CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, research questions, the purposes of the research, the significance of the research, and the definitions of the key terms.

1.1 The Background of the Problem

According to Coghill in Kurniawati (2021), All of language skill require grammar, from reading, speaking, listening and writing. Grammar of language is the set of the rules that govern its structure. In addition, Gunn and McCallum in Mustaqim (2018: 2) state that grammar is an important language element that the students must have. Grammar supports all language skills. Then, according to Azar in Putri (2019: 1), there are eight parts of speech in English grammar; namely, noun, pronoun, verb, adverb, adjective, conjunction, preposition, and interjection. It is necessary to learn, especially, personal pronoun as one of the grammar parts of speech. According to Leech in Rahmadani (2014), Personal pronoun is the most important class of pronouns, referring to people, things, events and so on which are understood to be known in the context.

In English there are several types of pronouns and they also have different position and function, as the first person in English used as; (a) *subject: I, you*, (b) *object: me,them*, (c) *possessive adjective: my, their*, (d) *possessive pronoun: mine, yours*, and (e) *reflexive pronoun: myself, yourself*. In the students' mother tongue

(bahasa ibu), first person (saya) can be used in any position in sentence without changing its meaning and it makes students confused when using English pronouns.

As a matter of fact, most of the students face difficulties to use English as their foreign language, which is different from their mother tongue. In learning English subject, consequently, students tend to produce errors. Error is defined as the mistake made by the students during learning process. It is natural and cannot be denied. In language learning, then, error is very interesting to be analyzed. The students also seem to have difficulty in learning grammar because English and Indonesian has different role in grammar or structure.

Based on preliminary observation during teaching practice (August to November 2021) in class X IPS at SMAN 2 Solok, the researcher found that the students also faced some problems in grammar, especially in using personal pronoun. They could not distinguish between subject pronoun and object pronoun. Besides, some students are still confused about possessive adjective, possessive pronoun and reflexive pronoun. They did not know when to use each of them in sentence. The researcher also got information from interviewing the English teacher; the use of personal pronouns looks easy but it's actually quite difficult so that it makes students still make mistakes when using them.

There are several researchers who have conducted a research about an analysis of students error in using personal pronouns. Suryani and Hidayatullah (2017) did a research entitled "Error Analysis of the Students Test Result on

Using Personal Pronouns." They analyzed the students error in using personal pronouns: possesive pronoun, reflexive pronoun, possessive adjective, object pronoun, and subject pronoun in students test result. Next, Anggraini (2017) also did a research entitled "An Analysis of Students' Errors in Using English Pronouns: A Case Study at Ninth Grade Students of SMPN 2 Lingsar in Academic Year 2017/2018." She analyzed students errors in using personal pronouns as subject, personal pronoun as object, possessive adjective and possessive pronoun.

Based on explanation above, the researcher is interested in analyzing the students' errors in using personal pronouns in simple present sentence because the researcher above did not do the research errors analysis personal pronoun in simple present sentence. Thus, the researcher takes the title "An Analysis of The Tenth Grade Students' Errors in Using Personal Pronouns in Simple Present Sentence at SMAN 2 Solok".

1.2 The Identification of the Problem

Language skills and language components are formally related each other. As a part of English grammar, personal pronouns has an important role in making grammatical sentences. Using personal pronouns is complex because the students have to remember the changing from singular pronoun to plural one. If the students can use English pronouns appropriately, they will be able to understand what they say, express, or write. If one uses a pronoun inappropriately, his/her sentence will be confusing.

In using personal pronouns there are some problems that the students face. Generally, there are three major problems in using personal pronouns. The first problem is the students are still influenced by their mother tongue. Since personal pronouns in their mother tongue are different from English pronouns it makes them confuse when using personal pronouns. The second problem is the students are confused to differentiate where the personal pronouns which have to be a subject pronoun, object pronoun, possessive adjective, possessive pronoun and reflexive pronoun. They did not know when to use each of them in a sentence. The third problem is that the students are confused in agreeing with the form of verb and personal pronoun as subject or object. It happens because of their confusing in selecting which pronouns should be used to personal pronouns as subject or object in singular and plural.

1.3 The Limitation of the Problem

Based on the explanation in identification of the problem, the researcher limits this study to analyze the students' errors in using personal pronouns (subject pronoun, object pronoun, possessive adjective, possessive pronoun and reflexive pronoun).

1.4 The Formulation of the Problem

The formulation of the problem of this research is: "What errors do the tenth grade students' make in using personal pronouns in simple present sentence at SMAN 2 Solok?"

1.5 Research Questions

Research questions of this research based on the formulation of the problem are as the following:

1. Do the students make errors in using subject pronouns in simple present sentence made by the tenth grade students of SMAN 2 Solok?

2. Do the students make errors in using object pronouns in simple present sentence made by the tenth grade students of SMAN 2 Solok?

3. Do the students make errors in using possessive adjective in simple present sentence made by the tenth grade students of SMAN 2 Solok?

4. Do the students make errors in using possessive pronouns in simple present sentence made by the tenth grade students of SMAN 2 Solok?

5. Do the students make errors in using reflexive pronouns in simple present sentence made by the tenth grade students of SMAN 2 Solok?

1.6 Purposes of the Research

The main purpose of the research is to describe the errors in using personal pronouns in simple present sentence made by the tenth grade students at SMAN 2 Solok. Specifically, the purposes of this research are:

1. To explain the errors in using subject pronouns in simple present sentence made by the tenth grade students of SMAN 2 Solok.

2. To explain the errors in using object pronouns in simple present sentence made by the tenth grade students of SMAN 2 Solok.

3. To explain the errors in using possessive adjective in simple present sentence made by the tenth grade students of SMAN 2 Solok.

4. To explain the errors in using possessive pronouns in simple present sentence made by the tenth grade students of SMAN 2 Solok.

5. To explain the errors in using reflexive pronouns in simple present sentence made by the tenth grade students of SMAN 2 Solok.

1.7 Significance of the Research

The researcher hopes this research will have a good impact for the English teachers, the students, and the further researchers.

a. The English teachers

The result of this research, for the English teachers, is to get clearly information about the types of errors of personal pronouns that the students' made, so they will know what should they do to reduce the errors in using personal pronouns.

b. The students

The students will get the right treatment in reducing their errors in using personal pronouns, so they can use it correctly.

c. Future researchers

Future researchers who are interested in analyzing on the students' errors can get information from the result of this research, so they can do their research better than this study.

1.8 The Definitions of the Key Terms

To avoid misconception of words in this thesis proposal, the researcher defines the following key terms:

1. Errors is the deviation made by tenth grade students in using personal pronoun in simple present sentence.

2. Errors analysis is the process to analyze the errors that the students made in using personal pronoun in simple present sentence.

3. Pronoun is a word used by tenth grade students to replace noun in simple present sentence.

4. Personal pronouns is a word that can replace a people used by tenth grade students in simple present sentence.

5. Subject pronoun is a word that replace a noun in simple present tense used by tenth grade students as subject of sentence.

6. Object pronoun is a word that replaces a noun in simple present tense used by tenth grade students as object of sentence.

7. Possessive adjective is an adjective word that modifies a noun used by tenth grade students in simple present sentence.

8. Possessive pronouns is a word that replaces a noun to show ownership used by tenth grade students in simple present sentence.

9. Reflexive pronouns is a pronoun used as an object that refers to the same person as the subject used by tenth grade students in simple present sentence.

10. Simple present tense is a verb tense used by tenth grade students containing personal pronoun to talk about conditions or actions happening right now or habitual actions.