

**CONTRASTIVE ANALYSIS BETWEEN  
ENGLISH PRONOUNS AND INDONESIAN PRONOMINA  
IN *THE STORY OF AN HOUR* BY KATE CHOPIN  
AND ITS TRANSLATION**

**THESIS**

Composed to State Institute of Islamic Studies of Jember  
to fulfill one of the requirements  
to obtain S1 Degree (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Department



**By:**

**Sri Utami**  
**NIM T20156017**

**STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
ENGLISH EDUCATION DEPARTMENT  
JUNE 2019**

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Day : Tuesday

Date : July 25<sup>th</sup>, 2019

**By:**

**Sri Utami**

**NIM T20156017**

*Dr. Zuhul Abidin, S.Pd., M.Si.*  
NIP. 19810609 200912 1 004

*Nisa Sa'adah, M.Pd.*  
NIP. 19800712 201503 2 001

Members:

1. H. Much, Idris, M.Pd., M.Pd., Ph.D.
2. Asy'ari, M.Pd.

**Approved by The Advisor**

**Asy'ari, M.Pd.I**

**NIP. 19760915 200501 1 004**



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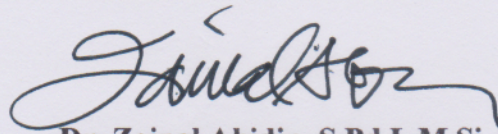
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Date : June 25<sup>th</sup>, 2019

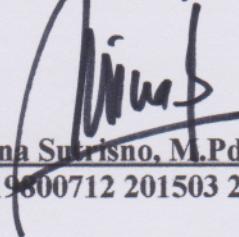
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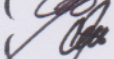
Dr. Zainal Abidin, S.Pd.I, M.Si.  
NIP. 19810609 200912 1 004

The Secretary



Nina Sutrisno, M.Pd.  
NIP. 19600712 201503 2 001

Members:

1. H. Moch. Imam Machfudi, S.S, M.Pd., Ph.D. (  )
2. Asy'ari, M.Pd.I (  )

Approved  
The Dean

Faculty of Tarbiyah and Teacher Training



Dr. H. Mukni'ah, M.Pd.I  
NIP. 19640511 199903 2 001

## MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا إِن جَاءَكُمْ فَاسِقٌ بِنَبَأٍ فَتَبَيَّنُوا أَن تُصِيبُوا قَوْمًا بِجَهَالَةٍ فَتُصِبْحُوا

عَلَىٰ مَا فَعَلْتُمْ نَادِمِينَ (٦)

The meaning : O you who believe! if an evil-doer comes to you with a report, look carefully into it, lest you harm a people in ignorance, then be sorry for what you have done. (QS. Al-Hujurat: 6).<sup>1</sup>

IAIN JEMBER

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<sup>1</sup> Departemen Agama Republik Indonesia, *Al-Qur'an dan Terjemahannya Al-Hikmah* (Bandung: CV. Diponegoro, 2014), 516.



## DEDICATION

Praise to Allah SWT, the most gracious and the most merciful who always gives me His blessings, and also for the support and prayers from loved ones, finally this thesis can be completed properly. Therefore, with pride and happiness, I dedicated this thesis to:

1. My beloved mother Tumini and my beloved father Sanwardi who always gives the prayer, support, enthusiasm, sacrifice, and love so that your daughter understands the meaning of life. Ibu, Bapak, accept this little work as a reply that is still far enough to be able to replace your sacrifices so far. Always pray for Uut to be given the chance to make you happy. Thank you so much for your endless love.
2. My beloved family (Nenek, Bude, Tante, and Om) who always give meaningful advice and support. Thanks for my cousin-brother and sister (Hasim, Hanifa, and Shobah) who always makes me miss to go home.
3. Alma mater and all of the lecturers at State Institute of Islamic Studies of Jember, especially the lecturers of the English Education Department who have taught and given me a lot of knowledge.
4. My beloved friends (Eka, Pipit, Afidah, Fatim, Anggie, Icha, Rifa, Senja, Aisy, dan Ella) and the members of Kost Pelangi. Thanks for the happiness, jokes, help, support, and the struggle that we passed together. See you on top, Girls.
5. My classmates, Affection Class. Thanks for the colorful and beautiful stories for four years. See you on top, Affection.

Thank you for all of you who cannot be mentioned one by one. I hope that this thesis will be useful for the readers and for the advancement of science in the future.



## ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise to Allah SWT, the most gracious and the most merciful who always gives me his blessings. So, I can accomplish this thesis entitled “Contrastive Analysis between English Pronouns and Indonesian Pronomina in *The Story of an Hour* by Kate Chopin and Its Translation”. I would like to express my deepest appreciation and sincerest thanks to the following people.

1. Mr. Prof. Dr. H. Babun Suharto, S.E., M.M., as the Rector of State Institute of Islamic Studies of Jember (IAIN Jember).
2. Mrs. Dr. Hj. Mukni’ah, M.Pd.I., as the Dean of the Faculty of Tarbiyah and Teacher Training.
3. Mr. Asy’ari, M.Pd.I., as the Chairman of the English Education Department and as the Advisor that have led me to compile and finish my thesis.
4. Mr. Suparwoto Sapto Wahono, M.Pd., as the Academic Advisor who have guided from the beginning to the end of the semester.
5. The lecturers of the English Education Department who have taught and given me a lot of knowledge.

I believe that this thesis still has some weaknesses. Therefore, I really hope that there will be criticism and suggestions from the readers to make this thesis better. I also hope that this thesis will be useful for readers.

Jember, May 27<sup>th</sup>, 2019

Writer

## ABSTRACT

**Sri Utami, 2019:** Contrastive Analysis between English Pronouns and Indonesian Pronomina in *The Story of an Hour* by Kate Chopin and Its Translation.

Many people start learning a foreign language, but very few of them succeed in mastering it. Obviously, learning English as a foreign language is more difficult than learning the first language. Contrastive analysis theory assumes that difficulties in learning languages basically caused by differences in the first language system with the second language system. Because of that thing, contrastive analysis trying to contrast two language systems to find out the similarities and differences. For beginners as the language learners, the learners can compare the two languages with small thing first, such as short stories. In this research, the researcher used *The Story of an Hour* by Kate Chopin and its translation to be compared.

The foci of the study are: 1) What are the similarities between English pronouns and Indonesian pronomina in *The Story of an Hour* by Kate Chopin and its translation based on contrastive analysis?, 2) What are the differences between English pronouns and Indonesian pronomina in *The Story of an Hour* by Kate Chopin and its translation based on contrastive analysis?

The objectives of the study are: 1) To describe the similarities between English pronouns and Indonesian pronomina in *The Story of an Hour* by Kate Chopin and its translation based on contrastive analysis, 2) To describe the differences between English pronouns and Indonesian pronomina in *The Story of an Hour* by Kate Chopin and its translation based on contrastive analysis.

This study used a qualitative approach and library research as a type of research. The object of the study is English pronouns and Indonesian pronomina. As the library research, the researcher took the short story as the main source, namely: *The Story of an Hour* by Kate Chopin and its translation. To collect the data, the researcher used observe-attentively method with taking-note strategy. To analyze the data, this research used contrastive analysis method that focused on presenting the data, comparing, describing, and concluding.

The result of this research shows that 1) The similarities between English pronouns and Indonesian pronomina in *The Story of an Hour* by Kate Chopin and its translation can be analyzed based on the kinds and the functions. Based on the kinds, English pronouns and Indonesian pronomina have several kinds of pronouns that similar. Based on the functions, English pronouns and Indonesian pronomina can function as the subject, the subject complement, the object, and the additional information. 2) The differences between English pronouns and Indonesian pronomina in *The Story of an Hour* by Kate Chopin and its translation can be analyzed based on the kinds and the patterns. Based on the kinds, there are several kinds of English pronouns in *The Story of an Hour* by Kate Chopin and its translation which is literally different. Based on the patterns, there are several pronouns that have a different pattern

**Keywords:** *contrastive analysis, english pronouns, indonesian pronomina.*



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# CHAPTER I

## INTRODUCTION

### A. Background of Study

Language is a way of expressing ideas and feelings using movements, symbols, and sounds.<sup>2</sup> Based on the statement, the researcher states that without language, people cannot communicate with other people. That happens because it has very important roles in human lives. So, it is important for a lot of people to know English well.

The importance of learning language, especially English is explained in The Government Ordinance of The Republic Indonesia Number 32 of 2013 about Amendment to Government Regulation Number 19 of 2005 about National Standard of Education, exactly Article 77I Section (1) Sub c point 3 explain that “*Bahasa asing terutama bahasa Inggris merupakan bahasa internasional yang sangat penting kegunaannya dalam pergaulan global*”.<sup>3</sup> Foreign language, especially English is an international language that has important usage in the

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<sup>2</sup> Oxford University Team, *Oxford Learner's Pocket Dictionary Fourth Edition* (UK: Oxford University Press, 2008), 247.

<sup>3</sup> Peraturan Pemerintah Republik Indonesia, *Penjelasan Atas Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013 Tentang Perubahan Atas Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan Pasal 77I Ayat (1) Huruf c Poin 3*. <https://kelembagaanristekdikti.go.id/wp-content/uploads/2016/08/PP0322013.pdf> accessed on March 5<sup>th</sup>, 2019.

global association. Based on that article, The Government Ordinance has established English as a foreign language that has an important role in live including education, business, technology, and etc. So, English is important to be learned as international communication tools.

A foreign language, especially English is a linguistic element in Indonesia which has a big role.<sup>4</sup> The development of modern Indonesian language now uses foreign language terms, especially English terms. In education, the role of a foreign language not only on the use of the term, but also wider than that. For example, in high school, the English subject becomes the first foreign language subject. These subject have been included in the Indonesian education curriculum for a long time.

Learning English is not easy, therefore, Indonesian learners are often confused to comprehend and understand English because there are some differences between English and Indonesian language systems. Not only that, the Indonesian learners learning English are influenced by Indonesian structure. That is another reason that sometimes makes them difficult to comprehend and understand English well.

In mastering a foreign language well, the important thing that must be considered is about language habits, same as mastering the first language.<sup>5</sup> The important thing to know is that language acquisition is not descent or disposition. Language acquisition can be obtained from environmental language habits. Most

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<sup>4</sup> A.S. Broto, *Pengajaran Bahasa Indonesia Sebagai Bahasa Kedua di Sekolah Dasar Berdasarkan Pendekatan Linguistik Kontrastif* (Jakarta: Bulan Bintang, 1980), 35-36.

<sup>5</sup> Samsuri, *Analisis Bahasa Cetakan Ke-7* (Jakarta: Erlangga, 1987), 41.



people in this world can learn and master a foreign language well if they have a chance and time to do it. That thing applies in mastering all languages.

Language is a system of arbitrary vocal symbols used for human communication.<sup>6</sup> It means that language is unique, having its own structural, cultural, and meaning systems. In other words, there are no two languages having exactly the same systems. That is why people usually find some difficulties in learning a foreign language, as well as learning English. Based on those phenomena, it is reasonable for the learners of a language to find out the similarities and the differences of a language from the other language. Such as finding out the similarities and the differences of word formation between two languages.

Language study surely involves various aspects; such as phonology, morphology, and syntax. The researcher assumes that between English and Indonesian language have some similarities and differences in the case of word formation, such as pronouns. Based on that assumption, pronouns have special characteristics often make the learners confused to understand. They often get difficulties in distinguishing various types and functions of pronouns.

In Islam, humans as believers must examine the truth. This is explained in Al-Qur'an Surah Al-Hujurat verse 6, as follows:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِن جَاءَكُمْ فَاسِقٌ بِنَبَأٍ فَتَبَيَّنُوا أَن تُصِيبُوا قَوْمًا بِجَهَالَةٍ فَتُصْحَبُوا عَلَيَّ مَا فَعَلْتُمْ

نَادِمِينَ (٦)

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<sup>6</sup> Ronald Wardaugh, *Understanding English Grammar* (Blackwell: Cambridge Massachusetts, 1985), 3.

The meaning : O you who believe! if an evil-doer comes to you with a report, look carefully into it, lest you harm a people in ignorance, then be sorry for what you have done. (QS. Al-Hujurat: 6).<sup>7</sup>

The keyword of the verse above is to examine the truth. The Holy Qur'an firmly teaches humans to check the information that is heard. So, humans must check and examine the truth before receiving the information. That things also applies in language learning. Before learning the language, preferably learners know the character of the language itself.

In linguistics, there is a contrastive analysis that is used to compare two languages based on scientific principles which is usually used by experts in linguistic based on empirical data analysis.<sup>8</sup> The data includes four aspects, that is semantics, syntax, morphology, and phonology. So, by using contrastive analysis method, language learners will be easier to understand and comprehend a language well, as well as English. That thing happens because the language learners can know clearly the similarities and the differences between an aspect of two languages.

