

THE ANALYSIS OF STUDENTS' ERRORS IN DIFFERENTIATING SUBJECTIVE PRONOUNS AND OBJECTIVE PRONOUNS

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui kesalahan dan penyebab kesalahan yang dilakukan siswa kelas VII SMP Terpadu Babussalam Calingcing, Sukahening Kabupaten Tasikmalaya dalam membedakan penggunaan subjective pronouns dan objective pronouns. Sumber data penelitian berjumlah enam orang siswa pada kelas VII SMP Terpadu Babussalam Calingcing, Sukahening Kabupaten Tasikmalaya. Responden dipilih dengan menggunakan purposive sampling technique. Pengumpulan data dilakukan dengan memberikan tes serta melakukan wawancara terhadap responden. Hasil tes dianalisis berdasarkan klasifikasi jenis kesalahan yaitu kesalahan dalam membedakan subjective pronouns dan objective pronouns. Lalu dihitung dengan menggunakan rumus persentase untuk mengetahui besar kesalahan tersebut, kemudian dianalisis penyebab kesalahannya dengan pemberian kode serta kategorisasi. Hasil penelitian menunjukkan bahwa siswa masih bingung dalam menempatkan subjective pronouns dan objective pronouns dalam sebuah kalimat berdasarkan fungsinya. Kesalahan terbesar yang dibuat siswa yaitu kesalahan dalam menggunakan objective pronouns yaitu sebesar 52,38% sedangkan kesalahan dalam menggunakan subjective pronouns yaitu sebesar 33,33%. Kesalahan tersebut disebabkan oleh kurangnya pemahaman terhadap penggunaan pronouns khususnya subjective pronouns dan objective pronouns. Kesalahan pemahaman terhadap fungsi dari keduanya atau mereka menyamakan fungsi dari keduanya. Berdasarkan penelitian tersebut, peneliti menyimpulkan bahwa kesalahan yang diperbuat siswa berkaitan erat dengan kurangnya penguasaan terhadap kaidah bahasa Inggris khususnya dalam penggunaan subjective pronouns dan objective pronouns.

Kata Kunci: Kesalahan siswa, penyebab kesalahan siswa, subjective pronouns, objective pronouns

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ABSTRACT

The aims of this research are to know the errors and the causes of errors made by the students of *SMP Terpadu* Babussalam Calingcing, Sukahening *Kabupaten* Tasikmalaya in differentiating subjective pronouns and objective pronouns. The source of data in this research is seventh grade students of *SMP Terpadu* Babussalam Calingcing, Sukahening *Kabupaten* Tasikmalaya in which six students are chosen to be the respondents of this research by using purposive sampling technique. In collecting the data, the researcher uses the objective test and interview as the techniques of collecting the data. The test result was analyzed based on the classification of kinds of errors in which it would be the errors in differentiating subjective pronouns and objective pronouns. Those errors were calculated by using the percentage formula to know the highest errors made by the students in differentiating those subjective pronouns and objective pronouns. While, the interview result was analyzed by using categorization and also coding. The research result shows that the students of *SMP Terpadu* Babussalam Calingcing, Sukahening *Kabupaten* Tasikmalaya are still confused in placing those subjective pronouns and objective pronouns in sentences based on the function. The highest error made by them is in using the objective pronouns, it is 52.38 %. While the error in the use of subjective pronouns is 33.33 %. Those errors made by the students are caused by the lack of understanding of subjective and objective pronouns both in the function and the usage of it in sentences. They face the faulty comprehension about the function of both of them or they make the same interpretation for their function. Based on the research result, the researcher concluded that the errors made by the students in differentiating subjective pronouns and objective pronouns are closely related to the lack of understanding about the linguistic rule of English particularly in the use of subjective pronouns and objective pronouns.

