Investigating the Difficulties Encounter students of Sudanese secondary schools When Using Pronouns in English Language.

study submitted in Partial fulfillment of requirement of M.A degree in English Language

Submitted by: Aisha Ahmed Abdallah
Supervised by: D.r Yusuf ALtiraifi Ahmed

December 2016
بسم الله الرحمن الرحيم

قال تعالى في محكم تنزيله:

(ه والقلم وما يسطرون)

"صدق الله العظيم"

سورة القلم الآية (1)
Dedication

I dedicate this work to dearest parents, to My supervisor Dr. Yusuf Altiraifi Ahmed, My sisters, brothers and my colleague, to the library in Sudan university to My husband And to everyone who support me to complete this work.
Acknowledgements

All praise and thanks are due to Allah, who helped me to complete this study. I am indebted to my supervisor Dr. Yusuf Altiraifi Ahmed for his patience, guidance and insightful comments. Also I am indebted to everyone in my family; my teachers, colleagues and everyone who encourage me and give me advice to complete this study.
Abstract

Language is one of the important things in our life. Language becomes essential by knowing and learning it. English is one of the foreign languages that including in our curriculum. In learning English as foreign language, there are four skills that expected can be achieved by the students, such as listening, speaking, reading and writing. Giving a set of grammatical is very important for mastering English language. One of them is the using of pronouns. Pronouns are used for representing specific people or things. There are many kinds of pronoun, such as subject pronouns, object pronouns, possessive pronoun, and possessive adjectives this research is conducted to identify the students’ difficulties in using pronouns of second-class at secondary school in 2016/2017. There are twenty (30) students as the participant of this research which taken from XB class as the sample from the population that consists of eighty (80) students.

The method of this research is descriptive and analytical method applied through test and used SPSS program to analyze data. The findings show that the students still feel some difficulties in using pronouns. Most of them are still confused in distinguishing: between pronouns and the using of subject pronouns and object pronouns; the function of possessive pronoun, and possessive adjectives e.g. placing a noun whether in possessive pronoun or possessive adjectives; and the using of its and it’s.

Conclusion of this research is there are some difficulties that faced by the second class of S.S.S. In other words, the using pronouns is still difficult for the students at S.S. Therefore, the researcher gives suggestion for the teacher in order to explore more various teaching strategies in order to decrease the number of difficulties.
ملخص الدراسة

اللغة هي واحدة من الأشياء المهمة والأساسية في حياتنا من خلال المعرفة والتعلم منه.

اللغة الإنجليزية هي واحدة من اللغات الأجنبية التي ننتمي بها في مناهجنا الدراسية، ولهذا أربعة مهارات يمكن تحقيقها من قبل الطلاب، مثل الاستماع والتحدث والقراءة والكتابة. ومن هذه القواعد المهم جدا لاتفاق اللغة الإنجليزية تدريس القواعد النحوية من ناحية و استخدام الضمائر. واحد من استخدام الضمائر تمثل الأشخاص أو الأشياء معينه. هناك أنواع كثيرة من الضمائر، مثل الضمائر الفاعل، الضمائر المفعول به وضمائر الملكية، ومضامير صفات الملكية.

اجزى هذا البحث إلى التعرف على الصعوبات التي تواجه الطلاب في استخدام الضمائر من طلاب الصف الثاني بالمرحلة الثانويه في 2016/2017. وقد تم عشرون (30) طالباً بين ثمانون طالباً للمشاركه في هذا البحث.

واتبع هذا البحث منهج الوصفية الكمي كما استخدم برنامج التحليل الإحصائي القياسي لتحليل المعلومة. وأظهرت النتائج أن الطلاب لا يزالون يشعرون بعض الصعوبات في استخدام الضمائر. لا تزال معظمهم من الخلط في التمييز بين الضمائر واستخدام ضمائر الرفع وضمائر المفعول، والصفات على سبيل المثال وضع اسم سواء في ضمير نصب أو الصفات.

خلاصة هذا البحث هو أن هناك بعض الصعوبات التي يواجهها طلبة الصف الثاني بالمدارس الثانويه السودانيه، فإن استخدام الضمائر لا يزال من الصعوبات التي تواجه طلاب الصف الثاني بالمرحلة الثانويه لذلك، فإن البحث يعطي الاقتراح للمعلم من أجل استكشاف المزيد من استراتيجيات التدريس المختلفة من أجل خفض عدد من الصعوبات.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Content</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>الآية</td>
<td>i</td>
</tr>
<tr>
<td>Dedication</td>
<td>ii</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>iii</td>
</tr>
<tr>
<td>Abstract</td>
<td>iv</td>
</tr>
<tr>
<td>المستخلص</td>
<td>v</td>
</tr>
<tr>
<td>Table of contents</td>
<td>vi</td>
</tr>
</tbody>
</table>

## CHAPTER ONE

Introduction

<table>
<thead>
<tr>
<th>Background</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of the Problem</td>
<td>2</td>
</tr>
<tr>
<td>Objectives of the Study</td>
<td>2</td>
</tr>
<tr>
<td>Questions of the Study</td>
<td>3</td>
</tr>
<tr>
<td>Hypotheses of the Study</td>
<td>3</td>
</tr>
<tr>
<td>Significance of the Study</td>
<td>3</td>
</tr>
<tr>
<td>Limits of the study</td>
<td>4</td>
</tr>
</tbody>
</table>

## CHAPTER TWO

Literature Review and Previous Studies

<table>
<thead>
<tr>
<th>Introduction</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>5</td>
</tr>
<tr>
<td>Definitions of language</td>
<td>5</td>
</tr>
<tr>
<td>Grammar</td>
<td>7</td>
</tr>
<tr>
<td>Definitions of grammar</td>
<td>8</td>
</tr>
<tr>
<td>Part of speech</td>
<td>8</td>
</tr>
<tr>
<td>Pronoun</td>
<td>8</td>
</tr>
<tr>
<td>What is pronoun</td>
<td>10</td>
</tr>
<tr>
<td>Traditional view of pronouns</td>
<td>20</td>
</tr>
<tr>
<td>The difference between nouns and pronouns</td>
<td>20</td>
</tr>
<tr>
<td>Similarity between nouns and pronouns</td>
<td>21</td>
</tr>
<tr>
<td>Previous studies</td>
<td>21</td>
</tr>
<tr>
<td>CHAPTER THREE</td>
<td>Methodology</td>
</tr>
<tr>
<td>----------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Introduction</td>
<td>27</td>
</tr>
<tr>
<td>Sample of the study</td>
<td>27</td>
</tr>
<tr>
<td>Tool of data collection</td>
<td>27</td>
</tr>
<tr>
<td>The test</td>
<td>27</td>
</tr>
<tr>
<td>The test validity</td>
<td>72</td>
</tr>
<tr>
<td>The test reliability</td>
<td>28</td>
</tr>
<tr>
<td>The content of the test</td>
<td>28</td>
</tr>
<tr>
<td>Tools of data analysis</td>
<td>28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER FOUR</th>
<th>Data Analysis and Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>29</td>
</tr>
<tr>
<td>Analysis and discussion for the test questions</td>
<td>29</td>
</tr>
<tr>
<td>Analysis of the test (section one)</td>
<td>29</td>
</tr>
<tr>
<td>Analysis of the test (section two)</td>
<td>43</td>
</tr>
<tr>
<td>Conclusion</td>
<td>52</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER FIVE</th>
<th>Conclusion, Findings and Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>53</td>
</tr>
<tr>
<td>Conclusion</td>
<td>53</td>
</tr>
<tr>
<td>Findings</td>
<td>53</td>
</tr>
<tr>
<td>Recommendations</td>
<td>54</td>
</tr>
<tr>
<td>References</td>
<td>55</td>
</tr>
<tr>
<td>Appendix</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER ONE

