

ERRORS MADE BY THE SEVENTH GRADE STUDENTS USING PERSONAL PRONOUN

Siti Rafika Hardiyanti¹, Sriati Usman², Darmawan³

Abstract

The objective of this research was to analyze what level of errors done by the seventh grade students in using personal pronoun as subject and object. This research was conducted at SMP Negeri 1 Sirenja. It was descriptive research. The population was the seventh grade students consisting of 34 up to 36 students. The sample was random sampling technique. The researcher used test and interview as the instruments. The test was the main focus of the researcher to analyze the level of errors, while the interview was used to support the tested data only. The result of this research error produced by the students of personal pronoun as subject was moderate (43.05%) and personal pronoun as object was failure (66.11%). In addition, their errors were caused by *Internal Factor* and *External Factors*.

Keywords : Error; Personal Pronoun; Subject; Object

INTRODUCTION

As a part of English Grammar, pronoun is an important role in making grammatical sentences. Developing a sentence needs not only sufficient vocabulary but also knowledge of grammar. If learners can use English pronouns appropriately, they will be able to understand what they say, express, or write. If one uses a pronoun inappropriately, his/her sentence will be confusing. Little mistakes in grammar can become a serious problem in writing, especially for the students of the English Department. Mastering grammar is very important in the process of academic writing. Therefore, knowledge in English components, especially grammar, is required to be given to students intensively by the teacher.

The students of the seventh grade of SMP Negeri 1 Sirenja must be able to master and to apply the structure correctly, especially about personal pronouns. English pronouns are quite easy to understand, on the other hand, using personal pronouns is complex because they have to remember the change from singular pronoun to plural one. Personal pronouns

¹Prodi Pendidikan Bahasa Inggris FKIP Universitas Tadulako - email: wzhee@ymail.com

²Email: sriati_endro@yahoo.com

³Email: darmawan1981@gmail.com

are taught by their teacher, but they still have a problem how to use English personal pronoun.

The students often make errors in agreeing with the form of verb and personal pronoun as subject or object. It happens because of their confusing in selecting which pronouns should be used to refer to personal pronoun as subject or object in singular and plural. That is why the students make disagreement of personal pronoun with the verb forms. Norrish (1983:3) states, “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.” The statement above means that error analysis can be used both teacher and students in learning a foreign or target language. Grammar is simple the word for the rules that people follow when they use a language. Therefore, a logical consequence of the endless problem of the English grammar rules in the teaching-learning process of English is that many people say that grammar entities are complicated rules and useless things to learn. However, some others do not agree with the above concept about English grammar rules. They are very interested in finding out or in learning grammar rules; therefore, they like to do grammar exercises.

As one of grammatical categories, pronoun is very important to teach in order to make students be able to construct grammatical sentences. If there are no pronouns used, we should repeat the noun for several times. As Nelson (2001:57) states:

The personal pronoun 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).

Table 1 Form of Personal pronoun

Number	Person	Gender	Case	
			Subjective	Objective
Singular	1st	Male/female	I	Me
	2nd	Male/female	You	You
	3rd	Female	She	Her
		Male	he	Him
		Neuter	it	It
	Plural	1st	Male/female/neuter	We
2nd		Male/female	you	You
3rd		Male/female/neuter	they	Them

A subjective personal pronoun indicates that the pronoun is acting as the subject of the sentence. Murphy and Smalzer (2002:176) state, "There are seven subject pronouns such as I, you, he, she, it (singular) and we, you and they (plural)."

E.g. 1) *I* am going to the school

2) *You* are beautiful

3) *You* have to go to school early because *you* have a meeting

4) *We* will meet at the library at 3:30 p.m.

