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**AN ANALYSIS OF STUDENTS' ERROR IN USING PERSONAL  
PRONOUN AS SUBJECT AND OBJECT**

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**Abstract :** The objectives of this research are to find students' error in using personal pronouns as subject and object which made by seventh grade students of SMP Negeri 6 Merauke. The subject in this research was the students of SMP Negeri 6 Merauke grade VII A that consists of 35 students that was selected by using purposive sampling. This research was used descriptive qualitative method. The data were collected from the test. The type of test was essay test that given twice to students. Data from the test results were used to find out students' errors. First, student errors were classified using Corder theory that consists of four kinds of error; those are omission, addition, selection, and ordering. After that, the errors were analyzed by calculating the frequency of each type of error and then calculating the percentage to know what the types of error that are most often done by students. From the results of this study, has been obtained the total error of students are 429 errors. The most error are selection errors with 385 errors (89.74%), and then ordering errors with 38 errors (8.86%), and then omission errors with 3 errors (0.70%) and error addition also has the same total that is 3 errors (0.70%). Therefore, the most error that made by students of grade VII A of SMP Negeri 6 Merauke is selection error.

**Keywords:** *personal pronoun, students' error, types of error.*

**INTRODUCTION**

In learning foreign language, especially in learning English can cause many students feels difficult because their native language is different with English

roles. English learner can make error if he or she cannot understand English material. According to Corder as cited in Ellis (1994:700) said that language learner makes error because lack of knowledge of the correct rules. In addition, Dullay, Burt and Krashen (1982:138) support statement of Corder and they argue that errors are the flawed side of learner speech or writing. From the definition, English learners make errors since students lack of knowledge in English material so that there are errors in speech or writing.

English become subject learning in Indonesia schools. That is regulated by the curriculum K-13 (Kurikulum 2013). Based K-13, the students have to learn various basic skills in English. The English skills are listening, speaking, reading, and writing. Through the K-13 curriculum, students expected to master English skill and applied in life. On the fact, the students are still confused on this mastered English skill. So need to master the various basic of English elements in support of the success learning. The English elements are grammar, vocabulary, pronunciation, phonology, and so on.

In four basic language skill contained grammar skill. According to Aarts (2011:3) said that grammar is concerned with the structure of words (morphology), and of phrases and clauses (syntax). This also means is grammar to construct the structure of the words, phrases, and clauses. In addition, Swan (2005:xix) defines grammar as the rules that show how words are combined, arranged or changed to show certain kinds of meaning. Through the definition above, grammar is the rules that include words (morphology, phrase, and clause) that combined, arranged, or changed so that can form a right meaning.

All people use grammar as an assistance language to communicate nicely in spoken and written form. Through grammar which good, the message in our communication are understandable to others based on the correct rule. Grammar is also had some basic parts that must be learning it is parts of speech. The parts of speech are article, pronoun, noun, verb, etc. One form of parts of speech that is used sentence is pronouns. Based on syllabus K-13 of English on seventh grade there is a material in the first semester that they are have should learn, one of them is pronoun.

According to the Cambridge Advanced Learner's Dictionary 3rd Editions, the pronoun is “a word that is used instead of a noun or a noun phrase: pronouns are often used to refer to a noun that has already been mentioned”. From that definition, pronoun is as a substitute for a noun or phrase in subject and object and pronoun is means the noun or phrase mentioned. One of the kinds of pronouns is personal pronouns. The function of personal pronouns is described specific people or things. We use them based on the number, person, gender, and case.

Based on pre-observation in seventh grade of SMP Negeri 6 Merauke and interview with their English teacher, the researcher found that students who need to pass the minimum criteria of mastery learning (KKM) which is 65, and they have to master four skills that of one them is writing skill. However, students have to graduate on examine which have to up 65 KKM, students should be remember that the materials which they learn are not only one topic, but it more complexes with grammar rules in their level. Before that, the researcher found information that the students are still confused in learning grammar specifically in using personal pronoun as subject and object. Then, the researcher asks to some students about grammar material and they stated that grammar is hard to learn because they have to remember correct rules and they confused to choose word that can replace pronoun that suitable in the place subject or object. After that, the researcher found examples of students that wrote description sentence that wrong in subject pronoun and object pronoun as random, they still confused in use personal pronoun case. For examples:

