

**ERROR ANALYSIS ON THE USE OF PERSONAL PRONOUN OF THE
EIGHT GRADE STUDENTS AT SMP NEGERI 2 SUNGGUMINASA GOWA
(Descriptive Quantitative Research)**



A THESIS

*Submitted to the Faculty of Teachers Training and Education Muhammaadiyah
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Education in English Department*

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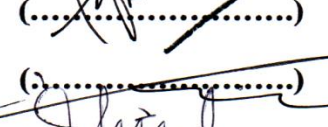



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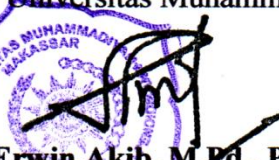
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ABSTRACT

Mustaqim,2018. *Error Analysis on the Use of Personal Pronoun of the Eight Grade Students at SMP NEGERI 2 Sungguminasa Gowa.*(Guided by Erwin Akib, and Herlina Daddi). A Thesis of English Department, The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.

The research aimed to obtain clear information about the percentage of the student error and to know the causes why Students of SMP NEGERI 2 Sngguminasa Gowa made errors in using Personal Pronoun.

The method used in this research was descriptive quantitative analysis. The data of the research were the students errors in using personal pronoun; the data were taken from test and interview. The data from the test were used to find the percentages of the students errors. The data from the interview were used to know why students of SMP NEGERI 2 Sungguminasa Gowa made errors in using personal pronoun.

After conducting the research, the researcher found several findings : Errors of Subject Pronoun with percentage 19.33%, errors of object pronoun 40%, errors of possessive adjective 24.66%, errors of possessive pronoun 20.06%, and errors of reflexive pronoun 30.66%. It can be concluded that the most errors made by students of SMP NEGERI 2 Sungguminasa Gowa in in using personal pronoun. The reason why the students made errors in using personal pronoun are the less interested and motivation.

Key words : Error Analysis, Personal Pronouns, Subject Pronouns, Object Pronouns, Possessive Adjective, Possessive Pronoun, Reflexive Pronoun.

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Mustaqim

CHAPTER I

INTRODUCTION

A. Background

English is an international language used in many countries, so English is considered to be an important language to study. Many people use English to communicate with other people from different countries because it is one of the widely used international languages. Today, in globalization era, English is used in many sectors such as education, information, trade, etc. In Indonesia, English has an important role especially in education.

In Indonesia, English becomes an essential language subject of education issues. It's taught English from elementary school up to university. By learning English, Indonesian students are supposed to have ability and more confidence in using English. As a matter of fact, most of them face difficulties to understand English as their foreign language, which is different from their own language.

The differences are in grammar, vocabulary, pronunciation, and so forth. In grammar, English and Bahasa Indonesia have many differences, for instance; English has tenses, for verbs while Bahasa Indonesia has no similar concept; Bahasa Indonesia doesn't have a plural suffix which is comparable to the English. Indonesian plural concept is understood by context or by the addition of other words to express the concept of something being more than one. Those

differences make Indonesian student's confused in constructing English sentences.

. Grammar is an important and necessary skills that a students must have (Gunn and Mc Callum, 2005). Actually, the use of grammar is the most difficult things for the students because it has many rules that should be considered by the students. Ellis (2006), says that "in learning grammar, learner face two difficulties, the difficult in understanding grammatical rules/features and the difficulty in internalizing grammatical features, so that they are able to use them correctly" .especially on the use of personal pronoun which indicates the activities a certain time. One of the pronoun that is learned by students is personal pronoun. According to Swan (1995), Personal pronoun is kind of determiner which is used when it is not necessary to use or repeat more exact noun phrase.

Although grammar is not including in English four skills; reading, speaking, listening, and writing, but grammar supports those skills. In speech or speaking we do not concern to the grammatical rules, sometimes we did not seem to be aware the neglect of grammatical caused miscommunication, in formal contexts or academic. In reading, the student will understand the text and get the ideas of the writer's if they have ability in grammar. In this case, the researcher only took one of part of grammar, personal pronouns. Personal pronouns have the important role. Misusing one of them can cause the wrong meaning in one

paragraph or even in the whole of it. It is because the personal pronouns always refers to a noun, so they related to each other.

From the explanation, the students will understand personal pronouns to be able to interact with the society by using personal pronouns. The students should learn about personal pronouns because personal pronouns are the basic material that they will learn. The English grammar has different system with Bahasa. In English there are many types of personal pronouns and they also have different position and function, as the first person in English used as; (a) subject: I, you, (b) object: me, them, (c) possessive adjective: my, their, (d) possessive pronoun: mine, yours, (e) reflexive pronoun: myself, yourself. In students' mother tongue (bahasa), first person (saya) is used in any position in sentence and it doesn't change and it makes students confuse to use personal pronouns.

In the researcher's experience, when the students have already understood about personal pronouns, they are still confused when they will use subject or object pronoun, because of that there are many grammatical errors that are made by the students. Based on this reason, the researcher chooses the personal pronouns because the students still confused between subject and object pronoun.

Based on the fact above, the researcher will analysis errors in using personal pronoun made by Eight Grade SMPN 2 Sungguminasa Gowa.