Many people start learning a foreign language, but very few of them succeed in mastering it. This happens because the experience possessed by the learner of foreign languages varies in each person. It also happens in learning English. Obviously, learning English as a foreign language is more difficult than learning the first language. Contrastive analysis theory assumes that difficulties in learning languages basically caused by differences in the first language system with the

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<sup>7</sup> Al-Qur'an, 49:6

<sup>8</sup> A.S. Broto, *Pengajaran Bahasa Indonesia Sebagai Bahasa Kedua di Sekolah Dasar Berdasarkan Pendekatan Linguistik Kontrastif* (Jakarta: Bulan Bintang, 1980), 34.

second language system.<sup>9</sup> Based on the statement, the researcher assumes that contrastive analysis trying to contrast two language systems to find out the similarities and differences.

Most people know that usually study that aims to contrast something is quantitative. But, this study uses qualitative because the researcher wants to contrast two languages using contrastive analysis. This study requires an explanation in the form of a description.

The aims why the researcher wants to contrast two languages intended for language learners, especially for beginners. The same elements between two languages will make easier for the learners to understand. While the different elements between the two languages will be a barrier to learning. The elements of language that need to be contrasted include phonology, morphology, syntax, semantics, and cultural elements of both languages.

English consist of four skills, namely listening, reading, speaking, and writing. Besides that, grammar is also an important part of learning English. One part of grammar is about pronouns. It is important for the learners to know English and Indonesian pronouns because of little mistake of using, it can be fatal. Thus, the researcher thinks that at the beginning of learning English, Indonesian students often get difficulties in using pronouns.

For beginners as the language learners, comparing the short story is the first thing to know in learning languages. As we know that short story has a short storyline that looks interesting. The use of short story is intended to facilitate

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<sup>9</sup> Pranowo, *Analisis Pengajaran Bahasa Untuk Mahasiswa Jurusan Bahasa dan Guru Bahasa* (Yogyakarta: Gadjah Mada University Press, 1996), 3.



language learners to master the element of language. In this study, the researcher chooses one of the short stories, entitled *The Story of an Hour* by Kate Chopin and its translation.

Because of the reason, the researcher would like to study pronouns that influence the mastery of English and Indonesian pronouns to get the similarities and the differences about them. So, the researcher is interested in such phenomena to be used as research entitled “Contrastive Analysis between English Pronouns and Indonesian Pronomina in *The Story of an Hour* by Kate Chopin and Its Translation”.

#### **B. Focus of Study**

Based on the background described above, it can be determined the problem that is discussed in this study are:

1. What are the similarities between English pronouns and Indonesian pronomina in *The Story of an Hour* by Kate Chopin and its translation based on contrastive analysis?
2. What are the differences between English pronouns and Indonesian pronomina in *The Story of an Hour* by Kate Chopin and its translation based on contrastive analysis?

#### **C. Objective of Study**

Objective of study is an overview of what will be adressed in conducting the research. The objectives of this study are:

1. To describe the similarities between English pronouns and Indonesian pronomina in *The Story of an Hour* by Kate Chopin and its translation based on contrastive analysis.
2. To describe the differences between English pronouns and Indonesian pronomina in *The Story of an Hour* by Kate Chopin and its translation based on contrastive analysis.

#### **D. Significance of Study**

The research is expected to give contributions as follows:

##### **1. Theoretical Benefit**

After conducting the research, the researcher hope that the result will be helpful for the learners, especially the language learners. Briefly, the researcher hope that the result will provide a good description analysis about English pronouns and Indonesian pronomina. Besides that, the researcher hope that the learners will understand the similarities and the differences between English pronouns and Indonesian pronomina.

##### **2. Practical Benefit**

###### **a. For the Researcher**

The result of this research is expected to give the researcher more knowledge, especially in improving the researcher's English ability.

###### **b. For the Learners**

The result of this research is expected to help the learners, especially the language learners. They can deepen their knowledge in improving English ability.

c. For the Other Researcher

The result of this research is expected to be the reference of the other researcher who conducts a similar study about contrastive analysis.

## E. Definition of Key Terms

The definition of key term contains the meaning of important terms in a study. To avoid misunderstanding term used in this research, the researcher give the definition as follows:

### 1. Contrastive Analysis

Contrastive analysis is a description and comparison of selected data.<sup>10</sup>

Contrastive analysis is an method that uses to compare and to identify the similarities and the differences between both languages. Besides that, contrastive analysis also tries to overcome the problem by contrasting the system of both languages to predict the difficulties that commonly happen. In this research, the researcher focuses on two languages, those are English and Indonesian.

### 2. English Pronouns

English pronoun is a word in the English that is used as substitutes for noun or noun phrase.<sup>11</sup> Briefly, pronouns take the place of a noun in a sentence. It means that pronouns can do all of the things that nouns do. Here, the researcher used English pronouns in *The Story of an Hour* by Kate Chopin.

<sup>10</sup> Andrew Chesterman, *Contrastive Functional Analysis* (Amsterdam: John Benjamins Publishing Company, 1998), 52.

<sup>11</sup> Hotben D. Lingga and Lim Ali Utomo, *Intisari Tata Bahasa Inggris Kontemporer* (Jakarta: Kesaint Blanc, 2007), 106.



### 3. Indonesian Pronomina

Indonesian pronomina is a word in the Indonesian language that is used to replace people or things<sup>12</sup>. Indonesian pronomina has a position to replace noun or noun phrase. Here, the researcher used Indonesian pronomina in the translation of *The Story of an Hour* by Kate Chopin.

Based on the definition of key terms above, the researcher here shows that contrastive analysis is a method that the researcher uses to compare and to identify the similarities and the differences between English pronouns and Indonesian pronomina in *The Story of an Hour* by Kate Chopin and its translation. It is useful for beginners. So, by using contrastive analysis method, language learners will be easier to understand and comprehend a language well.

## F. Research Methodology

### 1. Research Approach and Type of Research

In this research, the researcher used qualitative research approach. That things happen because the aim of this study is to analyze and to compare English pronouns and Indonesian pronomina. Qualitative research is research that involves analyzing and interpreting texts and interviews in order to discover meaningful patterns descriptive of a particular phenomenon.<sup>13</sup>

Qualitative research presents the data and research in the form of qualitative description. Analysis of this type is done with words to describe conclusions. So, the qualitative study obtains the descriptive data either spoken or written. Qualitative research does not focus on numerals or

<sup>12</sup> Hasan Alwi et al, *Tata Bahasa Baku Bahasa Indonesia 3rd Edition* (Jakarta: Balai Pustaka, 2003), 249.

<sup>13</sup> Sugiyono, *Metode Penelitian Kualitatif* (Bandung: ALFABETA, 2017), 3.

statistics, but give most attention to how deep the researcher's knowledge toward the interaction among concepts, which is being learnt.

In this thesis, type of research that the researcher used is library research. So, the researcher read and collected the data from some literature which relate with the study.

## **2. Object of The Study**

The object of this study is pronouns in two languages, those are English and Indonesian (pronomina) in *The Story of an Hour* by Kate Chopin and its translation. This short story was appeared in *Vogue* in 1894. The similarities and the differences between two languages in type areas of pronouns describe in this final.

## **3. Source of Data**

As the library research, the researcher take several literatures as data sources, such as books, papers, novel, story, and etc. They are especially short story in English and Indonesian. These literatures used by the researcher to find out the similarities and the differences between English pronouns and Indonesian pronomina.

The main source of data in this research was collected from the short story, namely: *The Story of an Hour* by Kate Chopin and its translation was appeared in *Vogue* in 1894.

## **4. Technique of Collecting Data**

Collecting the data is a very important work in the research. So, the researcher must determine what method is used to get the data. There are six

method of collecting the data. They are test, questionnaire, interview, observation, rating scale, and document.<sup>14</sup>

Besides that, there are three methods in collecting the data in language research, they are:<sup>15</sup>

a. Observe Attentively Method

Observe attentively method can be call as the observation method. Because it actually constitutes as an observation that is done by observing the use of language attentively.

b. Interview Method

Interview method can be call as the interview method. Because it actually constitutes as an interview and there is a contact between the researcher and the speaker as the resource.<sup>16</sup>

c. Introspection Method

Introspection method intended as an effort to optimally use a researcher as a language speaker without discarding the researcher role.

In this study, the researcher used observe attentively method (observation method). If in collecting the data the researcher uses written language, the researcher can use the note-taking strategy to support the observe attentively method. The researcher can taking-note the relevance and the important thing of the research from the use of written language.

<sup>14</sup> Suharsimi Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktek Edisi Revisi V* (Jakarta: Rineka Cipta, 2002), 127.

<sup>15</sup> Mahsun M.S., *Metode Penelitian Bahasa* (Jakarta: PT RAJAGRAFINDO PERSADA, 2005), 90-101.

<sup>16</sup> Sudaryanto, *Metode dan Aneka Teknik Analisis Bahasa* (Yogyakarta: Duta Wacana University Press, 2001), 133.

The researcher gets the data by observing attentively and taking notes from short story, namely *The Story of an Hour* by Kate Chopin and its translation. After that, the researcher identifying the forms of English pronoun and Indonesian pronomina.

### **5. Technique of Analyzing Data**

The last step is analyzing the data. Method is motivated by theories of human language, how it is acquired and how it is put to use. The researcher used contrastive analysis method. Contrastive analysis method is a way to investigate something in detail which exist in one language compare with the same thing in another language. That things do in order to know the similarities and the differences between two objects. The researcher only interprets and explains the collected data without hypothesis.<sup>17</sup>

Analyzing the data becomes a step that is very crucial in a research. After the data are assembled, the researcher do the analysis by describing what the similarities and the differences between English pronouns and Indonesian pronomina. The researcher used observe attentively method or observing method as the one technique in analyzing the data.

Contrastive analysis generally defined as a systematical comparison of selected linguistic features of two or more languages. Contrastive analysis is distinguished from the comparative one based on the purpose. If it is aimed to find the similarities and the differences within the two languages, it is called

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<sup>17</sup> Anton Bekker and M. Charis Zubair, *Metodologi Penelitian Filsafat* (Yogyakarta: Kanisius, 1998), 88.



contrastive analysis. So, contrastive analysis is a procedure of comparison of the source and target language to identify the differences both of languages.

The researcher try to find out the similarities and the differences between English pronouns and Indonesian pronomina by contrasting two languages through point by point contrastive. Here, the researcher contrast between English pronouns and Indonesian pronomina. To get the objective, the researcher take some procedures as follow:<sup>18</sup>

a. Presenting Primary Data

The data concerning the example of English pronouns and Indonesian pronomina in sentences from *The Story of an Hour* by Kate Chopin and its translation will be written by the researcher. Then, the researcher will be contrast and classifying the data into English pronouns and Indonesian pronomina.

b. Comparing (Comparability Criterion and Similarity Constraint)

The researcher divide the data into two classifications, the similarities and the differences between English pronouns and Indonesian pronomina.

c. Describing (Identity Hypothesis and Hypotheses Testing)

Here, the researcher describe the data to give the description of English pronouns and Indonesian pronomina. Then, the researcher will be analyze the data by using contrastive analysis method.

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<sup>18</sup> Andrew Chesterman, *Contrastive Functional Analysis* (Amsterdam: John Benjamins Publishing Company, 1998), 54-61.

#### d. Concluding

The statement of evidence which completes the testing stage can obviously be formulated in many ways, depending on the model of description used. The researcher concluding the interpretation of the analysis. Then, make some conclusions and presents some suggestions of this research.

### 6. Validity of Data

The validity of data obtained in the research process. To test the validity of the research, the researcher can use triangulation. Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures.<sup>19</sup> Triangulation in the research is defined as checking data from various sources in various ways and at various times. So, there are source triangulation, technique triangulation, and time triangulation.

In this research, the researcher uses source triangulation because it uses the type of library research. Steps to be taken by the researcher in this research is comparing or checking data obtained through various sources. The data to be analyzed by the researcher produced a conclusion. Then, that conclusion will be agreed with other data sources.

### G. Systematic of Discussion

Systematic discussion contains a description of the flow of thesis discussion starting from the introductory chapter to the closing chapter. The format of

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<sup>19</sup> Sugiyono, *Metode Penelitian Kualitatif* (Bandung: ALFABETA, 2017), 189.

systematic writing is a descriptive narrative, not a table of contents. Systematic discussion in this research as follows:

Chapter I contains the introduction of the thesis, such as background of study, focus of study, objective of study, significance of study, definition of key terms, and research methodology that used in this research.

Chapter II contains review of related literature, such as previous research and theory of study related with the research conducted by the researcher.

Chapter III contains the data collection, the data analysis and the finding discussion. The data in this study is English pronouns and Indonesian pronomina in *The Story of an Hour* by Kate Chopin and its translation that analyze and compare using contrastive analysis method.