Introduction

Background:

In learning English as foreign language, there are four skills that expected can be achieved by the students. They are listening, speaking, reading and writing. Therefore, to achieve this goal the teachers give the students a set of grammatical rules meaningfully.

An understanding of grammar speeds up our language learning. The functions of understanding grammar are helping the learners to understand why some ways of using language are more efficient than other; and to choose and use the forms of language best suited to each particular situation (Burton, 1982: 129).

According to Burton, there are three aspects of grammar that affect our use of words. the three aspects of English grammar, such as the part of speech, inflexions, and syntax. The part of speech is divided into: 1) noun, 2) pronoun, 3) adjective, 4) verb, 5) Adverb, 6) preposition, 7) conjunction, and 8) interjection. Furthermore, the researcher interested to discuss about pronoun.

There are some kinds of the parts of speech. One of them is pronoun. According to Burton, pronoun is a word used to stand for (stand in place of) a noun (Burton, 1982: 130). Pronouns have a noun-liked function and are used to replace nouns in a sentence Pronoun.

Pronoun is used for efficiency. Especially in written article, the writers will avoid to repeat the same words by using pronoun to represent the words in order to save time and effort. In a fact, pronoun in English
grammar is not difficult, even it has been familiar especially when learning English. However, as the researcher’s past experience, sometimes there are some difficulties and confusion in learning and using pronouns. This problem might be faced by other learners in learning English. Even, there are some students who are still difficult in using pronouns.

From the explanation above, the researcher is interested in the study that analyzes the students’ difficulties on the use of pronoun at secondary school.

**Statement of the Problem:**

After studying the background of this study, the researcher determines the problem that will be investigated. The research problems are:

1. Do the second class at secondary school still feel some difficulties in using pronouns?
2. What are the difficulties that the students of the second class at secondary school faced in using pronouns?

**Objectives of the Study:**

The objectives of the study obviously should be related with the statement of the problem above. The objectives of the study are:

1) To identify whether second class at secondary school feel some difficulties in using personal pronouns or not.
2) To identify what the difficulties that the second class students of S.S.S faced in using pronouns.
Questions of the Study:

1- Why do students have difficulty with pronoun usage in EFL?
2- What are the types of pronoun errors by EFL learners?
3- How the mother tongue affects the students?

Hypothesis of the Study:

1) The target language itself is difficult in the area of pronouns.
2) There is no difference between the subject pronoun “you” and the object pronoun “you.”
3) The mother tongue influences negatively in the students' performance.

Significance of the Study:

The study is geared towards investigating kinds of difficulties of pronouns made by secondary students. The researcher chooses this study to hopes that the study also gives some advantages for the students, the finding will be useful for enriching our insight of grammatical rules. From this research, the students are expected really knowing their ability, especially in grammar usage in order to make them learn more. The researcher also hopes that it can motivate the teacher in order to explore various ways in teaching English grammar, particularly in personal pronouns usage. For the reader, the finding of this study can be a reference for related following research or just as knowledge.
Methodology of the Study:

In doing this study, the writer dose library and field research. In the field research she teaching pronouns to the (80) student they are grouped in tow class, and select (30) of the student, due to school limited classroom. Then she gives them a test to get valid information from the student, the data here is presented though descriptive method.

Limitation of the study:

To make the study easy to understand, the writer tries to limit the problem as follow:

The discussion is on the difficulties that faced the student in learning EFL.

The pronouns that will be discussed are limited, those are personal pronoun, (subject and object pronoun), possessive pronoun, reflexive pronoun demonstrative pronoun and interrogative pronoun. The subject of the research is second year at secondary school in Omdurman.
CHAPTER TOW

Literature Review and Previous Studies

Introduction
In this chapter, the researcher needs some theoretical explanation related to the research. Therefore, the researcher has to collect and review related literatures for conducting the research. There are some related literatures that will be presented.

Language
Language is everywhere. Language has an important role in human life. Language is the system of sounds and words used by humans to express their thoughts and feelings (Hornby, 1995: 662). In other word, language is a mean of communication. Besides that, according to Soekemi (1995:1), language is a social aspect of human life, not a biological aspect. The parts of human behavior which are concerned with preserving and prolonging patterns of relationship among individuals are called social aspects, such as marriage, kinship relations, laws and customs. It is proved by the definition of language which taken from Wikipedia that “Language is used as a system of communication that enables human to cooperate”. The other definitions of language are following:

Definitions of Language
According to Nasr (1984:1, in Soekemi, 1995:1), ” Language is an acquired habits of systematic vocal activity representing meanings coming from human experiences” or “…language is an acquired vocal system for communicating meanings”. Not only that, according to Francis (1958:13, in Soekemi, 1995:2), a language is also an arbitrary system of
articulated sounds made use of by a group of humans as a means of carrying on the affairs of theirs socially.

According to Soekemi (1995:3), language has a characteristic that is arbitrary. Language is arbitrary means that there is no direct connection between the nature of things or ideas the language deals with and the words or combination of words by which these things or ideas are expressed.

Characteristics of Language Furthermore, language has some other characteristics. The other characteristics of a language are:

Language is sound Language is what people utter or hear. The sounds of language come before their representation in writing. Language is systematic any language can be represented by limited number of symbols. The number of letters of any alphabet is always limited. It is also true that the number of phonetics symbols is limited, yet it can be used to represent the phonological aspects of any language.

Language is a system of systems every language consists of several levels: phonological, morphological, lexical, semantic, and syntactic levels. Each level is a system in itself and each language is the system of all these levels.

Language is meaningful the sounds which are produced in a language are connected almost with every facet of human life and communication. There is a relation between the kinds of sounds the speakers of a language make and their culture. Through the learning of a language a child becomes an active member of the community.

Language is conventional any linguistics unit is a part of language that these units seem to be used according to an agreement among the
speakers. Thus a language can be considered to be conventional. Language is a system of contrast.

