

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Theoretical Description

2.1.1 Improving

Improving is an innovative deep learning model learning mathematics that is designed to help students in develop their mathematical skills optimally as well increase student activity in learning. Improve stands for Introducing the New Concept, Metacognitive Questions, Practicing, Reviewing and Reducing Difficulty, Obtaining Mastery, Verification and Enrichment. In short, is a presentation of questions to deliver concepts, students practice and ask, feedback-improvement-enrichment-interaction (Suyatno, 2009: 75). The improving learning model was developed by Zemira R. Mevarech and Bracha Kramarski, improving is developed in Indonesia aims to make the learning process efficient, effective, and fun, or in society is often known as more active learning (Surya, 2004: 59). Improving tends to lead to student activity. And on the essence is that improving is learning with using an emphasis on the process of forming a concept and provide opportunities for students to play an active role in process. So that students are involved in mental processes where students assimilate a concept or principle, which is in a mental process students who observe, classify, make conjectures, explain and draw conclusions.

2.1.2 Ability

According to Kreitner (2014: 135) argues that ability is a broad and stable feature responsibility fora person's maximal performance on physical and mental tasks. Another opinion too explained by Subkhi (2013:30) that what is meant by

the term ability is a person's capacity to carry out some activities in a job. In the opinion of Robbins in Badeni (2013: 13) defines ability refers to an individual's capacity to perform various tasks in a job. Capability includes a broad meaning, namely all the potential possessed someone to do a variety of work. Various abilities possessed by humans can basically be classified into intellectual abilities and physical abilities. According to Stephen in Badeni's quote (2013:14) has classified. There are several types of abilities in a person, namely:

2.1.2.1 Intellectual Ability

Intellectual abilities are abilities that are necessary for carrying out mental activities. Example of an IQ test (Intelligent quotient) used to confirm the level of ability general intellectual. There are 7 dimensions of intellectual ability, namely (number aptitude, verbal comprehension, perceptual speed, inductive reasoning and spatial visualization memory).

2.1.2.2 Physical Ability

Intellectual abilities play a greater role in complex jobs that demand a variety of requirements information processing while more physical abilities are required on activities or tasks that require stamina, dexterity, strength and similar skills or talents. Everyone has different physical abilities and levels of stamina. Every job requires certain ability requirements in accordance with those demands required by the job in question.

2.1.3 The Nature of Pronouns

2.1.3.1 The Definition of Pronouns

Pronouns are words that replace nouns and pronouns can also refer to people, things, concepts and places. First the definition of pronoun according to Payne (2011, p. 122), he wrote pronouns are a word that can

be shorted to be noun phrase. In addition, Quirk and friends said on their book “Pronouns share several characteristics, most of which are absent from nouns. According to some definitions above, it can be concluded that pronouns are a word that can replace a noun.

2.1.3.2 The Kinds of Pronouns

According to Roberts (2016: 48) some further examples of pronouns are:

- 1) Definite pronouns: she/her, it, I/me, we/us, you, they/them
- 2) Reflexive (definite) pronouns: myself, itself, ourselves, etc.
- 3) Indefinite pronouns: something, someone, anything, anyone.
- 4) Demonstrative pronouns: this, that, these, those.
- 5) Interrogative (question) pronouns: who, which, what
- 6) Possessive pronouns: mine, yours, his, hers, ours, theirs.

While according to Lester & Beason (2019: 27) pronouns are divided into four subclasses: personal, reflexive, demonstrative and indefinite.

1) Personal pronoun

The definition of pronouns is words used instead of one or more noun, in addition the most important use of pronouns is to replace or represent nouns. The examples are: I, You, He, She, Her, Him, His, It, They, Them.

2) Reflexive pronoun

Reflexive pronouns are unique and easily recognizable groups of pronouns that end in-self or –selves. The examples are: myself, yourself, himself, herself, itself, ourselves, themselves.

3) Demonstrative pronoun

The demonstrative pronouns are a group of four pronouns: this, these, that, those.

4) Indefinite pronoun

A large number of pronouns refer to an unspecified person, thing, or group. The examples are: all, another, each, either, both, few, many, more, one, other, some, neither, such, several, most, none and few.