Key Words: Students' errors, cause of students' errors, subjective pronouns, objective pronouns

INTRODUCTION

To be able to have the ability both in written and spoken English, one of the things should be mastered is that the correct grammar rules of English itself. Because without the use of grammar rules correctly, the communication in written or spoken English would be meaningless. As Harmer, Jeremy (1983:12) states, "If grammar rules are too carelessly violated, communication may suffer, although creating a good grammar rule is extremely difficult." It means that to have the successful communication in English, we have to use English grammar rules correctly. As the learners use English, they have to use grammar rules of English correctly. However, as the writer's finding, according to her experience in teaching English in secondary school namely in *SMP Terpadu* Babussalam Calingcing, Sukahening *Kabupaten* Tasikmalaya, the writer finds the students' problem in the case of the English grammar, they cannot use the English grammar

correctly particularly in placing “subjective pronouns” and “objective pronouns” in sentences. They cannot differentiate between “subjective pronouns” and “objective pronouns”. They often make errors in the use of those pronouns. Generally, such errors are often caused by the difference of the learners’ first language system and their second language or target language system being learned. According to Dulay and Burt as quoted by Richards, Jack C. (1973:96),

Contrastive analysis (CA) hypothesis states that while the child is learning a second language, he will tend to use his native language structures in his second language speech, and where structures in his first language (L1) and his second language (L2) differ, he will goof.

The explanation from contrastive analysis (CA) hypothesis shows that the language error is caused by the difference between learner’s first language system and their second language system being learned. So that, such the difference often generalizes the errors made by the learners in using the target language.

From the description of the problem, the writer is encouraged to conduct the research about analyzing the students’ errors in differentiating subjective pronouns and objective pronouns. The previous study about analyzing students’ errors has been accomplished, one of the studies done by Tera Pursita (2008) in *SMAN 4 Tasikmalaya*. The difference between the Tera Pursita’s research (2008) and the research will be conducted by the researcher is that the former research analyzes the students’ errors in differentiating who, whom and whose, while the researcher will analyze the students’ errors in differentiating the use of subjective pronouns (I, you, we, they, he, she, it) and objective pronouns (me, you, us, them, him, her, it). Considering that both subjective pronouns and objective pronouns have the important role in constructing the English sentence. So that, the researcher would like to conduct the research especially to know what factors particularly causing those students’ errors. Therefore, the researcher is interested in doing the research entitled “The Analysis of Students’ Errors in Differentiating Subjective Pronouns and Objective Pronouns (A Descriptive Study at the Seventh Grade of *SMP Terpadu Babussalam Calingcing, Sukahening Kabupaten Tasikmalaya*)”.

LITERARY STUDY

A. Definition of Second Language Acquisition

Second language acquisition means the process of acquiring another language by the learners after their first language is acquired. According to Heidi C Dulay as quoted by Richards, Jack C. (1973:95), “Second language acquisition, we mean the acquisition of another language after having acquired the basics of the first.” While Tarigan, Henry Guntur and Djago Tarigan (1995:4) say, “*Pemerolehan bahasa kedua adalah proses yang disadari atau tidak disadari dalam mempelajari bahasa kedua setelah seseorang menguasai bahasa ibunya, baik secara alamiah maupun secara ilmiah.*” It means that second language acquisition is the conscious or unconscious process in learning second language after someone mastered

his or her first language either naturally or formally. Therefore, second language acquisition is the conscious or unconscious process in acquiring another language after having acquired the basics of the first language either naturally or formally.

B. Description of Error

1. Definition of Error

An error is a deviation from the grammatical structure of a certain language that is acquired by the learner. According to Brown, H Douglas (1941:270), “An error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner.” While Corder (1981:18) states, “. . . erroneous are those which are the result of some failure of performance. These may contain what are often called slips of the tongue, false starts, changes of mind, and so on.” Therefore, error is a noticeable deviation from the adult grammar of a native speaker that reflects the competence of the learner from which the learner cannot self-correct or we are able to reconstruct his knowledge of the language.

2. Error Analysis

The way to investigate the deviance of language or the error made by the language learners is by using error analysis. It is the study of determining or investigating the errors and the cause of errors made by the language learners. Corder (1981:35) says, “Error analysis is an experimental technique for validating the theory of transfer. It aims at telling us something about the psycholinguistic processes of language learning.” It means that error analysis has the function at telling us something about the psycholinguistic processes of language learning.