A language is a system of contrasts or differences and how these differences are made are not very important. Individuals do not and cannot speak exactly like each other; they speak alike, and in the same language, when they make the same number of phonetics and grammatical distinctions as other speakers. Language is creative by using a finite number of rules a native speaker can generate an infinite number of utterances and each utterance can differ completely in reference from other utterances. As native speakers we are able to produce new sentences or to understand new sentences produced by other native speakers.

Languages are unique since languages are arbitrary, each language is unique. For example, reduplication is a common phenomenon in Indonesian languages, but the way reduplication is realized in these languages is different from one language to another.

Languages are similar Apart from various differences that belong to languages; all languages have many things in common. For example, all languages consist of words, phrases, and sentences.

**Grammar:-**

Every language has rules that must be applied by the language users in other to make the language meaningful. The rules can be learnt by studying the grammatical rules.
Definitions of Grammar:

In Oxford Advanced Learners’ Dictionary, grammar is the rules in a language for changing the form of words and combining them into sentences (Hornby, 1995: 517). The grammar of a language is a description of the way in which that language behaves. For example, English grammar is a description of how the English language behaves. Grammar is not a collection of hard-and-fast rules. It is more flexible than that (Burton, 1982:128). There are three aspects of English grammar. According to Burton (1982, 129), the aspects of English grammar are the parts of speech, inflexions, and syntax.

Part of Speech:-

There are eight parts of speech. The eight parts of speech according to Burton (1982, 130) are: noun, pronoun, adjective, verb, adverb, preposition, conjunction, and interjection.

a. Noun

Noun is a word used to name something – e.g. table; Kate; honesty, etc

b. Pronoun

Pronoun is a word used to stand for (stand in place of) a noun – e.g. you; it; we; him, etc.

c. Adjectives

Adjective is a word used to ‘qualify’ (describe) a noun – e.g. new table; pretty Kate; firm honesty, etc.
d. Verb

Verb is a word (or a cluster of words) used to denote actions, states or happenings – e.g. He entered politics. He became a candidate. He was elected with a large majority.

e. Adverb

Adverb is a word used to ‘modify’ (tell us more about) verbs, adjectives, or other adverbs – e.g. He entered politics reluctantly. He soon became a truly popular candidate. He was elected almost immediately with a large majority.

f. Preposition

Preposition is a word used to express relationship between one thing and another – e.g.: The letter from the tax inspector puzzled me.

g. Conjunction

Conjunction is a word used to connect one part of a sentence to another – e.g. I am fond of reading but I haven’t been to the library lately.

h. Interjection

Interjection is a word (or words) ‘thrown in’, often to express a mood, and having no grammatical connection with or function in the rest of the sentence – Oh dear, it’s raining again.
What is a pronoun?
A pronoun is defined by many of author but the Jacob (1995) defines
pronoun as:

Traditionally English pronouns have been called as personal pronouns
because they indicate the notion person or the role of referent in speech
situation, and say pronouns are specialized kind of noun.

And pronouns are also defined by Thakur (1998) as primary part of
speech like nouns, adjectives, adverb, preposition and conjunction.

Views pronouns as subclass of nouns. Huddlestone (1986) for example,
explains that pronouns are: “Better analyzed as a subclass of a noun than
as a separate part of speech”.

To add a different definition to pronoun by Edward (1989) who states
that: “pronouns constitute a relatively small category but with several
different kinds or subcategories “And Alhssan Gubara (2006) adds the
following: “A pronoun may simply be defined as a word used instead of
a noun “.

We can say that pronouns are words that stand for nouns or forwards that
take the place of a noun. Pronoun, one of the parts of speech is pronouns.
In Oxford Advanced Learner’s Dictionary, ‘pronouns’ is defined as a
word used in place of a noun or noun phrase (Hornby, 1995: 928).
A pronoun is used in place of a noun. It refers to a noun (Azar, 1989:
A5). Some language users usually use a pronoun for replacing something
that already mentioned in a sentence or piece of text in order to prevent
the repetition of the noun. Kinds of Pronouns
According to Gatherer (1986: 120-121), there are eight kinds of
pronouns. The eight kinds of pronouns are:
**Central pronouns:**

Central pronouns show variations of the point of view of, person, gender and number. Central pronouns can be discussed under the following:

**Personal pronouns:**

They are marked for person, first person second person and third person

They are marked for number singular and plural.

They are marked for a case which has three forms:

Nominative like (I, We, etc.) The accusative like (Me, Us, etc.) And Genitive like (My, Our, etc).

One of important features which make the personal pronoun different form relative pronouns e.g.: who and which in the fact that relative pronouns are not marked for number and person. These examples illustrated by Betty:

*e.g.:* "student walked into the room, she was looking for the "teacher.

A singular pronoun is used to refer to singular noun.

“Some student walked into the room they were looking for the teacher”.

Plural pronoun is used to refer to plural noun.

Student should always do his assignment with noun, student “anyone who is student, a singular masculine pronoun has been used traditionally, but many English speakers now use both masculine and feminine pronoun, as in this example:

Student should always do his/her assignment me, you, he, she, her, it, we, us, they, them. Personal pronouns are sub-divided according to person,
which classifies the relationship of the speaker. For example: I ate it Personal pronouns are sub-divided according to person, which classifies the relationship of the speaker (Gatherer, 1986: 120). Personal pronouns are used for representing specific people or things. The use of personal pronouns is depended on:

– **Number**: singular (e.g.: I) or plural (e.g.: we)
– **Person**: 1st person (e.g. I), 2nd person (e.g.: you), or 3rd person (e.g.: he)
– **Gender**: male (e.g.: he), female (e.g.: she), or neuter (e.g.: it)
– **Case**: subject (e.g.: we) or object (e.g.: us)

Here are the personal pronouns, followed by some example sentences: number Person Gender Personal pronouns subject object singular 1st Male/female I me 2nd Male/female you/you. 3rd Male he/ him Female she/ her Neuter it/ it plural 1st Male/female we us 2nd Male/female you /you

We like them, etc.

**Demonstrative pronouns:-**

Are defined by Edward (1989:38) as:

“Words that refer to definite thing relatively near, this and these and contrast to it, that those relatively remote “. And also the similar definition by Thakur (1998:197)as: “this and these “,”that and those” can be used as determiners and also as pronouns.

“This and these “are used to refer to what is near.

“That and those “are used to refer to what is remote.
In Huddleston (1984:19) states, “this and these” are some time called proximal pronouns.”That and those “are called non-proximal or distal pronouns.

An important syntactic difference between proximal and distal demonstrative pronouns are that proximal demonstrative pronouns cannot be followed be relative clause but distal demonstrative pronouns can.

Example: that which was once a desert is now full of beautiful parks. This which was once a desert is now full of beautiful parks. A proximal demonstrative pronoun can be use followed by non-defining relative clause.

