

## An Error Analysis in Using Personal Pronouns of Tenth Grade Students

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### Abstract

This study is to examine students' errors in the employment of personal pronouns in descriptive writing among tenth-grade students at SMA Negeri 14 Kabupaten Tangerang. This research employs descriptive analysis, wherein the author examines students' errors and categorises them into four types: omission, addition, misformation, and misordering. Subsequently, the author quantifies the errors using percentage calculations. The research findings indicate errors of omission, addition, misformation, and misordering. This research concludes that misformation is the most prevalent error committed by students when utilising personal pronouns in descriptive writing. This indicates a necessity for targeted grammar training, especially regarding accurate pronoun usage. Implementing focused exercises and feedback may enhance students' precision in pronoun usage.

**Keywords:** error analysis, personal pronouns, type of error

### INTRODUCTION

In Indonesia, English is taught at all levels of school. Despite being taught from elementary school through university, many individuals still have challenges in learning and utilising English for communication due to several circumstances. The prevalent issue is that English is merely treated as a school topic, resulting in insufficient practice as an everyday language. Consequently, individuals utilise English solely as an academic tool, despite the numerous advantages of achieving proficiency in the language. Learning English enables individuals to convey their ideas and engage in successful conversation and engagement with people from various nations and around the globe.

In the study of English, a crucial aspect to focus on and persist in mastering is grammar. Grammar is a crucial aspect of language acquisition,

particularly in writing, where minor errors can pose significant issues. Employing accurate grammar will facilitate comprehension for the reader and prevent confusion regarding the material. Regrettably, grammatical errors remain prevalent among us. Discussing grammar encompasses more than just tenses; other critical aspects of grammar require further study. One grammatical component that students need to observe is the part of speech.

The part of speech is a crucial element in language acquisition that students should persist in studying. For language students, part of speech is regarded as the most crucial element due to its impact on language proficiency. The part of speech that students must correct in usage is the pronoun. Pronouns are categorised into eight types: personal pronouns, possessive pronouns, reflexive pronouns, intensive pronouns,

demonstrative pronouns, indefinite pronouns, interrogative pronouns, and relative pronouns. Allan, Holmes, and Nielsen (2007).

The writer will explore the portion of speech known as personal pronouns. The utilisation of personal pronouns in writing is crucial. Comprehension of personal pronoun usage is essential for constructing accurate sentences. When pupils employ improper personal pronouns, the statements they convey become difficult to comprehend.

### ***Personal Pronouns***

A pronoun substitutes for a noun. A singular pronoun denotes a singular noun. A plural pronoun refers to a plural noun (Azar, 2002). A personal pronoun denotes a specific individual, collective, or object. The pronouns are I, You, They, We, She, He, and It. When utilised in other contexts, their forms will alter; for instance, 'I' as the subject transforms into 'me' as the object. There are two distinct forms of personal pronouns: subject pronouns and object pronouns. Like other pronouns, personal pronouns can substitute for nouns and noun phrases. The utilisation of personal pronouns in writing is crucial. Comprehension of personal pronouns is essential for constructing accurate sentences.

### ***Error Analysis in Using Personal Pronouns***

Error Analysis in using Personal Error analysis regarding the use of personal pronouns reveals that even students who are familiar with them occasionally have challenges in their application. Khodijah in Aru (2006) indicated that over 50% of pupils committed errors in the use of personal pronouns. In discussing

Error Analysis, Khansir (2012) asserted that it can significantly bolster remedial teaching; he further noted that it can expose both the triumphs and faults of the instructional program. Fang and Xue-mei (2007) Through error analysis, educators will acquire a comprehensive understanding of students' mistakes. The educator should cultivate the ability to accept certain blunders. Errors might inform the teacher of the learner's progress towards the goal and, consequently, what remains for them to learn. Students' missteps constitute useful feedback.

### ***The Types of Error***

In language learning, making an error can not be avoided. It happens not only in speaking but also in writing. There are some types of error that is made by learners as Dulay (1982) defined:

1. Omission  
Omission error characterized due to learners omitted an item that must appear in a well-formed utterance.
2. Addition  
The error is characterized due to learners added an item that must not appear in a well-formed utterance.
3. Misformation  
Misformation error is characterized due to learners use the wrong form of the morpheme or structure.
4. Misordering  
Misordering error is characterize due to incorrect placement of a morpheme or group of morphemes in an utterance.

## RESEARCH METHODOLOGY

This research used a qualitative descriptive methodology and was conducted in a real-world context. This strategy is utilised to gather data using a test specifically designed for the research objective. The writer administered a written test to the pupils and sought to analyse the types of errors frequently committed by them. In this procedure, the writer administered a written test, analysed the sorts of errors, and thereafter provided a descriptive explanation. This study employed qualitative research to elucidate and explain the findings derived from qualitative data.

### *Time and Place*

This research was conducted at the tenth grade of SMA Negeri 14 Kabupaten Tangerang, located at Jl. Raya Daon, Perum Sukatani Permai, Kec. Rajeg, Kabupaten Tangerang, Banten, 15540. The research completed during the first semester of, specifically from July to August.

### *Population and Sample*

The study population comprised tenth-grade students from SMA Negeri 14 in Kabupaten Tangerang. It comprises 245 students allocated over 7 classes. Among the population, divided into seven classes—X IPA 1, X IPA 2, X IPA 3, X IPS 1, X IPS 2, X IPS 3, and X Bahasa—one was selected as the research sample. The research sample comprised Class X IPS 3, consisting of 33 students, selected using a purposive sampling technique.

