

PERSONAL PRONOUN ERRORS IN TRANSLATING SIMPLE SENTENCES FROM BAHASA INDONESIA TO ENGLISH

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Abstract

The ultimate objectives of this research were to find out the kinds of English personal pronouns errors in translating simple sentences from Bahasa Indonesia to English and the most dominant errors made by the students in the tenth grade of SMKS Agro Maritim Muhammadiyah Bengkulu in using a personal pronoun. This study employs the descriptive-qualitative method. This research has conducted the students in the tenth grade of SMKS Agro Maritim Muhammadiyah Bengkulu in the academic year of 2021/2022, consisting of 13 students. The first result of this research displays that the students made errors in using four types of personal pronouns. They are personal pronouns as possessive adjectives, personal pronouns as an object, personal pronouns as subject, and personal pronouns as possessive pronouns. The second result showed that the most dominant error made by the students in using personal pronouns is possessive adjectives. The findings indicate that the students in the tenth grade of SMKS Agro Maritim Muhammadiyah Bengkulu face the problem of the personal pronoun.

Keywords: Personal Pronoun, Translation, Simple Sentences.

INTRODUCTION

English is a foreign language in Indonesia. Learning a foreign language cannot be separated from translating activities because it is an information exchange process. Translation not only converts one language to another but also provides the correct information to convey the message. Many criteria must be considered to produce a good translation. They are linguistic knowledge (syntax, phonology, grammar, and text organization); cultural aspects (intercultural and intercultural factors); and personal factors (personal competence, attitudes, and politics). The criteria are critical because two languages have different sentence structures or grammar in the process of translating. Zhiri (2014) mentions that if the source language and target language are incompatible, the translation will result in faulty grammatical construction. According to Scrivener (2003), grammar is not just a list of rules. Grammar competence helps the speaker

communicate ideas and feelings to understand what others say or write. Baker (2018) stated that among grammatical categories, the pronoun is used to state categories of people that involve participant roles. The personal pronoun is one of the pronouns often used in spoken or written texts, which is related to a noun and refers to it. Therefore, personal pronouns have an essential rule. The incorrect personal pronoun in the text may cause incorrect meaning.

Based on the 2013 curriculum, the students must understand personal pronouns in written and spoken texts through personal pronouns. Therefore, personal pronouns are the fundamental material that the students have to master. In English, grammar rule is different from the Indonesian language. Therefore, every personal pronoun in English has a different function and position. Generally, there are numerous personal pronouns, such as the first person in personal pronouns, such as I as subject, me as an object, and my as possessive adjective. Meanwhile, in Indonesian, the first person only uses "saya" in all rules in a sentence. The different rules for using personal pronouns confuse Indonesian students about applying personal pronouns. Kumala (2018) acknowledged that the different rules had confused Indonesian students and made grammatical errors appear more often in producing sentences. Their mother tongue usually influences them to practice a foreign language.

There are some studies on the personal pronoun, one of them is by Masnawati (2021) entitled "An analysis of Students' Error in Using Personal Pronoun in Descriptive Text (A case study at SMPIT Bina Insani Al Barokah-Pandeglang)," which discovered that (1) The most dominant error made by students is misinformation which reached 60 or 75%. (2) There are several reasons why students make errors. First, students are still confused and contaminated with their mother tongue. (3) The students do not understand grammar and are bored with uninteresting learning methods. Another study is from Hakidi & Dania (2021), entitled "An Analysis of Student's Error in Using Personal Pronoun on Writing Descriptive Text." They found that the quantifier errors students make in writing descriptive text are omission, addition, misformation, and disorder. The most dominant error was misformation. Based on the interview, there are several reasons behind the error. The students have difficulty reading, writing, and understanding, making them lose interest in English and seldom study English at home. In reality, many EFL students often face the problem of the personal pronoun.

However, previous studies above did not explore the specific problem of translating personal pronouns in sentences from Bahasa Indonesia to English. Therefore, this study will investigate students' errors in translating personal pronouns from Bahasa Indonesia to English in simple sentences and measure the most dominant errors made by the students. This research is critical to find out the problems faced by students because knowing the strategies used in translating personal pronouns is not enough. It can help the students translate personal pronouns better and learn more about them. Due to the problems, the research question is: What errors were made by the students in translating

personal pronouns? What are the most dominant errors made by the students in translating personal pronouns?

