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***AN ERROR ANALYSIS ON USING PERSONAL PRONOUNS IN
WRITING RECOUNT PARAGRAPH MADE BY THE EIGHTH GRADE
STUDENTS OF SMP NEGERI 1 PRAMBON IN ACADEMIC YEAR
2015/2016***



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AN ERROR ANALYSIS IN USING PERSONAL PRONOUNS IN WRITING RECOUNT PARAGRAPH MADE BY THE EIGHTH GRADE STUDENTS OF SMP NEGERI 1 PRAMBON IN ACADEMIC YEAR 2015/2016

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ABSTRACT

The present study aims to describe about an analysis of errors in using personal pronoun dealing with the material of writing recount text made by eight grade students of SMPN1 Prambon. The focuses of this study were types of errors are made by the students, frequents errors for each type of errors and causes of errors made by eight grade students. The approach used in this research was qualitative. Descriptive qualitative design was carried out in the implementation of the approach. The data was taken from observation and documentation. In this case the writer played non participant observation by asking the students' learning activities and documentation by analysing the students' writing task about recount text. This research took place at SMP N 1 Prambon. The result showed that in students' writing had been found many errors that focused on personal pronoun is 31 or 25,2 % of omission error in their writing product. Another, the students made 21 or 17,0 % of additional error in their writing product. Then, the students made 27 or 21,9 % of mis-formation error in their writing product. Last, students made error 44 or 35,8 % of disordering. Then these errors were caused by their mother tongue, students' knowledge and context of learning in the class.

Keywords: Error Analysis, Personal Pronoun, Writing, Recount Text

I. Introduction

Writing is one of four skills that must be mastered by the students. It is an active skill because the students have to involve personally to construct a good paragraph. They have to notice on some components, such as vocabulary, spelling, pronunciation and grammar. Therefore, this skill is considered as a complicated skill compared to other three skill.

Actually, the use of grammar is the most difficult thing for the students because it has many rules that should be considered by the students, especially the use of pronoun which indicates the activities in a certain time. One of the pronoun that is learned by the students is personal pronoun. 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). It is means that the function of personal is changing the

noun or noun phrase that seems unnecessary to be used repeat

Most of the students never consider the complexity of personal pronoun. In English, the usage of personal pronoun is different from Indonesia. In English, there are many types of personal pronoun that have different function and position. For example, the first singular person in English as a subject (I), object (me), possessive adjective (my), possessive pronoun (mine), and reflexive (myself). In Indonesia, personal pronouns for example the first singular “*saya*” also has different function and position but the word spelling does not change. For example, *Saya membeli sebuah buku, buku saya warna merah*. The possible pronoun is *I buy a book, my book is red*. These change make students confuse and often feel difficult to make sentence paragraphs by using personal pronoun as a result, errors cannot be avoided.

The errors in usage of personal pronoun which are made by students’ especially junior high school students are able to influence the process of writing itself. If the students often make errors, the process of writing cannot run well. As a result, it causes the students cannot produce some text types that have been determined by government to be mastered by junior high

school students well in which one of those text types in recount text or paragraph.

Errors is the students’ signs who have not mastered the English rules. Harmer (2007:96) defines that errors are mistakes which they cannot correct themselves and which, therefore, need explanation. The students will not understand the English rules without making errors first. Moreover, Dulay et. al. (1982:154) classifies the types of errors into four types, they are: omission, addition, misformation and misordering. Meanwhile, students make the errors because of some sources. According to Corder (in Khadijah, (2006: 9) claims that, the causes of error they are: 1) mother tongue interference 2) over generalization 3) 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.

Brown (2004 : 218) 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.” It is aimed to give feedback about the students’ types and causes of errors in order that the students and the teacher will get the betterment of English in teaching and learning process. Therefore, the researcher interests to conduct this research based on the research problem : to what

extend do the students make the errors in using personal pronoun to write recount text?

II. Research Method

This research uses qualitative approach. According to Bryman (2004) qualitative research is an exploratory approach emphasizing words rather than quantification in gathering and analysing the data. Based on the purposes of this research, the researcher wanted to know the types and causes of errors. The data will be collected, described and analysed relate to the errors in using personal pronoun in writing recount paragraph.

In this research, the researcher used descriptive research. According to Polit & Hungler (1999) “a descriptive study is a type of research describes what exists and may help to uncover new facts and meaning.

The procedures of the methods which were used intensively in this research were as follows:

1. Preparing

In preparation, the researcher prepared the instruments (writing tasks) to get the data. Then, the researcher asked permission to the headmaster of SMPN 1 Prambon and concluded with an English teacher. After that, the researcher arranged the research plan to consult with the advisor.

2. Processing

In the processing step, the researcher tried to collect the data by giving writing task to the students. The researcher gave the students 60 minutes to do the writing task. When they have finished do the task the researcher collected the data and analyzed the students’ answer to get the result of the analysis.

3. Finishing

In this step, the researcher tried to arrange the research report. The data from analysis that has been collected is processed then the result is analyzed. The data collections will describe clearly by using qualitative approach. In analyzing the errors, the researcher used Ellis’ steps (identify, describe, and explain the errors and error evaluation).

