CHAPTER II

REVIEW OF LITERATURE

2.1 Review of Related Literature

In this thesis, some previous studies was used by the writer to support the idea of choosing the topic and as the secondary sources to find out some supportive data, such as:

*An Analysis On Primary School Students’ Ability To Use Personal Pronouns: A Case Study On The Sixth Year Students Of SDN NO. 101878 Tg. Morawa* by Prambandari (2008). This thesis has given me much help. The objective of this research is to find out to what extent the sixth year students of SDN No. 101878 Tg. Morawa are able to use personal pronouns as subject and object in sentences. And based on the result, the writer gives some conclusion as follow:

1. The students who have very good ability in using personal pronouns as subject are 11 students (36.7% out of 30 respondents). Meanwhile, the total score of the whole respondents in using personal pronouns as subject is 2006.3.

2. The students who have very good ability in using personal pronouns as object are 13 students (43.3% out of 30 respondents). Meanwhile, the total score of the whole respondents in using personal pronouns as object is 2020.1.

3. The students who have very good ability in using personal pronouns are 12 students (40% out of 30 respondents).
4. The total score of the whole respondents in using personal pronouns is 2015. It means that the mean score of the whole respondents is 67.17. So, they have good ability in using personal pronouns both as subject and object.

*An Analysis of Year IX Primagama Student’s Ability In Mastering Elliptical Construction* (a thesis) by Dona Marlina P. (2010), is another thesis discuss about ability in mastering elliptical construction. Conclude that the average score of year IX student is 80.6%. The result of the test also shows that the process of teaching and learning English grammar is very good too at Primagama cab. Aksara. Majority of the students understand about Elliptic Construction well, it is around 80%. The problem of the students is lack of vocabularies. They are not understand about the kinds of Elliptic Construction and how to use it in English sentence, especially in conversation.

*An Error Analysis Of The Use Of Using Present Tense Made By Students of Second Year Junior High School Of Madrasah Tsanawiyah Al Wasliyah 16 Perbaungan* (a thesis) by Achirani (2011) describes about testing learner to find out errors in grammar. This research has been one of my references to make a more comprehensive analysis for my research.

*An Analysis of Grammatical Errors Found in English Native Speakers’ Conversation: LCE English Course* by DewiSyahPutri. The research has been one of my references about testing learners in an English course, and the writer conclude that:

1. The dominant Part of Speech error that is found in Native speakers’ conversation in LCE is Auxiliary verb. This is showed by the highest percentage of Auxiliary verb in analysis chapter (32.06%).
2. The lowest percentage of Part of Speech error is showed by Interrogative adjective, interrogative pronoun, indefinite pronoun, and possessive adjective (0,35 %).

3. The dominant Tense error that is found in Native speakers’ conversation in LCE is Present tense. This is showed by the percentage of Present tense in analysis chapter as the highest percentage. (52,63 %).

2.2 Demonstrative Pronoun

Demonstrative as used in the term, demonstrative pronoun, means to identify. A writer or speaker uses a demonstrative pronoun to identify a person, place, or thing.

Actually, there are five demonstrative pronouns in English: this, that, these, those, and the less common yon or yonder (the latter is usually employed as a demonstrative determiner; even so it is rarely used in most dialects of English, although it persists in some dialects such as Southern American English). An author, Bill Bryson laments the "losses along the way" of yon and yonder. Bryson (1949) stated:

Today we have two demonstrative pronouns, this and that, but in Shakespeare's day there was a third, yon (as in the Milton line "Him that yon soars on golden wing"), which suggested a further distance than that. You could talk about this hat, that hat, and yon hat. Today the word survives as a colloquial adjective, yonder, but our speech is fractionally impoverished for its loss.
But nowadays, there are only four demonstrative pronouns commonly used in English in this world, they are: *this, that, these* and *those*.

Oxford Learner’s Pocket Dictionary (1995:308) defines that demonstrative pronouns ispronoun sentence contain this, these, that, and those.

Bryson (1949) stated This; that; these and those are demonstrative pronouns that substitute nouns when the nouns they replace can be understood from the context. They also indicate whether they are replacing singular or plural words and give the location of the object.

### 2.2.1 Forms of Demonstrative Pronoun

Langan (2003:199) states, “A pronoun must agree in number with the word or words it replaces. If the word a pronoun refers to is singular, the pronoun must be singular; if the word plural, the pronoun must be plural”. Demonstrative pronoun also consist of two forms according to the space. If the word a pronoun refers to is near from the speaker or farther away the speaker.

Then, from the explanation above, demonstrative pronoun consist of two forms, they are from the **number** of the pronouns and the **space** of pronouns from the speaker / writer.