THEORETICAL FRAMEWORK

Error Analysis

Many linguists defined the difference in definition error based on their concepts. Brown (2011) stated that error is a perceptible deflection from grammar by native speakers, returning the intralingual competence of the student. Error and mistake have different words and meanings. They come within the learning process. We need more than an understanding of the concept to learn something. If we do not understand to get the critical point, it causes us never to know how to use it. Thus, we can make mistakes and even errors. If the students cannot correct the mistake themselves, it is called an error (Harmer, 2007). On the other hand, Eliyawati (2018) mention that mistake is the resulting problem of problems in communication and weakness in the process of producing speech. It is a random or a slip of the tongue and a failure in using an available system correctly.

In 1960, Corder and his colleagues established error analysis. This finding is used to look at learner errors in the target language. Error analysis obtained independent sources of valid data. It can give detail on students' errors and helps teachers to evaluate them. From that, it can improve the teacher of their teaching. The teacher is told how recognizing the error achieves the target learning successfully. According to Corder (1975), errors made by the student can be used as a significant aspect of the feedback system of the teaching and learning process.

Tarigan (2019) said that researchers and teachers use error analysis. It includes several points: the identification of students, the description of the errors, the classification of the errors based on causes, and the evaluation of the errors. In the learning process, errors have been avoided and must be fixed. As a result, teachers tend to show negative attitudes toward their students. Independently, errors are a natural result that can hardly be avoided. The students should deal with the errors and learn from them. Therefore, errors can help students learn a foreign language and evaluate the teaching and learning process.

According to Corder (1975), there are four steps in analyzing students' errors.

a. Finding of Sample of Learner Language

The first step in the process of analyzing error is finding a sample. In this stage, the researcher chooses the total population, which is sampling. Then, the researcher gives a test to the selected population to get data.

b. Identification of errors

The second stage is the identification of errors. In this stage, after the researcher gets the data, the next researcher recognizes the students' errors.

c. Description of errors

This step is the describing error. The description of errors made by students requires the classification of types of errors.

d. Explanation of Errors

The last stage is the explanation of the error. This stage tries to explain how and why the students made an error.

Personal Pronoun

According to Azar (2009), a pronoun is used in return for a noun. The pronoun is a noun that has the rule to replace previously mentioned nouns to prevent the repetition of the noun. Stobbe (2008) states that pronouns can be used to avoid monotonous repetition. According to Azar (2009), Pronouns are shared into seven subclasses based on the meaning and use in a sentence. However, this study focuses on the personal pronoun.

According to Payne (2011), personal pronouns are talking words that refer to participants that are determined by a speaker's attendance or stuck in the audience's mind. According to Altenberg and Vago (2010), pronouns have many types called personal pronouns. When someone is talking about themselves, they use I as a subject or me as an object, and when someone is talking about many people, they use them as a subject or object. They use different pronouns based on the person or thing itself. According to Azar (2009), Personal Pronouns are divided into four kinds: 1. Subjective Pronouns: Functioned as Subject. 2. Objective Pronouns: Functioned as Object. 3. Possessive Pronoun: Functioned as Noun. 4. Possessive Adjective: Functioned as Adjective pronoun.

A noun or pronoun as the subjective is the subject of the sentence or a predicate noun. This pronoun has the function of the subject of the sentence. According to Altenberg and Vago (2010), a noun in the active sentence that comes before the verb is a subject pronoun that replaces the sentence subject.

The subject of a verb uses the nominative case (verbal sentence)

This kind of noun replaces the subject that has already been mentioned, for examples: She writes a magazine. It was good. (Singular pronoun)
She writes some magazines. They were good. (Plural pronoun).

From the example above, the pronoun replaces the antecedent noun "a magazine". The pronoun "they" replace "some magazines". According to Azar (2009), the singular pronoun is referring a singular noun, and the plural pronoun also refers to a plural noun.

