

VARIATIONS ON THE MASTERY OF RELATIVE PRONOUNS BY SENIOR HIGH SCHOOL STUDENTS

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Abstract: *The study is intended to see the characteristics of mastery in relative pronouns. The study used quantitative design. The instrument is test and the data analysis is using descriptive statistics particularly rate percentage. The study revealed the following findings. The students' mastery on relative pronouns is fair. The mean score is 60.162 and the score distribution is of 50 students, (1) 5 or 5% got A or very good level, (2) 9 or 9% got B or good level, (3) 8 or 8% got C or fair level, (4) 13 or 13% got D or poor level, (5) 15 or 15% got E or fail level. It means from 50 students, 28 or 28% were failed level and 22 or 22% were successful on relative pronouns. The characteristics of the ill-form variations in sentences using "which", "who", "whom", "whose", and "that". The ill-form variations of "which" contained the use of "whose, who, and whom" after object or subject of the clauses. The ill-form variations of "who" showed interchangeable use of "whose, whom, that, and which" after people or person as the subject of the clauses. The ill-form variations of "whom" were varied with "whose, who, which, and that" after a person as the object of the clauses. The ill-form variations of "whose" indicated characteristics of the use of confused use of "who, whom, which, and that" before possessive pronoun. The ill-form variation of "that" showed confused use of "who, whose, and whom" after the subject or object of the adjective clauses.*

Keywords: *relative pronouns, ill-form, variations.*

MOST books of science and modern technology are written in English. Therefore, anyone who wants to enlarge his knowledge has to understand English, so that he can understand the first sources of scientific book written in English. Fries (1973:3) states that learning a language, practically means primarily learning the words of that language. The English language is one of the compulsory subject taught as a foreign language at all levels from the elementary school up to university level is introducing students vocabulary, while in junior high school, students began to learn about the form of English structure. In senior high school, students completely learn the structure or grammar in further more.

The basic knowledge of English includes vocabulary, grammar, pronunciation, and punctuation. The skills that are developed in teaching English are listening, speaking, reading and writing which are considered as an integrated system because they are interrelated one to another. One part of English components is grammar or structure that should be mastered by the students. Grammar is of the important components in learning beside the other components. The students cannot understand well without grammar mastery. Mastery of structure is an aid to attain good English. Students understanding of structure in sentence will enable them to express their thought or ideas clearly and effectively. Hall in Anggreini (2003:1) states that grammar is a description or certain organizing aspects of particular language."

English grammar consists of ten parts of speech, namely: noun, pronoun, adjective, verb, adverb, article, numeral, preposition, conjunction and interjection. Students must master pronoun as one of the materials of grammar in order to result perfect meaningful and intelligible writing and speaking of English. In this case, the researcher concerns to Relative Pronoun, because based on the teacher information, the students of SMAN 2 Tenggarong got confused how to use and apply the relative pronoun (who, whom, which, whose, and that) into correct and acceptable ways. The students say that the use of English in a sentence is difficult compared to Indonesian, and there are not many researchers conduct a study of the students' result in studying pronoun specifically.

Based on the statement, illustration and the reasons mentioned above the researcher is interested in conducting the research on relative pronouns mastery made by the tenth grade students of SMAN 2 Tenggarong. From the description above, the problems of the study are formulated as follows:

- 1) How is the mastery of the relative pronoun of the tenth grade students of SMAN 2 Tenggarong?
- 2) How are characteristics of relative pronoun mastery of the tenth grade students of SMAN 2 Tenggarong?

RESEARCH METHODOLOGY

The researcher designs this study into a descriptive design because the researcher described and explained about the mastery on relative pronoun and forms of characteristics of relative pronoun mastery. Yerks (1989:357) states "A descriptive study is the fact, process, or technique of study to describe representation of figure". The variable of this study is the mastery on relative pronoun includes the forms of characteristics of relative pronoun. The variable is measured by using test on relative pronoun. The instrument of the study is a test on relative pronoun and the subject of the study is the tenth grade students of SMAN 2 Tenggarong. The components of relative pronoun test are "who, whom, which, whose, and that". As the descriptive design, the data of this study are analyzed by using descriptive statistic, particularly mean score, distribution, and rate percentage.