#### a. Singular Form

Demonstrative pronoun in singular form is a demonstrative sentence that contain a single pronoun. This form classified into 2 types, near from the speaker and farther away the speaker.

- **Near the speaker**

If the pronoun is single and near the speaker, demonstrative pronoun that used is *this*.

Example:
- I take this assignment
- You can not bring this book
- This house is belong to Anna
- Do you understand this essay?
- When will mom arrive to this place?
- Ken is the only leader in this team
- Why is he stay in this room?
- **Farther away the speaker**

If the pronouns in singular and farther away the speaker, demonstrative pronoun that used is *that*.

Example:
- That is my car.
- Watson can not borrow that book.
- Milly write that letter.
- Is that my meal?
- That is a river overthere.
- Should we go to that office?
- Is that your goal?

**b. Plural Form**

Demonstrative pronoun in plural form is a demonstrative sentence that contain more than one or plural pronoun. This form are classified into 2 types, they near from the speaker and farther away the speaker.

- **Near the speaker**

If the pronouns are plural and near from the speaker, demonstrative pronoun that used is *these.*
Example:

- **These** babies are my nephews.
- **These** aren’t my enemies.
- Are **these** your watches?
- Triscan not read **these** papers.
- Do you see **these** signs?
- Jill didn’t finish **these** homeworks.
- I don’t eat **these** pears

  - **Farther away the speaker**

If the pronouns are plural and farther away the speaker, demonstrative pronoun that used is **those**.

Example:

- I can’t attend to **those** classes today.
- Are **those** her pens?
- Do you see **those** birds?
- Why are you guys come to **those** events?
- Jeanine can’t see **those** truths.
- Bella and Sophie didn’t know **those** presents.
- Harry isn’t write **those** novels.

### 2.3 Demonstrative Adjective

Demonstrative adjective limits the use of pronoun or the noun identify or point the adjective itself. According to Kardimin (2004:345) demonstrative adjective consist of two main type, they are: definite demonstrative and indefinite demonstrative. Definite demonstrative use if the pronoun or noun is identified
clearly, they are: this, these, that, those. Indefinite demonstrative use in a certain explanation but not identified clearly, they are: a, an, one, any, a certain, such, some, another, any other.

In this research I only discuss about indefinite demonstrative which is based on the curriculum used of the course, which is they are only: this, these, that, those. From the explanation and examples above, demonstrative pronouns and demonstrative adjective can be conclude into the chart below.

Source: [www.EnglishClub.com](http://www.EnglishClub.com)

### 2.4 Ability

#### 2.4.1 Definitions of Ability

According the Oxford Dictionary, “Ability is possession of the means or skill to do something.” It meansthat somebody/something who has ability is able to do something. Someone measured or assessed that she/he could do something with the ability she/he has. If someone has ability then she/he is
considered to bedoingsomethingwitheffectiveor its contrary. Such thing
canbeobtainedby way oflearning and practicing continuously.

According to Ellis (1985) capability consist of two factors, namely:
1. Intellectual ability that the skills needed to perform a variety of mental activity - thinking, reasoning and problem solving.
2. Physical ability is the ability to perform tasks that require stamina, skill, strength, and similar characteristics.

Ellis (1985) also divided the four ability components as follows:
1. Phonetic coding ability is ability to perceive distinct sounds, associate a symbol with that sound and retain that association.
2. Grammatical memory is ability to recognize the grammatical function of a lexical element (word, phrase, etc) in a sentence without explicit training in grammar.
3. Associative memory is ability to learn associations between words in foreign language and their meanings and retain that association.
4. Inductive learning ability is ability to infer or induce rules governing the structure of a language.

2.4.2 Factors of Ability

According to Ellis (1985), there are several factors which may affect a person's ability in learning a foreign language:
1. Personal Factors are divide into three headings as follows:
a) Group dynamics

Differences inability/level of different students in understanding a foreign language cause competitiveness among students. This competition encourages students to be able to master a foreign language with active learning in the classroom or even suppress the students' sense of mistrust in studying a foreign language.

b) Attitudes to the teacher and course material

The role of the teacher in the class in applying the teaching style to the student and teaching materials are used by students also affect students' ability to learn a foreign language. Mostly students prefer use their own learning paths such as student-student interaction in the class or democratic teaching style. Students also prefer use a variety of materials than a coursebook.

c) Individual learning techniques

Some students push themselves to be able to use a foreign language by using their own learning techniques such as preparing and memorizing vocabulary lists looks like in dictionary, learning word in context means students pick up some vocabulary from paragraph that usually used in context, and practicing vocabulary means use vocabulary in a sentence, conversation, playing games, etc.