The predicate nominative case (Nominal sentence)

A predicate nominative is a noun or pronoun which is followed to be or linking verb. A linking verb refers to a subject to a word that renames it, for example: Kate is married. She has two children. In the example above, she is a pronoun. It refers to Kate.

Personal Pronoun as Objective

According to Altenberg and Vago (2010), a noun or pronoun is the objective case. It follows the main verb or a preposition. According to Azar (2009), the personal pronoun as objective refers to the object of the sentence, such as me, you, him, her, it, us, and them.

Pronouns as subjects are divided into three subclasses: direct object, indirect object, and preposition object.

Direct object

According to Rozakis (2003), a direct object is a noun or pronoun that accepts the action. Therefore, a noun is directly influenced by the action of a verb in the sentence, for example: Churchill called them to a meeting. "Them" reflects the direct object of Churchill's action.

Indirect object

According to Rozakis (2003), an indirect object is talking about whom something is done, for example: They gave her a surprise. Here, "her" reflects the indirect object of "they."

The object of a preposition

A preposition is a word that relates a noun or a pronoun following it to other elements of the word in the clause or sentence, for example: Stand by me. Here, "me" is the pronoun as the object of the preposition.

METHOD

This study employs the descriptive-qualitative method because, in this research, the researcher used a simple formula to analyze the data and showed it in percentage form. Robert and Sari (2007) stated that the qualitative method collects data using words rather than numbers. At the same time, descriptive research is studies related to describing the characteristics of a particular individual or group (Kothari, 2004). The researcher tried to find out the types of error as well as the most dominant error, and then the researcher tried to describe them.

The research was held in the tenth-grade of SMKS Agro Maritim Muhammadiyah Bengkulu which located on Jl. Adam Malik Km 9 Bengkulu city. The subject that the researcher used in this research was the tenth-grade students of SMKS Agro Maritim Muhammadiyah Bengkulu in the Academic Year 2021/2022, which consisted of 13 students.

This research used a writing test. The writing test is divided into four kinds (subject pronoun, object pronoun, possessive pronoun, and possessive adjective). The form of the test is a translation test of Indonesian to English by the students. The sentence contains four types of personal pronouns. There are five numbers for every kind: item 1 to 5 contains subject pronoun, item 6 to 10 contains object pronoun, item 11 to 15 contains possessive pronoun, and item 16 to 20 contains possessive adjective. The total test consists of 20 items.

For collecting the data, the researcher made and gave the students test about personal pronouns. After the students finish the test, the researcher collects the answer sheet from the student. Then, the students' answers were checked by the researcher.

This research used the procedure of errors based on Corder (1975). The procedures are collecting a sample of learner language and the data collected by test was used to determine the type of errors, identifying errors, describing errors, classifying the total of the wrong answer into types of errors, and explaining errors.

RESULTS AND DISCUSSION

Types of Error in Using Personal Pronouns

The researcher found that the students in the tenth grade of SMKS Agro Maritim Muhammadiyah Bengkulu made errors in using four types of Personal pronouns in translating sentences. They were subject form, object form, possessive adjective form, and possessive pronoun form.

The error of Using Pronoun as Subject

The examples of errors in using the pronoun as a subject are:

Table 1. The error of Pronoun as Subject

False	True
1. <u>Lucky and it's a boy</u> playing in the park.	<u>Lucky and he</u> are playing in the park.
2. <u>Lucky and her boy</u> are playing in the park.	

It seems that the students only translated with the concept of the Indonesian language. The words "a boy" and "He" are different in usage, although they have the same meaning in mentioning the male actor. The students also use "her" as the subject pronoun, but "her" is the object pronoun for females.

The error of Using Pronoun as Object

The examples of errors of using the pronoun as object are:

Table 2. The error of Pronoun as Object

False	True
1. I don't want to hear say from <u>you</u> .	I don't want to hear <u>your</u> say.
1. My mom is a good person. Everyone likes <u>mom</u> .	My mam is a good person. Everyone likes <u>her</u> .
2. My mom is a good person. Everyone likes <u>it</u> .	
1. Don't go there without <u>her a girl</u> .	Don't go there without <u>her</u> .
2. Don't go there without <u>she</u> .	

