

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter aims to answer two questions are: *in what kind do the students writing error on Personal Pronoun and what are the causes of errors made by the Eighth Grade Students of SMPIT Bina Insani Al-Barokah pandeglang in using Personal Pronoun.* The findings of this research are presents in this chapter. This chapter is consisting of Research findings and the causes of students' error.

#### **A. Research Findings**

In the previous chapter, data collection techniques were clearly mentioned. The findings of this research are identification of errors in using personal pronoun in description text which is completed by the Eight Grade Students of SMPIT Bina Insani Al-Barokah Pandeglang. Furthermore, the result of data collection can be seen bellow:

##### **1. Identification of Errors in Using Personal Pronoun**

This research aims to find errors in the use of personal pronoun in descriptive text which is completed by the Eight Grade Students of SMPIT Bina Insani Al-Barokah Pandeglang. The errors in this research were classified using the surface

taxonomy by Dulay. After collecting data, the researcher found 80 errors in the use of personal pronouns from the total of 120 personal pronouns in a short descriptive text. The data were taken from 12 descriptive text which is completed by students with personal pronoun (see appendix). The findings of sentences consisting of personal pronouns and errors in using personal pronoun made by students are shown in the table 4.1 below:

**Table 4.1**  
**The Findings of Errors**

<b>Respondents</b>	<b>Types of Errors</b>			
	<b>Omission</b>	<b>Addition</b>	<b>Misformation</b>	<b>Misordering</b>
R1	—	1	8	—
R2	1	—	6	—
R3	—	1	7	—
R4	—	—	—	—
R5	—	1	8	—
R6	—	—	10	—
R7	2	1	3	1
R8	1	1	4	—

R9	2	—	3	1
R10	—	1	7	—
R11	3	—	2	—
R12	1	—	2	2
<b>TOTAL</b>	<b>10</b>	<b>6</b>	<b>60</b>	<b>4</b>
<b>Overall Amount</b>	<b>80</b>			

Can be seen, in the table 4.1 that on average each students made two types of errors in using personal pronouns. From table 4.1 also we can see that misformation being the most problematic in using personal pronouns issue the students faced as shown by the highest number among the other 3. On the other hand, misordering is being the lowest problematic in using personal pronouns because only four students who were made errors in this type. Also, From the table 4.1 above, it can be seen that there was one student who made all four types of errors and there was also one student who did not find an error in filling out personal pronouns in the descriptive text. In that table also, the researcher found that there was one student who made 10 errors in the type of misformation. It shows that the

student has difficulty in choosing appropriate personal pronouns in making a sentence. That's because English is not their mother tongue and there are differences in sentence structure between Indonesian and English.

Based on the data above, the researcher assumes that one of them has mastered the material and the use of personal pronouns correctly in a sentence so that she puts personal pronouns correctly in the descriptive text given by the researcher, and also one of them has not understood the personal pronoun material properly so that she made a mistake in every type of error there are: omission, addition, misformation and misordering.

## **2. Number of Errors**

In this research, the researcher found 120 sentences used personal pronoun in descriptive text which is completed by the students. From all of those, there were 80 errors made by students in using personal pronoun in completed descriptive text. Those errors were categorized based on surfaced strategy taxonomy by Dulay's theory (see chapter 2).

After identifying the collecting data, the total of percentage each were shown in table 4.2 bellow:

**Table 4.2**  
**Percentage of Errors**

<b>No</b>	<b>Types of Error</b>	<b>Total of Error</b>	<b>Percentage of Errors</b>
1	Omission	10	12.5%
2	Addition	6	7.5%
3	Misformation	60	75%
4	Misordering	4	5%

The table 4.2 above shows that Misformation is the type of error that is mostly made by 8th graders of SMPIT Bina Insani Al-Barokah pandeglang. They have difficulty in using appropriate personal pronouns in descriptive texts. They are still wrong in distinguishing the function of personal pronouns in a sentence. This can be seen from the number of errors of misformation which reached 60 out of a total of 80 errors from 120 Personal Pronoun in 12 Descriptive Text. Meanwhile, in the type of misordering the researcher only found 4 errors made by students in this case.

## **B. Analysis Data**

### 1. Analysis of Errors

After collecting and identifying the data, the researcher found 120 sentences using personal pronouns and the researcher also found 80 sentences consisting errors in using personal pronouns. The data were taken from 12 descriptive texts completed by students. Data were analyzed and classified using the surface strategy taxonomy by Dulay's theory.

Based on the taxonomy of surface strategies by Dulay (1982, see chapter 2), there are four types of errors. They; Omissions, Addition, Misformations, and Misordering. Examples of each type are given below:

#### **a. Omission**

Based on Dulay's theory (1982, see chapter 2), Omission errors indicated by eliminating a word that must be appear in the sentence. In this research, the researcher found 12 errors of omission made by students. It can be seen bellow:

- 1) She often says “strawberry is mine and orange is **your**”

Based on the sentence 1) above, can be seen that student omits the morpheme that should be there, that is the letter "s" after the pronoun "your" because in that context it is about possessive pronouns. So, in order for the sentence to be correct the pronoun "your" must be changed to "yours". So that the correct sentence can be seen in a) bellow:

- a) She often says “strawberry is mine and orange is **yours**”.

In this case, there were four students who made errors in this sentence.

