An Analysis of Student's Error in using Personal Pronoun on Writing Descriptive Text

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Abstract

The research was aimed to analyse the errors made by students in using personal pronoun on writing descriptive text of tenth grade SMKN 9 Padang in the academic year of 2021/2022. The subject of this research consist of 15 students in X TB 5. The objectives of the study were (1) To find the types of error made by students in using personal pronoun on writing descriptive text. (2) To find out the couses of errors made by students in using personal pronoun on writing descriptive text.This research used qualitative approach with descriptive approach. The errors Were collected, identified, and classified based on the surface structure Taxonomy by Dulay. It was specified by four types of errors namely omission, addition, misordering, and misformation.The result showed (1) the most common errors made by students were misformation (48.84%). The second was error in addition with frequency (27.91%). The third error was omission (20.93%). The lowest frequency of error was misordering (2.31%). (2) The research proved that the students still did not understand the material given by teacher. The errors occurred because the students were mostly confused about the material given and they did not study well.

Key Word : Error analysis; Personal Pronoun; Descriptive Writing Text.

1. Background of study

Writing is one of four skills in English language. Actually there are four skills in English such as reading, speaking, listening and writing. So, if someone wants to good in the English language, they have to master that four skills above**.** However, writing means an activity to deliver ideas and statements in written form. So, in academic, writing is one of the student's activities that cannot be separated from the subjects in the school. Especially, in learning language, in learning language students learn how to make sentences, paragraph, text etc. According to concludes that writing is an activity in conveying an idea in writing which can then be read by readers[1].

Besides that, writing is very important in learning English. Because there are several situation students have to write what they want to tell. Couse, not all communication uses speech. In the other reason writing is also one of subject in academic that must be learned by students But, for learn writing need process and spend much of time to be mastered. So, for good in writing skill need much of time. It is mean there is not instan in mastered writing skill[2].

Writing also is demand for students in senior high school, for example they have to write narrative text,descriptive text, recount text, procedure text and many of other that have relationship with writing. So, now day many of students still confuse to write. There are many of reason about why they difficult to write. Actually, they are poor of vocabulary and they are still difficult to understand the rules of grammatical in English. Incomprehension students about grammar make them cannot start writing because the sentences that they will be written consist of rules of grammar, So, this reasons make the students don't want to writing in English, although, they want to writing actually.However, grammatical is one of the priority points in writing. In grammar there are many of components such as noun, pronoun, verb, adverb, preposition, adjective, conjunction and the others. So, personal pronoun one of them.

Beside that, Understanding about personal pronoun is too needed by students for getting the well writing. Personal pronoun means pronoun that are used for people, animal, and thing. They explain about first person, second person and third person, for the simple example: (I / Me), (You / You), (We / Us), (They /Them), (She /Her), and (He/Him) However, understanding descriptive text also needed by students[3]. Descriptive text is a text which say what a person or thing is like.In writing, describe something such as people, animals. So,descriptive text get relationship with personal pronoun. It's means for describe something need understanding about personal pronoun.

Based on the problem that have been explained in the background of the problem above, there are several factors that make students error in using personal pronoun on writing descriptive text. First Students had lack vocabulary in writing English. This problem made students felt bored to write. Second Students had lack of understanding of grammar in writing. Especially personal pronoun, students confuse how to using the

correct personal pronoun in writing text. Based on the statement of the problem above, the researcher wants to find the types of error made by students in using personal pronoun in writing descriptive text. The causes made by students in using personal pronoun in writing descriptive text.

2. Method of the Research

This research used a descriptive study. The purpose of the research was to gain information about phenomena in order to describe existed condition in the field. The research was consist one variable. Descriptive research is research that describe a phenomenon, events either using quantitative and qualitative data[4]. Quantitative research was identifies a research problem based on trends in the field or on the need explain   why something accurs[5]. Describing a trend means that the research problem can be answered best by a study in which the researcher seek to establish the overall tendency of responses from individuals and note how this tendency varies among people. The research focussed on student's errors in using personal pronoun in writing descriptive.