(\*) *Dini and Siti are honest. She never tell lies.*

(\*) *Bambang and me are family. I always call he with name Bambang.*

From the examples above, there are words wrong on subject pronoun and object pronoun case. In first example on word “she” that not suitable with subjective of personal pronoun case that refer on words “Dini and Siti”, student has to write continue sentence with personal pronoun that suitable about it because the words it like third person singular. Then it can replace by word “They”, so the correct sentence is “They never tell lies”. In addition, in second example on word “me” that not suitable with subjective of personal pronoun

which it should be “I” because it is subjective case and included first person singular. Nevertheless, on the word “he” based on second sentence, it should be “him” because the word “Bambang” is refer to male gender included third person singular that suitable on subjective case, so the correct sentences are “Bambang and I are family. I always call him with name Babang”. Therefore, the researcher is interested to study the students’ error and analyze it with title “An Analysis of Students’ Error in Using Personal Pronouns as Subject and Object at Seventh Grade Students of SMP Negeri 6 Merauke Academic Year 2018/2019”.

## **RESEARCH METHOD**

In this research, the researcher used descriptive qualitative method to conduct data. Descriptive research as a scientific research which the purpose is to picture out the phenomenon (Arikunto, 2010:234). Whereas qualitative research is a research problem which researcher does not know the variables and needs to explore (Creswell, 2012:16). After some definitinition above, the researcher was described phenomenon of seventh grade students in using personal pronoun as subject and object. This research aimed to discover types of error that made by seventh grade students with analyzed and classified errors and then, the researcher was found the solution that could minimize error.

### **Method of Data Collection**

The method of data collection is test. The test was used in this research instrument is writing test in essay form (personal pronoun as subject and object test). The test was taken from textbook that organized by Kurniawati C., and Susiningsih, 2016, Bahasa Inggris, page 35-36, Intan Pariwara. Then, researcher was modified the test into twice tests.

All tests in this research includes 10 numbers in subject of personal pronoun test and 10 numbers in object of personal pronoun test thus the total numbers of all tests are 20 numbers.

To collect data there are steps that were done, first step is the researcher was asked permission to the headmaster of SMP Negeri 6 Merauke and the English

teacher also, then the researcher was given twice tests to the students of grade VII A and the last step is the researcher was analyzed and classified data of error based on Corder theory.

### **Data Analysis**

In this research, data of this research was analyzed and classified. The students' error in using personal pronoun was analyzed by the researcher through four types of error based on theory of Corder (1981: 36), which there are omission, addition, selection, and ordering.

To classify the types of error that made by the students, the researcher was analyzed each type based on formula by calculating frequency and percentage. The formula as follows:

$$P = \frac{f}{n} \times 100\%$$

Where:

P = percentage

f = frequency

n = number of errors

(Hatch and Farhady 1982:92, as cited in Adhiyatma B. et al., 2015:5)

### **FINDINGS AND DISCUSSIONS**

The result of this research has been obtained by twice tests, on this finding the researcher only focus on interested of students' error in using personal pronoun that made by grade of VII A at SMP N 6 MERAUKE.

