
**AN ANALYSIS OF STUDENTS' ERRORS IN USING PERSONAL PRONOUNS
IN WRITING DESCRIPTIVE TEXT IN THE TENTH GRADE OF
SMA NEGERI 1 TANJUNG PURA**

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Abstract

The purpose of this study were to identify the types of errors made by tenth-grade students of SMA Negeri 1 Tanjung Pura in the use of personal pronouns in writing descriptive text, as well as the reasons for these errors. A purposive sampling technique was used to select the respondents. There were 36 students of grade X of MIA 1 were taken as samples. This study employed a descriptive methodology. The researcher administered a written test requiring students to compose descriptive texts about a person to collect the data. As research participants were students in the tenth grade will be administered the examination. The purpose is to identify errors made by students. It is also necessary to know what types of errors students make. The data analysis revealed that the tenth-grade students of SMA Negeri 1 Tanjung Pura made the following quantifier errors when writing descriptive texts: omission, additional, misformation, and misordering. The majority of errors were omission errors with a value of 36.84%, followed by addition errors with a value of 84 or 20.74%, misformation errors with a percentage of 32.10%, and misordering errors with a value of 43 or 10.62%. Based on the results of the questionnaire, it was determined that the student's lack of motivation to learn was largely attributable to their difficulties with reading, writing, and comprehension, especially in terms of applying what they learn to real-world situations.

Keywords: Error analysis, Personal pronouns, Descriptive Text.

Introduction.

As one of the four language skills—listening, speaking, reading, and writing—writing has been an integral part of the English language curriculum for decades (Harmer, Jeremy, 2007). Even if they have taken English classes, it is difficult for students to gain writing abilities.

Students have the most trouble with English writing. It is caused by several factors such as organization, vocabulary, grammar, as well as spelling which is the most crucial one. According to (Phuket, 2015) learning to write well in English is a difficult task for EFL students. It has been established that students who speak English as a second language continue to write in an inaccurate version of the language, whether on a morphological or syntax level (Sari Adelina et al., 2022).

English is taught to students beginning in elementary school and continuing through college. They are hoping to improve their English skills and gain more self-assurance by taking classes in

the English language. A great number of younger students struggle to comprehend English as their second language because it is so dissimilar to their native tongue in terms of grammatical structure, vocabulary, and other aspects. As a consequence of this, students of English are required to devote a significant amount of time to mastering the language's grammar or structure. (Sari, 2021).

A pronoun is a word that stands in for a common or proper noun (Anne Seaton, 2007). English grammar differs from Indonesian grammar in the use of personal pronouns, for example. As the first person in English is used as a subject (I), object (me), possessive adjective (my), possessive pronoun (mine), and reflexive pronoun (myself), there are many different types of personal pronouns in English, each with its place and function. In Indonesia, the first person "saya" can be used anywhere in a sentence and does not change, which confuses students when they use English grammar.

Writing is a dynamic manifestation of creative and critical thinking skills (Anne Hanson, 2009). The act of putting words on paper is called writing, and it takes imagination to choose the right ones and arrange them in a way that can be read and understood by others. The ability to teach students to write well in English is a crucial component of any language curriculum. The vast majority of English classes now cover it. People need to learn English writing for a variety of professional and educational opportunities. To write well, it is necessary to master the writing process and all its many facets. Students need to organize their thoughts, form complete sentences, and use standard conventions of the English language, including capitalization, grammar, and spelling. In addition, they need to have the ability to structure their writing into logical, cohesive paragraphs and phrases (Sari, 2021).

A piece of descriptive writing describes the characteristics of a person or an object. Its goal is to shed light on a certain topic by providing detailed information about it. Descriptive writing provides a great deal of specific detail about a subject, be it a person, an object, or a location. The students' descriptive writings feature extensive use of the pronoun to paint vivid pictures of their ideas. (Sari, 2021).

The misuse of personal pronouns by students, especially senior high school students, has the potential to affect the writing process itself, making it difficult to write effectively and making it difficult to convey the text's meaning. For students in senior high school, this is particularly true (Pratiwi et al., 2019)

After considering the prior explanation, the researcher might conclude that although it is okay for students to make mistakes while they are learning, most students do so. The researcher noted, through their experience teaching English, that some students make mistakes while using the personal pronoun, particularly when writing descriptive language. This was observed by the researcher. When using a personal pronoun in writing, one should proceed with caution. Numerous factors contribute to the children's inappropriate use of personal pronouns. Contributing factors include a lack of content knowledge, a reluctance to learn about grammar, and embarrassment at approaching the teacher. Writing skills and grammar, particularly in the use of personal pronouns, are not fully mastered by SMA Negeri 1 Tanjung Pura tenth-grade students.

Method

This study was conducted by using a descriptive qualitative approach. Qualitative research involves the study used and collection of a variety of empirical materials—case studies; personal experience; introspection; life stories; interviews; artifacts; cultural texts and productions; observational, historical, and visual texts—that describe routine and problematic moments and meanings in individuals' lives (Corder, S.P, 1981).