B. Research problems

Based on the discussion above, the researcher would like to formulate this problem in the following question:

1. What are the errors made by the students student's in using personal pronoun ?
2. What are the causes of students SMP NEGERI 2 Sungguminasa Gowa makes errors in using personal pronoun ?

C. The Objective of the Study

The objective of this study is to analyze students material that easier to understand between subject and object pronoun.

According to the statement of the problem above, the objective of the study are as follows:

1. To find out the students errors in using personal pronoun.
2. To find out the causes of errors which are made by students in using personal pronoun.

D. Significance of the Study

The research finding is expected as a contribution for (a) the English teachers, (b) the students, (c) the further researchers.

- a. The English teachers

The result of this study for the English teachers to get clearly information about the percentage of student's errors and the the case of students makes errors in using the personal pronouns, so they will know what should they do to decrease the students' error in using the personal pronouns.

b. The students

The students will get right treatment in decreasing their errors in using the personal pronouns, so they can use the personal pronouns correctly in a test.

c. The further researchers

Other researchers who are interested in analyzing on the students' errors can get basic information from this study, so they can do their research deeper and better than this study

E. Scope of The Study

This research is limited about error analysis of the students. This is focused on the error about using (subject pronoun, object pronoun, possessive adjective, possessive pronoun, and reflexive pronoun).

CHAPTER II

THEORITICAL FRAMEWORK

A. Previous Related Study

There are three previous studies that the researcher takes about error analysis. They are *Error analysis of the students' test result on personal pronoun*, *Errors analysis in using modal auxiliaries*, and *an analysis of student' errors in using personal pronoun*.

The first previous study is about Error Analysis of The Student's Test Result in Personal Pronoun, a case study in first year of MTS Nurul Falah Gunung, Sindur Bogor (Khadijah,2006). The study focused on what types and sources of errors that made by students in using personal pronoun. The subject of this research are the first year student`s of MTS Nurul Falah Bogor which consists of two classes and it is located on Jl. Pahlawan, Kp. Bulak saga Cibadung, Gunung Sindur Bogor. The technique of data collecting was done by giving a test and conducting an observation.

The type of test that the used in multiple choice and it consists of 30 items and each number of Pesonal Pronoun in put in random. In this research, errors which are analyzed are about subject pronoun, object pronoun, possessive adjective, possessive pronoun, and reflexive.

From the result of analysis, the highest percentage of error in using object pronoun (52.62 %), and the lowest percentage of errors is in using object pronoun (52,65%). There are two sources of errors that the researcher found, they are the facility of students learning and the method of teaching.

The second previous study is about Errors analysis on using Modal Auxiliaries (Hinayah, 2012). This research is aimed to obtaining the clear information about level of the Student's in using Modal Auxiliaries "must" and "have to" by using descriptive analysis method. The sample of this research are 30 student's of VIII A of second grade students at MTSN 1 Pandeglang. To collect the data, the writers gave a test and questionnaire sheets to know why the students do the Errors in using "must" and "have to". After conducting the research, the writer found several findings, the most student's errors are *mis-formation* 78.83%. the second level of errors is in *omission* with frequency 15,76 %, the third level of errors is in *addition* with frequency 5.39%, and the last level of errors is in *nmiss-order* with frequency 0%. The reason why the students did errors in using "must" and "have to" are caused by context of learning, in a classroom context the teacher or a textbook can lead the students to make faulty hypotheses about language. Student's often made errors because of misleading explanation from the teacher, faulty presentation of a structure or word in a textbook.

The third study is about an analysis of students errors in using pronoun (Khasanah, 2012). The content of this research is about an analysis of student's

errors in using personal pronoun. The study focused on the test type of errors made by students SMP Islam Ruhama Ciputat in using pronoun. The subject of this research are the Eight Year of SMP Islam Ruhama Ciputat which consists of one class. This research applies observation method and uses test technique by testing the respondent. The technique of data collecting is done by giving a test. The test consist of two type: this test consist of 20 items and 10 items are about multiple choice and 10 items are about fill in the blank and choosing the parentheses for test. From the result of analysis, the highest frequency of errors is in using *Object* (69.1%), and the lowest frequency of errors is in using *Reflexive* (51.6).

The previous studies above can be a good references for the researcher in doing his research. Especially for the first previous study, it is similar to the current study. However, this study does not focus on what are the percentage of errors made by students, but also the causes of errors in personal pronoun.

B. The definition of Error

Students make an error or make a mistake is normal. It always occurs in process learning. Errors made by the students didn't mean that the students couldn't follow the lesson well but there were so many reasons why the students did an error. In order to analyze the students' language in a proper perspective, it is important to distinguish between mistakes and errors. Errors and mistakes are two synonyms that have a little bit same meaning, but in language learning, these

words have different meaning. There are various definitions of errors and mistakes that have been presented by linguists. According to Corder (1993), “Errors are described by the application of linguistic theory to the data of erroneous utterances produced by a learner or a group of learners.” In addition, Brown said that error can look from native adult grammar and reflecting learner interlanguage competence.

Errors is the student's signs who have not mastered the english rules. Harmer(2007:92) defines that errors are mistakes which the student's cannot correct themselves and which, therefore, need explanation. The student's will not understand the english rules without making errors first. One more definition of errors worth mentioning was provided by lennon (1991,p.182), who said that “an error is a linguistics form or combination of forms which in the same context and under similar conditions of production, would in all likelihood, not be produced by the speakers, native speaker counterparts”. Lennon's definition, while not perfect and perhaps to inclusive, does in some ways side-step the problems with grammatically and acceptability and provides a starting point for Rigerous analysis. Essentially, an error or mistakes is unsuccessful language use that would not be found in the production of a native speaker.

