



**ANALYSIS OF EFL STUDENTS' ERROR IN USING PERSONAL
PRONOUNS IN WRITING DESCRIPTIVE TEXT**

SKRIPSI

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ABSTRACT

Kahfi, Shohibul. 2024. *Analysis of Efl Students' Error in Using Personal Pronouns in Writing Descriptive Text. Skripsi*, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Henny Rahmawati, S.Pd.,S.S., M.Pd.,; Advisor II: Mochamad Imron Azami, S.Pd., M.Ed.

Keywords: *Error analysis, personal pronouns, descriptive text*

This research investigated the errors in using personal pronouns in writing descriptive texts made by seventh-grade students at SMP Islam Soerjo Alam, Malang, Indonesia. The study is qualitative, aiming to explore and understand the meanings individuals or groups attribute to a social human problem, as outlined by Creswell (2018).

The subjects of this research were 21 seventh-grade students chosen using random sampling. To analyze the data, firstly, the researcher asked the teacher to collect her students' writing descriptive text as the data and then identified the errors by analyzing them, after that the researcher classified the errors by using Surface Strategy Taxonomy by Dulay, Burt, and Krashen (1982), after that the researcher calculated the data taken, and the last made the percentage in each category.

The result showed that there were 35 items of errors found in student's writing. The most dominant errors found in object pronouns with a percentage was 37,1% (13 errors) and errors in subject pronouns found in students' writing was 34.2% (12 errors). After that, possessive adjective errors found was 25.7% (9 errors), and the last there was an error in reflexive with a percentage was 2,8% (1 error). So, it can be concluded that the most errors in personal pronouns for seventh-grade students of SMP Islam Soerjo Alam, Malang come from object pronouns.

By taking this study hopefully, it can drive further researchers to explore and analyze the personal pronoun error aspects that are not taken by the writer in this study. The research recommends further investigation of pronoun acquisition across various educational settings (high school, higher education, non-educational) and a deeper analysis of student pronoun errors.

ABSTRAK

Kahfi, Shohibul. 2024. Analisis Kesalahan Siswa EFL dalam Penggunaan Kata Ganti dalam Penulisan Teks Deskriptif Skripsi, Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Malang. Pembimbing I: Henny Rahmawati, S.Pd.,S.S., M.Pd.; Pembimbing II: Mochamad Imron Azami, S.Pd., M.Ed.

Kata kunci : Analisis kesalahan, Kata ganti, Teks Deskriptif

Penelitian ini menyelidiki kesalahan dalam penggunaan kata ganti dalam penulisan teks deskriptif yang dibuat oleh siswa kelas tujuh di SMP Islam Soerjo Alam, Malang, Indonesia. Studi ini bersifat kualitatif, bertujuan untuk mengeksplorasi dan memahami makna yang diberikan individu atau kelompok terhadap masalah sosial manusia, sebagaimana dijelaskan oleh Creswell (2018).

Subjek penelitian ini adalah 21 siswa kelas tujuh yang dipilih menggunakan teknik pengambilan sampel acak. Untuk menganalisis data, pertama-tama, peneliti meminta guru untuk mengumpulkan tulisan teks deskriptif siswa sebagai data, kemudian mengidentifikasi kesalahan dengan menganalisisnya. Setelah itu, peneliti mengklasifikasikan kesalahan menggunakan Surface Strategy Taxonomy oleh Dulay, Burt, dan Krashen (1982), lalu menghitung data yang diperoleh, dan terakhir membuat persentase untuk setiap kategori.

Hasil penelitian menunjukkan bahwa terdapat 35 item kesalahan yang ditemukan dalam tulisan siswa. Kesalahan yang paling dominan ditemukan pada kata ganti objek dengan persentase 37,1% (13 kesalahan), diikuti oleh kesalahan pada kata ganti subjek yang ditemukan dalam tulisan siswa dengan persentase 34,2% (12 kesalahan). Selanjutnya, kesalahan pada kata ganti posesif ditemukan dengan persentase 25,7% (9 kesalahan), dan terakhir kesalahan pada kata ganti refleksif dengan persentase 2,8% (1 kesalahan). Jadi, dapat disimpulkan bahwa kesalahan paling banyak dalam penggunaan kata ganti untuk siswa kelas tujuh di SMP Islam Soerjo Alam, Malang, berasal dari kata ganti objek.

