An Analysis of Students' Error in Using Personal Pronoun on Writing Descriptive Text of First Semester atInstitute Agama Islam (IAI) Al-Azhaar Lubuklinggau

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Abstrack: *This Research was aimed to describe types of students' Error in Using Personal Pronoun on Writing Descriptive Text and to describe out the causes of students errors made by First Semester at Institute Agama Islam (IAI) Al-Azhaar Lubuklinggau. The writer used the descriptive method in doing this research and the first students became the sample by the used of convienience sampling. The writer were collected the data by writing descriptive text of the first semester. These problem are probably caused by having no mastery personal pronoun. Based on fact the writer found some students at First Semester at Institute Agama Islam (IAI) Al-Azhaar Lubuklinggau study often found the errors in mastering grammar about personal pronoun.*

Keywords: *Writing Descriptive, Analysis of Student's*

Background

In Indonesia, English is a foreign language which studied by students as a subject. English is designed to develop knowledge and ability through four basic skills namely are listening, speaking, reading and writing.. All of them are very important skill to be master of English, especially writing.

Nowadays English becomes to essential language subject of education issues in Indonesia. Indonesia Government admits as the first foreign language

that is taughtto Indonesian student. The students learn English from elementary school up to university. Through English language subject, they hope to have ability and more confidencewith English. As a matter of fact many young learners face difficulties tounderstanding English as their foreign language, which is different form their mothertongue: grammar structure, vocabulary etc. Consequently, in learning English studentshave to learn its grammar or structure intensively.

A pronoun is a word that takes the place of a common noun or a proper noun.[1] The grammar of English is different from Indonesia grammar; for an examplethe usage of personal pronoun. In English there are many types of personal pronounand they also have different position and function, as the first person in English usedas a subject (I), object (me), possessive adjective (my), possessive pronoun (mine) andreflexive (myself). In Indonesia first person "saya" is used in any position insentences and does not change, and it makes student confuse to use English grammar.

According to Anne Hanson, writing is a dynamic manifestation of creative and critical thinking skills.[2] Writing is the process of revealing the words in written form, here the necessary creativity in choosing the words and put it in the form of writing that can be used as a communication tool. Writing is one of the important skills in teaching English. It has occupied a place in most English language course. People need to learn writing in English, for occupational or academic purposes. To write well, we must have good capabilities in writing process and aspects of writing. The students must be able to organize the idea, to construct the sentence, to use punctuation, capitalization, grammar and spelling well. Besides, they must be able to arrange their writing into cohesive and coherent paragraphs and texts.

Descriptive text is a text, which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing. Descriptive

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[1] Anne Seaton, *Basic English Grammar*, (United States of America: Saddleback Educational Publishing, 2007), 44.

[2] Anne Hanson. *Brain-friendly strategies for developing student writing skills*. (United States of America: Corwen Press, 2009), 22.

text stretch out many information about certain people, things, and place clearly and detail. In writing the descriptive text, the students use the pronoun to make description about their idea.

Considering the explanation above, the writer can conclude that the most students commonly make error in their learning, but it is logically acceptable. Based on the writer's experience in Teaching English, the writer found that some students make error in using the personal pronoun, especially in writing descriptive text. At the time of writing, should be carefully when using personal pronoun. Many factors are making the students' error in using personal pronoun. The factors are lack of understanding of material, lazy to learn about the grammar and ashamed to ask the teacher. Writing skills and the grammar especially in using personal pronoun is not yet fully mastered by First Semester at Intitut Agama Islam (IAI) Al-Azhaar Lubuklinggau.

The students feel difficult in using personal pronoun, for example: *"Susi is students. She is very lazy. She always plays with **his** friend at home"*, In this example, the students make error in using objective personal pronoun. The correct sentence is "*Susi is students. She is very lazy. She always plays with **her** friend at home""*. In this sentence, the student makes error of selection. Error of selection is error where the wrong item has been chosen in place of the right one.