Besides error, there is a mistake. Corder said in Fisiak's book (1985), “mistakes are deviations due to performance factors such as memory limitation, spelling pronunciations, fatigue, emotional strain, etc.” In addition Brown said in

his book that “a 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.

According to that definition, the researcher conclude that error is when the students make errors but they can not fix it again, no matter how much they make a mistake, they can not fix it. It can be caused by the learner can't well understand the material; they only understand a half material or do not understand the whole of the material. On the contrary, a mistake is a fault that students can be self-corrected, because it is only the result of the student's performance

C. Distinction between Errors and Mistakes

It is general to distinguish between errors and mistakes. According to Bartfram and Walton (1991, p.25), mistakes are caused by the learners not putting into practice something they have learned while errors are caused by the learners trying out something completely new and getting it wrong. Ellis (1997) says that errors reflect gaps in a learner's knowledge. They occur because the learners does not know what is correct. Mistakes, on the other hand, reflect occasional lapses in performance because the learners is unable to perform what she knows. According to Ellis, to distinguish errors from mistakes is through consistency of learners' performance. In the classroom, however, the teacher cannot immediately identify if the learner make errors or mistakes. In practice, what the teacher knows is that

the learners make, and Ellis (1997) himself admits that “a clear distinction between an error and a mistake may not be possible”

The error is failure when the deviation arises as a result of lack of knowledge whereas, the mistake comes up when learners fail to perform their competence. Another theory, an error is made by a learner he/she does not apply the rule of linguistics item. In other words, a mistake is a non-systematic deviation from the norms of the language.

At this point, Corder (1974) introduced an important distinction between ‘errors’ and ‘mistakes’. Mistakes are deviation due to performance factors such as memory limitation, (eg mistakes in the sequence of tenses and agreement in long sentences), spelling pronunciation, fatigue, emotional strain, etc. On the other hand, Errors are systematic, consistent deviances characteristics of the learner’s linguistics system at a given stage of learning.

Mistakes also are skin to slips of the tongue. 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. Errors are likely to occur repeatedly and are not recognized by the learner as an error”.

Brown (2007) stated that a mistake refers to a performance error, that is either a random guess or a “slip” in that it is a failure to utilize a known system correctly and all people make mistakes in both native and second language

situation, and mistakes, when attention is called to them, can be self-corrected. While an error reflect to the lack of competence of the learner, and error cannot be self-corrected.

In conclusion, students make mistakes in using language because of slip of the tongue or spelling, lack of attention, carelessness, or some other factors of performance. This is easily students can correct by themselves because they know what is correct. On the other hand, errors are failure that when students make errors, they do not know what is correct and they also are not able to be self-corrected because they occur repeatedly and do not the concept.

D.The Types of Error

According to Corder in Dulay (1982:154), types of errors is divided into four categories: they are error of omission, error of addition, error of selection, and misordering. Here are the explanations:

1.The Error of Omission

Error of omission characterized is the absence of an item that should appear.The student omits the item that should appear in the good utterance. Omission has two types of morphemes that are omitted more than others. They are content morphemes and grammatical morphemes.Content morphemes are morphemes that have meaning like nouns, verbs, adjectives, and adverbs.

Grammatical morphemes are little words that have minor play in sentences like noun and verb inflections, articles, auxiliaries, and preposition.

Example: Bobby is an actor

From the explanation and example above, the word Bobby and actor are content morphemes because Bobby and actor is noun and has a mayor meaning. The words is and an are grammatical morphemes because they are verb auxiliaries and article, and they play a minor meaning in that sentence.

According to Dulay (1982), "Omission errors are found in greater abundance and across a greater variety of morphemes during the early stage of second language acquisition." It is caused by the grammatical morphemes are more complex, for example in using tenses, the learner should be aware of the addition of the ending of the verb (-ed,-ing,-s) correctly. Omit content morphemes are typically made by the learner in the early stage. It happens because the learner still has limitation of the vocabulary which is used in the sentences.

2.The Error of Addition

The error of addition is the opposite of omission. "Addition where some element is present which should not be there." In addition, the students add the utterance that is not needed in a sentence, or the learners add some unnecessary element. For example: That's the man who I saw him.

From the example above, the student wants to tell that I saw the man. She knows that to tell the object only once but she puts two items for the same features; the man and him.

3) The Error of Selection

Dulay said in Ellis book that “Error of selection is the use of wrong form of the morpheme or structure” This error is made by the student when the student chooses the wrong items in the right place. Different from omission where the items are not supplied at all, in errors of selection, the student supplies something even though that is incorrect.

For example: They is watching movie

From the example above there was mis-selection in using to be. It should be “are” but it was “is.” The student put “is” in the sentence, and it is incorrect.

4. The Error of Ordering

Ellis said in her book(2005), The study of Language Acquisition “ the incorrect placement of a morpheme or a group of morphemes in an utterance”. Errors of ordering is the error where the items presented are correct but wrongly sequence For example: he is idola cilik 2014 runner up. From the example above, it should be ”he is a runner up in idola cilik 2014. The students wrote sentences not properly. The learners did not put the items in the appropriate order.