5) John and I have passed the examination. *We* are so happy

6) Mary and Jack are going to the market. *They* are buying some book

7) The boy is happy because *he* is going on a trip soon

8) Adelia walked into the library. *She* was looking for a book

9) *It* is the most delicious cake that *I* have ever eaten

An **objective personal pronoun** indicates that the pronoun is acting as an object of a verb, compound verb, preposition, or infinitive phrase. Leech, Cruickshank and Ivanic (1989:354) state, "We use pronouns as object after verb or after preposition. The objective personal pronouns are: me, you, her, him, it, us, you, and them."

E.g. 1) Mr. Ghazali is very nice. All the girls liked *him*.

The objective personal pronoun "him" is the direct object of the verb "liked."

2) After reading the pamphlet, Judy threw *it* into the garbage

The pronoun "it" is the direct object of the verb "threw."

3) Our leader will address *you* in five minutes.

The pronoun "you" is the direct object of the verb "address."

4) Deborah and Roberta will meet *us* at the newest café in the market

The pronoun "us" is the direct object of the compound verb "will meet."

5) If only he shared his problem with *me*.

The objective personal pronoun "me" is the object of the preposition "with."

6) I'm not sure that my contact will talk to *you*.

The objective personal pronoun "you" is the object of the preposition "to."

7) Christopher was surprised to see *her* at the drag races.

The objective personal pronoun "her" is the object of the infinitive phrase "to see."

Based on the explanations above, the seventh grade students at SMP Negeri 1 Sirenja still produce errors in using personal pronoun. Therefore, the researcher formulates the

research question as follows: *What level of errors produced by the seventh grade students of SMP Negeri 1 Sirenja in using personal pronouns?* The objective of this research was to analyze what level of errors done by the seventh grade students in using personal pronoun as subject and object.

METHODOLOGY

The researcher applied descriptive research because it is intended to find out information about the subject of this research. In this design the researcher did not give any treatment. The information that the researcher tried to get is about the levels of errors made by the students and also the level of their ability based on the frequency of their errors. Gay (1996:112) explains, "Population is the group of the interest to the researcher, the group to which she or he would like the result of the study to be generally applicable." The population of this research is the seventh grade students of SMP Negeri 1 Sirenja, that has 6 parallel classes. Each class consists of 34 up to 36 students. Creswell (2005:146) defines, "A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population". The researcher used random sampling technique. In the technique, she wrote the names of these classes in piece of papers. Then, they were put into the glass. After that, she shook them. If there was the first felt, it might be the sample of this research. The sample of this research is class VII^A.

In collecting the data, the researcher applied two instruments which consisted of interview and test. An interview is a conversation between two or more people where questions are asked by the interviewer to elicit facts or statements from the interviewee. The interview was given to get the information. It is distributed after the researcher gave the test. In this case, the researcher asked to one of the seventh grade students. Therefore, she analyzed the data descriptively.

A test or examination is an assessment intended to measure a test-taker's knowledge, skill, aptitude, physical fitness, or classification in many other topics. The researcher gave the test in the form of multiple choice consisting of four options (a,b,c and d). Next, the students would choose one of the correct answers among the four available options. The questions consisted of personal pronoun function as subjective and objective. Part A (subject) and part B (object) have ten questions with one point for each correct answer. It means that there are twenty items.

The interview was supposed to get more the information about students' knowledge of personal pronoun. To compute the students' result of test, the researcher tabulated the frequency of error, the researcher used the following percentage formula as proposed by Sudjiono (2009:79):

$$P = \frac{f}{t} \times 100\%$$

where:

P = percentage

f = frequency of errors

t = total score

After counting all errors produced by the research sample, the researcher classified the frequency of errors based on the classification standard (Depdikbud, 1994:5). The following classification is:

- a. 66 – 100% is classified as high errors meaning the ability of the students to use English personal pronoun is poor.
- b. 36 – 65% is classified as moderate errors meaning the ability of the students to use English personal pronoun is sufficient.
- c. 0 – 35% is classified as low errors meaning the ability of the students to use English personal pronoun is good.

