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**ERROR ANALYSIS ON PRONOUN MADE BY THE ELEVENTH GRADE
STUDENTS OF SMA KATOLIK CINTA KASIH TEBING TINGGI
IN ACADEMIC YEAR OF 2020/2021**

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ABSTRACT

The Research was aimed to analyze the error on pronoun made by the eleventh grade students of SMA Katolik Cinta Kasih Tebing Tinggi in Academic Year of 2020/2021. The subject of this research consists of 30 students in XI-MIPA-1. The objectives of the study were (1) To find out the types of error made by students in using pronoun. (2) To find out what causes the students made such error in using pronoun. This research used qualitative approach with descriptive research. 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 the students were misformation (52,0%) or 88 errors. The second was error in addition with the frequency (35,5%) or 60 errors. The third error was omission (11,2%) or 19 errors. The lowest frequency of error was misordering (1,1%) or 2 errors. (2) The students made such errors in using pronouns because of their less motivation of learning, lack of knowledge about grammar and English language, and minimal use of media by the teacher during teaching learning process. The teacher should create an interesting teaching, so it that can increase the students' interest in learning English.

Keywords: *error analysis, pronoun, surface strategy taxonomy, descriptive qualitative research*

I. INTRODUCTION

English is a important language. As a important and international language, people use English to communicate each other. However, many people use English as they like, without following the rules of using English. It happened with most students, they only use English when they are learning it in the class. Outside the class, very little student practice their English. As the result they make mistakes repeatedly when they use English.

Brown (2007:258) states that a error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. In order to analyze learner's errors, it is also needed to make a distinction between mistake and errors, technically to very different phenomena. A mistake refers to a performance error that is either a random guess or a *slip*, in that it is a failure to utilize a known system correctly.

English grammar are classified into eight parts of speech, i.e. verb, adverb, noun, pronoun, adjective, preposition, conjunction, and interjection. Each part of the speech explains not what the word is, but how the word is used. Kumar (2019:11) states that pronoun as one of grammar aspects is a word which replaces a noun. It is also a basic knowledge of English that should be mastered.

James (2001:106) states that error classification based on surface Strategy Taxonomy. These errors consist four types: they are omission, addition, misformation and misordering.

1. Omission

Omission is 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 morphemes are omitted more than others.

For example:

Error : I not angry with you.

Correct : I ***was*** not angry with you.

The bold italic word is omitted in which it should appear in well-formed utterance. It is the verb “am” or “was” that should have come after the subject. Dullay et.al (1982:155) state that omissions are found in greater abundance and across a greater variety of morphemes during the early stages of second language acquisition. As the examples above, language learners omit grammatical morphemes much more frequently than content words.

2. Addition

Addition errors are the opposite of omissions. This error is characterized by the presence of an item which must not appear in a well-formed utterance. It usually occurs in the later stage of second language acquisition when the learner has already acquired some target language rules. There are three types of addition; they are double marking, regularization, and simple addition. These are the explanations:

a. Double Marking

Double marking happens when two items rather than one are marked for the same feature.

For example: (In Past Tense)

Error : Angel did not ***went*** there yesterday.

Correct : Angel did not ***go*** there yesterday.

b. Regularization

A rule typically applies to a class of linguistic items, such as the class of nouns. In addition, Errors in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker are called regularization errors. The example of this error can be seen in the term of regular, an irregular forms and construction in a language. The learner often applies the rules to produce the regular one to those that are irregular.

For example:

Error : Laura ***came*** to her mother house 2 months ago.

Correct : Laura ***came*** to her mother`s house 2 months ago.

There is regularization of regular past, the verb ***come*** does not become ***came***, because ***come*** is an irregular verb .

c. Simple Addition

Simple addition is a term to express an error in which an addition is not a double marking nor regularization.

For example:

Error : I can ***played*** the game.

Correct: I can ***play*** the game.

There is simple addition in the sentence, the verb used must be *verbs* I after a *modal*.

3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. According to Dullay et.al (1982:158), there are three types of misformations errors, they are:

a. Regularization Errors

Errors that belong to this category are those in which a regular marker is used in place of an irregular one, as in *runned* for *run*, *hissself* for *himself* or *goed* for *go/goes*.

For example:

Error : He *rided* his motorcycle.

Correct : He *rode* his motorcycle.

There is wrong change of verb *ride*, it should be *rode*.

b. Archi forms

Archi forms are the errors in which the learners select the member of class form to represent others in that class of certain function.

For example:

Error : *This* pencils are mine.

Correct : *These* pencils are mine.

The word *this* is not appropriate for plural, the appropriate one is *these*.

c. Alternating Form

Alternating forms are caused by the use of archi-forms that often gives way to the apparently fairly free alternation of various members of class with each other.

For example:

Error : I *written* a letter yesterday.

