

**AN ANALYSIS OF STUDENTS' ERRORS IN USING ENGLISH PRONOUNS: A
CASE STUDY AT NINTH GRADE STUDENTS OF SMPN 2 LINGSAR IN
ACADEMIC YEAR 2017/2018**



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**AN ANALYSIS OF STUDENTS' ERRORS IN USING ENGLISH PRONOUNS: A CASE
STUDY AT NINTH STUDENTS OF SMPN 2 LINGSAR IN ACADEMIC YEAR
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Abstract

This study is aimed to analyze students' errors in using English pronouns functioning as; subject, object possessive pronoun and possessive adjective and the factor that contributes to the errors. The method used in this study was descriptive quantitative. Furthermore, the population of this study was the ninth grade students of SMPN 2 Lingsar in academic year 2017/2018 which consists of nine classes; they are IX1, IX2, IX3, IX4, IX5, IX6, IX7, IX8, and IX9. The total sample used was 36 students, I only took IX 7 as the sample. The instrument employed in this research is written test in form of fill in the blank which consist of 45 and questionnaire. I used close ended questionnaires to collect the data that consist of 7 statements. After analyzing the answer from students' test and questionnaire, I found that students made errors on personal pronouns as subject was 30 errors (4,3%), personal pronoun as object was 210 (30,3%), possessive adjective was 186 (26,9%) and possessive pronoun was 267 (38,5%). From that result, it could be concluded that the most ninth grade students of SMPN 2 Lingsar made errors in using possessive pronoun (38, 5%). Besides, the type of errors Misinformation was the dominant type of errors that made by the students with the percentage (79,5%) or 551 errors. It is because they cannot choose the appropriate pronouns in the test. Those errors are caused by carelessness and the interference of students' mother tongue or it is called interlingual errors.

Key terms: Error, Pronouns

1. Introduction

The teaching of grammar has always been the central aspect in foreign language teaching, particularly for the beginners. There is no doubt that knowledge of grammatical rules, implicitly or explicitly is essential in the mastery of language, English cannot be mastered well unless it is understood how words should be put together. As Coghill and Magedanz (2003) in their book "English Grammar" said that the grammar of language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units. In line with Coghill and Magedanz, Kusnadi (cited in Yulialvin, (2013:6)) defined Grammar as the description of the ways in which word can change their form and can be combined into sentences in that language.

From these definitions it can be concluded that Grammar is one of the language components in learning English in which the learners must master it in order that its forms can be used well and can enable them to communicate accurately, meaningfully and appropriately. Learners seem to have difficulty in learning grammar, because English and Indonesian grammars are quite different. The differences between these two languages may cause the students to make some errors due to the transfer from Indonesian into English.

In grammar there are some parts of speech, one of which is known as pronoun. Pronoun is the basic aspect that we learn in grammar. We cannot separate pronouns from teaching and learning language because every time we make a sentence in writing or in spoken English we need to use it clearly to whom we are talking and to make the sentences easier to understand. Based on Merriam-Webster online Dictionary, pronoun is any of small set of words in language that are used as substitutes for nouns or noun phrase and whose references are named or understood in context. In any language, it is extremely difficult to not refer to someone without using a pronoun. English pronouns are divided into several categories according its functions. In English there are eight types of English pronoun; Personal Pronoun, Possessive Pronoun, Reflexive Pronoun, Intensive Pronoun, Demonstrative Pronoun, Indefinite Pronoun, Interrogative Pronoun, and Relative Pronoun (Pocket English Grammar book by Hariyano & Wahyudi S.Pd. 2011).

Based on my experience when I was doing teaching practice (PPL) at SMPN 2 Lingsar, I found that most of students in ninth grade faced the same problem that is committing errors in using Personal Pronouns (Subject and Object), Possessive Adjective and Possessive Pronoun. Below are the examples of students 'errors in using Personal Pronouns taken from their task.

- Incorrect : Him come late because him missed the bus.
- Correct : He comes late because he missed the bus.
- Incorrect : Me wake up at 05.00 AM.
- Correct : I wake up at 05.00 AM. The
- Incorrect : I'm going to wash me hair before I go.
- Correct : I'm going to wash my hair before I go.

