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THE ERROR ANALYSIS OF THE STUDENTS' TEST RESULT

ON PERSONAL PRONOUN

(*A Case Study in Seventh Year Students of SMP Pesantren Ciwaringin*)

A THESIS

Submitted to the English Education Department of *IAIN Syekh Nurjati* Cirebon

In Partial Fulfilment of the Requirements for Scholar Degree (S.Pd.I)

in English Education

By:

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ABSTRACTION

ZAENAL MUTTAQIEN : THE ERROR ANALYSIS OF THE STUDENTS' TEST RESULT ON PERSONAL PRONOUN (*A Case Study in Seventh Year Students of SMP Pesantren Ciwaringin*)

English is very important for the people in the world. It is used in many countries and has became an international language. As a second language, English is felt very difficult for some Indonesian people. English has four skills that are listening, speaking, reading and writing. Inside the skills, there are some material that should be learned, such as grammar. There are many students', especially seventh year students, still confuse in using Personal Pronoun. They still make error in applying Personal Pronoun. It is mostly caused by the so far differentiation between English and Indonesian especially in Personal Pronoun. Because they always use Indonesian grammar everytime, so they usually confuse if must use English Personal Pronoun.

The writer was interested in analyzing the students' comprehension in using personal pronoun. Because personal pronoun is a basic skill in English grammar. If students are not able to apply personal pronoun correctly, they will not mastery and use English correctly.

The purpose of the research is to find out the students' achievement in learning personal pronoun, to know students' achievement in applying personal pronoun, and to know students' error in applying personal pronoun at seventh year students of *SMP Pesantren Ciwaringin Kabupaten Cirebon*.

The writer uses library research to collect the qualitative data and the field research to find out the quantitative data by using the test as the technique. He computes the data by using the formula of _Percentage'.

The population of the research is all of the seventh year students at *SMP Pesantren Ciwaringin Kabupaten Cirebon*. The students who become population consist of 160 students consisting of 4 classes, every class consist of 40 students. In this research the writer takes VII A class of the students who become respondents as sample consist of 40 students.

The result shows that the seventh year students of *SMP Pesantren Ciwaringin Kabupaten Cirebon* still make errors in applying personal pronoun. It is proven by the highest frequency of errors up to 35.62%. The highest frequency of errors is in Possessive Pronoun. The second is Reflexive that has 31.25% frequency of errors. The next level is Objective Pronoun with frequency 29.37% and the fourth is Possessive Adjective with the frequency of errors up to 23.12%. And the last is Subjective Pronoun with frequency of error 18.75%. It is clear that the students are still not mastery the personal pronoun perfectly. The students' errors are mostly caused by over corrected, loosing use of it as a subject, cannot differentiate between subject pronoun and object pronoun, an unnecessary personal pronoun at a noun subject, etc. There are many factors that caused the students still make error in implementing the personal pronoun material; the facility of student learning, method of teaching, and students themselves or their motivations.

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RATIFICATION

This thesis entitled **THE ERROR ANALYSIS OF THE STUDENTS' TEST RESULT ON PERSONAL PRONOUN (*A CASE STUDY IN SEVENTH YEAR STUDENTS OF SMP PESANTREN CIWARINGIN*)** written by Zaenal Muttaqien whose registration number is 07430390 has been examined in the viva voice held by the Tarbiyah Faculty of Syekh Nurjati State Institute for Islamic Studies on Desember 5th, 2012. It has been recognized as one of the requirements for undergraduate degree in English Education.

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PREFACE

In the name of Allah, Most Gracious, Most Merciful. All praises due to Allah and thankfulness be to Allah because of His permission the writer has been able to finish this thesis. My infocation and savety always be given to the Prophet Muhammad (peace be upon him) his family, his companions, and his followers up to the end of the world.

This thesis is entitled in **"THE ERROR ANALYSIS OF THE STUDENTS' TEST RESULT ON PERSONAL PRONOUN (*A Case Study in Seventh Year Students of SMP Pesantren Ciwaringin*)"** presented to the English Department of Tarbiyah Faculty IAIN Syekh Nurjati Cirebon in partial fulfilment of the requirements for Scholar Degree in English Education.

