

ANALYSIS OF STUDENTS' ERROR IN USING PERSONAL PRONOUNS

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Abstract

This research was held in the first year of MTs Al-Hidayatussalafiyah. The samples of this research are 40 students. To get the data, I gave a pronoun test where students had to identify errors concerning subjective, objective, possessive adjective, and possessive pronouns. Data analysis shows that the students made a total of 248 errors which consist of 42 or 16.93 % errors in using subjective pronouns, 111 or 44.75% errors in using objective pronouns, 17 or 6.85% errors in using possessive adjectives, and 78 or 31.45 % errors in the use of possessive pronouns. Based on the percentage, it can be concluded that the students still find difficulties in learning personal pronouns.

Key words: Errors, personal pronouns

Analisis Kesalahan Mahasiswa dalam Menggunakan Kata Ganti Orang

Abstrak

Penelitian ini dilakukan di kelas I MTs Al-Hidayatussalafiyah. Sampelnya berjumlah 40 siswa. Untuk mendapatkan data, saya memberikan tes kesalahan siswa dalam menggunakan kata ganti orang, diantaranya kata ganti sebagai subjek, kata ganti sebagai objek, kata ganti sebagai milik, dan kata ganti pemilik. Pada analisis temuan, jumlah kesalahan siswa sebanyak 248 yang terdiri dari 42 atau 16.93% kesalahan pada kata ganti sebagai subjek, 111 atau 44.75% kesalahan pada kata ganti sebagai objek, 17 atau 6.85% kesalahan pada kata ganti milik, 78 atau 31.45 % kesalahan pada kata ganti pemilik. Berdasarkan data prosentasi, dapat disimpulkan bahwa siswa masih kesulitan dalam mempelajari kata ganti orang

Kata kunci: Kesalahan, Kata ganti orang

A. INTRODUCTION

Each language has its own system, called grammar. Having a good grammar, learners are able to deliver their ideas, messages and feelings either to their listeners or readers (orally or in written forms). Any languages without

grammar would be disorganized and causes some communication problems. Therefore, learners need to know the grammatical system of language so that they can communicate with others in order to transfer their messages properly.

Learning grammar is an integral part of learning any language. Even though some people say that grammar is not important, and claim that speaking is the most. I consider this opinion not fully true. English native speakers do not need to learn grammar anymore, because every day they communicate in English. We, as non native who use English as the foreign language will be difficult to speak English without learning grammar. Grammar shows how the words are arranged to form meaningful units, doesn't it? Although English has been taught from pre-school till university, students still make errors in the making of sentences.

For example : She wears **I** shoes.

It should be:

She wears **my** shoes.

The example above is using personal pronoun. Why could it happen? The students make errors because English personal pronouns are different from those of Indonesian either in their forms or in positions.

Indonesian personal pronouns consist of *saya/aku*, *kamu/anda*, *dia*, *mereka*, *kami/kita* and *kalian*. As we know that both as subject or object, they have the same forms. Example :

Saya memberi mereka cincin.	Saya–subject/ memberi–predicate/ mereka– object
Mereka memberi saya cincin	Mereka– subject / memberi–predicate/ saya–object

While in English:

Saya dan mereka when as subject and object, they are different in their forms

Saya memberi mereka cincin = **I** give **them** ring = them = object

They give **me** ring = me = object

Another example:

In Indonesian:

Maria anak yang pintar, dan **dia** selalu mendapatkan nilai yang bagus.

Robert anak yang rajin, dan **dia** selalu mengerjakan apa yang diperintah ibunya

In English:

Maria is a smart girl, and **she** always gets good scores.

Robert is a diligent boy, and **he** always does what his mother asks.

In this case, there is no difference in gender either feminine or masculine in Indonesian personal pronouns, so both of them use "Dia". While in English has gender, so for Maria (female) and for Robert (male) will have different personal pronouns. **Maria** is a girl, so the personal pronoun is **She**. But **Robert** is a boy, so the personal pronoun is **he**.