2.1 Respondents of the research

The researcher chose the tenth grade of the Tata Boga class students of SMKN 9 Padang as the respondents of this study. The class itself consists of 32-37 students.The population of this research took of the tenth grade students of SMKN 9 Padang. The students divided into 7 classes. The sample was subject of people and item from a larger population that we collected and analyzed to make inference. The population above was too large to be taken as sample of the research. So, the researcher used purposive sampling because the English teacher suggested the researcher to choose one class.

Beside that, this class had good ability in writing especially in descriptive text. Most of them were able to write in good idea, grammar, organization, vocabulary, and mechanics. "In purpossive sampling, often (but by no means exclusive) a feature of qualitative research, researcher handpick the cases to be included in the sample on the basis of their judgement of their typicalit[6]. In this way, they built up a sample that is satisfactory to their specific needs" The sample of this research chose class X TB 5, which means the total number of samples was 33 students.

2.2 Identification of the problem

Based on the problem that have been explained in the background of the problem above, there are several factors that make students error in using personal pronoun on writing descriptive text. First Students had lack vocabulary in writing English. This problem made students felt bored to write. Second Students had lack of understanding of grammar in writing. Especially

personal pronoun, students confuse how to using the correct personal pronoun in writing text

2.3 Source of Data

The data of this research was the students' error in using personal pronoun in writing descriptive text. The data took from the students worksheet in the form of descriptive writing task and also taken from the observation conducted by the researcher. The data from this document review and observation were used to know the types of errors made by the students in using personal pronoun and to found the causes of errors in using personal pronoun mode by the tenth grade students of Tata Boga class in SMKN 9 Padang.

2.4 Technique of Data Collection

In order to collect the data, the researcher used documentation technique and observation.

1. Documentation

According to Arikunto (2010), as quotes the documentation is a technique to collect the data in the form of notes, transcripts, books, newspapers, inscriptions, agenda, etc. The data is found in the students' descriptive text writing. In this research:

a. The students asked to write a descriptive text around two paragraphs with at least two to seven sentences in each paragraph.
b. The students permitted to use dictionary and the limitation of time is 40 minutes
c. Their writing texts was analysed by the researcher in order to know the types of error and the causes of error mode by students.

2. Observation

Observation was a method to watch or observe something as an object seriously and continuously done by the researcher. Iin conducting observation, the researcher also watched object continually, and then taking some notes about the behaviour and real events which is happening. In this research[7]:

a. The researcher was a non-participant observe. As a non participant observer, the researcher cames to observe the teaching learning process in class several times along the research period to see, hear, and take field note about what happens during the teaching and learning process.
b. The research focused the observation on the teaching personal pronouns in writing descriptive text.The researcher observed the teacher in front of the class and the interaction among students with the teacher from the beginning until the end of the lesson.
c. The researcher observed the teaching learning process in order to collect the data about the teacher's strategies, the students' responses, and

classroom activities until the researcher gathers sufficient data representing the way of teaching personal pronoun in descriptive text.

d. After observing the class, the researcher wrote descriptive and reflective notes in the field note. The observation itself includes technique of teaching personal pronouns and descriptive text in the classroom, teaching materials, and kinds of media used in the classroom.

3. The Technique of Data Analysis

In this research the researcher followed the proced in Error Analysis, the procedures for error analysis follow:

a. Collection of a sample of learner language
In this step, the researcher decided a number learner which is being the sample for researcher and the learners are given an examination by the researcher in order to collect data.

b. Identification of errors
In this step researcher identified the errors from the data collection. In order to identify error, the researcher must compare the sentence that was produced by students to the correct sentence in the target language.

c. Description of error
Description of errors was the next step after identifying. In this step, all errors that have been identified whould classify into the types of errors. The researcher classified the errors based on the surface strategy taxonomy of error omission, addition, misformation and misordering. In this step, the researcher explained about how and why the used of personal pronoun is being erroneous.

