

AN ERROR ANALYSIS ON USING PERSONAL PRONOUNS IN WRITING DESCRIPTIVE TEXT

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Abstract

The objective of this research was to know the most types of error and the most error of personal pronouns in descriptive text due to the eleventh-grade students in their descriptive paragraph writing. This research conducted qualitative research. This research was conducted at SMK Negeri 1 Cimahi in Academic Year 2018/2019. To get the data, the researchers gave an instruction for the students to make a descriptive text about person, conduct the students' writing result, read the students' writing result, identified the type of students' writing error from their text, classified the type of personal pronouns error from students' writing, and identified the high students, middle students and lower students. The sample of this research is nine students of eleventh grade from PFPT A Class (Broadcast). The result showed that there are four types of errors, they are: omission, addition, misordering, and disordering. In students' writing had been found many errors that focused on personal pronoun is 8 or 32% of omission error, 0 or 0% of addition error, 17 or 68% of mis-formation error, and 0 or 0% of disordering error. So, the highest percentage of types of error is a mis-formation error that is 17 or 68%. The most error of personal pronouns in descriptive text due by the students is when they used a subject pronoun.

Keywords: *Error Analysis, Personal Pronoun, Descriptive Text*

INTRODUCTION

English is an International language and the most important language today. In Indonesia, English is a foreign language which studied by students as a subject in their schools. English is designed to develop knowledge and ability through four basic skills namely are listening, speaking, reading and writing. This research focuses on writing. According to Carter, et al (2002: 269) in Apsari (2017), writing is important for career and personal life because others will judge our thinking ability according to what we write and how we write it. A well-written job application letter, for example can make someone get a job or be turned away.

Blanchard and Root (1998: 1) as cited in Mundriyah and Parmawati (2016) state that learning to write in a new language is not always easy. According to Caroline (2003, p. 4) in Argawati & Suryani (2017), writing is producing something in written form so that people can read, perform and use it. While, Meyers (2005: 2) cited in Karolina (2006) states that writing is a way to produce language you do naturally when you speak. So, writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. When we write, we have to notice on some components, such as vocabulary, spelling, pronunciation, and grammar.

According to Gebhard (1996) cited in Apsari (2018), writing involves several components which have to be considered including word choice, use of appropriate grammar, syntax,

mechanics, and organization of ideas into coherent and cohesive form. This means that there are several aspects that need to be considered in writing. This might causes difficulties for the students. In fact, there are so many students who still lack in writing, especially in using grammar because grammar is the most difficult thing that has many rules. Zamel in Nunan (1991: 88) as cited in Parmawati (2013) states that writing skill can develop rapidly when students’ concerns and interests are acknowledged, when they are given numerous opportunities to write. Harris, Ansyar, and Radjab (2012) say that it was found that students did many mistakes in using simple past tense, action verb, linking verb, and pronoun. One of aspects of English grammar that still confused by students is "personal pronoun". The personal pronoun is kind of noun determiner which is used when it is not necessary to use or repeat more exact noun phrase Swan (1995: 423) cited in Yuli (2017). While, Frank (1972: 29) in Nurjanah (2012) told, "The personal pronouns change their form for the person (First, second and third), for case (subject, object, possessive), number (singular, plural) and gender (masculine, feminine, neuter). Then, Wishon (1980: 33) in Nurjanah (2012) made a summary of the case of personal pronouns, it can be seen in the following table:

Table 1. Case of Personal Pronoun

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

From the table above, there are many types of personal pronouns, they are : **Subject pronoun** (a pronoun that functions as a subject), **Object pronoun** (An object pronoun is a pronoun that goes in the object position in a sentence), **Possessive adjective** (Possessive adjectives are followed immediately by a noun, they do not stand alone, but refer to the possessor and not to the thing possessed), and **Possessive pronouns** (Possessive pronouns are not followed immediately by a noun, they stand-alone. They also show possession as in possessive adjectives). In English, the usage of personal pronouns is very different from Indonesia, so it make students confused about it.

The errors in usage of personal pronoun which are made by students’ especially senior high school students are able to influence the process of writing itself, so the process of writing cannot run well and the content of the text will be conveyed is not conveyed properly. Dulay et. al. (1982: 154) cited in Yuli (2017) classifies the types of errors into four types, they are omission, addition, misformation and misordering. While, Norrish (1987) in Hasyim (2002) states “...error is a systematic deviation when a learner has not to learn something and consistently gets it wrong”. However, errors that are mostly made by the students should be identified, classified or described which called error analysis. Brown (2004: 218) in Yuli (2017)

defines “error analysis is the study of students’ error which can be observed, analyzed, and classified to reveal something of the system operating within the learners”. So, the researchers interest to conduct this research based on the research problem: what are the most dominant errors of personal pronouns that make by students, and what are the most dominant cause of the error that make by students. It is aimed to know the most types of error and the most error of personal pronouns in descriptive text due by students and give feedback about it in order the students and teacher will get the betterment in English teaching and learning process.