Example: This, which was once a place of worship, is now a head of rubble.

A demonstrative pronoun usage is exposed by Betty (1950) in these examples has explains the plural and singular demonstrative pronouns as:

This is my book “singular”.

These are my books “plural”.

All of “this, these, that and those” are demonstrative pronouns, but when these pronouns come before a noun .they are not demonstrative pronouns. They are determiners. For example:

This book is red “determiner”.

This is a red book “demonstrative pronoun”.

13
Indefinite pronouns:

Indefinite pronouns refer to people, place or things often without specifying which ones. Indefinite pronouns are defined by Edward (1989:39).

Indefinite is name used for a set of pronouns including: someone, anyone, every one, no one, something, anything, everything, nothing, somebody, everybody, and nobody. And also Longman Dictionary (1987:600) defines the indefinite pronouns that do not refer to any person or things.

Also this is residual category of pronouns in the sense that pronouns which cannot be studied under the heading of any other subclass are generally listed under the heading of indefinite pronouns. Quirk, et al. (1985:376) has rightly observed:

“The remaining classes of pronouns are termed indefinite”.

Indefinite are divided into the following two groups:

- Compound pronouns consisting of the determiner morpheme-some, any, every, or no as their first element and substantive morpheme: Body, thing, or one as second. Pronoun like somebody, anything and no one are some of these exponents of this class.

Pronouns which be followed by, all, some, each, and many are some of the examples of this subclass.

These words can be used independently as pronouns, but can also be used as determiners in the structure of noun phrase.

For that when the indefinite pronouns come independently is always pronoun, but when they come with the noun in that cases it is a determiner.
Examples:

- All that glitters is not gold “pronoun”.
- He has lest all his chances “determiner”.
- Many are called but few are chosen “pronoun”.
- Some people are born rich “determiner”.

**Demonstrative pronouns:**

This, that, these, those. Demonstrative pronouns are used to point out something. For example:

This train goes to London those people are lucky.

**Indefinite pronouns:**

either, neither, each, both, all, some, many, few, something, somebody, someone, anything, anybody, anyone, nothing, nobody, no-one, one, none

Indefinite pronouns are used to refer to nouns whose number or quantity is not exactly defined. For example: Many are called but few are chosen. Anybody can do anything.

**Reflexive pronouns:**

Myself, ourselves, yourself, yourselves, himself, herself, itself, themselves. Reflective Pronouns refer back to the subject of the clause or sentence. They also act as pronoun intensifier. For example:

**Reflexive intensifier:**

These are pronouns ending in self; these pronouns are marked for person and number but not for case. The third person singular pronoun is marked for gender as well (himself, herself). Reflexive pronouns have two functions: Emphatic reflexive pronouns:
In the position of their Antecedents’ examples had breakfast with prime minister himself. She herself did not want that happened.

Non emphatic reflexive pronouns can occur as elements of clause structure:-He like himself last year ‘direct object.

I am going to give myself a treat (indirect object). This non-emphatic reflexive pronoun can also occur as:

I have a reason to be a proud of myself. Similar usages of reflexive pronoun are written by swan and Catherine (2001):

We use myself, yourself when and object is the same person, thing as the subject, this may happen in the case of non-emphatic reflexive pronouns like : I cut myself shaving this morning (not ask us selves ). The use of the reflexive pronoun is precise.

I satisfied myself. I myself was satisfied. She injured herself. She herself was injured. He gave himself to the cause. He gave this to you himself. Relative pronouns: who, that, which, whom, whose Relative pronouns refer to the preceding noun and link it to the rest of the sentence. For example: This is the man who spoke to me. We saw the house which had collapsed.

**Possessive pronoun:-**

These pronouns have two distinction functions: They function as determiner (Traditionally known as possessive pronouns in the structure of noun phrase) Example:

(Most of our misfortunes are our own creation).

(My heart aches when I behold at rainbow in the sky).

They functions independently as a head words of noun phrase, Examples:
(Mine is red but his blue), (those books are not hers), (These are not yours). This usage is explained by Martient (1985, 68) who states:

The possessive adjectives, my, yours, his, hers, its, ours, theirs, this kind of possessive adjective used as dependent, that means after it comes a noun, determiner.

e.g.: My book, his book. But the possessive pronouns, mine, yours, his, hers, ours, theirs, comes alone without joining with nouns, and also some learners add apostrophe in the possessive pronouns, learner should guard against the common mistake of writing the possessive (Its) with an apostrophe (Its) (with an apostrophe which means “It is”).

Possessive pronouns also pointed out by swan and Catherine (2001, 87) gives some example: My book, Mine.

He mentioned that if the possessive adjectives join with the noun it becomes a determiner. And when it comes alone without a noun or comes independently it is the possessive pronoun. And also the learner can use the question word “whose” with or without a noun.

Whose coat is that? Whose is that coat?

Here whose with the noun used as determiner but whose in the second example use as interrogative.

The difference between possessive pronoun and the object is explained by Reymond (1985:106) mentions these examples:

A friend of mine, A friend of me.

A friend of mine, (mine) here used as possessive pronoun to show that a friend is owned but a friend of me, (me) here is object not possessive pronoun, mine, yours, hers, his, its, ours, theirs.
Possessive pronouns are used to show ownership. For example: This book is mine. theirs is the fourth house on the right.

**Interrogative pronouns:**

who, what, whose, which Interrogative pronouns are used for asking questions. For example: Who said that? Whose are these shoes?

**Impersonal pronouns:** you, one, they Impersonal pronouns act as subject in sentences referring to people in general. For example: You never know what will happen. One must assume that.

**Non-central Pronouns:**

Non-central pronouns are not amenable of these variation sub-classes of central pronouns.

**Reciprocal pronouns**

Longman Dictionary (1989) defines the reciprocal pronoun as to give receive in return, example: exchange between two people.

Reciprocal pronouns are defined by Bonner and Fuches (1995) as:

“When the subject and object of a sentence refer to the same person or thing”.

**Examples:**

“Tom and Sara met each other at office party “.

“We all told one another about our families’ jobs “.

Here in these examples, Tom met Sara and Sara met Tom, and also we notice that each other and another is the same usage.

And also there are differences between reciprocal pronoun and plural reflexive pronouns Tom and Sara talked to them slave about the news.
That means (Tom talked to himself and Sara talked to herself). Reciprocal pronoun has possessive forms. Tom and Sara decided to keep in touch with each other. They took each other telephone number. And there is the same definition by Thakur (1998:24).

Each other and one another are the two pronouns in English that are called reciprocal pronouns. They can be used only in those sentences which have a plural or coordinated subject. These pronouns can operated as direct object, indirect object, and completive to preposition but they cannot operate as a subject of sentence. Examples:

We have known each other for years (direct object).