The descriptive analysis technique used by the researcher is described in the following formula :

$$P = \frac{n1}{\sum n} \times 100\%$$

P = Percentage of each error

n1 = Total of the given errors

$\sum N$ = Total of whole errors

The researchers can identify the most frequent and least frequent errors made by students by calculating the frequency of each error. There were two types of instruments used to collect data. Error classification and explanation lists are examples of instruments. The error list will be used by the researcher to determine the most common types of personal pronoun errors made by students, and the error causes list will reveal whether the students' quantifier errors are caused by interlingua transfer or intralingual transfer.

The data of the study were taken from grade X MIA 1 SMA Negeri Tanjung Pura. The respondents of this research that will be the samples were taken by using a purposive sampling technique. There were 36 students of the X MIA 1 class were taken as samples.

The writer gave the students a written test that required them to write a descriptive text about a person. This was to collect the data. Students who are currently enrolled in the tenth grade will be the ones to take the test to participate in the research. The purpose of it is to identify mistakes made by students. It is also important to know the different kinds of mistakes that students make.

The researcher followed the following steps to analyze the data: 1) The researcher assigned the students a test, which was to write a descriptive text about a person. 2) The researcher examines the students' work. 3) The researchers examined the students' work. 4) The researcher recognized the sort of writing errors made by students. 5) Determined the type of personal pronouns error in student writing. 6) The researcher classified the students as high, midrange, and low.

Findings and Discussion

There are four different kinds of mistakes that can occur: those involving extra information, missing information, disorganization, and improper formation. Results from students' descriptive writing assignments were analyzed, with a special focus on the use of analyzed personal pronouns. Here is a table and explanation of the common mistakes found in student writing.

After analyzing the student's responses, the author concluded that they had provided the wrong answer. The author sorted the students' pronoun usage mistakes into four categories:

Table 1. The calculation results of Students' Errors

No.	Types of Error	The Number of Errors	Percentage of Error
1	Omission	148	36.54%
2	Addition	84	20.74%
3	Misformation	130	32.10%
4	Misordering	43	10.62%
	Total	405	100%

According to (Erlangga et al., 2019) an omission is the absence of an item that must be present in the sentence in order for the sentence to be complete. 35 of the 36 descriptive texts created by students were missing information. After collecting all omissions from the 36 students' descriptive texts, this study discovered 148 errors of omission. The percentage of addition errors

was 84 or 20,74%, the percentage of misinformation errors was 32,10%, and the percentage of misordering errors was 43 or 10,62%. Examples of errors are provided below :

Table 2 The Students' Incorrect Answer

NO	Types of Error	Students Error	Correct sentences
1	Omission	She is a model but can sing too.	She is a model but she can sing too
		She likes singing	She likes singing
		Because make famous	Because make her famous
2	Misformation	Rafli is my brother and he is born in 1998	Rafli is my brother and he was born in 1998
		He is many sisters	He has many sisters
		She loves her mother	She loves her mother
		I favorite food is fried rice	My favorite food is fried rice
3	Addition	she full name is Charlie	Her full name is Charlie
		Jhon and I we are best friend	Jhon and I are best friend
		I have my best friend	I have best friend
		You are my everything for me	You are everything for me
4	Misordering	Ask to come in her	Ask her to come in

In the course of this research, an investigation into the factors that led to errors was carried out. This is done with the goal of gaining an understanding of the factors that led to the mistakes made by the students. The investigation uncovered three factors that contributed to the mistakes made by the students.

The findings of the open-ended questionnaire and the results of the written test that were administered to the students led the author to the conclusion that context learning is a contributing factor in the students' erroneous responses.

According to (Brown, 2007) Sources of errors are classified into three types:

- Some mistakes in inter-lingual transfer are caused by the negative inter-lingual transfer. It's not always clear that mistakes are caused by negative inter-lingual transfer, but many of these mistakes can be heard in the speech of language learners.
- Transferring between languages is an important part of learning a language. It means making broad statements in the target language.
- Learning context, which can be anything from a classroom with a teacher and materials to a social situation when a person is learning a second language on their own.

According to the findings of the questionnaire, the following are the ways in which the students' errors are influenced by the context in which they are learning: The students found it challenging to read, write, and comprehend the material, particularly when it came to the

application of quantifiers, the students were not interested in learning. This led to the students studying English in their homes on an infrequent basis.

According to the students, their teacher did not explain personal pronouns in a very clear manner. Therefore, the students did not grasp the concept of the material personal pronoun, and students continued to struggle with the proper use of personal pronouns. As a result of the fact that many of the students disliked the method or strategy that their teacher used, the students often felt bored while they were learning English.

Conclusion

This study found that grade X students of SMA Negeri 1 Tanjung Pura students made omission, additional, misformation, misordering, and misformation quantifier errors in descriptive writing. From the finding data it can be concluded that the dominant errors were found in omission errors with the value of 36,84%, the addition errors were 84 or 20,74%, the misformation error percentage was 32,10% and misordering errors was 43 errors or 10,62%. Questionnaire data suggests that students' lack of motivation to learn is due in large part to their struggles with reading, writing, and understanding, particularly when it comes to applying what they learn to real-world situations.

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