In this research, the researchers would like focused on analysis personal pronouns used by students in writing descriptive text. According Corbett (1983) in Shanti, Syahril, and Koto (2016), descriptive text is one of the expository writing. The description draws a picture, tries to convey the sound, taste, and smell of things or objects. Because in the descriptive text there is a paragraph which tells and describe person, animal, or things. It means in the descriptive text there are many use personal pronouns and change the noun or noun phrase that seems unnecessary to be used repeatedly. So, the researchers would like to analyze the use of personal pronouns by students in descriptive text.

METHOD

To complete this research, the researchers used qualitative research. Qualitative research is described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences (Creswell, 1994) in Williams (2007). The technique that the researchers used is descriptive analysis technique (percentage), it will be described in the following formula:

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

P = Percentage of each error

n1 = Total of the given errors

$\sum N$ = Total of whole errors

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

The data of the study were taken from the eleventh grade of students’ PFPT A (Broadcast) in SMK Negeri 1 Cimahi. The participants who became the sample of this research consist of nine students that are from three high students, three middle students and three lower students from 36 students of PFPT A (Broadcast), that are 11 of male students and 25 of female students.

In the analyzing the data, the researchers used some steps: 1) The researchers gave an instruction for the students, that is the students should make a descriptive text about person 2) The researchers conduct the students' writing result 3) The researchers read the students’ writing result 4) The researchers identified the type of students’ writing error from their text 5) Classified the type of personal pronouns error from students’ writing 6) The researchers identified the high students, middle students and lower students.

RESULTS AND DISCUSSION

Results

There are four kinds of error, such as addition errors, omission errors, disordering errors and mis-formation errors. The researchers conducted the result from the students' writing of descriptive text which only focused on analyzed personal pronouns. The errors found in the students' writing is explained in the following table and description:

1. Omission errors

There are omission error that were found in the text, it is 8 or 32%. The table below showed the results of student errors in the text.

Table 2. The Result of Omission Errors

Sample	Error	It should be	Types of Personal pronoun
Sample 1	-	-	
Sample 2	-	-	
Sample 3	-	-	
Sample 4	-	-	
Sample 5	Has meritorious to my life	<u>She</u> has meritorious to my life.	Subject Pronoun
Sample 6	-	-	
Sample 7	a. If I cry, my father always give motivation. b. And the motivation him always remembered in my heart until now.	a. If I cry, my father always give <u>me</u> motivation. b. And <u>his</u> motivation always remember in my heart until now.	a. Object Pronoun b. Possessive Adjective Pronoun
Sample 8	a. She taught my class with round glasses, b. With affection.	a. She teaches my class with <u>her</u> round eyeglasses, b. With <u>her</u> affection.	a. Possessive adjective pronoun b. Possessive adjective pronoun
Sample 9	a. He is student vocational one Cimahi, class twelve, Department Teknik Otomasi Industri. b. He is very fun, he have a body not realy fate, have a little sharp nose, c. Face a little round and children annoying.	a. He is students of Vocational one Cimahi, <u>He</u> is twelfth grade, Department of Industrial Automation Engineering. b. He is very funny, he has a body not realy fate, <u>he</u> has a little sharp nose, c. <u>His</u> face a little round and annoying children.	a. Subject pronoun b. Subject pronoun c. Possessive adjective pronoun

2. Addition error

The table below showed the results of student errors in the text 0 or 0% of addition error.

Table 3. The Result of Addition Error

Sample	Error	It should be	Types of Personal Pronoun
Sample 1	-	-	
Sample 2	-	-	
Sample 3	-	-	
Sample 4	-	-	
Sample 5	-	-	
Sample 6	-	-	
Sample 7	-	-	
Sample 8	-	-	
Sample 9	-	-	

3. Mis-formation

There are omission error that were found in the text, it is 17 or 68%. The table below showed the results of student errors in the text.