According to Corder in Khadijah (2006:9), claims that, the causes or error they are: the first is mother tongue interference, the second is over generalization, and the last is error encouraged by teaching material or method. However, errors that are mostly made by the students should be identified, classified or described which called error analysis.

E. The Definition of Error Analysis

Brown (2004:218) defines, “error analysis is the study of student’s error which can be observed, analyzed, and classified to reveal something of the system operating within the learners.” It is aimed to give feedback about the student’s types and causes of errors in order that the student’s and the teacher will get the betterment of english in teaching and learning process.

Errors analysis as the first influential work was an article by Corder in 1997, which stated that errors are not bad habits to be eliminated by learners. Instead, he says that learners’ errors can provide insights into the learning process. Errors can be perceived as a way toward improvement in the learning process. A good saying says that practice makes perfect and experience is the best teacher. It is expected that through errors learners make, they can better themselves in achieving a native like proficiency. Saville troike (2006) states that error analysis “focuses on learners” creative ability to construct language. Her definition

includes the phrase creative ability, which means that learners are self-motivated to create a structure that (s) he has not master.

To know errors which are made by students, teacher must do error analysis. Error analysis is branch of applied linguistics where teacher can observe, analyze and classify errors that students made to reveal something of the system operating with in the learner, led to a surge of study of learners errors.

Errors analysis was one of the first methods used to investigate learners language. It achieved considerable popularity, replacing constrictive analysis. Errors analysis is a type of linguistics analysis that focused on the errors learners make. Errors analysis is the process of determining the incidence, nature, causes and consequence on unsuccessful language .

F.The Stages of Error Analysis

In analyzing learners' errors, there are some steps to be followed. Many linguists have already discussed how to analyze students' errors in their book. Corder in Ellis book(2005), he suggests five steps in analyzing students' errors, they are: collection of sample of learner language, identification of errors, description of errors, explanation of errors and evaluation of errors.

1.Collection of Sample of Learner Language

The first step of analyzing errors which suggested by Corder is collection of sample. In this step, the researcher must decide a number of students which is being sample for the research. Then, they will be given regular examination in order to get data

2. Identification of errors

In this step the researcher must identify error from the data collection. For identifying the error, the researcher must compare the sentence that was produced by students to the correct sentence in the target language.

For examples: yesterday I went to Bandung with my mom but *he* didn't look enjoy there. The correct form in target language is yesterday I went to Bandung with my mom but *she* didn't look enjoy there.

By comparing two sentences it can be seen that the student produced an error in constructing subject sentence where she wrote he to refer my mom.

3. Description of Errors

After identifying errors, the next step is description of errors. In this step, all errors that have been identified, then they would be classified into The types of errors. In description of error James introduces a table to make it easy. This table can be seen as below:

LEVEL	Substance	Text		Discourse
		Grammar	Lexis	
	Graphology	RANK: Clause-Phrase- word- morpheme CLASS: Noun-verb- adjective – adverb preposition - conjunctio n etc	Sense Relation Colocation	Cohesion Coherence gender - Fidelit y Felicit y
MODIFICATION				
OMISSION				
ADDITION				
SELECTION				
ORDERING				

(Adapted from Carl James : 1998)

The horizontal columns indicate the levels of errors: substance, text and discourse whereas the vertical columns show the types of errors which consist of omission, addition, Misformation/misselection, and misorde.

4. Explanation of Errors

This step will explain why errors occur. This explanation concerned on the sources of errors. From example above, the researcher may consider that the

student above does an error in using subject pronoun instead of using pronoun whether because of interlingual transfer/overgeneralization, ignorance of the rule restriction, incomplete application of rules, or false concept hypothesis.

5. Evaluation of Errors

In this step, the researcher must decide the criteria of errors which will be corrected because some errors can be considered more serious than other. The aim of evaluating errors is to distinguish which errors will be corrected.

G. The Pronouns

1. The Definition of Pronouns

The researcher will give some definition of pronouns. First the definition of pronoun according to Payne in his book *Understanding English Grammar A Linguistic Introduction* (2010), he wrote pronouns are a word that can be shorted to be noun phrase. In addition, Quirk and friends said on their book "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

2. The Kinds of Pronouns

Pronouns have some different types that can people use in daily activity. There are “I”, “them”, “us” etc that can people usually use. Thus, too many people only know the word of pronoun whereas words of pronoun have a category. There are six categories according to Quirk and friends, they are:

- a. central pronoun. (a) personal: subject; I, you, we, they, she, he, it. object: me, you, us, them, her, him, it. (b) reflexive: myself, themselves, herself, himself, ourselves, itself. (c) possessive adjective; my, your, their, our, her, his. Possessive pronoun: mine, yours, ours, theirs, hers, his.
- b. reciprocal pronoun; each other, one another.
- c. relative pronoun; who, where, when, which, what, that.
- d. interrogative pronoun; who, what, when, which, where.
- e. demonstrative pronoun; this, these, that, those.
- f. indefinite pronoun.(a) positive; universal: all, both,each and every. Assertive: some, one, half, several, enough, other and another. Non-assertive: any and either. (b) Negative: no and neither