2.1.4 Personal Pronouns

According Carey (2015) and Mpiranya (2020) personal pronoun are indicated by three forms, i.e. do they refer to the speaker, who was spoken to, or is being discussed. Personal pronouns mean the words used in place of nouns, like as: I, you, we, they, him, her, his, it, etc. It is vital to know. If you ignore the personal pronouns in the text, you have to repeat the same person's name or nouns in a sentence this is why we have to change their pronouns because we don't know what should put in a sentence. Personal pronouns are words that used to replace a person or thing.

2.1.4.1 The Types of Personal Pronouns

According to Siregar (2016: 61) there are four case forms of personal pronoun to show differently sentence function: subjective case, objective, possessive case, and reflexive case. While according to Holandyah et al. (2018: 89) state that the use of personal pronouns are as:

1) Subject pronouns as the subject of verbs

This pronoun is said to be within the subjective case, since they can each be utilized as the subject of a verb, Ansell (2000: 230). Kind of subject of pronouns was, I, You, We, They, She, He, It. In the following examples, the personal pronouns in subjective case are underlined:

a) He is fortunate

- b) She is a doctor
- c) We are coming
- d) You are right

2) Object pronoun as the objects of verb and prepositions

The pronoun must be in the objective case, when a personal pronoun is the object of a verb in the sentence. Kind of objective case was, Me, You, Him, Her, It, Us, Them. In the examples below, the personal pronoun in the objective case are underlined:

- a) My friends understand me
- b) We saw him last night

3) Possessive adjective sometimes used to describe a noun

Possessive adjectives are possession by preceding a noun and describe the thing to which the noun refers. Kind of possessive adjective was, My, Your, His, Her, Its, Our and Their. In the examples below, the personal pronoun in possessive adjectives are underlined:

- a) My bicycle is new
- b) His answer was correct
- c) Their house is one block from the school
- d) He is our friend
- e) The tree has lost two of its branches

4) Possessive pronoun is used instead of a noun

The possessive form of a personal pronoun which can be used independently can be referred to as a possessive pronoun. Since it can be used in the place of a noun. Kind of possessive pronoun was, Mine, Yours, His, Hers, Ours, Theirs. In the examples below, the personal pronoun in possessive pronouns are underlined:

- a) That book is mine
 - b) The red bicycle is his
 - c) Because I forgot my umbrella, she lent me hers
- 5) Reflexive pronouns are often used when the action described by the verb is directed toward the thing referred to by the subject of the verb. In addition, a reflexive pronoun can also be used when it is desired to emphasize personal pronoun. Kind of reflexive pronoun were, myself, yourself, himself, herself, itself, ourselves, yourselves, themselves. In the examples below, the personal pronoun in reflexive pronouns are underlined:
- a) Did you hurt yourself?
 - b) I washed myself thoroughly before putting on clean clothes
 - c) I myself show what happened
 - d) She did the work herself

2.1.5 The Nature of Writing

2.1.5.1 The Definition of Writing

Good writers are good readers. The statement is true. Both are related to one another because by reading a lot humans will be easier to write what they think. According to Supriyadi (2018: 8) concludes that writing is an activity in conveying an idea in writing which can then be read by readers. Based on his statement, it can be concluded that by writing activities each person can convey what he wants to convey through an article. Writing is also an activity that can be used as an alternative for anyone who has difficulties in speaking, through writing he can convey the intent to be expressed. Therefore writing can be regarded as one of the communication tools other than by talking. Therefore writing can be regarded as one of the communication tools other than by speaking.

According to Klimova (2013: 9) defines that writing has a unique position in language teaching since its acquisition involves practice and knowledge of three other language skills, such as speaking, listening, and reading.

2.1.5.2 The Purpose of Writing

Writing focuses students on comprehension, mechanics, phonics, developing their mind or perspective, and communicating this perspective to others. This is why writing is an important thing that students must learn. According to Harmer (2007: 84) the purpose of writing activities is to give students interesting writing assignments that will help them become fluent writers. The teacher can help them to enjoy the writing Process in various ways, for example through music, pictures, poems, games, and so on. While according to Supriyadi (2018: 11) stated that how important writing activities educate the life of the nation and advance everyone because by having writing skills a person can convey a variety of ideas for the wider public to read.

2.1.5.3 Kind of Text in Writing

1) Narrative Text

Narrative text is a story with complications or a kind of text to retell the story in the past. The purpose of this text is to entertain or to amuse the readers or listeners about the story.

2) Descriptive Text

Descriptive text is a text which says what a person or a thing is like. The purpose of descriptive text is to describe and reveal a particular person, place, or thing.