3. Classification of Error

There are several kinds of errors made by the language learners. According to Dulay and Burt as quoted by Richards, Jack C. (1973:115) categorize the errors in the following framework:

1. Interference-like Goofs – those that reflect native language structure, and are not found in L1 acquisition data of the target language.
2. L1 Developmental Goofs – those that do not reflect native language structure, but are found in L1 acquisition data of the target language.
3. Ambiguous Goofs – those that can be categorized as either interference-like Goofs or L1 Developmental Goofs.
4. Unique Goofs – those that do not reflect L1 structure, and are also not found in L1 acquisition data of the target language.

While Burt & Kiparsky as quoted by Brown, H Douglas (2007:263) state,

Errors may also be viewed as either global or local. Global errors hinder communication; they prevent the hearer from comprehending some aspect of the message. For example, “Well, it’s a great hurry around.” In whatever context, may be difficult to interpret. Local errors do not prevent the message from being heard, usually because there is only a minor violation of one segment of a sentence, allowing the hearer/reader to make an accurate guess about the intended meaning. “A scissors,” for example, is a local error.

From the quotation, we know that errors are classified into four categories. They are interference-like goofs, L1 developmental goofs, ambiguous goofs and unique goofs. The errors also can be viewed as either global or local error.

4. Cause of Error

There are several causes of errors that particularly made by the language learners. As stated by Brown, H Douglas (2007:263) that there are sources of error as follows:

1. Interlingual Transfer
The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference.
2. Intralingual Transfer
It is now clear that intralingual transfer (within the target language itself) is a major factor in second language learning.
3. Context of Learning
“Context” refers, for example, to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning.
4. Communication Strategies
Communication strategies were defined and related to learning styles.

While Richards, Jack C. (1973:174) states the causes of error as follows:

1. Intralingual Errors
Intralingual errors are those which reflect the general characteristics of rule learning.
 - a. Overgeneralization
Overgeneralization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language.
 - b. Ignorance of Rule Restriction

Closely related to the generalization of deviant structures is failure to observe the restriction of existing structures, that is, the application of rules to contexts where they do not apply.

c. Incomplete Application of Rules

The occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances.

d. False Concepts Hypothesized

Faulty rule-learning at various levels, there is a class of the developmental errors which derive from faulty comprehension of distinctions in the target language.

2. Developmental Errors

Developmental errors illustrate the learner attempting to build up hypotheses about the English language from his limited experience of it in the classroom or textbook.

From the quotations, the sources or causes of error can be interlingual or intralingual transfer (within the target language itself) or which reflects the general characteristics of rule learning. Such as: overgeneralization, ignorance of rule restriction, incomplete application of rules, false concepts hypothesized. Besides the interlingual and intralingual transfer, there are also context of learning, communication strategies and developmental errors as causes of errors.

C. Description of Pronouns

1. Definition of Pronoun

Pronoun is a word used instead of a noun in which it is used to avoid the repeating a pronoun in previous sentence. According to Azar, Betty Schramper (2000:38), "A pronoun is used in place of a noun." While Jespersen, Otto (1924:59) says, "A pronoun is a word used in place of a noun, to indicate or enumerate persons or things, without naming them." Therefore, pronoun is a word used in place of a noun to indicate or enumerate persons or things, without naming them in which it is used to avoid the repeating a pronoun that has been mentioned in previous sentence.

2. Subject Pronouns

Subject pronouns are pronouns used in subject position. According to Azar, Betty Schramper (2000:38), "Subject pronouns are used as subjects of sentences." It means that their position is as subjects of sentences. While Phillips, Deborah (2001:295) says, "A subject pronoun is used as the subject of a verb." Therefore, subject pronouns are used as subjects of the sentences or they are in the subject position. Subject pronouns are "I, you, we, they, he, she, it". All of them are used in the subject position.