3. The Personal pronoun

a. The meaning of personal pronoun

Marcel Danesi stated in his book “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 and friends distinguish personal pronouns in the table :

Subject		Object	Possessive adjective	Possessive pronoun	Reflexive
Singular	I	Me	My	Mine	Myself
	You	You	Your	Yours	Yourself
	She	Her	Her	Hers	Herself
	He	Him	His	His	Himself
	It	It	Its		Itself
Plural	We	Us	Our	Ours	Ourselves
	They	Them	Their	Theirs	Themselves
	You	You	Your	Yours	Yourselves

(Adapted from Randolph Quirk and friends: 1985)

There are three parts in personal pronoun:

- a). First person pronouns are used to refer to the person who is speaking (I/me) or a group of people including the person who is speaking (we/us)
- b). Second person pronouns refer to the person or the group of people to whom we are speaking (you)
- c). Third person pronouns are used to refer to specific persons or things previously mentioned. For a male (he/him), a female (she/her), an animal or inanimate object (it), people, animals or things in the plural (they/them). Personal

pronouns change their form for person (first, second, third), for case (subject, object, possessive), number (singular, plural), and gender (masculine, feminine, neuter) except for reflexive pronoun making the same kind of changes.

According to Beaumont & Granger's book, there are some using of personal pronoun:

- a. Subject pronouns as the subject of verbs

For example: Where is Simon?

He is in the garage.

She did not go out last night.

She stayed at home

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

1. Verb + object pronoun; help me, I like him, Can you see it?

2. Preposition + object pronoun; I have written to her, Look at them, They're waiting for us.

H. Personal Pronoun Problems

Most of the learners have some difficult in using the right Personal pronoun.

Here is some problems that learner face

1. *A pronoun with two possible antecedents*

Example : whenever John is able to help his brother financially.

Or : John's brother is happy to receive financially help from John.

2. *An unnecessary personal personal pronoun after a noun subject*

Example : My friends, they told me the whole story.

Corrected to : My friends told me the whole story.

3. *Vague it.* The personal pronoun *it is* used without a definite antecedent.

Example : Because Jane had once had a bad accident while driving, she was afraid to try it again.

Corrected to: She was afraid to try to drive again.

In certain colloquial idioms, a definite antecedent is not required for the personal pronoun *it*.

Example. I hope you will like here.

The strain of final examinations is to great, I can't take it.

4. *Too many it's near each other personal. It appears in close proximity with impersonal or anticipatory it.*

Example: We like *it* very much in this hotel. It is wonderful to relax in its.

Comfortable atmosphere . *it* is possible we'll stay in *it* again on our next vacation.

5. *Loose use of it or they as subject*

It or *They* is sometimes used as the subject of a verb, while the agent that should actually be the subjects is put in prepositional phrase.

Example: In the news paper, it says that the concert was canceled.

Corrected to: The newspaper says that the concert was canceled.

Example: At the university, they require an examination for all entering freshman.

Corrected to: The university requires an examination for all entering freshman.

6. *Shift Pronoun Number*

Example: The *student* must be made to understand how each lesson can be of value to *them*

Corrected to: The *student* change to be students or *them* changes to be *him*

7. *Shift pronoun*

Third person is not used in one part of a sentence if it is shifted back to the personal *you*.

Example: A good song lends comfort to people, so that you feel less alone.

Corrected to: A good song lends comfort to you...Or....so that feel less alone.

8. *Choice of case*

Over corrected it happens when there are two choices between subject (she) and object (her) case forms of pronoun. Many students, tend to use objective forms when Standard English uses subject ones (him and, me are friends), they automatically “overcorrect” in certain situations.

Example: They appointed *she* and *i* to a subcommittee

As direct object, the pronouns are supposed to be *her* and *me*

The fact that there are two direct object instead of one, so nothing should be changed. It is not allowed the case of a pronoun to be determined by a following appositive.

Example: Parking is a tragic dilemma for we professor actually, it does not mean to write *for we*, so it is not allowed to write *for we professor*.

Pronoun *complements it* appears when the pronoun complements are often used in the objective case (*that is him: it is them*), they are supposed to be *that is she* and *it is they*. Only for pronoun *me* and *us* have special exception for this rule. Pronoun following than or as, after than or as, a pronoun can be either subjective or objective case, depending on the intended meaning, it will be better to supply the omitted words:

- a. Biff tackled Otto Harder than (he did) me.
- b. He is stronger than i (me).
- c. She is as tall as th
- d. ey (are).

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

The method used in this research was quantitative method. According to Matthews and Ross (2010), quantitative research methods are basically applied to the collection of data that is structured and which could be represented numerically. Generally quantitative data is collected when researcher has adopted the epistemological approach and data is collected that can be scientifically analysed. Based on the purposes of this research, the researcher want to know the errors made by students and also the causes of errors. The data would be collected, described and analyzed relate to the errors in using personal pronouns.

B. Population and sample

1. Population

The population of the research was the eight grade students of SMP Negeri 2 Sungguminasa Kab. Gowa in the academic year 2017/2018 consist of four classes and the number of students is 120.

2. Sample

Researcher took one class, that was class VIII as a sample, consist of 30 students. The researcher used technique Random sampling because based on the

prior observation, they have learnt about personal pronoun, however they still confused in using personal pronoun.

