ANALYSIS OF STUDENTS' ERRORS IN USING PRONOUN IN ENGLISH COMPOSITION: A CASE STUDY AT THE EIGHTH GRADE STUDENTS OF SMPN 1 NARMADA IN ACADEMIC YEAR 2017/2018

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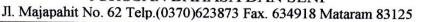**Submitted as a Partial Fulfillment for Sarjana Pendidikan Degree in English Department Faculty of Teacher Training and Education University of Mataram**

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ANALYSIS OF STUDENTS' ERRORS IN USING PRONOUN IN ENGLISH COMPOSITION: A CASE STUDY AT THE EIGHTH GRADE STUDENTS OF SMPN 1 NARMADA IN ACADEMIC YEAR 2017/2018

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ABSTRACT

This study aimed to identify and describe the most common pronoun errors made by students in English composition The population of this study was the eighth grade students of SMPN 1 Narmada in academic year 2017/2018 which consist of ten classes namely VIII-1, VIII-2, VIII-3, VIII-4, VIII-5, VIII-5, VIII-6, VIII-7, VIII,-8, VIII-9, and VIII-10. This study involved 40 students as the sample of the study which was taken by using simple random sampling technique. The instruments used in this study were fill in the blank test, guided-writing test, and questionnaire. In analyzing the data, descriptive-quantitative method was used. Based on the data analysis, it was found that the eighth grade students of SMPN 1 Narmada made errors in using pronoun in English composition with percentage of errors 67.23%. The data from the test showed that the most common errors made by students was possessive pronoun with 21.85% errors. Meanwhile, The result of the questionnaire showed the most factors causing students' errors were intralingual error and interference error.

Key words: *Error, Pronoun, and English Composition*

MENGANALISA KESALAHAN SISWA DALAM MENGGUNAKAN KATA GANTI PADA KARANGAN BAHASA INGGRIS: STUDI KASUS PADA SISWA KELAS DELAPAN SMPN 1 NARMADA TAHUN AKADEMIK 2017/2018.

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ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi dan mendeskripsikan kesalahan kata ganti yang paling umum yang dilakukan oleh siswa dalam karangan bahasa Inggris. Populasi dalam penelitian ini adalah siswa kelas VIII SMPN 1 Narmada pada tahun akademik 2017/2018 yang terdiri dari sepuluh kelas yaitu VIII-1, VIII- 2, VIII-3, VIII-4, VIII-5, VIII-5, VIII-6, VIII-7, VIII, -8, VIII-9, dan VIII-10. Penelitian ini melibatkan 40 siswa sebagai sampel penelitian yang diambil dengan teknik simple random sampling. Instrumen yang digunakan dalam penelitian ini adalah mengisi *filling the blank, guided-writing*, dan kuesioner. Peneliti menggunakan metode deskriptif-kuantitatif untuk menganalisa data. Berdasarkan analisis data, ditemukan bahwa siswa kelas VIII SMPN 1 Narmada membuat kesalahan dalam menggunakan kata ganti dalam karangan bahasa Inggris dengan persentase kesalahan 67,23%. Data dari tes tersebut menunjukkan bahwa kesalahan yang paling umum dilakukan oleh siswa adalah kata ganti kepemilikan dengan kesalahan 21,85%. Sementara itu, hasil kuesioner menunjukkan faktor terbanyak yang menyebabkan kesalahan siswa adalah intralingual dan interferensi

Kata kunci: kesalahan, kata ganti, dan karangan bahasa inggris.

I. INTRODUCTION

1.1   Background of Study

In learning English as a foreign language, learners will face some problems in which they tend to make mistakes and produce errors. Error is often defined as the fault made by language learner during learning process. It is natural and cannot be denied. Errors in language learning is very interesting to be analyzed. Considering the importance of studying such errors, the researcher decides to conduct the study in the field of error because the researcher has found some errors in students composition, especially in grammar. Composition is a short essay written as a school exercise. It is considered as the area investigated because composition is the only writing form originally produced by high school students in learning English as a foreign language at this level.