- 2) She often says “strawberry is mine and orange is **her**”

Again, in the sentence 2) above, the student omits the morpheme “s” that must be appear in the pronoun “her” because it is discuss about possessive pronoun. The word “her” should be changed into “hers”. And the correct sentence can be seen in g) bellow:

- b) She often says “strawberry is mine and orange is **hers**”.

From the data above, it can be seen that students still confuse and can not distinguish between possessive pronoun and possessive adjective.

#### **b. Addition**

Based on Dulay's theory (1982, see chapter 2), Addition error is reverse from omission. It is indicated by excess letters in a sentence which is must not appear. In this research, the researcher found 4 errors of addition made by students. It can be seen bellow:

- 1) She brings many souvenirs for us and we like *its*.

In 1) sentence above, the student adds letter or morpheme that should not be there. From the context sentence above, it can be seen that the sentence requires an object pronoun which should be "*it*" not "*its*" because the two words have very different meanings even though the words differ only slightly. And in this case still many students who are confuse in distinguishing between "it" and "its" in the context of sentence. Therefore, the correct sentence can be illustrated in a) bellow:

- a) She brings souvenir for us and we like **it**.



- 2) She brings many souvenirs for us and we like **it's**.

In sentence 2) above, the student adds letter or morpheme that should not be there. In that context of sentence, there are students who think that “it” and “it's” have the same meaning, they still confuse and wrong in determining the two pronouns in a sentence context. The word “it's” in the sentence is not appropriate personal pronoun. because what is needed in that context is the object pronoun it means the correct personal pronoun is “it”. And then, the correct sentence can be illustrated in b) bellow:

- b) She brings many souvenirs for us and we like **it**.

**c. Misformation**

Dulay (1982, see chapter 2) argued those errors indicated an error of wrong placement the structure or morpheme. In this case, the researcher found more errors among the other 3 that which reached 60. Those errors can be seen bellow:

- 1) Because **him** dream is to be ball player.

In the sentence 1) above, it seemed that the student uses object pronoun as possessive adjective. The student used object pronoun “him” as possessive adjective “his”. The correct sentence for point 1) can be seen in a) bellow:

- a) Because **his** dream is to be ball player.

- 2) Sometimes, **I** parents take us to the beach.

In the sentence 2) above, the student making error in the use of subject pronoun as adjective pronoun. In this context, the student replaces subject pronoun “I” as adjective pronoun “our”. The appropriate personal pronoun for this sentence is an adjective pronoun that refers to the ownership of "us". And then, the correct sentence can be illustrated in b) bellow:

- b) Sometimes, **our** parents take us to the beach.

- 3) Strawberry is mine and orange is **she**.

In the sentence 3) above, can be seen that student places wrong personal pronoun. The student used subject pronoun as possessive pronoun. based on the

sentence above, there that the sentence talks about the possession of a strawberry and an orange, the right personal pronoun to make the sentence correct is to put the possessive pronoun after the noun "orange" which is the noun belonging to the other person such as *yours*, *hers*, *his*, *theirs*. Therefore, the best sentence can be illustrated in c) bellow:

- c) Strawberry is mine and orange is **yours**.
- 4) She likes strawberry because red color is **my** favorite color.

In the 4) sentence, the student made an error in choosing the possessive adjective. The student made the possessive adjective "my" as "her" because the student did not understand the context of the sentence and thought that the function of possessive adjective was no different from one another, so that she made a mistake about it. And then, the correct sentence should be in d) bellow:

- d) She likes strawberry because red is **her** favorite color.

- 5) He likes to play football because **he** dream is to be ball player.

In that 5) sentence above, we can see that the student put the subject pronoun as the possessive adjective. That is subject pronoun "he" as possessive adjective "his" and of course that is an error in English grammar. In a similar context there were some students who made the same error in the same case. Therefore, the correct sentence can be seen in e) sentence above:

- e) He likes to play football because **his** dream is to be ball player.

- 6) Our grandmother is coming from **we** new house.

In the sentence 6) above, again, student makes an error in using personal pronouns. That is student uses the subject pronoun on the possessive adjective position which refers to the noun "grandmother". So, the right personal pronoun is "her" which refers to possessive pronoun of third person singular noun. So, the correct sentence can be seen in f) bellow:

- f) Our grandmother is coming from **her** new house.

- 7) Our grandmother is coming from her house and **its** brings many souvenirs for us.

In the sentence 7) above, the student made an error in choosing a personal pronoun that is possessive pronoun as subject pronoun, we can see that the context of the sentence is talking about grandmother and that is as a human being. While the student uses a possessive pronoun of inanimate nouns and automatically it is an error. the correct sentence is illustrated in g) bellow:

- g) Our grandmother is coming from her house and **she** brings many souvenirs for us.

- 8) I have a sister and a brother **mine** are both younger than me.

In the sentence 8) above, it is clear that students use the wrong personal pronoun, that is using the possessive pronoun "mine" in the position of the subject pronoun "they". Why should the subject pronoun "they"? Because it refers to two people, they are a sister and a brother. So, the correct sentence can be seen in h) bellow:

h) I have a sister and a brother **they** are both younger than me.

9) Sometimes, **she** mother take us to the beach.

In this sentence 9) above, the student made an error in placing personal pronoun. She uses the subject pronoun in the position of the possessive adjective. In the context of the sentence, the personal pronoun that should appear is "her" not "she" because its position is as a possessive adjective. And then, the sentence should be changed into i) bellow:

i) Sometimes, **her** mother takes us to the beach.

