

CHAPTER I

INTRODUCTION

A. Background of The Research

Nowadays, English has become the popular language which is learnt by most people in many areas of the globe. Geoffrey Broughton et al. explain that English was spread widely and used by some countries in this world.¹ English is known as an international language that is used by most people around the world. English is foreign language in Indonesia. It is taught from elementary school, senior high school, even in the university. English in Indonesia is learned by talking about the grammatical rules.² Because they only learn English in school and lack of practice in the society, they do not master and comprehend it well.

In learning a foreign language, we must have language skills. They are very necessary to be learned because they are useful in our lives. In English language teaching has four skills listening, speaking, reading, writing as a paramount importance, all of them support one another. The students not only learn those four language skills, but also learn language components which support in communication. One of language components is grammar.

¹ Geoffery Broughton, Cristopher Brumfit, Anita Pincas, Wilde, et. al., *Teaching English as Foreign Language*, (New York : Routledge education books, 2003), p.3.

² Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2006), p. 21.

Grammar is one of the components that must be mastered by the students to learn English. That is why learning English grammar is very important to understand English easier. Harmer states that studying grammar means knowing how different grammatical elements can be strung together to make chains of word.³ Penny Ur also states that “Grammar is sometimes defined as the way words are put together to make correct sentences”.⁴ It means that grammar is important because of mastering grammar, the students will know how to arrange a phrase, clause in a sentence, and help to communicate well. Grammar has many parts; pronouns, article, tenses, part of speech, gerund, etc. In according to Seaton, “pronoun is a word that takes the place of a common noun or a proper noun”.⁵ One of the pronoun that is learned by the students is personal pronoun.

The usage of personal pronoun in English is different from Indonesia. In English there are many types of personal pronoun and they also have different positions and functions, as the first person in English used as a subject (I), object (me), possessive adjective (my), possessive pronoun (mine), and reflexive (myself). In Indonesia first person “saya” is used in any position sentences and does not change, and it makes student confused to use

³ Jeremy Harmer, *The Practice of English language Teaching* (Edinburgh Gate: Longman, 2007), p.32.

⁴ Penny ur, *A Course in English Language Teaching*, (Cambridge: Cambridge University Press, 1996) p.75.

⁵ Anne Seaton, Y.H. Mew, *Basic English Grammar*, (United States of America: Saddleback Educational Publishing, 2007), p.44

English grammar. For example, *saya membeli sebuah tas, tas saya berwarna biru*. The possible pronoun is *I buy a bag, my bag is blue*. These change make students confuse and often feel difficult to translate Indonesia to English sentence in using personal pronoun as a result, errors cannot be avoided.

In a study it was found that many students make errors in translating sentence on the use of personal pronoun. The result of the research shows that all students make four types of errors, even though in different percentage. There are 183 omissions (42.36%), 12 additions (2.78%), 235 substitutions (54.40%), and 2 permutations (0.46%).⁶ Errors are not always harmful. Sometimes error is needed. Error can be used as a tool of evaluation for measuring the mastery of language being learnt. In addition, errors can help the teacher even the curriculum designer to improve the material given or designed.

Translation has an important role in communication because it is as a means of transferring message in certain kind of communication. A translation can be considered successful if the message, the idea, and the concept in the source language are transferred completely. It will be difficult to be done because of the differences of the language system and culture between the source language and the target language. A good translator has

⁶ Fatimah, The Error Analysis on The Use of Personal Pronoun in Translating Sentences, (Purworejo : Muhammadiyah University)

to be able not only to overcome the cultural differences but also to catch the implicit meaning of the sentence.

Many students are really influenced by his/her first language in acquiring a second language. The students generally bring their Indonesian competence of language in performing English. The students also often use their knowledge of first language to construct the second language in translation. They often use the rule of Indonesian in writing English when they want to translate Indonesian into English. If Indonesian and English have the same rules, the accuracy of writing in translating sentence into English can be easy, but in reality it is different. The Indonesian rule will cause the interference of negative effects toward English.

Based on the researcher's observation, personal pronouns look too complex for some students. For example, they are still confused in using "me" and "I" as the subject position. The errors in usage of personal pronouns which are made by the students are able to affect the process of translate. Some errors can be occurred because the students still lack in mastering English, still less in vocabulary, still poor in grammar mastery, and also because they still influenced by their mother tongue in practice foreign language. Based on this reason, the researcher chooses the personal pronouns because the students are still confused in using personal pronouns properly. In this research not only analyzed what are the types of errors made by students in

using translating sentences, but in this research also analyzed what the reason why students make an error in using personal pronoun when translating sentences..

Therefore, the researcher was analyzed the errors and the causes of error related to personal pronouns in translating sentences by Indonesian learners, entitled "*An Error Analysis on The Use of Pronoun in Translating Sentences At The Second Grade Students of Mts Al-Hidayah Ciomas.*" It is because there are many students who still make errors on the use of pronoun in translating sentences.

