AN ERROR ANALYSIS ON THE USE OF PERSONAL PRONOUNS IN DESCRIPTIVE WRITING MADE BY THE EIGHTH GRADE STUDENTS OF SMP NURUL IMAN PALEMBANG

UNDERGRADUATE THESIS
Submitted as a fulfillment of requirements to get
A bachelor's degree of Sarjana Pendidikan (S.Pd)

By

HERU SAPUTRA
NIM. 12250049

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH FACULTY

ISLAMIC STATE UNIVERSITY

RADEN FATAH PALEMBANG

2017

Hal   : Pengantar Skripsi   Kepada Yth,

Bapak Dekan Fakultas Tarbiyah
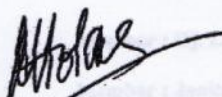
dan Keguruan UIN Raden Fatah

Palembang

di Palembang

Assalamualaikum Wr Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi yang berjudul **"AN ERROR ANALYSIS ON THE USE OF PERSONAL PRONOUNS IN DESCRIPTIVE WRITING MADE BY THE EIGHTH GRADE STUDENTS OF SMP NURUL IMAN PALEMBANG"**, yang ditulis oleh saudara Heru Saputra (12250049) telah dapat diajukan dalam sidang munaqosah Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

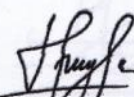Demikianlah terima kasih.

Wassalamualaikum Wr Wb.

Palembang, April 2017

Pembimbing I   Pembimbing II

M. Holandyah, M.Pd   Winny Agustia Riznanda, M.Pd
NIP.197405072011011001   NIK. 16050213311/BLU

AN ERROR ANALYSIS ON THE USE OF PERSONAL PRONOUN IN DESCRIPTIVE WRITING MADE BY THE EIGHT GRADE STUDENTS OF SMP NURUL IMAN PALEMBANG

This thesis was written by Heru Saputra (12250049) was defended by the writer in the final examination and was approved by the examination committee on 28 of April 2017.

This thesis was accepted as one of the requirements to get the tittle of Sarjana Pendidikan (S.Pd)

Palembang, 28 of April 2017.

State Islamic University Raden Fatah Palembang

Tarbiyah and Teacher Training Faculty

Examination commitee approval,

Chairperson,   Secretary,

Hj. Lenny Marzulina, M.Pd   M. Holandiyah, M.Pd
NIP. 197101312011012001   NIP. 197405072011011001

Member : Hj. Lenny Marzulina, M.Pd   (.........................)

Member : Janita Narena, M.Pd   (.........................)

Certified by,
Dean of Tarbiyah Faculty

Prof. Dr. Kasinyo Harto, M.Ag
NIP. 197109111 199703 1 004

TABLE OF CONTENTS

I. INTRODUCTION

II. LITERATURE REVIEW

III. METHOD AND PROCEDURES

IV. FINDINGS AND INTERPRETATIONS

V. CONCLUSION AND SUGGESTIONS

REFERENCES

APPENDICES

DOCUMENTATIONS

ABSTRACT

The objectives of this research were to investigate the kinds of errors and the most dominant error on the use of personal pronouns in descriptive writing made by the eighth grade students of SMP Nurul Iman Palembang. This research designed as qualitative in the form of research. The subjects of this research were 37 eighth grade students which were chosen by using purposive sampling. To analyze the data, firstly, the researcher collected the data from the students, and then the researcher identified the errors by circling them, after that the researcher classified the errors by using Surface Strategy Taxonomy by Dulay, Burt and Krashen (1982), after that the researcher calculated the data taken, and the last made the percentage in each category. The result showed that there were 128 items of errors found in student's writing. The most dominant errors found in misformation with the percentage was 72.65% (93 errors). After that, omission errors found in students' writing was 19.58% (25 errors), addition errors found was 7.81% (10 errors), and the last there was no error found in misordering.

Key words: *Error analysis, personal pronouns, surface strategy taxonomy.*

LIST OF TABLES

Page

LIST OF CHARTS

Page

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) problems of study, (3) objectives of study and (4) significance of study.

1.1 Background

Language plays important role on communication. Human can communicate their ideas, meanings and feelings to others using language. Therefore, language is a means for people to do communication in this world. According to Brown (2000, p. 5), language is a set of arbitrary symbol. Moreover, Kracht (2008, p. 3) states that languages are sets of signs. Signs combine an exponent (a sequence of letters or sounds) with a meaning. Signs combine a form and a meaning, and they are identical with neither their exponent nor with their meaning.

From all of languages in the world, English is one of the languages which is spoken by people in almost all of countries in the world. It is an essential tool for communication particularly in business world and acquiring knowledge from foreign country. By using English, everyone can talk each other even though they come from different country. As Subasini and Kokilavani (2013, p. 56) assert that English is overtly most common language all over the world, it is the language of higher administration, superior judiciary, advanced education and diplomacy. Therefore,

learning English is very useful for people. Considering the importance of English, people from various non-English speaking countries including Indonesia learn English.

Indonesia has a regulation that English should be learnt by the students and it is one of compulsory subject in every stage of education, which are junior high school, senior high school and even university. This regulation is stated by the government in the curriculum 2006. So, it is no doubt that every students in Indonesia should master in English.

Wismono (2013, p. 8) states that English is very important for Indonesian students because of several reasons. First, as what has been discussed that it has been a compulsory subject in Indonesian education. Second, because all people understand that English is an international language that is used in various fields. Third, people believe that by mastering English, especially being able to speak English fluently, they will have more chance in getting better jobs. Fourth, it has been a general fact that if students can master English well, they will be able to study everywhere; even they will be able to get scholarships easily. There are so many other reasons instead of those all, however, the most influential reasons of why people so eager to learn English and why it is so important in Indonesian education are those reasons.

In curriculum 2013, grammar is important part of learning English that should be taught because without mastering grammar, the students will not have good communication in English. Payne (2011, p. 12) states that the grammar of a language is a dynamic, constantly changing set of habit patterns that allows people to communicate with one another. Debata (2013, p. 482) argues that grammar is the study of words and the ways words work together; an invisible

force that guides us as we put words together into sentences. Knowledge of grammar helps the student in the correction of mistakes and improvement of written work. A person can't learn a foreign language accurately only through a process of unconscious assimilation. Grammar is a sure ground of reference when linguistic habits fail the people. So grammar is indispensable for the student. So, it can be said that communication failure will happen if people do not master the grammar because the purpose of communication cannot be reached.

However, learning grammar is something difficult to the students even the Indonesian students. As Muftah and Galea (2013, p. 146) states that in the EFL (English as a foreign language) context, knowledge of grammar is considered to be the most crucial and difficult part for non-native learners to master properly. This is because in bahasa Indonesia, there is no differentiation in such as article, part of speech, and tense. For example, the concept of tenses, especially the more complex perfect tenses, is often difficult to grasp for Indonesian students. Similarly, Indonesian English students often have trouble creating sentences with correct word order, again caused by the word order patterns in their first language (for example, 'the tree big'). Because of this point, the students often do some errors in using grammar.

Part of speech is also one of the examples. Part of speech is one of the grammatical components in English. By mastering the parts of speech, the students can learn English well. Part of speech consists of 8 parts; noun, pronoun, verb, adjective, adverb, preposition, conjunction and interjection.

In part of speech, pronouns are one of part that students often do the errors mostly. This is because every pronoun has its own purposes. Pronouns are a word that can be shorted to be noun phrase (Payne, 2011, p.122). Moreover, Feder

(2002) stated that pronouns are one of the basic grammars that should be mastered by the students. Pronoun is a word that takes the place of a common noun or a proper noun. Pronouns as one of speech have the function to replace a noun or noun phrase. Pronoun makes up a small class of words of very high frequency.

Furthermore, Lester (2008, p. 5) proposed six groups of pronouns, such as; personal pronoun, relative pronoun, demonstrative pronoun, reciprocal pronoun, indefinite pronoun and interrogative pronoun. Personal pronouns as part of pronouns has five forms, namely: subject, object, possessive adjective, possessive pronoun and reflexive pronoun.

However, English personal pronouns are different from Indonesian one. Nelson (2001, p. 57) states that personal pronouns are words to exhibit contrasts for person, number and case. In Indonesia, the word "*dia*", "*mereka*", "*saya*", "*kami*" can be used in all of part of sentences. They can be used for subject, possessive adjectives, object, possessive pronouns and also noun. In short, personal pronouns in Indonesia can be used interchangeably in utterances. These differences leads the Indonesian students face difficulties and make some errors in using English personal pronouns. They often encounter difficulties in translating Indonesian personal pronouns "*dia*" into English. For example, they often say, "*I will go with she*", instead of saying *"I will go with her"*, or they often say "*The books are borrowed by they",* instead of saying "*The books are borrowed by them*".

This is a crucial case since personal pronouns are very important to the students. As Nelson (2001, p. 57) states that personal pronoun plays an important role in whether for writing and also communication.

> "The personal pronoun exhibit contrasts for person (first person, second person, or third person), number (singular or plural), and case (subjective or objective). In addition, the third person singular pronouns he/she/it exhibits a contrast for gender (masculine, feminine or non-personal)".

Those statements show that personal pronouns are very important to be taught in order to make students are able to construct grammatical sentences. If there are no pronouns used, people should repeat the noun for several times.

Based on the researcher's preliminary study at SMPN Nurul Iman Palembang on November 29th 2016, the researcher gave the eighth grade students especially VIII 2 20 questions which consist of 10 completion items and 10 multiple choice items about personal pronouns. And the result was, from 37 students, only 30% students got score above the KKM. Other 35% students got score about 60-65, and other 35% students got less than 60. This result showed that almost half of them still had difficulties in using personal pronouns.