## RESEARCH FINDING AND DISCUSSION

This research aims to analyse errors in the use of personal pronouns in descriptive writing by tenth-grade students at SMA Negeri 14 Kabupaten Tangerang, as previously mentioned in Chapter I. The author employed a writing test to collect data by requesting students to compose a descriptive text on an individual. The author administered a writing assessment on the topic of individuals to 33 students in Class X IPS 3. Upon analysing the collected data, the writer discovered that 21 out of 33 pupils in the class made errors in personal pronouns. The errors are categorised as omission, addition, misformation, and misordering.

Table 1. The Types of Errors and the Frequency of Occurrence

No	Types of Error	Frequency of Error
1	Omission	23
2	Addition	1
3	Misformation	77
4	Misordering	5
Total		106

This research involved an analysis of data utilising the Heidi Dulay theory, employing the surface strategy taxonomy for error classification, which includes Omission, Addition, Misformation, and Misordering. Upon analysing the data, the author identified the categories of personal pronoun errors produced by students in writing descriptive texts as omission, addition, misformation, and misordering. The frequencies of each category are as follows:

1. The incidence of pupils' omission errors is 23, constituting 21.70%.
2. The incidence of students' errors in addition is 1 error, or 0.94%.

3. The incidence of student errors in misinformation is 77 errors, constituting 72.64%.
4. The incidence of students' errors in misordering is 5 errors, constituting 4.72%.

Furthermore, the author presents an example of identifying pupils' errors in their written work as follows:

Ø	: Omission
Underlined	: Addition
Bold	: Misformation
Italic	: Misordering

### Student 1

*His name is Yoko Kurniawan. **She** was born on 10 october 2000. He is my brother. He was 17 years old. He was form Yogyakarta and live in pondok sukatani permai. He is good and funny person, **her** father and mother worked. **Her** hobbies is listening music and watching anime. He has a pointed nose, Ø colour skin is brown. **Her** favorite food is meatball and noodle. **Her** ambition is to be a police **her** school in senior high school.*

6 Misformation  
 1 Omission

### Student 2

*Her mother is someone who always takes me everywhere when i'm in her stomatch, **he** is a person who is never tired. For **him** the child is everything, **he** is the strongest most powerful person to do anything for myself, **he** who always teaches me anything that I dont know yet, **he** is the most sad person when see myself sick, I am very proud of **him**. **He** is the most formidable person I have at the moment. **He** is my life and my love for me there are no two and there will always be for me at first*

8 Misformation  
 1 Misordering  
 1 Addition

The writer found the types of error made by tenth grade students in writing a descriptive text there are: omission, addition, misformation and misordering, and the total of error made by students is 106 occurrence which consists of 23 or 21,70% errors in omission, 1 or 0,94% error in addition, 77 or 72,64% errors in misformation and 5 or 4,72% errors in misordering. From the result of this research, it can be concluded that misformation is the most frequent error with 72,64% or 77 occurrence of error made by students in using personal pronouns in writing descriptive text.

The findings of this study indicate that students encounter various difficulties in using personal pronouns in descriptive writing, with errors classified into four categories: omission, addition, misformation, and misordering. Among these, misformation is the most frequent type of error, occurring 77 times (72.64%), highlighting a significant challenge in the correct formation of personal pronouns. The high occurrence suggests that students struggle with applying the correct pronoun forms, which may stem from confusion between subject and object pronouns, incorrect verb-pronoun agreement, or interference from their first language.

Omission errors, which account for 23 instances (21.70%), indicate that students sometimes leave out necessary pronouns in sentences, possibly due to a lack of awareness of grammatical structures or a tendency to simplify sentences. This issue can lead to unclear or incomplete

sentences, affecting the overall coherence of their writing. Meanwhile, addition errors are the least common, with only one occurrence (0.94%), suggesting that students rarely insert unnecessary pronouns but may still do so due to overgeneralization or misunderstanding of pronoun usage rules.

The study also found misordering errors in 5 instances (4.72%), showing that a small number of students struggle with the correct placement of personal pronouns within sentences. This issue may arise from direct translation from their native language or unfamiliarity with English sentence structures. Although misordering is not as prevalent as misformation or omission, it still affects sentence clarity and readability.

The dominance of misformation errors suggests that students may benefit from explicit instruction on personal pronoun usage, including exercises that focus on subject-object distinctions, possessive pronouns, and consistency in pronoun reference. Teachers could incorporate more interactive learning strategies, such as peer review, sentence reconstruction activities, and contextualized writing tasks, to reinforce correct pronoun application. Additionally, providing feedback on students' errors and guiding them in self-correction could be an effective way to minimize these mistakes over time.

In conclusion, the results of this study highlight the significant challenge of misformation errors in students' descriptive writing, followed by omission, misordering, and addition errors. The total of 106

errors indicates that despite learning personal pronouns, many students still struggle with their proper usage. Addressing these challenges through focused instruction, corrective feedback, and practice can help students develop a stronger grasp of personal pronouns, ultimately improving their writing proficiency and clarity. Future research could further investigate the underlying causes of these errors and explore effective intervention strategies to enhance students' grammar skills.

## CONCLUSION

This study highlights the importance of reinforcing grammatical accuracy in language learning, particularly in the use of personal pronouns. However, further research is needed to explore the underlying causes of these errors in more depth and to examine the effectiveness of different teaching methods in improving students' writing skills. A longitudinal study could provide insights into whether targeted interventions lead to long-term improvements in pronoun usage.

In conclusion, the study demonstrates that misformation is the most common error in students' use of personal pronouns, followed by omission, misordering, and addition. Addressing these errors through structured learning approaches can help students enhance their writing proficiency. Future research could further investigate the role of language background, instructional methods, and learning strategies in reducing grammatical errors and improving students' overall writing competence.

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