They have been writing letters to each for month (indirect object)

The two of them seem to have been made for each other (completive to preposition). these pronouns can also occur in the genitive case .We must learn to respect each other view.

The women kept admiring one another dress.

**Functions of Pronouns:**

According to Khodijah (2006: 24), there are five functions of pronouns such as: Subject of verb, e.g.: They are asked to collect the research today. Object of verb, e.g.: We enjoy at the party (direct object); She will give you a gift (indirect object). Subjective complement, e.g.: That’s the one. Object of prepositions, e.g.: After this, be more careful Appositive, e.g.: Mary, one the most intelligent girls I know, is planning to attend the university (non-restrictive). The men all got into boat (restrictive).
Traditional View of Pronouns:

Traditional schools of grammar used to describe pronoun as Jacob (1995) explains: The pronouns are taking place of a noun, instead of repeating a noun, speaker would replace the repetition with pronouns, but this traditional a count is over –simplified and misleading.

This illustrates with an example: Gladstone wanted him to leave.

The pronoun “him” is not used to avoid repeating Gladstone but refer to any male expect Gladstone, but if the learners wanted to refer the pronoun “him” to Gladstone, the position after wanted must be occupied by an converted noun phrase as in example:

Gladstone, the position after wanted must be occupied by a converted noun phrase as in example:

Gladstone thought that Ahmed wanted him to leave. Here in this example, the pronoun “him” refers to Gladstone.

The Difference between Nouns and pronouns:

Thakur exposes these differences as:

Nouns do not have contrastive case as pronouns object for example the noun ( student ) can be used as subject, object, and completive to preposition without any morphological changing. But pronouns lack this usage.

The majority of nouns can be changed into their plural form by addition of the inflectional suffix “s or es“. Pronouns cannot amenable to such morphological changing.
Pronouns cannot come with the indefinite article: a, an. Pronoun cannot precede by adjective either.

**Similarity between Nouns pronouns:**

There are similarity between nouns and pronouns: Thakur (1998) gives these similarities in some points:

Like a noun, pronoun can operate as subject, object in the structure of clause, can operate as completive to preposition as a noun can.

Central member of this class are amenable to singular and plural.

Some pronoun can take possessive market. Example: Some ones property.

**Previous studies:-**

The Acquisition of English Personal and Possessive Pronouns in Two Classroom Learning Environments

The Acquisition of English December 2004 — Volume 8, Number 3

Personal and Possessive Pronouns in Two Classroom Learning Environments

Anthony Seow < tcaseow
nie.edu.sg>

National Institute of Education

Nanyang Technological University

Singapore

This study investigated the instructional effect of formal (i.e., focused on rules and drills) and informal (i.e., communicative) classroom
learning environments on Primary Two students’ understanding and use of personal and possessive pronouns, namely me, my, mine, you, your, yours, we, our, and ours, on the initial premises that:

1. Students from the formal classroom environment will perform better than those from the informal classroom environment in the shorter term;
2. Students from the informal learning environment will outperform their peers in the formal environment in the longer run; and
3. Students from both learning environments will experience greater ease in using personal pronouns (me, you, we) than possessive pronouns (my, mine, your, yours, our, ours).

Most of the available L2 acquisition studies tend to compare data derived from formal, classroom learning with those from informal, naturalistic (non-classroom) acquisition (see e.g. Ellis, 1991; Krashen, 1976; Larsen-Freeman & Long, 1994; Phillipson, Kellerman, Selinker, Sharwod Smith, & Swain, 1991). Although this pronoun study also examined both formal and informal learning, it was different from most other research studies in that the two types of learning in the pronoun study were observed entirely within the confines of the classroom[2]. In a sense, the informal classroom learning situation simulated a naturalistic, albeit somewhat input-controlled, environment. With the communicative language teaching approach (see Brumfit, 1984; Fotos & Ellis, 1991; Swain, 1985; Widdowson, 1978) replacing or existing alongside the more traditional, formal rule-learning methodology in many language classrooms today, it would be interesting to note the effect of these two competing classroom environments on learning outcomes in young learners.

Supporters of the communicative language teaching approach would argue that comprehensible input even in the classroom (Krashen,
1987) and freely structured opportunities for language use may be sufficient for language acquisition to take place (Tschirner, 1992). What this means is that comprehensible output needs to complement comprehensible input to make acquisition more complete. Fotos (2001, p. 273) observes that “giving learners the opportunity for [comprehensible] output is just as important as giving them input.” Put simply, this means that ESL/EFL learners necessarily have to reinforce their knowledge of target-language structures by being sufficiently given meaning-focused communicative activities to give expression to those learned structures or, better still, being actively involved in negotiating meaning when there is real communication breakdown. In the latter instance, there is what Swain (1985, p. 249), in her comprehensible output hypothesis, calls “pushed language use,” where the learners are compelled in difficult communicative situations to search for alternative ways of getting their message understood and, in doing so, move from semantic processing during comprehension to syntactic processing during production. [-1-]

In many respects, informal classroom learning, as in the present study, can be said to embrace the communicative methodology (Tayao, 1984) if there is plenty of language production, but is it really more successful than formal learning that advocates a rule-learning orientation (see e.g. Ellis, 1990; Swain, 1985)? Does formal rule-learning, especially for young learners, have a delayed effect? Is there a difficulty order for the learning of English pronouns? These are among the key issues that surfaced in this pronoun study relative to the three premises cited above. The findings could serve as a useful, first tool for prognosticating optimal classroom learning conditions for young learners here in Singapore and elsewhere where similar ESL/EFL classroom learning climate prevails.

Gender-neutral Pronouns in the English Language (Filozofická fakulta
English grammar has faced the criticism of the absence of a gender neutral third person singular pronoun for more than hundred years. However, the discussions have been intensified recently, which may be caused, according to Crystal, by the influence of early American feminism and their fight for male and female equality (2006, 313). This social and political situation has brought the linguistic biases into sharp focus and a male-oriented view of the world has become widely criticized.