In other hand, the use of personal pronouns also cannot be separated with the text especially descriptive text. Descriptive text is one of the text genres that learnt by the students. Description is writing about person, animal, thing or place appear. By reading descriptive text the reader can hear, smell, touch, taste, and see what the writer describe. In descriptive text, we must use structure, spelling, diction, and punctuation which are very important to make the meaning clear. Descriptive text also must use personal pronoun because they tells about someone or something that they always repeat that things. So, through descriptive text, the errors on the use of personal pronouns made by the students will be analyzed.

Some previous related studies have been conducted by other researchers. For example, a study from Firdausi (2014) in SMP Yayasan Miftahul Jannah about personal pronouns showed that the students did the errors into four types: omission, addition, selection, and ordering. From the frequency of each error types, selection was the error which most frequently produced by the students. It took 95.8% of the total errors. Moreover, 3.7% errors fell into omission and 0.3% errors fell into addition. Besides, the *subject pronoun* is the most frequent errors that done by the first grade students of SMP YMJ with the percentage 68.7%.

Furthermore, a research by Nursahadah in 2014 entitled "An Error Analysis on the Use of Personal Pronouns (A Case Study of Students on First Grade of SMP Islam Al-Syukro Ciputat)" showed that the errors on subject pronouns with percentage 30%, errors of object pronouns 31.3%, errors on possessive adjective 33.33%, errors of possessive pronoun 40%, and errors in reflexive pronoun 36.92%. It can be concluded that the most common errors done by the students was possessive pronoun.

Moreover, a research by Wijayanto (2010) done by the eleventh Graders of SMAN 11 Surabaya showed that the most error found in the students' writing was misformation error.

Considering the background above, the researcher interested in investigating the students' learning problems, to know the students' errors in using personal pronouns in descriptive writing. Therefore, the researcher entitled the research "An Error Analysis on the Use of Personal Pronouns in Descriptive Writing Made by the Eight Grade Students of SMP Nurul Iman Palembang".

1.2 Problems of the Study

Based on the background above, the researcher formulates the problems in this research as follow:

1. What kind of errors on the use of personal pronouns in descriptive writing made by the eighth grade students of SMP Nurul Iman Palembang?

2. What is the dominant error on the use of personal pronouns in descriptive writing made by the eighth grade students of SMP Nurul Iman Palembang

1.3 Objectives of the Study

Based on the problems of study above, the objectives or the aims of the study are:

1. To know the kind of errors on the use of personal pronouns in descriptive writing made by eighth grade students of SMP Nurul Iman Palembang.

2. To know the dominant error on the use of personal pronouns in descriptive writing made by eighth grade students of SMP Nurul Iman Palembang.

1.4 Significance of the Study

The significance of this research are as follow:

1. For teachers of English

After knowing the errors on the use of personal pronouns in descriptive writing made by the students, it is expected that this study can help the teacher in solving the problem of knowing the students' weaknesses in learning personal pronouns. The result of this study is to give a guideline for the teachers of English to improve students' knowledge of personal pronouns.

2. For student

This research is very helpful for the students to know which part of personal pronouns that they have most weakness. Furthermore, after knowing their weaknesses, they can learn better for personal pronouns in the correct utterance and also writing especially in descriptive. This study also helps the students to increase their score in material of personal pronouns and also descriptive writing.

3. For the researcher

    By doing this research, the researcher can enrich his knowledge about how to conduct a qualitative research especially error analysis.

4. Other Researcher

    This research is expected to be a source of material in conducting similar studies for further studies. Therefore, through this research, it is expected that this study contributes a reference for other researchers to enrich their resources.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) theoretical description and (2) previous related studies.

2.1 Theoretical Description

2.1.1 The Concept of Error and Mistakes

Language learning as any other human learning involves making mistakes and errors. An error is different from mistake, so it is crucial to differentiate both of them. In order to analyze the errors on the use of personal pronouns, it is necessary to make distinction between errors and mistakes first. Ellis (1997, p. 17) states that mistakes reflect occasional lapses in performance; they occur because, in particular instance, the learner is unable to perform what he or she knows. Meanwhile, Brown (2000, p. 163) stated that a mistake refers to a performance error that is either a random guess or a slip in that it is a failure to utilize a known system correctly. The definition above shows that mistake is a fault which is made by the learner and he or she can make correction.

Meanwhile, error is a fault which is made by the learner, and he or she is unable to make correction. According to Erdogan (2005, p. 263), mistake can be self corrected when attention is called. Ellis (1997, p. 17) states that errors reflect gaps in a learners' knowledge; they occur because the learner does not know what is correct. Furthermore, Brown (2000, p. 163) stated that error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. Error should not be viewed as something undesirable or something to be avoided. By this error, a language researcher and a language teacher will get a feedback. From the definitions

above, it can be concluded that error is a systematic and noticeable deviation in learner language from the grammar of a native speaker which results from lack of knowledge of the correct rule.

Those explanations reflect the interlanguage competence of a learner and consistently made by a learner who is unable to make correction. And mistake is a deviation in learner language which results from the failure to perform learners' competence and to utilize a known system correctly but they are able to correct their fault.

2.1.2. The Concept of Error Analysis

It is inevitable that all learners make mistakes and commit errors. However, that process can be impeded through realizing the errors and operating on them according to the feedbacks given. The steps that learners follow get the researchers and language teachers realize that if the mistakes and errors of language learners in constructing the new language system are analyzed carefully, the process of language acquisition shall be understood. The analysis of errors thus has become a field of linguistics in that sense. The field of language teaching benefit from the findings of linguistics in many cases including error analysis. According to Sanal (2007, p. 597), error analysis is a study to identify, to describe and systematically to explain the learners' error by using any of the principles and techniques provided by linguistics. It can be said that error analysis as a process based on analysis of the students' errors. Brown (2000, p. 166) says that error analysis is the study of students' error which can be observed, analyzed, and classified to reveal something of the system operating within the learners. As Norrish (1983, p. 3) states that error analysis is not only for the teacher in the

construction of his or her planned teaching, but also for the learner as well as in the students' construction of learning a foreign language. Based on the statement above, error analysis is a study which learns about the evaluation of learners' error.

Ellis (1997, p. 15) explained four steps of analyzing the errors, they are:

1. Identifying Errors

In this step, the researchers have to compare the error sentences with what seem to be the normal or 'correct' sentences in the target language which correspond with them.

2. Describing Errors

This next step is the step where the errors are described and classified into some kinds.

3. Evaluating the error

In this step, the researcher must decide the criteria of errors which will be corrected because some errors can be considered more serious than other. The aim of evaluating errors is to distinguish which errors will be corrected.

4. Explaining the errors

This is the last step of error analysis. In this step, researchers try to explain how and why a sentence called to be erroneous.

Furthermore, it is important to describe what kind of error that student make, to know the causes of the error, and how the student can learn from their mistakes and correct in their writing because every student will not make the same error in the studying. As Erdogan (2005, p. 262) stated that error analysis enables

teachers to find out the sources of errors and take pedagogical precautions towards them. Thus, the analysis of learner language has become an essential need to overcome some questions and propose solutions regarding different aspect. Error analysis will show teachers some problems confronting the students. It is an advantage that error analysis may be tracked down to the importance of students' errors.

Furthermore, an analysis of the learner's error gives the teacher evidence of the learner's competence in the foreign language. The teacher will also gain information concerning learner's difficulties at different levels. Such information is important for the planning of courses and the constructions of the teaching materials. In addition, it is necessary to discuss error analysis for teaching English as a foreign language. English teachers should know error analysis because it becomes a useful key to understanding the process of foreign language acquisition. They should know how the target language is learnt or acquired and what the best strategy the learners employ in order to master the target language.

Thus, error analysis is a field of study that brings lots of beneficial for both teacher and student. Because they can improve and strength the materials when the errors or mistakes are analyzed.

2.1.3. The Concept of Source of Errors

In conducting error analysis study, it is important to analyze the source or the factor the students do the errors. By trying to identify source of errors, the researcher can take another step toward understanding how the students' cognitive and affective processes relate to the linguistic system and to formulate an integrated understanding of other process of second language acquisition.

Brown (2000, p. 223), mentions the four classifications of source of errors. They are:

1. Interlingual error

    Interlingual error is beginning stage of learning second language. It is the negative influence of the mother tongue of learner. In this stage, students are not familiar yet with the use of target language, so they use a previous experience when they learn it. For example: *I want to tell they about this concert.* (the students use *they* for object pronouns because in students' mother tongue there is no such differences between *they* for subject and *they* for object).

2. Intralingual error

    Intralingual error is the negative transfer of items within the target language. In this stage, students just learn some of target language, so students apply the structure into a new form and develop it that does not correspond to target language or mother language. For example: *I buyed some fruits* (the students generalized all verbs into regular verb).

3. Context learning

    In this stage, context refers to the teacher or the textbook. In classroom, the teacher or the textbook can lead the students to make errors. It can be called false concept. For example: The error occurs because of faulty presentation of a structure or a word in a textbook.

4. Communication strategies

    Communication strategies are related to learning styles. In this stage, students have to use their production strategies for getting the message. But sometimes it can be sources of error. For example: *he is very smart but sometimes lazy to study* (the

students cannot interpret the structure well; the students did not understand that before noun, adjective and also verb, they should always use pronouns)

2.1.4. Surface Strategy Taxonomy

Dulay, Burth and Krashen (1982, p. 150) define the surface strategy taxonomy as the highlight the ways surface structure are altered. There are four classifications of errors according in surface strategy taxonomy, they are:

1. Omission Error

Omission error is characterized by the absence of an item that must appear in a well-formed utterance. Language learners omit grammatical morphemes much more frequently than content words. For example: *She looks beautiful when smile*.

