

**THE STUDENTS' WRONG PRONOUN USAGES IN SIMPLE SENTENCE**

By

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## Abstract:

*This paper entitled Students' Wrong Pronoun Usages in Simple Sentence. The aim of this research is to know the types of students' wrong pronoun usage in simple sentence, the most occurrence pronoun mistakes done by the students, and the factors influencing them. These research subjects were the students at the eleventh grade of SMA Kartikatama Metro. The sampling technique used in this research was purposive sampling. To check validity and reliability of the result the researcher used primary data and triangulation, such as questioner sheet for the students and interview for the teacher. Therefore, the researcher analyzed the data with marking, noting, classifying, identifying, and analyzing the data. The results of the research are, first the types of wrong pronoun usage in simple sentence happened in possessive pronoun. Second, the most common mistakes done by the students in pronoun usage are possessive pronoun. Third, the factors influencing them are internal and external factor.*

*Keyword: Pronoun, Simple Sentence, Syntax*

**INTRODUCTION**

Referring to the content based curriculum and talented education (A, 2010), the objective of English subject of Senior High School students must be able to develop communication competence in written and spoken as the productive skills to reach informational level (Rodriquest, 2000). Knowing the content based curriculum, the students are expected to create simple sentence (DePino, 2013). In creating a good sentence the students must know such as

subject, verb, object, preposition, adjective, pronoun, determiner, auxiliary verb and so on (Wren, 1999). Those are some of requirements to make correct sentence or grammatically correct. In line with the sentence before, pronoun is one of the basic things that they must understand and use it in make simple sentence (Williams, 2010).

Pronoun is one of function word which makes the sentence grammatically correct (Ruday, 2014). It is impossible to make sentence without using pronoun because one

will support another. It is traditionally known as part of speech or word class (Klawitter, 2007). Especially in SMA Kartikatama Metro the teacher has already thought the students in first semester at grade eleventh to make their learning process run fluently but there were some students did not understand yet about pronoun. Besides that, from year to year the National Examination always gives the problem related with the using of pronoun for example; *it's nice..., it refers to....* In this context, it can refer to the meaning, object or subject in the question (Dey, 2005). In daily learning process, the students will realize that part of lesson of pronoun is used to communicate with others (Taiwo, 2011). Subject, verb, and other components are needed to link each other. At least in the listening, speaking, reading text, and writing exercise, there is simple sentence. In other word simple sentence is needed by the students to learn English language (Brandon & Brandon, 2014). Considering the explanation above, this situation makes researcher

interest to analyze the use of pronoun in the simple sentence at SMA Kartikama Metro with the focus on *Students' Wrong Pronoun Usages in Simple Sentence*".

### **Concept of Error & Mistake**

Error & mistake theoretically are two different phenomena an error is caused by the lack of knowledge of the language rules, while a mistake is usually happen consistently so systematically (Xiao-ming Yang, 2001). Mistake can last a long time if not repaired. In other word, performance errors have been called a mistake while the term error reserved for the systematic deviation due to the learner' still develop their knowledge of the L2 rule system this research will analyze the students' error when identify the pronoun (Corder, 1994).

### **Concept of Pronoun**

Pronoun is a word that used instead of noun phrase. There are types of pronoun in English those are, subject pronoun, object pronoun, possessive pronoun adjective, possessive pronoun, & reflexive pronoun (Lingga, 2008).

- 1) Subject Pronoun or Personal Pronoun (*I, you, we, they, she, he, it*). Subject pronoun and personal pronoun is substitute noun or take the place as a noun (Munir, 2008). It is divided into two parts those are singular pronoun (*I, you, she, he and it*) and plural pronoun (*they, we and you*).
- The subject form is used for a subject of a main clause of a subordinate clause. Example: **I** call her.
  - The subject form is used for pronoun that follow verb to be. Example: **It** was him at the park.
  - The subject form is used when the subject of two clauses are being compared. Example: **He** is the smartest.
- 2) Object pronoun (*Me, him, her, it, you, us, them*)
- The object form is used for a pronoun that functions as the object either direct or indirect of a verb in a main clause or in subordinate clause. It is divided into two parts those are singular object pronoun (*me, you, her, him, and it*) and plural object pronoun (*us, you, and them*) (Munir, 2008).
- Example: *She meets **him** in the class.*
- 3) Possessive Adjective (*My, you, your, its, his, her, our, their*)
- Munir (2008: 67-68) states that possessive adjective that state belongings. It cannot stand alone and followed by a noun. It is divided into two parts those are singular possessive adjective (*my, your, her, his, its*) and plural possessive adjective (*our, your, their*).
- Possessive adjective is used to indicate ownership by modifying a noun. Example: *She brings **her** wallet.*
  - Possessive adjective is used to modify gerund. Example: *We were surprise at **her** going on trip.*
- 4) Possessive Pronoun (*Mine, yours, his, hers, its, ours, theirs*)
- It has meaning possessing or belonging. it can stand alone and do not followed by a noun. Munir(2008:64-65) states “divide into two parts those are singular

possessive pronoun (*mine, your, hers, his*) and plural possessive pronoun (*ours, yours, theirs*).

