# INVESTIGATING IN DIFFICULTIES ENCOUNTER STUDENTS OF IRAQI SECONDARY SCHOOL WHEN USING PRONOUNS IN ENGLISH LANGUAGE

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**ABSTRACT---** Language is the main tool of communication between the people over the world. So, teaching and learning a language is essential thing for everyone to be able to communicate and understand what others say and want.in English language. There are four skills we need to master them; listening, speaking, reading, writing. A pronoun is considered part of these skills to be learned. Pronouns are used instead of people or things. Pronouns can be divided into many types such as subject pronouns, object pronouns, possessive pronoun and possessive adjective. The current study aims to investigate the difficulties students encounter in Iraqi secondary schools when using pronouns in English language in 2018-2019.the sample of this study was 35 that have chosen from Al-Yamen secondary school for boys from the population of 4th class that were 65. This study used the descriptive-analytical method to analze the data which has gathered through a test applied on students. The findings show that students still have problems and difficulties in distinguishing between the types of pronouns: subject pronouns, object pronouns, possessive pronouns and possessive adjectives and of how choose the correct and appropriate pronoun. As a result of this study, students are still having some difficulties of 4th class in Al-Yamen secondary school in using pronouns.so, there are some suggestions have been included in this study to help the teacher in decreasing those difficulties.

**Keywords---** difficulties encounter students of iraqi secondary school when using pronouns in english language

## I. INTRODUCTION

The basis of TEFL curriculum in Iraq focuses on the four skills which are listening, speaking, reading and writing (7). These skills should be mastered to learn English language. Therefore, students need to be learned the grammar meaningfully. Grammar is considered part of these skills and needs to teach to the students through real situations.

The types of speech can be divided into: noun, pronoun, adjective, adverb, preposition, conjunction and interjection. Pronoun is the part that the researcher is going to discuss it in this study. The problem of this study is the difficulties that students encounter in 4th secondary schools in using pronouns (4, 6).

The importance of this study is of how students should know and distinguish the types of pronouns and how they have to be able to use them in the correct place and right pronoun. The researcher uses analytical descriptive method in this study.

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## II.    PARTS OF SPEECH

According to Prasad (2018:2-4) (1), the eight main parts of speech in English are:

### II.1. Noun

A noun is the name of a person, place, thing or idea.

Examples of nouns: Daniel, London, table, dog, teacher, pen, city, happiness, hope

### II.2. Pronoun

A pronoun is used in place of a noun or noun phrase to avoid repetition.

Examples of pronouns: I, you, we, they, he, she, it, me, us, them, him, her, this, those

### II.3. Adjective

An adjective describes, modifies or gives more information about a noun or pronoun.

Examples: big, happy, green, young, fun, crazy, three

### II.4. Verb

A verb shows an action or state of being. a verb shows what someone or something is doing.

Examples: go, speak, run, eat, play, live, walk, have, like, are, is

### II.5. Adverb

An adverb describes/modifies a verb, an adjective or another adverb. it tells how, where, when, how often or to what extent. Many adverbs end in -ly

Examples: slowly, quietly, very, always, never, too, well, tomorrow, here

### II.6. Preposition

A preposition shows the relationship of a noun or pronoun to another word. they can indicate time, place, or relationship.

Examples: at, on, in, from, with, near, between, about, under

### II.7. Conjunction

A conjunction joins two words, ideas, phrases or clauses together in a sentence and shows how they are connected.

Examples: and, or, but, because, so, yet, unless, since, if.

### II.8. Interjection

An interjection is a word or phrase that expresses a strong feeling or emotion. It is a short exclamation.

Examples: ouch! Wow! Great! Help! Oh! Hey! Hi!

## III.    WHAT IS A PRONOUN

A pronoun is a word that is used to stand for a noun. You use pronoun so that you do not have to use the same noun over and over again (2).

Davidson (2013:38) (3) defines a pronoun is as a word used instead of a noun as the cottage has two rooms; they are small.

## IV.    TYPES OF PRONOUN

According to Grammar Monser (online: 3), there are many types of pronouns: The term pronoun covers many words, some of which do not fall easily under the description given in the section what are pronouns? There are many different kinds of pronouns. In general, these do not cause difficulties for native English speakers. the list below is mainly for reference purposes.

### IV.1. Demonstrative Pronouns

These pronouns are used to demonstrate (or indicate). This, that, these and those are all demonstrative pronouns.

Example: this is the one i left in the car.

### IV.2. Indefinite Pronouns

Unlike demonstrative pronouns, which point out specific items, indefinite pronouns are used for non-specific things. This is the largest group of pronouns. all, some, any, several, anyone, nobody, each, both, few, either, none, one and no one are the most common.

Example: somebody must have seen the driver leave.

### IV.3. Interrogative Pronouns

These pronouns are used in questions. Although they are classified as pronouns, it is not easy to see how they replace nouns. who, which, what, where and how are all interrogative pronouns.