10) She takes us to the beach and **herself** play together.

In that sentence above, The student seems to have difficulty in choosing the right personal pronoun in a sentence so that she makes an error in using it, the pronoun should appear there is the subject pronoun not reflexive pronoun because the sentence need the actor in the action of "play together". Therefore, the correct sentence can be illustrated in j) bellow:

j) She takes us to the beach and **we** play together.

11) My young sister is five years old, **me** like strawberry.

In the sentence 11) above, it can be seen that student puts the object pronoun as the subject pronoun. And the right subject pronoun to use in the sentence is "she" because it is replaced to "my young sister" and then, the correct sentence can be seen in k) bellow:

k) My young sister is five years old, **she** likes strawberry.

12) She likes strawberry because red is **they** favorite color.

In that sentence 12) above, the student makes an error in placing personal pronouns, that is making the subject pronoun as possessive pronoun. In this sentence, it can be seen that the correct pronoun is a possessive pronoun which refers to the subject "she". And then, the correct pronoun that should be appear is "her". Therefore, the correct sentence can be seen in l) bellow:

l) She likes strawberry because red is **her** favorite color.

13) Strawberry is mine and orange is **he**.

In the sentence 13) above, apparently student has not been able to use personal pronouns that are in accordance with the context of the sentence. It can be seen that student uses subject pronouns in possessive pronoun positions. So, the correct sentence can be illustrated in m) bellow:

m) Strawberry is mine and orange is **his**.

14) He likes to play football because **her** dream is to be ball player.

Based on the sentence 14) above, the researcher saw that the student had an error in the use of possessive adjectives. She used the possessive adjective “her” as the possessive adjective “his”. In that context sentence the student does not understand well about the gender in differencing between masculine and feminine. So that she made an error in placing appropriate possessive adjective. Therefore, the correct sentence should be seen in n) bellow:



n) He likes to play football because **his** dream is to be ball player.

15) Our grandmother is coming from **its** new house.

Again, in the sentence 15) above, the students seem making error in the use of appropriate personal pronoun. In that sentence, the student uses animates possessive pronoun. Meanwhile, the subject in that sentence is human being “our grandmother” and then, the appropriate pronoun in that context sentence is “her”. Therefore, the best sentence can be illustrated in o) bellow:

o) Our grandmother is coming from **her** new house.

16) **Me** mother take us to the beach and we play together.

Based on the sentence 16) above, researcher saw the student made an error in the use appropriate pronoun. She uses an object pronoun “me” as a possessive adjective “my”. And then, the pronoun “me” should be changed into “my”. Therefore, the correct sentence can be illustrated in the sentence p) bellow:

p) **My** mother takes us to the beach and we play together.

17) Her mother takes us to the beach and **its** play together.

In the sentence 17) above, the student uses inappropriate pronoun in the context sentence. It seems the student uses possessive pronoun “its” as subject pronoun “we”. And then, the correct sentence can be seen in q) bellow:

q) Her mother takes us to the beach and **we** play together.

18) Our grandmother is coming from her new house in Bandung **we** brings many souvenir for us and we like **yours**.

In the sentence 18) above, the researcher found the student made two errors in the sentence. She uses inappropriate pronoun in subject pronoun “we” that should be “she” and also in the use of possessive pronoun “yours” that should be “it” because it refers to many souvenirs which is inanimate object. and then, the correct sentence can be illustrated in r) bellow:

r) Our grandmother is coming from her house in Bandung **she** brings many souvenirs for us and we like **it**.

19) My young sister is five years old **her** likes strawberry because red is **they** favorite color.

Again, in the sentence 19) above, the researcher found the student made two errors in the sentence. It happened because students' knowledge and mastery of pronoun material was still low, so she made two errors in one sentence. The student uses possessive adjective "her" as subject pronoun "she" and subject pronoun "they" as possessive adjective "her". Therefore, the correct sentence can be illustrated in s) below:

s) My young sister is five years old **she** like strawberry because red is **her** favorite color.

20) Our parents take us to the beach and **my** play together.

After seeing the sentence 20) above. It can be seen that student makes an error in using pronouns. She uses possessive adjective "my" in the position of subject

pronoun “we” and then, the correct sentence can be seen in t) below:

t) Our parents take us to the beach and **we** play together.

21) Sometimes, **we** mother take us to the beach.

Based on the sentence 21) above, it seems that student made an error in using appropriate pronoun in the context sentence. She uses subject pronoun “we” in the position of possessive adjective “our”. And then, the correct sentence can be illustrated in u) below:

u) Sometimes, **our** mother takes us to the beach.

22) She likes strawberry because red is **she** favorite color.

In the sentence 22) above, the researcher found the incorrect sentence because the student uses the wrong pronoun in the sentence. She uses subject pronoun “she” as possessive pronoun “her”. To make the sentence to be correct the pronoun “should be changed into “her”. Therefore, the correct sentence can be seen in v) below:

- v) She likes strawberry because red is **her** favorite color.

**d. Misordering**

According to Dulay (1982, see chapter 2) Misordering is the error of placing word or morpheme in wrong order. In this research there were four errors in the type of misordering made by student of SMPIT Bina Insani Al-Barokah Pandeglang. Those errors will be explained bellow:

- 1) **Parents our** take us to the beach.