a) To replace a possessive adjective plus a noun.  
Example: *This pen is my pen* (This is **mine**).

b) After the preposition “of”, when it indicate one of several.  
Example: *I knew the house of **hers** two day ago.*

c) After verb “to be”. Example:  
*Those pencils are **theirs**.*

5) Reflexive Pronoun (*Myself, yourself, herself, himself, itself, ourselves, themselves*)

Reflexive pronoun is a word used to substitute for itself. The using in the sentence usually does not followed by a noun. It is divided into two parts those are singular reflexive pronoun (*myself, yourself, herself, himself, itself*) and plural reflexive pronoun (*ourselves, yourselves, themselves*)

a) As a subject of a verb when the subject and the object are the same person. Example: *She served **herself** in the cafeteria.*

b) For emphasis. It follows the subject verb before a

preposition and means the subject did the action alone.

Example: *I make this sweater **myself**.*

c) After preposition “by” it means that the subject did the action alone. Example: *She likes to shop by **herself**.*

Based on the explanation before, pronoun is classified into subject pronoun, object pronoun, possessive adjective, possessive pronoun, and reflexive pronoun. In this research the researcher will combine all pronouns into some numbers of questions that will contribute to the students.

## DISCUSSION

### 4.4.1 Discussion About the Types of the Students' Wrong Pronoun Usages in Simple Sentence

From the result of test the researcher got the data that there are 4 questions which are not valid, those are, numbers 8, 14, 17, and 19. The example of the question is “*You and I study at Melbourne.....are entering the class together.*” The answer is *We*. Almost of the students are able to answer the question. It makes 4 questions invalid. The example of the easy question is

number 6 “*Jack is a good student. ....has many friends in his class*” The answer is *he*. The example of the hard question is number 7 “*The frogs cannot fly in the sky. ....can jump very quickly.*” The answer is *They*. The result of students’ error in using pronoun in simple sentence for each pronoun question are 56 errors for subject pronoun, 68 errors for object pronoun, 79 errors for possessive pronoun, 73 errors for possessive adjective, and 63 errors for reflexive pronoun. The higher total for each student’s error in using pronoun is 20 and the lowest is 4.

It conclude that, the types of the students’ error in using pronoun in simple sentence are happened 16% for subject pronoun (she, he, it, they and we), 20% object pronoun (me, him, us, their, and her), 23% for possessive pronoun (yours, hers, theirs, his, and mine), 21% for possessive adjective (your, her, my, its and his), and 18% for reflexive pronoun (himself, themselves, our self, myself, and herself).

#### **4.4.2 Discussion about the Most Occurrence Errors Done by the Students in Pronoun Usages in Simple Sentence**

The most occurrence errors done by the students in using pronoun in simple sentence from test result are 50 errors for subject pronoun, 91 errors for object pronoun, 71 errors for possessive pronoun, 75 errors for possessive adjective, and 67 errors for reflexive pronoun. The total for each student’s error in using pronoun is 20 and the lowest is 4.

The higher total error is 23% errors for possessive pronoun. It means the most occurrence error done by the students in using pronoun in simple sentence from the test is possessive pronoun.

#### **4.4.3 Discussion about the Factors of Students’ Wrong Pronoun Usages in Simple Sentence**

The researcher gave questioners sheet toward 28 students and interview the teacher. It consist 21 yes and no questions at questioners sheet and several question to interview the teacher. The researcher expectations are to know the factors of Error.

The interview result shows that the first teacher has difficulties to teach because of the student’s laziness. For some of the students, they have low motivation and like to sit in group

which means the smartest with the smartest and lowest with lowest. For some students who feel they smart make them lazy to share or teach their friend. Second, although the curriculum always change, the learning process is not disturbed because the teacher modification some of learning topics. The kinds of factor based on the questioner come from from internal and external.

## CONCLUSION

Based on the objective and the result of data, the students make error in using pronoun when they face the questions. It can be seen from the analysis result of the research at SMA Kartikatama Metro academic year 2013/2014, and the researcher found first, the types of the students' error in using pronoun in simple sentence are happened at some of *subject pronoun (she, he, it, they and we)*, *object pronoun (me, him, us, their, and her)*, *possessive pronoun (yours, hers, theirs, his, and mine)*, *possessive adjective (your, her, my, its and his)*, and *reflexive pronoun (himself, themselves, our self, myself, and herself)*. The result of students' error in using pronoun in simple sentence is possessive pronoun.

While, the kind factors of students' in using pronoun like to sit in group which means the smartest with the smartest and lowest with lowest. For some students who feel they smart make them lazy to share or teach their friend.

## 5.2 Suggestions of the Research

### 5.2.1 The teachers

Hopefully, this reaseach give inspiration for the teacher to find out the technique or media to teach this material.

### 5.2.3 Other Researchers

Based on the explanation above hopefully, the data will help other researcher to get the reference and solve the problem especially the using of pronoun in each skill such as listening, speaking, reading, and writing with the other media or method.

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