

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Personal Pronouns in English

The personal pronoun is part of grammar that needs to be mastered by EFL because it has an essential role in English. So it is important to construct good sentences or statements that used in learning English. According to Williams (2005) stated that English, like other languages, avoids the repetition of nouns in sentences and substitutes what are called pronouns for duplicated nouns. Pronouns may be used to effectively write a text since I do not constantly refer to a noun. For example, me, Sinta, and Abdul, as subject pronouns, it can be changed to the word 'we' rather than making unnecessary repetition. Alsagoff (2008) has a different viewpoint on pronouns, claiming that "a pronoun stands in place of a noun phrase, or part of a noun phrase, when the reference to that noun phrase is clear from the context." He distinguishes eight categories of pronouns. Personal, possessive, reflexive, reciprocal, demonstrative, indefinite, relative, and interrogative are some of the other types.

The personal pronoun is part of grammar, which needs to be mastered by EFL because it has an essential role in English. So it is important to construct good sentences and statements, and it is useful both for written and spoken



communication. It is important in order to build students' ability and their knowledge to be able to use the construction of grammatical sentences.

Pronouns are one of the materials taught in English that must be mastered by students to be understood as provisions for making and constructing sentences so students can use them adequately and appropriately. This is important for students to learn in order to develop their basic comprehension early. Its use is essential and often found in several skills, such as writing, speaking, and listening. According to Stobbe (2008), Pronouns are substitutes for nouns. The word pronoun means "for a noun" or "in place of a noun." Pronouns can do the same job as nouns, but their forms are different. From here, learners should be able to distinguish between the roles of pronouns and nouns themselves and their use.

Meanwhile, Azar (2003) said that a pronoun is used in place of a noun. As exemplified in her book, "*I read some books. They were good*". 'They' in the second sentence describes the books as an object. So instead of mentioning it again/unnecessary repetition, pronouns can be used. Pronouns have an essential role because their function is as a substitute for nouns and has several types in them, such as personal pronouns, demonstrative pronouns, and relative pronouns

According to Wales (1996), Personal Pronouns can be seen as applicable 'shorthand' referring expressions, used as



alternatives either to ostensibly more explicit or descriptive forms or to those more cumbersome. In his explanation, Personal Pronouns can be used properly as a practical and useful alternative. Meanwhile, according to Stobbe (2008) A personal pronoun is a pronoun used to replace words for people, places, or things.

The following are the personal pronouns in English in three categories: Subject pronouns, object pronouns, and possessive pronouns.

Table 2. 1 English personal pronouns in three categories Azar (2002)

	SUBJECT PRONOUN	OBJECT PRONOUN	POSSESSIVE PRONOUN
SINGULAR	I	ME	MINE
	YOU	YOU	YOURS
	SHE	HER	HERS
	HE	HIS	HIS
	IT	IT	ITS
PLURAL	WE	US	OURS
	YOU	YOU	YOURS
	THEY	THEM	THEIRS

2.1.1 Subject Personal Pronouns

A subject pronoun is the same as a verb. Williams (2005) stated that when the subject functioning as a noun or pronoun, it is the topic in



the sentence. It commonly replaces people, places, things, event, etc. There are seven types o subjective pronouns, such as *I, you, we, they, she, he, and it*. *I, you, he, she, and it* are in the form of singular that can be used to replace nouns or the name of a person. Especially for specific appearances, such as ‘she’ refers to the feminine pronoun. For example mother, sister, and female name. And ‘he’ refers to a masculine pronoun, for example, father, brother, or male's name.

For example ;

- a. Feminine pronoun : Rani is reading.
She likes the book
(pronoun *she* is substituted Rani, as female name)

- b. Masculine pronoun : Doni is eating apples.
He like it so much.
(pronoun *he* substituted Doni, as male name)

There are also plural form in subject pronoun. It used when the subject is more than one. Such as we and they, because it contains more than one people or thing. The role is same, to replace noun or noun phrase in one sentence.



For example :

- a. Risma and I are eating mie ayam together

We love eat mie ayam.

(Pronoun *we* substituted Risma and I)

- b. The book, pencils and calculator is new.

They are expensive

(Pronoun *they* substituted the book, pencils and calculator)

2.1.2 Object personal pronouns

The role of object pronoun is as the object of the sentence. According Williams (2005) conclude that when functioning as an object, it is in the objective case. Object pronoun receives action of the verb and replaced noun or noun phrase as object. It can be people, thing, etc. In object pronoun, there are *me, you, him, her, it, us* and *them*. *Me, you, him, her, and it*, belongs to singular form. Meanwhile *us* and *them* are in plural form.

2.1.3 Possessive pronouns

Possessive pronoun is a pronoun that tells people about ownership. According to Stobbe, (2008) a pronoun is used to show possession is



called a *possessive pronoun*. In possessive pronoun they are; mine, yours, his, hers, its, ours, and theirs. They are some singular form such as mine, yours, his, hers and its. Meanwhile plural form such as ours and theirs.

For example :

- a. This book is *mine*.
(pronoun *Mine* is used)

- b. The burger, cola, and frech fries are *ours*.
(pronoun *ours* is used)

2.2 Errors Analysis

Error analysis is an analysis to find out mistakes and error made focusing on several skill such as writing and speaking. Error is commonly made by students because its way of learning to improve the comprehension and knowledge. Students will learn by mistakes and will know whether is right or wrong, so they automatically learn from error made by themselves. So, error analysis is way to finding error made by students and then analyzing them.

According to Ellis, 2003 state that

"Focusing on mistakes makes sense for a number of reasons. First of all, they stand out as a characteristic of learner language, causing the crucial issue, "Why do learners make mistakes?" Second, teachers can benefit

from knowing the mistakes students make. Third, it's paradoxically plausible that making mistakes might aid in learning if students repair their own mistakes.

There are a number of "Error Analysis" procedures that teachers may use to assist pupils discover their mistakes.

Following are the steps Ellis (2003):

1. Identifying Errors
2. Describing Errors
3. Explaining Errors
4. Error Evaluations

2.3 Previous Studies

The first previous study on personal pronouns was conducted by Fitriana (2022). She found that students faced problems in using personal pronouns, especially object pronoun that have percentage around 35,2% which students answered incorrectly. She also found students faced problems in using possessive pronoun about 14,4%. She claimed that students often faced problems because they do not really understand how to use object pronoun.

The second previous study on personal pronouns was conducted by Muttaqien (2013). He studied the error analysis of the students' test result on personal pronouns. He used library research to collect the qualitative data and using test as the technique. He found that the test result had high frequency of



errors up to 35,62% showed that students from 7th grades are still make errors in dealing with English Personal Pronoun. The students are still not mastered in personal pronoun perfectly and there are many factors that caused the students make errors such as facility of students learning, method of teaching, and motivation from themselves.

Then the third previous study on personal pronouns is conducted by Putriani (2015). She studied about the students' abilities in using personal pronouns in their English sentences. In this study she used descriptive-qualitative and focused on case study. She found that average proportion of the correct answer was 69.59 which implied that the students' average grade was only C (adequate level) average proportion of the correct answer was 69.59 which implied that the students' average grade was only C (adequate level) average proportion of the correct answer was 69.59 which implied that the students' average grade was only C (adequate level) in understanding Personal Pronouns. It means that the students' comprehension is still lacking and the problem most in reinforcement, environment, and instruments input (material or curriculum, teacher, teaching methods, and tools of education)