2. Addition Error

It is the opposite of omission. They are characterized by presence of an item, which must not appear in a well-formed utterance.

There are three types of addition of error:

a. Double Marking

Double marking is described as the failure to delete certain items which are required in some linguistic constructions, but not in other. In other word, double marking is an error where the learner put double marker of tense. For example: *She doesn't goes to school*

b. Regularization

Regularization that fall under the addition category are those in which the marker that is typically added to a linguistics item is erroneously added to exceptional item of the given class that do not take a marker. For example: *friends* for *friend. Playing* for *play.*

c. Simple Addition

Simple addition is where the error is not in double marking and regularization. It is usually occurred by adding an article, preposition, personal pronouns and many more. For example: *how do you do in over there?*

3. Misformation

Misformation error is characterized by the use of the wrong form of the morphemes or structure. The types of errors are:

a. Regularization errors

Regularization occurred under misformation category are those in which regular marker is used on place of an irregular. For example: *The dog eated the chicken*.

b. Archi-forms

Archi-form is defined as the selection of one member of class of form to represent others in the class is a common characteristic of all stages of second language acquisition. For example: *He have 2 sons and 1 daughter.*

c. Alternating forms

Alternating from is an error where the students put the wrong class for the certain class. In case of tense, the students use past tense for a present tense sentence, or the students do not use the right verb for the sentence. For example: *I seen her yesterday*.

4. Misordering error

Misordering is a wrong placement of morpheme or a group of morphemes in an utterance. Example: *I don't know what is that.*

2.1.5.   The Concept of Personal Pronouns

2.1.5.1.   Pronouns

Payne (2011, p.122) state that pronouns are a word that can be shorted to be noun phrase. In addition, Quirk (1985, p. 335) argues that pronouns share several characteristics, most of which are absent from nouns. According to some definitions above, it can be concluded that pronouns are a word that can replace a noun.

There are six categories of pronouns according to Quirk, they are:

a.   Personal pronoun

Personal pronouns are those associated with a certain person, thing, or group. They are; (a) *subject*; I, you, we, they, she, he, it. *object*: me, you, us, them, her, him, it. (b) *reflexive*: myself, themselves, herself, himself, ourselves, itself. (c) *possessive*: *possessive adjective*; my, your, their, our, her, his. *possessive*: mine, yours, ours, theirs, hers, his.

b.   Reciprocal pronoun

Reciprocal pronouns are those expressing mutual actions or relationship. For example: each other, one another.

c.   Relative pronouns

It refers to nouns mentioned previously, acting to introduce an adjective (relative) clause; who, where, when, which, what, that.

d.   Interrogative pronoun

Interrogative pronouns are those which introduce a question; who, what, when, which, where.

e.   Demonstrative pronoun

Demonstrative pronouns are those used to point to something specific within a sentence; this, these, that, those.

f.   Indefinite pronoun.

Indefinite pronouns are those referring to one or more unspecified objects, beings, or places. They are divided into two: (a) positive; universal: *all*, *both, each* and *every.* Assertive: *some, one, half, several, enough, other* and *another.* Nonassertive: *any* and *either.* (b) Negative: *no* and *neither*

2.1.5.2. Personal Pronouns

Nelson (2001, p. 57) states that the personal pronouns exhibit contrasts for person (first person, second person, or third person), number (singular or plural), and case (subjective or objective). In addition, the third person singular pronouns he/she/it exhibit a contrast for gender (masculine, feminine or non-personal). According to Danesi (2006, p.77), personal pronouns are classified according to the person(s); the person speaking (first person); the person spoken to (second person); anyone or anything else (third person). Quirk (1985, p. 335) distinguishes personal pronouns in the following table:

Table 1

The English Personal Pronouns System

Subject		Object	Possessive adjective	Possessive pronoun	Reflexive
Singular	I	Me	My	Mine	Myself
	You	You	Your	Yours	Yourself
	She	Her	Her	Hers	Herself
	He	Him	His	His	Himself

	It	It	Its	Its	Itself
	They	Them	Their	Ours	Ourselves
Plural	We	Us	Our	Theirs	Themselves
	You	You	Your	Yours	Yourselves

There are three parts in personal pronoun:

a. First person pronouns are used to refer to the person who is speaking (I/me) or a group of people including the person who is speaking (we/us)

b. Second person pronouns refer to the person or the group of people to whom we are speaking (you)

c. Third person pronouns are used to refer to specific persons or things previously mentioned. For a male (he/him), a female (she/her), an animal or inanimate object (it), people, animals or things in the plural (they/them).Personal pronouns change their form for person (first, second, third), for case (subject, object, possessive), number (singular, plural), and gender (masculine, feminine, neuter) except for reflexive pronoun making the same kind of changes.

The uses of personal pronoun are as:

a. Subject pronouns as the subject of verbs

For example: Where is Nina? *He* is in the garage.

b. Object pronoun as the objects of verb and prepositions.

- Verb + object pronoun; help *me,* I like *him,* Can you see *it?*

- Preposition + object pronoun; I have written to *her.* Look at *them,* they are   waiting for *us.*

c. Possessive adjective is usually used to **describe** a noun, and it comes **before** it, like other adjectives. For example: *My* car is bigger than *her* car.

d. Possessive pronoun is used **instead of** a noun. For example: Julie's car is red. ***Mine*** is blue.

e. Reflexive pronoun is used the subject and the object refer to the same person or thing. For example: *He* accidentally cut *himself* while he was chopping the vegetables.

2.1.6. The Concept of Descriptive Writing

2.1.6.1. The Concept of Descriptive Text

Descriptive text is a text to describe a thing, phenomenon, place, or person in specific way. Callaghan (1988, p. 138) also said that a descriptive writing creates a clear impression of person, place, or thing. According to the statements above, it can be concluded that a descriptive writing should be concrete and detailed, so the readers know and understand what the writer is telling about. Gerot and Wignell (1994, p. 208) cited in Nitria (2007, p. 22-23) give the generic structure of descriptive text, they are:

(1) Identification : Identifies phenomenon to be described. For example:

"Jia is my beautiful gray Persian cat. It walks with pride and grace, performing a dance of disdain as it slowly lifts and lowers each paw with the delicacy of a ballet dancer. Its pride, however, does not extend to its appearance, for it spends most of its time indoors watching television and growing fat."

(2) Description   : Describes parts, qualities, characteristics. For example:

"Jia is as finicky about visitors as it is about what it eats, befriending some and repelling others. It may snuggle up against your ankle and begging to be petted. Jia does not do this to establish it territory, as many cat experts think, but to humiliate me because it is jealous of my friends."

In describing the object, the author may use imaginative language, interesting comparisons, and images that appeal to the senses to make the reader easily form the object being described. Basically most of the words in descriptive writing are determiners, adjectives, and adverbials. In short, determining words, sentences, structure, and organization is very important to make the audience aware of descriptive writing purpose.

Another comparison is *metaphor* which is implicit or implied comparison that uses one thing or quality as the equivalent of another. The third one is *personification*, it gives human qualities to object and ideas; therefore, the object acts like human being. Figurative languages or figures of speech also make writing more concrete and colorful that the readers will be more interested in reading it. Moreover, a creative and skillful writer who is fresh enough in using figures of speech makes his/her reader more easily memorize his idea.

2.1.6.2. The Concept of Descriptive Writing

Writing is one way to communicate with other people besides speaking, reading, and listening. The word 'writing' seems to be very simple and easy to understand. However, it cannot be ignored. When a student writes a paragraph, he/she should write not only semantically correct but he/she should also use a correct grammar. Writing is not a spontaneous activity. It is learnt in a formal instruction. It must be taught formally and deliberately. In addition, it requires some conscious mental efforts; people think of sentences and consider various ways of combining and arranging them. According to Harmer (2004, p. 31) writing is away to produce language and express idea, feeling and opinion. It must be taught formally and deliberately. In addition, it requires some conscious

mental efforts; people think of sentences and consider various ways of combining and arranging them.

Moreover, this idea is supported by Nunan (2003, p. 88) which also explains that writing is the process of thinking to invent ideas, thinking about how to express ideas into good writing, and arranging the ideas into statement and paragraph clearly. From the statements above, it can be concluded that writing includes various ways of combining and arranging sentences which consists of our knowledge of vocabulary and grammatical structures. According to Oshima and Hogue (2007, p. 3), there four stages in writing process; prewriting, planning, writing and revising drafts and writing the final copy to hand it.

This research analyzed the students' problems in using the personal pronouns in their descriptive writing. Descriptive text is chosen in this research because it uses personal pronouns.

2.2. Previous Related Studies

Some previous related studies had been conducted by other researcher in the past. For example, a study conducted by Firdausi in 2014 entitled "An Analysis on Students' Errors in Using Personal Pronouns (A Case Study at the First Grade of Junior High School of Yayasan Miftahul Jannah)". This research showed that selection was the error which most frequently produced by the students. It took 95.8% of the total errors. Moreover, 3.7% errors fell into omission and 0.3% errors fell into addition. Besides, the *subject pronoun* is the most frequent errors that done by the first grade students of SMP YMJ with the percentage 68.7%.

Moreover, a research by Wijayanto in 2010 entitled "Error Analysis in the Use of Personal Pronouns Made by Eleventh Graders in Writing Report Made by the Eleventh Grade of SMAN 11 Surabaya" showed that the most error found in the students' writing is misformation error. The error of misformation was mostly due to incomplete application of rule.