Based on the sentence 1) above, the student makes an error of misordering. This sentence is not correct because there is a misplacement so that make this sentence ungrammatical. The pronoun “parents” should be placed before the pronoun “our” because it is possessive adjective and should be followed by the noun. And then, the correct sentence can be seen in a) bellow:

- a) **Our parents** take us to the beach.

- 2) She likes strawberry because red is **favorite her color**.

After seeing the sentence 2) above, the researcher found that student makes an error of misordering because she arranges incorrect sentence. She puts a noun before possessive adjective. In English grammatical, the noun should be appeared after possessive adjective, so that the correct one is “her favorite color”. Therefore, the correct sentence can be illustrated in b) bellow:

- b) She likes strawberry because red is **her favorite color**.

- 3) Because red is **favorite his color**.

Again, in the 3) sentence above, the student makes wrong placement of pronoun. She makes incorrect sentence because the placement of pronouns in the sentence is not in accordance with English grammar. She puts possessive adjective after the noun. while in the correct English arrangement the possessive pronoun must be placed before the noun it should be “his favorite

color". Therefore, the correct sentence can be seen in c) bellow:

- c) Because red is **his favorite color**.
- 4) She likes strawberry because red is **favorite she color**.

Based on the sentence 4) above, it seems the student has difficulty in using appropriate personal pronoun in the sentence. She cannot make the correct sentence in possessive pronoun so that the structure of its sentence is wrong. To make the sentence is correct the grammatical should be "her favorite color". And then, the best sentence can be illustrated in d) bellow:

- d) She likes strawberry because red is **her favorite color**.

## 2. Analysis of Interview

To find the causes of students' errors in using personal pronouns, the researcher conducted observations to the school and interviews with the students of eight grade of B. The observation itself is done twice a week that are on August 12 and 13 2021. First, the researcher came to the school and entered the class when there was an English lesson to observe

how the learning activities were there, the way the teacher delivered the material, and how the students responded when the teacher delivered the material. The results of observation (see appendix).

The following is a list of student questions and answers of interview:

*Table 4.3 interview to students of question 1*

<b>Question 1:</b>
<b>Do you like English? Since when did you learn English?</b>
<b>Student 1:</b> sometimes, depend to the material. If I like the lesson and understand it, I like it. But if I don't understand, I don't like it. So, it depends on whether the material is fun or not and the teacher is fun or not. I started learning English when I was in elementary school but forgot which class to start with. I just remember the first time I learned English was about vocabulary in class, for example books, pens, doors, etc.
<b>Student 2:</b> I don't like English, Sis. Because I think English is difficult, the words are difficult to read and understand because English words are written differently from how they are read. So, when I learn English, I get dizzy. The first time I learned



English when I was in elementary school in 4th grade. At that time the teacher was rude while teaching, she was emotional, impatient, which made me disinterested and didn't like English.

**Student 3:** no. I don't like English because I'm not good at English lessons. English is also a foreign language that I usually don't use to communicate on a daily basis, so, I don't like it because it's hard to understand. The first time I learned English was when I was in 4th grade. the first English word I knew was vocabulary about family, for example mother, father, and sister.

**Student 4:** sometimes, It depends on the material, if the material is easy and I understand it, I like it. But if the material is difficult and I don't understand it, I don't like it. But when communicating in English, I don't like it because it's not my language, so it's very difficult to pronounce English words. The first time I learned English when I was in elementary school, the teacher was taught about nouns and told us to repeat what the teacher said (saying vocabulary in English).

**Student 5:** just a little. It is difficult for me to speak English. English is very different in how to write and say what is written and how to read it too. Then if I speak English, I don't feel

confident because if I say something wrong, my friends will laugh at me. Yes, I still remember the first time I learned English when I was in 4th grade, the way Mr. Irham was handsome and the way he taught, I like it not to make me sleepy and also boring. At first, I liked English because the teacher was fun, but when I realized that English was complicated, I started to dislike English lessons. By default, I am always sleepy while studying.

**Student 6:** normal. Sometimes like it sometimes not. Depend to the material, if I understand I like it, if it's hard to understand I don't like it. I forget when I first learned English, because it's been a long time.

**Student 7:** yes. I like English because English is unique, it makes me curious, especially since English is a global language that can be used in any country. I still remember the first time I learned English when I was in elementary school. At that time, the teacher was very good at speaking English and the teaching was not boring. It made me quickly understand the material. From there, I started to like English. I am motivated by the ability of my teacher in spoken English. when I was in

elementary school, my English grades were always good, so I preferred English.

**Student 8:** yes, I like English because English makes us look cool. Because English is rarely spoken. So, I just like English. The first time I learned English was when I was in elementary school, but I forgot the first material the teacher taught me because it took so long.

**Student 9:** not bad. Sometimes like it sometimes not. Because for me English is difficult to understand, its usage is reversed, very different from Indonesian. I forget when I first learned English because I don't really like English so I don't really remember so it's easy to forget.

**Student 10:** yes. I like English because English is a foreign language that is not too difficult to understand. If we already understand the structure, it is easy for us to learn and use English. The first time I learned English was when I was in elementary school, I still remember the first time I was taught about body parts such as the head, hands, and so on.

**Students 11:** ordinary. It depends on the material, if the material is easy, I understand it, but if the material is difficult, I

don't like it because English is a strange foreign language for me from the structure of the words, very different from Indonesian. If I'm not mistaken, the first time I learned English when I was in elementary school, I forgot what material was being taught at that time.