According to Moore (1983:110) "A population is a complete set of individuals or subject having some common observable characteristic". The population of this study was the tenth grade students of SMAN 2 Tenggarong. The total number of population was ten classes with 338 students and the researcher took 50 students as research sample and 20 students as try out sample. Because subject under study is more than 100, the researcher takes 15% (Best, 1985) as sample. Therefore, this study was a research sample.

The research instrument of the study was written test on relative pronoun. The test was developed by the researcher herself. The materials were based on the English text book used by the students and other related text books containing concept of relative pronoun. Before the researcher tried-out the test, the number of the test was 70 items.

The data of this study were scores obtained from test on relative pronoun with 45 items. The researcher gave the test to 50 samples of the tenth grade students of SMAN 2 Tenggarong. The students were asked to fill using relative pronoun to make one complex sentence.

To analyze the data, the researcher used two types of analysis. In the first type, the data of this study were taken from the test given to the tenth grade of SMAN 2 Tenggarong.

The researcher was presented Mean (x) and rate percentage was computed in order to identify how the students master the criteria of the scores.

The second type, to answer research question number two, the characteristics of relative pronoun, the researcher classified the well-form and ill-form answers of every item. To this end, the researcher identified the variations of the relative pronoun appearing in the students' answer sheet.

FINDINGS OF THE STUDY AND DISCUSSION

Findings of raw scores found out from the test of the mastery on relative pronoun was presented on appendix 3 and the raw scores were summarized in table 1. In addition, the frequency of scores occurrences was defined on table 1. Data on table 1 indicated that the total numbers of the students as sample are 50 students and the mean score is 60.16.

Table 1 Raw Scores in Relative Pronoun Mastery

No	Score	Frequency	Score x frequency
1	91.02	1	91.02
2	88.8	4	355.2
3	79.92	2	159.84
4	77.7	4	310.8
5	73.26	3	219.78
6	68.82	2	137.64
7	66.6	1	66.6
8	64.38	3	193.14
9	62.16	2	124.32
10	59.94	3	179.82
11	57.72	3	173.16
12	55.5	3	166.5
13	53.28	2	106.56
14	51.06	2	102.12
15	46.62	2	93.24
16	44.4	2	88.8
17	42.18	4	168.72
18	39.96	3	119.88
19	37.74	4	150.96
	Total	50	3008.1

Based on the raw scores above, mean score is obtained as follow:

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

$$M = \frac{3008.1}{50} = 60.16$$

The students received the mean score 60.162. It means that the students' mastery on relative pronoun is in fair level. From the mean score 60.162, we can see that the data

showed that the students are found in the fair level. The fair level means that most of the students are successful in relative pronoun. For simple presentation, the result of test on the mastery in relative pronouns is summarized in table 2.

Table 2 The Summary of Mean Score

No	N	Mean Score	Highest Score	Lowest Score
1	50	60.16	91.02	37.74

Table 2 above indicated the result of test the mastery in relative pronouns. The score are distributed into the mean score, highest score and lowest score. The mean score 60.16 is categorized as C or a fair level. The highest 91.02 indicated that students mastered A level or very good. The lowest score 37.74 means that the students failed to answer the test. The score is categorized as E or failed.

Based on the analysis of the summary, the first research problem of this study can be answered that “the mastery of relative pronoun of the tenth grade students of SMAN 2 Tenggaraong is fair with mean score 60.16 or C level”.

