CHAPTER I

INTRODUCTION

This chapter consists of some sections. They are background of the research, setting of the research, limitation of the research, formulation of the research, purpose of the research, significance of the research, and definition of the key terms. The researcher will discuss all of the contents that have been explained above.

A. Background of the Problem

In Indonesia, people use English as a foreign language. English is not used for communication by most of people, but it is learned and taught to the students at school as a subject. English is learned in some educational institutions in Indonesia. The students have been learning English started from elementary school up to university. It proves that English is important for students to survive in globalization era.

In learning English, there are four skills that must be mastered by students. They are listening, speaking, writing and reading. All of them are very important skill to be mastered, especially writing. The writing skill is more complicated than that of other language skills (Javed, Juan, Nazli, 2013:130). In writing students forced to transfer their ideas or thought into written form. It means that eventhough, English has been taught to them but, the students still get difficult in mastering this skill because writing is complicated skill.

Through writing assignments, the students can express their ideas, respond to the other ideas, tell stories, convey information, and they are expected to be

able to compose well-organized writing. This skill is process of revealing the words not only in written form. Writing need creativity in choosing vocabulary and structure, then put it on the paper to make readers understand what the students means.

In writing itself there are many kinds of texts, one of them is narrative text. Narrative is a story that should be related within stories and has function to entertain the reader which is happened in the past. It means that narrative is kinds of text that tell about story that has goal to amuse or to entertain the readers. This text is taught and learnt in first grade senior high school. In writing narrative text, grammar is one of the elements that important to be mastered by students.

In Indonesian students writing is not easy, because there are differences between English grammar and Indonesia grammar. The example is the use of pronouns. With the use of pronouns will read much more smoothly, in spite of the repetition of the pronouns. In this case the researcher will only take one of part of grammar that is personal pronouns to be analyze. Personal pronouns have the important role. Missing one of them can cause the wrong meaning in one paragraph or in the whole of paragraph. It is because personal pronoun always refers to noun, so they related to each other.

Personal pronoun in English has many types and they also have different position and function. According to Swick (2009:57) the personal pronouns have a subjective form, an objective from, and a possessive form. For example as the first person in English used as a subject (I), object (me), possessive adjective (my...) and possessive pronoun (mine). While Indonesia personal pronouns consist of saya/aku, kamu/ anda, dia, mereka, kami/ kitaand kalian. As we know that both as

subject or object, they have the same forms and not change in any position in sentence. It is tends students will be made some mistakes or even errors when they using English personal pronouns in writing narrative text.

Errors in language learning are natural to occurs. As the students who learn more about English, of course many errors will appear. According to Amin (2017:70) the process of language learning learners are always made errors as a natural step in the development of language skill. It means that students cannot avoid errors because errors mostly occur in learning process. Moreover, English is foreign language for Indonesian students.

Based on the interview to English teacher in tenth grade of SMAN 1 Rambah Samo. She revealed that most of students still got difficulties in writing narrative text. The errors that produced by students in writing can be caused by many factors, such as, the first is students have less vocabulary, for example:*"Cinderalla is a **beautiful** girl and she lived in **beautiful** house"*. The students repeat the same word in their writing frequently. The sentence should be *"Cinderella is a **pretty** girl and she lived in **beautiful** house"*. The lack of vocabulary limits them in creating a good writing composition. The second is their knowledge about grammar is still so poor, for instance: *"Cinderella lived with **his** stepsisters and stepmother"*. In this example, students made error in using possessive adjective. The correct answer is *"Cinderella lived with **her** stepsister and stepmother"*. The last is because of their mother tongue which often influences them in practice English language. For example: *"Godmother gave a pair of **slippers glass pretty** to Cinderella"*. From the example show that students get influences from their mother tongue in translate that sentence in English. The

students fail in construct the word order in the sentence correctly. The right answer is *"Godmother gave a pair of **pretty glass slippers** to Cinderella".* Those are some reasons caused students often makes errors in studying English. Based on the explanation above, in this research paper, the writer takes the title: *"Students' error in using personal pronoun in writing narrative text at tenth grade of SMAN 01 Rambah Samo".*

B. Setting of the Problem

Based on the explanation above, the researcher can take the conclusion. There were some problems in writing English faced by students at ten grade of SMAN 1 Rambah Samo. The problem caused by many factors such as, firstly less vocabulary, secondly lack of knowledge about grammar, lastly influence by students' mother tongue. In writing narrative text students definitely used pronoun when they write and it is tend to make errors in using personal pronoun.