In order to use a language well, learners should learn the rules of a language or to know how construct meaningful sentences.

Based on those reasons, I would like to know the students' difficulties in learning personal pronouns. I will conduct my research in MTs Al – Hidayatussalafiyah by giving a test to the students to measure students' errors, and to find the errors with the highest frequency commonly made by the learners.

Scope of the problem

In this research, I focus on analyzing the students' errors in using subjective, objective, and possessive pronouns and possessive adjectives.

Formulation of the problem

In this research, I would like to formulate this problem in the following question: What kinds of personal pronoun errors are commonly made by students?

B. DISCUSSION

1. Error Analysis

Most people still misunderstand the definition of errors and mistakes (the difference between errors and mistakes). According to James (1998:62), “Error analysis is on the other side of the equation, being the study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance. Meanwhile Brown (2000:217) stated that errors as a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner; mistake refers to a performance error that is either a random guess or “a slip” in that it is failure to utilize a known system correctly. Harmer (1983:35) points out that error is the result of incorrect rule learning language has been stored in the brain incorrectly; mistake is less serious since it is the retrieval that is faulty not the knowledge. Hubbard (1983 : 134) stated that Errors caused by lack of knowledge about the target language (English) or by incorrect hypotheses about it; and mistakes caused by temporary lapses of memory, confusion, slips of the tongue and so on.

From those definitions can be concluded that errors are caused by someone’s ignorance in using grammar; he does not know and understand how to use grammar in making sentence. In other words, it is called errors in competence. While mistakes are the results of slips; someone already

knows and understands grammar, but he makes slips when producing sentences. In other words, it is called errors in performance.

2. Personal Pronouns

Personal pronouns are part of pronouns meaning words that replace nouns or noun phrases, but they commonly refer to persons and things, as Kolln (1991: 331) said, “ Personal Pronouns are the ones we usually think of when the word pronoun comes to mind, we generally label them on the basis of person and members”. Frank (1972:29) told, “The personal pronouns change their form for person (First, second and third), for case (subject, object, possessive), number (singular, plural) and gender (masculine, feminine, neuter). Wishon (1980:33) made summary of case of personal pronouns, it can be seen in the following table:

Case of Personal Pronouns

NOMINATIVE	OBJECTIVE	POSSESSIVE	
Subject	Object	Adjective	Pronoun
Singular			
I	Me	My	Mine
You	You	Your	Yours
He	Him	His	His
She	Her	Her	Hers
It	It	Its	-
Plural			
We	Us	Our	Ours
You	You	Your	Yours
They	Them	Their	Theirs

3. Types of personal pronouns

a. Subject pronouns

According to Teresa “A pronoun in the subject group (I, she, he, we, they) may be used in two ways.”

1) As the subject of a verb

e. g; He is my brother (*He* is the subject of the verb *is*)

We girls gave a party (*we* is the subject of the verb *gave*)

He is taller than I (The sentence is not written out in full, it means *He is taller than I am* (*I* is the subject of the verb *am*).

She plays as well as he (it means she plays as well as he does. He is the subject of the verb *does*).

2) As a word that means the same as the subject.

e. g; That boy in the blue jeans is he (*He* is the same as the subject boy).

It was she all right (*she* is the same as the subject it. Therefore the pronoun from of the subject group is used).

b. Object pronouns

An object pronoun is a pronoun that goes in the object position in a sentence. The object pronouns are: *me, us, you, him, her, it, them*

Eg: I saw him.

I will see you in the library

Meet me in the reference room.

c. Possessive Adjectives

Possessive adjectives are followed immediately by a noun, they do not stand alone, but refer to the possessor and not to the thing possessed. *My, your, his, her, its, our, and their* are determines, while in grammars and dictionary they are called *possessive adjectives*.

e. g; This is my hat (*my* is the possessive adjective of the possessor *hat*).

