AN ERROR ANALYSIS ON THE USE OF PERSONAL PRONOUNS IN DESCRIPTIVE WRITING MADE BY THE EIGHT GRADE STUDENTS OF SMP NURUL IMAN PALEMBANG, SOUTH SUMATERA

MuhamadHolandyah
DetaDesvitasari
RizqyDwiAmrina
Heru Saputra

State Islamic University of Raden Fatah, Palembang, South Sumatera
Email: *muhammadholandyah_uin@radenfatah.ac.id*

ABSTRACT

English personal pronoun is one of difficult part of grammar English since it is different with Indonesian language. Each of personal pronoun has its own rules, so this case leads the students do some errors. The objectives of this research were to investigate the kinds of errors and the most dominant error on the use of personal pronouns in descriptive writing made by the eighth grade students of SMP Nurul Iman Palembang. This research designed as qualitative in the form of research. The subjects of this research were 37 eighth grade students which were chosen by using purposive sampling. To analyze the data, firstly, we collected the data from the students, and then we identified the errors by circling them, after that the researcher classified the errors by using Surface Strategy Taxonomy by Dulay, Burt and Krashen (1982), after that we calculated the data taken, and the last made the percentage in each category. The result showed that there were 128 items of errors found in student's writing. The most dominant errors found in misformation with the percentage was 72.65% (93 errors). After that, omission errors found in students' writing was 19.58% (25 errors), addition errors found was 7.81% (10 errors), and the last there was no error found in misordering.

Keywords:*error analysis, personal pronouns, surface strategy taxonomy.*

INTRODUCTION

Indonesia has a regulation that English should be learnt by the students and it is one of compulsory subject in every stage of education, which are junior high school, senior high school and even university. In curriculum 2013, grammar is important part of learning English that should be taught because without mastering grammar, the students

will not have good communication in English. Debata (2013, p. 482) argues that grammar is the study of words and the ways words work together; an invisible force that guides us as we put words together into sentences. Knowledge of grammar helps the student in the correction of mistakes and improvement of written work. A person can't learn a foreign language accurately only through a process of unconscious assimilation. So, it can be said that communication failure will happen if people do not master the grammar because the purpose of communication cannot be reached.

However, learning grammar is something difficult to the students even the Indonesian students. As Muftah and Galea (2013, p. 146) states that in the EFL (English as a foreign language) context, knowledge of grammar is considered to be the most crucial and difficult part for non-native learners to master properly. This is because in bahasa Indonesia, there is no differentiation in such as article, part of speech, and tense. For example, the concept of tenses, especially the more complex perfect tenses, is often difficult to grasp for Indonesian students. Part of speech is also one of the examples. Part of speech is one of the grammatical components in English. By mastering the parts of speech, the students can learn English well. Part of speech consists of 8 parts; noun, pronoun, verb, adjective, adverb, preposition, conjunction and interjection.

In part of speech, pronouns are one of part that students often do the errors mostly. This is because every pronoun has its own purposes. Pronouns are a word that can be shorted to be noun phrase (Payne, 2011, p.122).Moreover, Feder (2002) stated that pronouns are one of the basic grammars that should be mastered by the students.Furthermore, Lester (2008, p. 5) proposed six groups of pronouns, such as; personal pronoun, relative pronoun, demonstrative pronoun, reciprocal pronoun, indefinite pronoun and interrogative pronoun. Personal pronouns as part of pronouns has five forms, namely: subject, object, possessive adjective, possessive pronoun and reflexive pronoun.

However, English personal pronouns are different from Indonesian one. Nelson (2001, p. 57) states that personal pronouns are words to exhibit contrasts for person, number and case. In Indonesia, the word "*dia*", "*mereka*", "*saya*", "*kami*" can be used in all of part of sentences. They can be used for subject, possessive adjectives, object, possessive pronouns and also noun. In short, personal pronouns in Indonesia can be

used interchangeably in utterances. These differences leads the Indonesian students face difficulties and make some errors in using English personal pronouns. They often encounter difficulties in translating Indonesian personal pronouns "*dia*" into English. For example, they often say, "*I will go with she*", instead of saying *"I will go with her"*, or they often say "*The books are borrowed by they",* instead of saying "*The books are borrowed by them*".