Findings of Score Distribution

Findings of score distribution on relative pronouns mastery can be seen from the scoring used in this study. The score is classified into the rate percentage. The result of analysis appeared on table 3

Table 3 Mastery Level Distributions on Relative Pronouns

No	Grade	Score	Criteria	Frequency	%
1	A	80 – 100	Very Good	5	5
2	B	70 – 79	Good	9	9
3	C	60 – 69	Fair	8	8
4	D	50 – 59	Poor	13	13
5	E	0 – 49	Fail	15	15
				50	50

Data on table 3 above showed the score distribution of 50 students that indicated the mastery of relative pronouns. Findings of the result of the relative pronouns mastery were presented scores on distribution.

The data showed that 50 students, (1) 5 or 5% got A or very good level, (2) 9 or 9% got B or good level, (3) 8 or 8% got C or fair level, (4) 13 or 13% got D or poor level, (5) 15 or 15% got E level or failed level. It means from 50 students, 28% failed and 22% were successful on relative pronouns test.

This evidence showed that the material of relative pronoun is difficult material for the tenth grade students of senior high school under study. Based on the data above, 22 or 22% students were successful and 28 or 28% students were failed. The average score of 50 students on relative pronouns mastery 60.162 indicate the fair level. In addition, of 50 students 22 or 22% were successful and 28 or 28% failed.

The Analysis of Correct Answer of Each Topic

The analysis of each topic being answered identified and rated. Table 4 shows order of difficulties on relative pronouns mastery from five topics: “which, who, whom, whose and that”.

Table 4 Analysis of Each Topic

No	Kinds of Topics	Rate Percentage		The Order
		Correct Answer	Incorrect Answer	
1	Which	$\frac{203}{450} \times 100\% = 45.1\%$	$\frac{247}{450} \times 100\% = 54.8\%$	Third
2	Who	$\frac{187}{450} \times 100\% = 41.5\%$	$\frac{263}{450} \times 100\% = 58.4\%$	Second
3	Whom	$\frac{165}{450} \times 100\% = 36.6\%$	$\frac{285}{450} \times 100\% = 63.3\%$	First
4	Whose	$\frac{234}{440} \times 100\% = 53.18\%$	$\frac{206}{440} \times 100\% = 46.8\%$	Fifth
5	That	$\frac{214}{450} \times 100\% = 47.5\%$	$\frac{236}{450} \times 100\% = 52.4\%$	Fourth

Table 4 above shows the result of order difficulty. The evidence shows that “whom” is the first order with 63.3%, the second order is “who” with 42.7%, the third order is “which” with 54.8%, the fourth order is “that” with 52.4% and the last order is “whose” with 46.8%.

The Percentage Items on Relative Pronoun

The percentage of test result on relative pronouns of each item based on the correct and incorrect answer was identified and rated. Table 5 showed the distribution of percentage of each item. The correct and incorrect answer of each item being answer were identified and rated. From 45 items, 21 items are difficult.

Table 5 Accomplishment of Individual Item

Topics	Item of Test	Incorrect answer		Correct Answer	
		Frequency of Students	%	Frequency of Students	%
Which	1	12	12	38	38
	2	19	19	31	31
	3	44	44	6	6
	4	45	45	5	5
	5	15	15	35	35
	6	39	39	11	11
	7	32	32	18	18
	8	17	17	33	33
	9	24	24	26	26
		247		203	
Who	10	26	26	24	24
	11	20	20	30	30
	12	28	28	22	22
	13	22	22	28	28

	14	46	46	4	4
	15	41	41	9	9
	16	39	39	11	11
	17	18	18	32	32
	18	23	23	27	
		263		187	
Whom	19	39	39	11	11
	20	25	25	25	25
	21	29	29	21	21
	22	20	20	30	30
	23	40	40	10	10
	24	31	31	19	19
	25	33	33	17	17
	26	41	41	9	9
	27	27	27	23	23
		285		165	
Whose	28	33	33	17	17
	29	20	30	30	30
	30	22	22	28	28
	31	31	31	19	19
	32	24	24	26	26
	33	17	17	33	33
	34	20	20	30	30
	35	6	6	34	34
	36	33	33	17	17
		206		234	
That	37	38	38	12	12
	38	29	29	21	21
	39	21	21	29	29
	40	22	22	28	28
	41	23	23	27	27
	42	23	23	27	27
	43	36	36	14	14
	44	26	26	24	24
	45	18	18	32	32
		236		214	