The last, a research by Nursahadah in 2014 entitled "An Error Analysis on the Use of Personal Pronouns (A Case Study of Students on First Grade of SMP Islam Al-Syukro Ciputat)" showed that the errors on subject pronouns with percentage 30%, errors of object pronouns 31.3%, errors on possessive adjective 33.33%, errors of possessive pronoun 40%, and errors in reflexive pronoun 36.92%. It can be concluded that the most common errors done by the students was possessive pronoun.

This research entitled "An Error Analysis on the Use of Personal Pronoun in Descriptive Writing Made by the Eighth Grade Students of SMP Nurul Iman Palembang". This research found out the kinds of errors made by the students based on theory of surface strategy taxonomy and also find out the most dominant error from those kinds.

CHAPTER III

METHOD AND PROCEDURES

This chapter presents: (1) research methodology, (2) operational definition, (3) participants, (4) data collection, (5) validity test and (6) data analysis.

3.1 Research Methodology

This study used descriptive qualitative research, because the writer purposed to describe the errors made by eighth grade students of SMP Nurul Iman Palembang in writing descriptive text based on surface strategy taxonomy, to describe the kinds of errors and to explain the dominant kind of error made by the students. According to Hidayah (2013, p. 2), descriptive research involved a collection of techniques used to specified, delineated, or described naturally occurring phenomena.

Every research had its own method which depended on the aim of the research and the nature of the topic. The description in this research was about the students' errors in using personal pronouns. The analysis was based on the data taken from the students' writing test.

3.2. Operational Definition

The title of this study was "An Error Analysis on the Use of Personal Pronouns in Descriptive Writing made by the Eighth Grade Students of SMP Nurul Iman Palembang". To avoid misunderstanding of selected terms between the researcher and the readers of this study, the following terms were defined:

An error referred to the fault of the students and they are unable to make a correction. Error analysis referred to an investigation about what types of errors

made by the students and how many errors they made. The analysis was based on Surface Strategy Taxonomy proposed by Dulay, Burt and Krashen (1982).

Personal pronouns referred to those associated with a certain person, thing, or group. Descriptive text is a text to describe a thing, person, or phenomenon in specific way.

Personal pronouns in descriptive writing referred to the students' activity in writing descriptive text to find out their contribution of personal pronouns errors in their writing.

3.3. Research Participants

3.3.1. Population

Fraenkel, Wallen and Hyun (2012, p. 122) state that population was whole number of the research objects which were going to be investigated in a research study. The eighth grade students of SMP Nurul Iman Palembang were drawn to be the population in this research. The researcher chose the eighth grade students because based on the syllabus of SMP Nurul Iman Palembang, they had learned about part of speech especially personal pronouns when they were in the seventh grade. Then, population of the study was presented in the table of population in the following table:

Table 2

Population of the Study

No	Class	Details		Total
		Male	Female	
1	VIII 1	25	10	35
2	VIII 2	20	17	37

3	VIII 3	22	14	36
4	VIII 4	11	26	37
	Total	**78**	**66**	**145**

Source: SMP Nurul Iman Palembang academic year 2016/2017

3.3.2. Sample

According to Creswell (2012, p. 142) sample is a subgroup of a target population that the researcher plant to study for generalizing about the target population. In this study the researcher used purposive non random sampling; a sample selected based on previous knowledge of a population and the specific purpose of the research. The researcher chose VIII 2 because based on the information from the teacher of English, VIII 2 had lowest score in learning English. So they could be the representative of the whole eighth grade to see their weaknesses in personal pronouns. The distribution of the sample could be seen in table:

Table 4

Sample of the Study

No	Class	Details		Total
		Male	**Female**	
1	VIII 2	20	17	37

3.4. Data Collection

In this research, writing test was applied to collect the data. The reason why the researcher used writing test as the instrument was that through writing test the students could really put their knowledge of structures in using personal pronouns. In this case the researcher gave a writing test to the students by giving five topics to be chosen, they were: (1) My best friend(s), (2) My family, (3) My idol, (4) My pet and (5) My favorite food. They had to make a composition in the form of descriptive writing. The students were assigned to write a descriptive text that should contain around three paragraphs with at least five sentences in each paragraph, in 45 minutes.

3.5 Validity of the Writing Test

Validity was used to measure whether the obtain data of an instrument was valid or not. Hughes (1989, p.26) states that a test, part of test, or a testing technique is said to have construct validity if it can be demonstrated that it measure just the ability which it s supposed to measure.

In this research, the researcher used expert judgment in which the instruments had consulted and validated by three validators. The validators in this research were Manalullaili, M.Ed, Deta Desvitasari, M.Pd and Beni Wijaya, M.Pd. The aspects that had been validated by the validators were instruction, topics and time allocation.

3.6 Data Analysis
3.6.1 Analysis of Errors in Personal pronoun

Based on Ellis (1997, p. 15), in analyzing the types of errors, the procedures were (1) identifying errors, (2) describing errors, (3) explaining errors

and (4) evaluating errors. So, by following those steps, the researcher did the several steps below to analyze the data:

1. Identification of Errors

   After the students did their writing test, the errors would be identified by underlining them in order to know the use of personal pronouns and the errors in students' descriptive writing.

2. Description of Errors

   After doing identification of errors, the researcher analyzed the errors and then the researcher classified the use of personal pronouns by describing them into a table whether the personal pronouns was used in correct forms or errors. After that, each error was classified by using surface strategy taxonomy proposed by Dulay, Burt and Krashen in 1982. After that the researcher asked the raters to crosscheck about the identification and description that was done by the researcher.

   In identifying and describing personal pronouns errors in students' writing, researcher applied following steps:

   a. Selecting the sentences which contained personal pronouns errors in the students' writing, and then circling them.

   b. Rewriting down the error sentences on the table below.

   c. Classifying the errors into the types of the errors based on Surface Strategy Taxonomy by Dulay, Burt and Krashen (1982)

3. Explaining the Errors

   After the errors were described, the errors were explained in the context of the sources of errors.

4. Evaluating the Errors

Then, the errors were evaluated to know which one the errors were considered more serious than other.

3.6.2 Analysis of Dominant Error in Personal Pronoun

After that, the researcher determined the most frequent to the least frequent error type as the result of the errors in using personal pronouns in students' descriptive writing by using percentage. And then the researcher calculated the data taken and after that the researcher made the percentage in each category. In calculating the data in each error, the researcher used the following formula:

P $\quad = \frac{n1}{\Sigma} 100\%$

P $\quad =$ Percentage of error

n1 $\quad =$ Total of the given error

N $\quad =$ Total of the whole error

By calculating the frequency of error, the researcher could identify the most common errors made by the students. Finally, the result was explained in the interpretation form.

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter discusses: (1) findings of the study and (2) interpretation.

4.1 Findings

The findings of the study were: (1) identifications and classifications of error of personal pronouns, (2) the percentage of each amount errors of personal pronouns.

4.1.1 Identification and Classification of Error of Personal Pronouns

After the researcher collected the data from the students' sheets, there were 128 items of errors found in student's writing. The researcher provided all of those sentences in the table below completed with the error types of each sentences. The errors were classified based on surfaced strategy taxonomy which included four types of errors according to Dulay, Burt, and Krashen in 1982. They were; omission, addition, misformation and misordering. There were 25 errors were found in omission, 10 errors were found in addition, 93 errors were found in misformation and there was no error found in misordering. The identified sentences were figured out in following table:

Table 4

Identification and Classification of Errors in Personal pronouns

No	Type of Error	Identified sentences
1	Omission	1. I choose her as my best friend because usually can understand me
		2. She is my favorite actress. Hope I can meet her
		3. Her full name is Raisa Andriana but famous as Raisa
		4. She is singer but can dance too
		5. People usually call Rinos or Rina Nose
		6. She looks beautiful when smile
		7. She always wash her bag because make her bag clean
		8. Actually he is not too thin but also not too fat
		9. He is not too handsome but have many admires
		10. He is not short but tall
		11. My mother also care with me and never leave me alone
		12. She always say should study hard
		13. We are still friend although often angry
		14. My mother also love brother
		15. He always borrow my money when do not have money
		16. I like him very much because of personality good
		17. His handsome face make always smile
		18. She is not tall but also not short
		19. Her house is very big when come to her house
		20. My father is family
		21. My mother is family
		22. My brother is family
		23. I have a pet is a dog
		24. She has brother and brother name Edward
		25. My sister is family
2	Addition	1. Esti and Widya **they** are my best friend