This is a crucial case since personal pronouns are very important to the students. As Nelson (2001, p. 57) states that personal pronoun plays an important role in whether for writing and also communication.Those statements show that personal pronouns are very important to be taught in order to make students are able to construct grammatical sentences. If there are no pronouns used, people should repeat the noun for several times.

Based on the researcher's preliminary study at SMPN NurulIman Palembang on November 29th 2016, the researcher gave the eighth grade students especially VIII 2 20 questions which consist of 10 completion items and 10 multiple choice items about personal pronouns. And the result was, from 37 students, only 30% students got score above the KKM. Other 35% students got score about 60-65, and other 35% students got less than 60. This result showed that almost half of them still had difficulties in using personal pronouns.

In other hand, the use of personal pronouns also cannot be separated with the text especially descriptive text. Descriptive text is one of the text genres that learnt by the students. Description is writing about person, animal, thing or place appear. Descriptive text also must use personal pronoun because they tells about someone or something that they always repeat that things. So, through descriptive text, the errors on the use of personal pronouns made by the students will be analyzed.

Considering the background above, the researcher interested in investigating the students' learning problems, to know the kind of errors on the use of personal pronouns in descriptive writing made by eighth grade students and to know the dominant error on the use of personal pronouns in descriptive writing made by students.Therefore, the researcher entitled the research "An Error Analysis on the Use of Personal Pronouns in Descriptive Writing Made by the Eight Grade Students of SMP NurulIman Palembang".

LITERATURE REVIEW

Concept of error

Error is a fault which is made by the learner, and he or she is unable to make correction. Erdogan (2005, p. 263) stated that mistake can be self-corrected. Ellis (1997, p. 17) states that errors reflect gaps in a learners' knowledge; they occur because the learner does not know what is correct. Furthermore, Brown (2000, p. 163) stated that error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. Error should not be viewed as something undesirable or something to be avoided. By this error, a language researcher and a language teacher will get a feedback.

Sources of error

Brown (2000, p. 223), mentions the four classifications of source of errors. They are:

1. Interlingual error

    Interlingual error is beginning stage of learning second language. It is the negative influence of the mother tongue of learner

2. Intralingual error

    Intralingual error is the negative transfer of items within the target language. Context learning

    In this stage, context refers to the teacher or the textbook. In classroom, the teacher or the textbook can lead the students to make errors. It can be called false concept

3. Communication strategies

    Communication strategies are related to learning styles. In this stage, students have to use their production strategies for getting the message. But sometimes it can be sources of error.

Surface strategy taxonomy

Dulay, Burth and Krashen (1982, p. 150) define the surface strategy taxonomy as the highlight the ways surface structure are altered. There are four classifications of errors according in surface strategy taxonomy, they are:

1. Omission Error

   Omission error is characterized by the absence of an item that must appear in a well-formed utterance. Language learners omit grammatical morphemes much more frequently than content words.

2. Addition Error

   It is the opposite of omission. They are characterized by presence of an item, which must not appear in a well-formed utterance.

   There are three types of addition of error: (a) Double Marking, (b) Regularization and (c) Simple Addition.

3. Misformation

   Misformation error is characterized by the use of the wrong form of the morphemes or structure. The types of errors are (a) Regularization errors, (b) Archi-formsand (c) Alternating form.

4. Misordering error

   Misordering is a wrong placement of morpheme or a group of morphemes in an utterance.

Concept of error analysis

Brown (2000, p. 166) says that error analysis is the study of students' error which can be observed, analyzed, and classified to reveal something of the system operating within the learners. As Norrish (1983, p. 3) states that error analysis is not only for the teacher in the construction of his or her planned teaching, but also for the learner as well as in the students' construction of learning a foreign language. Based on the statement above, error analysis is a study which learns about the evaluation of learners' error.

Ellis (1997, p. 15) explained four steps of analyzing the errors, they are identification, descriptions, evaluation and explanation.

Thus, error analysis is a field of study that brings lots of beneficial for both teacher and student. Because they can improve and strength the materials when the errors or mistakes are analyzed.