The researcher did an interview which focus on why students of SMP Negeri 2 Sungguminasa Gowa make errors in using personal pronoun. Researcher took 10 of 30 students as sample based on the highest frequency of errors.

C. The Instrument of the Study

The researcher took the instruments of this research by giving a test and interview to student of SMP NEGERI 2 Sungguminasa Gowa to get the data. This test consist of 25 items with the test areas which were put in random throught out the items.

Tabel 3.1

Personal pronoun area and Each items

NO	Personal pronoun area	Items number	
		Multiple choice	Fill in the blank
1	Subject pronoun	1.7.15	16.22
2	Object pronoun	2.8.13	17.21
3	Possessive adjective	4.9.12	18.20
4	Possessive pronoun	3.5.10	19.23
5	Reflexive	6.11.14	24.25

The researcher did an interview which focus on why students at SMP NEGERI 2 Sungguminasa Gowa make errors in using personal pronoun.

D.The Technique of Data Collection

To collect data, the researcher give the test and interviews the students of SMP NEGERI 2 Sungguminasa Gowa.

1. Test

This test used to know the percentage of personal pronouns errors that made by students SMP NEGERI 2 Sungguminasa Gowa in using personal pronoun. The researcher give a test which focusing on the use of personal pronoun, the test is consist of 25 items, each of personal pronoun has certains items, for subject pronoun it has six items. Object pronoun has six, possessive adjective has four items, possessive pronoun has four items and reflexive pronoun has four items. The researcher put the items at random

2. Interview

Interview is used to know the causes of students at SMP NEGERI 2 Sungguminasa Gowa make an errors in using personal pronouns.

E.The Techniques of Data Analysis

After collecting, the data analyzed according to objectives of the research, finding out the percentage and causes of errors. Since each objective was analyzed

by using different instrument, the data analysis also present differently based on each instrument.

1. Test

After collecting the data, the researcher analyze the students errors by focusing on their errors in using personal pronoun from the students answer sheet. For data analysis procedure, the researcher using descriptive analysis technique (percentage).

Besides, the researcher used some procedure in doing the analysis of data. Firstly, collecting the data which be analyzed. Secondly, identified and analyzed the errors that made by students by circling the errors. Thirdly, classifying the errors are produces, whether it was the error of subject (i, you, he, she, it), object (me, you, him, her, it), possessive adjective (my, yours, his, her, its, ours), possessive pronoun(mine, yours, his, hers, ours), and reflexive pronoun(myself, yourself, himself, herself, itself, ourselves, yourselves, themselves). Finally, tabulating the errors by counting the errors, and putting the errors in to the tables based on the classification of errors.

After test the students and identified students' errors, the third step in the procedure was classifying the errors. The students errors are classifying based on the kinds of personal pronoun.

2. Interview

The researcher did the interview which focus on why students of SMP NEGERI 2 Sungguminasa Gowa make errors in using personal pronoun (

Subject, object, possessive adjective, possessive pronoun, and reflexive), and the question of interview given based on their result in work the test.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses about the findings of the research based on the data gained during the research.

A. FINDINGS

1. Data Description

The researcher gave a test which focused on the use of personal pronoun; those are subject pronoun, object pronoun, possessive adjective, possessive pronoun, and reflexive pronoun. This test consists of 25. 15 items are multiple choice questions and 10 questions are fill in the blank questions. Throughout the 25 items, there are 5 items asking about subject pronoun, 5 items asking about object pronoun, 5 items asking about possessive adjective, 5 items asking about possessive pronoun, and 5 items asking about reflexive pronoun. The researcher put the items at random as seen below:

Table 4.1. Tested Area and Test Items Distribution

No	Personal Pronoun	Items Number
1	Subject pronoun	1,7,15,16,22
2	Object pronoun	2,8,13,17,21
3	Possessive adjective	4,9,12,18,20
4	Possessive pronoun	3,5,10,19,23
5	Reflexive pronoun	6,11,14,24,25

2. Data Analysis

After the researcher got the scores of english test, the researcher analyzed the students' test scores and process the result by calculation of result of the test in the table,

Table 4.2. Students Errors in Subject Pronoun

Personal pronoun area	Items number	Frequency of Error
Subject pronoun	1	0
	7	7
	15	15
	16	3

	22	4
Total	5 items	29

Firstly the researcher found the percentage frequency of errors in using subject pronoun. From 5 items number, there are 29 errors occurrences, there are 0 students or 0% who find error in item number 1, there are 7 students or 24.13% who find error in items number 7, there are 15 students or 51.72% who find error in items number 15, there are 3 students or 10.34% who find error in items number 16, and there are 4 students or 13.79% who find errors in items number 22.

From the total of error, it could be seen the percentage of error in using subject pronoun reaches 100% with the average was 19.33%.

Table 4.3 Students Errors in object Pronoun

Personal pronoun area	Items number	Frequency of error
Object pronoun	2	14
	8	10
	13	7
	17	12
	21	17
Total	5 items	60

According to the data above, there are 5 items number there are 60 errors occurrences. There are 14 students or 23.35% who find errors in items number 2, there are 10 students or 16.66% who find error in items number 8, there are 7

students or 11.66% who find error in items number 13, there are 17 students or 20% students who find error in items number 17, and there are 12 students or 28.33% students who find error in items number 21.