In writing this thesis, there are so many people who have participated, supported, helped, and advised. So, in this opportunity the writer would like to convey his sincere gratitude to:

1. Prof. Dr. H. Maksum Muchtar, MA, the Rector of *Syekh Nurjati* State Institute for Islamic Studies
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7. All teachers and school staff of *SMP Pesantren Ciwaringin Kabupaten Cirebon*
8. The students at the seventh year of *SMP Pesantren Ciwaringin Kabupaten Cirebon*
9. My family who always give support, motivation and everything to the writer
10. All my friends that cannot be mentioned one by one for their motivation.

The writer realizes that this thesis is still far from being perfect and of course there are many mistakes both in the content and in the arrangement of this thesis. Therefore, any comment and suggestion given by the readers would be gladly welcome.

Hopefully, this thesis will be useful for the readers especially, for the writer his self and also for English Education Deparment of Tarbiyah Faculty of *IAIN Syekh Nurjati Cirebon*.

Cirebon, December 2012

The writer

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Languages have important roles in intellectual, emotional, and social life time of human life. People use language as stated by Hall in *Language as a communication and Linguistic* by John Lyons (1981:4); –Language is the institution where by human communicate and interact between each others by means of habitually used oral auditory arbitrary symbols‖.

Based on the Oxford Learner‘s Pocket Dictionary (2004:240), language is system of communication in speech and writing used by people of a particular country.

Language as a communication is necessary to be mastered: in the era of globalization the need of mastering foreign language, especially English as an international language, is very urgent for Indonesia as a developing country to communicate with others countries that use English language. It is clear that many learners need to speak and interact with English multiplicity situation, as for foreign travel business or other professional reason.

Nowadays English becomes to essential language subject of education issues in Indonesia. Indonesia Government admits as the first foreign language that is taught to Indonesian student. They learn English from elementary school up to university. Through English language subject, they hope to have ability and more confidence with English. As a matter of fact many young learners face difficulties to understanding English as their

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second language, which is different form their mother tongue: grammar structure, vocabulary etc. consequently, in learning English we have to learn its grammar or structure intensively.

Every language has grammar itself and it is different one to another. In Oxford Learner‘s Pocket Dictionary (2004:187), grammar is defined as (book that describes the) rules for forming words and making sentence. Jeffrey Coghill and Stacy Magendanz, two founders of Library and McNeese State University at Lake Charles, Los Angeles (2003:16) defined grammar as the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units.

The same as the definition above, Michael Swan (2005:19), linguist who more tended paying attention to original English Language (British English) defined grammar as, –The rules that show how words are combined, arranged or changed to show certain kinds of meaning.‖

Besides the general definition as above, there are several linguists that defined grammar in different style like Greenbaum and Leech. Leech (1982:3) defined grammar as: –Reference to the mechanism according to which language works when it is used to communicate with other people. Grammar is a mechanism for putting words together, but we have said little about sound of meaning.‖

While, Greenbaum (1996:25) stated, –In the concrete sense of the word *grammar*, a grammar is a book of one or more volumes. We of course also use *grammar* for the contents of the book. When we compare grammars

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for their coverage and accuracy, we are referring to the contents of the book: a grammar is a book on grammar, just as a history is a book on history.‖

In linguistics, grammar is the set of structural rules that govern the composition of clauses, phrases, and words in any given natural language. The term refers also to the study of such rules, and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantics, and pragmatics. Linguists do not normally use the term to refer to orthographical rules, although usage books and style guides that call themselves grammars may also refer to spelling and punctuation.

The term "grammar" is often used by non-linguists with a very broad meaning indeed; as Jeremy Butterfield (2008:142) puts it: "Grammar is often a generic way of referring to any aspect of English that people object to." However, linguists use it in a much more specific sense. Every speaker of a language has, in his or her head, a set of rules for using that language. This is a grammar, and—at least in the case of one's native language—the vast majority of the information in it is acquired not by conscious study or instruction, but by observing other speakers; much of this work is done during infancy. Language learning later in life, of course, may involve a greater degree of explicit instruction (O'Grady, William; Dobrovolsky, Michael; Katamba, Francis, (1996:464).