3) Recount Text

Recount text is a text that retells experiences or events in the past. The purpose is to inform or to entertain the audience or reader. The difference with narrative text is that it has no complication in generic structure

4) Procedure Text

The definition of procedure text is text that is designed to describe how something is achieved through a series of actions or steps. This explains how people carry out processes that differ in step dimensions.

6) Report Text

Report text is a type of document written by a person or group of people to announce the results of an investigation or announce something to the reader. The information provided in the report text is very general information.

2.1.6 The Nature of Narrative Text

2.1.6.1 Definition of Narrative Text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problem. Narrative text is also a kind of text which can give a morale lesson and amuse the reader, it is always has problems which be solved at the end of the story. As Setiadi et. Al (2008) stated “a narrative is a piece of writing that tells a story. The story can be imaginary or based on a real event.

2.1.6.2 Generic Structure of Narrative Text

According to Joyce, H & Feez S. (2000) the generic structures of narrative text are:

- 1) Orientation/Exposition: The introduction of what is inside the text.
What the text is talk in general. Who involves in the text. When

and where is happen.

- 2) Complication/rising action: A crisis arises. The complication is pushed along by a series of events, during which usually expect some sort of complicating or problem to arise. It explores the conflict among the participant. Complication is the main element of narrative. Without complication, the text is not narrative. The conflict can be shown as natural, social or psychological conflict.
- 3) Resolution: The crises are resolved. In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved although this is of course possible in certain types of narrative which leaves us wondering "How did it end?."

2.1.6.3 Language Feature of Narrative Text

According to Pardiyo (2007: 107) states that the language features of narrative text are:

- 1) The use of noun phrase that is a noun that followed by adjective, for example; 40 cruel thieves, a beautiful princess and kinds of person.
- 2) Connectives are widely used to move the narrative along and to affect the reader or listener for example; to signal time (later that day and once) to move the setting (meanwhile back at the cave, to surprise (suddenly, without warning).
- 3) Adverb of phrase shows the time and place in the story.
- 4) Simple past tense is the pattern that is usually uses in narrative text for example (stayed, climbed).
- 5) Action verb consists of verb to show an activity that can be seen, for example; run, sleep and walk.

- 6) 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.
- 7) Mental process includes feeling verb, thinking verb, and verb of sense (she felt hungry, she touches, she was clever).

2.1.6.4 Social Function of Narrative Text

Pardiyono (2007: 93) states 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.

2.1.6.5 Kinds of Narrative

Narrative writings are divided into two kinds by Joyce and Feez (2000):

- 1) Nonfiction is a kind of narrative writing that tells the true story. It is often used to recount a person’s life story, important historical event, or new stories. This is really a combination of narrative and informational writing.
- 2) Fiction is a kind of narrative that tells the untrue story. The story made up by the writer such as short story, comics, novels, etc. 12 the main purpose of this fiction is to amuse, or sometimes to teach moral lessons.

2.2 Previous Studies

Based on the title of this research, the research must find the related studies concerned with the title. The research has some of previous studies that related to this title are:

1. Lena Sari (2019) An analysis of students’ errors using personal pronouns in

writing narrative text at junior high school 40 Pekanbaru. In this research, this research used a descriptive quantitative research. The researcher found that types of errors that students made in using personal pronouns in narrative text. The type was 76 or 45,78% errors. Next was omission which has 47 errors or 28,31%. After that, there was addition on the third position type take 27 of the total errors or 16,27% errors. The total amounts of errors made by students' were 166 errors. The percentage of students' error omission in using personal pronoun in narrative text was 28,31%, addition 16,27%, misordering 9,64%, and misinformation 46%.

2. Sari Indah Novita (2020) An analysis of students' errors in using personal pronouns on writing narrative text at the Tenth Grade Students of SMKN 1 Salatiga in academic year 2019/2020. This study was qualitative research with descriptive method because the researcher aimed to describe the kinds of errors in using personal pronouns in narrative text, like omission, addition, misinformation, and misordering. And also to explain the cause of errors made by the students like, they used incomplete or wrong personal pronouns in some sentences. The result showed that the most dominant error was found in misinformation with 49 errors, the second was omission with 11 errors, and the addition has a similar result with misordering, both 1 error. The researcher concluded that the error occurred because many students still do not understand the use of personal pronouns well.
3. Nurhidayah (2017). An analysis on the students' ability in writing narrative text at grade IX mts ali imron Medan. This research used descriptive quantitative design. The purpose is to analyze the students' ability in writing narrative text. The result of this research are: 1) The students' ability in writing narrative text, by asked the students to write narrative text. The data shows that 5 students or 19. 23% of the sample were high level or able to write narrative text. 2) The students' ability in writing narrative text still low,

the data shows that's 4 students or 15.39% of the sample were middle level or unable to write narrative text. 3) The data shows that 17 students or 65,38% of the sample were low level or unable to write narrative text.

