

Error Analysis in using Personal Pronoun Mastery
At the first semester of English Department

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Abstract

English Department students need to be aware not only of their present and of future, but also the difficulties and problems they possess concerning the knowledge of general English. Especially in using the one of part of speech, it is the foundation in mastering English. It called with pronoun. The aim of the study was to collect and analyze students' errors as markers that would point to the areas of pronoun where additional teaching and instruction is needed in order to be able to participate in the course of grammar itself. The study was carried out in 2015 at the Faculty of teacher and training, English Department in UMTS included 38 first-year students. It relies on data obtained from grammar-based placement test and from conversations with the students. Although an intermediate level of general English is necessary for participating in the course of grammar, the results show that there are areas of language that present problems to the students and need to be particularly emphasized and practiced. Students' errors and comments on their problems may serve as useful diagnostic markers. Using these data, along with information obtained in direct communication with the students, the lecturer may develop a plan, which would help broaden the knowledge and enable the students to become more confident in professional communication in English. It is very important and useful to take advantage of the agriculture context because it presents a source of great motivation for the students.

Key words: Part of speech, error analysis, personal pronoun

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ABSTRAK

Mahasiswa pendidikan bahasa Inggris dibutuhkan untuk sadar tidak hanya untuk masa sekarang dan masa mendatang, tetapi juga terhadap kesulitan dan masalah yang mereka hadapi dalam pengetahuan bahasa Inggrisnya. Khususnya dalam penggunaan salah satu part of speech, yang disebut dengan kata ganti (pronoun). Adapun tujuan dari penelitian ini adalah untuk mengumpulkan dan menganalisa keerroran yang dibuat oleh mahasiswa sebagai penanda yang akan dijadikan sebagai acuan untuk penguasaan pronoun dimana akan ditambahkan cara pengajaran dan pembelajaran yang dibutuhkan untuk mencapai target yang diharapkan pada materi grammar itu sendiri. Penelitian ini dilaksanakan pada tahun 2015 di fakultas keguruan dan ilmu pendidikan UMTS yang terdiri dari 38 mahasiswa. Data dapat diperoleh dari tes placement grammar dan tes wawancara dengan siswa. Walaupun mereka sudah ditingkat intermediet pada bahasan bahasa Inggris, adalah perlu untuk berpartisipasi dalam pelajaran grammar. Hasil penelitian menunjukkan bahwa ada tempat pada bahasa terutama pembahasan personal pronoun sangat perlu untuk ditekankan. Keerroran siswa dan komentar pada masalah mereka adalah sebagai indicator yang sangat berguna atau pendiagnosa penting. Penggunaan data adalah selama informasi adanya hubungan langsung terhadap siswa, dosen bias saja mengembangkan sebuah rencana, yang akan membuat siswa menambah wawasan dan mampu membuat mahasiswa lebih percaya diri dalam berkomunikasi yang professional. Hal itu sangatlah penting dan berguna untuk mengambil keuntungan diri jurusan pendidikan bahasa Inggris, sebab adanya sumber untuk motivasi yang luar biasa bagi mahasiswa.

Key words: Part of speech, error analysis, personal pronoun

INTRODUCTION

Learning English must linear with curriculum that used in that university. Especially it is in grammar subject. There are four languages skills must learn and master by the students. They are listening, reading, speaking and speaking. They do not only learn about those four language skills, but also language components which support communication. One of the language components is grammar. It is the basic knowledge and has important role in learning English because it contains kinds of rules to construct a good sentence. In mastering the grammar, it can communicate the message clearly based on the correct rule. It is supported by Widdowson 1978:15, the best way of doing communication is to associate the teaching of foreign language with topics drawn from other subject on the school curriculum.

Grammar is one of the language components in English language which the learners must master in order that language they use is well produced. However, the learners seem to have difficulty in learning grammar because English and Indonesian grammar are quite different. However, the students often lack awareness of using them correctly. They often put the grammatical aspect aside such as tenses, word order, articles and so on. Besides, writing skill is perceived as the most difficult language skill because it requires a higher level of productive language control than the other skills (Murica, 1983:161). Thus the accuracy of the composition should be considered carefully in order to prevent from decreasing the student's achievement in writing skill or other language skills.