B. Identification of The Problem

Based on the background of the problem above, it is very clear that most of the students at MTS Al-Hidayah Ciomas still get some problems in translating sentence on the use of personal pronoun. To make it clearer, the writer identifies the problems as follows:

1. The students had low motivation to lean about grammar.
2. The students had lack vocabularies in translating sentences.
3. The teacher did not use various strategy in learning process.

C. Limitation of The Problem

In this research, the writer will focus to analyze the errors on the use of Personal Pronouns (subject pronoun, object pronoun, possessive pronoun, possessive adjective and reflexive pronoun) in translating sentences at the

eight grade students of MTS Al-Hidayah Ciomas. The limitation is to focus the discussion.

D. Formulations of The Problem

Based on the limitation of the problem, the researcher would like to formulate the problem in this research as follow:

1. What are the types of errors made by students on the use of personal pronouns in translating sentences?
2. What are the causes of errors made by students on the use of personal pronouns in translating sentences?

E. Objective of The Study

Based on the research problem mentioned above, this study is aimed at finding:

1. To identify the types of errors are made by the students on the use of personal pronouns in translating sentences.
2. To find out the causes of error are made by the students on the use of personal pronoun in translating sentences.

F. Significances of The Study

The research finding is expected as a contribution for those as follows:

1. For the students

The research hoped that the students will get right treatment in decreasing their error in using personal pronouns, so they can use personal pronouns correctly in translating sentence.

2. For the English teacher

Hopefully, the result of this study for the English teachers to get clearly information about the types of errors and the kinds of personal pronouns that the students' made in using personal pronouns, so they know what should they do to decrease the students' error in using personal pronouns.

3. For the research

The researcher hopes that other researchers who are interested in analyzing on the students' errors can get basic information from this study, so they can do their research deeper and better to give valuable contribution to English teaching learning process.

G. Previous Study

Before the researcher conducts this study, the researcher reads some studies that have already conducted by other researchers. By doing so, it will help the researcher to develop and conceptualize this research. In this

research, the researcher will take three previous studies used as consideration.

The first previous study entitled “*An Error Analysis of Students’ Usage of Personal Pronouns In Writing Descriptive Paragraphs At Junior High School 23 Pekanbaru*”, was conducted by Sepni Mardiana (2019). This research was aimed at obtaining the proportion (frequency and the percentage) of each type errors that the students commit on their writing descriptive paragraph. In addition, the researcher also wanted to investigate the most common errors that the students commit on their writing descriptive paragraph. This study was a descriptive research. The researcher used purposive sampling technique to take the sample, there were 25 students as sample from 218 students. To collect the data, the researcher used documentation. The total amount of errors made by students were 229. The percentage of students’ error omission in writing descriptive paragraph was 12%, addition was 23%, misordering was 1%, and misformation was 64%. And the most grammatical errors made by the students was misinformation was 64%.

The second previous entitled “*The Error Analysis on The Use of Personal Pronoun in Translating Sentences at The Seventh Grade Students of SmpN 3 Karanganyar*”, conducted by Siti Fatimah (2017). This thesis is mainly determining students’ error on the use of personal pronouns in

translating sentence and finding out the kinds of personal pronouns. The researcher takes one class which consists of 32 students. The instrument that the researcher uses to collect the data is written test. In analyzing data, the researcher classifies the students' errors into omission, addition, substitution, and permutation. The result of the research shows that all students make four types of errors, even though in different percentage. There are 183 omissions (42.36%), 12 additions (2.78%), 235 substitutions (54.40%), and 2 permutations (0.46%). In addition, the researcher finds several findings. There are 82 errors of subject pronouns (18.98%), 83 errors of object pronouns (19.21%), 114 errors of possessive adjectives (26.39%), 65 errors of possessive pronouns (15.05%), and 88 errors of reflexive pronouns (20.37%).

The last previous study entitled "an Analysis of Students' Errors in Using Personal Pronouns on Writing Descriptive Text of The Tenth Grade Students of SMK Al-Mina Bandungan In The Academic Year Of 2019/2020", was conducted by Dwi Anggraeni (2019). The subject of this research consists of 15 students in X TB. The objectives of the study were to find the types and causes of error made by students in using personal pronouns in writing descriptive text. This research used qualitative approach with descriptive approach. 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 students were misformation (50%). The second was error in addition with the frequency, 29.16%. The third error was omission (16.67%). The lowest frequency of error was misordering (4.16%). (2) The research proved that the students still did not understand the material given by teacher. The errors occurred because the students were mostly confused about the material given and they did not study well. The students were confused and did not understand because the teacher was boring and did not use an interesting technique or media in teaching learning process.

Some of previous researches above have differences and similarities they are methodology, subject, and variable that was used in the researches. In this research not only to analyse what are the types of errors made by students in using translating sentences, but in this research also analyse what the reason why students make an error in using personal pronoun when translating sentences.