The possessive *its* is used only with a noun following and do not take an apostrophe. *Its* (with an apostrophe - *it's*) means *it is*, *it was* or *it has*.

d. Possessive Pronouns

Possessive pronouns are not followed immediately by a noun, they stand-alone. They also show possession as in possessive adjectives. *Mine, yours, his, hers, ours, theirs* are called pronouns and there is no pronoun *its*.

e. g : This book is *mine* (*mine* is the possessive pronoun, that shows possession).

Research Methodology

1. Place and time

The research was held at MTs Al – Hidayatussalafiyah Jl.Pejaten Barat II No.99 Pasar Minggu Jakarta Selatan on March 4th 2012.

2. Method of the Research

This research uses a descriptive method to describe the students errors in using personal pronouns.

3. Population and Samples

The population of this research is the second year students of MTs Al – Hidayatussalafiyah in the academic year of 2011/2012 . They are 20 students of grade VII A and VII B, so the total number of the students is 40 students. Because it is less than 100 students, from the 40 students, I take the entire students as samples.

4. The research instruments

To get the data of this research, I gave a multiple choice test. This test was focused on the English personal pronouns, which are subjective, objective, and possessive pronouns and possessive adjectives.

5. Data Collection

To collect the data, I applied classroom observation then tried to analyze the students' errors in using personal pronouns.

6. Technique of Data Analysis

The technique that I used is descriptive analysis technique (percentage), it will be described in the following formula:

$$P = \frac{n1}{\sum n} \times 100\%$$

P = Percentage of each error

n1 = Total of the given errors

$\sum N$ = Total of whole errors

By calculating the frequency of each error, I can identify the most frequent error and the least frequent error made by the students.

7. Data description

The kind of test is multiple choice consists of 20 items, For subjective has 5 items, objective has 5 items, possessive has 5 items, possessive has 5 items. I put the items randomly, it can be seen bellow:

No	Personal Pronouns Area	Number of items
1	Subjective Pronouns	1,7,13,16,18
2	Objective Pronouns	3,9,10,14,19
3	Possessive Adjectives	4,5,11,12,20
4	Possessive Pronouns	2,6,8,15,17

8. Data analysis

Errors in using subjective pronouns

The errors in no. 1 are 6, the total errors are 42, so the frequency of this error is

$$P = \frac{n1}{\Sigma N} \times 100\%$$

$$= \frac{6}{42} \times 100\% = 14.28\%$$

The occurrence of this errors in no.7 are 2, so its frequency is

$$P = \frac{n1}{\Sigma N} \times 100\%$$

$$= \frac{2}{42} \times 100\% = 4.76\%$$

$$P = \frac{n1}{\Sigma N} \times 100\%$$

The errors in no. 13 are 8, so its frequency is

$$P = \frac{n1}{\Sigma N} \times 100\%$$

$$= \frac{8}{42} \times 100\% = 19.04\%$$

The errors in no.16 are 2, so its frequency is

$$P = \frac{n1}{\Sigma N} \times 100\%$$

$$= \frac{2}{42} \times 100\% = 4.76\%$$

The errors in no.18 are 24, so its frequency is

$$P = \frac{n1}{\Sigma N} \times 100\%$$

$$= \frac{24}{42} \times 100\% = 57.14\%$$

Percentage of error in subjective pronoun

Personal pronouns area	Number of items	Total of Error	Percentage
Subjective pronouns	1	6	14.28%
	7	2	4.76%
	13	8	19.04%
	16	2	4.76%
	18	24	57.145

Errors of the use objective Pronouns

In no.3 the errors in this area are 32, the total errors are 111, so the frequency of this error is

$$P = \frac{n1}{\Sigma N} \times 100\%$$
$$= \frac{32}{111} \times 100\% = 28.82\%$$

The errors of no.9 are 35, its frequency is

$$P = \frac{n1}{\Sigma N} \times 100\%$$
$$= \frac{35}{111} \times 100\% = 31.53\%$$

The errors of no.10 are 33, so its frequency is

$$P = \frac{n1}{\Sigma N} \times 100\%$$
$$= \frac{33}{111} \times 100\% = 29.72\%$$