Goodman (in Ahmad Rasul Ashap Saleh 2009: 2) indicates that a language must be learned as the easy way in language development, and material that will be taught should be firstly designed, so that it becomes less difficult and easy to be presented. This indicates that as a teacher should design material well to help students to understand about the material that will be given. It can be concluded that the aim of learning grammar is to gain the success in learning English in term of making a correct sentence. Related to the grammar, the students will study word form. One of them is personal pronoun.

Pronoun is classified into personal pronoun, reflexive pronoun, possessive pronoun, interrogative pronoun, distributive pronoun and indefinite pronoun. In this research only focuses on personal pronoun. Personal pronoun is not a new topic for the eight and of course they learn about personal pronoun as subject and object in simple sentence and also its function. Personal

pronoun is a kind of pronoun. It is important to learn it in order to produce correct sentences. Teaching personal pronoun will contribute the development of students' language skills, and also help them to understand and master it. Absolutely, a teacher needs to have good ability about personal pronoun. In order to be successful succeed in teaching process; the students should gain understanding and ability to use it.

Based on the information English lecturer of English department, there are many students, who still get difficulties in learning personal pronoun. The main problem is that they still get difficulties in using personal pronoun in correct sentences or in determining whether it is a subject or an object form. In fact, they had studied about it before. However, their proficiency in using personal pronouns is still very far from the expectation. The problems faced by the students in general are:

1. How to determine the subject of personal pronoun in simple sentence.

Example:

a. Mother is a teacher is a teacher.

Incorrect: He is a teacher.

Correct: She is a teacher.

b. Mike is in class is taking a test.

Incorrect: She is taking a test.

Correct: He is taking a test.

2. How to determine the object of personal pronoun in simple sentence.

Example:

a. He gave book.

Incorrect: He gave I book.

Correct: He gave me book.

b. Nani ate dinner with

Incorrect: Nani ate dinner with I.

Correct: Nani ate dinner with me.

The errors mentioned above are because the language rules have not become parts of the students' habit in learning English. Studying and mastering English grammar are very important in order to produce the acceptable English sentences, because grammar is the aspect of language. None can understand a sentence in a language only by recognizing the words and knowing what they mean individually, but he must be able to recognize the patterns in which the word occurs and the meaning of the pattern.

The students' ability in using personal pronoun was very low and the result was considered to be far from the expectation. The fact can be seen in the actual phenomena as follows:

- a. Some of the students are not able to answer the question about the subject of personal pronoun.
- b. Some of the students can not determine the subject and object of personal pronoun in simple sentence.
- c. Some of the students have not mastered about personal pronoun yet.
- d. Some of the students' still make mistakes use personal pronoun in simple sentences.
- e. Most of the students still have low interest in studying English.

Personal pronouns are used for replacing person or things. They are I, you, they, we, she, he, and it. The form of them will change as they are used in different using, such as I as subject becomes me a subject. They have five different forms; subject, object pronoun, possessive adjective, possessive pronoun, and reflexive pronoun.

Relating with problem above, the writer was interested to know more deeply about the students' mastery at the first semester on English Department, so that she made her title in this study with Error Analysis on using Personal Pronoun Mastery At the first semester of English Department

REVIEW OF THEORY

First, the writer would like to explain about pronouns before giving the definition of personal pronoun. The traditional definition of pronoun is as a word that takes the places of a noun. Frank (1972:20) states that Modern grammarians who regard position and function as the decisive factors in classifying a part of speech often consider pronoun as a subclass of noun. Pronouns are a structure class whose members serve as substitution forms for noun phrases. The noun phrase for which a pronoun substitutes is called the antecedent of the pronoun. The subcategories of pronouns serve as substitution forms to different degrees.

Further, Langan (2003:197) defines pronouns are words that take the place of noun (words for person, place or things). In fact the word pronoun means for a noun. Pronouns are shortcuts that keep you from unnecessary repeating words in writing. While Child (1998:5) said that pronouns refer to and replace nouns (the names of people, places and things) that have already been mentioned, or that the speaker/writer assumes are understood by the listener/reader.