Correct : I *wrote* a letter yesterday.

The form of the verb *written* is wrong, the correct one is *wrote*, because the example is past tense.

4. Misordering

These errors are characterized by the incorrect placement of morpheme or group of morphemes in an utterance.

For example:

Error : I did not know why *was she* sad.

Correct : I did not know why *she was* sad.

The placement to be “was” is wrong.

The Sources of Errors

Brown (2007:263) states that there are four sources of errors. They are interlingual transfer, intralingual transfer, the context of learning, communication strategies.

1. Interlingual Transfer

Interlingual transfer is a significant source of error for all learners. The beginning stages of learning a second language are especially vulnerable to interlingual transfer forms the native language, or interference. In these early stages, before the system of the second language is familiar, the native language is the only previous linguistic system upon which the learner can draw. We have all heard English learners say “sheep” for “ship”, or “the book of Jack” instead of “Jack’s book”. Interlingual errors occur because of the interference of the learners’ mother tongue into the target language.

2. Intralingual Transfer

Intralingual transfer is major factor in second language learning. This error occurs when learners undergo progress in the second and their previous experience and their existing sub summers begin to include structures within the target language itself. Intralingual error happens in the target language itself.

3. Context of Learning

Context refers to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the text book can lead the learner to make faulty hypothesis about the language. Students often make errors because of misleading explanation from the teacher, faulty presentation of a structure or word in a textbook.

For example: my mother is come here.

4. Communication Strategies

Communication strategies are defined and related to learning styles. Learners obviously use production strategies in order to enhance getting their messages across, but at times these techniques can themselves become a source of error.

Causes of Errors

Norrish (1983:21) states that there are some factors that causes of errors in a sentence such as :

1. Carelessness

Carelessness is the error caused by less inspiration of the students while they learn the second language or the uninteresting material that makes students less enthusiastic in learning the language.

2. First Language

First Language Interference is caused by the mother tongue that gets involved while the students are using the foreign language.

3. Translation

Translation is because of students blindly translating a sentence, phrase or an idiomatic expression from their first language into the language they are learning.

Error Analysis

Brown (2007:259) states that the fact learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors called error analysis. Error analysis became distinguished from contrastive analysis by its examination of errors attributable to all possible sources, not just those resulting from negative transfer of the native language.

Procedures of Error Analysis

Brown (2007:260) states that procedures of error analysis have two types namely:

1. Identifying Errors

The first step in the process of analysis is the identification and description of errors. The identification of errors involves a comparison between what the learner has produced and what a native speaker counterpart would produce in the

same context. If the native language of the learner knows, the model indicates using translation as a possible indicator or native language interference as the source of errors.

2. Describing Errors

The describing of the error involves specifying how the form by the learner different from target language. For purpose of analysis, errors are usually classified according to language level (whatever errors are phonological, morphological and syntactic). General linguistic category, (e.g. auxiliary system, passive sentence, negative constructions), or more specific linguistic elements (e.g. articles, prepositions, verb form).

Pronoun

Kumar (2019:11) states that Pronoun is a word used to replaces of a noun. A pronoun is a word that can stand alone, it can stand in place of a noun, noun group or name. It usually needs to have a clear and consistent reference, referring to something that has been identified or named in the text. Payne (2011:75) explains that pronouns are anaphoric words which mean that they are tools that speakers use to refer or to mention participants and props on the discourse stage. The use of pronoun can be affected by the grammatical rule of the target language and the first language, since both languages might have different by using types and pronoun. Murphy (1998:124) states that there are some kinds of pronouns as follows:

1. Personal Pronouns

Personal pronouns can be divided into two categories:

1. Subject Pronouns

	Singular	Plural
First person	I	We
Second person	You	You
Third person	He, She, It	They

Examples :

1. First person (singular) => **I** am a student
2. Second person (plural) => **You** are the winner
3. Third person (singular) => **She** is my mother

2. Object Pronouns

	Singular	Plural
First person	me	us
Second person	you	you
Third person	him, her, it	them

Examples :

1. First person (plural) => My mother give money to **me**
2. Second person (singular) =>She call **you**
3. Third person (plural) => He is debating with **them**

2. Reflective pronouns

Reflective pronouns are combination of –self with personal pronouns or with impersonal pronouns. The action of the verb is pointed back to the subject of the sentence.

Singular : myself, yourself, himself, herself, itself

Plural : ourselves, yourselves, themselves

Examples:

Singular => I am going to buy **myself** new bag

Plural => We should give time for **ourselves** to take a rest

3. Possessive Pronouns

Possessive pronouns function as adjective that indicates ownership or relationship. It can be identified as first, second, or third person and singular or plural. It is also used to replace or to represent the possessive of the object, person or animal.