The student used the possessive pronoun "your" for the object pronoun "you" in the sentence. While the meaning of "your" and "you" are different in the Indonesian language, they have different usage. The students used "it" for the object "her". They also

have different meanings, Her (object for female) and it (object for singular). The students also don't change the subject "mom" in the object pronoun. The case in the subject pronoun also occurs in the object pronoun. The students use "her a girl"; correctly, it is enough to use her.

The error of Using Possessive Pronoun

The examples of errors in using possessive pronouns are:

Table 3. The error of Possessive Pronoun

False	True
My kitten was sitting on the sofa just now so this fur is <u>it</u> .	My kitten was sitting on the sofa just now so this fur is <u>its</u> .
Nina has moved to a new house. <u>She</u> is located near the beach.	Nina has moved to a new house. <u>Hers</u> is located near the beach.

The student used the object pronoun "it" for the possessive pronoun "its" in the sentence. The possessive pronoun "its" refer to fur's cat. The students used the subject "She" for the possessive pronoun "hers ."The possessive pronoun "hers" refer to Nina's house. The students used the object pronoun "her" for the possessive pronoun "hers ."The possessive adjective can not stand alone because a noun follows them.

The error of Using the Possessive Adjective

The examples of errors in using possessive adjectives are:

Table 4. The error of Possessive Adjective

False	True
Qiqi and Qido comes from Bengkulu but <u>his</u> family from Bandung	Qiqi and Qido comes from Bengkulu but <u>their</u> family is from Bandung
<u>You</u> cooking is very delicious and appetizing.	<u>Your</u> cooking is so delicious and appetizing.
You have to ask <u>you</u> parents to pick up.	You have asked <u>your</u> parents to fetch you.

Students used pronouns from the subject "you" to the possessive adjective "your ."The word "cooking" is not a verb but a noun. According to Azar (2009), a possessive adjective is followed by a noun and can not stand alone. In the example, the students used pronouns such as the subject "you" to the possessive adjective "your." The word "parents" is a noun. So, "your" is the best answer. Not to mention, the students use "his" for the possessive pronoun "their." Qiqi and Qido are plural nouns. So, there is the best answer.

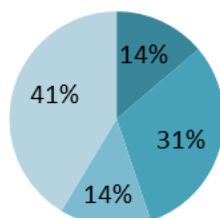
The Most Dominant Error in Using Personal Pronoun

Based on the data analysis that the researcher got from the test, the total errors made by the students was 58. The students in the tenth grade of SMKS Agro Maritim Muhammadiyah Bengkulu made the most dominant error in using personal pronouns as a possessive adjective, with 24 errors or 41.37%. Secondly is the personal pronoun as an

object with 18 errors or 31.03%, the third is the personal pronoun as the subject with 8 errors or 13.79 %, and the least dominant error is the personal pronoun as a possessive pronoun with 8 errors or 13.79%. Look at diagram 1.

Diagram 1. Error in Four Types of Personal pronouns

■ Pronoun as Subject ■ Pronoun as Object
■ Possessive Pronoun ■ Possessive Adjective



In this part, the researcher tried to explain the findings that the researcher has found in this research. This section showed that the students in the tenth grade of SMKS Agro Maritim Muhammadiyah Bengkulu made errors in four types of personal pronouns. They were pronoun as subject, pronoun as an object, possessive pronoun, and possessive adjective.

Most students made errors in using the personal pronoun as a possessive adjective because they did not know the difference between using a possessive pronoun and a possessive adjective. Personal pronouns have two kinds of possessive constructions. There are possessive pronouns and possessive adjective pronouns that are almost similar. The similarity of both is used to talk about who or what something belongs to. However, they have different forms and places.

Furthermore, the students also made errors in pronouns as subject and pronoun as the object. Most students used personal pronouns in one sentence incorrectly. For example, the student used the subject pronoun for the male, but it is written as female. The student also used the subject pronoun plural that was used for singular. Azar (2009) states that a singular pronoun refers to a singular noun. A plural pronoun is used to replace a plural noun. Errors made by all of the students are almost the same case. Arono & Nadrah (2019) mention that the linguistic differences between two languages generally cause translation problems.