d. Evaluation of errors

To evaluate the errors, the researcher decided the criteria of errors which corrected because some errors can be measured more serious than others. The purpose of evaluating errors is to differentiate which errors corrected.After finding the percentage of each error, in the order to interpret the data the researcher explained the research findings in the following sub chapter.

a. Validity of Data

In qualitative research, the validity of data is called trustworthiness. According to Bloomberg & Volpe (2019), trustworthiness is about how well the researcher has provided evidence that the researcher descriptions and analysis represent the reality of the situations and persons studied. Divides trustworthiness into four types, they are: credibility, transferability, dependability, and comfirmability.In order to make this study valid and credible, the researcher used triangulation data based on theories that used by

researcher. The researcher compared the research findings to the theories that used in this research. The theories in this research focused on types of error and sources of error in error analysis theory. There were four types of error based on Dullay's theory. The type of error were misformation, omission, addition, and misordering can be seen in the Table.1.

Table II.1 The total number of students' error

Types of Error	Respondents							
	R	R	R	R	R	R	R	R
Omission	2	1	-	2	-	2	-	-
urAeddition	-	-	2	-	1	-	-	3
aMisformation	1	2	1	3	1	2	-	1
Misordering	-	-	-	-	-	-	-	-
Omission								
Addition								
oMisformation								
thMisordering								

After classifying the data, the researcher calculated the students' categories errors and make percentage each error classifications. In According to Edhereveno Sylvanus, Evroro,(2015), Calculating the percentage of error by using the following formula:

$$P= \frac{F}{N} \times 100$$

Explanation :

P = The total percentage of errors
F = Frequency of error
N = Number of error

3. **Finding and Discussion**

This research was aimed to answer two question was; *what are types of error do students make in using personal pronouns and what are the causes of errors made by the tenth grade students of SMKN 9 Padang in using personal pronouns.* The findings of this research were presented in this chapter. This chapter consisted of research finding and couses of error.

3.1 Research Finding

In the previous chapter, the techniques of collecting the data have been mentioned clearly. The findings of this research were identifications of errors in using personal pronouns and also findings of error in using personal pronouns in descriptive texts and written by tenth grade students of SMKN 9 Padang. Furthermore, the results of the data collection could be seen as bellow:

1. Identification of Errors in Using Personal Pronoun

This research was aimed at finding the errors of using personal pronouns in writing descriptive text written by the tenth grade students of SMKN 9 Padang. The errors in this research were calssified by using surface

strategy taxonomy by Dulay. After collecting the data, the researcher found 154 Sentences using personal pronoun and the researcher also found 43 errors made by students in writing descriptive text. The data were taken from 15 descriptive text written by students. The findings of sentences consisted of personal pronouns and errors in using personal pronoun made by the students were given in Table.2.

Table. 2 The Finding of Error

R9	R10	R11	R12	R13	R14	R15	Total
1	-		-	1	-		9
1	3	1	-	-	1	-	12
-	2	2	-	1	2	3	21
-	-	-	-	1	-	-	1

From table 4.1 above, it could be seen that not every respondents made errors, two Respondents did not make any errrors and there was respondent made the four types of error. Also from the table4.1, misordering become the least problem faced by students because the frequency was the least and misformation was the most problematic issue the students face as shown by the highest number among the other 3.

2. Number of Errors

In this research, there were 153 sentences used personal pronoun in descriptive text written by students. From all of the those, there were 43 errors of personal pronoun were found in the students' writing. These errors were categorized based on the surface strategy taxonomy by Dulay (1982, see chapter 2).After identifying the collected data, the number of each error was given in Table.3.