		I hope we can be a **our** friend good as long as our live
		2. She today **her** lives in Japan
		3. She and I **myself** same love super junior
		4. Finally, we can be **our** friend till the end
		5. I and he **we** often go to school together
		6. I have mother **me**, father and also two brother and one sister
		7. I have **my** best friend
		8. After she stop for one year she continue **she** sing
		9. Raka is **my** everything for me
3	Misformation	1. I want to tell you about **they**
		2. **He** favorite sport is basket ball
		3. He play with **we** in the PTC at night
		4. Anto is the tallest between **we**
		5. **He** eyes are brown like actrist in barat
		6. **She** is football player in Real Madrid
		7. I like **she**
		8. **She** is play football very good
		9. **She** team beat Atletico Madrid in final
		10. **She** is the best player in the world
		11. I will like **she** until I die
		12. **He** name Fandi
		13. He is play with **he** brother
		14. I want **he** to teach **I** play a guitar
		15. He can express **he** feeling
		16. I like **he** so much
		17. He play music in **he** guitar
		18. **His** from Portugal and play in Real Madrid
		19. In real Madrid, **his** use number 7
		20. **His** always a make a goal in his team
		21. But people said he is arrogant because of **he**

style

22. **He** son very love **he** father

23. **His** smile because **he** team win

24. **She** name is Luna

25. She always help **mine** problems

26. **He** full name is Nazriel Ilham

27. **She** is name Neli

28. I really want to meet **he**

29. I often come to **him** concert

30. **His** like swimming

31. **His** is kind person

32. **His** always help me

33. **His** a good friend

34. **His** have 2 sisters

35. I always play football with **his**

36. **His** like eating bakso

37. **His** have a good mother

38. I always play playstation with **his**

39. **His** is taller than me

40. **His** is smart boy

41. **His** always help me to do my homework

42. **His** always get 1 rank

43. **She** is name Widya

44. I always help **she** cook pempek

45. I think ada'an is the best choice when **us** hungry

46. My father said he will happy if **me** not in home because **his** can eat pempek more

47. I believe my father lie to **I** because it impossible my father happy without **I**

48. **She** is name Zubaidah

49. **She** cooking very delicious

50. **She** skin brown

51. **She** favorite singer is Rita Sugiarto

		52. **She** favorite song is pria idaman
		53. She love **we** very much
		54. I always featuring singing with **she**
		55. **He** is name Radhika and **me** name is Shella
		56. **His** name Rinda Septia
		57. **His** name Syahira
		58. **Their** are always help me and my brother
		59. My parents invite my grandfather and my grandmother live in **them** house
		60. My grandfather give **I** advice
		61. My grandmother told about tale to **I**
		62. **Our** are big family
		63. She and **me** have the same favorite food
		64. I and **her** go to search favorite food
		65. I love **her** because he teach me to live good
		66. My father is work hard for **their** family
		67. I love **her** because he is nice
		68. Name **he** is Ronaldo
		69. Her mother and her father live with **she**
		70. **Her** very happy with her career
		71. **Her** song is very nice
		72. I like **her** when he is singing
		73. **Her** wife name is Yulia
		74. I love **her** so much
		75. **She** favorite color is green
		76. **She** best friend is Taylor Swift
		77. **She** name is Triani
		78. **She** favorite colour is green
		79. **She** favorite food is egg
		80. **She** favorite fruit is apple
		81. **She** favorite drink is white water
		82. We always talking about problems in **we** live
		83. **Hers** name is Novi Silvia

		84. **Hers** hobby is singing and watching
		85. I never meet with **his** now
		86. **She** name is Riris Yuniarti
		87. **She** favorite color is blue
		88. **Her** name is Rizky Prasetya
		89. **Her** name is Iqbal Kurniawan
		90. **She** name is Zia Ramadanti
		91. **She** favorite colour is red
		92. **She** favorite food is noodle
		93. I hope we can be a our friend good as long as **our** live
	TOTAL	**128 errors**

4.1.2   The Percentage of Each Amount of Errors of Personal Pronouns

From table 3, it could be seen that there were 128 error sentences found in students' descriptive writing. Those 128 errors contributed in each classification of errors and the percentages could be seen in the following explanation.

4.1.2.1 Errors in Omission

There were 25 errors found in omission category. From all of those errors, 16 errors were in subject pronouns, 2 errors were in object pronouns, and 7 other errors were in possessive adjectives.

In 16 omission errors of subject pronouns, the students did not put the subject before the verb. As in the sentence *"She is my favorite actress. Hope I can meet her"* instead of *"She is my favorite actress. I Hope I can meet her"*. After that in other sentence like *"She looks beautiful when smile"* instead of *"She looks beautiful when she smiles"*. Then in other sentence *"She always wash her*

bag because make her bag clean" instead of *"She always washes her bag because it makes her bag clean"*. After that in other sentence like *"Actually, he is not too thin but also not too fat"* instead of *"Actually, he is not too thin but not too fat"*. Then in the sentence like *"He is not too handsome but have many admirers"* instead of *"He is not too handsome but he has many admirers"*. Next in the sentence *"He is not short but tall"* instead of *"He is not short but he is tall"*. Then in the sentence *"My mother also care with me and never leave me alone"* instead of *"My mother also takes care of me and she never leaves me alone"*. After that in the sentence *"She always say should study hard"* instead of *"She always says that I should study hard"*. Moreover, the sentence like *"We are still friend although often angry"* instead of *"We are still friends although we often get angry to each other"*.

Moreover, there were 7 errors found in possessive adjectives. For example *"I like him very much because of personality good"* instead of *"I like him very much because of his good personality"*. Then in other sentence *"My father is family"* instead of *"My father is my family"*. Then in the sentence *"My mother is family"* instead of *"My mother is my family"*. Then in the sentence *"She has a brother and brother name is Edward"* instead of *"She has a brother and her brother's name is Edward"*.

The last, 2 other errors were in object pronouns. For example *"His handsome face make me always smile"* instead of *"His handsome face always makes me smile"*. And in the sentence *"People usually call Rinos or Rina Nose"* instead of *"People usually call her Rinos or Rina Nose"*. All of those omission errors could be seen in the following table:

Table 5

Omission Errors

| No	Kind of Error	Error Sentence	Correct Sentence
1	Subject pronoun	1. I choose her as my best friend because usually can understand me 2. She is my favorite actress. Hope I can meet her 3. Her full name is Raisa Andriana but famous as Raisa 4. She is singer but can dance too 5. She is not tall but also not short 6. Her house is very big when come to her house 7. She looks beautiful when smile 8. She always wash her bag because make her bag clean	1. I choose her as my best friend because **she** usually can understand me 2. She is my favorite actress. **I** hope I can meet her 3. Her full name is Raisa Andriana, but **she** is famous as Raisa 4. She can sing and **she** can dance too 5. She is not tall but **she** is also not short 6. Her house is very big when **I** come to her house 7. She looks beautiful when **she** smiles 8. She always washes her bag because **it** makes her bag clean 9. Actually he is not too thin,

		9. Actually he is not too thin but also not too fat 10. He is not too handsome but have many admires 11. He is not short but tall 12. My mother also care with me and never leave me alone 13. She always say should study hard 14. We are still friend although often angry 15. I have a pet is a dog 16. He always borrow my money when do not have money	but **he** is also not too fat 10. He is not really handsome but **he** has many admirers 11. He is not short, but **he** is tall 12. My mother also takes care of me and **she** never leaves me alone 13. She always says that **I** should study hard 14. We are still friends although **we** often get angry to each other 15. I have a pet. **It** is a dog 16. He always borrows my money when **he** does not have money
2	Possessive adjective	17. I like him very much because of personality good 18. My mother also love brother 19. My father is family 20. My mother is family 21. My brother is family 22. She has brother and brother name Edward 23. My sister is family	17. I like him very much because of **his** good personality 18. My mother also loves **my** brother 19. My father is **my** family 20. My mother is **my** family 21. My brother is **my** family 22. She has a brother and **her** brother's name is Edward 23. My sister is **my** family
3	Object pronoun	24. People usually call Rinos or Rina Nose 25. His handsome face make always smile	24. People usually call **her** Rinos or Rina Nose 25. His handsome face make **me** always smile

After the errors were classified, then, in order to know the percentage of Omission errors, the following formula were used:

$$P = \frac{n1}{\Sigma}\ 100\%$$

$$P = \frac{2}{1}\ 100\% = 19.58\%$$

It could be seen that the percentage of omission errors were 19.58%. After that, to see the percentage in both errors on the use of subject pronouns, possessive adjectives and object pronouns, the same formula were used and the results were 64% errors fell into errors in subject pronouns, 38% errors were in possessive adjectives, and 8% errors were in object pronouns. The percentage of amount identified omission errors could be illustrated in chart below:

Chart 1
The Percentage of Errors in Omission
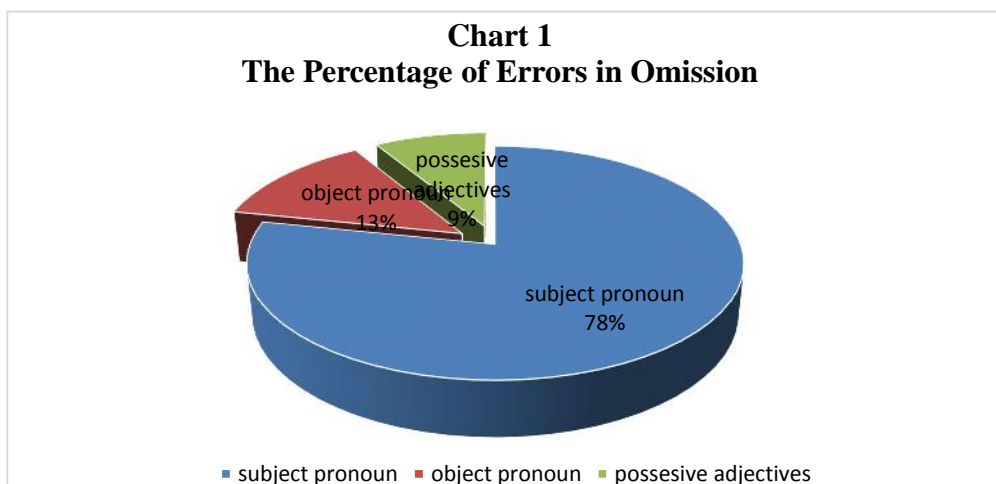
4.1.2.2 Errors in Addition