There are four language skills that should be mastered in the study of English as a foreign language; they are listening, speaking, reading, and writing. Among the four language skills, writing is believed as the most difficult and complex of all. It is difficult for students because they are required to compose their own writings by using their own sentence and organizing their own ideas in such a way that the reader can understand them. In writing, language learners need to involve vocabularies, rhetoric, and also grammar. In spite of the difficulties, writing is an essential skill that should be mastered by students. By writing, students will have a chance to express their ideas, experiences, feelings through English composition.

Writing composition in foreign language is different from writing in the first language. The students need to apply the rule of target language in their composition. They will get some problems because of the different language system between their mother tongue and target language. Some difficulties generally faced by students in writing English composition are lack of vocabulary, generating ideas, arranging the sentence, and also lack of grammar knowledge like pronouns, articles, prepositions, tenses, spellings.

For junior high school students, writing composition is something new and completely difficult because writing is not taught intensively in elementary school, even some schools do not teach English at this grade. It can be one of the possible factors causing problem in producing English composition like descriptive text, recount text, procedure text, report text, and narrative text. In SMPN 1 Narmada, most of students have learned English when they were in elementary school.

Based on the preliminary observation during teaching practice at SMPN 1 Narmada, students faced some problems in grammar, especially using pronoun. They could not distinguish between subject pronoun and object pronoun. For example, some students wrote "*I love they*" instead of *"I love them".* Besides object pronoun, some students also got confused about possessive pronoun and possessive adjective. They did not know when to use each of them in the sentence. It occurred due to lack of knowledge about grammar. Students' errors were not solely due to their fault. The differences between Indonesian and English language structure also probably led to students' errors. The fact that the students were weak in grammar, caused trouble in writing.

The problem described above triggers the researcher to do the study about pronouns errors made by students in their composition to show the most errors are made by students and what factors contribute to students' pronouns errors.

1.2 Research Questions

Based on the problem above, this study is conducted in order to answer the following questions:

1. What are the most common pronoun errors made by students in English composition?
2. What factors are causing the most pronoun errors made by students in English composition?

1.3 Purposes of study

The purposes of this study are, as follows:

1. To identify and describe the most common pronoun errors made by students in English composition.
2. To identify and describe the factors causing the most pronoun errors made by students in English composition.

II. REVIEW OF RELATED LITERATURES

2.1 The Nature of Errors in English

In learning second language, the learners tend to make some errors. It is normal in learning process and hard to avoid. Dullay (1982) said that all language learners tend to make errors when they learn target language.

Naturally, errors are produced because of the differences between learners' mother tongue and the target language. According to Alberta (2007), students' errors made during second language development may be directly attributed to the influence of the structure and

vocabulary of their first languages. It is natural to use knowledge of the first language system to work out patterns in the second language.

Many linguists have defined error and mistake as a different phenomenon. In his books, Ellis (1994) distinguishes error and mistakes. He claims that errors occur because the learner does not know what is correct, while mistakes occur because the learners fail to perform what they know. In other words, errors are produced because of lacks of students' knowledge, and lapses performance led to mistake.

Similarly, Corder in Selinker (2008) also differentiates between errors and mistakes. Mistakes refer to slips of the tongue which generally one-time-only events, but an error is systematic. It happens repeatedly and learners do not recognize it.

In conclusion, error can be described as the fault of language learners in learning foreign language which is made systematically because of the lack of knowledge about the system of the target language and also interference of the first language.

2.1.2 Cause of Error

There are some sources or causes of competence error that have been identified. Richard in Ellis (1994: 58) distinguishes source or causes of error into three types:

1. Interference Error. It occurs as a result of the use of elements from one language while speaking another. For example when Indonesian learner says "I not can dance" because the similar sentence in Indonesia is "saya tidak bisa menari".