2. General Factors divide into:

a) Age
Ellis says, “...children are better language learners than adults.” It means that the level of language acquisition at childhood better than adulthood. Because the more we older, the more we lack of ability in language learning. Although there are adults who are able to learn the language, and they who have reached higher levels of proficiency.

b) Intelligence and aptitude

Intelligence and aptitude influence the ability in learning language. Learner who has high level in intelligence and aptitude is able to understand the using of language rapidly especially in formal teaching method in some skills such as reading comprehension, dictation, and free writing but much less of in naturalistic language acquisition.

c) Cognitive style

Cognitive style is a term to use the manner in which people perceive, conceptualize, organize, and recall information. It talk about the process in receiving the information (understanding of Student Language Acquisition). How the learners able to understand the foreign language and use practically such as in communication and testing.

d) Attitude and Motivation

Motivation in terms of the language learner, overall goal or orientation, and attitude is the persistence shown by the learner in striving for a goal. If the learners have more or less motivation in learning language, it will be shown in their attitude. Motivation divided into integrative and instrumental. Integrative motivation occurs for learner who want to maintain their mother tongue when they learn a language. It
means they naturally learn language for having knowledge. Instrumental motivation occurs for learners who want to learning language for functional such as passing an examination, furthering career opportunities or facilitating study of other subject.

e) Personality

Personality refers to personal traits. In psychologics, personality divide into :

- Extroversion and Introversion : Extrovert learn language rapidly than introvert because they have more contact with others. The more we have contact with other individual, the more we can use language practically and become habitual.

- Social skills : There are seven social styles but only ‘talkativeness’ and responsiveness’ which more easy in learning language rapidly because they have interact with others in using language practically.

- Inhibition : Inhibition is negative factor, it determine the way of the learners in taking risk while learning language and turn leads to increased self-consciousness of learners in learning language.

2.5 Test

2.5.1 Definitions of Test

According to Ellis (1985:112), the purpose of test is to measure the abilities of learners to discriminate the meaningful sounds of language, to associate sounds with written symbols, and to identify the grammatical regularities of a language. Through the test, students can know how good their ability in learning foreign
languages, especially in understanding grammar of conditional sentences in order to students can improve their performance to become expert.

A test is an objective and standardized method for estimating behavior, based on a sample of that behavior. The test taker is understood as a social being whose subjectivity is a function of subject positions realized in the test itself. From this perspective, tests become technologies of subjectivity. The act as mechanism both for the definition of subject positions and for the recognition of subjects. Tests create the identities that they measure.” Testing need to be carried out as evidence of student learning outcomes in schools. The test takers perform tests to examine and determine the extent to which the student has the ability to understand grammar of conditional sentences. The test will produce the identity of the tested person by knowing the grouping results in a standardized test that is applicable in school.

2.5.2 Kind of Test

According to Lado (1961:32), there are 5 type of tests as follows:

1. Translation

Translation test is the way examinees in testing the skill of transfer meaning from one language to another language. Examinees will be given a text in the form of paragraphs and then participants should translate the source language into the target language or the target language into the source language. Translation test are used to measure general achievement in foreign language courses, as a measure of proficiency to determine entrance in school that require a foreign language. A translation test is a valid test of ability to translate. In scoring a translation can be made objective if those people trust the translation test as the best testing device.
2. Essay

Essay or composition test are questions that require students to answer in the form of describing, explaining, discussing, comparing, giving reasons, and other similar forms in accordance with the demands of the question by using words and language itself. Examinees will be given a few questions that contain answer questions or tasks that must be done in a way to express ideas in a narrative test participants. Characteristic of the test description is the answer to that question is not provided by the people who construct items, but supplied by the test examinees. examinees are free to answer test questions. Each participant tests can select, connect, and or convey ideas using his own words. Essay use as a test of the ability to write essays.

3. Dictation

Dictation is type of test where the examiner dictates text and examinees rewrite the text read out. Participants will be asked to hear then rewrite what will be read by the examiner. Examiners will read out the sentence by sentence to give a break to the examinees in rewriting the text that was read. The reading material is usually in the form of a narrative text. In this test, participants practises listening and writing skills such as letter formation to spelling, punctuation and lay-out, vocabulary, syntax, and grammar.

4. Objective Tests

Objective tests is one of the types of tests that consist of questions that can be answered by the examinees by selecting one or more of several possible answers that have been attached to the respective items, or by way of write the answer in the form
of words in place or space that has been provided for each item concerned. Objective test is also known as short answer test, yes-no test and new type test. Objective test can test in a short time the entire range of the sound system of a language, or the major grammatical patterns, or representative sample of the vocabulary taught during a whole year or several year. They can scored easily.