There were 10 errors found in addition. All of those errors were in simple addition. For example *"Esti and Widya they are my best friend"* instead of *"Esti and Widya are my best friend"*. Then in the sentence *"I hope we can be a our*

friend good as long as our live" instead of *"I hope we can be a good friend as long as we live"*. Then other sentence *"She today her lives in Japan"* Instead of *"She today lives in Japan"*. Then in the sentence *"She and I myself same love Super Junior"* instead of *"We love Super Junior"*. After that, in the sentence *"Finally, we can be our friend till the end"* instead of *"Finally, we can be friends till the end"* Then other sentence *" I and he we often go to school"* instead of *"We often go to school together"*. After that *"I have mother me, father and also two brother and one sister"* instead of *"I have mother, father, two brothers and one sister"*. And the last was *"I have my best friend"* instead of *"I have a best friend"*. All the Addition errors could be seen in the following table:

Table 6

Addition Errors

No	Error sentence	Correct sentence
1	Esti and Widya **they** are my best friend	Esti and Widya are my best friends
2	I hope we can be a **our** friend good as long as our live	I hope we can be a good friend as long as we live
3	She today **her** lives in Japan	Today she lives in Japan
4	She and I **myself** same love Super Junior	We love Super Junior
5	Finally, we can be **our** friend till the end	Finally, we can be friends till the end
6	I and he **we** often go to school together	We often go to school together
7	I have mother **me**, father and also two brother and one sister	I have mother, father, two brothers and one sister
8	I have **my** best friend	I have a best friend

9	After she stop for one year she continue **she** sing	After she stops for one year, she continues to singing
10	Raka is **my** everything for me	Raka is everything for me

After that, in order to know the percentage of addition errors, the following formula was used to count the amount of errors in addition:

$$P = \frac{n1}{\Sigma}\ 100\%$$

$$P = \frac{1}{1}\ 100\% = 7.81\%$$

As mentioned above, based on surface strategy taxonomy proposed by Dulay, Burth, and Krashen (1982), addition errors were divided into simple addition, regularization and double marking. In this research, it was found that the percentage of simple addition was 100%, or the whole errors in addition were in simple addition. Meanwhile, there was no error found in regularization and double marking error.

4.1.2.3 Errors in Misformation

Misformation errors were found in 93 sentences. From all of those errors, 77 errors were in archi-form and 16 other errors were in alternating form.

In 77 errors in archi form, the example of errors were; *"I want to tell you about they"* instead of *"I want to tell you about them"*. Other sentence was as in the sentence *"He favorite sport is basket ball"* instead of *"His favorite sport is*

basket ball". Then in other sentence *"He play with we in the PTC at night"* instead of *"He plays with us in the PTC at night"*. Then the sentence *"Anto is the tallest between we"* instead of *"Anto is the tallest among us"*. After that *"He eyes are brown like actrist in barat"* instead of *"His eyes are brown like actor in western countries"*. Next in the sentence *"He name Fandi"* instead of *"His name is Fandi"*. Then in the sentence *"He is play with he brother"* instead of *"He is play with his brother"*. Next in the sentence *"I want he to teach I play a guitar"* instead of *"I want him to teach me to play a guitar"*. After that in the sentence *"He can express he feeling"* instead of *"He can express his feeling"*. Moreover, in the sentence *"I like he so much"* instead of *"I like him so much"*. Then in the sentence *"He play music in he guitar"* instead of *"He plays music with his guitar"*, and so on.

Moreover, other 16 errors were in alternating form. The sentences were; *"She is football player in Real Madrid"* instead of *"He is football player in Real Madrid"*. Then in the sentence *"I like she"* instead of *"I like she"*. After that in the sentence *"She is play football very good"* instead of *"She is play football very good"*. Next in the sentence *"She team beat Atletico Madrid in final"* instead of *"His team beats Atletico Madrid in final match"*. Then in the sentence *"She is the best player in the world"* instead of *"He is the best player in the world"*. Next in the sentence *"I will like she until I die"* instead of *"I will like him until I die"*. And so on. All of misformation could be seen completely in the following table:

Table 7

Misformation Errors

No	Types of Error	Error Sentence	Correct Sentence

1	Archi-form	1. I want to tell you about **they**	1. I want to tell you about **them**
		2. **He** favorite sport is basket ball	2. **His** favorite sport is basket ball
		3. He play with **we** in the PTC at night	3. He plays with **us** in the PTC at night
		4. Anto is the tallest between **we**	4. Anto is the tallest among **us**
		5. **He** eyes are brown like actrist in barat	5. **His** eyes are brown like actress in western countries
		6. **He** name Fandi	6. **His** name is Fandi
		7. He is play with **he** brother	7. He plays with **his** brother
		8. I want **he** to teach **I** play a guitar	8. I want **him** to teach **me** to play a guitar
		9. He can express **he** feeling	9. He can express **his** feeling
		10. I like **he** so much	10. I like **him** so much
		11. He play music in **he** guitar	11. He plays music with **his** guitar
		12. **His** from Portugal and play in Real Madrid	12. **He** is from Portugal and plays in Real Madrid
		13. In real Madrid, **his** use number 7	13. In real Madrid, **he** uses 7 as jersey number
		14. **His** always a make a goal in his team	14. **He** always makes a goal in his team
		15. But people said he is arrogant because of **he** style	15. But people said that he is arrogant because of **his** style
		16. **He** son very love **he** father	16. **His** son really loves **him** as a father
		17. **His** smile because **he** team win	17. **He** smiles because **his** team wins
			18. **Her** name is Luna
			19. She always helps **my**

18. **She** name is Luna 19. She always help **mine** problems 20. **He** full name is Nazriel Ilham 21. **She** is name Neli 22. I really want to meet **he** 23. I often come to **him** concert 24. **His** like swimming 25. **His** is kind person 26. **His** always help me 27. **His** a good friend 28. **His** have 2 sisters 29. I always play football with **his** 30. **His** like eating bakso 31. **His** have a good mother 32. I always play playstation with **his** 33. **His** is taller than me 34. **His** is smart boy 35. **His** always help me to do my homework 36. **His** always get 1 rank 37. **She** is name Widya 38. I always help **she** cook pempek 39. I think ada'an is the best choice when **us** hungry 40. My father said he will happy if **me** not in home because **his** can eat	problems 20. **His** full name is Nazriel Ilham 21. **Her** name is Neli 22. I really want to meet **him** 23. I often come to **his** concert 24. **He** likes swimming 25. **He** is a kind boy 26. **He** always helps me 27. **He** is a good friend 28. **He** has 2 sisters 29. I always play football with **him** 30. **He** likes eating bakso 31. **He** has a good mother 32. I always play playstation with **him** 33. **He** is taller than me 34. **He** is a smart boy 35. **He** always helps me to do my homework 36. **He** always get the first rank 37. **Her** name is Widya 38. I always help **her** to cook pempek 39. I think ada'an is the best choice when **we** are hungry 40. My father said that he will be happy if **I** am not at home because **he** can eat pempek more 41. I believe my father lie to **me** because it is impossible	

		pempek more	that my father is happy without **me**
		41. I believe my father lie to **I** because it impossible my father happy without **I**	42. **Her** name is Zubaidah
		42. **She** is name Zubaidah	43. **Her** cooking is very delicious
		43. **She** cooking very delicious	44. **Her** skin is brown
		44. **She** skin brown	45. **Her** favorite singer is Rita Sugiarto
		45. **She** favorite singer is Rita Sugiarto	46. **Her** favorite song is Pria Idaman
		46. **She** favorite song is pria idaman	47. She loves **us** very much
		47. She love **we** very much	48. I always sing together with **her**
		48. I always featuring singing with **she**	49. **His** name is Radhika and **my** name is Shella
		49. **He** is name Radhika and **me** name is Shella	50. **They** always help me and my brother
		50. **Their** are always help me and my brother	51. My parents invite my grandfather and my grandmother to live in **their** house
		51. My parents invite my grandfather and my grandmother live in **them** house	52. My grandfather gives **me** advice
		52. My grandfather give **I** advice	53. My grandmother told a story to **me**
		53. My grandmother told about tale to **I**	54. **We** are big family
		54. **Our** are big family	55. **We** have the same favorite food
		55. She and **me** have the same favorite food	56. **We** go to find our favorite food
		56. **I** and **her** go to search favorite food	57. My father works hard for **our** family
			58. **His** name is Ronaldo

|			
		57. My father is work hard for **their** family	59. Her mother and her father live with **her**
		58. Name **he** is Ronaldo	60. **She** is very happy with her career
		59. Her mother and her father live with **she**	61. **Her** favorite color is green
		60. **Her** very happy with her career	62. **Her** best friend is Taylor Swift
		61. **She** favorite color is green	63. **Her** name is Triani
		62. **She** best friend is Taylor Swift	64. **Her** favorite colour is green
		63. **She** name is Triani	65. **Her** favorite food is egg
		64. **She** favorite colour is green	66. **Her** favorite fruit is apple
		65. **She** favorite food is egg	67. **Her** favorite drink is mineral water
		66. **She** favorite fruit is apple	68. We always talk about problems in **our** lives
		67. **She** favorite drink is white water	69. **Her** name is Novi Silvia
		68. We always talking about problems in **we** live	70. **Her** hobbies are singing and watching
		69. **Hers** name is Novi Silvia	71. I never meet **him** now
		70. **Hers** hobby is singing and watching	72. **Her** name is Riris Yuniarti
		71. I never meet with **his** now	73. **Her** favorite color is blue
		72. **She** name is Riris Yuniarti	74. **Her** name is Zia Ramadanti
		73. **She** favorite color is blue	75. **Her** favorite colour is red
		74. **She** name is Zia Ramadanti	76. **Her** favorite food is noodle
		75. **She** favorite colour is red	77. I hope we can be a good friend as long as **we** lives
		76. **She** favorite food is noodle	