Example: who told you to do that?

### IV.4. Personal Pronouns

The personal pronouns are i, you, he, she, it, we, they, and who. more often than not (but not exclusively), they replace nouns representing people. when most people think of pronouns, it is the personal pronouns that usually spring to mind.

Example:we can't all be heroes because somebody has to sit on the curb and clap as they go by.

### IV.5. Possessive Pronouns

Possessive pronouns are used to show possession. as they are used as adjectives, they are also known as possessive adjectives. my, your, his, her, its, our and their are all possessive pronouns.

Have you seen her book?

### *IV.6. Relative Pronouns*

Relative pronouns are used to add more information to a sentence. which, that, who (including whom and whose) and where are all relative pronouns.

Examples:Dr Adam sissons, who lectured at Cambridge for more than 12 years, should have known the difference.

### *IV.7. Absolute possessive pronouns*

These pronouns also show possession. unlike possessive pronouns (see above), which are adjectives to nouns, these pronouns sit by themselves. mine, yours, his, hers, ours and theirs are all absolute possessive pronouns.

Examples:the tickets are as good as ours.

### *IV.8. Reciprocal Pronouns*

Reciprocal pronouns are used for actions or feelings that are reciprocated. The two most common reciprocal pronouns are each other and one another.

Example: they like one another.

### *IV.9. Reflexive Pronouns*

A reflexive pronoun ends ...self or ...selves and refers to another noun or pronoun in the sentence (usually the subject of the sentence). The reflexive pronouns are myself, yourself, herself, himself, itself, ourselves, yourselves and themselves.

Example: the dog bit itself.

### *IV.10. Intensive (or emphatic) Pronouns*

An intensive pronoun (sometimes called an emphatic pronoun) refers back to another noun or pronoun in the sentence to emphasize it (e.g., to emphasize that it is the thing carrying out the action(

Example: John bakes all the bread himself.

## V.    FUNCTIONS OF PRONOUN

According to Dubodelovs (2017:4) (5) , English pronouns carry out a similar rang of functions to noun phrases, for example, they can appear as subject, object, or complement of the clause (she saw me, that's you). They can also follow a preposition. However, they differ from nouns chiefly in not usually permitting modification (a big car, but not a big it).

Some pronouns have separate cases for subject and object functions as in i vs. me , who vs. whom.
Some show a contrast between personal and nonpersonal genderand between male and female: he/she vs. it , who , vs. which.

Some distinguish singular and plural number , but not by adding an-s, as in i vs.we , he vs. they.

Some have different persons: i vs. you vs. he/she/it.

## VI.  METHODOLOGY OF STUDY

The sample of the study has chosen from the population of fourth class in secondary school. The sample was 30 students, the tool used for collecting data is the test given to the students. The test adopted is to investigate the difficulties of pronouns that students encounter of 4th class in Al-Yamen secondary school. The validity of the test has been read by a number of staff in Iraqi university. The reliability of test has distributed randomly for 35 students.

## VII.  DATA ANALYSIS AND DISCUSSION

This part of study deals with analysis the data taken from the test applied on students to analze them. The test is divided into two sections. The first section included multiple choices questions and the students asked to choose the right answer from four choices. This section is related to types pf pronoun.

| Table 1: The first section included multiple choices questions options | frequency | Percent |
|---|---|---|
| Right answer | 26 | 74 |
| Wrong answer | 11 | 26 |
| total | 35 | 100 |

From the table above (table 1) we note that 26 of students chose the right answer and the percent is 74 and 11 of students chose the wrong answer and the percent is 26.

The following section is related with filling students the appropriate pronouns in the six gaps.

**Table 2:** the right pronoun and the percent

| options | frequency | Percent |
|---|---|---|
| Right answer | 19 | 54 |
| Wrong answer | 16 | 46 |
| total | 35 | 100 |

From the table above (table 2) we note that 19 of students fill the right pronoun and the percent is 74 and 11 of students chose the wrong answer and the percent is 26.

## VIII.    CONCLUSIONS

As a result to this study, we conclude some points as follows;

1. Students have weakness of using the right and appropriate pronouns.

2. Teachers need to give more important of teaching the pronouns.

3. Teachers should give more sentences to make the pronouns more clear for students.

4. Teachers should give tasks and activities to students.

8. Findings

These are the findings can be summarized from the current study:

1. Students have no enough recognition in types of pronouns.

2. Teachers should use more ways in teaching the pronouns.

3. Students need to use the language outside the classroom.

4. Students have to distinguish between the types of pronouns.

9. Recommendation

These are some recommendations as follows:

1. Teachers should teach the students how to distinguish between the pronouns.

2. Teachers should to encourage the students to use the language outside the classroom.

3. Teachers should use pronouns within sentences to be more clear.

4. Students need to practice more on tasks of pronouns.

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