Dengan adanya penelitian ini, diharapkan dapat mendorong peneliti lebih lanjut untuk mengeksplorasi dan menganalisis aspek kesalahan kata ganti yang belum dibahas oleh penulis dalam studi ini. Penelitian ini merekomendasikan investigasi lebih lanjut tentang akuisisi kata ganti di berbagai lingkungan pendidikan (sekolah menengah, pendidikan tinggi, non-pendidikan) dan analisis yang lebih mendalam tentang kesalahan kata ganti siswa.

CHAPTER I

INTRODUCTION

In this chapter, the researcher tries to present the introduction of the study. They are the background of the study, research problem, limitation of the problem, research objective, significance of study, scope and limitation of research, and definition of key terms.

1.1. Background of the Study

In writing, one of the grammar rules that cannot be ignored is tenses which Indonesian students consider to be the hardest to learn. It is stated that EFL students have to apply language aspects, such as grammar, vocabulary, and, writing mechanics to convey their message to the readers. Furthermore, students are also encouraged to understand essay organization and writing techniques (Kurniasih, Suhartoyo, & Fransiskus, 2024). It is also stated by Aniuranti et. Al (2021) that many students complain about grammar because a lot of formulas are too complicated. Quirk (1985) said that grammar is a complicated structure in which each component defines the others. We cannot describe one component of grammar in terms of another in a straightforward, sequential manner. Because English grammar has so many rules and exceptions, it can be very difficult to understand. Learners often face ridicule without justification by others which makes it more difficult for students to learn grammar. For instance, simple requests may be corrected unnecessarily. Moreover, the abundance of grammar rules, especially concerning verb tenses like the simple present tense, adds to the confusion. Understanding when and how to use these tenses, along with recognizing associated time signals, is crucial yet challenging.

Despite these obstacles, mastering grammar, including the simple present tense, is crucial for effective writing, especially in descriptive texts. Descriptive writing aims to vividly portray a person, place, or thing, employing sensory details to engage readers. Understanding its generic structure, which typically includes an introduction and detailed description, is essential for effective composition.

Error analysis plays a vital role in language learning, helping educators understand common mistakes and adapt teaching methods accordingly. Personal pronouns, a fundamental aspect of language, are often misused in writing. They serve to replace nouns and can be subjective or objective, but improper usage can lead to confusion.

Personal pronouns serve as efficient substitutes for nouns, enhancing sentence clarity and flow. By replacing nouns with pronouns, we avoid repetition and create more concise language. These pronouns flexibly adapt their form based on their specific role within a sentence. For instance, "I" is used when the speaker is the subject, while "me" is employed as an object. This adaptability ensures grammatical accuracy and precision, making communication smoother and more effective. Additionally, Kuo (1999) stated that the selection of specific personal pronouns in various contexts, and whether they are used at all in journal articles, especially in scientific ones, can often reveal how writers view themselves, their interaction with readers, and their connection to their discourse community.

The research mentioned explores various aspects of error analysis in students' writing of descriptive texts across different educational settings. In "Students' Error in Writing Descriptive Text in the Junior High School Viewed

from Its Indicators" by Yani (2021) and "An Analysis of Students Error in Writing Descriptive Text at the ninth grade of SMPN 07 Kotabumi academic year 2020/2021" Maulana et. Al (2022) , the predominant errors observed were misinformation, omission, misordering, and addition errors, with misinformation being the most common. Similarly, "An Analysis of Students' Error in Using Personal Pronoun on Writing Descriptive Text of First Semester at Institute Agama Islam (IAI) Al-Azhaar Lubuklinggau" by Sari, (2020) found misinformation errors to be dominant, possibly due to factors like difficulty in understanding the material or lack of interest.

Furthermore, "Error Analysis on Using Personal Pronoun in Writing Descriptive Text" by Pratiwi et. Al (2019) and "Error Analysis of the Students' English Written Descriptive Text" by Nadya et. Al (2021) both highlighted misinformation errors as the most common, particularly in using personal pronouns. These errors often involved using the wrong form of personal pronouns, like "they" instead of "she" or "he," and omission errors where personal pronouns were needed but not used. Abstract concepts, such as emotions or feelings, were noted as contexts where students were more prone to such errors. Overall, these studies shed light on common challenges students face in writing descriptive texts, offering insights into areas where targeted support and instruction may be beneficial.

While each article focuses on errors observed in a specific context or population, there is limited comparative analysis across different educational settings or student populations. Therefore, the researcher conducted this research

about "Analysis of EFL Students' Error in Using Personal Pronouns in Writing Descriptive Text."

1.2. Research Problem

Based on the statement above, the researcher developed the research question, "What are the personal pronoun errors in writing descriptive made by seventh-grade students in SMP Islam Soerjo Alam, Malang?"