Chapter IV contains the conclusion and suggestion of this study.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research

There are several previous research studies that have conducted and related to this research, such as:

1. Research conducted by Asmaniah. 2017, State Islamic Institute of Palangkaraya Student entitled: “Contrastive Analysis between English and Indonesian Suffixes in *The Rainbow Troops* Novel”.

The result of the research is found some differences and similarities of English and Indonesian suffixes in novels entitled “*The Rainbow Troops* and *Laskar Pelangi*” by using contrastive analysis method to finding the result. So, English and Indonesian suffixes have positive and negative transfer for facilitates (L2) learner second language. Positive transfer seen in similarities between English and Indonesian suffixes. And on the contrary of negative transfer from differences in found English and Indonesian suffixes.<sup>20</sup>

The differences between both of the research are the previous research focused on compare suffixes on “*The Rainbow Troops*” novel. In this research, the researcher focused on compare English pronouns and Indonesian pronomina in *The Story of an Hour* by Kate Chopin and its translation.

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<sup>20</sup> Asmaniah, Thesis: “*Contrastive Analysis between English and Indonesian Suffixes in The Rainbow Troops Novel*” (Palangkaraya: State Islamic Institute of Palangkaraya, 2017).



2. International Journal conducted by Hadeel Mohammad Ashour. 2017, Ph.D. Student at Al-Madinah International University, Malaysia entitled: “Major Differences between Arabic and English Pronunciation Systems: A Contrastive Analysis Study”.

The result of this international journal shows that English has its own pronunciation system that differs from the Arabic one. It is found that English is a stress-timed language while Arabic is a syllable-timed language. This major distinctive feature affects Arabs pronunciation of English stress.<sup>21</sup>

Besides, the differences between both of the study are this international journal wants to find differences of pronunciation found in English and Arabic with problematic areas that Arabs suffer from when learning English. While the researcher wants to find the comparison between English pronouns and Indonesian pronomina.

3. Research conducted by Diana Wahyu Kurniawati. 2013, State Islamic Institute of Salatiga Student entitled: “A Contrastive Analysis of Imperative Sentences between English and Javanese Languages”.

The result of this research shows that imperative sentence in English and Javanese language has markers to show the different functions. In English, it is commonly used the question tag, modals, and hortatory words. Although imperative sentence in English and Javanese can be in positive and negative

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<sup>21</sup> Hadeel Mohammad Ashour, “*Major Differences between Arabic and English Pronunciation Systems: A Contrastive Analysis Study*” in *AJLLS* Vol. 1 Issue 1 (Malaysia: Al-Madinah International University, 2017).

form, but it has different way in forming the sentence (syntax). As a result, imperative sentence in English and Javanese language are different.<sup>22</sup>

The differences between both of the research are the previous research focused on comparing English and Javanese language, especially in imperative sentences. While the researcher focused on comparing English pronouns and Indonesian pronomina to know the similarities and the differences.

**Table 2.1**  
**The Similarities and The Differences between Previous Research and The Research Conducted by The Researcher**

No.	Name	Title of The Research	Similarities	Differences
1	Asmaniah (2017)	Contrastive Analysis between English and Indonesian Suffixes in <i>The Rainbow Troops</i> Novel	<ul style="list-style-type: none"> <li>a. Both of the research discuss contrastive analysis method.</li> <li>b. Both of the research are conducted to find the similarities and the differences of object study.</li> <li>c. Both of the research are qualitative research and include library research.</li> </ul>	<ul style="list-style-type: none"> <li>a. The previous research focused on analyzing and comparing English and Indonesian suffixes, but this research focuses on analyzing and comparing English pronouns and Indonesian pronomina.</li> <li>b. The previous research used novel as the data sources, but this research used <i>The Story of an Hour</i> by Kate Chopin</li> </ul>

<sup>22</sup> Diana Wahyu Kurniawati, Thesis: "A Contrastive Analysis of Imperative Sentences between English and Javanese Languages" (Salatiga: State Islamic Institute of Salatiga, 2013).

				and its translation as the data sources.
2	Hadeel Mohammad Ashour (2017)	Major Differences between Arabic and English Pronunciation Systems: A Contrastive Analysis Study	<p>a. Both of the research discuss contrastive analysis method.</p> <p>b. Both of the research are qualitative research and include library research.</p>	<p>a. The previous research focused on analyzing and comparing English and Arabic pronunciation and stress system, but this research focuses on analyzing and comparing English pronouns and Indonesian pronomina.</p>
3	Diana Wahyu Kurniawati (2013)	A Contrastive Analysis of Imperative Sentences between English and Javanese Languages	<p>a. Both of the research discuss contrastive analysis method.</p> <p>b. Both of the research are qualitative research and include library research.</p>	<p>a. The previous research focused on analyzing and comparing English and Javanese imperative sentences, but this research focused on analyzing and comparing English pronouns and Indonesian pronomina.</p> <p>b. The previous research more focused on way in forming the sentence (syntax), but</p>

				this research foci on pronouns.
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*Source:* The data processing from previous research

The conclusion of the table above is this research discusses contrastive analysis method and include library research. The different thing from this research with other research that has the same discussion shown in the foci of study. This research focused to analyze and compare English and Indonesian pronomina in *The Story of an Hour* by Kate Chopin and its translation.

## B. Theoretical Framework

### 1. Contrastive Analysis

#### a. Definition of Contrastive Analysis

Contrastive analysis was born as a result of a rather simple assumption. Aware of the same errors appearing so regularly and methodically in the works of increasing number of students, language teachers gradually came to assume that they could predict what mistakes the majority of learners would make.<sup>23</sup> From such mistakes, teachers would be better and become wiser in directing learning.

Contrastive analysis became mainstream in the 1960s. This was a time when structural linguistics and behavioral psychology were rather dominant in the study of language learning. Contrastive analysis proponents came to advocate that the second language instructional

<sup>23</sup> Dina M Al-Sibai, "The Decline of Contrastive Analysis Pedagogy", *English 523* (October, 2004), 2.

materials could be prepared more efficiently by comparing two languages. That is why contrastive analysis is becoming known in language learning.

There is a various definition of contrastive analysis which is presented by some experts. Henry Guntur Tarigan states that contrastive analysis is an activity which tries to compare the structure of the first language and the second language in order to identify the differences between two languages.<sup>24</sup> Besides that, Robert Lado explains that contrastive analysis as the comparison between two languages to determine the difficulty in learning of target language.<sup>25</sup>

Based on the statement, the researcher assumes that contrastive analysis is such a method that uses to compare and to identify the similarities and the differences between both languages. Besides that, contrastive analysis also tries to overcome the problem by contrasting the system of both languages to predict the difficulties that commonly happen in learning of target language. The aim of contrastive analysis is to provide better descriptions and better teaching materials for language learners.<sup>26</sup>

Traditionally, contrastive methodology starts with a description of selected data.<sup>27</sup> There are two basic processes, that is description and comparison. Additionally, the descriptions must use the same theoretical model. The model chosen will then naturally determine how the contrasted

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<sup>24</sup> Henry Guntur Tarigan, *Pengajaran Sintaksis* (Bandung: Angkasa, 1988), 23.

<sup>25</sup> Robert Lado, *Linguistics Across Culture* (Ann Arbor: The University of Michigan Press, 1962), 21.

<sup>26</sup> Stig Johansson, *Contrastive Analysis and Learner Language* (Oslo: University of Oslo Press, 2008), 9.

<sup>27</sup> Andrew Chesterman, *Contrastive Functional Analysis* (Amsterdam: John Benjamins Publishing Company, 1998), 52.



are formulated. At the comparison stage, an item or aspect in one language has no equivalent in the other language.

b. Method of Analysis in Contrastive Analysis

In analyze languages, there are four steps or methods which must be known.<sup>28</sup> First, writes the description of the two languages. Second, forms are selected from the two descriptions. Third, the two selected forms are compared. And finally, features of difficulty are predicted. Comparison of the two language subsystems should be through the same model of description. Nevertheless, a dilemma still can occur as the model used can be of favor one language rather than the other.

Comparing the two languages subsystems involves several steps, such as:

- 1) The gathering of data of the system to be compared in the two languages. Contrastive analysis uses translations of the two languages without worrying about the bias of different meanings due to its focus on general rules or systems rather than the focus on the translated meaning.
- 2) The description of the realizations of each grammatical category in each of the two contrasted languages. Such as , determining the realization or the context of using the indefinite article in English and Russian.

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<sup>28</sup> Mayada Tawfik Zaki, *Contrastive Linguistics: Approaches and Methods* (Cairo: Cairo University Press, 2015), 6.

- 3) The addition of new data with their translation to the corpus and then modifying the rules to include the new data.
- 4) A formulation of the found results of the contrasted data is determined either in the form of equations or operations. The formulation was either in the form of a set of instructions that can be applied to both language grammars.

For a general, contrastive functional analysis methodology run as follows:<sup>29</sup>

- 1) Primary Data

The primary data against which hypotheses are to be tested are utterances, instance of language use and language behaviour in different languages.

- 2) Comparability Criterion and Similarity Constraint

The starting point for a given contrastive functional analysis is a perception made by a linguist, a translator, and a language learner. This is a perception of a similarity of some kind, in the first instance or form or sound between the first language speakers and the second language speakers. In this perception, not some assumed equivalence that provides the initial comparability criterion.

- 3) Problem and Initial Identity Hypothesis

In the contrastive functional analysis methodology, the initial hypothesis of identity has the same status as the null hypotheses in

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<sup>29</sup> Andrew Chesterman, *Contrastive Functional Analysis* (Amsterdam: John Benjamins Publishing Company, 1998), 54-61.

experimental studies. One sets out to reject it, but the interesting thing is how one does this and how convincingly. Actually, to find identity would be an interesting surprise; the more determinedly one has set out to reject the hypothesis, the more interesting such a result would be.

#### 4) Hypotheses Testing

The initial hypothesis is falsifiable, in that it can be empirically tested. And the testing of this initial hypothesis is the central process in contrastive analysis. This stage encompasses many procedures: selection of a theoretical framework, selection or elicitation of primary and additional data, use of corpora, use of other bilingual informants, and so on.

The result of this testing stage is a statement of the evidence in favour of the initial hypothesis and the evidence against. The evidence in favour amounts to an explication of why a similarity between X and Y was perceived in the first place. The evidence against amounts to an explication of why the identity hypothesis is rejected.

#### 5) Revised Hypotheses

The statement of evidence which completes the testing stage can obviously be formulated in many ways, depending on the model of description used. However it is done, it in fact constitutes a revised hypothesis proposing that the relation between X and Y is not one of

identity. In other word, the relation consists of these similarities and these differences.

c. Relation of Contrastive Analysis and Language Teaching

Language comparison has been used in the description of foreign languages at least since the 19<sup>th</sup> century in Europe.<sup>30</sup> A contrastive perspective is also implicitly taken in traditional grammar writing based on the blueprint of Latin, whose linguistic system has often been superimposed on modern languages, thus implying an comparison.

The background of contrastive analysis, as applied to language teaching, is the assumption that the native language plays a role in learning a second language.<sup>31</sup> Mother tongue influence is sometimes very obvious. For example, in the case of foreign accent. The influence from the mother tongue is not just negative, however, learning a related language is much easier than learning one that is very different.

When people have written textbooks for learners of foreign languages, there has regularly been an element of comparison between the native language and the foreign language to be learned. In the Renaissance, bilingual dictionaries are of course also contrastive. But, when refer to contrastive analysis, particularly of a systematic comparison of the mother tongue and the foreign language in order to describe similarities and

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<sup>30</sup> Volker Gast, "Contrastive Analysis", [https://www.academia.edu/11678460/Contrastive\\_linguistics\\_Theories\\_and\\_methods](https://www.academia.edu/11678460/Contrastive_linguistics_Theories_and_methods) accessed on September 30<sup>th</sup>, 2018.

<sup>31</sup> Stig Johansson, *Contrastive Analysis and Learner Language* (Oslo: University of Oslo Press, 2008), 10.

differences and to identify points of difficulty which might lead to interference.

The basic ideas are:

- 1) Describe and compare the mother tongue or the first language and the foreign language or target language.
- 2) Predict points of difficulty.
- 3) Use the results in order to improve teaching materials.

This sort of approach was developed in the United States in the 1940s and 1950s. The most efficient materials are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner.

The use of contrastive analysis in the language teaching is not always successful. There was some disenchantment with contrastive analysis, perhaps teachers had expected too much. Some problems of contrastive analysis in the language learning are:

- 1) Only part of the learning problems can be predicted. Many problems are shared, irrespective of the mother language.
- 2) Predictions may vary depending upon the linguistic model.
- 3) There is a complicated relationship between difference and difficulty.
- 4) The blinding-flash fallacy: a comparison of the first language and the second language implies that the whole of the two languages



get in contact. But the meeting of the languages in the learner's mind depends upon the stage of learning.