2. Intralingual Error. It reflects the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply.

3. Developmental Error. It occurs when the learner attempts to build up hypotheses about the target language on the basis of limited experience.

2.2   Writing

According to Raimes (1983), writing is a skill in which we express ideas, feeling, and thought which is to be arranged in words, sentences and paragraph. Writing also reinforces the use of sentence structure, tenses, idiom and vocabulary correctly in order to make the reader get the idea clearly.

Moreover, Harsyaf (2009) claims that writing accurately involves correct spelling, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraphs.

However, writing is the most complicated skill among the four language skills; not only language skills are needed in writing but also the vocabulary, grammar, coherence, and of course ideas. Harsyaf (2009) describes that the difficulty of writing is not only in generating and organizing ideas, but also in translating these ideas into readable text. It means that writing will extract all the ability of student to create a great writing stuff. According to Harmer (2001), planning, drafting, editing, and final draft are the process to create a good writing.

2.3   English Pronoun

Pronoun has been known as one of the parts of speech. According to Dykes (2007), the word 'pronoun' comes from the Latin *pronomen* meaning 'for a noun'. It is used to avoid confusing and clumsy repetition. Similarly, Stobbe (2008:40) says that pronoun can be used in place of noun to avoid monotonous repetition. Pronouns are divided into several different categories.These are some categories of pronoun by their function proposed by DeCapua, as follows:

2.3.1   Subject Pronoun

Subject pronoun is pronoun that replaces the subject of the sentence or clause. It usually can be found at the beginning of the sentence or precedes the main verb. Subject pronoun tells us who or what the doer of the verb is, or who or what is described by the verb.

	Singular	`Plural
1st Person	I	We
2nd Person	You	You
3rd Person	He, She, It	They

Adopted from Swick (2005:12)

2.3.2   Object Pronoun

Object pronouns are used as the object of verb; direct object or indirect object. It indicates the recipient of an action. It is preceded by verb or takes place at the end of the sentence. Like the subject pronoun, there are eight object pronouns, as follows:

	Singular	`Plural
1st Person	Me	Us
2nd Person	You	You
3rd Person	Him, Her, It	Them

Adopted from Swick (2005:12)

2.3.3 Possessive Pronoun and Possessive Adjective

These two possessive words are divided because of the different function in a sentence. Possessive adjective is followed by noun or noun phrase (Sentence a), but possessive pronoun is not (Sentence b).

a) This is **my** *phone*

b) It is **mine**

Possessive adjective and possessive pronoun are similar because they refer to possession, but different in their function:

- Possessive adjectives form part of a noun phrase.
- Possessive pronouns replace noun phrases.

Possessive Adjectives	Possessive Pronouns
My	Mine
Your	Yours
His	His
Her	Hers
Its	Its
Our	Ours
Their	Theirs

III. RESEARCH METHOD

3.1 Research Method

This research is a case study. Descriptive-quantitative method was used to analyze the data in this study

3.2 Population and Sample

The Population of this study was the eighth grade students of SMPN 1 Narmada in academic year 2017/2018. There were ten classes of the eighth grade with 40-41 students in each class. Totally there were 401 students. From the total population, the researcher took 10% students from the total number of population. It means that 40 students were taken as the sample of this study. Simple random sampling technique was used to take the sample. From the ten classes of the eighth grade, class VIII-8 was chosen as the sample of the study which determined by using lottery.

3.3 Instrument of Study

To obtain the data, the researcher used three instruments namely filling the blank, guided-writing, and questionnaire.

3.3.1 Written Test

In this written test, the researcher used two kinds of tests that were fill in the blank and Guided-writing test.

a. Filling the Blank

The researcher provided incomplete English sentences without pronoun. This test consisted of 27 items. This test intended to measure the students' ability in applying pronoun appropriately and also to know the common errors made by students in using pronouns.

b. Guided-writing test

In this test, the students were asked to produce their own composition based on the topic "my childhood". They were guided to write their composition by providing them some questions. Students based their composition by answering the questions. It aimed to guide students in constructing paragraph, to control the content of students' writing and also to direct them to apply pronouns in their composition.