In Addition Frank (1972:27) explains that pronouns have most of the same functions as noun, such as

- a. *Subject of verb*
e. g; *They* were late for their appointment

- b. *Object of verb*
1. Direct object : e. g; We enjoy *ourselves* at the party
2. Indirect: e. g ; We will send *you* the goods immediately
- c. *Subjective Complement*
e. g; That's the *one*
- d. *Object of preposition*
e. g; After *this*, be more careful
- e. *Appositive*
Nonrestrictive: Mary, *one* the most intelligent girls I know, is planning to attend the university
Restrictive: The men *all* got into boat
The word *all*, *both* and *each* used in close (restrictive) apposition. They may be in opposition to nouns or pronouns. Pronouns have various types, as they can be seen below:
a. Personal pronouns: I, we, you, they, he, she, it
b. Relative pronouns: Who, that, and which
c. Interrogative: Who, which and what
d. Demonstrative: This, that, these, those.
e. Indefinite pronoun: Somebody, someone, and something
f. Reflexive (intensive) pronoun: myself, yourselves ourselves etc.
g. Reciprocal pronoun: each, other, and another

Personal pronouns are part of pronouns that are words that replace a noun or noun phrase, but they commonly refer to person and thing, as Dykes (2007:36) says, Personal Pronouns are the ones usually think of when the word pronoun comes to mind, it generally label them on the basis of person and members. Personal pronouns are the pronouns that most readily substitute for noun phrases in a sentence. The name should not be taken too literally: one such pronoun, it cannot refer to persons, whereas another, they, may but need not so refer. The table below can be very useful, both now and for later reference and can suggest the students to more comprehend the using of personal pronoun:

Table 1

Personal pronoun list

Personal Pronoun	Singular	Plural
1 st person (the person/s speaking)	I	We
2 nd person (the person/s spoken to)	You	You
3 rd person (the person/s or things being spoken about)	He/she/it	They

Adapted from Dykes 2007:37

A personal pronoun, whether singular or plural, can be used either as the subject or the object of a verb. The table below shows the various forms of personal pronoun:

Table 2
Form of personal pronoun

	Subject	Object/after a preposition
Singular	I am here You go there He / she / it is here	He writes to me. He likes you. Bring him / her / it here.
Plural	We are here You may leave They will go	It is for us. He will buy it for you. I like him.

There are four case forms of personal pronoun to indicate different sentence function: Subjective case, objective case, the possessive case, and reflexive case. Personal pronouns change their form for person (First, second and third), for case (subject, object, possessive), number (singular, plural) and gender (masculine, feminine, neuter), except for reflexive pronoun making the same kind of changes.

Table 3
Form of Personal Pronoun

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

According Ebbits (1978; 521) grammar may also refer to the capacity of mind. The ability of every normal human being possesses to speak and understand sentences. Thus, the all have grammar in overheads. Every human being understands indefinite number of new sentences he has never heard before. The

study of grammar is the study of arrangements of word into more or less meaningful group. To study needs the way in which word are related to each other, or use the terms introduced earlier to learn how to construct signal system which will make the effective and efficient communication.

As mentioned in the previous statements, in speaking English, the students in using the personal pronouns have not accurately and properly, it is necessary to have some knowledge of foreign language acquisition theory. Both Indonesian and English have quite different in using it. There some difficulties when the students use the pronouns. They are: matching problem and pronoun drop.

1. Matching Problem

As Lay (1975, 57) claims, it is very important in English to be consistent and clear in one's reference. But for the student, since in his language pronouns in subject and object position have the same form, identifying the pronoun referent is a relatively difficult task. For instance,

- a. *I asked *he* to come.
- b. *That would make *I* wonder and surprise.

(Quoted from Lay, 1975, p. 58)

Due to the influence of Indonesian, the students find it difficult to use the proper English pronouns. In the Indonesian, the subject and object can be usually absent in the sentence, and vague references, such as the third person singular *it* and the third person plural *they*, are usually used, making the sentence pretty unclear about its reference. In order to obtain the appropriate reference, it is common for students to depend on the context.