3. Object Pronouns

Object pronouns are pronouns used in the object position. According to Azar, Betty Schramper (2000:38), "Object pronouns are

used as the objects of verbs, as in “John works in my office. I know him well.” or as the objects of prepositions, as in “I talk to him every day.” While Phillips, Deborah (2001:295) says, “An object pronoun can be used as the object of a verb or the object of a preposition.” So that, the writer concludes that object pronouns are pronouns used in the object positions, they can be used as the objects of verbs or the objects of prepositions. The object pronouns are *me, you, us, them, him, her, and it*.

RESEARCH METHODOLOGY

A. Research Method

In this research, the researcher uses a descriptive qualitative method to describe a situation by analyzing the existing data. As stated by Best, John W (1978:16),

A descriptive study describes and interprets what is. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions.

So that the researcher uses a descriptive qualitative method to describe and interpret conditions or relationships that exist by analyzing the real or natural object, that is the students’ errors in differentiating the use of subjective pronouns and objective pronouns.

B. Data and Source of Data

The data of this research are obtained from the test and interview result to get the data about students’ errors and factors causing those students’ errors in differentiating subjective pronouns and objective pronouns. While, the source of data of this research is the seventh grade students of *SMP Terpadu Babussalam Calingcing, Sukahening Kabupaten Tasikmalaya*. The researcher chooses the respondents by using purposive sampling technique. The researcher takes six students from class VII B as respondents by using purposive sampling technique in which two students represent the highest grade point average in the class, the two students represent the medium grade point average and the last two students represent the lowest grade point average in the class.

C. Technique of Collecting the Data

In this research, the researcher uses the test (objective test) and interview as the technique of collecting the data. As stated by Heaton, J. B. (1988:5), “Tests may be constructed primarily as devices to reinforce learning and to motivate the student or primarily as a means of assessing the students’ performance in the language.” So that, the researcher uses the test to assess the students’ performance in the language particularly to know the students’ errors in differentiating the use of subjective pronouns and objective pronouns. The researcher uses the interview to get in depth

information particularly about the factors causing the students' errors in differentiating the use of subjective pronouns and objective pronouns.

D. Research Instrument

The instrument of this research is that the researcher herself. This statement as stated by Maxwell, Joseph A (1996:66), "In qualitative studies, the researcher is the instrument of the research, and the research relationship is the means by which the research gets done." Therefore, the researcher as the instrument of this research. While to get the data about the students' errors and those causes of errors, the researcher uses test and interview.

E. Technique of Analyzing the Data

In analyzing the data, here are the steps done by the researcher:

1. Collecting the data of students' errors from the test result;
2. Identifying of errors made by the students;
3. Classifying into error types (it will be errors in differentiating the use of subjective pronouns and objective pronouns);
4. Calculating those students' errors by using formula below,

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

Ali, Mohamad (1985:184)

P = the percentage of errors made by students in using subjective pronouns and objective pronouns

n = students' errors per each category

N = sum of items per each category

5. Analyzing the data from the interview by using categorization and also coding.

F. Time and Place of the Research

The research was conducted on March, 25th – 28th, 2013 at *SMP Terpadu Babussalam Calingcing, Sukahening Kabupaten Tasikmalaya*.

DISCUSSION

Based on the research result, it can be known that the students are still lack of understanding in the use of pronouns itself especially for subjective pronouns and objective pronouns. For an example, it is like in "Nisa never goes to Bali so her mother will take him to go there next holiday." It categorizes as L1 developmental goofs. As statement of Dulay and Burt that is quoted by Richards, Jack C. (1973:115), "L1 Developmental Goofs – those that do not reflect native language structure, but are found in L1 acquisition data of the target language." In which its students' error in using pronoun "him" for "her" does not reflect the Indonesian structure, but it is found in the acquisition data of English as target language. While the errors made by the students as in "My brother was angry to me because I left her alone in the house." Its error can be categorized as ambiguous goofs. This is as statement of Dulay and Burt that is quoted by Richard, Jack C. (1973:115), "Ambiguous Goofs – those that can be categorized as either interference-like Goofs or L1 Developmental Goofs." Its error is as a cause of intralingual factor namely ignorance of rule restriction. Richards, Jack C. (1973:174) states, "Ignorance of rule restriction-closely related to the

generalization of deviant structures is failure to observe the restriction of existing structures, that is, the application of rules to contexts where they do not apply.” They ignore the restriction in the use of him for masculine pronoun and in the use of “her” for feminine pronoun and they ignore the restriction in the use of “me” as objective pronoun that should be only put in the object position.