Data on table 5 above indicated that the items number: 1, 3, 8, 11, 14 was in “whose”. For item 1=38 or 38% students did correct answer, item 3=6 or 6% students did correct answer, item 8=33 or 33% students did correct answer, item 11=30 or 30% students did correct answer, item 14=4 or 4% students did correct answer. Items number: 2, 4, 13, 23 was in that, for item 2=31 or 31% students did correct answer, item 4=5 or 5% students did correct answer, item 13=28 or 28% students did correct answer, item 23=19 or 10% students did correct answer.

Items number: 5, 9, 28, 31, 35, 36, 37, 38, 39, 40, 41 was in who, for item 5=35 or 35% students did correct answer, item 9=26 or 26% students did correct answer, item 28=17 or 17% students did correct answer, item 31=19 or 19% students did correct answer, item 35=34 or 34% students did correct answer, item 36=17 or 17% students did correct answer, item 37=12 or 12% students did correct answer, item 38=21 or 21% students did correct answer, item 39=29 or 29% students did correct answer, item 40=28 or 28% students did correct answer, item 41=27 or 27% students did correct answer.

Items number: 6, 7, 10, 15, 16, 17, 26 was in whom, for item 6=11 or 11% students did correct answer, item 7=18 or 18% students did correct answer, item 10=24 or 24% students did correct answer, item 15=9 or 9% students did correct answer, item 16=11 or

11% students did correct answer, item 17=32 or 32% students did correct answer, item 26=9 or 9% students did correct answer.

While, items number: 12, 18, 20, 21, 22, 27, 29, 30, 32, 33, 34, 42, 43, 44, 45 was in which, for item 12=22 or 22% students did correct answer, item 18=27 or 27% students did correct answer, item 20=25 or 25% students did correct answer, item 21=21 or 21% students did correct answer, item 22=30 or 30% students did correct answer, item 27=23 or 23% students did correct answer, item 29=30 or 30% students did correct answer, item 30=28 or 28% students correct answer, item 32=26 or 26% students did correct answer, item 33=33 or 33% students did correct answer, item 34=30 or 30% students did correct answer, item 42=27 or 27% students did correct answer, item 43=14 or 14% students did correct answer, item 44=24 or 24% students did correct answer, item 45=32 or 32% students did correct answer. From 45 items, 22 items (1, 2, 5, 8, 9, 11, 13, 17, 18, 20, 22, 29, 30, 32, 33, 34, 35, 39, 40, 41, 42, 43, 44, 45) were comprehended by the students well.

Findings on Characteristics of Relative Pronouns

Findings on characteristics of relative pronouns are used to answer the second research problem. The question is “How are the characteristics of relative pronoun of the tenth grade students of SMAN 2 Tenggara?”

The researcher used the first section of the test to find the data of sentences using “which”. The students rewrote pairs of sentences to make one complex sentence. In this regard, the researcher classified the variations of students answer based on the position of “which”.

WHICH

The variations of students answer are presented on the scripts below. The items that contained relative pronoun using “which” are items number: 12, 18, 20, 21, 27, 29, 30, 32, 33, 34, 42, 43, 44, 45.

The scripts (1) to (15) show the ill-form variation of sentences using “which” under study. The researcher found the variation based on the students answer. The scripts show that the students cannot differentiate the use of “which” with other relative pronoun components. The students use “whose, who, whom, and that” after object or subject. For examples:

(1) ill-form sentences (item number 12):

- a. He asked me about the motorcycle whose he had left outside the shed. (incorrect use of “whose” after object)
- b. He asked me about the motorcycle who he had left outside the shed. (incorrect use of “who” after object)
- c. He asked me about the motorcycle whom he had left outside the shed. (incorrect use of “whom” after object).