Singular : my, mine, your, yours, her, hers, his, its

Plural : our, ours, your, yours, their, theirs

Examples :

Singular => He is **my** brother

Plural => It is **our** house

4. Relative Pronouns

Relative pronoun is used to combine two sentences that have the same noun or pronouns in them. Relative pronouns form the beginning of a relative clause. There are five basic of relative pronouns forms: that, who, which, whose, elliptical relative pronoun.

Example => **That** looks like our car

III. RESEARCH METHOD

In this research, the writer uses qualitative research because the data of the research is non-numerical but presented in words. Bogdan & Biklen (2007: 5) state that qualitative research is a descriptive research, then data is presented in words or picture rather than numbers. Camara et al. (2007: 1) state that qualitative research is kind of research that primarily concerned understanding human beings' experiences in a humanistic and identifying diverse methodologies including focusing on analysis of text, and diverse forms of data collection along with criteria for evaluating qualitative research.

The research is qualitative research. It is called as a descriptive qualitative research. Denzin & Lincoln (2005) as cited in Creswell (2007: 36) explain that qualitative analysis is a research that locates the observer within the world. It consists of asset of interpretive, material, practices that make the world visible. They turn the world into series representations, as well as field notes, interviews, conversations, images, recording and memos to the self. Qualitative analysis involves associate instructive, representational approach to the world, this implies that qualitative scientist study things in their natural, setting, trying to form sense or interpreter, phenomena in terms of meanings people bring to them.

IV. DATA ANALYSIS

The Data Analysis

In this research, the data were taken from 30 students of SMAKatolik Cinta Kasih Tebing Tinggi. The writer asked the students of XI-MIA-1 to write one of the topics that has been selected of descriptive text such as (1) My favorite food, (2) My idol, (3) My family, (4) My best friend(s), (5) Covid 19. This research was conducted on 27th and 28th August 2020 by online. Because of the condition during

the pandemic, the writer conducted the research by online. She used *Whatsapp group* and the students sent the picture of their result to the writer. The writer identified all occurrences of errors on the use pronoun made by the students and classified them by using Dulay's surface strategy taxonomy, namely: omission, addition, misformation, misordering.

The formula of analyzing based of the types of errors is shown as follows :

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

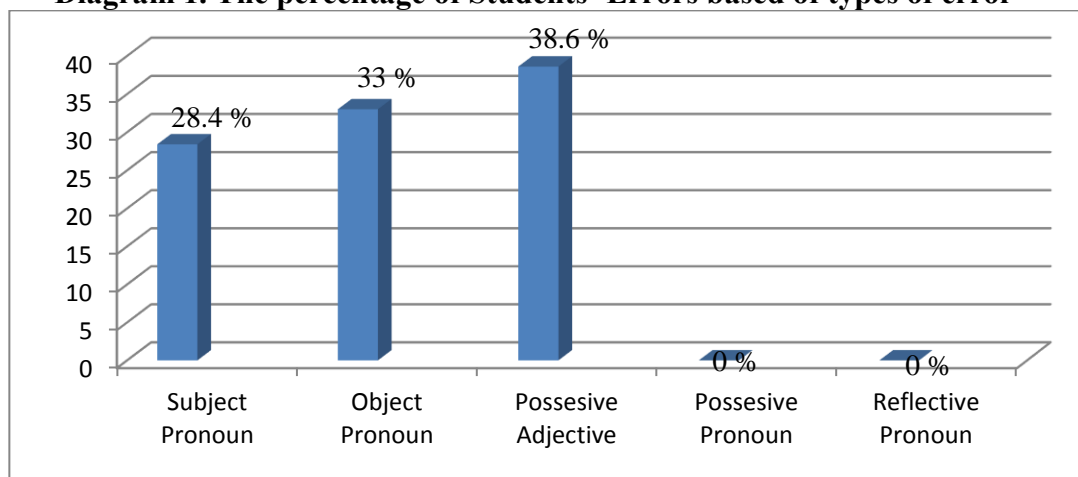
Where: P = Percentage of error
 F = Frequency of error made
 N= Number of students' error or the total number of error students made

1. The Error of subject pronoun = $\frac{25}{88} \times 100\% = 28,4 \%$
2. The Error of object pronoun = $\frac{29}{88} \times 100\% = 33 \%$
3. The Error of possessive adjective = $\frac{34}{88} \times 100\% = 38,6 \%$
4. The Error of possessive pronoun = $\frac{0}{88} \times 100\% = 0 \%$
5. The Error of reflective pronoun = $\frac{0}{88} \times 100\% = 0 \%$

Table 1.
The Frequency and percentage of Students' Errors

No	Types of Error	Frequency of Errors	Percentage of Error
1	The Error of subject pronoun	25	28,4 %
2	The Error of object pronoun	29	33 %
3	The Error of possessive adjective	34	38,6 %
4	The Error of possessive pronoun	0	0 %
5	The Error of reflective pronoun	0	0 %

Diagram 1. The percentage of Students' Errors based of types of error



Based of the table above, it could seen that highest percentage is possessive adjective 38,6 %, followed by objective pronoun 33 %, subject pronoun 28,4 %, possessive pronoun 0 %, and reflective pronoun 0 %.