Table 4. The Result of Mis-Formation

Sample	Error	It should be	Types of Personal Pronoun
Sample 1	He's name is Andi, we have same age.	<u>His</u> name is Andi, we have same age.	Possessive adjective pronoun
Sample 2	I wondered, my father and my family feel so lucky to have you.	I wondered, my father and my family feel so lucky to have <u>her</u> .	Possessive adjective pronoun
Sample 3	He has big boddy like doraemon because he eat a lot and rarely playing with him friends.	He has bid body like doraemon because he eat so much and rarely play with <u>his</u> friends.	Possessive adjective pronoun
Sample 4	a. Her was 21 st years old. b. Good dracule suitable for her nickname because her praise was good, but her have a bad emotional. c. One day, in Sunday morning, her wake up early morning than me, d. sudenly her angry while patting my back and said "Bangun and said "Bangun	a. <u>She</u> is 21 st years old. b. Good dracule suitable for her nickname because her praise is good, but <u>she</u> has a bad emotional. c. One day, in Sunday morning, <u>she</u> wake up early morning than me, d. suddenly <u>she</u> angry while patting my back and said "Bangun atuh! Tidur wae" (with angry intonation)	a. Subject pronoun b. Subject pronoun c. Subject pronoun d. Subject pronoun e. Subject pronoun f. Subject pronoun g. Subject pronoun

	atuh! Tidur wae” (with angry intonasi).	e. But, <u>she</u> choose to go while angry.	
	e. But her choose for go while angry.	f. During Sunday <u>she</u> was angry no reason.	
	f. During Sunday her was angry no reason.	g. <u>She</u> patting my back again and said for accompany her to go to toilet.	
	g. Her patting my back again and said for accompany her to toilet.		
Sample 5	Because, she is my mother. She name’s Sumaroh “Angel in my life”.	Because, she is my mother. <u>Her</u> name is Sumaroh, “Angel in my life”	Possessive adjective pronoun
Sample 6	Now, she is work in a hospital. I’m very love him because she is the only one of my sister.	Now, she is work in a hospital. I’m very love <u>her</u> because she is the only one of my sister.	Object pronoun
Sample 7	a. My father always said, “If I grow up, b. I should be able to be the presence of very waiting by the family, the child who is very useful. c. My education to higher him”	a. My father always said, “If <u>you</u> grow up, b. <u>you</u> should be able to be the presence which very waited by the family, the child who is very useful. c. <u>Your</u> education should be higher than <u>me</u> ”.	a. Subject pronoun b. Subject pronoun c. Possessive adjective pronoun
Sample 8	a. I wish she achieved his dream in the health sector. b. And if we meet one day after the same success, he still remembers me.	a. I wish she achieved <u>her</u> dream in the health sector. b. And if we meet one day after the same success, <u>she</u> still remember of me.	a. Possessive adjective pronoun b. Subject pronoun
Sample 9	-	-	

4. Disordering error

The table below showed the results of student errors in the text 0 or 0% of addition error.

Table 5. The Result of Disordering Error

Sample	Error	It should be	Type of Personal pronoun
Sample 1	-	-	
Sample 2	-	-	
Sample 3	-	-	
Sample 4	-	-	
Sample 5	-	-	

Sample 6	-	-
Sample 7	-	-
Sample 8	-	-
Sample 9	-	-

Discussion

From the result above, the researchers can conclude :

Table 6. The Data Tabulation

Category	Frequency	Percentage
Omission Error of Personal Pronoun	8	32%
Addition Error of Personal Pronoun	0	0%
Mis-formation Error of Personal Pronoun	17	68%
Disordering Error of Personal Pronoun	0	0%

From the data tabulation above, the researchers concluded that the errors made by eleventh-grade students at SMKN 1 Cimahi, the errors are classified into four types of error based on surface strategy. The first is omission error the errors made by the students is 8 errors or 32%, the second is mis-formation error which made by the students is 17 errors or 68%. It is supported by Wijayanto (2013), “the types of error which made by the students were mostly misformation error, and the cause of error which most occurred was incomplete application of rule”. But in this research, for addition error and disordering error, the students did not make an error.

From the data of the research above, it can be concluded that the most of errors that made by eleventh-grade students of SMK Negeri 1 Cimahi is Mis-formation which is the errors 17 of errors or 68% from total errors made.

CONCLUSION

There are two types of errors made by eleventh-grade students of SMK Negeri 1 Cimahi academic year 2018/2019 on using a personal pronoun in writing descriptive text, those errors are Omission of subject (she, he), omission of object (me), omission of possessive adjective (his, her). Mis-formation of subject (She, you), mis-formation of Possessive adjective (his, her, your), mis-formation of object (her). So, from result above the writer can conclude that the most types of personal pronoun error is when they are using subject pronoun, the highest percentage of the frequent error types that made by eleventh-grade students found that mis-formation errors were up to 68%.

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