**Student 12:** yes. I like English because I like listening to English songs. English is unique because it has a difference between reading and writing. I used to learn English for the first time when I was in elementary school. I still remember that time I was told to sing an English song in front of the class.

Based on the results of the interviews in point 1 above, it can be concluded that there are more students who do not like English than those who like it. This is because they think that English is difficult and its structure is very different from Indonesian as their mother tongue.

*Table 4.4 interview to students of question 2*

<b>Question 2:</b>  <b>What do you know about English? How important do you think English is?</b>
<b>Student 1:</b> I know that English is a foreign language that is not easy to learn, but now many Indonesians are also good at English. Yes, I think English is important in our life because if you can speak English, you able to interact with Caucasians when you go to the beach.
<b>Student 2:</b> I think English is a foreign language that is studied in Indonesia so that Indonesians can speak English fluently and it is not difficult when go to abroad. English is important to learn because if we can speak English, we look cool and easy to find a job.
<b>Student 3:</b> As far as I know, English is a language that has been studied in Indonesia for a long time, so that Indonesians can talk with Caucasians if there are tourists who travel to Indonesia. Learning English is important, because nowadays many modern technologies use English, if we don't master English, we will be a left behind generation.

**Student 4:** I think English is a strange language, because the words are confusing and the words are difficult to pronounce. Learning English is important, because English is available at every school level, so if we don't understand English, our English scores will automatically be low.

**Student 5:** As far as I know, English is the language used by Caucasians to communicate in their country, for me an Indonesian, it is very confusing when learning English because the language is difficult to understand, we also need a lot of vocabulary to understand the language, I think it's important. still learning English because we live in modern times, there are also many Indonesians who are good at English.

**Student 6:** I think English is a foreign language that is not too difficult to learn because there are many media to learn it, for example listening to music, watching YouTube and others. I think it's quite important for us to be able to speak English, at least understand it even though we can't pronounce it because now we have a lot of writing in English.

**Student 7:** As far as I know, English is a confusing, strange, and difficult language to understand because it is very different

from Indonesian, where words are easy to pronounce. The importance of learning English is so that we are not confused and understand when given an assignment by the teacher.

**Student 8:** In my opinion, English is a difficult language to understand because the words are difficult to pronounce and also not in everyday language. In my opinion, English is important because now workers only need to understand English.

**Student 9:** As far as I know, English is the trending language right now, especially since a lot of city kids speak a mix of English, and I think that's cool. Yes, English is very important in modern times like today. English makes us easier to keep up with the changes and developments of the times.

**Student 10:** as far as I know, English is a language that must be very serious when studying it because the language structure is not like Indonesian, I think English is quite complicated. When we want to make sentences, we have to be able to choose the right pronouns. As far as I know, English is very important because now many Indonesians speak English, especially since the children of the city have been taught since childhood. Now,

if we are at this age, we don't understand English, then it will be difficult for us to keep up with the developments of an increasingly modern era.

**Student 11:** I think English is a language that is not easy to learn because it is not our own language, so if we want to master that language, we have to be serious about learning it. Yes, English is very important because my English teacher said English is a world language that anyone can understand. When we go abroad, we just use English, so we will survive there.

**Student 12:** English is a subject that requires concentration when studying it because English is not as easy as other subjects such as math, science, etc. Even though I don't really like English, I realize that English is important in modern times like today because there are many technologies that use English if we don't understand it then we will be out of date and not develop.

based on the results of the interview in point 2 above, it can be concluded that English is a strange foreign language when spoken because it has a different grammatical language from Indonesian. even so, they still admit that English is



important to learn and master because English is the world's language that is widely used in today's global era.

*Table 4.5 interview to students of question 3*

<p><b>Question 3:</b></p> <p><b>Where have you studied English so far and how did you learn it?</b></p>
<p><b>Student 1:</b> So far, I have only studied English in class. When there is an outside schedule, I rarely study by myself. When I have free time in the dorms, I mostly repeat the lessons I have learned in the class. The way I learn English is by finding out the vocabulary I don't know the most, only a little.</p>
<p><b>Student 2:</b> I study English only in class If there is a schedule that is twice in a week every Thursday and Friday. I learned English by frequently reading English articles, for example on snack packs that have English in there, it is also not routinely, the most appropriate.</p>
<p><b>Student 3:</b> So far, I have only studied English in class according to the lesson schedule. Because I don't really like English lessons, outside of class I don't want to learn English because I don't understand. Studying with the teacher is still confused and doesn't understand, let alone studying by myself.</p>

**Student 4:** So far, I have been studying English in class during class hours. But when I was in 6th grade, I had time to take English course near my house because my English scores were always low, that's why my mother sent me to a private English language institute. From there I started to like English and my English grades increased.

**Student 5:** So far, I have studied English even though there are only subjects, those are on Thursday and Friday, besides that I also like to repeat lessons. When studying that night also not every night, at least once a week. The way I learn English is by memorizing English vocabulary.

**Student 6:** So far, I have only studied English in class. Sometimes I feel dizzy and sleepy because I don't really like English lessons. I learn English by doing the questions given by the teacher.

**Student 7:** So far, I have only studied English in class. When there is class time, because I think English is a complicated language that makes me dizzy, so I am lazy to learn it and it is difficult to understand. So far, if there are no assignments to be

done by the teacher, I have never studied English alone because I do not understand.