Correction:

He asked me about the motorcycle *which* he had left outside the shed.

Or

He asked me about the motorcycle *that* he had left outside the shed.

(14) ill-form sentences (item number 45):

- a. Anne showed Mila books whose belong to Iwan.
- Whose after object.

- b. Anne showed Mila books whom belong to Iwan.
 - Whom after object.
- c. Anne showed Mila books who belong to Iwan.
 - Who after object.

Correction:

Anne showed Mila books **which** belong to Iwan.

WHO

In the second section, the researcher used of the test to find the data of sentences using “who”. The students rewrote pairs of sentences to make one complex sentence.

The variations of students answer are presented on the scripts below. The items that contained relative pronoun using “who” are the items number 5, 19, 24, 25, 28, 31, 35 36, 37, 38, 39, 40, 41.

The scripts (15) to (27) show the ill-form variation of sentences using “who” under study, identified from the students answers. The scripts show the students cannot differentiate the use of “who” with other relative pronoun components. The students use “whose, whom, which, and that” after people or person as the subject in a sentence. For examples:

- (15) ill-form sentences (item number 5):
 - a. The boy that talking to Henry is John.
 - That after subject.
 - b. The boy whom talking to Henry is John.
 - Whom after subject.
 - c. The boy whose talking to Henry is John.
 - Whose after subject.

Correction:

The boy **who** talking to Henry is John.

WHOM

The third section the researcher used of the test to find the data of sentences using whom. The students rewrote pairs of sentences to make one complex sentence.

The variations of students answer are presented on the scripts below. The items that contained relative pronoun using “whom” are items numbers 6, 7, 10, 15, 16, 17, 26.

The scripts (28) to (34) show the ill-form variation of sentences using whom under study. The researcher found the variation based on the students answer. The scripts show the students can not differentiate the use of “whom” with other relative pronoun components. The students use “whose, who, which, and that” after a person as the object of the clauses. For examples:

- (28) ill-form sentences (item number 6):
 - a. The doctor that our mother invited yesterday is famous.
 - That after subject.
 - b. The doctor which our mother invited yesterday is famous.
 - Which after subject.
 - c. The doctor who our mother invited yesterday is famous.
 - Who after subject.

- d. The doctor whose our mother invited yesterday is famous.
- Whose after subject.

Correction:

The doctor **whom** our mother invited yesterday is famous.

WHOSE

The fourth section the researcher used of the test to find the data of sentences using whose. The students rewrote pairs of sentences to make one complex sentence.

The variations of students answer are presented on the scripts below. The items that contained relative pronoun using “whose” are items numbers 1, 3, 8, 9, 11, 14.

The scripts (35) to (40) show the ill-form variation of sentences using “whose” under study. The researcher found the variation based on the students answer. The scripts show the students can not differentiate the use of “whose” with other relative pronoun components. The students use “whom, who, that, and which” before possessive pronoun. For examples:

(35) ill-form sentences (item number 1):

- a. The woman that umbrella was stolen is very angry.
- That before possessive pronoun.
- b. The woman whom umbrella was stolen is very angry.
- Whom before possessive pronoun.
- c. The woman which umbrella was stolen is very angry.
- Which before possessive pronoun.
- d. The woman who umbrella was stolen is very angry.
- Who before possessive pronoun.

Correction:

The woman **whose** umbrella was stolen is very angry.

THAT

The fifth section the researcher used of the test to find the data of sentences using that. The students rewrote pairs of sentences to make one complex sentence.

The variations of students answer are presented on the scripts below. The items that contained relative pronoun using “that” are items numbers 2, 4, 13, 23.