The underlying problem is that language learning cannot be understood by a purely linguistic study. So, those who were concerned with language learning turned instead to the new disciplines of error analysis, performance analysis or interlanguage studies, and contrastive analysis was rejected by many as an applied discipline.

## 2. Pronouns

### a. Definition of Pronouns

Pronouns is a word that replaces nouns or other pronouns. Pronouns are used to avoid clumsiness or repetition of monotonous words.<sup>32</sup>

*John brings John's sister's book that John's sister asked John to bring John's sister's book.*

That sentence is very strange and confusing. That sentence will be easy to understand if that sentences written using the pronoun. Such as I, you, he, she, it, we, they, me, him, her, us, and them. By using pronouns, the sentence above will be more effective.

*John brings her sister's book that she asked him to bring it.*

The example above shows that pronoun is needed to make the sentence easier to understand and eliminate clumsiness in the sentence.

But, does not mean having to replace the whole sentence with pronouns.

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<sup>32</sup> Anies S.M. Basalamah, *Sistem Analisis Kalimat Untuk TOEFL* (Jakarta: Rineka Cipta, 2004), 28.

Other nouns or pronouns which become the reference of a pronoun is called *antecedent*. *Antecedent* comes from the Latin, that is *ante* means before, and *cedo* means go. So, *antecedent* means overtake. In pronouns, usually *antecedent* is nouns. For example, *John's father says that John doesn't think he cares to go to the cinema*. John's father is *antecedent* of the pronoun he.

Pronouns constitute a heterogeneous class of items with numerous subclasses.<sup>33</sup> Despite their variety, there are several features that pronouns (or major subclasses of pronouns) have in common, which distinguish them from nouns:

1) Person

*I, me, we, us, etc* are called as the first person. For the singular forms this means 'the speaker' or 'the writer'. The first person plural is somewhat problematic since it does not express 'the speakers'. *You, your, and yours* are called the second person. By this is meant 'the person addressed'. *He, she, it, they, etc* are called the third person. This means neither the speaker nor the person addressed but another person or thing.<sup>34</sup>

2) Number

*I, me, etc* are always singular. *We, us, etc* are somewhat problematic from the point of view of number. If the singular and

<sup>33</sup> Randolph Quirk and Sidney Greenbaum, *A University Grammar of English* (England: Longman Group, 1973), 100.

<sup>34</sup> Paul Christophersen and Arthur O. Sandved, *An Advanced English Grammar* (United Kingdom: Macmillan, 1969), 53.

plural of a noun are compared with I and we, it will be seen that there is a marked difference. *You, your, and yours* do not distinguish number. Sometimes a need is felt for a distinction between the singular and the plural. This can be done by adding a noun in the plural to you. *He, she, it, etc* always singular. *They, etc* are of course normally plural. But it should be noted that these pronominal forms sometimes refer back to a nominal which is not in the plural.<sup>35</sup>

### 3) Gender

*I, me, we, us, you, your, yours, they, them, and etc* do not distinguish gender. *He, him, she, her, it, etc* are the only pronouns that distinguish gender. Gender is basically a system of sub-classification of nouns or nominals. Nouns can be sub-grouped into *masculine, feminine* and *neuter* nouns according as they may be replaced by he, she, or it.<sup>36</sup>

*He, him, etc* are normally used about male persons. They may be used of both sexes instead of the rather cumbersome he or she in general statements. *She, her, etc* normally refer to female persons, and sometimes to female animals if it is desired to indicate their gender. *It* and *its* refers to inanimate objects. In addition, *it* is quite often used of animals if there is no desire to emphasis their gender.

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<sup>35</sup> Ibid., 54.

<sup>36</sup> Ibid., 55.

## 4) Case

First, the subject and object forms are called from their most typical functions. Object forms naturally occur in the function of object and also after prepositions, but the system is in fact more complicated.

Second, the first genitive. These forms have much in common with the dependent specifying genitive of nouns. Third, the second genitive. If the first genitive of pronouns and the dependent genitive of nouns offer many points of similarity, the same is true of the second genitive of pronouns and the independent genitive of nouns.<sup>37</sup>

## b. Function of Pronouns

Pronouns is a word that replaces nouns or other pronouns. Because pronouns replace nouns, so, pronouns also have the same function as nouns function.<sup>38</sup> Such as:

## 1) As subject

*He is a student*

He is a pronoun which functions as a subject.

## 2) As subject complement

*My lord is he who give life and death*

He is a pronouns which functions as a subject complement.

## 3) As object

*The students chose me as their class rep*

<sup>37</sup> Ibid., 56-57.

<sup>38</sup> Anies S.M. Basalamah, *Sistem Analisis Kalimat Untuk TOEFL* (Jakarta: Rineka Cipta, 2004), 30-31.

Me is direct object.

*John gave me a pen*

Me is indirect object.

*John will play with us*

Us is an object of preposition and with is its preposition.

4) As the additional information

*That man, he with the blue jacket, is my brother*

He is the additional information or appositive that has the same meaning as that man.

c. Kind of Pronouns

Usually, pronouns grouped into six kinds, namely as follows:

1) Personal Pronoun

**Table 2.2**  
**Personal, Possessive, and Reflexive Pronouns**

		Personal Pronouns		Possessive Pronouns		Reflexive Pronouns	
		Subj Case	Obj Case	Determiner Func	Nominal Func		
1st pers	sing	<i>I</i>	<i>me</i>	<i>my</i>	<i>mine</i>	<i>myself</i>	
	pl	<i>we</i>	<i>us</i>	<i>our</i>	<i>ours</i>	<i>ourselves</i>	
2nd pers	sing	<i>you</i>		<i>your</i>	<i>yours</i>	<i>yourself</i>	
	pl					<i>yourselves</i>	
3rd pers	s	masc	<i>he</i>	<i>him</i>	<i>his</i>	<i>himself</i>	
		fem	<i>she</i>	<i>her</i>	<i>hers</i>	<i>herself</i>	
	n	non-personal	<i>It</i>		<i>its</i>		<i>itself</i>
		pl	<i>they</i>	<i>them</i>	<i>their</i>	<i>theirs</i>	<i>themselves</i>

Source: The data taken from *A University Grammar of English* book

Personal pronoun is the pronoun concerning people with characteristics that appear in their form, whether the person who speaks (the first person), the person they are talking to (the second person), or the person they are talking about (the third person).<sup>39</sup>

Personal pronouns (except *you*) have one form when they are used as subjects, and a different form for other uses, for example when they are the objects of verbs or prepositions.<sup>40</sup>

Subject: I    he    she    we    they

Object: me   him   her   us   them

Single personal pronoun must always be written in capital letters.

If this type of pronoun function as a noun in a sentence, *I* and *we* must be written in the last. But also, if the sequence shows an error, *I* and *we* are sorted in the earliest order. Such as:

*John, Mary, and I went to the part last night*

*The Coopers, Joneses, Wallaces, and we are neighbours*

*I and John have accident last night*

The second personal pronoun are the same in singular and plural, and are always followed by plural words. For example, *you are*, *you study*, *you read*, and etc and never written *you is*, *you studies*, and *you reads*. In a single third personal pronoun, gender becomes very simple, that is *he*, *she*, and *it*, while in the plural third personal pronoun, gender is not noticed.

<sup>39</sup> Anies S.M. Basalamah, *Sistem Analisis Kalimat Untuk TOEFL* (Jakarta: Rineka Cipta, 2004), 35.

<sup>40</sup> Michael Swan, *Practical English Usage* (United Kingdom: Oxford University Press, 2005), 402.





Reflexive pronoun has a function to put pressure on something and to refer to a noun or other pronoun to explain something. A common use of reflexive pronouns is to talk about actions where the subject and object are the same person.<sup>44</sup>

*She caught the thief by herself!* (to give pressure on the sentence).

*She trained by herself. Nobody coached her.* (to explain something).

#### 4) Demonstrative Pronouns

Demonstrative pronoun is the pronoun that points or marks something. The function of demonstrative pronoun is explaining something that was pointed out as noun modifier, but also as a pronoun.<sup>45</sup> This is because pronouns can replace the position of a nouns.

In English, there are two kinds of demonstrative pronoun. That is this and that in singular, and these and those in plural. This and these show something close, while that and those show something far away.

The important thing in demonstrative pronoun is that this and that explain the single noun, while these and those explain the plural noun. The incorrect placement of demonstrative pronoun usually arises when this pronoun is used to describe words such as kind, sort, style, type, and etc. The correct use is this (or that) kind, this sort, this style,

<sup>44</sup> Betty Schramper Azar, *Understanding and Using English Grammar Third Edition* (Washington: Pearson Longman, 2006), 493.

<sup>45</sup> Anies S.M. Basalamah, *Sistem Analisis Kalimat Untuk TOEFL* (Jakarta: Rineka Cipta, 2004), 31.

and this type, or those (or these) kinds, those sorts, those style, and those types.

#### 5) Interrogative Pronoun

Interrogative pronoun is the pronoun that used to ask. This type of pronoun is *who*, *which*, and *what*.<sup>46</sup> Pronoun *who* adressed to humans, while *which* and *what* adressed to humans, animals, and things.

The difference of *who* and *which* in reference to humans is that *who* is general or universal, *who* adressed to one of all people. While *which* is selective or adressed to one of a group. Same with pronoun *who*, *what* is also universal. But also, *what* (and *which*) used in direct modification of a noun, while *who* does not. For example, *what type do you have?*

The important thing in the interrogative pronoun that must to understand is that answer from the question can have a reference (*antecedent*) or not. In question *who did this?* can be answered with *John did* or *I don't know*. *John* is *antecedent*, while the second answer is not *antecedent*.

#### 6) Relative Pronoun

Relative pronoun is each pronoun refers to a noun or other pronoun and has function as conjunctions in the sentence.<sup>47</sup> Such as *who*, *which*, *that*, and *what*, sometimes also *as* and *but*.

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<sup>46</sup> Ibid., 33.

<sup>47</sup> Ibid., 37.

Relative pronoun *who* used to refer to humans, can be the first person, the second person, and the third person. Relative pronoun *which* different with interrogative pronoun, it used to refer to animals and things. Relative pronoun *that* used to refer to humans, animals, and things. If *that* used to refer to humans, it can be used for the first person, the second person, and the third person as like as *who*. Relative pronoun *what* used for objects that are lifeless and which cannot be personified. Relative pronoun *as* and *but* also used to refer to humans, animals, and things.

In relative pronoun, only *who* that have cases, that is a nominative case *who*, belonging case *whose*, and objective case *whom*. Mistakes that often arise are when to use *who* and when to use *whom*.

*She is the lady whom I live with* (Use *whom* because of the preposition *with* that requires object).

#### 7) Indefinite Pronoun

Indefinite pronoun is the pronoun in general or non specific in referring to an object or someone. The most widely used indefinite pronoun are: *anybody*, *everybody*, *no one*, *someone*, *anyone*, *everyone*, *nobody*, *somebody*, *anything*, *everything*, *nothing*, and *something*.<sup>48</sup>

The indefinite pronoun above has a function as a noun. Such as, *John doesn't need anything*.

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<sup>48</sup> Ibid., 32.

Other than the indefinite pronoun above that has a function as a noun also has a function as noun modifier. Such as: *all, another, any, both, either, few, many, more, most, much, neither, other, several, and some.*

#### 8) Distributive Pronoun

Distributive pronoun pointing to people or objects individually.<sup>49</sup>

Such as: *each, everyone, everybody, either, and neither.* Either and neither always singular and use a single verb.

*Each of them got a price*

*They each got a price*

#### 9) Reciprocal Pronoun

Reciprocal pronoun is pronoun used to talk about mutual relationship. Reciprocal pronoun somehow are similar to the reflexive pronoun but with slight differences. While the reciprocal pronoun relates to the action and the reflexive pronoun relates to the person. There are basically two types of reciprocal pronoun in English, namely *each other* and *one another*. This pronoun can bring together two sentences such as:<sup>50</sup>

*John likes Mary*

*Mary likes John*

With a reciprocal structure somewhat similar to a reflexive:

*John and Mary like each other*

<sup>49</sup> Hotben D. Lingga and Lim Ali Utomo, *Intisari Tata Bahasa Inggris Kontemporer* (Jakarta: Kesaint Blanc, 2007), 120.

<sup>50</sup> Randolph Quirk and Sidney Greenbaum, *A University Grammar of English* (England: Longman Group, 1973), 105.

*John and Mary like one another*

d. Pronouns in English

Based on Hotben D. Lingga and Lim Ali Utomo in *Intisari Tata Bahasa Inggris Kontemporer* book, there are 8 kinds of English pronoun.<sup>51</sup>

They are:

1) Personal Pronoun (*I, we, you, he, she, it, they*)

*I* am a musician

*You* are very kind

*We* play together

*They* come from Japan

Jack loves *her*

Tom is looking at *her*

2) Possessive Pronoun (*mine, yours, ours, his, hers, its, theirs*)

This book is *hers*

Mary has broken *her* leg

Don't lose *your* balance!