		77. I hope we can be a our friend good as long as **our** live	
2	Alternating form	78. **She** is football player in Real Madrid 79. I like **she** 80. **She** is play football very good 81. **She** team beat Atletico Madrid in final 82. **She** is the best player in the world 83. I will like **she** until I die 84. **His** name Rinda Septia 85. **His** name Syahira 86. I love **her** because he teach me to live good 87. **Her** name is Iqbal Kurniawan 88. **Her** name is Rizky Prasetya 89. I love **her** because he is nice 90. **Her** song is very nice 91. I like **her** when he is singing 92. **Her** wife name is Yulia 93. I love **her** so much	78. **He** is a football player in Real Madrid 79. I like **him** 80. **He** plays football very well 81. **His** team beats Atletico Madrid in final match 82. **He** is the best player in the world 83. I will like **him** until I die 84. **Her** name is Rinda Septia 85. **Her** name is Syahira 86. I love **him** because he teaches me to live well 87. **His** name is Iqbal Kurniawan 88. **His** name is Rizky Prasetya 89. I love **him** because he is nice 90. **His** song is very nice 91. I like **him** when he is singing 92. **His** wife's name is Yulia 93. I love **him** so much

After that, in order to know the percentage of misformation errors, the following formula was used to count the amount of errors:

$$P = \frac{n1}{\Sigma}\ 100\%$$

$$P = \frac{9}{1}\ 100\% = 72.65\%$$

There were three kinds of misformation errors based on surface strategy taxonomy. They were regularization errors, archi-forms errors and alternating forms errors. From all of those errors, archi-form errors were found 82.79%, alternating form errors were 17.20%, and there was no error found in regularization category. The amount of the percentage could be seen in the following chart:

Chart 2
The Percentage of Each Type Errors in Misformation

- Archi-forms Errors ■ Alternating forms errors
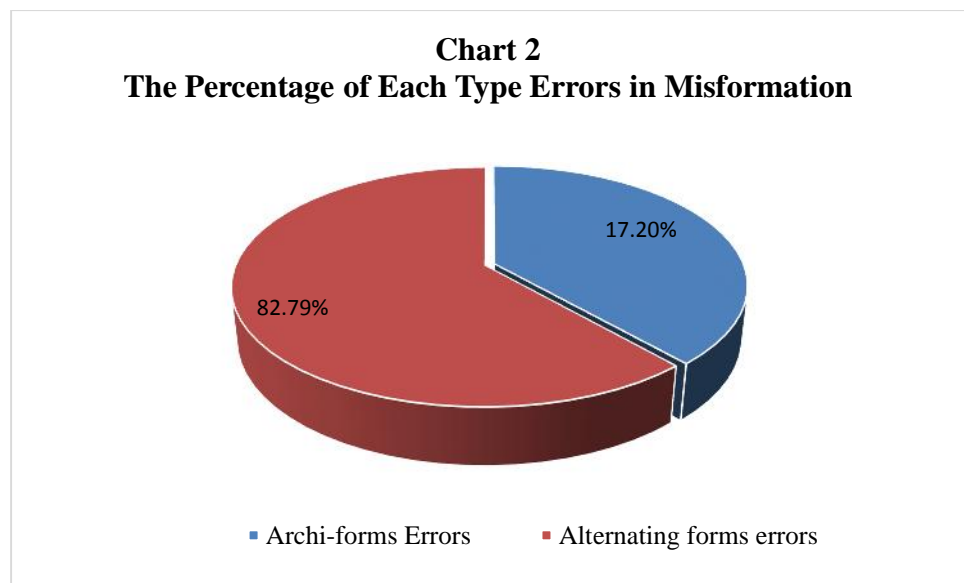
4.1.2.4 Personal Pronouns Errors in Students' Descriptive Writing
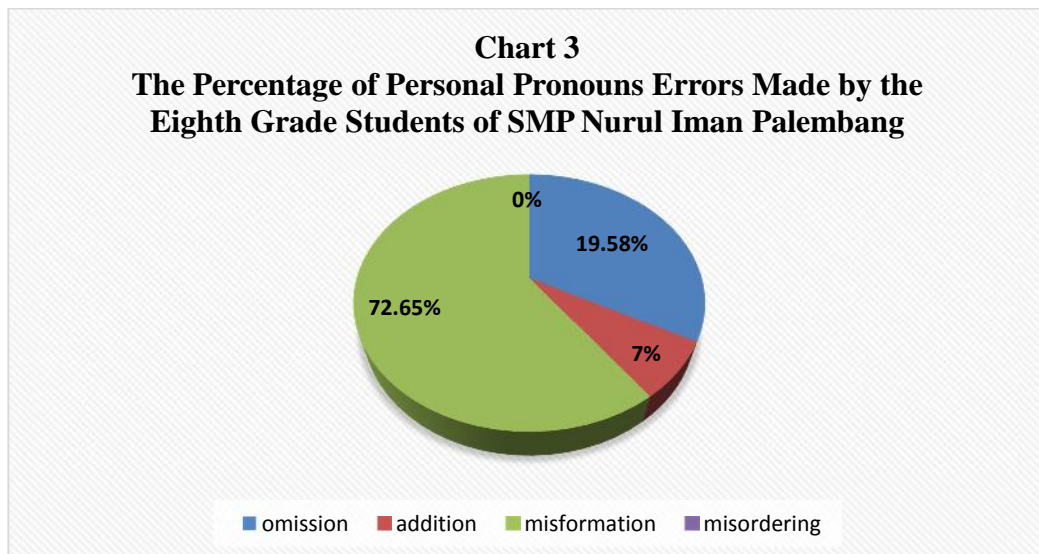
Based on the finding of the study, it could be said that the personal pronouns errors that occurred in students' writing were: 1) Misformation

(72.65%), (2) Omission (19.58%), (3) Addition (7.81%), and the last (4) there was no error found in misordering category.

Furthermore, in misformation errors, archi-form errors were occurred in 77 sentences with the percentage 82.79%, alternating form errors were in 16 sentences with the percentage 17.20% and there was no error found in regularization.

Then, from all of omission errors, the errors on the use of subject pronouns were 64%, the errors on the use of possessive adjectives were 38% and the errors on the use of object pronouns were 8%.

And the last was in addition with the percentage 7.81%. All of the errors in addition were in simple addition category. The whole percentage of simple present tense errors could be seen in the chart below:

Chart 3
The Percentage of Personal Pronouns Errors Made by the Eighth Grade Students of SMP Nurul Iman Palembang

4.2 Interpretations

Based on the findings above, this research revealed that the most frequent category or the most dominant error of personal pronouns contributed by the students was misformation with the frequency 72.65%. In misformation, the most

frequent error contributed by the students was archi-form with the percentage of 82.79%. This result showed that the students did many errors in choosing the appropriate pronouns in the sentence. The students used subject *she* for *her, we* for *us, he* for *his, they* for *them.* It implied that the students were difficult in differentiating pronouns for subject, object and also possessive adjectives.

Moreover, in misformation category, the students also did the errors alternating form with the percentage 17.20%. The students used freely the pronouns for every sentence. For example, *she* for *he, her* for *his, she* for *him.* This result showed that the students still difficult in using and differentiating the personal pronouns in each classes.

The findings of this study seem to support the findings of the previous studies, in a way that the misformation errors occurred most frequently, as the research conducted by Firdausi in 2014 which found that the selection was the error which most frequently produced by the students. It took 95.8% of the total errors. The students were confused in choosing the appropriate class of pronoun (subject or object).

Furthermore, this finding was also similar to a research by Wijayanto in 2008 which found that the most error found in the students' writing was misformation with 11 errors sentences. The errors of misformation were mostly due to incomplete application of rule. They were unable to use the changing form of personal pronouns in writing.

Generally, it could be concluded that there were some characteristics of the occurrence of personal pronouns errors in this study based on the finding; students used a wrong form in a sentence, the students omitted an item that should appear in a sentence and the students added an item that should not appear

in a sentence. The possible sources of the occurrence of personal pronouns errors based on theory from Brown (2000), in this study, would be elaborated in the following:

Firstly, in misformation errors, students used a wrong form in a sentence. It might be caused by interlingual transfer, it could be interpreted that it occurred because of the influence of mother tongue of the students (Brown, 2000, p. 224). This error could be said as the influence of mother tongue because they thought that in bahasa Indonesia, there was no any differentiation for *they* as the subject, object and also possessive adjectives. For example in the sentence *I want to tell you about they*. In this case, the students used *they* for object pronouns. The students thought that the pronoun *they* for subject was as same as *they* for object. Then in the sentence *He favorite sport is basket ball,* they freely used *he* for the possessive adjectives that should be *his.*

This finding was also similar to Wijayanto in 2008, as the students wrote *Ade and me is very happy.* In the first sentence, the student used object pronoun *me* for subject pronoun *I.* it seemed that he used it intentionally. He assumed that object pronoun *me* and subject pronoun *I* had the same meaning, so they generalized the pronouns.

Second, in omission errors, the students omitted an item that should appear in a sentence. It might be caused by intralingual transfer, where the students just learned some of target language, so students apply the structure for all forms. The students neglected the rule in forming the right form sentence. For example *my mother also love brother,* the students omitted the possessive adjective *my.* This error was similar to a research by Firdausi in 2014 such as *Their mom will give to watch a movie.* It indicated that the students did not get the production

strategies in interpreting the rule of the sentence form. They should use double subject before the word *to.* The absence of an item in the sentence above was because the students neglected the rule in forming sentence. They thought that the reader would understand what the absence item refers to, even though the sentences were not formed well. As results, they failed to construct a well-formed sentence in writing.