FINDINGS

Written test was applied as the main instruments in this research. The written test was divided into two parts (A and B). Each part consists of ten items. Part A was used to measure or compute the students' errors in using personal pronouns as subjects and part B was used to measure the errors produced by students in using personal pronouns as objects of the sentence.

The results of the test part A in using personal pronoun as subjects can be seen in the following table.

Table 2 shows the results of the students in answering the test in which the items use personal pronouns as subjects. If all the students answered all items correctly, their total scores would be 360 (36x10). However, the total score which they obtained was 205. This shows that the students produced 155 errors. Thus, the researcher calculated the frequency in using personal pronoun as subject with the formula below.

$$P = \frac{155}{360} \times 100\%$$

= 43.05556

= 43.05

Table 2 The Results of Test Part A (Subject)

n = 36

NO	Initials	Correct	Incorrect
1	Mal	5	5
2	Aid	5	5
3	Reg	7	3
4	Nur	9	1
5	Ily	7	3
6	Zan	9	1
7	Fad	3	7
8	Hira	7	3
9	Akb	4	6
10	And	3	7
11	Nia	9	1
12	Fat	7	3
13	Lin	7	3
14	Ann	4	6
15	Imm	4	6
16	Fli	4	6
17	Gun	3	7
18	Els	6	4
19	Fan	8	2
20	Ian	4	6
21	Adil	6	4
22	Aib	3	7
23	Agy	6	4
24	Aff	5	5
25	Fir	7	3
26	Din	8	2
27	Git	5	5
28	Ril	8	2
29	Sin	3	7
30	Ain	6	4
31	Ris	3	7
32	Ma'r	6	4
33	Eno	6	4
34	Rul	8	2
35	Okta	3	7
36	Gin	7	3
Total		205	155

The result in table 2 was consulted to the frequency of their ability based on the errors produced (43.05%), it could be concluded that their ability to use personal pronouns as subjects was moderate. It means that they produced moderate errors.

The researcher describes that the most errors was made by the students in using personal pronoun as subject below:

Table 3 Error Made by the Students in Subject

No	Exercises	Types of Error	Correction
1	<u>You and I</u> are called naughty	<u>He</u> are called naughty	<u>we</u> are called naughty.
2	<u>John and josep</u> has played badminton this morning	<u>You</u> has played badminton this morning	<u>They</u> has played badminton this morning
3	<u>Malik</u> told me that he will go to Alaska	<u>Him</u> told me that he will go to Alaska	<u>He</u> told me that he will go to Alaska
4	Debby is happy. got a gift from herboyfriend	Debby is happy. <u>Her</u> got a gift from her boyfriend	Debby is happy. <u>She</u> got a gift from her boyfriend
5 eats some cake at home	<u>I</u> eats some cake at home	<u>Gerry</u> eats some cake at home

The results of the test part B in using personal pronoun as objects of the sentences is seen in the following table.

Table 4 The Results of Test Part B (Object)

(n = 36)

No.	Initials	Correct	Incorrect
1	Mal	3	7
2	Aid	4	6
3	Reg	2	8
4	Nur	4	6
5	Ily	4	6
6	Zan	3	7
7	Fad	5	5
8	Hira	6	4
9	Akb	5	5
10	And	4	6
11	Nia	6	4
12	Fat	4	6
13	Lin	2	6
14	Ann	4	6
15	Imm	1	9
16	Fli	4	6
17	Gun	1	9
18	Els	4	6
19	Fan	5	5
20	Ian	4	6
21	Adil	3	7
22	Aib	0	10
23	Agy	3	7
24	Aff	3	7
25	Fir	5	5
26	Din	1	9
27	Git	5	5
28	Ril	3	7
29	Sin	3	7
30	Ain	5	5
31	Ris	4	6

32	Ma'r	4	6
33	Eno	0	10
34	Rul	1	9
35	Okta	1	9
36	Gin	4	6
Total		122	238

Table 4 indicates the students' result in answering the test especially in using personal pronoun as the objects. Furthermore, the total score which they obtained was 122 indicating that students produced 238 errors. Thus, the researcher counted the frequency of errors in using personal pronouns as objects with formula below.

$$P = \frac{238}{360} \times 100\%$$

$$= 66.11111$$

$$= 66.11$$

The result above was consulted to the frequency of their ability based on the errors produced (66.11%). Consequently, the researcher took conclusion that their ability in using personal pronouns as objects was poor. It means that they produced high errors.