From the total of error, it could be seen the percentage of error in using object pronoun reaches 100% with the average was 40%.

Table 4.4 Students Errors in Possessive adjective

Personal Pronoun Area	Items number	Frequency of error
Possessive adjective	4	9
	9	4
	12	7
	18	8
	20	9
Total	5 items	37

According to the data above, there are 37 error occurrences. There are 9 students or 24.32% who find error in items number 4, there are 4 students or 10.81% who find error in items number 9, there are 7 students or 18.91% who find error in items number 12, there are 8 students or 21.62% who find error in items number 18, and there was 9 students or 24.32% who find error in items number 20.

From the total of error, it could be seen the percentage of error in using possessive adjective reaches 100% with the average was 24.66.

Table 4.5 Students Errors in Possessive Pronoun

Personal Pronoun area	Items number	Frequency of errors
Possessive pronoun	3	10
	5	4
	10	8
	19	4
	23	5
Total	5 items	31

According to the data above, there were 31 error occurrences. There were 10 students or 32.25% who find in items number 3. there were 4 students or 12.90% who find error in items number 5. there were 8 students or 25,80 in items number 10. There were 4 students or 12.90% who find error in items number 19, and there were 5 students or 16.12% who find error in items number 23.

From the total of error, it could be seen the percentage of error in using possessive pronoun reaches 100% with the average was 20.06 %.

Table 4.6. Students Errors in Reflexive pronoun

Personal pronoun area	Items number	Frequency of errors
Reflexive pronoun	6	10
	11	7
	14	7
	24	12
	25	10

Total	5 items	46
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According to the data above, there were 46 error occurrences. There were 10 students or 21.73% who find error in item number 6, there were 7 students or 15.21% who find error in items number 11, there were 7 students or 21.73% who find error in items number 14, there were 12 students or 26.08% who find error in items number 24, there were 10 students or 21.73% who find errors in items number 25.

From the total of error, it could be seen the percentage of error in using reflexive pronoun reaches 100% with the average 30.66%.

3. Data Interpretation

Data interpretation can be explain in the table below.

Table 4.7. Frequency of Errors Based on the highest and lowest of total errors.

No	Kinds of personal pronoun	Frequency of error
1	Object pronoun	60
2	Reflexive	46
3	Possessive adjective	37
4	Possessive pronoun	31

5	Subject pronoun	29
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The table of 4.7 shows that the highest frequency of errors is in object pronoun (60), and the lowest is subject (29), however, it does not mean that the most errors that the students make are in using possessive pronoun. The researcher does not use the highest frequency or errors as a criteria to count the most errors which are made by students because kinds of each personal pronoun are different. Therefore, researcher uses the average to count the percentage of errors which are made by students because, and the result shows that the most errors which are made by students on eight grade students of SMPN 2 Sungguminasa Gowa was is in object pronoun with percentage 40%. With those percentage, teachers must pay more attention to this object pronoun. Moreover, students have not understood the usage of object pronoun. The second is with percentage 30.66%, the third is with percentage 24.66%, the fourth is with 20.06%, and the last is with 19.33%

3. Interview

Having made an analysis of error produced, the next procedure was classified the caused of error to know why students of SMP NEGERI 2 Sungguminasa Gowa made errors in using personal pronoun.

Table 4.8. Factor of caused errors

Interview	Participants Answers/Factors of caused errors
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Student 1	Less understanding about how to use personal pronoun, confused in how to different the type of personal pronoun, unclear explanation, limited vocabulary.
Student 2	Studying less, not really understand about how to distinguish between subject pronoun and possessive adjective, not really interested about english.
Student 3	The word that using was so difficult,, difficult to distinguish between the type of Reflexive, and i have not studied about personal pronoun for a long time.
Student 4	Difficult to distinguish about they, them, our and us. Less attention to the teacher explanation, limited vocabulary and not interested about english.
Student 5	Limited vocabulary, less able to distinguish between several types of personal pronoun, sometimes confused with the sentences pattern, and also less able to distinguish between possessive adjective and possessive pronoun.
Student 6	Less attention to the teacher explanation, not interested enough to study english, difficulties to distinguish between the type of personal pronoun.
Student 7	The teacher mostly using english, unclear explanation, not interested enough about english, sometimes i am mistaken in the use of the word she, he, her and his
Student 8	Limited vocabulary and less able to understand about the meaning of word, less able to distinguish between the using of i, my, mine and me.
Student 9	Less studying about the personal pronoun for a long time, less able to know the meaning of word which using in pronoun, and confused about which word that should used.
Students 10	Limited vocabulary, the word that used was difficult to understand, less able to distinguish between ourselves, themselves, and the other kind of Reflexive.

Based on the table 4.8, shows that the less understanding and difficult to distinguish between the several types were the most competitive aspect which caused of students made errors in using personal pronoun at SMP Negeri 2 Sungguminasa Gowa. Almost all of students that have interviewed said that they had difficulties to distinguish them, and this reason greatly affected the result of their assignment that have been given by researcher. Then, the other aspect were bothered students in using personal pronoun was caused by limited vocabulary. There are six students that had interviewed said that the cause of them did the errors were caused by limited vocabulary. Those reason also greatly influenced their answers because they had difficulty to understanding the meaning of the sentences given. Then, the other reason that student said were the teacher almost using english in the learning process, and there also caused by less attention to the teacher explanation.