The formula of analyzing based of the classification of errors is shown as follows :

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

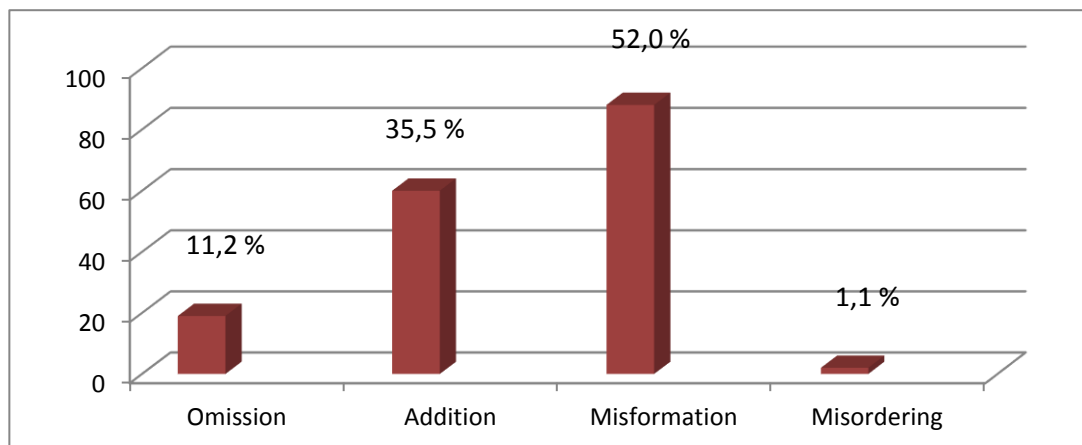
Where: P = Percentage of error
 F = Frequency of error made
 N= Number of students' error or the total number of error students made

1. The Error of Omission = $\frac{19}{169} \times 100\% = 11,2 \%$
2. The Error of Addition = $\frac{60}{169} \times 100\% = 35,5 \%$
3. The Error of Misformation = $\frac{88}{169} \times 100\% = 52,0 \%$
4. The Error of Misordering = $\frac{2}{169} \times 100\% = 1,1 \%$

Table 2.
The Frequency and percentage of Students' Errors

No	Types of Error	Frequency of Errors	Percentage of Error
1	The Error of Omission	19	11,2 %
2	The Error of Addition	60	35,5 %
3	The Error of Misformation	88	52,0 %
4	The Error of Misordering	2	1,1 %

Diagram 2. The percentage of Students' Errors based of classification of error



Based of the table above, it could seen that highest percentage is misformation 52,0 %, followed by addition 35,5 %, omission 11,2 %, and the last misordering 2 errors or 1,1 %.

Interview

The writer interviewed 10 students of 30 students to know the causes of error the writer did interview to students of XI-MIPA-1, and the writer was discussed with students by online. Interview was conducted by the writer in order to find out the reason of students in making the errors on using pronoun.

Based on the interview's result, from the question number 1, there were 6 of 10 students said that English subject is difficult, 3 of 10 students said that English subject is boring and 10 students said that English subject is important. From the question number 2, there were 10 students said that the teacher did not use media in the teaching learning process. From the question number 3, there were 10 students are happy if media or some interesting method used in the teaching learning process by teacher. From the question number 4, there were 5 of 10 students said that they were still confused about the functions of pronoun and there were 5 of 10 students said that they do not understand when the teacher explained the material. In the last question or number 5, there were 10 students said that they the teacher should use media in the teaching learning process and create some interesting teaching, so that it can increase the students' interest in learning English. The interview sheet can be seen in appendix.

V. CONCLUSIONS

Based on the data described in the previous chapter, the writer drew some conclusions as follow :

1. Based on the types of errors, the dominant errors made by the students : the first possessive adjective was 34 errors or 38,6 %. The second, object pronoun was 29 errors or 33 %. The third, subject pronoun was 25 errors or 28,4 %. There were no errors made by the students in possessive pronoun and reflective pronoun 0 %.
2. Based on the classification of errors, the dominant errors made by the students : the first Misformation was 88 errors or 52,0 %. The second, addition was 60 errors or 35,5 %. The third, omission was 19 errors or 11,2 %. The last misordering was 2 errors or 1,1 %.

3. The causes of errors were caused of their less motivation of learning, lack of knowledge about grammar and English language, and minimal use of media by the teacher during teaching learning process. The teacher should create an interesting teaching, so it that can increase the students' interest in learning English. The students were expected to learn more consistently to comprehend pronouns.

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