The researcher describes that the most errors made by the students in using personal pronoun as object below:

Table 5 Error Made by the Students in Object

No	Exercises	Types of Error	Correction
1	She is angry and doesn't want to talk to	She is angry and doesn't want to talk to <u>she</u> .	She is angry and doesn't want to talk to <u>us</u> .
2	Mr. Bob asked to stay here.	Mr. Bob asked he to stay here.	Mr. Bob asked you to stay here.
3	Mr. Jack bought <u>the magazine</u> yesterday.	Mr. Jack bought <u>her</u> yesterday.	Mr. Jack bought <u>it</u> yesterday.
4	They send letters to <u>Mr. Setiawan</u> .	They send letters to <u>it</u> .	They send letters to <u>him</u> .
5	You waited for <u>Mida and Nuri</u> at home.	You waited for <u>they</u> at home.	You waited for <u>them</u> at home.

If one student could answer all the items in each part of the test correctly, then the student would obtain 20 points. If all the students could answer all the items correctly, they get 720 points. However, the students could give 327 correct answer or 327 points. Thus, the researcher calculated the result of their correct answer in finishing the tests (A and B) by using the frequency calculations:

$$P = \frac{327}{720} \times 100\%$$

$$= 45.41667$$

= 45.41

The result in table 6 shows that the students' ability in answering the test was consulted. It can be concluded that the students could not answer the test well. Therefore, the researcher comes to conclusion that the ability of the students in using personal pronouns was moderate.

Table 6 The Students Result on the Test (Part A and Part B)

No.	Initials	Part A (Subject)	Part B (Object)	Total of Errors
1	Mal	5	7	12
2	Aid	5	6	11
3	Reg	3	8	11
4	Nur	1	6	7
5	Ily	3	6	9
6	Zan	1	7	8
7	Fad	7	5	12
8	Hira	3	4	7
9	Akb	6	5	11
10	And	7	6	13
11	Nia	1	4	5
12	Fat	3	6	9
13	Lin	3	6	9
14	Ann	6	6	12
15	Imm	6	9	15
16	Fli	6	6	12
17	Gun	7	9	16
18	Els	4	6	10
19	Fan	2	5	7
20	Ian	6	6	12
21	Adil	4	7	11
22	Aib	7	10	17
23	Agy	4	7	11
24	Aff	5	7	12
25	Fir	3	5	8
26	Din	2	9	11
27	Git	5	5	10
28	Ril	2	7	9
29	Sin	7	7	14
30	Ain	4	5	9
31	Ris	7	6	13
32	Ma'r	4	6	10
33	Eno	4	10	14
34	Rul	2	9	11
35	Okta	7	9	16
36	Gin	3	6	9
Total		155	238	393

The interview was intended to obtain some information from the research sample. The student was supposed to be given more explanation in order to strengthen the information from the test about the level of error produced in using personal pronoun. The results of interview were presented:

- **R** : *are you interested in learning English? Why?*
- **S** : *No, because, I have a lot of problem to learn it for example, the facilitation is inadequate, the teacher frequently not presented in class, the lack of reference books and sometime I am lazy.*
- **R** : *what do you think about the personal pronoun? Why?*
- **S** : *difficult. Because, I was confused in changing personal pronouns form from subjects to object.*
- **R** : *which one do you feel difficult about personal pronoun as subject or object?*
- **S** : *personal pronoun as a object*
- **R** : *did your teacher give an individual or group assignment after teaching-learning activity?*
- **S** : *yes, my teacher often gave us an assignment after teaching-learning activity.*
- **R** : *how do you solve a difficult in learning personal pronoun?*
- **S** : *sometime I asking a teacher and my classmate*

The result of interview above describes that the students are not interesting in learning English because of some factors and the students still confused in changing personal pronoun form, the more explanation in discussion.