3.3.2 Questionnaire

Questionnaires were given in order to know the factors causing errors made by students in using English pronoun. It consisted of nine questions.

3.4 Method of Collecting Data

The researcher used the instruments above to collect the data. At the beginning, the researcher conducted written test to the participants that were filling the blank and guided-writing test. To finish the test, the students were given 2x45 minutes for each test. In the first test (filling the blank), the students were asked to complete the sentences by using appropriate pronoun. In guided-writing test, students wrote the composition based on the topic given. Students needed to use subject pronoun, object pronoun, possessive pronoun, and possessive adjective in their composition. Then, the result of the tests were collected as data to be analyzed. After conducting the written test, students were given a questionnaire about the problem in using English pronoun which consisted of nine questions.

3.5 Method of Analyzing the Data

The main procedures in analyzing the data were identification, classification, calculation of the data, and description of the errors. The procedure of identification was done by collecting the data from students' tests and identifying the pronouns errors made by students in their tests. Then, the data obtained were classified into four categories of errors,

namely errors in using subject pronoun, object pronoun, posessive pronoun, and possessive adjective. After classifying the data into several categories of errors, the researcher calculated the precentage of each errors by using the following formula:

$$P = \frac{f}{\Sigma N} \text{ X } 100\%$$

P : Percentage of error

f : Frequency of error made by student

ΣN : The total number of English pronoun that the students made

  By applying the formula, the data collected from the written test was calculated in order to get the sum of students errors. It showed the precentages of the students' errors in the use of each pronoun.

IV. FINDING AND DISCUSSION

4.1 Discussion

4.1.1 The Result of Fill in the Blank Test

PERCENTAGE OF ERRORS				
SUBJECT PRONOUN	OBJECT PRONOUN	POSSESSIVE ADJECTIVE	POSSESSIVE PRONOUN	TOTAL
126/280	198/280	166/280	236/240	**726/1080**
11.67%	18.33%	15.37%	21.85%	**67.23%**

4.1.2 The Result of Guided-writing Test

PERCENTAGE OF ERRORS				
SUBJECT PRONOUN	OBJECT PRONOUN	POSSESSIVE ADJECTIVE	POSSESSIVE PRONOUN	TOTAL
5/453	15/31	11/288	1/1	**32/801**
0.62%	1.87%	1.37%	0.12%	**3.99%**

4.1.3 The Result of Questionnaire

NO	QUESTIONNAIRE	YES	%	NO	%
1	Saya menyukai pelajaran bahasa inggris	30	75%	10	25%
2	Saya mengerti penggunaan tata bahasa (grammar) dalam bahasa inggris	11	27.5%	29	72.5%
3	Saya pernah mempelajari pronoun	23	57.5%	17	42.5%
4	Ketika belajar pronoun dalam Bahasa inggris, saya terpengaruh oleh Bahasa ibu (Bahasa Sasak/Bahasa Indonesia)	23	57.5%	17	42.5%
5	Materi dan gaya mengajar guru mempengaruhi kemampuan saya dalam memahami pronoun	15	37.5%	25	62.5%

6	Saya memahami penjelasan dari guru mengenai pronoun dalam bahasa inggris	18	45%	22	55%
7	Saya tahu apa yang dimaksud dengan pronoun	25	62.5%	15	37.5%
8	Saya tahu penggunaan pronoun dalam menyusun kalimat dalam bahasa inggris	14	35%	26	65%
9	Saya dapat memilih pronoun yang tepat untuk digunakan dalam kalimat	15	37.5%	25	62.5%

4.2 Discussion

4.2.1 Most Common Errors Made by Students

A. Students Errors in Using Subject Pronoun

From the total pronouns given, students made 126 (11.67%) errors in using subject pronoun. It was the lowest errors occurred in fill in the blank test. This data was equivalent with the result of guided-writing test where the students just made 0.62% errors in using subject pronoun in their composition.