3) Reflexive Pronouns (*myself, ourselves, yourself, yourselves, himself, herself, itself, themselves*)

He lost *himself*

You will deceive *yourself*

4) Demonstrative Pronouns (*this, these, that, those, such, same, etc*)

*This* is a spoon

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<sup>51</sup> Ibid., 107-122.



*That* is a motorcycle

*These* are books

*Those* are sheep

5) Interrogative Pronoun (*who?*, *which?*, *what?*, *whose?*, *who?*)

*What* are you reading?

*Who* knows the answer?

*Whom* is this for?

*Whose* jacket did you borrow?

*Where* will you stay?

*Why* are you so happy?

6) Relative Pronoun (*who*, *which*, *that*, *what*, *whom*, *as*, *whoever*, *whatever*, *etc*)

The man *who* reading is Mr. William

She is the lady *whom* I live with

7) Indefinite Pronouns (*all*, *any*, *nobody*, *nothing*, *etc*)

*Nothing* happened

*Everything* is okay

8) Distributive Pronoun (*each*, *either*, *neither*, *etc*)

They got a price *each*

*Neither* of them was present at the meeting

9) Reciprocal Pronoun (*each other* and *one another*)

*John likes Mary*

*Mary likes John*

With a reciprocal structure somewhat similar to a reflexive:

*John and Mary like each other*

*John and Mary like one another*

e. Pronomina in Indonesian

Based on Hasan Alwi et al in *Tata Bahasa Baku Bahasa Indonesia Edisi Ketiga*, there are 7 kinds of Indonesian pronomina.<sup>52</sup> They are:

1) Pronomina Persona Pertama

Pronomina persona pertama is a singular form. Such as: *saya*, *aku*, *daku*, and *diriku*. That form is a standard form, but they have the different place of use.

Suratmu telah *kukirimkan* tadi pagi

Mobilnya akan *kupakai* nanti siang

2) Pronomina Persona Kedua

Pronomina persona kedua have some form, such as: *engkau*, *kamu*, *dikau*, *kau-*, *mu*, and *dirimu*.

Mengapa *engkau* kemarin tidak masuk?

Apakah hasil rapat kemarin sudah *kamu* ketik?

Kenapa rambutmu sudah beruban?

Yang kurindukan hanya *dikau* seorang

3) Pronomina Persona Ketiga

Pronomina persona ketiga divide in two kinds: *ia*, *dia*, or *-nya*, and *beliau*.

*Dia* setuju dengan pendapat kami

<sup>52</sup> Hasan Alwi et al, *Tata Bahasa Baku Bahasa Indonesia 3rd Edition* (Jakarta: Balai Pustaka, 2003), 251-266.

Buku itu sudah dibacanya minggu lalu

Surat itu untuknya

Putra *beliau* belajar di Atma Jaya

**Table 2.3**  
**Pronomina Persona**

Persona	Makna			
	Tunggal	Jamak		
		Netral	Eksklusif	Inklusif
Pertama	Saya, aku, aku, ku-, -ku		Kami	Kita
Kedua	Engkau, kamu, Anda, dikau, kau-, -mu	Kalian, kamu, sekalian, Anda sekalian		
Ketiga	Ia, dia, beliau, -nya	Mereka		

Source: The data taken from *Tata Bahasa Baku Bahasa Indonesia Edisi Ketiga* book

#### 4) Nomina Penyapa dan Pengacu (Pengganti Pronomina Persona)

Generally, nomina penyapa dan pengacu related to kinship terms, such as: *Bapak, Ibu, Kakak, Adik, Saudara*, and the name of position, such as: *lurah, profesor, dokter, and kapten*.

Bagaimana pendapat *saudara*?

Tadi pagi pergi ke mana, *Pak*?

#### 5) Pronomina Penunjuk Umum

Pronomina penunjuk umum is *ini, itu, and anu*. As a noun, pronomina penunjuk umum can function as a subject or object in a sentence.

Dia membeli *ini* kemarin

Rumah *itu* mahal sekarang

*Ini/itu* rumah saya

Jawaban dia *ini/itu*

6) Pronomina Penunjuk Tempat

Pronomina penunjuk tempat in Indonesian is *sini, situ, sana, begini, and begitu.*

Kita akan bertolak *dari sini*

Jangan berbuat *begitu* lagi

7) Pronomina Penanya

Pronomina penanya is a pronoun that use as a question marker.

Such as: *siapa, apa, mana, mengapa, kenapa, kapan, di mana, bagaimana, berapa.*

*Apa* dia sudah datang?

Sepedamu yang *mana*?

*Di mana* sekarang Pak Miskun tinggal?

8) Pronomina Possessiva

Ia mengambil bukuku

9) Pronomina Penghubung

*Yang buta* dipimpin

Ia berkata kepada sekalian *yang hadir*

## CHAPTER III

### THE RESULT OF THE ANALYSIS

#### A. Data Collection

The data of this study were clauses and sentences of pronouns in English and Indonesian in *The Story of an Hour* by Kate Chopin and its translation. This short story was appeared in *Vogue* in 1894.

*The Story of an Hour* by Kate Chopin in English taken from The Kate Chopin International Society.<sup>53</sup> The translation of *The Story of an Hour* in Indonesian taken from Fiksi Lotus.<sup>54</sup>

#### B. Data Analysis

After presenting the data of the research, the researcher describes the main points of the research as follows:

**Table 3.1**  
**The Primary Data**

No.	Data of English Pronouns	Data of Indonesian Pronomina
1	Great care was taken to break to <b>her</b> as gently as possible the news of <b>her husband's</b> death	Memberitahukan kabar kematian <b>suaminya</b> itu dengan sangat hati-hati kepadanya
2	It was her sister Josephine who told <b>her</b>	Josephine, dibebani oleh tugas berat untuk menyampaikan berita duka tersebut <b>kepadanya</b>
3	Her husband's friend Richards was there, too, near <b>her</b>	Teman suaminya, Richards, juga hadir di sana, <b>didekatnya</b>
4	It was he <b>who</b> had been in the newspaper office	Dialah <b>yang</b> sedari tadi berada di kantor surat kabar
5	<b>She</b> did not hear the story as many women have heard the same	Namun <b>dia</b> tidak serta merta menerima kebenaran informasi tersebut

<sup>53</sup> The Kate Chopin International Society, <https://www.katechopin.org/story-hour/> accessed on May 7<sup>th</sup>, 2019.

<sup>54</sup> Fiksi Lotus, <https://www.google.com/amp/s/fiksilotus.com/2012/08/15/satu-jam-saja/amp/> accessed on May 7<sup>th</sup>, 2019.

6	<b>She</b> would have <b>no one</b> follow <b>her</b>	<b>Dia</b> berpesan agar tidak ada seorangpun yang mengikuti <b>dia</b>
7	The notes of a distant song <b>which</b> someone was singing reached her faintly	Lantunan nada dari sebuah lagu <b>yang</b> berasal dari kejauhan terdengar sayup-sayup
8	<b>She</b> sat with <b>her head</b> thrown back upon the cushion of the chair	<b>Dia</b> duduk dengan <b>kepalanya</b> bersandar pada bantal kursi
9	<b>She</b> was beginning to recognize this thing that was approaching to possess <b>her</b>	<b>Dia</b> mulai dapat memahami perasaan yang menghantuinya ini. Dengan sekuat tenaga, Nyonya Mallard mencoba mengalahkan perasaan <b>dia</b>
10	When she abandoned <b>herself</b> a little whispered word escaped <b>her</b> slightly parted lips	Ketika perasaan itu mulai menenggelamkan <b>dirinya</b> , seuntai bisikan kata keluar dari bibirnya yang sedikit terbuka
11	The look of terror <b>that</b> had followed <b>it</b> went from <b>her eyes</b>	Tatapan jemu dan rasa takut <b>yang</b> tadi menghantuinya, kini lenyap tak meninggalkan jejak dari <b>matanya</b>
12	<b>She</b> did not stop to ask if it were or were not a monstrous joy <b>that</b> held her	<b>Dia</b> bertanya-tanya apakah <b>yang</b> dirasakannya ini merupakan ledakan suka cita atau bukan
13	There would be <b>no one</b> to live for during those coming years	Tidak akan ada lagi hidup demi orang lain
14	<b>You</b> will make <b>yourself</b> ill	<b>Kamu</b> akan membuat <b>dirimu sendiri</b> sakit
15	<b>What</b> are you doing, Louise?	<b>Apa</b> yang sedang kakak lakukan?
16	<b>I</b> am not making <b>myself</b> ill	<b>Aku</b> tidak akan membuat <b>diriku</b> sakit
17	When the doctors came they said <b>she</b> had died of heart disease—of the joy <b>that</b> kills	Pada akhirnya kegembiraanlah <b>yang</b> membunuh <b>dia</b>

Source: The data processing from The Story of an Hour by Kate Chopin

In the previous discussion, the researcher has analyzed pronouns in English and Indonesian in *The Story of an Hour* by Kate Chopin and its translation. So, the researcher turns the analysis between the similarities and the differences of both languages.

## 1. The Similarities between English Pronouns and Indonesian Pronomina in *The Story of an Hour* by Kate Chopin and Its Translation

### a. Based on Kinds

Both of English and Indonesian have the same pronouns to replace nouns or other pronouns, they are:

- 1) Personal Pronoun same with Pronomina Persona Pertama, Pronomina Persona Kedua, and Pronomina Persona Ketiga

**Table 3.2**  
**The Similarities between**  
**Personal Pronoun and Pronomina Persona**

English	Indonesian
Personal Pronoun (the pronoun concerning people with characteristics that appear in their form) Whether the person who speaks (the first person: <i>I</i> and <i>we</i> )  Example: <b>I</b> am not making myself ill	Pronomina Persona Pertama (a singular form, such as: <i>saya</i> , <i>aku</i> , and <i>daku</i> )  Example: <b>Aku</b> tidak akan membuat diriku sakit
Personal Pronoun The person they are talking to (the second person: <i>you</i> )  Example: <b>You</b> will make yourself ill	Pronomina Persona Kedua (have some form, such as: <i>engkau</i> , <i>kamu</i> , <i>dikau</i> , <i>kau-</i> , and <i>mu</i> )  Example: <b>Kamu</b> akan membuat dirimu sendiri sakit
Personal Pronoun The person they are talking about (the third person: <i>he</i> , <i>she</i> , <i>it</i> , and <i>they</i> )  Example: a) <b>She</b> did not hear the story as	Pronomina Persona Ketiga (divide in two kinds: <i>ia</i> , <i>dia</i> , or <i>-nya</i> , and <i>beliau</i> )  Example: a) Namun <b>dia</b> tidak serta



many women have heard the same	merta menerima kebenaran informasi tersebut
b) <b>She</b> would have no one follow her	b) <b>Dia</b> berpesan agar tidak ada seorangpun yang mengikuti dia
c) <b>She</b> sat with her head thrown back upon the cushion of the chair	c) <b>Dia</b> duduk dengan kepalanya bersandar pada bantal kursi

Source: The data processing from the primary data

The table shows the similarities of both personal pronouns in *The Story of an Hour* by Kate Chopin and its translation. In English, personal pronouns explained in general and divided into three forms (the first person, the second person, and the third person). In Indonesian, personal pronoun or pronomina person immediately explained in detail. But, the whole thing, both English and Indonesian personal pronoun does not change the meaning.

## 2) Possessive Pronoun same with Pronomina Possessiva

**Table 3.3**  
**The Similarities between**  
**Possessive Pronoun and Pronomina Possessiva**

English	Indonesian
<p>The possessive belong to two series: the attributives (<i>my, your, etc</i> which are syntactically determiners) and the nominals (<i>mine, yours, etc</i> which are used like the genitive with ellipsis).</p> <p>Example:</p> <p>a) Great care was taken to break to her as gently as possible the news of <b>her husband's</b> death</p>	<p>Words that replace people's pronouns and are domiciled as owners: <i>-ku, -mu, -nya, kami, kamu, and mereka</i>.</p> <p>Example:</p> <p>a) Memberitahukan kabar kematian <b>suaminya</b> itu dengan sangat hati-hati kepadanya</p> <p>b) Dia duduk dengan <b>kepalanya</b> bersandar pada bantal kursi</p>

b) She sat with <b>her head</b> thrown back upon the cushion of the chair	c) Tatapan jemu dan rasa takut yang tadi menghantuinya, kini lenyap tak meninggalkan jejak dari <b>matanya</b>
c) The look of terror that had followed it went from <b>her eyes</b>	

Source: The data processing from the primary data

The table shows the similarities between possessive pronouns in English and Indonesian in *The Story of an Hour* by Kate Chopin and its translation. Both pronouns have the same function to replace people's pronoun and show ownership.