In view of the description of my finding from their task it can be seen that they often do error and difficulty in applying English pronouns in their sentences, although I have teach and explain them in every occasion during PPL. Dealing with that phenomenon, I am interested in analyzing it through this study entitled.

Talking about errors, learners often make errors in their speech or writing. This occurs not only in language use, mistakes and errors are inevitably made. We can find a lot of errors and mistakes in our daily life. No one is totally perfect in their speech, even the native speaker of a language him/herself. Learners' mistakes or errors are normal in process of learning, but it doesn't mean that learners couldn't follow the lesson well. As Dulay (1982: 138) explained that it is an unavoidable part of learning language that making errors are common to the learners or children who learn a language (L2), although the teachers and mothers have treat them long and with the patient against their student's or children's language errors. However, people cannot learn language without first omitting errors.

The problems here are referred to what called "Error". The errors that students made can be described by doing error analysis. In order to analyze the students' errors, it is very important to make distinction between the terms; '*Error and Mistake*' even though both of them indicate the students' failure in using the target language. According to Ellis (Ellis 2003) "error reflects gaps in a learners' knowledge; they occur because the learner does not know what is correct". Error is relevant to someone's knowledge in associating with the language, especially in learning it. In the second language teaching process, error is always regarded as something negative which must be avoided. Moreover, mistakes reflect occasional lapses in

performance; they occur because, in particular instance the learner is unable to perform what he or she knows.

Distinguishing errors from mistake, Corderin Gass and Selinker (2008)carefully distinguished between errors and mistakes. Mistakes are a kind of slips of the tongue. That is, they are generally one-time-only events. The speaker who makes a mistake is able to recognize it as a mistake and correct it, if necessary. An error, on the other hand, is systematic. That is, it is likely to occur repeatedly and is not recognized by the learner as an error. The learner in this case hasincorporated a particular erroneous form (from the perspective of the target language) into his or her system.

From those explanations it can be concluded that mistakes is when learners know that they make a mistake then they can correct it by themselves because it is just a slip of the tongue. While errors are when learners make an error and they cannot correct it by themselves because they have not acquired the system or the rule.

Dulay (1982: 139) set out four types of errors under the surface strategy taxonomy. Surface strategy taxonomy highlights the ways surface structures are altered; Learners may *omit* necessary items or *add* unnecessary ones; they may *miss-inform* items or *miss-order* them. Many researchers have noticed, however that surface elements of language are altered in specific and systematic ways. It shows the cognitive process that underlines the learners, reconstruction of the language learned. It also makes us aware that learners' errors are based on some logic.

There are four types of errors namely: Errors of omission, Errors of addition, Errors of misinformation and Errors of misordering. Here are the explanations:

a) Omission

Omission is the absence of an item that must appear in a well formed utterance. Here the students omit some words that should appear in the good utterance. For example; **She sleeping**, instead of *She is sleeping* in this sentence show that the sentence lack certain items, the student leave to be (is) in this sentence.

b) Addition

Addition error is the opposite of omission. Addition is the presence of an item that must not appear in well formed utterances. The students add some unnecessary elements in a sentence. For example *he doesn't **knows** your name*, instead of *he doesn't **know** your name*. From this sentence the students put some items that shouldn't appear, that is (s). There are three terms of addition, namely; double marking, regularization and simple addition.

c) Misinformation

Misinformation is the use of wrong form of morpheme or structure. This error is made by the students when they choose the wrong items in the right place. For example: *the dog **ated** the chicken*. Instead of; the dog **ate** *the chicken*. This sentence, shows that the sentence lack of the use of certain item (ed).

d) Misordering

Misordering is the incorrect placement of a morpheme or group of morphemes in utterances or writing. For example, *what daddy **is** doing?* Instead of *what **is** da ddy doing?* In this sentence the student put to be (is) in the wrong place.