The difficulty is raised for students to identify the pronoun referent when in writing formal English context. As Indonesian student used to make sentence that either clarify the subject of the clause at beginning of the sentence, or uses vague references. Their logical order of making a sentences is much based on anaphoric references, and it is hard for them to make in such sentences where the pronoun or the subject that appears in later context as the example of cataphoric reference.

2. Pronoun Drop

Pronoun drop is considered as one of the problem that may cause difficulty students. Indonesian belongs to pro-drop languages, and the pro-drop phenomenon mostly occurs in personal pronouns. As demonstrated in last section about pronoun drop, personal pronouns can

be dropped in both subject and object position. In Indonesian, the omission of pronouns in subject and object position makes the sentence usually unclear about its reference. In order to obtain the pronoun referent, it is necessary to rely on the logical understanding of the context for Indonesian speaking people. Also, it is usually normal for them to identify the subject and the object out of context. For instance illustrate below in (38), Speakers might create incorrect an ungrammatical English sentences. The first pronoun *I* is dropped in (38a), and in (38b) the object *her* is dropped in the clause. Likewise, in (38c) and (38d), both the pronoun *I* and *her* are omitted from the sentence. Despite the unclear subject and the object, Indonesian speaking are able to recover the pronoun referent such as in (38d) unconsciously. However, it is not possible in English in such circumstances.

(38) Speaker A: Did you see Sue?

Speaker B: a. *I think (I) saw her.

b. *I think I saw (her).

METHODOLOGY

The study described based on quantitative approach. It consists of 38 first semester of English Department students at Muhammadiyah University of South Tapanuli. It consisted of two parts - the data were drawn from a placement test and from teacher's own observations, direct conversations with students during lectures or in consultations. The placement test included major personal pronoun which consist of subject, object, possessive, reflexive pronoun. These pronoun elements were favored due to their high frequency in grammar English. The test was in English and students had 40 minutes to answer the questions. The percentages were drawn from the obtained answers. As for the second part, it relied on the teacher's personal observations of the students' difficulties combined with an interactive method which was carried out through oral communication with the students. The students were asked to talk about the test, name the part they thought was the most difficult and also to state the linguistic elements not included in the test but which still represent a problem. The obtained answers were compared with the results for the placement test and analyzed statistic.

RESULT

The data was obtained from teaching learning process and evaluation. The data analysis is function to measure the students' mastery in personal pronoun. The writer gave a test which focused on the use of personal pronoun; those are *object pronoun*, *subject pronoun*, *possessive adjective*, *possessive*

pronoun and *reflexive pronoun*. This test consists of 24 items. 15 items are *multiple choice* questions and 9 items are *fill in the blank* questions. Throughout the 24 items, these are 6 items asking about *subject pronoun*, 6 items asking about *object pronoun*, 4 items asking about *possessive adjective*, 4 items asking about *possessive pronoun*, and 4 items asking about *reflexive pronoun*.

Then from Interview the writer did an interview which focused on why students of first semester made errors in using personal pronoun. She took 10 of 30 students as sample based on the highest, middle and the lowest score. This interview consists of 6 items. This study did not only focus on the percentages of students' errors, but also the causes of error. The writer did an interview to students to know the causes of error, and there will be a discuss on why the students make errors in using personal pronoun as can be seen in the following explanation. From the interview result based on the theory explained above, the writer got the answer that cause of students' errors in using them was from internal factor with 8 of the interviewee facing the difficulties caused by their interest, they do not pay attention to the explanation given, the difficulties caused by their motivation with 3 students and their special types of learner in audio 2, visual 6 and motoric 2 students. The second was from external factor that is divided into two kinds, namely social was from external factor that is divided into two kinds, namely social and nonsocial environment. The result of interview that was conducted in nonsocial environment with 7 students where they got the problems in learning because the facilities of school are not support them and the social factor with 3 students where their parents did not take attention and gave contribution while they are learning.

CONCLUSIONS

Based on the finding and data interpretation in the explanation, it can concluded that the students of first semester still made errors in using *personal pronoun*, especially in using *reflexive pronoun* (76.92%). The students' dominant difficulties in personal pronoun mastery at first semester of English Department is errors in using reflexive pronoun. The reasons why the students made errors in using personal pronoun are caused by their internal and external factors.

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