Concept of personal pronouns

Nelson (2001, p. 57) states that the personal pronouns exhibit contrasts for person (first person, second person, or third person), number (singular or plural), and case (subjective or objective). In addition, the third person singular pronouns he/she/it exhibit a contrast for gender (masculine, feminine or non-personal). According to Danesi (2006, p.77), personal pronouns are classified according to the person(s); the person speaking (first person); the person spoken to (second person); anyone or anything else (third person). Quirk (1985, p. 335) argues that pronouns share several characteristics, most of which are absent from nouns. According to some definitions above, it can be concluded that pronouns are a word that can replace a noun.

The use of personal pronoun are as:

a. Subject pronouns as the subject of verbs

b. Object pronoun as the objects of verb and prepositions.

c. Possessive adjective is usually used to describe a noun, and it comes before it, like other adjectives.

d. Possessive pronoun is used insteadof a noun.

e. Reflexive pronoun is used the subject and the object refer to the same person or thing.

Concept of descriptive text

Descriptive text is a text to describe a thing, phenomenon, place, or person in specific way. According to Oshima et al (n.d. p.48) description is writing about how something (or someone) looks and uses space order. Hogue (2008, p. 94) said that descriptions are word pictures. Therefore, it can be concluded that descriptive writing is the clear description of people, places and objects. Descriptive Text is a kind of text with a purpose to give information. Meanwhile, According to Harmer (2004, p. 31) writing is away to produce language and express idea, feeling and opinion. It must be

taught formally and deliberately. Moreover, this edea is also supported by Harmer (2004, p. 31) who stated that writing is away to produce language and express idea, feeling and opinion.

METHODOLOGY

This study used descriptive qualitative research, because we purposed to describe the errors made by eighth grade students of SMP NurulIman Palembang in writing descriptive text based on surface strategy taxonomy, to describe the kinds of errors and to explain the dominant kind of error made by the students.

The eighth grade students of SMP NurulIman Palembang were drawn to be the population. We chose the eighth grade students because based on the syllabus of SMP NurulIman Palembang, they had learned about part of speech especially personal pronouns when they were in the seventh grade. There were four classes of eighth grade. The total number of population was 145 studens. In this study we used purposive non random sampling. We chose VIII 2 because based on the information from the teacher of English, VIII 2 had lowest score in learning English. So they could be the representative of the whole eighth grade to see their weaknesses in personal pronouns. The total number of the sample is 37 students.

In this case we gave a writing test to the students by giving five topics to be chosen, they were: (1) My best friend(s), (2) My family, (3) My idol, (4) My pet and (5) My favorite food. They had to make a composition in the form of descriptive writing. The students were assigned to write a descriptive text that should contain around three paragraphs with at least five sentences in each paragraph, in 45 minutes.

After collecting the data, we analyzed the data by using theory from Ellis, (1997, p. 15). After that,we calculated each of errors to know the precentage of each classifications. In calculating the data in each error, the researcher used the following formula:

P $\quad = \frac{n1}{\varSigma N} 100\%$

P $\quad =$ Percentage of error

n1 $\quad =$ Total of the given error

ΣN $\quad =$ Total of the whole error.

FINDINGS

After we collected the data from the students' sheets, there were 128 items of errors found in student's writing. We provided all of those sentences in the table below completed with the error types of each sentences. The errors were classified based on surfaced strategy taxonomy which included four types of errors according to Dulay, Burt, and Krashen in 1982. They were; omission, addition, misformation and misordering. There were 25 errors were found in omission, 10 errors were found in addition, 93 errors were found in misformation and there was no error found in misordering. The identified sentences were figured out in following table:

Table 1

Identification and Classification of Errors in Personal pronouns

No	Type of Error	Identified sentences
1	Omission	1. I choose her as my best friend because usually can understand me 2. She is my favorite actress. Hope I can meet her 3. Her full name is RaisaAndriana but famous as Raisa 4. She is singer but can dance too 5. People usually call Rinos or Rina Nose 6. She looks beautiful when smile 7. She always wash her bag because make her bag clean 8. Actually he is not too thin but also not too fat 9. He is not too handsome but have many admires 10. He is not short but tall 11. My mother also care with me and never

		leave me alone
		12. She always say should study hard
		13. We are still friend although often angry
		14. My mother also love brother
		15. He always borrow my money when do not have money
		16. I like him very much because of personality good
		17. His handsome face make always smile
		18. She is not tall but also not short
		19. Her house is very big when come to her house
		20. My father is family
		21. My mother is family
		22. My brother is family
		23. I have a pet is a dog
		24. She has brother and brother name Edward
		25. My sister is family
2	Addition	1. Esti and Widya**they** are my best friend I hope we can be a**our** friend good as long as our live
		2. She today **her** lives in Japan
		3. She and I **myself** same love super junior
		4. Finally, we can be **our** friend till the end
		5. I and he **we** often go to school together
		6. I have mother **me**, father and also two brother and one sister
		7. I have **my** best friend
		8. After she stop for one year she continue **she** sing
		9. Raka is **my** everything for me

3	Misformation	1. I want to tell you about **they**
		2. **He** favorite sport is basket ball
		3. He play with **we** in the PTC at night
		4. Anto is the tallest between **we**
		5. **He** eyes are brown like actrist in barat
		6. **She** is football player in Real Madrid
		7. Ilike **she**
		8. **She** is play football very good
		9. **She** team beat Atletico Madrid in final
		10. **She** is the best player in the world
		11. I will like **she** until I die
		12. **He** name Fandi
		13. He is play with **he** brother
		14. I want **he** to teach **I** play a guitar
		15. He can express **he** feeling
		16. I like **he** somuch
		17. He play music in **he** guitar
		18. **His** from Portugal and play in Real Madrid
		19. In real Madrid, **his** use number 7
		20. **His** always a make a goal in his team
		21. But people said he is arrogant because of **he** style
		22. **He** son very love **he** father
		23. **His** smile because **he** team win
		24. **She** name is Luna
		25. She always help **mine** problems
		26. **He** full name is NazrielIlham
		27. **She** is name Neli
		28. I really want to meet **he**
		29. I often come to **him** concert
		30. **His** like swimming

		31. **His** is kind person
		32. **His** always help me
		33. **His** a good friend
		34. **His** have 2 sisters
		35. I always play football with **his**
		36. **His** like eating bakso
		37. **His** have a good mother
		38. I always play playstation with **his**
		39. **His** is taller than me
		40. **His** is smart boy
		41. **His** always help me to do my homework
		42. **His** always get 1 rank
		43. **She** is name Widya
		44. Ialways help **she** cook pempek
		45. I think ada'an is the best choice when **us** hungry
		46. My father said he will happy if **me** not in home because **his** can eat pempek more
		47. I believe my father lie to **I** because it impossible my father happy without **I**
		48. **She** is name Zubaidah
		49. **She** cooking very delicious
		50. **She** skin brown
		51. **She** favorite singer is Rita Sugiarto
		52. **She** favorite song is priaidaman
		53. She love **we** very much
		54. I always featuring singing with **she**
		55. **He** is name Radhika and **me** name is Shella
		56. **His** name RindaSeptia
		57. **His** name Syahira
		58. **Their** are always help me and my brother

		59. My parents invite my grandfather and my grandmother live in **them** house
		60. My grandfather give **I** advice
		61. My grandmother told about tale to **I**
		62. **Our** are big family
		63. She and **me** have the same favorite food
		64. I and **her** go to search favorite food
		65. I love **her** because he teach me to live good
		66. My father is work hard for **their** family
		67. Ilove **her** becauseheisnice
		68. Name **he** is Ronaldo
		69. Her mother and her father live with **she**
		70. **Her** very happy with her career
		71. **Her** song is very nice
		72. I like **her** when he is singing
		73. **Her** wife name is Yulia
		74. I love **her** so much
		75. **She** favorite color is green
		76. **She** best friend is Taylor Swift
		77. **She** name is Triani
		78. **She** favorite colour is green
		79. **She** favorite food is egg
		80. **She** favorite fruit is apple
		81. **She** favorite drink is white water
		82. We always talking about problems in **we** live
		83. **Hers** name is Novi Silvia
		84. **Hers** hobby is singing and watching
		85. I never meet with **his** now
		86. **She** name is RirisYuniarti
		87. **She** favorite color is blue