In learning a language especially second language students sometimes make errors. It cannot be separated especially for foreign language learner, because the language learners not the native of the language so that it might cause the errors occur. In second language learning there are mainly two major sources of errors. The first source is the interference of mother tongue use and the general characteristic of the rule learning. The errors that are caused by the general characteristic of the rule learning are called intralingual errors. And the errors due to the influence of the native language are called interlingual errors. Interlingual errors are also called transfer or interference errors. Norrish in Hidayatullah (2017) there are three factors that can be classified as the causes of error that is carelessness, first language interference, and translation. The three types of causes of error are explained in the following paragraph.

a) Carelessness

It is often closely related to lack of motivation. Lack of motivation may be the result of the presentation style done by the teacher, which does not sweet the students, or may be the materials are not interesting for the students.

b) First Language interferences

First language interference is the result of the language habits that have been established in the students' native language. When the students use English, they usually bring or use the native language habit in the target language they being learn.

c) Translation

It is most common error made by students translating word by word of idiomatic expression in the first students' language can produce error in this type. This usually happen as the result of a situation when learner is asked to communicate something but does not know appropriate expression or structure.

2. Statements of problems

Based on the background of the study, I need to answer the following research questions:

- 1) What errors are made by the ninth grade students of SMPN 2 Lingsar in using English pronouns?
- 2) Which is the dominant type of errors do the ninth grade students of SMPN 2 Lingsar frequently make in using English pronouns?
- 3) What factor that cause the errors to occur in the ninth grade students of SMPN 2 Lingsar in using English pronouns?

3. Purpose of Study

This study focus on analyzing students' errors in using English pronouns and the factors contributing to the students' errors in using them. Therefore in this study include errors in Personal Pronouns (subject and object), Possessive adjective and the possessive Pronoun, because these are types of pronouns are learned by the students in ninth grade of SMPN 2 Lingsar.

4. Method

In this study descriptive quantitative was used. The objectives of applying the descriptive quantitative to know the frequency of occurrence of each error made by students in using pronouns by ninth grade students of SMPN 2 Lingsar in academic year 2016/2017. To get the data I use test and questionnaire. The test was focused on the English personal pronoun (object & subject), possessive pronoun and possessive adjective which consist of 45. The test of this was used in order to know the difficulties that face by students and in this study I use

questionnaire to support the data from the test. The questionnaire was close-ended questions that consist of 7 statements and was used in order to discover the factors contributing to the error.

5. Findings and Discussion

a. Students Test Results

Table.1 Frequency of Students Errors in Using English Pronouns

Type of Pronoun	Errors	Total Errors	Frequency
Personal pronoun as subject	30	693	4,3%
Personal pronoun as Object	210	693	30,3%
Possessive Adjective	186	693	26,9%
Possessive Pronoun	267	693	38,5%
			100%

Based on the data analysis above, I found that percentage of English pronouns (personal pronouns as subject, personal pronouns as object, possessive adjective and possessive pronoun) from the total frequency and percentage of errors. I found that many students made errors in using possessive pronouns. It can be seen from the table 1 and table 2, this type of error was the most dominant error which was done by students with the total number of errors of possessive pronoun was 267 errors or 38, 5%. Then the total number of students' errors in personal pronouns as object is 210 errors or 30, 3%, while the numbers of students' errors in using possessive adjective is 186 or 26, 9 % and the total numbers of students' errors in using personal pronouns as subject is 30 or 4%.

It can be seen that most of students made errors in possessive pronoun. The error in using possessive pronoun which was made by students is such error which is committed when they chose an appropriate possessive in completing sentence.

Here are the examples of students' errors in using possessive pronoun:

* *My pencil is broken. May I borrow **your**?*

* *Which shoes are **your**?*

The examples above are the examples of students' errors in using possessive pronoun because they choose an inappropriate possessive pronoun in those sentences. The revisions of the errors of Possessive pronouns above are:

* *My pencil is broken. May I borrow **yours**?*

* *Which shoes are **yours**?*

Thus, most students did errors in using possessive pronoun where they tend to use possessive adjective rather than the possessive pronouns. It is because the students were still influenced by their mother tongue or it is called interlingual errors It also may because most students do not understand the correct answer in determining the correct one in which it could be included into type of error misinformation.