The errors of no.14 are 6, so its frequency is

$$P = \frac{n1}{\Sigma N} \times 100\%$$
$$= \frac{6}{111} \times 100\% = 5.40\%$$

The errors of no.19 are 5, so its frequency is

$$P = \frac{n1}{\Sigma N} \times 100\%$$
$$= \frac{5}{111} \times 100\% = 4.50\%$$

Percentage of error in Objective Pronoun

Personal Pronoun Are	Number of Items	Total of Error	Percentage of error
Objective Pronoun	3	32	28.82%
	9	35	31.53%
	10	33	29.72%
	14	6	5.40%
	19	5	4.50%

Errors in Possessive Adjectives

No.5 the errors in this area are 2, the total errors are 17, so the frequency of this error is

$$P = \frac{n1}{\Sigma N} \times 100\%$$

$$= \frac{2}{17} \times 100\% = 11.76\%$$

The errors of no 4 are 3, so its frequency is

$$P = \frac{n1}{\Sigma N} \times 100\%$$

$$= \frac{3}{17} \times 100\% = 17.64\%$$

The errors of no.11 are 2, so its frequency is

$$P = \frac{n1}{\Sigma N} \times 100\%$$

$$= \frac{2}{17} \times 100\% = 11.76\%$$

The errors of no.12 are 8, so its frequency is

$$P = \frac{n1}{\Sigma N} \times 100\%$$

$$= \frac{8}{17} \times 100\% = 47.05\%$$

The errors of no.20 are 2, so its frequency is

$$P = \frac{n1}{\sum N} \times 100\%$$

$$= \frac{2}{17} \times 100\% = 11.76\%$$

Percentage of error in Possesive Adjective

Personal Pronouns Area	Number of Items	Total of Error	Percentage
Possesive	4	3	17.64%
Adjective	5	2	11.76%
	11	2	11.76%
	12	8	47.05%
	20	2	11.76%

Errors of the use Possesive pronoun

In no.2 the errors in this area are 9, the total errors are 78, so the frequency of this error is

$$P = \frac{n1}{\sum N} \times 100\%$$

$$P = \frac{9}{78} \times 100\% = 11.53\%$$

The errors of no.6 are 18, so its frequency is

$$P = \frac{n1}{\sum N} \times 100\%$$

$$= \frac{18}{78} \times 100\% = 23.07\%$$

The errors of no 8 are 15, so its frequency is

$$P = \frac{n1}{\sum N} \times 100\%$$

$$= \frac{15}{78} \times 100\% = 19.23\%$$

The errors of no.15 are 3, so its frequency is

$$P = \frac{n1}{\Sigma N} \times 100\%$$

$$= \frac{3}{78} \times 100\% = 3.84\%$$

The errors of no 17 are 33, so its frequency is

$$P = \frac{n1}{\Sigma N} \times 100\%$$

$$= \frac{33}{78} \times 100\% = 42.30\%$$

Percentage of Error in Possessive Pronoun

Personal Pronouns Area	Number of items	Total of error	Percentage
Possessive Pronouns	2	9	11.53%
	6	18	23.07%
	8	15	19.23%
	15	3	3.84%
	17	33	42.30%

The sequence of Personal Pronouns Area

Based on its Percentage of errors

No	Personal Pronoun Area	Total of Error	Percentage of Error
1	Subjective Pronouns	42	16.93%
2	Objective Pronouns	111	44.75%
3	Possessive Adjectives	17	6.85%
4	Possessive Pronouns	78	31.45%

The errors done will be written with asterisk (*).

a. Errors in using subjective pronouns

Subject pronouns are used when the pronoun is the subject of the sentence. The subjective forms of English pronouns are *I, you, he, she, it, we, they*. Here the students made errors as follows:

- 1) * They are watching TV. (my mother and I)
- 2) * It are in the garden. (flowers)
- 3) * she is dreaming. (George)

In sentence a, the students did not know the subject of **my mother and I**. Since that subject is plural, it is **we**. In sentence b, the student did not recognize the subject whether it is singular or plural. In that sentence, the subject is plural (**flowers**), so the students must use the subject is **they**. In sentence c, the students also did not know gender. They did not know whether George is male or female. In this case, the students must use the subjective pronoun **he**.