The scripts (41) to (44) show the ill-form variation of sentences using that under study. The researcher found the variation based on the students answer. The scripts show the students can not differentiate the use of “that” with other relative pronoun components. The students use “whose, whom, and who” after the subject or object of the adjective clauses.

(41) ill-form sentences (item number 2):

- a. Do you know Mr. Rahmat whom I talked with him yesterday?
- Whom after object.
- b. Do you know Mr. Rahmat whose I talked with him yesterday?
- Whose after object.
- c. Do you know Mr. Rahmat who I talked with him yesterday?
- Who after object.

Correction:

Do you know Mr. Rahmat **that** I talked with him yesterday?

DISCUSSION

This section is focused to give comments on the findings of the study that show the results of the relative pronouns mastery: finding of score of raw scores on relative pronouns mastery and findings on characteristics on relative pronoun of the students answer.

From the findings of raw scores, it can be seen that the relative pronoun mastery was fair with mean score 60.162. From 50 students, 22 students or 22% were successful and 28 students or 28% were failed.

The relative pronouns mastery test was proved if the test was difficult to understandably for senior high school students under study. Evidence that shows the students do not understand was indicated from mean score and score distribution. The mean score 60.162 was categorized as fair level and it is on C level. The score distribution supported the mean score. In addition, the characteristics on relative pronouns components on five topics refer to a difficult matter for senior high school under study. The evidence from which the statement exists is indicated from the variation of the students answer.

The evidence that the topic of relative pronoun mastery is fair or understandably is supported by the result of some relevant studies. For example, Hanna (2004) who conducted a study on “An analysis on achievement of sentence combining by using relative pronouns at the first year students of SMUN 8 Samarinda in academic year 2003-2004”, found the mean score 52.46, this means that the mastery of relative pronoun material of the first year students is fair. The study confirms the result of the researcher’s study.

To convince the evidence that the relative pronoun mastery is appropriate, we can see Fitria Yuli Ekawati (2004) who conducted “The mastery on relative pronoun of the first year students of SMAN 3 Balikpapan in academic year 2003-2004”. This study discovered that the mean score of the achievement on relative pronoun was 57.03, this value was fair criteria. Both studies have the same result. Again the results support the researcher’s study that relative pronoun mastery is necessary. Related to characteristics of relative pronoun, this study discovered that the students have difficulties (63.3%) it is followed by the using of which, who, whom, whose, and that. The students not really understand how to differentiate the use of “who”, “whose”, and “whom” in a sentence.

CONCLUSION

Based on the findings of the study and purposes of the study, the following conclusions were presented.

- 1) The students’ mastery on relative pronouns is fair. The mean score 60.162 indicated that students were in the fair level or C level based on the criteria issued by Department of National Education. The score distribution showed that of 50 students, (1) 5 or 5% got A or very good level, (2) 9 or 9% got B or good level, (3) 8 or 8% got C or fair level, (4) 13 or 13% got D or poor level, (5) 15 or 15% got E or fail level. It means from 50 students, 28 or 28% were failed level and 22 or 22% were successful on relative pronouns.
- 2) The characteristics of relative pronoun components consisted of five topics based on the ill-form variations:(1) the sentences using “which”, (2) the sentences using “who”, (3) the sentences using “whom”, (4) the sentences using “whose”, and (5) the sentences using “that”.

- (1) The ill-form variations of sentences using “which” contained the use of “whose, who, and whom” after object or subject of the clauses.
- (2) The ill-form variations of sentences using “who” showed interchangeable use of “whose, whom, that, and which” after people or person as the subject of the clauses.
- (3) The ill-form variations of sentences using “whom” were varied with “whose, who, which, and that” after a person as the object of the clauses.
- (4) The ill-form variations of sentences using “whose” indicated characteristics of the use of confused use of “who, whom, which, and that” before possessive pronoun.
- (5) The ill-form variation of sentences using “that” showed confused use of “who, whose, and whom” after the subject or object of the adjective clauses.

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