Most of the debates deal with subjects with an unspecified gender because English speakers usually do not know what third person singular pronoun should follow such subjects and hence this thesis is going to focus just on gender non-specific subjects. To narrow the area of research, only indefinite pronouns in the function of a subject will be considered. The aim of this master’s thesis is to find out what reflexive pronoun is used after indefinite pronouns, as in the sentence: Everybody has to protect himself. In this case, the indefinite pronoun is referred to by the generic masculine pronoun, but in the last decades the correctness of this grammatical phenomenon has been challenged. A lot of linguists recommend restructuring the text to avoid a gender-specific pronoun, but in my opinion English speakers cannot avoid certain grammatical features just because they are not sure how to use them. Therefore, the issue of a suitable gender-neutral pronoun needs to be tackled. In the past the generic masculine pronoun was normally used after subjects with an unspecified gender, as it is described by the following rule: “The masculine pronouns and possessives are usually employed for persons without regard to sex wherever the antecedent has a general Indefinite meaning” (Curme 1947, 221). Nevertheless, a lot of people do not follow the rule of generic masculine forms, using instead forms of the he or she type, singular they, indefinite one, or even a
generic feminine (Meyers 1990, 228). The theoretical part is, first of all, going to describe the development of generic pronoun throughout the history, including current discussions about this issue. This chapter will be folded by an introduction and description of all the pronouns which can be possibly used after indefinite pronouns, including the rules of their usage. The last chapter of the theoretical part is going to present an overview of ways to avoid gender-specific third person singular pronoun which can be found in grammar books. 2 The core of the diploma thesis is an analytical part whose aim is to provide us with exact data on individual pronouns referring to indefinite pronouns. The issue will be demonstrated on reflexive pronouns which should reveal what gender indefinite pronouns are referred to the most often. The analytical part is divided into two main parts. The first one will be represented by a research based on the British National Corpus and the Corpus of Contemporary American English, where examples of reflexive pronouns which follow indefinite pronouns will be found. The aim of the corpus based research is to document the number of occurrences of individual pronouns after indefinite pronouns, which basically means that this study will reveal what the most and the least common pronoun used after indefinite pronouns is. The second part of the analytical section is based on a questionnaire survey. Questionnaires were available online and the link was distributed to English native speakers who subsequently forwarded these questionnaires to their friends and acquaintances. The aim is to address as many respondents as possible with the only condition it must be a native speaker. The questionnaires contain several extracts with missing reflexive pronouns which should be filled in by respondents. Again, the missing pronouns will be always related to a certain indefinite pronoun, which is the scope of this research. The results of both of these surveys, the corpus one as well as the questionnaire one, are consequently
compared and analyzed. It is expected that the research will reveal high
number of occurrences of the reflexive pronouns himself and themselves, with narrow majority of the generic masculine pronoun. In
my opinion, despite the political correctness which has penetrated into
language, there will be still a lot of people following hand-book
prescribed rules. On the contrary, a minimal occurrence of himself or
don't care type is estimated, because of its awkwardness and clumsiness.
CHAPTER THREE

Methodology of the Study

Introduction

This chapter is limited to procedures undertaken to conduct the study. This study attempts to identify, describe and diagnose the errors of performing certain English Language pronoun produced by the EFL learners at Omdurman Locality secondary schools.

Sample of the Study

The sample of the study is chosen 30 students who study at second class in secondary school from the whole population through test for the students. The locality of the sample Abused school from Omdurman.

Tool of Data Collection

The researcher adopted the descriptive analytical method to conduct the study. The researcher chooses one tool to collect the data; test is given to the sample of the study.

The test

The test purpose is to investigate the difficulties of pronouns that face that the student at secondary school when they use pronouns in general, the test divided into two sections

The Test Validity

The test have been read by only two members of the staff in the department of English from Sudan University for science and Technology and one member from Sudan Open University and qualified by two teachers of English at secondary school
The Test Reliability

The test was randomly distributed for 30 students who study at secondary level at Omdurman Locality. The (SPSS) program was used to analyze the data collected.

The Content of the Test

The test consists of two sections:

A) **Section one:** in this section the researcher asked the students 15 questions to complete the sentences, the researcher gives them four options for each question to choose the suitable option.

B) **Section two:** In this section the researcher ask the students 8 questions also as section one to complete the sentences given by using the pronouns given above the questions. The aim of the test is to investigate the difficulties which face the students when they using pronouns.

Tools of Data Analysis

The Data collected through the test will analyze by using (SPSS) program. Tables and figures were used to show the results of the study. Percentage is used to summarize the results of the test.

The following chapter is devoted to data presentation analysis and discussion.
CHAPTER FOUR

Data Analysis and Discussion

Introduction

This chapter is confined to the analysis and discussion of the data which is collected for the study. This collected data is also analyzed in this chapter by (SPSS).

Analysis and Discussion of the Test Questions:
The results of the test are divided into two sections.

Analysis of the test (section one)

In this section the students were asked to choose the right answer, the researcher gave them four options to choose one of them it includes 15 items. This section relates to the types of pronoun.

Table 4.2.1.1 usage of subject pronoun "I"

......am sitting on sofa. (my, I, me, mine)

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right answer</td>
<td>26</td>
<td>86.7</td>
</tr>
<tr>
<td>Wrong answer</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.2.1.1) usage of subject pronoun "I"
From the table and figure (4.2.1.1) we note that most of the students 26 (86.7%) choose the right option while the others 4 students (13.3%) choose the wrong answer.

Table 4.2.1.2 usage of object pronoun "her"
my father is writing a letter to …….. (they, her, your, our)

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right answer</td>
<td>20</td>
<td>66.7</td>
</tr>
<tr>
<td>Wrong answer</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 4.2.1.2 usage of object pronoun "her"

In the table and figure (4.2.1.2) we can see that also most of the students 20 (66.7%) choose the right answer and only ten of them (33.3%) wrote the wrong answers.
Table 4.2.1.3 usage of possessive pronoun "our"
whose book is on ....... table? (our, yours, mine, theirs)

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right answer</td>
<td>14</td>
<td>46.7</td>
</tr>
<tr>
<td>Wrong answer</td>
<td>16</td>
<td>53.3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.2.1.3) usage of possessive pronoun "your"

Table and figure (4.2.1.3) show that 14 students (46.7%) choose the right options while 16 of them (53.3%) chose the wrong options.
Table 4.2.1.4 usage of possessive pronoun "they"
they are my parent …… names are Mr. Ahmed and Ms Shama   (his, they, their, her)

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right answer</td>
<td>15</td>
<td>50.0</td>
</tr>
<tr>
<td>Wrong answer</td>
<td>15</td>
<td>50.0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 4.2.1.4 usage of possessive pronoun "their"
From the table and figure above 4.2.1.4 we note that 15 of the students (50%) chose the right options while 15 of them (50%) chose the wrong choice.
Table 4.2.1.5 usage of reflexive pronoun "himself"
Tom repaired his car....... (herself, himself, myself, yourself)

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right answer</td>
<td>11</td>
<td>36.7</td>
</tr>
<tr>
<td>Wrong answer</td>
<td>19</td>
<td>63.3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 4.2.1.5 usage of reflexive pronoun "himself"
Table and figure 4.2.1.5 show that only 11 of the students (36.7%) chose the right options and 19 of them (63.3%) chose the wrong options.
Table 4.2.1.6 usage of reflexive pronoun "herself"

Ann only think of ....... She's an egoist
(yourself, themselves, herself, myself)

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right answer</td>
<td>9</td>
<td>30.0</td>
</tr>
<tr>
<td>Wrong answer</td>
<td>21</td>
<td>70.0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 4.2.1.6 usage of reflexive pronoun "herself"

From the above table and figure 4.2.1.6 there are only 9 students (30%) chose the right option and most of them 21 students (71%) chose the wrong options.
Table 4.2.1.7 usage of subject pronouns "it"

...... is a wonderful day today. (it, me, your, them)

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right answer</td>
<td>28</td>
<td>93.3</td>
</tr>
<tr>
<td>Wrong answer</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The results above from table and figure 4.2.1.7 show that the biggest number of the students 28 of them (93.3%) chose the correct answer whether only 2 of them (6.7%) chose the wrong options.