No	Name	Classification of Errors 1st Day								Classification of Errors 2nd Day							
		Subject				Object				Subject				Object			
		om	ad	se	or	om	ad	se	or	om	ad	se	or	om	ad	se	or
1	ARP			1			3				3			5			
2	AAS			1			4				4			3			
3	AHP			1			2	2	1		1	2		4			
4	ASN			3			3				2	2		4			
5	ANR			3			1				1	1		3			
6	BJP			3			3				3			5			
7	FF			3	1		3	1			2	1		4			
8	GAE			2			3				2			4	1		
9	HAR			4	1		3				3			4			
10	HNS			4			2				1	2		2	1		
11	H			2			4				2			3			
12	IMF			3			2				3			1	2		
13	IAS			2			2				4			3	1		
14	IBA			2			2				2	1		3	1		
15	KKSK			2			4				3	1		4			
16	KRPD			2	1		1				1		1	3	1		
17	MFH			1			4				2	2		4	1		
18	MVAP			2			2				2			4			
19	ME			3							1			5			
20	MM			1			4				3			4	1		
21	NSL			3			2				3			2	1		
22	NIS			2			3				2	2		4			
23	NALS			2		1	2				3			2			
24	NK			3			1				4			4			
25	NR			3			4				4			2			
26	PAP			2			2				3			4			
27	RT			1			2				2	2		4			
28	RHB			1			2				2	2		4			
29	RY			1			3				3			4			
30	SMS			1			3	1			3			4			
31	TNA			1			5				5			7			
32	TH			1			3	2	1		3	2		5	2		
33	UEF			1			6				6			6	2		
34	VY			1			3	1			3			4	1		
35	YM			1			6				6			8			
36	ZNR			1			6				6			8			
37	ZNY			1			6	2			6			6	1		
38	ZUL			1			5				5			6	1		
39	ZUL			1			5				5			6	1		
9	HAR			4			7	1			7			7			
10	HNS			4			6				3			3			
11	H			4			6				5			5			
12	IMF			4			5				4			4	2		
13	IAS			4			4				7			7	1		
14	IBA			4			4			1	5			5	1		
15	KKSK			4			6				7			7	1		
16	KRPD			4	1		3				1			4	1		
17	MFH			4			5				6			6	3		
18	MVAP			4			4				6			6			
19	ME			4			3				6			6			
20	MM			4			5				7			7	1		
21	NSL			4			5				5			5	1		
22	NIS			4			5				6			6	2		
23	NALS			4	1		4				5			5			
24	NK			4			4				8			8			
25	NR			4			7				6			6			
26	PAP			4			4				7			7			
27	RT			4			4				6			6	2		
28	RHB			4			3				6			6	1		
29	RY			4			5				7			7			
30	SMS			4			5				6			6	1		
31	TNA			4			5				5			5			
32	TH			4			3	2	1		3	2		5	2		
33	UEF			4			6				6			6	2		
34	VY			4			3	1			3			4	1		
35	YM			4			6				6			8			
36	ZNR			4			6				6			8			
37	ZNY			4			6	2			6			6	1		
38	ZUL			4			5				5			6	1		
39	ZUL			4			5				5			6	1		
9	HAR			4			7	1			7			7			
10	HNS			4			6				3			3			
11	H			4			6				5			5			
12	IMF			4			5				4			4	2		
13	IAS			4			4				7			7	1		
14	IBA			4			4			1	5			5	1		
15	KKSK			4			6				7			7	1		
16	KRPD			4	1		3				1			4	1		
17	MFH			4			5				6			6	3		
18	MVAP			4			4				6			6			
19	ME			4			3				6			6			
20	MM			4			5				7			7	1		
21	NSL			4			5				5			5	1		
22	NIS			4			5				6			6	2		
23	NALS			4	1		4				5			5			
24	NK			4			4				8			8			
25	NR			4			7				6			6			
26	PAP			4			4				7			7			
27	RT			4			4				6			6	2		
28	RHB			4			3				6			6	1		
29	RY			4			5				7			7			
30	SMS			4			5				6			6	1		
31	TNA			4			5				5			5			
32	TH			4			3	2	1		3	2		5	2		
33	UEF			4			6				6			6	2		
34	VY			4			3	1			3			4	1		
35	YM			4			6				6			8			
36	ZNR			4			6				6			8			
37	ZNY			4			6	2			6			6	1		
38	ZUL			4			5				5			6	1		
39	ZUL			4			5				5			6	1		
9	HAR			4			7	1			7			7			
10	HNS			4			6				3			3			
11	H			4			6				5			5			
12	IMF			4			5				4			4	2		
13	IAS			4			4				7			7	1		
14	IBA			4			4			1	5			5	1		
15	KKSK			4			6				7			7	1		
16	KRPD			4	1		3				1			4	1		
17	MFH			4			5				6			6	3		
18	MVAP			4			4				6			6			
19	ME			4			3				6			6			
20	MM			4			5				7			7	1		
21	NSL			4			5				5			5	1		
22	NIS			4			5				6			6	2		
23	NALS			4	1		4				5			5			
24	NK			4			4				8			8			
25	NR			4			7				6			6			
26	PAP			4			4				7			7			
27	RT			4			4				6			6	2		
28	RHB			4			3				6			6	1		
29	RY			4			5				7			7			
30	SMS			4			5				6			6	1		
31	TNA			4			5				5			5			
32	TH			4			3	2	1		3	2		5	2		
33	UEF			4			6				6			6	2		
34	VY			4			3	1			3			4	1		
35	YM			4			6				6			8			
36	ZNR			4			6				6			8			
37	ZNY			4			6	2			6			6	1		
38	ZUL			4			5				5			6	1		
39	ZUL			4			5				5			6	1		
9	HAR			4			7	1			7			7			
10	HNS			4			6				3			3			
11	H			4			6				5			5			
12	IMF			4			5				4			4	2		
13	IAS			4			4				7			7	1		
14	IBA			4			4			1	5			5	1		

Based on the table above, the researcher was calculated the students' errors by calculating each errors between subject and object form to show each total types of errors that students made, where there are omission, addition, selection, and ordering. The result from calculating between subject and object form into four types of error as follows:

From the table above can be seen that students with number of students 7, 9, and 33 have highest results error with total of errors are 15. While the total of the lowest errors are 9 from the test results of 2 students with the number of students 5 and 19.