1.3. Objective of Research

The objective of this research is to identify the personal pronoun errors in writing descriptive made by seventh-grade students in SMP Islam Soerjo Alam, Malang.

1.4. Significance of Study

This research is expected to describe the errors made by seventh-grade students in a total of 21 students in SMP Islam Soerjo Alam, Malang. This study aims to help English teachers identify and address students' errors in using personal pronouns in descriptive writing. It provides practical guidance for teachers and helps students understand their specific areas of weakness regarding personal pronouns, empowering them to improve their language skills, particularly in descriptive writing. By identifying and addressing these weaknesses, students can enhance their proficiency and performance in personal pronoun usage and descriptive writing tasks, ultimately leading to improved academic outcomes. Additionally, for the researcher, this study offers an opportunity to deepen understanding of qualitative research methodologies, particularly in error analysis.

1.5. Scope and Limitation of Research

The scope of this research encompasses seventh-grade students at SMP Islam Soerjo Alam, Malang, Indonesia, focusing specifically on errors in the use of personal pronouns within descriptive texts. The study involves an analysis of descriptive texts produced by 21 students in total, aiming to identify common errors and patterns. The research seeks to delve into the nuances of personal pronoun usage among these students, aiming to shed light on potential areas for improvement. However, it is important to note the limitations of this study. Firstly, the findings may not be universally applicable as they are drawn from a single school and grade level. Additionally, the analysis is limited to personal pronoun errors within descriptive texts, overlooking other types of errors and text genres. Furthermore, the small sample size may restrict the breadth of the analysis, and time constraints may limit the depth of exploration into additional factors influencing errors. Finally, this study does not encompass interventions or follow-up assessments to gauge the effectiveness of potential corrective measures.

1.6. Definition of Key Terms

To prevent miscommunication and misunderstanding, several terms used in this paper are defined as follows.

1. *Error analysis* refers to linguistic type which focuses on the learner's error made when they are writing descriptive text using the personal pronoun.
2. *Descriptive text* refers to genre text that describes something like a person, thing, or place.
3. *Personal pronouns* refer to words we use instead of naming specific people, animals, objects, or things in writing descriptive text which consist of subject (I,



You, They, We, She, He, It), object (Me, You, Them, Us, Her, Him, It), possessive (my/mine, your/yours, his, her/hers, it/its, their/theirs), and reflexive (Myself, Yourself, Ourselves, Themselves, Himself, Herself, Itself).



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestion of this study. The conclusion concludes all of the chapters. The recommendations offer some suggestions for the students and the teachers.

5.1. Conclusion

The objectives of this research were to find the errors in using personal pronouns in writing descriptive text at SMP Islam Soerjo Alam, Malang, especially for seventh-grade students. While each article focuses on errors observed in a specific context or population, there is limited comparative analysis across different educational settings or student populations. Thus, the researcher studied the errors made by EFL students in using personal pronouns when writing descriptive texts in seventh-grade at SMP Islam Soerjo Alam, Malang. This research used random sampling and using qualitative descriptive research to answer the question.

Based on the findings and discussion in the preceding chapter, the researcher identified that the predominant error among students in this study was related to object pronouns. Specifically, out of a total of 35 occurrences of pronoun errors identified, object pronoun errors accounted for 37.1%, followed by subject pronoun errors at 34.2%, possessive adjective errors at 25.7%, and reflexive pronoun errors at 2.8%.

Factors contributing to these errors include limited exposure to diverse language contexts, unclear instructional methods, and the influence of students'

first language, Bahasa Indonesia. Understanding these findings benefits students by increasing their awareness of proper pronoun usage, which enhances their descriptive writing skills and overall confidence in English expression. Educators can improve students' accuracy and clarity in writing by addressing these errors through targeted instruction and practice. Viewing errors as learning opportunities fosters a positive environment for continual improvement. Targeted intervention strategies are needed to enhance students' understanding and application of pronoun forms in descriptive writing tasks, thereby boosting their proficiency in written communication. This research contributes to ongoing efforts to enhance language teaching and learning practices in schools.

5.2.Suggestions

Based on research findings, discussion, and conclusion, the researcher gives some suggestions. The students need to learn more and pay attention to the grammatical especially personal pronouns. For teachers, they need to explore the techniques of teaching pronouns especially personal pronouns so the students can learn the topic well and give some examples of using personal pronouns in writing descriptives. For future researchers, it is suggested to research the personal pronoun at different levels such as in high school or higher education even non-educational institutions. The research also suggests to future researchers to analyze the causes of error of the students in detail.

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