B. Students Errors in Using Object Pronoun

The table 1 shows that the error in object pronoun was the second common errors made by students. There were 198 (18.33%) errors. The result of fill in the blank test was different from that of guided-writing test where the object pronoun was the most dominant errors produced by the students with 1.87% errors, but kind of errors made were the same. The students were using subject pronoun as an object in the sentence rather than object pronoun.

C. Students Errors in Using Possessive Adjective

Based on the result of the test, the frequency of errors in using possessive adjective was 15.37%. It is the third highest percentage of errors after object pronoun. The students were using possessive adjective inconsistently. Sometimes they used the correct form and sometimes they used wrong possessive adjective, and also used subject pronoun and object pronoun to replace possessive adjective.

D. Students Errors in Using Possessive Pronoun

From the research findings we obtained the data that the highest errors made by the students are possessive pronoun with 236 (21.85%) errors. Almost all pronouns given were answered incorrectly. The high percentage of errors happened because they had no idea about possessive pronoun; it was unfamiliar pronoun for them. It was proved by students result in guided-writing test. They never used possessive pronoun in their composition. They tended to avoid the use of possessive pronouns in their composition. Lack of knowledge about the

possessive pronoun was the main factor causing students' errors in using possessive pronouns.

4.2.2. Factors Causing Students' Errors

A. Intralingual

The result of questionnaires showed there were 72% of students who said that they did not understand about the English grammar (questionnaire number 2) which proved that the students had lack of knowledge about the rule of the target language that made them produce errors. In questionnaire number 8, 65% of students did not know the use of English pronoun to compose sentences, and 62% of students could not choose the appropriate pronoun to be used in the sentences (questionnaire number 9), 55% of students also did not understand the teacher's explanation about pronoun (questionnaire number 6). It indicated that the students failed to learn English pronoun. The lack of knowledge about pronoun was also the factor causing students errors in using pronouns. These data proved that the students made errors that could be categorized as intralingual error.

B. Interference

The second factor causing students' errors was interference of the mother tongue. The result of questionnaire showed that 23 (57.5%) students stated that they were influenced by their mother tongue when they were learning English pronoun. The different rules between the mother tongue and the target language led to students' errors. Some of students did not understand about the rule of the target language. It can be seen from the students answer on questionnaire, 72.5% students did not understand about the English grammar.

V. CONCLUSSION AND SUGGESTION

5.1   Conclusion

Based on the findings, the most common errors made by students are possessive pronoun with 21.85% occurrence. The second is errors in using object pronoun with 18.33% errors. The third is possessive adjective with percentage of errors 15.37%. Lastly, the lowest errors are subject pronoun with 11.67%.

Based on the result of the test and questionnaire, it can be concluded that the main factors causing the students errors are intralingual error and interference error.

5.2   Suggestion

The teacher need to use the appropriate method to teach the students about English pronoun, then the teacher should give a clear explanation about pronoun to the students and also give them more exercises especially in applying English pronoun in sentences. It can

help the students improve their ability in using pronoun when constructing paragraph in their composition. The teacher also must give special time to discuss about grammar rule especially English pronoun.

For students, they need to learn more about English pronoun and practice to use the pronoun they have known. They can apply it when making sentences, constructing paragraph, or writing English composition. They also should learn about the function of each pronoun in the sentence to help them familiar with the function of English pronoun which is different from Indonesian pronoun.

For the next researchers who wants to conduct the research in terms of pronoun, it is hoped that they bring this 'pronoun problem' into other kinds of research like classroom action research or experimental study in order to develop the media of teaching pronoun and also to improve students ability in using pronoun.

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