DISCUSSION

Having looked at the result of the computation and interview above, the researcher could say that the students still have problem in using and choosing the personal pronouns correctly through the test given to them. The personal pronouns as subject (43.05%) belong to the moderate errors as the second level produced by the seventh grade students of SMP Negeri 1 Sirenja. It means that they had enough ability to use personal pronouns as subjects. The personal pronouns as objects (66.11%) belong to the high errors as the first level produced by the seventh grade students of SMP Negeri 1 Sirenja. It means that the students had poor ability in using personal pronoun as objects. The errors were done in using personal

pronoun as subject and object are moderate errors (45.41%) as the second level. It means that they had enough ability to use personal pronoun as subject and object.

Another factor that caused this confusion is given below, teacher's factor is very important for the students to use personal pronouns correctly. Students, especially who live far away from the city with lack of access to books, rely much on their teacher to transfer the knowledge to them. consequently, if the teacher does not provide the students with enough materials or explanations, then they will face problems in learning, especially learning how to use pronoun. The students' facility in learning, like English book, is not provided by the school. Thus, it is not sufficient because most of them get the information only from the teacher.

The second may come from the method of teaching because how well the students understand the material depends on the method of teaching that teacher uses. In addition, the teacher often did not enter the class. The third factor is the students themselves. They perhaps can understand the material; it has been explained by the teacher for several times, but they still keep making error and some of the students are lazy to study what have been taught to them. They did not learn it at home. They do not want to ask their teacher when they come to a problem in using personal pronouns.

CONCLUSIONS AND SUGGESTIONS

Based on data presented above, the level of errors produced by the seventh grade students of SMP Negeri 1 Sirenja in using personal pronouns was moderate. The concepts of personal pronouns are given by the English teacher, the difficulties are taken by the students. It is caused by the change of personal pronouns form, like subject pronoun to object pronoun and also every personal pronoun has different position and function in sentences. Therefore, the students of SMP Negeri 1 Sirenja find difficulties to use personal pronoun form in the sentences.

Based on the conclusions above, the researcher wants to give some suggestions to the students and teacher to improve their teaching method and the students' learning achievement in using personal pronouns. The suggestions are as follows, the teacher should emphasize on the kinds of personal pronouns and its functions. Further, the teacher should try some teaching methods that are suitable for the students. Thus, they do not feel bored and the teacher should give the test as much as possible even though the students still make errors, they will find a new case and it will be very worth for them and the students should do self-

learning and try to make more practice. In addition, the students should not wait for teacher to ask when they get problems. They should try to find any other sources that are capable of explaining the problem.

REFERENCES

- Creswell, J.W. (2005). *Educational research: Planning, conducting and evaluating quantitative and qualitative research (2nd ed)*. Upper Saddle River, N.J.: Pearson Merrill Prentice Hall.
- Depdikbud. (1994). *Kurikulum Pendidikan Dasar*. Jakarta: Balai Pustaka.
- Gay, L.R. (1996). *Educational Research for Competences for Analysis and Application*. New York: Merrill Publishing Company.
- Leech, G., Cruickshank, B & Ivancic, R (2001). *An A-Z of English Grammar and Usage*. Canada: Longman Publishing Group.
- Murphy, R & Smalzer, W.R. (2002). *Basic Grammar in Use*. Cambridge: University Press.
- Nelson, G (2001). *English An Essential Grammar, II New Fetter Lane*. Routledge: London.
- Norrish, J. (1983). *Language Learners and Their Errors*. London: Macmillan Publishers, Ltd.
- Sudijono, A. (2009). *Pengantar Statistik Pendidikan*. Jakarta: Rajawali Pers.