Table. 3 Number of Error

Types of	Number	Percentage
Omission	9	20.93
Addition	12	27.91
Misformation	21	48.84
Misordering	1	2.31

Table.3 above showed that misformation was the most common error made by students of tata boga class of SMKN 9 Padang. They were comfused mostly in the proper usage of personal pronoun. It was provided by the number of error in misformation which is achieved 21 errors. On the other hand, the error of misordering had the lowest number of error. The error of misordering only 1 number found in this research. The students seemed confused in placing appropriate pronoun. Actually, they used appropriate pronoun but the placement was wrong.
The finding of this research had similarity with the pervious research written by Anggraeni. She also found that misformation was the most common errors made by students. She found 24 errors of misformation made by 15 students. She also explained that the students

made the error of misformation because they were still confused in using appropriate personal pronoun. In addition, Anggaraeni also found that misordering errors had the lowest number in her research. She found 2 numbers of misordering errors.
In her research, the students made error of misordering mostly because the put they put an appropriate personal pronoun in wrong placement.

3.2 Discussion

After collecting and indentifying the data, the researcher found 153 sentences that used personal pronouns and the researcher also found 43 sentences consisted errors in using personal pronoun. The data were taken from 15 decriptive texts written by students. The data were anlaysed and classified by using surface strategy taxonomy by Dulay.Based on surface strategy taxonomy by Dulay (1982, see chapter 2), there were four types of error. They are; omission, addition, misformation, and misordering. The example of each type of were given below :

1. Omission

According to Dulay (1982, see chapter 2), omission error was a missing of an item that is required for an utterance to be considered grammatical or the absence of an item that must appear in a wel-formed utterance. In this research number of error in omission was 9 errors.

➢ **…..** love my father very much

In sentence 1) above, the student omitted the usage of referring word for the subject. The subject of the sentence was word "I". So, object pronoun to complete that word was "I". the correct sentence was illustrated in a) below:

✓ **I** love my father very much

➢ **…father** is funny

In the example above, the sentence 2) was written by omitting the usage of possessive adjective of the subject pronoun. The student omitted the possessive adjective that should be referred to the student. So, the appropriate possessive adjective for the student was "my". The correct sentence was illustrated in b) below:

✓ **My** father is fanny

➢ **….Father** is strong man

In the example above, the sentence 2) was written by omitting the usage of possessive adjective of the subject pronoun. The student omitted the possessive adjective that should be referred to the student. So, the

appropriate possessive adjective for the student was "my". The correct sentence was illustrated in b) below:

✓ **My** father is strong man

➢ **….Father** name is syahdan Guri

In the example above, the sentence 2) was written by omitting the usage of possessive adjective of the subject pronoun. The student omitted the possessive adjective that should be referred to the student. So, the appropriate possessive adjective for the student was "my". The correct sentence was illustrated in c) below:

✓ **My** father's name is Syadan Guri

➢ **… sister's** name is Suci Kardi

In the example above, the sentence 2) was written by omitting the usage of possessive adjective of the subject pronoun. The student omitted the possessive adjective that should be referred to the student. So, the appropriate possessive adjective for the student was "my". The correct sentence was illustrated in d) below:

✓ **My** sister's name is Suci kardi

a) Addition

Dulay (1982, see chapter 2) cited that addition error was characterized by the presence of an item, which must not appear in well-formed utterance. In this research, the number of addition error was 12 errors. The example of addition error error were given in sentence 1), 2), 3), 4), and 5) below:

➢ **She's** very kind

In this sentence point I, the student added " 's " after word *"she"*. It was unnecessary because the word "it" was a subject and the following verb indicated simple present tense. So, the students should not add *"'s"* after the word *"she"*. The correct sentence for point I was illustrated in a).

✓ **She** is very kind.

➢ She **or he** is funny, flora and I are best friend forever

The sentence above had double subjects. In order to make that sentence correct, the students must choose one of them. It could be omit the morpheme *" she"* or omit the *"he"* depend on the subject, man or woman. The correct sentence was illustrated in b) below:

✓ **she** is funny, flora and I are best friend forever.

➢ **My father, he** love all his kids

The sentence 3) above got error in using subject pronoun. The student made double subject pronoun in the sentence, the students added subject *"he"* after subject " *my father"*. So, the sentence had double subject. The correct sentence for point 3) was illustrated in c) bellow:

✓ **My father** loves all his kids

➢ **It's** always make us be happy.