The sentences above should be:

- 1) We are watching TV. (my mother and I)
- 2) They are in the garden. (flowers)
- 3) He is dreaming. (George)

b. Errors in using objective pronouns

An object pronoun is a pronoun that goes in the object position in a sentence. The object pronouns are: *me, us, you, him, her, it, them*. Some of the errors made by the students are as follows:

- 1) * I can see Marry. I can see she.
- 2) * Karen is next to Peter. Karen is next to he
- 3) *Can you help Peter and Ann? Can you help they?

In sentences a, b, and c, the students made errors in determining personal pronouns as object. They still cannot distinguish personal pronoun forms when they are as subjects or objects. In sentence a, because Marry has position as object, so the students must use *her*. In sentence b, Because **Peter** has position as object, so the students must use *him*. In sentence c, because **Peter and Ann** are plural, and they are as an object, so the students must use **them**.

The sentences above should be:

- 1) I can see Marry. I can see her.
- 2) Karen is next to Peter. Karen is next to him.
- 3) Can you help Peter and Ann? Can you help them?

c. Errors in using possessive adjectives

Possessive adjectives are used to show ownership or possession. The possessive adjectives are: *my, your, his, her, our, their, and its*. Here the students made errors in this area:

- 1) * Susan and Peter have invented me to them party. (they)
- 2) * The dog was licking his paws. (it)
- 3) * Rosa keeps his house very clean.(she)

In sentence a, students still did not understand when personal pronoun **they** become possessive adjective. They should use **their**. In sentence b, the students should use **its**, because personal pronoun **it** change to be possessive adjective. In sentence c, the students did not recognize the differences between his and her, because the personal pronoun **she**, so they should use **her**.

Possessive adjectives are followed immediately by a noun, they do not stand alone.

The sentences above should be:

- 1) Susan and Peter have invented me to their party. (they)
- 2) The dog was licking its paws. (it)
- 3) Rosa keeps her house very clean. (she)

d. Errors in using possessive pronouns

We use the Possessive Pronouns when we want to substitute a group of words that are indicating a possession relation. The possessive pronouns are: *mine, yours, ours, theirs, hers, his, and its*.

- 1) * Tino bought a new computer. The computer is him
- 2) * You and I live in this house. The house is us
- 3) * Mom and dad's car is in the driveway. The car in the driveway is hers.

In sentence a, the students should use **his** because personal pronoun Tino (**he**) changes to **his** when it is as possessive pronoun. In sentence b, the students should use **ours**. In sentence c, the students should use **theirs**.

Possessive pronouns are not followed immediately by a noun, they stand-alone.

The sentences above should be:

- 1) Tino bought a new computer. The computer is his.
- 2) You and I live in this house. The house is ours.
- 3) Mom and dad's car is in the driveway. The car in the driveway is theirs.

C. CONCLUSION

Based on the findings of the analysis, it shows that the students made a total of 248 errors which consist of 42 or 16.93 % errors in using subjective pronouns, 111 or 44.75% errors in using objective pronouns, 17 or 6.85% errors in using possessive adjective, 78 or 31.45 % errors in the use of possessive pronouns. It can be concluded that the students still find difficulties in learning personal pronouns. It could be, because of the changes of their forms such as, the changes of persons (first = I, second = you, third = she, he, it), the changes of cases/positions (subject = I , object = me, possessive = my / mine), number (singular = I , plural = we), and gender (masculine = he, feminine = she, neuter = it).

In this case, teachers could apply a good method in order to the students understand the materials. Besides, the teachers teach their students not only by giving the theory of grammar but also by giving the exercises. The most important is that the teachers always remember that errors in learning language is a nature process in learning a second language. When the students make errors, the teachers have to teach them and make self correction on that errors.

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