**Student 8:** I study English in class with my teacher on Thursday and Friday because English lessons are twice a week, I like English lessons because English is the world's language. Well, besides being in class, I also like to learn English by myself, that is by rereading the material that the teacher has given in class.

**Student 9:** I learned English in the classroom since I was in elementary school. The way I learn English is by listening to English songs because English songs are pleasant to hear even though they are difficult to pronounce.

**Student 10:** So far, I have only studied English when there is a lesson schedule because if I study alone by myself, I don't understand. The way I learn English is by repeating the teacher's words when in class because I can't say English alone.

**Student 11:** So far, I have been studying English in class. Together with Ms. Dina, I don't really like English lessons, so that my grades are always low. The way I learn English is by doing the assignments given by the teacher.

**Student 12:** I learned English in class with my friends and Ms. Dina. Because if I study alone, I don't understand and it's boring. The way I learn English is by following the teacher's words when studying in class.

Based on the results of the interviews in point 3 above, it can be concluded that most students learn English only in class. there are only a few students who like to repeat English lessons when they come home from school. There are various ways of learning for students to improve their English skills, including listening to English songs, reading English writings, looking for new vocabulary in English and some are just imitating the teacher's words when studying in class.

*Table 4.6 interview to students of question 4*

<b>Question 4:</b>
<b>Have you ever studied pronouns? What do you know about personal pronouns and what are their types?</b>
<b>Student 1:</b> never. I learned about this pronoun when I was in junior high school. As far as I know, a pronoun is a word that replaces a noun in a sentence. As far as I know, personal pronouns have a subject, an object and a possessive.

**Student 2:** ever. I learned pronouns at school when Mrs. Wiwi taught me. In my opinion, personal pronouns are personal pronouns in which there are I, you, we, they, he, she, it.

**Student 3:** never. I learned about it only recently when I was in junior high school. I don't really understand personal pronouns because when I was studying about it, I was sick, so I didn't go to class and that's what made me less understanding about the material.

**Student 4:** never. Because when I learned about the material, I was having a family event, so I didn't go to class. Besides, I don't really like English, I feel really dizzy when I learn English because it's not the language I use for daily communication.

**Student 5:** maybe I have, but I forgot when I learned the material. I don't understand about personal pronouns, I know that pronouns are nouns, while personal pronouns don't know what they are used for.

**Student 6:** I understand but only a little, I first learned about pronouns in 7th grade with miss Wiwi. Personal pronouns are about replacing words in English if I'm not mistaken. If there

are how many, I forget that I remember that the personal pronouns are I, me, and you.

**Student 7:** ever. I first learned pronouns when I was in 7th grade while studying with my sister because she was a student majoring in English. My sister said that personal pronouns are used to replace a noun in a sentence to avoid repeating the same words so that the sentences we make are easily understood by our interlocutors. If I'm not mistaken in a personal pronoun, there is a subject, an object, the same, moreover, I forgot maybe because I'm not used to making sentences in English, so I easily forget.

**Student 8:** yes, I ever. When I was in 6th grade, I took English lessons, so at that time I was taught about pronouns. If the pronoun is for a noun. While personal pronouns are pronouns for humans. There are many kinds of personal pronouns, including the subject and the possessive object. An example is *I take a book*. I'm the subject, So, if I become the object, it changes again, he says, it becomes me, for example, he likes me. Indeed, learning English is not as easy as learning

Indonesian but when we understand about it, we will feel happy when learning it.

**Student 9:** ever. I learned pronouns here when I was in 7th grade. Personal pronouns are about how to make sentences in English. I don't know how many kinds of personal pronouns there are because I don't really like English, so I don't really study the subject. Because in my opinion English is difficult to learn, it must be really smart people who can learn English.

**Student 10:** Yes, I have. I learned personal pronouns when I entered junior high school, I just found out that in English there are pronouns, which are different, how to use them, sometimes I get confused about how to use them, because I'm still confused about choosing the right pronoun. right for a sentence, it's a headache when I learn English. I forgot the number of personal pronouns in English, I know how many I know there are I which refers to oneself, he for male and she for female.

**Student 11:** yes, I have studied English about personal pronouns in 7th grade. I am a person who gets dizzy easily when learning English because I don't know what it means, it becomes weird when I study it, that's why I don't understand

what personal pronouns are used for and what it's just like I don't understand.

**Student 12:** yes, I have studied personal pronouns. The first time I learned about personal pronouns was in grade 7. I like English lessons so at least I understand that personal pronouns are personal pronouns that are used when making sentences in English. There are many kinds of personal pronouns, there are those whose names are subject as actors in a sentence, there are also those whose names are possessive as pronouns that show ownership, for example, my book.

After seeing the students' answers to the questions, it can be concluded that on average every student has studied pronouns in grade 7. but only a few of them know what the function of the pronoun is for. most of them do not know what pronouns are, pronoun functions and various pronouns.

*Table 4.7 interview to students of question 5*

<p><b>Question 5:</b></p> <p><b>When you learn pronouns in English, are you influenced by your mother tongue (Indonesian)?</b></p>
<p><b>Student 1:</b> no, I do not, At least I can distinguish the characteristics of the use of Indonesian and English. In English,</p>



the language likes to be reversed, as in the sentence *my book* in English is not *book I* but *my book* where the noun is behind not in front.