Based on the explanation above, in this research paper, the writer takes a title: *"An Analysis of Students' Error in Using Personal Pronoun on Writing Descriptive Text of First Semester at Institute Agama Islam (IAI) Al-Azhaar Lubuklinggau*

Literature Review

 The Concept Pronouns

According to Thomas E. Payne states that pronouns are referring expressions that can be thought of abbreviated versions of determined noun

phrases.[3]Moreover, Frank states that pronoun is a word that takes the place of noun.[4]

According to Heldin Manurung, pronoun is a word that can replace a noun in most sentences.[5]A pronoun is a word used to replace a noun or another pronoun. The function of pronoun is to avoid repeating noun. Pronouns usually come after the noun they are replacing. In grammar, a pronoun is defined as a word or phrase that may be substituted for a noun or noun phrase, which once replaced, is known as the pronoun's antecedent. Pronoun forms can vary depending on whether they occur in the sentence subject or object position *(I/me, she/her)* or refer to first, second,or third person, or male or female.[6]There are three cases: subjective, objective and possessive. A pronoun that represents the actor in a sentence is called the subject and takes the **subjective case:** for example, *l will be late.* A pronoun that represents the entity that is affected by the action of the subject called the object and takes the **objective case:** For example, *Don'tyou wait for me.* The **possessive case** is used to indicate ownership[7], and differs depending on whether or not the possessed object follows the pronoun: *That is my chair >>That chair is mine.*

Based explanation above, the pronoun is a word used to replace a noun that used to avoid repetition of words. A pronoun is used in place of a noun or nouns. Common pronouns include he, her, him, I, it, me, she, them, they, us, and we.

a. The Kinds of Pronouns

1) Subjective Personal Pronoun

Subjective Personal Pronoun is used to act as the subject of the sentence such as: I, you, we, they, he, she, it. The Example: I have a long hair

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[3] Thomas E. Payne, *Understanding English Grammar A Linguistic Introduction,* (New York: Cambridge University Press, 2011), 122.

[4] Marcella Frank, *Modern English*, (New Jersey: Prentice Hall, 1972), 21.

[5]Heldin Manurung, *Simplified English Grammar*, (Bekasi Timur: Kesaint Blanc, 2007), 13.

[6] Eli hinkel, *Teaching Academic ESL Writing*, (London: Lawrence Erlbaum Associates Publisher, 2004), 125.

[7] Anne Stilman, *Grammatically Correct,* (United State of America: Writer's Digest Book, 1997), 239.

2) Objective Personal Pronoun

Objective Personal Pronoun is used to act as the object of the verb such as: me, you, us, them, him, her, and it. The Example: Lucky and I are playing in the park. Dad is watching us.

3) Possessive Adjective

Possessive adjective is used to act as adjectives, and it is put before noun such as: my…, your.., our…., etc. possessive adjective used to describe a part of an object owned by the person. The example:

    a) Our Friend is happy

    b) This is my English book.

    c) Their teacher is Mr. Jack

    d) Your books are in the classroom

4) Possessive Pronoun

Possessive pronoun is used to refer a noun when it is understood, such as: mine, yours, ours, etc. We use possessive pronouns to refer to a specific person/people or thing/things (the "antecedent") belonging to a person/people (and sometimes belonging to an animal/animals or thing/things).The Example:

    a) This is my book.   This book is mine.

    b) This is your pencil.   This pencil is yours

    c) This is his pen.   This pen is his

    d) This is her notebook.   This notebook is hers.

    e) This is our house.   This house is ours.

    f) These are your radios.   These radios are yours.

    g) These are their rulers. These rulers are theirs

5) Reflexive Pronoun

Reflexive pronoun is used if the subjects do a job for himself and confirmed that the work was done by himself. The words myself, yourself, himself, herself, itself, ourselves, yourselves and themselves are called reflexive pronouns. They refer to the person or animal that is the subject of the verb.The Example:Michael is looking at himself in the mirror.

6) Other Pronoun

a) Relative Pronoun

Relative Pronoun is the pronoun that is used to connect two sentences in which the first sentence has to do with the next sentence.[8] Relative pronoun is often used is who, whom, whose, that, what and which. use who or that for objects. The relative pronoun if translated into Indonesian means "yang".

The Example: I don't understand what you mean.

b) Interrogative Pronoun

An interrogative pronoun introduces a question.[9]The words who, whom, whose, what and which are called interrogative pronouns. These pronouns are used to ask questions. The example:

1) *Who* is your English teacher?

   Mr. Ali is my English teacher

2) *Whom* does John see?

   John sees *Mary*

3) *Which* is your pen?

   My pen is *the blue one*

4) *What* are you looking for?

   I am looking for *my bag*

5) *Whose* book is that?

   That is *my book*

7. Demonstrative Pronoun

A demonstrative pronoun points out identifies a noun.[10]The words this, these, that and those are called demonstrative pronouns. They are showing words. You use this and these when you point to things near you. You use that and those when you point to things farther away.