From all the descriptions above, here is the table of students' errors that has been classified based types of error in first day and second day and also their frequency and percentages.

No	Type of Error	Tests	Total Error	Frequency	Percentage (%)
1	Omission	1	1	3	0.7
		2	2		
2	Addition	1	1	3	0.7
		2	2		
3	Selection	1	175	385	89.74
		2	210		
4	Ordering	1	7	38	8.86
		2	31		
Total			429	429	100

Based on the table above, can be seen that the total of students' error in the personal pronoun as subject and object are 429 errors. The most errors are selection (89.74%), and then ordering (8.86%) and the last are omission (0.70%) and addition (0.70%).

Then to know more the compares of each categories of personal pronoun, the researcher was calculated the frequencies and percentages their categories as follows:

a. Omission

No	Categories	Tests	Frequency	Percentage (%)
1	Subject	1	1	33.33
		2		
2	Object	1	2	66.67
		2		
Total			3	100

b. Addition

No	Categories	Tests	Frequency	Percentage (%)
1	Subject	1	22	57.89
		2		
2	Object	1	16	42.11
		2		
Total			38	100

c. Selection

No	Categories	Tests	Frequency	Percentage (%)
1	Subject	1	164	42.6
		2		
2	Object	1	221	57.4
		2		
Total			385	100

d. Ordering

No	Categories	Tests	Frequency	Percentage (%)
1	Subject	1	1	33.33
		2		
2	Object	1	2	66.67
		2		
Total			3	100

Discussion

From the data that was obtained that is the students' error in using personal pronoun as subject and object, the researcher found out and classify the errors



based on each type of errors. For more details can be seen in the explanation below:

### 1) Omission

There are 3 errors of total 429 errors that made by students in their writing. The percentage of omission error is 0.70%. From the result of tests, omission is the lowest error that made by students.

The omission error has two categories, it is error in subject and object form of personal pronoun. The categories of omission error as follows:

#### a) Omission Error of Subject Form

There is 1 error in subject form of total 3 errors that made by student in type of omission error. The percentage of omission error of subject form is 33.33%. From the data, the student omitted the element that should be present in subject form of personal pronoun. Here an example of omission error in a sentence as follows:

- *Mustofa and Edi meet at the bus stop. Tey will go to Eva's house to finish their group assignment.*

From the second sentence above, the student wrote "Tey", but the word "Tey" not complete as subject pronoun because student omitted a letter "h" and should it is "They".

#### b) Omission Error of Object Form

There are 2 errors in object form of total 3 errors that made by student in the category of omission error. The percentage of omission error of object form is 66.67%. From the data, the student omitted the element that should be present in object form of personal pronoun. Here two examples of omission error in sentences as follow:

- *Mr. and Mrs. Rahadian care for their children and often spend time with thm.*

From the sentences above, the student wrote "thm", but the word "thm" is not complete as object pronoun because student omitted a letter "e" and should it is "them".

- *We have no plan for the holiday. Please call u if you have an interesting plan, won't you?*

From the second sentence above, the student wrote “u”, but the word “u” is not complete as object pronoun because student omitted a letter “s” and should it is “us”.

## 2) Addition

There are 3 errors of total 429 errors that made by students in their writing. The percentage of addition error is 0.70%. From the result of tests, addition is the lowest error that made by students.

The addition error has two categories, it is error in subject and object form of personal pronoun. The categories of addition error as follows:

### a) Addition Error of Subject Form

There is 1 error in subject form of total 3 errors that made by student in the category of addition error. The percentage of addition error of subject form is 33.33%. From the data, the student added element that should not be there in subject form of personal pronoun. Here an example of addition error in sentence as follows:

- *Sorry, Im don't know you. Have we ever met before?*

From the first sentence above, the student wrote “Im”, but it is not correct because there is element that should not be there, that is “m” and should it is only “I”.

### b) Addition Error of Object Form

There are 2 errors in object form of total 3 errors that made by student in the category of addition error. The percentage of addition error of object form is 66.67%. From the data, the student added element that should not be there in object form of personal pronoun. Here two examples of addition error in sentences as follow:

- *Gandi looks very happy. Hes received the best mark at Social Science*

From the second sentence above, the student wrote “Hes”, but it is not correct because there is element that should not be there, that is “s” and should it is only “He”.