Table 2. Frequency of the each Type of Errors

Type of Errors	Errors	Total Errors	Frequency
Errors of Omission	137	693	19,8%
Errors of Addition	7	693	1%

Errors of Misinformation	551	693	79,5%
Errors of Misordering	0	693	0%

Table 4 shows that 19,8 % errors of omission, 1 %errors were found in addition, misinformation 79,5%, while there were no errors found in misordering . From the research data, it was found that misinformation is the dominant type of errors that frequently produced by ninth grade students of SMPN 2 Lingsar. The students committed that error 551 times or 79, 5 % out of the whole errors. Moreover, it is followed by error of omission with percentage 19, 8 % and error in addition only 1%. To be more clearly I explain each of the error below:

1. Omission

The total number of error in this type was 19, 8 %. According to Dulay at, al said that omission error occurs when the learner omitted a necessary element of word that must appear in the sentence. In this case, most of students made errors in this type because they didn't fill the answer and some of students omitted the essential word in the sentence. They let the question empty without any answer.

Here are the examples of errors of omission based on the students test

**I don't think so. I like the watch that I saw in the shop. So, I will give it to (she/her).*

**My pencil is broken. May I borrow (you/yours)?*

**Which shoes are (yours/you)?*

All of the examples above are some errors which were done by the students in omission of object and possessive pronoun errors. The students didn't provide the answer and let the question empty without any answer. The corrections of those errors are as follows:

I don't think so. I like the watch that I saw in the shop. So, I will give it to (she/her).

My pencil is broken. May I borrow (you/yours)?

Which shoes are (yours/you)?

Here are the other examples of errors of omission based on the students test:

Sofi goes to school with **o sister.*

Rina and **o mother always go to Market every week.*

2. Addition

The total error of addition was only 7 errors or 1%. In this case most of students made errors because they added the unnecessary thing is not needed in that word. As Dulay, at al said this type of error occurred when the students add the item that must not appear in well formed utterances. For example; *our mother is very angry with **hiem***, instead of *our mother is very angry with **him***. This sentence shows that the students put some item that shouldn't appear in the sentence, there was no need to put letter 'e' between 'I' and 'm'. Another example is **where is Simon?. **Hei** is in the garage*. From this sentence we can see that the spelling was really wrong. There was no need to put letter 'i' in the pronoun 'he', so the students should answer *he is in the garage*.

3. Misinformation

The total errors of misinformation that I found was 551 errors or 79,5% . This type of error is the highest error that students made. Here the students were confused in choosing the appropriate class of pronoun (subject or object, and possessive adjective and possessive pronoun). Here are the examples that appear in the students work;

* *I miss my friends so I write **they** a letter.*

* *My parents have breakfast with **I**.*

* *My room is bigger than **she**.*

While the answers were supposed to be;

*I miss my friends so I write **them** a letter.*

*My parents have breakfast with **me**.*

*My room is bigger than **hers**.*

4. Misordering

I didn't find any errors in this type of error, it can be seen from the table above that the percentage of this errors is 0%.

b. Students Questionnaire Result

Table 3 Questionnaire answer

No	Statements	Students' Answer	Frequency	Percentage
1	Saya sangat senang belajar bahasa Inggris	S	13	8,90%
		TS	23	21,69 %
2	Penjelasan guru tentang materi kata ganti bahasa Inggris sulit dipahami	S	20	13,69%
		TS	16	15,09%
3	Saya suka dengan metode guru saya dalam menjelaskan materi tentang kata ganti dalam bahasa Inggris	S	13	8,90%
		TS	23	21,69%
4	Saya tidak terlalu memperhatikan ketika guru menjelaskan materi tentang kata ganti bahasa Inggris	S	26	17,80%
		TS	10	9,43%
5	Saya jarang bertanya kepada guru atau teman-teman saya jika saya tidak memahami materi tentang kata ganti bahasa inggris,	S	23	15,75%
		TS	13	12,26%
6	Saya masih terpengaruh dengan tata bahasa Indonesia ketika saya membuat kalimat dengan menggunakan kata ganti bahasa Inggris	S	25	17,12%
		TS	11	10,37%
7	Saya masih tidak bisa menggunakan bahasa Inggris dengan benar dalam membuat kalimat menggunakan kata ganti bahasa Inggris.	S	26	17,80%