4. Rizky Padenggan Pane (2019) The effect of guided writing strategy on students' achievement in writing narrative text at madrasah Aliyah laboratorium UIN-SU. This study was conducted in experimental design. In experimental design, casual relationship was described between the independent variable and dependent variable. The result of the research showed that the value of t -observed was higher than the value of t -table ($2,639 > (1.676)$) at the level significant of $\alpha = 0.05$ and at the degree of freedom (df) = 48. It can be concluded that applying peer response technique has significant effect on students' achievement in writing narrative text or in other words the alternative hypothesis (H_a) was accepted.
5. Gina Eka Putri (2019) An analysis of students' ability using personal pronouns in writing descriptive text at SMK PGRI Pekanbaru. This research used descriptive quantitative research. The result is the mean score of students' ability in understanding personal pronouns in descriptive text is 65.07. It means that the students are not able to use personal pronouns in descriptive text categorized less.
6. Dwi Aggraeni (2019) An analysis of students' errors in using personal pronouns on writing descriptive text of the tenth grade students of SMK AL-MINA Bandung in the academic year of 2019/2020. The research used qualitative research because the data of the research is non-numerical but presented in words. The result showed (1) The most common errors made by students were misformation (50%). The second was error in addition with the frequency, 29.16%. The third error was omission (16.67%). The lowest frequency of error was misordering (4.16%). (2) The research proved that the students still did not understand the material given by teacher. The errors

occurred because the students were mostly confused about the material given and they did not study well.

7. Putri Juwita Violanita (2021) The students' ability in using personal pronouns in simple sentence at the second grade SMPN 5 Pinrang. The research used survey design. The results showed that the students' ability in using personal pronouns was in the low category. It can be seen from the 60 students who were sampled to determine the students' ability to use pronouns which consisted of 4 types, including subjective, objective, possessive and possessive adjective. There were 26 (43%) students included in the high-ability category in the use of personal pronouns and 34 (57%) students included in the low-ability category in the use of personal pronouns. Students who are included in the low group are more than students who are in the high group. Besides, there are two types of dominant types of personal pronouns known by students, namely subjective and possessive. This can be seen from the number of students who answered correctly on the two types of pronouns compared to the others.
8. Rahayu Pratiwi (2019) An error analysis on using personal pronouns in writing descriptive text. The researchers used qualitative research. The result showed that there are four types of errors, they are: omission, addition, misordering, and disordering. In students' writing had been found many errors that focused on personal pronoun is 8 or 32% of omission error, 0 or 0% of addition error, 17 or 68% of mis-formation error, and 0 or 0% of disordering error. So, the highest percentage of types of error is a mis-formation error that is 17 or 68%. The most error of personal pronouns in descriptive text due by the students is when they used a subject pronoun.
9. Nadya Khairunnisa (2019) An analysis of students' ability in using personal pronouns in writing English sentences at the seventh grade of SMP N 32 Pekanbaru. This research is descriptive research that has only one variable.

The researcher found that 1 student was in the good category (8%), 8 students were in the sufficient category (21%) and 30 students were in the low category (77%).

10. Ellyn Suryaningsih (2020) An Analysis On Students Ability in using Personal Pronoun in Writing Paragraph at Sport Senior High School of Riau Province. The research used descriptive quantitative research. Based on the research findings, it can be concluded that the students' ability in using personal pronouns in writing paragraph was categorized into enough level at score 58,62. The result obtained for the students' ability in using "subject pronoun" is 79,25. It means the students in using "subject pronoun" is good. For the students' ability in using "object pronoun" is 80,86. It means that the students' ability in using "object pronoun" is very good. Then, the result of students' ability in using "possessive adjective" is 79,25. It means that the category of students' ability in using "possessive adjective" is good. The result of students' ability in using "possessive pronoun" is 62,00. It means that the students ability in using "possessive pronoun is enough. The result of students' ability in using "reflexive pronoun" is 61,20. It means that the category of the students' ability in using "reflexive pronoun" is enough.