- *The rear tire is flat. Could you take its to the repairman, please?*

From the second sentence above, the student wrote “its” but it is not correct because there is element that should not be there, that is “s” and should it is only “it”.

### 3) Ordering

There are 38 errors of total 429 errors that made by students in their writing. The percentage of ordering error is 8.86%. From the result of tests, ordering is the second highest error that made by students.

The ordering error has two categories, it is error in subject and object form of personal pronoun. The categories of ordering error as follows:

#### a) Ordering Error of Subject Form

There are 22 errors in subject form of total 38 errors that made by student in the category of ordering error. The percentage of ordering error of subject form is 33.33%. From the data, there are correct elements that present but it is wrongly sequence in subject form of personal pronoun. Here some examples of ordering error in sentences as follow:

- *Thomas and me are in the same group*

From the sentence above, the student wrote “me” in that sentence but it is not correct because “me” is object form of personal pronoun and it should be “I” because suitable in subject of personal pronoun.

- *Gandi looks very happy. Him received the best mark at Social Science (ordering in subject form of personal pronoun, it should be “he”)*

From the second sentence above, the student wrote “him” in that sentence but it is not correct because “him” is object form of personal pronoun and it should be “He” because suitable as a subject of personal pronoun that replace the word “Gandi” as a male.

#### b) Ordering Error of Object Form

There are 16 errors in object form of total 38 errors that made by student in the category of ordering error. The percentage of ordering error of object form is 33.33%. From the data, there are correct elements that present but it is wrongly sequence in object form of personal pronoun. Here some examples of ordering error in sentences as follow:

- *We have no plan for the holiday. Please call we if you have an interesting plan, won't you?*

From the second sentence above, the student wrote “we” but it is not correct repeat the first subject although the word it has same meaning with the word “us” but it is not represent in object form. Therefore, student should choose “us” because it is represent in object form.

- *Mr. and Mrs. Rahadian care for their children and often spend time with they.*

From the sentence above, the student wrote “they” but it is not correct although it has same meaning with “them” and “they” is subject form. Therefore, student should choose “them” because it represent “Mr. and Mrs. Rahadian” to be an object of personal pronoun.

#### **4) Selection**

There are 385 errors of total 429 errors that made by students in their writing. The percentage of selection error is 89.74%. From the result of tests, selection is the most error that made by students.

The selection error has two categories, it is error in subject and object form of personal pronoun. The categories of selection error as follows:

##### **a) Selection Error of Subject Form**

There are 164 errors in subject form of total 385 errors that made by student in the category of selection error. The percentage of selection error of subject form is 42.60%. From the data, some students have wrong to choose the item in the correct place that suitable with subject form. Here some examples of selection error in sentences as follow:

- *Are you familiar with the man over there? We looks suspicious.*

From the second sentence above, the student wrote “We” but it is not correct because it is not represent from the word “the man”, and student should choose “he” because masculine gender with number singular in subject of personal pronoun.

- *Thomas and him are in the same group*

From the sentence above, the student wrote “him” but it is not correct because it is not suitable in the subject form of personal pronoun, the word “him” only suitable in object form, so the student should choose “I” because suitable in first person singular as a subject of personal pronoun.

b) Selection Error of Object Form

There are 221 errors in object form of total 385 errors that made by student in the category of selection error. The percentage of selection error of object form is 57.40%. From the data, some students have wrong to choose the item in the correct place that suitable with object form. Here some examples of selection error in sentences as follow:

- *The bread was spoiled, so I threw me away.*

From the sentence above, the student wrote “me” but it is not correct because not represent from the word “the bread”, and student should choose “it” because it is non-personal with singular number in object form also in personal pronoun.

- *We don't know about what's going on. Why don't you call us, so we can help me*

From the sentence above, the student wrote “me” but it is not correct because not represent from the word “you”, and student should choose “you” because it is second person singular and plural that suitable with object personal pronoun of that sentence.

## CONCLUSIONS

Based on research findings in chapter four, the researcher describes the conclusion as follows:

1. The most of students' errors at seventh grade students of SMP Negeri 6 Merauke Academic Year 2018/2019 are selection that has 385 errors (89.74%), and then ordering are 38 errors (8.86%), and the last are omission and addition that has same errors, there are 3 errors (0.70%) in omission and 3 errors (0.70%) in addition.
2. The largest frequency of errors comes from selection errors with the percentage of 89.74% or 385 errors of total 429 errors. There are two

categories of selection error, which is selection error of object as the highest category of selection error with percentage of 57.40%, or 221 errors of 385 total selection errors.

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