prepositional phrase. For example, the following italicized pronouns function as prepositional complements: *my husband* bought flowers for me (personal pronoun), send a free sample to *them* (personal pronoun), the library really frowns upon *that* (demonstrative pronoun) you threw a tantrum for *what*? (interrogative pronoun), I received an anonymous letter from *somebody*. (indefinite pronoun).

## h. Appositive

An appositive is a word, phrase, or clause that modifies or explains another noun phrase. For example, the following italicized pronouns function as appositives: *that man*, *him*, stole my purse (personal pronoun), the winner is a woman,

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her (personal pronoun), a dog, that, has been digging in my garden (demonstrative pronoun), that fork and that spoon both are dirty (indefinite pronoun).

#### 4. The Rules of Pronoun

There are a few important rules for using pronouns. As you read through these rules and the examples in the next section, notice how the pronoun rules are followed. Soon we'll see that pronouns are easy to work with.

- a. Subject pronouns may be used to begin sentences. For example: *We did a great job.*
- b. Subject pronouns may also be used to rename the subject. For example: *It was she who decided we should go to Hawaii.*
- c. This rule surprises even language watchers: when who refers to a personal pronoun (I, you, he, she, we, they), it takes the verb that agrees with that pronoun. For example: *It is you who are mistaken.*
- d. In addition to subject pronouns, there are also object pronouns, known more specifically as direct object, indirect object, and object of a preposition (for more detail, see the definition of a verb in the Finding Nouns, Verbs, and Subjects section). Object pronouns include me, him, herself, us, them, themselves. For example: *Give her the book.*

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- e. The pronouns who, that, and which become singular or plural depending on the subject. If the subject is singular, use a singular verb. If it is plural, use a plural verb. For example: *He is the only one of those men who is always on time.*
- f. Pronouns that are singular (I, he, she, everyone, everybody, anyone, anybody, no one, nobody, someone, somebody, each, either, neither, etc.) require singular verbs. This rule is frequently overlooked when using the pronouns each, either, and neither, followed by of. Those three pronouns always take singular verbs. Do not be misled by what follows of. *For example: Each of the girls sings well.*
- g. To decide whether to use the subject or object pronoun after the words than or as, mentally complete the sentence. For example: *Daniel would rather talk to her than I/me.*  
*We can interpret this sentence in two ways: Daniel would rather talk to her than to me. OR Daniel would rather talk to her than I would. A sentence's meaning can change considerably, depending on the pronoun you choose.*
- h. The possessive pronouns yours, his, hers, its, ours, theirs, and whose never need apostrophes. Avoid mistakes like her's and your's.
- i. The only time it's has an apostrophe is when it is a contraction for it is or it has. The only time who's has an

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apostrophe is when it means who is or who has. There is no apostrophe in oneself. Avoid "one's self," a common error. For example: *The thermometer reached its highest reading.*

- j. Pronouns that end in -self or -selves are called reflexive pronouns. There are nine reflexive pronouns: myself, yourself, himself, herself, itself, oneself, ourselves, yourselves, and themselves. Reflexive pronouns are used when both the subject and the object of a verb are the same person or thing. For example: *Joe helped himself.*
- k. The use of they and their with singular pronouns is frowned upon by many traditionalists. To be consistent, it is a good practice to try to avoid they and its variants (e.g., them, their, themselves) with previously singular nouns or pronouns. For example: *No one realizes when their time is up.*
- l. When a pronoun is linked with a noun by and, mentally remove the and + noun phrase to avoid trouble. For example: *She and her friend came over.*
- m. If two people possess the same item, and one of the joint owners is written as a pronoun, use the possessive form for both. For example: *Maribel's and my home*
- n. Indefinite pronouns don't have antecedents. They are capable of standing on their own. For example: *No one likes the sound of fingernails on a chalkboard.*

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- o. Object pronouns are used as direct objects, indirect objects, and objects of prepositions. These include: you, me, him, her, us, them, and it. For example: *David talked to her about the mistake.*
- p. Possessive pronouns show ownership. They do not need apostrophes. For example: *The cat washed its whiskers.*

### 5. The Nature of the Text

A text is a medium to be used not only to teach reading but also to teach language components, including structure or grammar. The application of text makes the students understand about the use of pronouns moreover in narrative text in the context.