In general the objective tests can be divided into six kinds, namely:

a. **Completion test**: Completion test is type of test that ask student to complete/fill the test. Completion test consists of sentences that the parts had been removed (already eliminated). It was replaced by dots (....). The points should be filled or completed or perfected by examinees and the answer (which by the examiner) has been replaced.

b. **Short answer**: The short answer test is type of test which is given questions that can be answered in the form of statements with a single word, a phrase, a number or a formula.

c. **True-false**: True-false test is one form of test that gives the questions in the form of a statement (statement), there is a true statement and false statement. Then examinees were asked to determine whether the statement is true or false.

d. **Multiple choice**: Multiple choice test is a test that consists of part of information, parts of the possible answers or alternatives and one right answer among possible answer.
e. **Matching** : matching test is a test to adjust or test to match a series of questions and a series of answers. Examinees ask to find and put answers are already available, so it is appropriate or suitable or a spouse of the question.

f. **Rearrangement exercise** : Rearrangement test is a test in the form of a series of complete sentences and correct, then divorced irregularly, so that the original form unrecognizable, examinees are asked to rearrange the sentence in accordance with the correct sequence.

5. **Auditory Comprehension Tests**

Auditory comprehension test is the test to practice listening skill. Examinees are required to listen to a paragraph or sentence or an essay which is read out loudly by the examiner then examinees choose the right answer of multiple choice responses to show whether or not they understand what is read to them.

In testing student's ability, there are two ways that can be used to obtain the data of student learning outcomes. In this research, two types of test was used by the writer that consist of multiple choice and completion test.

**The examples of demonstrative sentences on multiple choice :**

**Demonstrative pronoun**

“Can you see…….birds singing out there?”

(A) this

(B) these
(C)   those

(D)   that

(E)   The correct answer is (C).

**Demonstrative adjective**

“Jean came to my house and bring……..red roses which on my hand now.”

(A)   that

(B)   these

(C)   those

(D)   these

The correct answer is (B)

**The examples of demonstrative sentences in completion test :**

**Demonstrative pronoun**

I think _____ (this) (these) cup of coffee needs more sugar.

The correct answer : I think this cup of coffee needs more sugar.

**Demonstrative adjective**

Sonia is feel sad in _____ (these) (that) rainy days.

The correct answer : Sonia feels sad in these rainy days.

**2.5.3 Criteria of Test**
According to Lado (1961:30), criteria for the evaluation of language tests as follows:

a. **Validity**

According to Lado (1961:30), “Validity in language tests depends on the linguistic content of the test and on the situation or technique used to test this content.” and “Validity can be achieved and verified indirectly by correlating the scores on a test with those of another test or criterion which is valid.” It means that the questions are formulated in accordance with the level of examinees’ ability to answer it. Due to the reason, the questions of the test should have components that test can be answered by examinees who study material are given. In addition, tests is valid, if all examinees have the opportunity to demonstrate the knowledge, skills, and attitude they have understood through the test.

b. **Reliability**

Reliability is one of the characteristics of good test. It refers to the consistency of the measurement. Lado (1961:31) says, “Reliability is measured by a correlation between the scores of the same set of students on two consecutive administrations of the test.” It means that if the scores of the students are stable applying it by different people or on different occasions then the test is reliable. But, if the score tends to fluctuate too much, the test is unreliable.

c. **Scorability**

Scorability in an assessment is the most basic thing as to determine whether an assessment is valid. This means that whether a given test scores later on can be accurately so that the results obtained are valid. In the assessment test, an examiner should be careful in terms of scorabilities, because it is one that is sensitive of the
assessment test is scoring. According to Lado (1961:31), “Objective tests are easy to score.” It is caused by the assessment can be made objectively by eliminating the personal opinion of the examiner. If a test gets steadily assessment results, with the same result, does not change even if the assessment was to be performed by different examiners, the test is valid.

d. Economy

Lado (1961:31) said that if the test measure what we want it in a reasonable time considering the testing situation, it will be practical and economical. It means that a given test should have a reasonable time, not too fast and not too long. The test should provide sufficient information in accordance with the time that is given in order to the test results are obtained as expected.

e. Administrability

Lado (1961:32) states, “Can the test be given under the condition that prevail and by the personnel that is available? That is, if we do not have a record player, a test on record can not be administered.” It means that the test should have the instruments which held by the examine in order to the test can be administered.