There are some factors which caused students for making errors in using English pronouns. Based on the result of the questionnaire, the cause of students errors is mainly because their carelessness. As Norris in Hidayatullah (2017) said that carelessness is closely related to lack of motivation. According to the result of the questionnaire the students have less interest in learning English. 26 students (17,80%) confessed that they not really pay attention to the teachers' explanation when the teacher explained the material. Students also seldom ask their teacher or their friends when they do not understand the material. It is supported by 23 students (15,75%) who agree with that statement. Meanwhile, teachers' explanation also has significant role during learning process. Based on the result of the questionnaire there are 20 students (13, 69%) who claimed that the teacher's explanation is difficult to understand and the way the material presented is not suit to them.

The other factor was caused by the influence/interference of mother tongue (L1) to the target language (L2) or it is called interlingua errors. According to the result of the questionnaire 25 students (17,12%) claimed that they still get influenced from the sentence pattern in Indonesian. It makes students difficult to use the correct expression in English when they are making a sentence, it also can be seen from their answer of the test.

The following examples of errors the students made are:

** My pencil is broken. May I borrow **your**?*

** Which shoes are **your**?*

From the examples above it can be seen that students still get influenced by their mother tongue. The students use possessive adjective "your" for possessive pronoun "yours" in these sentences. Although the meaning of pronoun "your" and "yours" were the same in Bahasa Indonesia but they were in different usage.

While the answer was supposed to be;

*My pencil is broken. May I borrow **yours**?*

*Which shoes are **yours**?*

6. Conclusion& Suggestions

Based on the finding, it could be concluded that:

- a. There are some types of pronouns in English, such as; personal pronoun (as subject and object), possessive pronoun and possessive adjective. From the data gathered, the number of errors the students made on personal pronouns as subject was 30 errors

(4,3%), personal pronouns as object was 210 errors (30,3%), possessive adjective was 186 errors and possessive pronoun was 267 (38,5%).

From the result above, it could be concluded that most of the students made errors in using possessive pronouns (38,5%)

- b. Some types of errors were found in this research based on Dulay theory that is errors of omission, errors of addition, errors of misinformation and errors of misordering. From the data gathered the number of students who made error in type of error of omission was 137 errors (19,8%), errors of addition was 7 errors (1%), errors of misinformation was 551 errors (79,5%) and 0% error of error of misordering. From the result above, it can be concluded that the dominant type of error that was made by students is error of misinformation (79,5%).
- c. The errors that were made by students in using English pronoun were caused by the influence of their mother tongue and their carelessness.

After doing the research, I have some suggestions for English teacher, students and further researcher as follows:

- a. For the English Teacher

Having known the percentage of the students' errors in using English pronoun in chapter IV possessive pronoun is the type of English pronoun commonly found in students' test and misinformation is the dominant type of errors that made by the students because they are confused to use an appropriate pronoun. Therefore, the teacher has to explain clearly the form of English pronoun and their function and the teacher need to explain clearly the different patterns between Indonesia and English pronoun. As we know from the finding the students made errors because they still influenced by their mother tongue. In addition, the teacher also should be as creative as possible to make the students interest in learning process and the teacher are allowed to apply a method were she/he explains the correct usage of English pronoun.

- b. For the students.

The students have to be aware of their weakness in grammar especially in using English pronoun to overcome their problem. Therefore, the students learn and more practice often of English, especially in the usage of pronoun, so they can produce and use good English. They also should pay attention when the teacher explain the material and don't shy to ask the teacher or friend if there are something that make them confuse so that they can follow the lesson easier.

- c. For the further researcher

For the further researcher who is intended in conducting the similar topic, try to find out more theory about error because this study is limited of the theory and expand the scope of the study, because here I was limited the scope of study.

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