### 3) Relative Pronoun same with Pronomina Penghubung

**Table 3.4**  
**The Similarities between**  
**Relative Pronoun and Pronomina Penghubung**

English	Indonesian
Relative pronoun is each pronoun refers to a noun or other pronoun and has function as conjunctions in the sentence. Such as <i>who, which, that, and what</i> , sometimes also <i>as</i> and <i>but</i> .	Word that connect clauses with a noun contained in the sentence.
Example: a) It was he <b>who</b> had been in the newspaper office b) The notes of a distant song <b>which</b> someone was singing reached her faintly c) When the doctors came they said she had died of heart disease—of the joy <b>that</b> kills	Example: a) Dialah <b>yang</b> sedari tadi berada di kantor surat kabar b) Lantunan nada dari sebuah lagu <b>yang</b> berasal dari kejauhan terdengar sayup-sayup c) Pada akhirnya kegembiraanlah <b>yang</b> membunuh dia

Source: The data processing from the primary data

The table shows the similarities between English relative pronoun and Indonesian pronomina penghubung in *The Story of*

*an Hour* by Kate Chopin and its translation. Both pronouns have the same function as conjunction in the sentence.

4) Interrogative Pronoun same with Pronomina Penanya

**Table 3.5**  
**The Similarities between**  
**Interogative Pronoun and Pronomina Penanya**

English	Indonesian
Interrogative pronoun is the pronoun that used to ask. This type of pronoun is <i>who, what, etc.</i>  Example: <b>What</b> are you doing, Louise?	A pronoun that use as a question marker. Such as: <i>siapa, apa, mana, mengapa, kenapa, kapan, di mana, bagaimana, berapa.</i>  Example: <b>Apa</b> yang sedang kakak lakukan?

Source: The data processing from the primary data

The table shows the similarities between interrogative pronoun and pronomina penanya in *The Story of an Hour* by Kate Chopin and its translation. Both pronouns used to ask something.

b. Based on Functions

Generally, pronouns have the function in the clause or sentence as subject, as subject complement, as object, and as the additional information. To make the analysis clear, the researcher would like to give the example.

1) As Subject

- a) **She** sat with her head thrown back upon the cushion of the chair (**S + V + ...**)

**Dia** duduk dengan kepalanya bersandar pada bantal kursi

(S + P + ... )

b) **You** will make yourself ill (S + will + V + ... )

**Kamu** akan membuat dirimu sendiri sakit (S + akan + P + ... )

Both example of pronouns in English and Indonesian (in bold) in *The Story of an Hour* by Kate Chopin and its translation have the same function as subject in the sentence.

2) As Subject Complement

It was he **who** had been in the newspaper office

Dialah **yang** sedari tadi berada di kantor surat kabar

Both example of pronouns in English and Indonesian in *The Story of an Hour* by Kate Chopin and its translation have the same function as subject complement. Pronouns *who* and *yang* have function as a noun.

3) As Object

a) When she abandoned **herself** a little whispered word escaped her slightly parted lips (S + V + O)

Ketika perasaan itu mulai menenggelamkan **dirinya**, seuntai bisikan kata keluar dari bibirnya yang sedikit terbuka (S + P + O)

b) I am not making **myself** ill

Aku tidak akan membuat **diriku** sakit

Both example of pronouns in English and Indonesian in *The Story of an Hour* by Kate Chopin and its translation (in bold) have the same function as object in the sentence.

4) As the Additional Information

She was beginning to recognize this thing **that** was approaching to possess her

Dia mulai dapat memahami perasaan **yang menghantuinya** ini. Dengan sekuat tenaga, Nyonya Mallard mencoba mengalahkan perasaan dia

Both example of pronouns in English and Indonesian in *The Story of an Hour* by Kate Chopin and its translation (in bold) have the same function as the additional information. Pronoun *that* is apposition from *this thing*. Pronoun *yang menghantuinya* is apposition from *perasaan*.

## 2. The Differences between English Pronouns and Indonesian Pronomina in *The Story of an Hour* by Kate Chopin

### a. Based on Kinds

As seen in the primary data that will be analyzed, it is known that there are data of English pronouns Indonesian pronomina in *The Story of an Hour* by Kate Chopin and its translation. From that primary data, there are several different pronouns between both languages.

To make the analysis clear, the researcher would like to give the table and the analysis.

**Table 3.6**  
**The Differences between Reflexive Pronoun and Indefinite Pronoun**

<b>Pronouns</b>	<b>Meaning</b>	<b>Example</b>	<b>Sentence</b>
Reflexive Pronoun	Pronoun that use to show that someone is subject and also object from an action expressed by verb.	<i>Myself, ourselves, yourself, yourselves, himself, herself, itself, and themselves.</i>	a. When she abandoned <b>herself</b> a little whispered word escaped her slightly parted lips b. You will make <b>yourself</b> ill c. I am not making <b>myself</b> ill
Indefinite Pronoun	The pronoun in general or non specific in referring to an object or someone.	<i>Anybody, everybody, no one, someone, anyone, everyone, nobody, somebody, anything, everything, nothing, and something</i>	a. There would be <b>no one</b> to live for during those coming years

*Source:* The data processing from the primary data

Based on the primary data, there are several kinds of English pronoun which is literally different. So, there are no similarities between relative pronoun and indefinite pronoun with kinds of Indonesian pronomina in *The Story of an Hour* by Kate Chopin and its translation.

b. Based on Patterns

English pronouns and Indonesian pronomina have differences in the composition of the pattern. To make the analysis clear, the researcher would like give the example.

1) Personal Pronoun and Pronomina Persona

Both personal pronoun and pronomina persona divided into three parts, namely the first person, the second person, and the third person. In English, the pronoun in all three parts will change. This depends on what position it is in the sentence, as subject or object. Such as *she* as the subject and *her* as the object.

That is different from Indonesian pronomina, a pronoun that acts as the subject or the object, it will not change. Such as *dia* as the subject and *dia* as the object.

To make the analysis clear, the researcher would like to give the example.

a) As Subject

**She** sat with her head thrown back upon the cushion of the chair (S + V + ... )

**Dia** duduk dengan kepalanya bersandar pada bantal kursi (S + P + ... )

b) As Object

She would have no one follow **her** (S + would have + V + O + ... )

Dia berpesan agar tidak ada seorangpun yang mengikuti **dia** (S + V + ... + O )

Analysis :

The first example shows that pronoun acts as the subject and the second example shows that pronoun acts as the object. Based on



that example, English pronoun *she* as the subject change to *her* as the object. It is different from Indonesian pronomina *dia* as the subject and *dia* as the object. Indonesian pronomina do not change.

Other than that, personal pronoun use in detail whether people are women or men. Such as the use of pronoun *she* or *he* in the third person. The pronoun *she* is used for women and pronoun *he* is used for men. Even, there is pronoun *it* is used for animal or things.

Different from the personal pronoun, persona pronomina ketiga use pronoun *dia* and *ia* in general. So, *dia* and *ia* can be used for women or men.

To make the analysis clear, the researcher would like to give the example.

- a) **She** did not hear the story as many women have heard the same (English Pronoun)
- b) Namun **dia** tidak serta merta menerima kebenaran informasi tersebut (Indonesian Pronomina)

Analysis :

For the first example, it can be clearly seen that who is meant in the sentence is a woman. Different from the second example which is unclear whether *dia* is a woman or a man.

## 2) Relative Pronoun and Pronomina Penghubung

Relative pronoun is each pronoun refers to a noun or other pronoun and has the function as conjunctions in the sentence. Such as *who*, *whose*, *which*, *that*, and *what*, sometimes also *as* and *but*. In Indonesian, there is pronomina penghubung that similar with relative pronoun. Pronomina penghubung is a word that connect clauses with a noun contained in the sentence.

It is known that relative pronoun is in the form of *who*, *whose*, *whom*, *which*, and *that*. Each of these forms has a different function. Such as, *who* used to refer to humans, can be the first person, the second person, and the third person. *Which* used to refer to animals and things. In Indonesian, pronomina penghubung which is usually used is *yang*.

To make the analysis clear, the researcher would like to give the example.

- a) It was he **who** had been in the newspaper office (English Pronoun)
- b) Dialah **yang** sedari tadi berada di kantor surat kabar (Indonesian Pronomina)

Analysis :

The first example shows that relative pronoun *who* refer to *he*.

That sentence used pronoun *who* because it refers to human.

Different from the second example, pronomina penghubung that used *yang*. *Yang* refers to *dia*.

From both of example, it can be seen that relative pronoun explain pronoun is detail. Different from pronomina penghubung which only used *yang* to explain something.

### C. Finding Discussion

Here, the researcher would like to discuss the findings that have been collected by analyzing the primary data to be associated with related theories. Among the findings based on the focus of the study are as follows.

#### 1. The Similarities between English Pronouns and Indonesian Pronomina in *The Story of an Hour* by Kate Chopin and Its Translation

In English and Indonesian, there are various important language structures. One of them is pronouns. Based on the theoretical framework, there are 9 kinds of English pronouns which have different meanings. In Indonesian, there are 9 kinds of Indonesian pronomina which have different meanings.

Based on the kinds, the researcher analyzing the data used contrastive analysis with some procedures, namely presenting the data, comparing, describing, and concluding. Based on those procedures, the researcher found 4 kinds of pronouns in English and Indonesian in *The Story of an Hour* by Kate Chopin and its translation which similar and has the same meanings. That thing shows that English pronouns and Indonesian pronomina can be

analyzed by using contrastive analysis method as Andrew Chesterman said in his book.<sup>55</sup>

Pronouns have various functions. In the analysis data based on the functions using contrastive analysis method shows the similarities that English pronouns and Indonesian pronomina have the same functions. Both of pronouns have four functions as described in the theoretical framework. This is in accordance with what Anies S.M. Basalamah said in his book that pronouns can function as the subject, as the subject complement, as the object, and as the additional information.<sup>56</sup>

## **2. The Differences between English Pronouns and Indonesian Pronomina in *The Story of an Hour* by Kate Chopin and Its Translation**

Contrastive analysis method also used by the researcher to find out the differences between English pronouns and Indonesian pronomina. To analyze the differences between English pronouns and Indonesian pronomina *The Story of an Hour* by Kate Chopin and its translation, the researcher analyzes both of pronouns by the kinds and the patterns.

In analyzing the data based on the kinds by using contrastive analysis method, the researcher found several different pronouns, those are 2 kinds of English pronouns. These pronouns have different uses and meanings. The

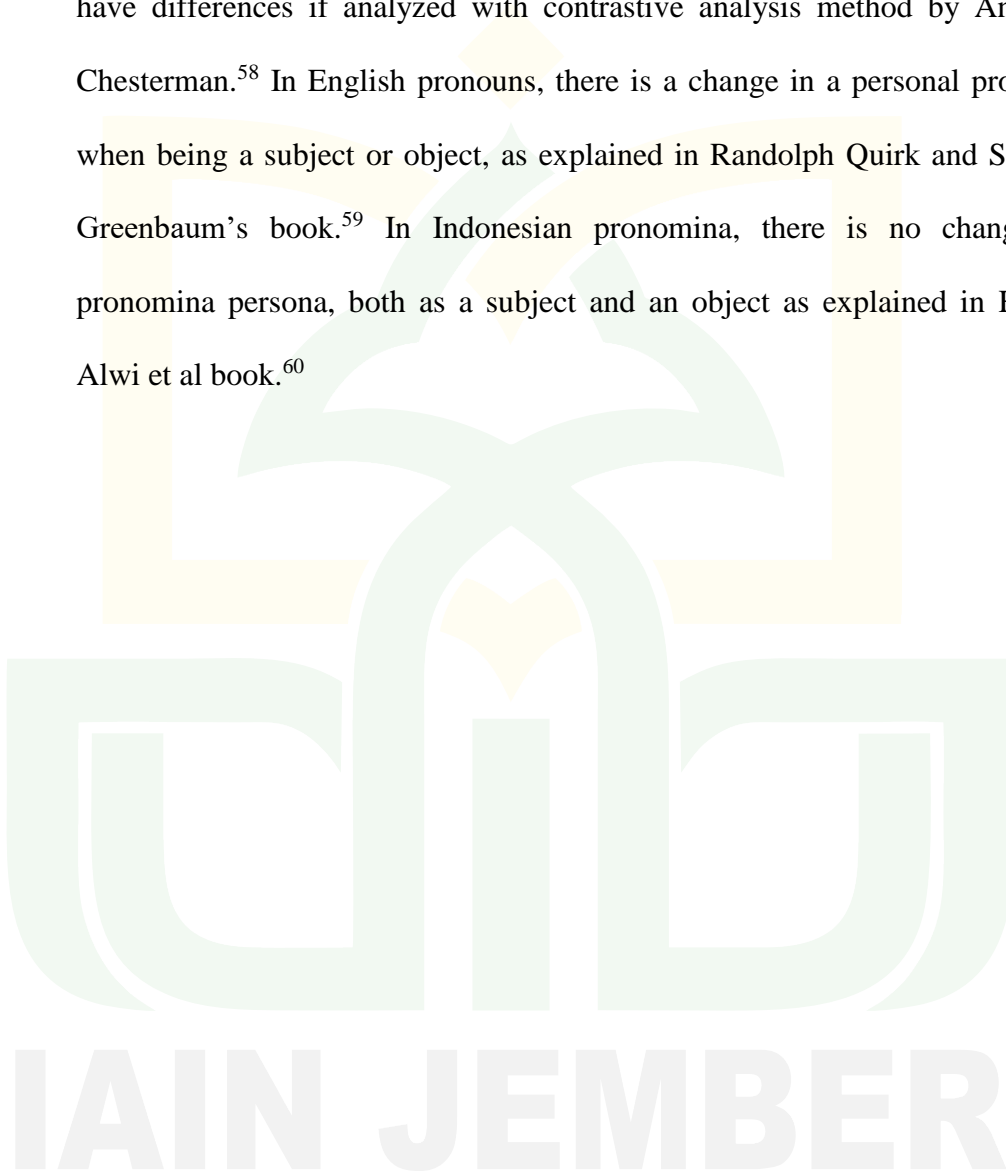
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<sup>55</sup> Andrew Chesterman, *Contrastive Functional Analysis* (Amsterdam: John Benjamins Publishing Company, 1998), 54-61.