This research found the most dominant error made by the student in the tenth grade of SMKS Agro Maritim Muhammadiyah Bengkulu was a possessive adjective. The students could not memorize the type of personal pronoun. In English, grammar rule is different from the Indonesian language. In English, there are many kinds of personal pronouns, and each pronoun has a different position and function. Personal pronouns have two kinds of possessive constructions. There are possessive pronouns and possessive adjective pronouns that are almost similar. The similarity of both is used to talk about who or what something belongs to. However, they have different forms and places. According to Azar (2009), possessive pronouns are not accompanied by a noun. It means that they

can stand alone. On the other hand, possessive adjective pronouns cannot stand alone because a noun must follow them.

This research supports Yulmiati and Belinda's (2014) research in exploring an analysis of using personal pronouns in writing text (A study of the tenth-grade students at Sman 5 Padang). They found that possessive adjectives and possessive pronouns are the most dominant error in using a personal pronoun. Moreover, 33 of 50 students got wrong in substituting the possessive while paragraph writing. It seems tricky because most students use incorrect pronouns to replace the possessive form (*my, your, his, our, your, and their*). Based on the findings, many incorrect or unsuitable personal pronouns are made in writing text, especially in the case (objective and possessive) of personal pronouns.

Kamlasi (2019) analyzed the students' grammatical errors in spoken English. The results show that the students still made an error in using a personal pronoun. The personal pronouns become the most errors by the students. The students still cannot understand using personal pronouns in the target language. The students also do not know the functions and position of personal pronouns in English.

In addition, this study reconfirms Junianto's (2013) analysis of the students' errors in using personal pronouns in writing sentences in the eleventh grade of Smk Dwija Praja Pekalongan in the academic year of 2012/2013. He found that the first language (mother tongue) has become the language ability that embeds the students' native language. To reduce the students' errors in using the personal pronoun in writing sentences, teachers should change students' understanding of grammar, especially in using a personal pronoun. Teachers should explain and understand personal pronouns more, especially in translating sentences. It can ease the students to improve their knowledge and experience in writing sentences.

Indah (2011) observed students' ability to use the personal pronoun as subject and object in a simple sentence. The level of the students' ability to use personal pronouns object is categorized as the appropriate level. Some factors influence this condition. They are the students' interests, students' practice, and the limitations of grammar books.

This part of the findings reconfirmed the most similar cases to those earlier proven by Nurjanah (2012) examined the analysis of students' errors in using personal pronouns. She found that the students made 248 errors which consisted of 42 or 16.93 % errors of subjective pronouns, 111 or 44.75% errors of objective pronouns, 17 or 6.85% errors of possessive adjectives, 78 or 31.45 % errors of possessive pronouns.

Fitri (2018) measured the Indonesian students' errors in translating plural nouns from Indonesian to English. She found that there are four types of problems. They include misformation, omission, addition, and misordering. The most frequent error due to the mother tongue interference is misformation. In this case, the teacher should apply a good strategy or method to make the students understand the material. In the teaching process, the teacher explains personal pronouns and practices in the classroom, especially in translation.

CONCLUSION

There are some different rules between English and Indonesian language. For example, there is no change in personal pronouns in the Indonesian language. The different rule sometimes causes students to make errors in producing sentences because their mother tongue usually influences them in practising a foreign language. Independently, errors are a natural result that can hardly be avoided, so it should deal with and learn from them. Therefore, errors can help students learn a foreign language to evaluate the teaching and learning process. Based on the research findings and data interpretation, the researcher can be concluded that the students in the tenth grade of SMKS Agro Maritim Muhammadiyah Bengkulu still made errors in using the personal pronoun in four types. They were subjective, objective, possessive, and possessive adjectives.

The students still did not understand using personal pronouns correctly because they were confused when they translated a sentence and did exercises in using personal pronouns. In translating a sentence, the student only changes from the Indonesian language to the English language without using the role of personal pronouns and without looking at the grammar rule. The students also do not know the functions and position of personal pronouns in English. Ultimately, the research suggested that the teacher must familiarize students with the types of sentences, straightforward sentences. In addition, the teacher should find good techniques or strategies for teaching personal pronouns. Moreover, the students should give more exercises and practice, especially in translation.

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