Anderson and Cathy ( 2000 ) state that a text consists of spoken or written words that have the purpose to convey message. When words are put together to communicate a meaning, a piece of text created. According to Hyland (in Pratma 2010), text is autonomous object which can be analyzed and described independently or particular context, researchers or readers. Texts have their structures. They are orderly arrangement of words, clauses, and sentences by following principles which guide the correct arrangement of elements. Researcher can encode full semantic representation of their intended meaning.

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Based on School-Based Curriculum or K13, there are some kinds of text that Students of Senior High School need to learn: Descriptive text, recount text, and narrative text. But in the context the researcher used narrative text.

## 6. Narrative Text

Based on School-Based Curriculum or K13, there are some kinds of text that Students of Senior High School need to learn, one of them is narrative text. The researcher believes that narrative text is the text which is so close to the students' life. The students do not need to think hard to find the ideas in creating the story, because they went through with the events, so they can write the story smoothly.

### 1. Definition of Narrative Text

Narrative is one of the genres of any text. A narrative is any account that present connected event and may be organized into various categories: non-fiction(e.g. New Journalism, creative non-fiction, biographies, and historiography); and fiction proper (i.e. literature in prose, such as short stories and novels, and sometimes in poetry and drama, although in drama the events are primarily being shown instead of told). Narrative is to amuse, entertain and to deal with actual or vicarious experiences in different ways to the readers or listeners with our stories. It tells a story to make a point or

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explain an idea or event. A narrative contains action, dialogue or humor.

According to Pardiyono (2007) narrative text is a kind of text to tell past activities which focus on problematic experience and resolution to amuse and give lesson moral to the reader. According to Anderson and Anderson (2003) narrative is a piece of text which tells a story and entertains or informs. According to Wallace (1992), narrative is a type of text to retell activity or past event for narrating problems and resolution to amuse or entertain and often intended to give morality to the reader. It usually has a number of events that take place and a problem that needs to be solved by the characters.

There are some kinds of narrative text. According to Anderson and Anderson, (1997) and Derewianka (2004) state that there are many different types of narrative, those are: humor, romance, crime, legend, myth, fable, real-life fiction, historical fiction, mystery, fantasy, science fiction, diary-novels, and adventure.

## 2. The Concept of Narrative Text

Narrative is to amuse, entertain and to deal with actual or vicarious experiences in different ways to the readers or listeners with our stories. It tells a story to make a point or explain an idea or event. As a result, this type of essay can be

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fun to be read and even to be written. A narrative contains action, dialogue or humor. According to Hornby (1973), narrative means story or orderly account of events. So in narrative usually tries to write a composition based on his or her personal experience.

Narrative text gets conflict of problem that follow by finishing it. The function of the text is to entertain the reader. A narrative text has three main parts or aspect of narratives. First, orientation which tells about the setting in time, place and characters of the story. Second, complication is where the problems in the story are developed to be solved by characters. The last, resolution which describes the problem solving to the complications and gives an ending of the story.

### 3. Social Function of Narrative Text

Pardiyono (2007) stated that the social function of narrative text is to amuse, entertain, and to deal with actual or imaginary experience in such different ways. Narrative deals with problematic even which lead to a crisis or turning point of some kinds, which turn to find a resolution. It amuses and entertains with actual or experience in different way.

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#### 4. Generic Structures of Narrative Text

Narrative is a kinds of reading text that tells the story in the past, the recounting of events, usually in chronological order, according to the other of time. The writer tells the story of connected incident or action in a story of an experience, event, or sequence of events while holding the readers' to listeners' interest.