The students actually cannot differentiate subjective pronouns and objective pronouns especially in applying them in the sentence. They put subjective pronoun in the object position while objective pronoun is put in the subject position in the sentence. It is as in “Cat, rabbit and Penguin are my favorite animals. I love they very much.” And it is like in “Ron, Mary and I are best friends. Us will be always together anywhere.” Those errors can be categorized as the cause of developmental error. As the statement of Richards, Jack C. (1973:174) who argues that, “Developmental errors illustrate the learner attempting to build up hypotheses about the English language from his limited experience of it in the classroom or textbook.” They try to build up hypothesis about the use of those pronouns in the sentence, while they have only limited understanding in the use of them. Those errors also may be caused by context of learning. As the theory of Brown, H Douglas (2007:263) that states, “Context refers, for example, to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning.” Therefore, those students’ errors may be as a cause of misleading explanation from the teacher or even because of a pattern that is memorized by them but improperly contextualized.

From the interview result, it can be known that they suppose both of subjective pronouns and objective pronouns have the same function in sentences. It can be categorized as false concept hypothesized. As stated by Richards, Jack C. (1973:174), “False concept hypothesized-faulty rule learning at various levels, there is a class of the developmental errors which derive from faulty comprehension of distinctions in the target language.” They think that both of them have the same function in sentences. Besides those causes of errors, their making of error is also caused by interlingual transfer (negative transfer or interference from their native language) as stated by Brown, H Douglas (2007:263), “The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference.” So that, in the early stages, before the system of second language is familiar, they can only use the previous or acquired language system in the use of target language. They use the Indonesian structure in using those English pronouns. In Indonesian structure, the use of pronouns “*saya, dia, kamu* and *kita*” will not change their forms both if they are in the subject and object position. So that it will interfere in the use of the English pronouns in sentences because of the difference between both of their function and usage. All of those errors made by the students can be viewed as local errors. This is as statement of Burt & Kiparsky that is quoted by Brown, H Douglas (2007:263), “Local errors do not prevent the message from being heard, usually because there is only a minor violation of one segment of a sentence, allowing the hearer/reader to make an accurate guess about the intended meaning.” So that, all of those students’ errors in using subjective pronouns and

objective pronouns do not prevent the message from being heard, because there is only a minor violation of one segment of a sentence namely the violation in the use of certain pronoun in the sentence. Finally, the researcher agrees with the theory of Corder (1981:18) that states, “. . . erroneous are those which are the result of some failure of performance. These may contain what are often called slips of the tongue, false starts, changes of mind, and so on.” Therefore, all of those students’ errors are the result of some failure of performance or learning, false starts when they acquire target language and also changes of mind.

CONCLUSION

After analyzing the data, the researcher comes to the conclusion of this research. Based on the test result, she gets the percentage of students’ errors in using subjective pronouns and objective pronouns. They are 33.33% errors in using subjective pronouns and 52.38% errors in using objective pronouns. It proves that their understanding of those pronouns is good enough, because there are few students who can understand it well. Furthermore, from the interview result, it can be concluded that some of the students are still confused in differentiating subjective pronouns and objective pronouns. It is caused by having faulty comprehension about those functions of pronouns (the negative transfer from their native language in the use of those pronouns). They make the same interpretation about English subjective pronouns and objective pronouns usage in which they have the same function as like Indonesian pronouns usage. As a whole, it can be concluded that those errors are closely related to the lack of understanding of using those pronouns, having poor memory, facing false starts and also changing of mind.

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