The last was addition. Addition meant the presence of an item that should not appear in a well-form utterance. The possible source of the error was communication strategies, where it was related to students' learning style or the students' way to get the message (Brown, 2000, p. 277). For example, *Esti and Widya they are my best friend.* The students add the pronoun for making sure the subject before the pronoun. They thought that it was clear if the add *they* after the subject where it was actually false.

From all the discussions above, it could be concluded that the eighth grade students of SMP Nurul Iman Palembang contributed the personal pronouns errors mostly in misformation. It occurred because of their difficulties in differentiating the subject and object of pronouns and also possessive adjectives. In addition, errors in omission and addition were also found in students' writing. Those all types of errors occurred might be caused of there were some characteristics of the target language which could not be comprehended and understood easily by the students because of the differences between first language and target language. The students were expected to learn more consistently in order to make them comprehend the personal pronouns.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusions and (2) suggestions

In this chapter, the writer concludes the results based on the findings and the interpretation that were presented in the previous chapter. The writer also offers some suggestions which are hopefully useful and helpful for teachers and the students in teaching and learning English

5.1 Conclusions

The study has collected some important information from the eighth grade students of SMP Nurul Iman Palembang descriptive writing in term of personal pronouns errors by using error classification of surface strategy taxonomy proposed by Dulay, Burt and Krashen in 1982. Based on the findings and interpretations, researcher concluded that:

Firstly, the eighth grade students of SMP Nurul Iman Palembang as the participants contributed the errors on omission, addition and misformation. The omission errors that occurred in students' composition were in subject pronouns, object pronouns and possessive adjective. The addition errors done by the students were all in simple addition, whereas there was no regularization and double marking error done by the students. After that, in misformation errors the students did the errors in archi-forms errors and alternating form errors. Meanwhile, there was no error found in misordering category.

Secondly, this research revealed that the most dominant error of personal pronouns done by the students were in misformation. Misformation errors indicated that the students faced some difficulties in comprehending the use and the differences of each class of personal pronouns. The frequency of misformation errors was 72.65%, followed by omission error was 19.58% and addition error 7.81%.

5.2 Suggestions

Based on the findings from this research, the researcher would like to give some suggestions to the teachers of English, the students and also the other researchers, they are:

1. For the teachers of English, it was expected to make correction and give further and clear explanations toward students' errors during learning process in learning personal pronouns. The teacher should give the students more comprehension in writing and also uttering personal pronouns. The teacher might really focus on the use of subject, object and also possessive adjectives pronouns since the finding of this research showed that the students did that kind of errors the most.

2. For the students, it was expected to practice more in using personal pronouns especially in the use of subject, object and possessive adjectives. The students might do more exercise for making sure their comprehension in personal pronouns. Moreover, it would be better for the students to implemented or used personal pronouns in their daily conversation with their friends. It could

improve the students' knowledge and also their skills in personal pronouns because they could make a correction each other.

3. For the other researchers, in order to improve teaching and learning process at junior high schools in Palembang, the researcher hoped that there would be researches focusing on the analysis on factors affecting the students' weaknesses in personal pronouns.

REFERENCES

Brown, D. H. (2000). *Principle of language learning and teaching (4th ed.)*. White Plains, NY: Pearson Education, Inc.

Cresswell, J.W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research.* Boston, MA: Pearson Education, Inc.

Danesi, M. (2006). *Basic American grammar and usage.* New York, NY: Barron's Educational Series, Inc.

Debata, P. K. (2013). The importance of grammar in English language teaching: A reassessment. *Language in India*, *13*(5), 482-486. Retrieved from : https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwjquZLevL7SAhWKQY8KHTrlCY0QFggbMAA&url=http%3A%2F%2Flanguageinindia.com%2Fmay2013%2Fpradeepgrammarfinal.pdf&usg=AFQjCNFtoCit4jctu-EPWoIjmytUuAhN1w&sig2=0tUYNPAcz6L3BCnQQ2iWzw.

Dulay, H., Burt, M. & Krashen, S. D. (1982). *Language two.* Oxford, UK: Oxford University Press.

Ellis, R. (1997). *Second language acquisition*. Oxford, UK: Oxford University Press.

Erdogan, V. (2005). Contribution of error analysis in foreign language teaching *.Journal of faculty of education, 1*(2), 261-270. Retrieved from www.turkofoni.org/files/contribution_of_error_analysis_to_foreign_language_teaching-vac_de_erdo_an-mers_n_un__2005.pdf

Feder, M. 2002. *Free English lessons from the ESL resource center*. Retrieved from https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwiXmtWE6cXSAhWHro8KHfdbBqQQFggZMAA&url=http%3A%2F%2Flanguagelesson.com%2Fsep2013%.pdf&usg=AFQjCNEmvbLs111Zxc1TnSg5z55LUiBAgg&sig2=39YvkbFtZ5x6ezWrn3iisg

Firdausi, D.H. (2014). *An analysis on students' errors in using personal pronouns (a case study at the first grade of junior high school of Yayasan Miftahul Jannah).* Jakarta, Indonesia :UIN Syarif Hidayatullah

Fraenkel, J.R., Wallen, N., & Hyun, H. (2011). *How to design and evaluate research in education (8th ed.).* New York, NY: Mcgraw Hall, Inc.

Harmer, J. (2004). *How to teach writing.* Essex, UK: Pearson Education, Inc.

Hidayah, A.T. (2013). Error analysis on the use of the simple tense and the simple past tense in writing essays among TESL college students. *International journal of education and research, 1*(12), 1-12. Retrieved from https://www.google.co.id/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwie_K37rsnSAhVIJZQKHQsZAh8QFggbMAA&url=http%3A%2F%2Fwww.ijern.com%2Fjournal%2FDecember2013%2F29.pdf&usg=AFQjCNHEFsNDAi6WNhaLkj6uul9zDvxyzw&sig2=3qhYti9DN7YIiCLQ5WVJAw&bvm=bv.149093890,d.dGo

Kracht, M. (2008). *Introduction to linguistics.* Los Angeles, CA: Department of Linguistic, UCLA.

Muftah, M & Galea. (2013). Error analysis of present simple tense in the interlanguage of adult Arab English language learners. *English language teaching, 6*(2), 146-154. Retrieved from https://www.google.co.id/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwjG74vDr8nSAhVLFJQKHXqWBa4QFggZMAA&url=http%3A%2F%2Fwww.ccsenet.org%2Fjournal%2Findex.php%2Felt%2Farticle%2Fdownload%2F23822%2F15120&usg=AFQjCNGiqPsdwlrOTZN2KAH9lrq6gYGPmw&sig2=fBMImrbCF2dk6Zu8Pc0LVw&bvm=bv.149093890,d.dGo.

Nelson, G. (2001). *English: An essential grammar*. London, UK: Routledge.

Nitria, I. (2007). *Students' errors in using simple present tense in writing descriptive texts the case of the eighth year students of SMPN 2 Brebes in the academic year of 2006/2007.* Malang, Indonesia: Universitas Negeri Semarang.

Norrish, J. (1983). *Language learners and their errors*. London, UK: Macmillan Publishers, Ltd.

Nunan, D. (2003). *Practical English language teaching.* New York, NY: McGraw-Hill.

Nursahadah. (2014). *An error analysis on the use of personal pronouns (a case study of students on first grade of SMP Islam Al-Syukro Ciputat).* Jakarta, Indonesia: UIN Syarif Hidayatullah

Oshima, A. & Hogue, A. (2007). *An introduction to academic writing* (3rd ed.). New York, NY: Pearson Education

Payne. T.E. (2011). *Understanding English grammar a linguistic introduction.* Cambridge, UK: Cambridge University Press.

Quirk. R. (1985). *A comprehensive grammar of the English language.* New York, NY: Longman Inc.

Richards, J. C. (1974). *Error analysis.* London, UK: Longman Group

Sanal, Fahretin. (2007). *A learner based study on second language lexicology of Turkish students of English,* Doctoral Thesis, Cukurova University.

Subasini, M., & Kokilavani, B. (2013). Significance of grammar in technical English. *International Journal of English Literature and Culture*, *1*(3), 56-58. Retrieved from https://www.google.co.id/url?sa=t&rct=j&q= &esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwjOw4Hmr 8nSAhWGHZQKHQc9DjIQFggZMAA&url=http%3A%2F%2Fwww.aca demicresearchjournals.org%2FIJELC%2FPDF%2F2013%2FDecember%2 FSubasini%2520and%2520Kokilavani.pdf&usg=AFQjCNFWD6fwZoWU hYEYdTWVZ66KwwMSg&sig2=faxdaNQemPxq_ysPexNc-A&bvm=bv. 149093890,d.dGo.

Wijaya, A. (2015). *An error analysis on the use simple present tense in a descriptive text written by the seventh grade students of SMPN 5 Kediri in academic year 2014/2015*. Kediri, Indonesia: Universitas Nusantara PGRI Kediri

Wijayanto, A. (2010). *Error analysis in the use of personal pronouns made by eleventh graders in writing report made by the eleventh grade of SMAN 11 Surabaya.* Surabaya, Indonesia: Universitas Negeri Surabaya.

Wismono, P. (2013). *The importance of English language for young learners in Indonesia*. Semarang, Indonesia: Universitas Negeri Semarang.