**Student 2:** Yes, I do. In making sentences in English, I still like to be influenced by my mother tongue, that is Indonesian. Moreover, my English vocabulary is still low so it is difficult for me to make sentences in English.

**Student 3:** Yes, I do I still find it difficult to make sentences in English because the structure is very different from Indonesian. In English, the words must be reversed, for example, between the word possession and the noun, for example, *my book*, in English the noun is on a different back. in Indonesian, just say *my book*.

**Student 4:** Yes, I am still influenced by my mother tongue when making sentences in English. Because English is not my communication language, which I use every day, I still can't form a good sentence structure in constructing English sentences.

**Student 5:** Yes, I do. I am still influenced by my mother tongue. When I make sentences in English, because I make

sentences in English, not all of them have written sentences in Indonesian, which I am used to make. After all, English is a strange foreign language for me because the words are difficult to pronounce unlike Indonesian. And also in learning English, it is rare to practice at least only learning about vocabulary.

**Student 6:** no, I do not. I already understand about the preparation of English sentences, I am still confused about the use of tenses, that's what is still difficult for me. Regarding the use of personal pronouns, I already understand when we use the subject, object and so on.

**Student 7:** Yes, I do. I'm still not good at composing English sentences, so when I make sentences in English, the structure is still like in Indonesian, I still like to confuse and make errors. Because it's rare to make sentences in English except when there is a lever from the teacher.

**Student 8:** Yes, I do because they still don't understand about making good and correct English sentences. I Still can't choose the right personal pronoun for a sentence.

**Student 9:** Yes, I do. I am still very influenced by Indonesian when making sentences in English because I often make

sentences in Indonesian than in English. It is still very wrong to use and choose personal pronouns for a sentence because there are so many kinds and different uses, different contexts, different usage.

**Student 10:** Yes, I do. in compiling English sentences, I am still influenced by my mother tongue, for me compiling English sentences is difficult because we have to know a lot of vocabulary, must know about tenses, and many others.

**Students 11:** of course. I am still influenced by my mother tongue when making sentences in English. for me English is not easy so I like to be mistaken and influenced by my mother tongue when making it.

**Student 12:** Yes, I do. I am still influenced by my mother tongue when I make sentences in English. because my knowledge of English is still a little so I'm still confused when making English sentences properly and correctly.

After observing the results of interviews with students in point 5 above, it can be concluded that all students are still influenced by their mother tongue when compiling sentences in

English. they feel it happened because Indonesian and English have grammatical differences.

*Table 4.8 interview to students of question 6*

<b>Question 6: Does the teacher's material and teaching style influence you in understanding personal pronoun material?</b>
<p><b>Student 1:</b> Yes. For me the teaching style of the teacher is very influential from the way he delivers the material to making his students understand this especially about English material that is difficult to understand. So far, the teaching style is still the same, so I like to feel bored and sleepy in the classroom when learning is taking place.</p>
<p><b>Student 2:</b> Yes, I think the teacher's teaching style affects students' understanding in learning, especially if the material is in English, if the teaching style only conveys the material, it's boring without games or other fun things.</p>
<p><b>Student 3:</b> of course, yes. It is easy for students to understand or not, it depends on the way the teacher teaches the students. If the conveys it well and also uses the media it will quickly make students understand the material presented. and so far, the</p>

English teacher here only conveys material by writing on the blackboard or just memorizing vocabulary every meeting.

**Student 4:** Yes, the teacher's teaching style has a great influence on student understanding. teachers who only deliver the material by sitting down and only reading the text make students feel bored and find it difficult to understand the material.

**Student 5:** on my opinion, the teacher's teaching style is very important because if the method is boring and just conveying the material it feels flat and boring. It's different again if the teacher is creative in making good delivery media that makes students easy to understand and enjoy

**Student 6:** Yes, the teacher's teaching style is very important to understand the students. every student has their own problems when learning especially English lessons because English is a foreign language taught in Indonesia and it takes a long time for us to understand the material. If the teacher's teaching style is only a formality, it will take the students longer to understand the material.

**Student 7:** Of course, the teacher's teaching style really influences us as students he teaches because the better the teaching style, the faster we understand it. but so far, the teaching style of the English teacher here is still not so creative because it only conveys material by writing and explaining it.

**Student 8:** according to me, teacher's teaching style really affects students' understanding, especially English lessons because it's not our native language, so the teacher should find a way so that students can easily understand what he is teaching. I myself do not understand when learning English because the teaching method is boring and makes me sleepy and bored. and finally, I do not understand the material being taught.

**Student 9:** Yes, the teaching style really influences students' understanding. especially when it comes to English lessons, last week the teacher's pronoun material only taught by writing on the blackboard and giving examples related to it. This method makes it difficult for me to understand the material because it is a classic method that has been used for a long time.

**Student 10:** Yes, it really affects students' understanding, especially for me, I don't like English lessons. if the teaching

style is just conveying material without using media it is very difficult for me to understand it. especially if the teacher is impatient and easy to get emotional, it makes me dislike it even more.

**Student 11:** Yes, the teacher's way of teaching really affects the students, if it's the usual way, it's boring, it's hard to understand, especially this is an English lesson. So far, the teacher only conveys the material, gives examples and translates it. I think it's boring there's nothing new to learn when learning it.