		88. **Her** name is RizkyPrasetya
		89. **Her** name is IqbalKurniawan
		90. **She** name is Zia Ramadanti
		91. **She** favorite colour is red
		92. **She** favorite food is noodle
		93. I hope we can be a our friend good as long as **our** live
	TOTAL	**128 errors**

From the table above, it could be seen that there ere 128 errors found on students' writing. The frequency and the percentage of types of errors could be seen in the following table:

Table 2

Frequency and Percentage of Types of Errors

Types of Errors	Frequency	Percentage
Omission	**25**	**19, 58%**
Addition	**10**	**7, 81%**
Misformation	**93**	**72, 65%**
Total	**128**	**100%**

1. Omission $\quad\quad = \frac{25}{128}$ x 100% = 19, 58%

2. Addition $\quad\quad = \frac{10}{128}$ x 100% = 7, 81%

3. Substitution $\quad = \frac{93}{128}$ x 100% = 72, 65%

DISCUSSION

Based on the findings above, this research revealed that the most frequent category or the most dominant error of personal pronouns contributed by the students was misformation with the frequency 72.65%. In misformation, the most frequent error contributed by the students was archi-form with the percentage of 82.79%. This result

showed that the students did many errors in choosing the appropriate pronouns in the sentence. The students used subject *she* for *her, we* for *us, he* for *his, they* for *them.*

Moreover, in misformation category, the students also did the errors alternating form with the percentage 17.20%. The students used freely the pronouns for every sentence. For example, *she* for *he, her* for *his, she* for *him.*

The findings of this study seem to support the findings of the previous studies. They are from Firdausi in 2014 which found that the selection was the error which most frequently produced by the students. It took 95.8% of the total errors. The students were confused in choosing the appropriate class of pronoun (subject or object). Furthermore, this finding was also similar to a research by Wijayanto in 2008 which found that the most error found in the students' writing was misformation with 11 errors sentences.

The possible sources of the occurrence of personal pronouns errors based on theory from Brown (2000), in this study, would be elaborated in the following:

Firstly, in misformation errors, students used a wrong form in a sentence. It might be caused by interlingual transfer, it could be interpreted that it occurred because of the influence of mother tongue of the students (Brown, 2000, p. 224). This error could be said as the influence of mother tongue because they thought that in bahasa Indonesia, there was no any differentiation for *they* as the subject, object and also possessive adjectives. For example in the sentence *I want to tell you about they*. In this case, the students used *they*for object pronouns. The students thought that the pronoun *they* for subject was as same as *they* for object. Then in the sentence *He favorite sport is basket ball,* they freely used *he* for the possessive adjectives that should be *his.*

Second, in omission errors, the students omitted an item that should appear in a sentence. It might be caused by intralingual transfer, where the students just learned some of target language, so students apply the structure for all forms. The students neglected the rule in forming the right form sentence. For example *my mother also love brother,* the students omitted the possessive adjective *my.*

The last was addition the possible source of the error was communication strategies, where it was related to students' learning style or the students' way to get the message (Brown, 2000, p. 277). For example,*Esti and Widya they are my best friend.*

The students add the pronoun for making sure the subject before the pronoun. They thought that it was clear if the add *they* after the subject where it was actually false.

From all the discussions above, it could be concluded that the eighth grade students of SMP NurulIman Palembang contributed the personal pronouns errors mostly in misformation. It occurred because of their difficulties in differentiating the subject and object of pronouns and also possessive adjectives.In addition, errors in omission and addition were also found in students' writing. Those all types of errors occurred might be caused of there were some characteristics of the target language which could not be comprehended and understood easily by the students because of the differences between first language and target language. The students were expected to learn more consistently in order to make them comprehend the personal pronouns.

CONCLUSION

Based on the findings and interpretations, researcher concluded that the eighth grade students of SMP Nurul Iman Palembang as the participants contributed the errors on omission, addition and misformation

Secondly, this research revealed that the most dominant error of personal pronouns done by the students were in misformation. Misformation errors indicated that the students faced some difficulties in comprehending the use and the differences of each class of personal pronouns. The frequency of misformation errors was 72.65%, followed by omission error was 19.58% and addition error 7.81%.

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