The Example:

1) This is my house

2) That is a chair

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[8] Haryana Cerah, *A concise English*, (Serang: Hc Publishing, 2012), 131.

[9]Heldin Manurung, *Simplified English Grammar*, (BekasiTimur: Kesaint Blanc, 2007), 13/

[10]*Ibid,* 17.

3) These are books

4) Those are bags

The Concept of Error Analysis

The study of learners' error is called error analysis. It is way of looking at errors made by learners of target language. The making of error can't be avoided in learning process. Analysis is the most important a method to get information about the function of cognitive process in language production and language perception. One of analysis that can detect students' error is error analysis.

Corder states that "The study of learners' error is part of the systematic study of learners' language which itself necessary to an understanding of the process of second language."[11]

While based on Ellis et.al. in Tarigan states that "Error analysis is procedure of work, that usually used by researcher and language teacher, that includes collecting of sample, identification of errors that is found in the sample, explanation of errors, classification the error based on the causes, and evaluation in degree of error seriousness."[12]

In summary, error analysis is the technique that used to know the students' competence by collecting, identifying, explaining, and classifying the students' error.

There are three major categories of sources of error. They are:

a. Interlingual Transfer

Some errors attributable to negative interlingual transfer. While it is not always clear that an error is the result of transfer from the native language.

b. Intralingual Transfer

Intralingual transfer is a major factor in language learning. It is generalization within the target language. This of course follows logically from the tenets of lerning teory.

c. Context of Learning

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[11] S.P. Corder, *Error Analysis and Interlanguage*, (NewYork: Oxford University Press, 1981), 1.

[12] Henry Guntur Tarigan and Djago Tarigan, *Pengajaran Analisis Kesalahan Berbahasa*, (Bandung: Angkasa, 1988), 68.

Context refer to the classroom with it is material in the case of school learning, or the social situation in the case untutored second language learning.

The student assessed using the clinical elicitation method (CE). Corder (1981:29) states that CE requires the learner to produce any voluntary data orally or in writing, while experimental methods use special tools to elicit data containing specific linguistic items. The CE method involves getting the informant to produce data of any sort, for example, by means of a general interview or by asking the learner to write a composition.[13]

1. The Types of Error

Corder (1981) classifies errors in terms of the difference between the learner's utterance and the reconstructed version and proposes four different categories: omissions, additions, misformations and misorderings.

a.) Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morpheme are omitted than others. Example: *I like because she is beautiful*. From this example, this sentence must add objective personal pronoun. The word "I like" need objective personal pronoun, we must add her because the object is she. It happens because the learner still has limitation of the personal pronoun which is used in the sentences.

b.) Additional

Additional errors are the opposite of omission. They are characterized by the presence of an item, which must not appear in a well-formed utterance. Additional errors include double marking, regularization and simple addition that is an addition that is not double marking or regularization. For example: *Aira writes the letter to Aira her friend in Bandung.* From the example, the student wants to tell that the Aira write the letter to her friend. She knows that to tell the object only once but she puts two items for the same features; *the Aira* and *her.*

c) Misformation

[13]Corder, S.P.. *Error Analysis and Interlanguage*. (London: Oxford University. Press, 1981), pg. 29

Misformation errors are characterized by the use of the wrong form of morpheme or structure, while in omission errors the items is not supplied at all, in miss-formation errors the students. Supplies something although it is in correct.

d) Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group morphemes in a utterance. [14] For example: *Now, practices play guitar he everyday*. From this example, it should be *Now, he practices play guitar every day.* The student wrote sentence not properly. The learner didn't put the items in the appropriate order.

There are some sources of error:

Method of Research

In this research, the writer colected the data of the students errors in using personal pronoun in writing descriptive text. Therefore, the writer used the descriptive method in doing this study. In addition, Denzin and Lincoln write in the introduction to the third edition of their encyclopedic handbook:

Qualitative research involves the studied use and collection of a variety of empirical materials—case study; personal experience; introspection; life story; interviews; artifacts; cultural texts and productions; observational, historical, and visual texts—that describe routine and problematic moments and meanings in individuals' lives....[15]

According to David Nunan in book entitled in Research Method in Language Learning, "A case study is what you call a case, in case, in case you don't have anything else to call it (unidentified student cited in Jaeger)". [16]

A. The Instrument of The Research

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[14]Corder, S.P. *Error analysis and interlanguage*.(London: Oxford University. Press, 1981), pg. 30.

[15]*Ibid*, 27.