There are also students said that the caused of them made errors were caused by studying less, because they have not study about personal pronoun for a long time. The other factors that also caused of their errors in personal pronoun was caused by the less interested in english subject. Interest is very important in learning. In case students which do not have it, they will got difficult in learning. The indicators of the student who have no interest can be shown from their ways to follow the learning, take attention when the learning process or not, etc.

B. Discussions

In this part, the discussion deals with the interpretation of findings derived from the test result of the students' errors in using personal pronoun would explain about the causes of personal pronoun errors are made by the students. The errors made by the students in subject pronoun was little if compared to other type of personal pronoun with frequency 29 or 19.33%. It was little if compared to the other. According to the students that interviewed by researcher, this type was too simple, different from other type like reflexive or possessive adjective. This opinion could be supported by the the test result in multiple choice number 1 “ am sitting on the chair” the answer is “i am sitting on the chair”. And there is no students made the error answer in this question, and when the researcher took the interview, there is no one students said that subject pronoun was difficult when the researcher ask about where was difficulties from the five type of personal pronoun.

The second was the caused of students made errors in object pronoun. In this type of personal pronoun was the most frequency of error that happen in SMP Negeri 2 Sungguminasa Gowa if compared with the other type. The frequency of errors made by the students in this type was 60 or 40%. This case also occurred in previous study from Khadijah (2006) who had research at MTS Nurul Falah, Bogor about the Errors Analysis of Students Test Result in using Personal Pronoun that also got the highest percentage of students errors who

reaches 52.65 %. This number is very different if compared with the research with did by the researcher in SMP Negeri 2 Sungguminasa Gowa. The cases of this can be caused by the students understand less in learning of object pronoun, and also can be causes by the less interested to learning about personal pronoun in this type. this opinion could be supported by the test result of interviewed when the researcher ask about “ according to you, from the five type of personal pronoun, where is difficulties. Most of them said that object pronoun was difficulties if compared with the other type. this opinion can be proven by the test result of question that have got, in question number 21 “ Risna and Jenny are my best friends. I love very much. The correct answer is “ i love them very much, but more students answer “ i love their very much”. And there also answer” i love him or her very much. This errors was mention with the problem with two possible attendent. This thing need to took the attention from the teacher to improve their understood and their motivation.

The next is the causes of errors in using Possessive adjective. The frequency of errors that happen in this type of personal pronoun was 37 or 24.66%. The cases of errors in possessive adjective can be caused by the students confused to different between possessive adjective and possessive pronoun. This opinion can be supported by the question number 20. Alice is very his body is like a model. The correct answer was Alice is very thin, her body is like a model. But most of students answer that “Alice is very thin. It body is like

models. This cases can be proven too by the interviewed result that have given about “what makes you do not understand about personal. And there are four students said that they confused to different between possessive adjective and possessive pronoun

The next is the causes of errors in using possessive pronoun. The frequency of errors which occurs in this type of personal pronoun was 31 or 20.06%. This type of personal pronoun have the same case with possessive adjective, who make students confused about how to different between possessive adjective and possessive pronoun. And the next is the causes of errors is using Reflexive pronoun. This type of personal pronoun was the second type of personal pronoun which gives the most frequency of errors after object pronoun with frequency of errors was 46 or 33.66 %. Most likely the cause is because most students do not understand enough about reflexive pronoun. The students always wrong in using that word or sentences. For example, the students should use the word “themselves, but they use word “themselves”. They are difficulties to different in using singular and plural. And this case occurs in number 24 question, almost students wrong in this question number.

This findings were related to the previous study by khadijah (2006), she said that the causes of errors in the use of personal pronoun were mostly because of false concept hypothesized. These causes of errors were due to the poor teaching techniques. The identification of errors was strong because this study

was identified based on the theory and asking for clarification to the students about personal pronoun.



CHAPTER V

CONCLUSION AND SUGGESTION

1. Conclusions

Based on the research findings and data interpretation in the previous chapter, it can be concluded that the students of SMPN 2 Sungguminasa Gowa still made errors in using personal pronoun.

The error consisted of errors in Subject pronoun (19.33%), errors of object pronoun (40%), errors of possessive adjective (24.66%), errors of possessive pronoun (20.06), and the errors of Revlexive pronoun(30.66%).

The reason why the students made errors in using personal pronoun are caused by the less understanding to distinguish of several types in personal pronoun, limited vocabulgary, less attention to the teacher explanation, unclear explanation, the teacher mostly using english, and less interested in learning grammar.

2. Suggestion

Based on the conclution above, there are some suggestion for the teacher, and the students:

The suggestion for the teacher are:

1. The teacher should give special time to explain pronouns, because in english and indonesian language, there are no different and it makes students confused and teacher should pay more attention about the students interest in learning process.
2. The teacher should choose the method, technique, approach, and strategy in teaching especially for delivering object pronoun and Reflexive.
3. The teacher should give feedback to the students assignment in order to that the students able to understood about the errors and mistake that they have made in object pronoun.

The suggestion for students are:

1. The students should pay more attention on using pronouns.
2. The students must do all test or homework given by their teacher.
3. The students should read any kinds of grammar book especially about object pronoun to improve their ability in understanding language structure.

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