Figure 4.2.1.7 usage of subject pronoun "it"

The results above from table and figure 4.2.1.7 show that the biggest number of the students 28 of them (93.3%) chose the correct answer whether only 2 of them (6.7%) chose the wrong options.
Table 4.2.1.8 usage of object pronoun "us"

Table and figure 4.2.1.8 show the performance of the students in using the pronoun "us" as objective pronoun. The results show that most of them 20 (66.7%) got the right choice but the other 10 students (33.3%) chose the wrong answers.
Table 4.2.1.9 usage of possessive pronoun "your"

Are you new student? Where is ......... classroom?
(us, your, mine, his)

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right answer</td>
<td>17</td>
<td>56.7</td>
</tr>
<tr>
<td>Wrong answer</td>
<td>13</td>
<td>43.3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 4.2.1.9 usage of possessive pronoun "your"

Table and figure 4.2.1.9 show the performance of the students in using the pronoun "your" as possessive pronoun. 17 of the students (56.7%) got the right answers while the others 13 students (43.3%) chose the wrong choice.
Table 4.2.1.10 usage of possessive pronoun "my"

......... car is the best. (mine, my, its, yours)

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right answer</td>
<td>13</td>
<td>43.3</td>
</tr>
<tr>
<td>Wrong answer</td>
<td>17</td>
<td>56.7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 4.2.1.10 usage of possessive pronoun "my"

Table and figure 4.2.1.10 show the abilities of the students when they using the possessive pronoun "my". The results show that only 13 (33.3%) of them chose the right options while 17 of them (56.7%) got the wrong choice.
Table 4.2.1.11 usage of reflexive pronoun "yourself"

Ahmed, did you do the math's homework ..........? (myself, your selves, yourself, itself)

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right answer</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>Wrong answer</td>
<td>20</td>
<td>66.7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 4.2.1.11 usage of reflexive pronoun "yourself"

From the table and figure 4.2.1.11 we note that most of the students 20 (66.7) got wrong choice when they use the reflexive pronoun "yourself" whether only 10 of them (33.3) chose the right answers.
Table 4.2.1.12 usage of possessive pronoun "his"

Ali is at home. He is cleaning .... bedroom. (you, his, she, us)

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right answer</td>
<td>27</td>
<td>90.0</td>
</tr>
<tr>
<td>Wrong answer</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 4.2.1.12 usage of possessive pronoun "his"

Table and figure 4.2.1.12 show the performance of the students in using the possessive pronoun "his". Most of the students 27 (90%) chose the right choice and the others 3 (10%) of them got the wrong choice.
Table 4.2.1.13 usage of object pronoun "me"

can you open the window for ...... please? (it, me, yours, their)

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right answer</td>
<td>16</td>
<td>53.3</td>
</tr>
<tr>
<td>Wrong answer</td>
<td>14</td>
<td>46.7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table and figure (4.2.1.13) show that 16 of the students (53.3%) chose the right answer when they use object pronoun "me" while 14 of them (46.7%) chose the wrong choice.
Table 4.2.1.14 usage of reflexive pronoun "themselves"

Can we sell the things we made ..................?
(yourselves, itself, themselves, ourselves)

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right answer</td>
<td>12</td>
<td>40.0</td>
</tr>
<tr>
<td>Wrong answer</td>
<td>18</td>
<td>60.0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 4.2.1.14 usage of reflexive pronoun "themselves"

Table and figure 4.2.1.14 show the performance of the students in using reflexive pronoun "themselves". The results show that only 12 of the students (40%) chose the right options while the others 18 of them (60%) chose the wrong answer.
Table 4.2.1.14 usage of subject pronoun "she"
is ....... Mahas sister. (I, she, his, you)

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right answer</td>
<td>19</td>
<td>63.3</td>
</tr>
<tr>
<td>Wrong answer</td>
<td>11</td>
<td>36.7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 4.2.1.15 usage of subject pronoun "she"

Table and figure 4.2.1.15 show that most of the students 19 (63.3%) got the right answer while the others 11 of them (36.7%) chose the wrong options.

Analysis of the test (section two)
In this section the researcher asked the students 8 questions. The types of questions are filling the gabs by using the suitable pronoun.
Table 4.2.2.1 usage subject pronoun "it"
Have you seen the new film .......... was just released?

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right answer</td>
<td>15</td>
<td>50.0</td>
</tr>
<tr>
<td>Wrong answer</td>
<td>15</td>
<td>50.0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 4.2.2.1 usage of subject pronoun "it"

Table and figure 4.2.2.1 show that 15 (50%) of the students chose the right answer while 15 of them also (50%) chose the wrong answers.
Table 4.2.2.2 usage of object pronoun "her"

Suzanne's bag is very heavy I have to help ...... to car.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right answer</td>
<td>14</td>
<td>46.7</td>
</tr>
<tr>
<td>Wrong answer</td>
<td>16</td>
<td>53.3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From the table and figure 4.2.2.2 we note that 14 of the students (46.7%) chose the right answers while the others 16 (53.3%) got the wrong options.

Figure 4.2.2.2 usage object pronoun "her"

From the table and figure 4.2.2.2 we note that 14 of the students (46.7%) chose the right answers while the others 16 (53.3%) got the wrong options.
Table 4.2.2.3 usage of subject pronoun "they"
the police have captured the prisoners ....... escaped.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right answer</td>
<td>7</td>
<td>23.3</td>
</tr>
<tr>
<td>Wrong answer</td>
<td>23</td>
<td>76.7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 4.2.2.3 usage of subject pronoun "they"

Table and figure 4.2.2.3 show the performance of the students in using subjective pronoun "they". The results show that only 7 of the students (23.3%) chose the right options while the rest 23 of them (76.7%) chose the wrong options.
Table 4.2.2.4 usage of reflexive pronoun "himself"

This is Ali's phone. This phone is .................

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right answer</td>
<td>12</td>
<td>40.0</td>
</tr>
<tr>
<td>Wrong answer</td>
<td>18</td>
<td>60.0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 4.2.2.4 usage of reflexive pronoun "himself"

From the table and figure 4.2.2.4 we note the performance of students in using reflexive pronoun "himself" is weak. So, only 12 of the students (40%) chose the correct answer while 18 of them (60%) chose the wrong answers.
Table 4.2.2.5 usage of subject pronoun "we"

Alice and I are very thin ....... are top models.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right answer</td>
<td>14</td>
<td>46.7</td>
</tr>
<tr>
<td>Wrong answer</td>
<td>16</td>
<td>53.3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 4.2.2.5 usage of subject pronoun "we"

Table and figure 4.2.2.5 show that 14 of the students (46.7%) chose the right answers while 16 of them (53.3%) chose the wrong options.
Table 4.2.2.6 usage of object pronoun "them"

Nadia, Huda and Mona are my best friend, I love ...........