The term "grammar" can also be used to describe the rules that govern the linguistic behaviour of a group of speakers. The term "English grammar", therefore, may have several meanings. It may refer to the whole of English grammar—that is, to the grammars of all the speakers of the language—in

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which case, the term encompasses a great deal of variation (Holmes, Janet (2001:73). Alternatively, it may refer only to what is common to the grammars of all, or of the vast majority of, English speakers (such as subject–verb–object word order in simple declarative sentences). Or it may refer to the rules of a particular, relatively well-defined variety of English (such as Standard English).

"*An* English grammar" is a specific description, study or analysis of such rules. A reference book describing the grammar of a language is called a "reference grammar" or simply "a grammar." A fully explicit grammar that exhaustively describes the grammatical constructions of a language is called a descriptive grammar. Linguistic description contrasts with linguistic prescription, which tries to enforce rules of how a language is to be used.

The English grammar is different from Bahasa Indonesia grammar; for an example the usage of personal pronoun. In English there are many types of personal pronoun and they also have different position and function, 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 in sentences and does not change, and it makes student confuse to use English grammar.

For example:

Saya membeli sebuah buku

And

Ini buku saya

Possible responds:

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I buy a book

And

This is I book (correct: This is my book)

Although grammar does not belong to skill in English like reading, speaking, listening, and writing, grammar supports those skills. It is no doubt that knowledge, implicit or explicit of grammatical rules is essential for the mastery of language: you can not word unless you know how should be put together (Penny Ur, 1992).

It is not true the language in speech does not concern to the grammatical rule, sometimes we did not seem to be aware that the neglect of grammatical caused miscommunication, in formal contexts or academic. In reading the student will understand the text and know the ideas of the writer‘s if they have the ability in grammar. Besides that in CBC (Curriculum Based Competency), 2004 for SLTP students, it is said that – Learning English in Junior High School or SMP is for learning in serious language using context, its target is students have English skill which is accepted in international level. Accepting means English grammatically which use rules known by native speaker (HM. Rachmatullah, 1997:54).

So, the grammatically English have important roles, whether in speaking, writing and reading, in formal context and academic. Based on the fact above, in this thesis the writer will discuss something about –Error analysis of the students‘ test result on personal pronoun (A case study in seventh year students of SMP Pesantren Ciwaringin).

The writer chooses personal pronoun because the student has been

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familiar with the material but sometimes they still confuse to implement it in sentences and the writer uses the test to find the students‘ personal pronoun error because the test can demonstrate how well student master the material. The teacher can get the feedback and also know where we are in order to know, where to go next (John W. Oller Jr., 1979:142)

B. The Identification of the Problem

In this research, the researcher identifies the problem as follows:

1. The Research Field

   In this research, the researcher took the research field of grammar.

2. The Kinds of Problem

   The writer shows problems on English learning generally. For example: the students don‘t understand in English text, the students don‘t understand about placement of personal pronoun (how use or apply a personal pronoun in a sentence), the students are less in mastering vocabularies, the students get difficulty in applying personal pronoun such as in form of subject or object, the students get difficulty in understanding a sentence and many other problems in English learning. In this research only focus on the main problem about the students‘ errors in applying personal pronoun.

3. The Main Problem

   The main problem of this research is the students‘ error in personal pronoun.

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C. The Limitation of the Problem

To make this research becomes easier, the researcher will limit the problem which has correlation to the title of this thesis that is the error analysis of the students‘ test result on personal pronoun at SMP Pesantren Ciwaringin.

The problem is limited to the kinds of personal pronoun errors made by the seventh year students of *SMP Pesantren Ciwaringin* through the test.

D. The Questions of the Research

The writer formulates the problem into three questions, namely:

1. How is the students‘ achievement in learning personal pronoun?
2. How is the students‘ achievement in applying personal pronoun?
3. How is the students‘ error in applying personal pronoun?

E. The Aims of the Research

In this research, the writer intends:

1. To know the students‘ achievement in learning personal pronoun
2. To know the students‘ achievement in applying personal pronoun
3. To know the students‘ error in applying personal pronoun.

F. The Use of the Research

The research product is hoped to be able to:

1. Increase the developing of language learning, especially in increasing the students‘ grammar and students‘ achievement in understanding and

applying Personal Pronoun.

2. Increase teachers‘ attention in teaching personal pronoun and can find the effective teaching method in teaching personal pronoun to students.
3. Give advantages to anybody who reads this thesis.

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