Based on the previous studies above, the researcher concludes that the similarities between the research that the researcher conducting and previous studies were in the same approach, namely personal pronouns and narrative text. The differences from this researcher were the location and strategies in conducting research so that the results will also different.

2.3 Conceptual Framework

This research was conducted at SMP PAB 19 Manunggal, especially in class IX because the students have low scores in English lessons about 45-60 scores. Meanwhile, the MMC (Minimun Mastery Criteria) score at school is 75.

The researcher was used personal pronouns to improve students' ability in writing narrative text. The researcher was used the CAR method to find solution to how the students' abilities in using personal pronouns in narrative text at Ninth Grade of SMP PAB 19 Manunggal. This research was carried out using two cycle, those were cycle I and cycle II. The steps in every cycle were same, there were as follows: plan, action, observation, reflection. The following was an assessment that determines the success of the research: creative, sentences, grammar. The result of this research was improvement students' ability in using personal pronouns in narrative text.

The conceptual framework of this research can be seen as follow:

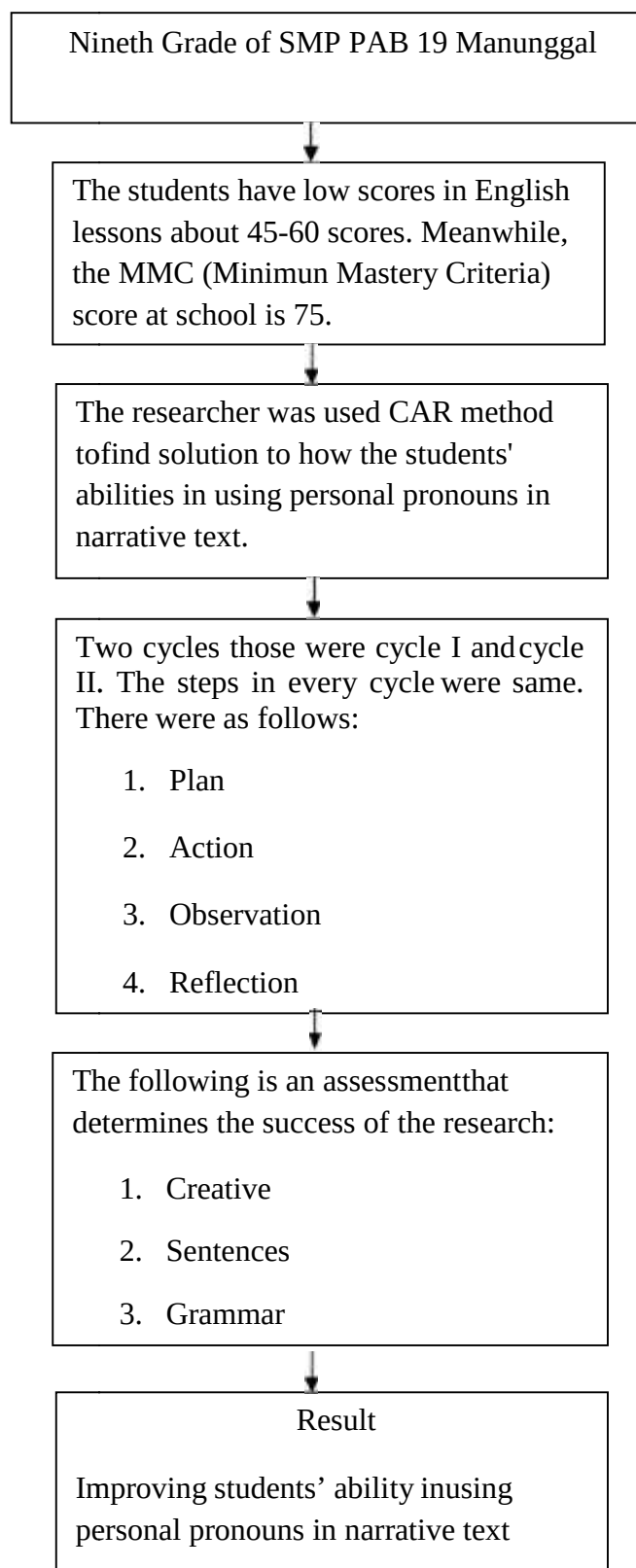


Figure 2.1. Conceptual Framework of Improving Student's Ability in Using Personal Pronouns in Narrative Text.