In the sentence point 4, the students added *"'s"* after word *"it"*.it was unnecessary because the word *"it"* was a subject and the following verb indicated simple present tense. So, the students should not add *"'s"* after the word *"it"*. The correct sentence for point 4 was illustrated in d) below:

✓ **It** always make us be happy.

➢ **My father's** likes to help many people.

In this sentence point 5, the students added *"'s"* after word " *my father"*. It was unnecessary because the word *"my father"* was a subject and the following verb indicated simple present tense. So, the students should not add *"'s"* after the *word " my father"*. The correct sentence for point 5 was illustrated in e) below:

✓ **My father** likes to help many people.

2. Misformation

As cited by Dulay (1982, see chapter 2), misformation error was characterized by the use of wrong placement of morpheme or structure. In this research, the number of misformation error was 21 errors. It was the most common error mode by the students in this research. The examples of misformation error were given in sentences 1), 2), 3), 4), and 5) below:

➢ But **him** is very easy to make friends

In this sentence 1) above, it seemed that the students used object pronoun as a subject. The students used object pronoun "him" for subject pronoun *"he"* in the sentence. Although the meaning of *" him"* and *" he"* were same in Bahasa Indonesia, but they had different usage. The correct sentence for point 1) was illustrated in a) below:

✓ But **he** is very easy to make friends.

➢ It colour are yellow and grey

In this sentence 2) contained an error in using object pronoun. It seemed that the student used object pronoun as possessive adjective pronoun. The student used *"it"* instead of *"its"* to determine possessive pronoun. The correct sentence for point 2) was illustrated in

- **Its** colour are yellow and grey

➤ Every afternoon**, father and me** go to grandmother house by motorcycle together.

In this sentence 3) above, it seemed that the students used object pronoun as a subject. The student used object pronoun *"me"* for sabject pronoun *"I"* in the sentence. Although the meaning of *"me"* and *"I"* were some in Bahasa Indonesia, but they had defferent usage. The correct sentence for poin 3) was illustrated in c) below:

✓ Every afternoon, **father and I** go to grandmother house by motorcycle together.

➤ **It** food is very nice for many people.

The sentence 4) contained an error in using object pronoun. It seemed that the student used object pronoun as possessive adjective pronoun. The students used *"it"* instead of *"its"* to determine possessive adjective pronoun. The correct sentence for point 4) was illustrated in d) below:

✓ **Its** food is very nice for many people.

➤ Everynight, father bring food for **I and mom.**

In this sentence 5) above, it seemed that the student used subject pronoun as a object. The student use subject pronoun *"I"* for object pronoun *"me"* in a sentence. Although the meaning of *"I"* and *"me"* were same in Bahasa Indonesia, but they had defferent usage. The correct sentence for poin 5) was illustrated in e) below:

✓ Everynight, father bring food **for me and mom.**

b) Misordering

According to Dulay (1982, see chapter 2), misordering errors were charaterised by the incorrect placement of a morpheme or group of morpheme in an utterance. In this research, the number of misordering error were given in sentence 1) and 2) below:

➤ **Father me** always help many people.

In this sentence 1) above, the pronoun *"me"* should be changed to be possessive adjective pronoun *"my"* be placed before the morpheme *" father".* The correct sentence for point 1) below:

✓ **My father** always helps many people.

4. Conclution

In this research, the researcher concluded that the causes why the students did some errors in using personal pronoun were caused by the interlingual transfer, intralingual transfer, and the context of learning factor. This conclusion was based on the findings and observation. The students were confused because they were still interfered by their mother tangue, Bahasa Indonesia, in learning English. They put the grammar of Bahasa Indonesia into English grammar. Although, there were some students who used the correct personal pronoun but still luck in structure. The error made by students were also caused by the teaching learning process conducted by the teacher. The teacher did not use some interesting medium. So, the students were bored and difficult to got the point of learning. It seemed that the teacher should create an interesting teaching and learning process in order to increase the students' interest in learning English.

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