[16]David Nunan, Research Method in Language Learning (New York: Cambridge University Press, 1992), 74

The researcher will use two kinds of instrument to collect the data. The instruments are list of types of errors and list of causes of errors. The researcher will use list of errors to find out the types of errors made by the students in using personal pronoun, the researcher will use the list of causes of errors to know whether the students' errors are caused by interlingual transfer or intralingual transfer in using quantifiers.

B. Subject of the Research

Subject of the research is a person or thing used to learn something. The subject of this investigation is students of first semester at Institute Agama Islam Al-Azhaar Lubuklinggau who enrolled English subject . The subject consists of one classes.

C. Techniques Data Collecting

To collect data the writer gave the test and interviews the students of first semester at Institute Agama Islam Al-Azhaar Lubuklinggau who enrolled English subject.

a. Test

The writer gives a written test to the students to make descriptive text about person. The test will be presented to those students at the second grade as the respondent of the research. It is to find out errors are made by students. It is also to know what types of errors made by students.

b. Interview

Taking data through interviews/orally directly with the data source, either in person or via phone, teleconference. Respondents' answers were recorded and summarized by researcher.[17]

Interview is used to know why students of first semester at Institute Agama Islam Al-Azhaar Lubuklinggau who enrolled English subject at Tarbiyah Faculty make errors in using personal pronoun in Descriptive Writing. The writer was also doing the interview the students. The writer did interview which focused on what the students difficulties in using personal pronoun.

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[17]Zainal Arifin, et al., *Penelitian Pendidikan,* (Bandung: PT. Remaja Rosdakarya, 2011), 215.

In this step, the writer interviews the the students. It is aimed to know why did many students make error in using personal pronoun on writing descriptive text. The writer uses Indonesian language, it is in order to avoid misunderstanding during the interview process. The writer analyzes the result of interview with the material of causes of error.

Findings

The First Semester Errors in Using personal pronoun

Based on the students' answers, the writer analyzed and found the students incorrect answer. The writer classified the students' error in using personal pronoun.

NO	Types of Error	Students Error	Correct sentences
1	Omission	He is a actor but can sing too.	He is a actor but **he** can sing too
		She **like** apple juice	She **likes** apple juice
		Because make bag clean	Because **it** make bag clean
		"...but famous as Amalia Anggraini	"....but **she is** famous as Amalia Anggraini.
2	Misformation	Dimas **were** born on July 07 1997 in Indonesia	Dimas **was** born on July 07 1997 in Indonesia
		She **is** many award nomination	She **has** many award nomiation
		Me love my friends	**I** love my friends
		I favorite sport is football	**My** favorite sport is basketball
		I like **he** so much	I like **him** so much
3	Addition	**It** full name is Carla	**Its** full name is Carla
		Esti and widya **they** are my best friend	Esti and widya are my best friend

		She today **her** lives in Jakarta	She today lives in Jakarta "or" She lives in Jakarta today
		I have **my** best friend	I have best friend
		Raka is **my** everything for me	Raka is everything for me
4	Misordering	Help to bring me	Help me to bring

3. The causes of students' errors

1. The Causes of Students Errors

Based on the written test and based on the open the questionnaire the students the writer found the context learning influence the students errors.

According to Brown (2000) Sources of error are classified into three types:

a) In inter-lingual transfer, some errors are attributable to negative inter-lingual transfer, while it is not always clear than errors is the result of transfer the negative language, many such error detectable learner speech.

b) Intra-lingual transfer, (within the target language itself) is a major factor in language learning. It is generalization within target language.

c) Context of learning to the classroom with is teacher and it is material in the case of the school learning, to the social situation in the case of untutored second language learning.[18]

From the result of questionnaire, it can be concluded context of learning influence the students error as folow: the students were not interesting in learning because the students dificult to read, write and understand about material especially in using quantifiers so that the students seldom to study English in their home.

The students said their teacher did not explain personal pronoun clearly. So the students did not understand about material personal pronoun and students were still confused in using personl pronoun. many students did not like method or strategi of their teacher so the students sometime feel bored in learning English.

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[18]Brown, H.Douglas. *Principle of...,* pg.223.

Conclusions

Based on the findings, there were two conclusions of this research:

1. The types of quantifier error done by the students in writing descriptive text were omission, additional, misformation, misordering. While misformation is the most dominant errors at first semester students of Institute Agama Islam Al-Azhaar Lubuklinggau.

2. From the result of questionnaire, it can be concluded context of learning influence the students error as folow: the students were not interesting in learning because the students dificult to read, write and understand about material especially in using personal so that the students seldom to study English in their home.

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