<sup>56</sup> Anies S.M. Basalamah, *Sistem Analisis Kalimat Untuk TOEFL* (Jakarta: Rineka Cipta, 2004), 30-31.

differences in the uses and meanings of the English pronouns according to the literature of Hotben D. Lingga and Lim Ali Utomo theory.<sup>57</sup>

Based on the patterns, English pronouns and Indonesian pronomina also have differences if analyzed with contrastive analysis method by Andrew Chesterman.<sup>58</sup> In English pronouns, there is a change in a personal pronoun when being a subject or object, as explained in Randolph Quirk and Sidney Greenbaum's book.<sup>59</sup> In Indonesian pronomina, there is no change in pronomina persona, both as a subject and an object as explained in Hasan Alwi et al book.<sup>60</sup>



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<sup>57</sup> Hotben D. Lingga and Lim Ali Utomo, *Intisari Tata Bahasa Inggris Kontemporer* (Jakarta: Kesaint Blanc, 2007), 107-114.

<sup>58</sup> Andrew Chesterman, *Contrastive Functional Analysis* (Amsterdam: John Benjamins Publishing Company, 1998), 54-61.

<sup>59</sup> Randolph Quirk and Sidney Greenbaum, *A University Grammar of English* (England: Longman Group, 1973), 102.

<sup>60</sup> Hasan Alwi et al, *Tata Bahasa Baku Bahasa Indonesia 3rd Edition* (Jakarta: Balai Pustaka, 2003), 249.

## CHAPTER IV

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing the data in English pronouns and Indonesian pronomina in *The Story of an Hour* by Kate Chopin and its translation by using contrastive analysis, the researcher found the similarities and differences. The differences found out the results of the contrastive analysis are used to predict learning problems which might be encountered by Indonesian learners learning English pronouns. The similarities and the differences of English pronouns and Indonesian pronomina may be concluded as follows :

1. The Similarities between English Pronouns and Indonesian Pronomina in *The Story of an Hour* by Kate Chopin and Its Translation
  - a. Based on the kinds, English pronouns and Indonesian pronomina have several kinds of pronouns that similar. They are personal pronoun same with pronomina persona (pertama, kedua, and ketiga), possessive pronoun same with pronomina possessiva, relative pronoun same with pronomina penghubung, and interrogative pronoun same with pronomina penanya.
  - b. Based on the functions, English pronouns and Indonesian pronomina can function as the subject, the subject complement, the object, and the additional information.

2. The Differences between English Pronouns and Indonesian Pronomina in *The Story of an Hour* by Kate Chopin and Its Translation

- a. Based on the kinds, there are several kinds of English pronouns in *The Story of an Hour* by Kate Chopin and its translation which is literally different. They are relative pronoun and indefinite pronoun.
- b. Based on the patterns, there are personal pronoun with pronomina persona and relative pronoun with pronomina penghubung that have a different pattern. In personal pronoun, pronoun can change. This depends on what position it is in the sentence, as subject or object. Personal pronoun also used in detail whether people are women or men. Different from pronomina persona, relative pronoun also used pronoun in detail based on the function (*who, whom, whose, which, and that*). Different from pronomina penghubung which only used *yang* to explain something.

**B. Suggestion**

Based on the conclusion above, the researcher would like to give some suggestion for the teachers and the English learners, especially in teaching and learning English pronouns. Suggestions are staged as :

1. For the teachers, they should give a clear explanation about English pronoun. They can also explain the similarities and the differences between English pronoun and Indonesian pronomina to make the explanation easier and clear. They should be able to predict the difficulties faced by the beginner.

2. For the learners, they should pay attention to the teacher's explanation. They must read more texts contains English pronouns to help them understand it.
3. The researcher hopes that the thesis could be one of the related references for those who have interested in English and Indonesian. They can deepen their knowledge in both languages.





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## ***The Story of an Hour in English***

**By: Kate Chopin**

Knowing that Mrs. Mallard was afflicted with a heart trouble, great care was taken to break to her as gently as possible the news of her husband's death.

It was her sister Josephine who told her, in broken sentences; veiled hints that revealed in half concealing. Her husband's friend Richards was there, too, near her. It was he who had been in the newspaper office when intelligence of the railroad disaster was received, with Brently Mallard's name leading the list of "killed." He had only taken the time to assure himself of its truth by a second telegram, and had hastened to forestall any less careful, less tender friend in bearing the sad message.

She did not hear the story as many women have heard the same, with a paralyzed inability to accept its significance. She wept at once, with sudden, wild abandonment, in her sister's arms. When the storm of grief had spent itself she went away to her room alone. She would have no one follow her.

There stood, facing the open window, a comfortable, roomy armchair. Into this she sank, pressed down by a physical exhaustion that haunted her body and seemed to reach into her soul.

She could see in the open square before her house the tops of trees that were all aquiver with the new spring life. The delicious breath of rain was in the air. In the street below a peddler was crying his wares. The notes of a distant song which someone was singing reached her faintly, and countless sparrows were twittering in the eaves.

There were patches of blue sky showing here and there through the clouds that had met and piled one above the other in the west facing her window.

She sat with her head thrown back upon the cushion of the chair, quite motionless, except when a sob came up into her throat and shook her, as a child who has cried itself to sleep continues to sob in its dreams.

She was young, with a fair, calm face, whose lines bespoke repression and even a certain strength. But now there was a dull stare in her eyes, whose gaze was fixed away off yonder on one of those patches of blue sky. It was not a glance of reflection, but rather indicated a suspension of intelligent thought.

There was something coming to her and she was waiting for it, fearfully. What was it? She did not know; it was too subtle and elusive to name. But she felt it, creeping out of the sky, reaching toward her through the sounds, the scents, the color that filled the air.

Now her bosom rose and fell tumultuously. She was beginning to recognize this thing that was approaching to possess her, and she was striving to beat it back with her will—as powerless as her two white slender hands would have been.

When she abandoned herself a little whispered word escaped her slightly parted lips. She said it over and over under her breath: “free, free, free!” The vacant stare and the look of terror that had followed it went from her eyes. They stayed keen and bright. Her pulses beat fast, and the coursing blood warmed and relaxed every inch of her body.

She did not stop to ask if it were or were not a monstrous joy that held her. A clear and exalted perception enabled her to dismiss the suggestion as trivial.

She knew that she would weep again when she saw the kind, tender hands folded in death; the face that had never looked save with love upon her, fixed and gray and dead. But she saw beyond that bitter moment a long procession of years to come that would belong to her absolutely. And she opened and spread her arms out to them in welcome.

There would be no one to live for during those coming years; she would live for herself. There would be no powerful will bending hers in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow-creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination.

And yet she had loved him—sometimes. Often she had not. What did it matter! What could love, the unsolved mystery, count for in the face of this possession of self-assertion which she suddenly recognized as the strongest impulse of her being!

“Free! Body and soul free!” she kept whispering.

Josephine was kneeling before the closed door with her lips to the keyhole, imploring for admission. “Louise, open the door! I beg; open the door—you will make yourself ill. What are you doing, Louise? For heaven’s sake open the door.”

“Go away. I am not making myself ill.” No; she was drinking in a very elixir of life through that open window.

Her fancy was running riot along those days ahead of her. Spring days, and summer days, and all sorts of days that would be her own. She breathed a quick

prayer that life might be long. It was only yesterday she had thought with a shudder that life might be long.

She arose at length and opened the door to her sister's importunities. There was a feverish triumph in her eyes, and she carried herself unwittingly like a goddess of Victory. She clasped her sister's waist, and together they descended the stairs. Richards stood waiting for them at the bottom.

Someone was opening the front door with a latchkey. It was Brently Mallard who entered, a little travel-stained, composedly carrying his grip-sack and umbrella. He had been far from the scene of the accident, and did not even know there had been one. He stood amazed at Josephine's piercing cry; at Richards' quick motion to screen him from the view of his wife

But Richards was too late.

When the doctors came they said she had died of heart disease—of the joy that kills.

*Source:*

The Kate Chopin International Society, <https://www.katechopin.org/story-hour/>

IAIN JEMBER

### ***The Story of an Hour in Indonesian***

Karena Nyonya Mallard menderita penyakit jantung, maka adiknya, Josephine, memberitahukan kabar kematian suami kakaknya itu dengan sangat hati-hati.

Josephine, dibebani oleh tugas berat untuk menyampaikan berita duka tersebut. Kabar tersebut tidak dikatakannya secara langsung, namun dengan kalimat-kalimat yang mengandung penuh petunjuk. Teman suaminya, Richards, juga hadir di sana, didekatnya. Dialah yang sedari tadi berada di kantor surat kabar ketika dia mendengar berita bahwa kereta yang ditumpangi temannya mengalami kecelakaan. Saat dia membaca daftar korban kecelakaan, dia melihat nama Brently Mallard berada di barisan teratas daftar korban yang tewas.

Namun dia tidak serta merta menerima kebenaran informasi tersebut. Setelah telegram kedua tiba dengan informasi yang sama, dia segera bergegas ke rumah. Nyonya Mallard, dan berharap agar tidak ada orang yang menyampaikan berita ini kepadanya dengan sembrono. Setelah Josephine selesai berbicara, Nyonya Mallard hanya berdiri mematung seolah tidak begitu mengerti dengan kalimat-kalimat yang diucapkan oleh adiknya. Kemudian dengan tiba-tiba dia menangis sehistoris mungkin dalam dekapan Josephine. Ketika badai kesedihan dalam dirinya reda, dia beranjak pergi ke kamarnya. Sebelum pergi dia berpesan agar tidak ada seorangpun yang mengikuti dia karena dia ingin menenangkan diri sejenak dan tidak ingin ada yang menggangukannya.



Di dalam kamarnya terdapat sebuah kursi santai yang diletakkan menghadap ke jendela yang terbuka. Di situlah ia duduk untuk melepas semua tekanan yang merasuki tubuh dan sampai ke jiwanya.

Dari sana dia dapat melihat pemandangan yang ada di depan rumahnya. Puncak-puncak pohon yang bergoyang dengan girangnya menyambut kedatangan musim semi. Harum napas hujan yang semerbak bergerak di udara. Lantunan nada dari sebuah lagu yang berasal dari kejauhan terdengar sayup-sayup. Dan ratusan burung pipit berkicau di atap rumahnya. Di langit yang biru awan berarak dan saling menumpuk.

Dia duduk dengan kepalanya bersandar pada bantal kursi, tidak bergerak sama-sekali, kecuali ketika isak tangis mencegat tenggorokannya dan menggetarkan tubuhnya, seperti seorang anak kecil yang menangis sampai tertidur lalu lanjut menangis dalam mimpinya.

Dia masih muda. Wajahnya selalu terlihat tenang dan bercahaya. Garis-garis pada wajahnya memberi kesan bahwa dia adalah seorang wanita yang berjiwa tangguh. Namun sekarang matanya menatap jemu awan di atas sana. Dia tidak sedang melamun. Dia hanya sedang memikirkan sesuatu.

Sebuah perasaan datang dan mencoba menghinggapinya. Dia tidak begitu mengerti apa yang sedang dirasakannya. Perasaan itu begitu halus dan sulit untuk dijelaskan. Tapi dia merasakannya dengan jelas. Seolah seperti sebuah aroma, perasaan itu memenuhi udara di sekitarnya.

Sekarang dadanya naik-turun dengan gaduh. Dia mulai dapat memahami perasaan yang menghantuinya ini. Dengan sekuat tenaga, Nyonya Mallard mencoba mengalahkan perasaan dia.