In simple words, narrative text has generic structure as orientation, complication and resolution. Pardiyono (2007) states that narrative has three structures, they are:

##### a. Orientation

It is an introduction of the story involves the characters, setting and time of the story are established. Usually, it is the answer of Who? When? Where? And it is stated in the beginning of the story. Usually the first paragraph is the orientation where readers find time and place set up and also the participants the background of the story. The starting point of a narrative story is to make readers understand what the stories about. So, orientation means to introduce the participants or characters of the text of time, sets the scene, creating the picture of the setting and atmosphere.

##### b. Complication

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It explores the conflict of the story. It will show the crisis, rising crisis and climax of the story. Complication is the problem raising. The complication will determine whether the text “lives” or not.

#### c. Resolution

It shows the situation which the problems have been resolved. It means the complication may be resolved for the better or worse/happily or unhappily. Sometimes there are a number of complications that have to be resolved. Resolution is the final series of the events which happened in the story of the text. Like complication, resolution is also divided into major and minor resolutions.

### 5. Language Features of Narrative Text

Pardiyono (2007) stated that the language features of narrative text are:

- a. The use of noun phrase is a noun that followed by adjective, for example: 40 cruel thieves, a beautiful princess and a kind person.
- b. Connectives are widely used to move the narrative along and to affect the reader or listener for example: to signal time (later that day, once) to move the setting (meanwhile back at the cave, to surprise (suddenly, without warning).

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- c. Adverb of phrase shows the time and place in the story.
- d. Simple past tense is the pattern that is usually uses in narrative text, for example (stayed, climbed).
- e. Action verb consists of verb to show an activity that can be seen, for example; run, sleep, walk.
- f. Saying verb is used when a writer want to use an alternative for the word “said” in speech tags for direct speech, for example; say, tell, and ask.
- g. Mental process includes feeling verb, thinking verb, and verb of sense (she felt hungry, she touches, she was clever).

### B. Relevant Research

To avoid the same title used in the research, the researcher shows the relevant researches, which were done by two previous students of English Education Department of Islamic University of Sultan Syarif Kasim Riau.

1. A research by Aknis Monica Sandra Yuli (2017)

*An Error Analysis in Using Personal Pronouns in Writing Recount Paragraph Made by the eighth grade Students of SMP Negeri 1 Prambon in Academic Year 2015/2016.* This research was descriptive qualitative research. In this research, she found that students’ writing many errors on personal pronoun is 31 or 25,2 % of omission error in their writing product. Another, the

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students made 21 or 17,0 % of additional error in their writing product. Then, the students made 27 or 21,9 % of mis-formation error in their writing product. Last, students made error 44 or 35,8% of disordering. This research showed errors were caused by their mother tongue, students' knowledge and context of learning in the class.

## 2. A research by Netriyus Indah (2011)

*The Ability of the second year Students in using English Personal Pronoun at SMP Muhammadiyah 6 Dau.* She found that the ability of the second year students in using English Personal Pronoun at SMP Muhammadiyah 6 Dau is 56.66% for personal pronoun as the subject, 41.11% personal pronoun as the object, 53.91% for personal pronoun as the possessive adjective and 34.44% for personal pronoun as the possessive pronoun. As result of computation of mean score, it was found out that students got the mean score of 46.53%. It means that their ability of personal pronoun was poor.

## C. Operational Concept

Operational concept is the main element to avoid misunderstanding and misinterpreting in a specific study as a concept, still operated in abstract from the research planning interpreted in to particular words in order to be easy to measure. As Syafi'i (2016) states that all related theoretical frameworks can be operated in the operational concept. This research is a descriptive research that

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focuses on the students ability in identifying pronouns in narrative text at the tenth grade of Senior High School 2 Bangkinang Kota.

1. The indicators of the students' ability in identifying pronouns in narrative text:
  - a. The students are able to identify personal pronouns in narrative text.
  - b. The students are able to identify interrogative pronouns in narrative text.
  - c. The students are able to identify relative pronouns in narrative text.
  - d. The students are able to identify demonstrative pronouns in narrative text.
  - e. The students are able to identify reflexive pronouns in narrative text.
  - f. The students are able to identify reciprocal pronouns in narrative text.
  - g. The students are able to identify indefinite pronouns in narrative text.
  - h. The students are able to identify possessive pronouns in narrative text.