When the students have finished and submitted the task to the researcher, the researcher checked the students’ answer and identified the errors that mostly students make in using personal pronoun in writing recount paragraph. Then, the researcher classified the errors by making a list based on the 4 types of errors, addition, omission, disordering, and misinformation then classify the errors based on the types. To analyzing the data, the data would be present qualitatively using tabulation. The data was analyzed in

order to get the frequency of occurrences in writing recount paragraph then described it. Then, the frequency occurrence of each type of errors was indicated by the percentage. To find the percentage of each kind of errors, the writer used the following formula:

$$\frac{\sum \text{pronouns errors for each types (x)}}{\sum \text{errors in pronouns}} \times 100$$

III. Finding And Conclusion

A. Finding

In surface strategy, there are several kinds of error, such as addition errors, omission errors, disordering errors and mis-formation errors. Here the writer focused on the use of personal pronoun in writing recount paragraph. The errors found in the students writing is explained in the following table and description:

Table 4.1. The data tabulation

Category	Frequen- cy	Percen- tage
• Omission of errors personal pronoun	31	25,2%
• Addition of errors personal pronoun	21	17,0%
• Misformation of errors personal pronoun	27	21,9%
• Disordering of errors personal pronoun	44	35,8%

By calculating the errors made by the student in their writing product, the researcher then described the data into these following explanations:

a. Omission errors

1) Subject pronoun

I:

I am buy snack, finished run at 07:00

It should be:

I bought snack, I finished run at 07:00

We:

a) After that rest for a moment form skip but, after that river to garden wich look beautiful interesting, while fotograf with friend, after turn we went bus continue.

It should be:

After that we took a rest for a moment form ski but, after that river we went to garden which look beautiful interesting, while we took photo with friend, after we turned, we went bus continue.

b. After arrive the Sarangan

it should be:

After we arrived in Sarangan

In the researcher's finding, it was found that the type of personal pronoun which is often found by the researcher is the subject of I and We. For other

subject errors in the students' writing were not found by the researcher.

2) Possessive adjective

My:

I and sister bought snack

It should be:

My sister and I bought snack.

One of the types of errors, that is omission was found only in the subject pronoun and possessive pronoun. It is because in the recount text the type of personal pronoun that often used by the student only specified in the subject, object, and the possessive pronoun. But in the object, the researcher did not find the errors.

The students made 31 or 25,2 % omission in their writing product. The students made omission error by omitting the important word which should be placed in the sentence. The reason why the students did omitted the word because of their mother tongue interference. They wrote the sentence by directly translating Indonesian sentence into English. However, in fact, the pattern of the form of Indonesian sentence with English sentence is different.

b. Addition errors

1) Subject pronoun

We: I and my we went by car

It should be: we went by car

2) Possessive pronoun

Theirs: Theirs we went home

It should be: we went home

The students made 21 or 17,0 % additional in their writing product.

In the type of error of personal pronoun, the researcher only found the error as like that stated in the example.

c. Mis-formation errors

Subject pronoun

I: "I and my family visited the srou beach. I took 3 hours from srau beach. After to arrived there I looked the interesting beach"

It should be: I and my family visited the Srou beach. We took 3 hours from Srau beach. After to arrive there we looked the interesting beach"

Because the first sentence used "I" and "my family" so that the reference used should be "we".

The students made 27 or 21,9 % mis-formation in their writing product. The other examples of error that often wrote by the students are:

"I and sister is very tired."

d. Disordering errors

1) Subject pronoun

I: I and my family went to Sarangan

It should be: my family and I went to Sarangan

2) Possessive adjective

My: I and my family went to Sarangan

It should be: my family and I went to Sarangan

The students made error 44 or 35,8 % Disordering in their writing product. The researcher focused on "I". So, "I" should be placed after the conjunction. The error is cause because the students used Indonesian language and transferred their sentence directly into English. It is not appropriate to the English rule; therefore it becomes error.

Based on the data tabulation, the writer concluded that the errors made by eighth grade students at SMPN 1 Prambon, the errors are classified into four type of error based on surface strategy. The first is omission error the errors made by the students is 31 errors or 25,2%, the second is addition error the errors made by the students is 21 errors or 17,0%, the third is mis-formation errors the errors made by the students is 27 errors or 21,9 % and the last is disordering the errors made by the students is 44 errors or 35,8%.

Based on the data of the research above, it can be inferred that the most of errors that made by eight grade students of SMP N 1 Prambon in 8-7 class is disordering which is the errors 44 of errors

or 35,8 % from total errors made. It is the highest errors among the others. While the lowest percentage among other is addition, errors focused on personal pronoun. The students only made 44 errors from the total of 123 errors or in the other words this errors only 35,8% of total errors made by eighth grade students.

B. Conclusion

There are four types of errors made by eight grade students of SMP N 1 Prambon academic year 2015/2016 on using personal pronoun in writing recount text, those errors are: Omission of subject (I and we) and possessive adjective (my), Addition error of subject (we) and possessive pronoun (theirs), Mis-formation of subject (I), Disordering of subject (I) and possessive adjective (my). the percentage of the frequent error types with other errors made by eight grade students found that disordering errors was up to 35,8%. The writer can infer that error making is influenced by their mother tongue or their native language

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