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right answer</td>
<td>18</td>
<td>60.0</td>
</tr>
<tr>
<td>Wrong answer</td>
<td>12</td>
<td>40.0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 4.2.2.6 usage of object pronoun "them"

Table and figure 4.2.2.6 show the performance of students in using object pronoun "them". Most of the students 18 (60%) got the right answers and only 12 of them (40%) chose the wrong options.
Table 4.2.2.7 usage of reflexive pronoun "himself"

He was an only child, so he had to learn how to amuse (50%)

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right answer</td>
<td>9</td>
<td>30.0</td>
</tr>
<tr>
<td>Wrong answer</td>
<td>21</td>
<td>70.0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 4.2.2.7 usage of reflexive pronoun "himself"

The results on the table and figure 4.2.2.7 only 9 of the students (30%) wrote the right answers and 21 (70%) of them chose the wrong options.
Table 4.2.2.8 usage of subject pronoun "it"

The music in the house was so loud that everybody had to shout to make .......... heard

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right answer</td>
<td>14</td>
<td>46.7</td>
</tr>
<tr>
<td>Wrong answer</td>
<td>16</td>
<td>53.3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From the above table and figure 4.2.2.8 we note that 14 of the students (46.7%) chose the right answers while the others 16 (53.3%) chose the wrong options.
Conclusion:

In this chapter (chapter four) the researcher present the results of the test which was given to the random sample from the students at secondary level and analyzed this data, in the next chapter the researcher suggests some solutions and presents some recommendations according to the results in this chapter (chapter four).
CHAPTER FIVE

CONCLUSION, FINDINGS AND RECOMMENDATIONS

Introduction

This chapter summarizes the results of this study evaluate the study and suggest further research as well as reporting some recommendation, and finally the conclusion.

Conclusions

As a conclusion to the study it is believed that some essential point have been occupied the brightness side. Such points are the effective three major elements of teaching, learning process: teacher, learner and materials.

The teachers must be aware of the fundamental role of pronouns in teaching the learning process. It is clear that most of the students nowadays are not interested in learning English and very few of them are keen to study the language, there for a great effort is to be exerted by the teacher to motivate them. Making and an effort in learning and progressing the difficulty of pronouns as important class of language.

Findings:

1. Students have no interest in reading English supplementary text.
   The finding of this study can be summarized as follows:
2. Students are not motive to use the language outside the class.
3. Students should be encouraged to use pronouns actively.
4. Motivation can strengthen the desire of student towards learning pronouns.
5. The students may understand and differentiate between mother tongue and target language when they use pronouns.
6. Students should practice more tasks of pronouns.
Recommendations

Here are some recommendations for students to avoid the difficulties of pronouns

(1) Teachers should design texts dealing with pronouns.
(2) Students should be encouraged to use pronouns actively.
(3) Students should practice more tasks of pronouns.
(4) Teacher must remind their students to think in the target language.
(5) To avoid loan words student could practice dictation in F L pronouns.
(6) Students should know well the irregular spelling and pronunciation of foreign language pronouns.
(7) Students should be advised to listen to good English from original sources such as native speakers, radio and television and check pronouns usage.
References:


H. Gubara (2006) Grammar one .Open university of Sudan


55
Long man Dictionary of Contemporary English New Edition long man
group UK limited (1987) 2nd Ed . printed in England by Clays Ltd

Syarif Hidayatullah State Islamic University.

Oxford university press

en.m.wikipedia.org/wiki/Language

_____. (1997-2011). Personal Pronouns., from EnglishClub.com:
http://www.englishclub.com/grammar/pronouns-personal.htm

Departemen Pendidikan dan Kebudayaan Institut Keguruan dan Ilmu
Pendidikan Surabaya.

Mudran, patna 800-004.
Appendix

Sudan University of Science and Technology

College of Languages

English Language Department

This test was used to know the percentages of errors made by students in secondary schools in using pronouns. The test focused on use of pronouns, it consists of twenty five items, each of pronoun has certain items; subject pronoun, object pronoun, possessive pronoun and reflexive pronouns. These items put at random.

Part One:
Choose the right answer

1) .......... am sitting on sofa.
   a. my ( )  b. I ( )  c. me ( )  d. mine ( )

2) My father is writing a letter to .......... 
   a. they ( )  b. her ( )  c. your ( )  d. our ( )

3) Whose book is on .......... Table.
   a. our ( )  b. yours ( )  c. mine ( )  d. theirs ( )

4) They are my parent....names are Mr. Ahmed and Ms. Shama.
   a. his ( )  b. they ( )  c. their ( )  d. her ( )

5) Tom repaired his car .......... 
   a. herself ( )  b. himself ( )  c. myself ( )  d. yourself ( )

6) Ann only think of ..........she's an egoist.
   a. yourself ( )  b. themselves ( )  c. herself ( )  d. myself ( )

7) .......... Is a wonderful day today.
   a. it ( )  b. me ( )  c. your ( )  d. them ( )

8) Can you help .......... please?
   a. us ( )  b. our ( )  c. mine ( )  d. his ( )
9) Are you new student? Where is ………classroom?
a, us ( ) b, you ( ) c, mine ( ) d, his. ( )
10) …………car is better.
a, my ( ) b, mine ( ) c, its ( ) d, yours. ( )
11) Ahmed, did you do the math's homework ……..?
a, yourself ( ) b, yourselves ( ) c, myself ( ) d, itself. ( )
12) Ali is at home. He is cleaning ………bedroom.
a, you ( ) b, his ( ) c, she ( ) d, us. ( )
13) Can you open the window for ……..please!
a, it ( ) b, me ( ) c, yours ( ) d, their. ( )
14) Can we sell the things we made ……..?
a, yourselves ( ) b, itself ( ) c, themselves ( ) d, ourselves.
15) Is………..Maha's sister.
a, I ( ) b, she ( ) c, his ( ) d, your. ( )

Part Two:

Fill in the gabs with the appropriate pronoun:

1) Have you seen the new bond film ……..was just released?
2) Suzane's bag is very heavy I have to help …….. to car.
3) The Police have captured the prisoners …….. escape.
4) This is Ali's phone. This phone is …………………
5) Alice and I are very thin ……..are top models.
6) Nadia, Huda and Mona are my best friends. I love ……………….
7) He was an only child, so, he had to learn how to amuse ……..
8) The music in the house was so loud that everybody had to shout to make ……..heard.