Ketika perasaan itu mulai menenggelamkan dirinya, seuntai bisikan kata keluar dari bibirnya yang sedikit terbuka. Nyonya Mallard mengulanginya berkali-kali, "Bebas, bebas, aku bebas!" Tatapan jemu dan rasa takut yang tadi menghantuinya, kini lenyap tak meninggalkan jejak dari matanya. Matanya kembali tajam dan cerah. Nadinya berdebar kencang dan darahnya mengalir hangat di dalam pembuluh darahnya.

Dia bertanya-tanya apakah yang dirasakannya ini merupakan ledakan suka cita atau bukan. Namun firasatnya mengatakan agar mengabaikan hal sepele seperti ini. Tidak peduli apa yang sedang melandanya, yang terpenting adalah dia merasa sangat bahagia.

Dia sadar bahwa dia pasti akan menangis lagi ketika melihat tangan lembut suaminya terlipat dalam kematian. Dia juga membayangkan wajah suaminya, yang tampak tak pernah diisi dengan cinta terhadap dirinya, terbujur kaku dan pucat. Tapi dia tetap optimis. Dia mulai membayangkan hal-hal indah apa saja yang akan dia temui dalam hidupnya. Dengan membuka dan merentangkan kedua tangannya dia siap menyambut momen-momen indah tersebut.

Dia tidak akan lagi hidup demi orang lain. Dia akan hidup untuk dirinya sendiri. Menurut Nyonya Mallard, lelaki selalu berpikir bahwa kaum wanita harus selalu tunduk dan setia pada semua perintah suaminya, karena wanita harus mendahulukan kepentingan kaum pria. Namun sekarang tidak akan ada lagi yang

bisa menghalangi niatnya. Dia akan bebas melakukan apapun sesuka hatinya tanpa larangan dari seorang suami. Jika mengingat kembali hari-hari yang dilalui bersama suaminya, Nyonya Mallard merasa tidak terlalu berdosa karena berpikir seperti ini.

Walau bagaimanapun, dia mencintai suaminya, kadang-kadang. Namun seringkali tidak. Toh, apa bedanya? Cinta sama sekali tidak dapat melakukan apapun untuk menahan sifat penonjolan diri yang merupakan sifat terbesar yang mendominasi dirinya.

“Bebas! Akhirnya tubuh dan jiwaku bebas!” bisik Nyonya Mallard.

Josephine berada di depan pintu kamar kakaknya, dan memohon agar diizinkan masuk. “Kakak, tolong buka pintunya. Kumohon, bukalah pintunya. Kamu akan membuat dirimu sendiri sakit. Apa yang sedang kakak lakukan? Demi Tuhan, buka pintunya, kak!”

“Pergilah, Josephine. Aku tidak akan membuat diriku sakit.” Jelas tidak, karena Nyonya Mallard sedang meminum ramuan paling mujarab.

Khayalan tentang masa depannya yang indah semakin riuh dalam kepalanya. Dia membayangkan hari-hari yang akan dilaluinya dengan penuh bahagia. Dia memanjatkan doa singkat berharap hidupnya akan lama, agar dia dapat menikmati semua hari bahagia itu. Padahal baru saja kemarin dia berpikir bahwa dia akan menderita sepanjang hidupnya.

Akhirnya Nyonya Mallard berdiri dan membukakan pintu untuk menghilangkan rasa cemas adiknya. Matanya memancarkan kilatan kemenangan, dan tanpa disadari tubuhnya bergerak dan berjalan seperti Dewi Kemenangan. Dia

meletakkan tangan di pinggang adiknya, dan turun bersama-sama. Richards masih berdiri menunggu mereka di lantai bawah.

Tiba-tiba, terdengar suara seperti seseorang yang berusaha membuka pintu depan. Setelah pintu terbuka, muncullah Brently Mallard dengan pakaiannya yang agak kumal karena telah menempuh perjalanan yang jauh. Dengan tenang dia masuk sambil membawa kantong jinjingan dan payungnya. Saat terjadi kecelakaan, ternyata dia sedang berada di tempat yang jauh karena dia telah lama turun dari kereta. Dia berdiri dengan heran melihat Josephine menangis meraung-raung, dan juga Richards yang bergerak dengan cepat membungkuk di dekat tubuh istrinya yang tergelak di lantai.

Tapi Richards tidak sempat menolongnya.

Ketika para dokter datang, mereka menjelaskan bahwa Nyonya Mallard meninggal karena serangan jantung. Pada akhirnya kegembiraanlah yang membunuh Nyonya Mallard.

*Source:*

Fiksi Lotus, <https://www.google.com/amp/s/fiksilotus.com/2012/08/15/satu-jam-saja/amp/>

IAIN JEMBER

### The Primary Data

No.	Data of English Pronouns	Data of Indonesian Pronomina
1	Great care was taken to break to <b>her</b> as gently as possible the news of <b>her husband's</b> death	Memberitahukan kabar kematian <b>suaminya</b> itu dengan sangat hati-hati kepadanya
2	It was her sister Josephine who told <b>her</b>	Josephine, dibebani oleh tugas berat untuk menyampaikan berita duka tersebut <b>kepadanya</b>
3	Her husband's friend Richards was there, too, near <b>her</b>	Teman suaminya, Richards, juga hadir di sana, <b>didekatnya</b>
4	It was he <b>who</b> had been in the newspaper office	Dialah <b>yang</b> sedari tadi berada di kantor surat kabar
5	<b>She</b> did not hear the story as many women have heard the same	Namun <b>dia</b> tidak serta merta menerima kebenaran informasi tersebut
6	<b>She</b> would have <b>no one</b> follow <b>her</b>	<b>Dia</b> berpesan agar tidak ada seorangpun yang mengikuti <b>dia</b>
7	The notes of a distant song <b>which</b> someone was singing reached her faintly	Lantunan nada dari sebuah lagu <b>yang</b> berasal dari kejauhan terdengar sayup-sayup
8	<b>She</b> sat with <b>her head</b> thrown back upon the cushion of the chair	<b>Dia</b> duduk dengan <b>kepalanya</b> bersandar pada bantal kursi
9	<b>She</b> was beginning to recognize this thing that was approaching to possess <b>her</b>	<b>Dia</b> mulai dapat memahami perasaan yang menghantuinya ini. Dengan sekuat tenaga, Nyonya Mallard mencoba mengalahkan perasaan <b>dia</b>
10	When she abandoned <b>herself</b> a little whispered word escaped <b>her</b> slightly parted lips	Ketika perasaan itu mulai menenggelamkan <b>dirinya</b> , seuntai bisikan kata keluar dari bibirnya yang sedikit terbuka
11	The look of terror <b>that</b> had followed <b>it</b> went from <b>her eyes</b>	Tatapan jemu dan rasa takut <b>yang</b> tadi menghantuinya, kini lenyap tak meninggalkan jejak dari <b>matanya</b>
12	<b>She</b> did not stop to ask if it were or were not a monstrous joy <b>that</b> held her	<b>Dia</b> bertanya-tanya apakah <b>yang</b> dirasakannya ini merupakan ledakan suka cita atau bukan
13	There would be <b>no one</b> to live for during those coming years	Tidak akan ada lagi hidup demi orang lain
14	<b>You</b> will make <b>yourself</b> ill	<b>Kamu</b> akan membuat <b>dirimu sendiri</b> sakit
15	<b>What</b> are you doing, Louise?	<b>Apa</b> yang sedang kakak lakukan?
16	<b>I</b> am not making <b>myself</b> ill	<b>Aku</b> tidak akan membuat <b>diriku</b> sakit
17	When the doctors came they said	Pada akhirnya kegembiraanlah <b>yang</b>

	<b>she</b> had died of heart disease—of the joy <b>that</b> kills	membunuh <b>dia</b>
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*Source:* The data processing from The Story of an Hour by Kate Chopin



## MATRIX OF RESEARCH

Title	Variable	Sub Variabel	Indicator	Source of Data	Research Methodology	Research Focus
<p>Contrastive Analysis between English Pronouns and Indonesian Pronomina in <i>The Story of an Hour</i> by Kate Chopin and Its Translation</p>	<p>1. Contrastive Analysis</p>	<p>1. Similarities</p> <p>2. Differences</p>	<p>1. Kinds</p> <p>2. Functions</p> <p>1. Kinds</p> <p>2. Patterns</p>	<p>The main source of data in this research was collected from the short story, namely: <i>The Story of an Hour</i> by Kate Chopin and Its Translation was appeared in <i>Vogue</i> in 1894</p>	<p>1. Research Approach: Qualitative Research</p> <p>2. Type of Research: Library Research</p> <p>3. Object of Study: English Pronouns and Indonesian Pronomina in <i>The Story of an Hour</i> by Kate Chopin and Its Translation</p> <p>4. Technique of Collecting Data: Observation Method (Used Observe Attentively Method)</p> <p>5. Technique of Analyzing Data: Descriptive Method (Used Contrastive Analysis Method)</p> <p style="margin-left: 20px;">a. Presenting Data (Primary Data)</p> <p style="margin-left: 20px;">b. Comparing (Comparability Criterion)</p> <p style="margin-left: 20px;">c. Describing</p> <p style="margin-left: 20px;">d. Concluding the interpretation</p> <p>6. Validity of Data: Source Triangulation</p>	<p>1. What are the Similarities between English Pronouns and Indonesian Pronomina in <i>The Story of an Hour</i> by Kate Chopin and Its Translation based on Contrastive Analysis?</p> <p>2. What are the Differences between English Pronouns and Indonesian Pronomina in <i>The Story of an Hour</i> by Kate Chopin and Its Translation based on Contrastive Analysis?</p>
	<p>2. Pronouns</p>	<p>1. English Pronouns</p> <p>2. Indonesian Pronomina</p>	<p>1. The Example of English Pronouns in Clause</p> <p>2. The Example of English Pronouns in Sentence</p> <p>1. The Example of Indonesian Pronomina in Clause</p> <p>2. The Example of Indonesian Pronomina in Sentence</p>			

**RESEARCH JOURNAL**  
**COLLECTED THE DATA FROM NOTE-TAKING STRATEGY**

No.	Things To Do	Time	Notes
1	Presenting the primary data (English pronouns data)	May 9 <sup>th</sup> , 2019	<ul style="list-style-type: none"> <li>There are 17 data of English pronouns in <i>The Story of an Hour</i> by Kate Chopin and its translation that will be analyzed.</li> </ul>
2	Presenting the primary data (Indonesian pronomina data)	May 9 <sup>th</sup> , 2019	<ul style="list-style-type: none"> <li>There are 17 data of Indonesian pronomina in <i>The Story of an Hour</i> by Kate Chopin and its translation that will be analyzed.</li> </ul>
3	Comparing the data	May 16 <sup>th</sup> , 2019	<ul style="list-style-type: none"> <li>The primary data that focused on the similarities between English pronouns and Indonesian pronomina in <i>The Story of an Hour</i> by Kate Chopin and its translation compared based on kinds and functions.</li> <li>The primary data that focused on the differences between English pronouns and Indonesian pronomina in <i>The Story of an Hour</i> by Kate Chopin and its translation compared based on kinds and patterns.</li> </ul>
4	Describing	May 17 <sup>th</sup> , 2019	<ul style="list-style-type: none"> <li>The researcher described the data to know where are the similarities and the differences.</li> </ul>
5	Concluding	May 18 <sup>th</sup> , 2019	<ul style="list-style-type: none"> <li>The researcher concluded the data based on the results of analyzing the data.</li> </ul>

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## STATEMENT OF THESIS AUTHENTICITY

The undersigned below:

Name : Sri Utami

NIM : T20156017

Study Program : English Education Department

Faculty : Tarbiyah and Teacher Training

Institution : State Institute of Islamic Studies of Jember

It hereby states in full that the thesis entitled “Contrastive Analysis between English Pronouns and Indonesian Pronomina in *The Story of an Hour* by Kate Chopin and Its Translation” is an original and authentic piece of work by the researcher. All materials incorporated from secondary sources have been fully acknowledged and referenced.

Jember, May 27<sup>th</sup>, 2019

Who made the statement



**Sri Utami**  
NIM. T20156017

## BIODATA OF THE RESEARCHER

Name : Sri Utami

NIM : T20156017

Faculty : Tarbiyah and Teacher Training

Study Program : English Education Department

Place & Date of Birth : Lumajang, November 8<sup>th</sup>, 1997

Recent Address : Dsn. Rekesan Timur RT. 02/ RW 05 Desa Penanggal  
Kecamatan Candipuro Kabupaten Lumajang

Phone Number : 085655687596

### Educational Background

- a. SDN Penanggal 03 (2003-2009)
- b. SMPN 2 Candipuro (2009-2012)
- c. SMAN Candipuro (2012-2015)
- d. IAIN Jember (2015-2019)



IAIN JEMBER