**Student 12:** Yes, the teacher's teaching style plays an important role in learning activities because the better the teaching method, the faster the students understand the lesson. So far, the English teacher who teaches us is still using the classic way, namely conveying material orally without using interesting media.

Based on the results of the interviews above, it can be concluded that students strongly agree that only teaching the teacher is very important and has a great influence on students' understanding of English material, they admit that so far, the

teaching style carried out by their English teacher is still classical, that was only conveying material. by writing on the blackboard and then explaining it orally and giving examples related to the material being taught without using interesting media. and this method makes students feel bored and less fun so they need a long time to understand English lessons.

According to Brown, the causes of error can be classified into four kinds are: Interlingual Transfer, Intralingual Transfer, Context of Learning and Communication Strategies (200, see chapter II). All of those, can be described as follow:

### **1. Interlingual Transfer**

Brown (2000, see chapter), Interlingual transfer is Interlingual transfer is a common source of error for all learners. It is the result of language transfer, which is caused by the learner's native language or interference.

After conducting interviews and seeing the results of the task that given to the students, interlingual transfer became one of the causes of students' error in using personal pronouns in a sentence. They are not familiar with English so when they make English sentences, they just transfer the



source language (Bahasa Indonesia) into the target language (English) without knowing the grammatical pattern.

From the data, the researcher found examples of errors in sentences below:

- **Me** mother take us to the beach

Based on the sentence above, researcher saw the student made an error in the use appropriate pronoun. She uses an object pronoun “me” as a possessive adjective “my”. And then, the pronoun “me” should be changed into “my”. The student made an error the sentence because she directly transferred the source language into the target language without knowing the grammar of the language. indeed, the sentence has the same meaning in the source language and the target language. but both have different grammatical patterns. so that the sentence becomes a wrong sentence. The meaning of that sentence can be seen bellow:

- *Ibuku membawa kita ke pantai dan kita bermain Bersama.*

- he likes to play football because **her** dream is to be ball player.

The meaning that sentence in Bahasa Indonesia can be seen bellow:

*Dia suka bermain bola karena cita-citanya menjadi pemain bola.*

The sentence above being error because the student used possessive adjective of feminine as possessive adjective of masculine. Actually, possessive adjective “her” and “his” have the same meaning in Bahasa Indonesia.

From two sentences above, it seemed the students were still confused and influenced by the mother tongue in making English sentences.

## **2. Intralingual transfer**

According to Brown (2000, see chapter II) Intralingual transfer Intralingual transfer occurs in students who have begun to master parts of the target language but still lack competence. It comes from the structure of the target

language itself. From the data review the researcher found examples of errors bellow:

- 1) **Parents our** take us to beach.

In the sentence 1) above, the student actually used correct personal pronoun but she placed it in wrong placement. The personal pronoun “our” determined possessive adjective and it should be followed by a noun.

- 2) She likes strawberry because red is **favorite her** color.

In the sentence 2) above, the student also placed the correct personal pronoun in the sentence but she placed it in wrong placement. The personal pronoun “her” is possessive adjective and it should be followed by a noun.

After identifying 2 examples above, it can be concluded that students began to learn parts of English language but still confuse and lack competence in English structure.

### **3. Context of Learning**

In learning foreign language, students oftentimes making common errors caused by misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of memorized pattern in an exercise but not inappropriately contextualized.

Based on researcher's observation, the Researcher found the teacher making error in teaching, that is the teacher has not been able to pronounce English words properly and correctly. Such as in the word "follow" the teacher pronounce it "pollow" and "zebra" to be "jebra". This error is a form of misleading in teaching. And when the teacher teaches material about personal pronouns, after the material is done, she only asks students to memorize vocabulary in English. and according to the researcher it is not in accordance with the context of the learning.

### **4. Communication strategies**

The teacher's strategy and teaching style in delivering material of personal pronoun is one of the causes of students' errors in using it.

based on the results of observations and interviews to the students, the researcher concluded that students make errors in using personal pronouns because the teacher's teaching style was classic and not interesting to students.

In delivering the material, the teacher only uses blackboards and markers to write, then explain orally and then give examples. According to the students, this method is classic and boring, so most students are sleepy while studying and that makes students not understand the personal pronoun material and makes them wrong in using it.

### **C. Discussion**

Based on the Data analyzing from documentation and interview above, the researcher stated that students made many errors in using personal pronouns in completing the descriptive text. Of the four kinds of errors, Misformation being the most problematic in using personal pronoun issue that students faced as shown by the highest number among the other three that are omission, addition and misordering. It can be seen in from the number of errors which reached 60 out of a total of 80 errors from

120 personal pronoun in 10 descriptive texts. While the lowest errors made by students was misordering with the total four errors. From the data also, the researcher found that there was one student who made 10 errors in the type of Misformation. It shows that the students have difficulty in choosing appropriate personal pronoun in making sentence. That's because English is not their mother tongue and there are differences in language grammatical between Indonesian and English.

In using personal pronoun, the students were still confused because they were still interfered by their mother tongue, Bahasa Indonesia. They put of grammar Bahasa Indonesia into English Grammar. Although some of them were used appropriate personal pronoun but still lack in structure. The students' errors were also caused by teacher's strategies and learning style. Students feel bored and don't understand personal pronouns because the teacher's teaching style is classic and boring. It seems that the teacher must create an interesting teaching and learning process to increase students' interest in learning English.