C. Limitation of the Problem

There are some problems that researcher found in this research. But the researcher will limit them on students' error in using personal pronoun in writing narrative text in tenth grade of SMAN 1 Rambah Samo.

D. Formulation of the Problem

What types of error do students made in using personal pronoun in writing narrative text at tenth grade of SMAN 01 Rambah Samo?

E. Purpose of the research

Based on the problem that have already told above, the researcher want to find out the types of errors which students made in using personal pronoun in writing narrative text at tenth grade students of SMAN 1 Rambah Samo.

F. Significance of the research

By doing the research, the researcher expects to give contribution to teacher, students and further researcher:

1) Teacher

The English teacher will have clear information about what errors that made by students in using personal pronouns. So, the teacher can decrease the students' error in using personal pronoun in wring narrative text.

2) Students

The students will know what type in personal pronoun which is difficult for them to mastering. Then, students will be motivated to learn and improve their grammar skill especially in personal pronouns.

3) Further Researcher

Other researchers who are interested in analyzing on the students' errors can get basic information from this study, so they can do their research deeper and better than this study.

G. Definition of the Key Terms

a. Personal Pronouns

Dykes (2007:36) states that personal pronouns are the ones usually think of when the word pronoun comes to mind, it generally label them on the basis of person and members. Thus, in thus study personal pronouns are part of pronouns that are words that replace a noun or noun phrase, but they commonly refer to person, place, animal, and thing.

b. Writing

According to Bowker (2007:2) writing is a skill that is required in many contexts throughout life. Thus, in this research writing is complicated process of expressing or arrange ideas, needed creativity in choosing vocabulary, spelling, punctuation, content, structures and so on, then put it on the paper.

a. Narrative text

According to Zumakhsin and Yulia (2013:44) narrative is a text that is aimed to entertain, amuse, teach a lesson or moral, explain something or make a comment. In this study, narrative is a text that tells about imaginative story that happened in the past and has goal to amuse and teach moral values to the readers.

b. Error Analysis

According to Brown (2000:218) error analysis is the study of learner's errors that can be observed, analyzed and classified to reveal something of the system operating within the learner, led to a surge of study of learner's errors. In this research, error analysis is a technique to observed, classified, describe, analyze and reveal the students' error that found in learning foreign language.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about the review of the related literature. It consists of review of related theories of writing, personal pronouns, narrative text and error analysis. In this chapter, the researcher compared the previous research which took error analysis as their variable of the research, then to find out the differences between this research and other research. Conceptual framework also becomes part on this chapter.

A. Review of Related Theories

1. The Nature of Error

Error in foreign language learning especially in English is the thing that difficult enough to avoid. Students make a mistake or make error are normal situation, because it is always appear in process of learning. Moreover, for the students who learn more about English, they will be faces many errors. According to Amin (2017:68) errors are unavoidable in learning a foreign language. Teacher should become the first to recognize the errors made by the students and block some of these errors by giving feedback to them. It means that Error in language learning is a natural thing to appear.

According to Corder (1974: 259) in Jabeen (2014:88) errors are the result of incomplete learning and linguistic incompetency of the learners and errors cannot be self-corrected. Similarly, Edge (1989:10) says if a student cannot self-correct a mistake in his or her own English, but the teacher thinks that the class is familiar with the correct form, that is called errors. Furthermore, Brown (2000:217) states that an errors are a noticeable

deviation from the adult grammar of a native speaker, reflecting the inter-language competence of the learners.

In other words, errors can be concluded as the result of weakness students' competence in learning. Then, the errors cannot be self-corrected by the students. Students do not know if they make errors caused by the lack of students' knowledge. Students need feedback or help from the teacher to give them more explanation about the errors.

According to Kafipour and Khojasteh (2012:18) errors made by learners in the process of language learning are not considered as a negative aspect of language learning but a natural step in development of language skills. Moreover, Ondrakova (2016:102) says an error is an indicator of the teaching process, it has a correcting function and it becomes a starting point of new progress in further learning because it is important "interstage".

Based on explanations above, the researcher conclude that errors made by students not only seen as the negative aspect in teaching learning process. Errors can help teacher to know how far the students' competence in mastering the target language in learning process. Then, the teacher can get suggestion or information from error because errors can be level of achievement indication in teaching process done.

1.1 Classifications of Error

In error there are several types or classifications. According to Dulay, Burt, and Krashen (1982:146) classify errors into four categories, these are: linguistic category, surface strategy, comparative analysis, and communicative effect. But the common based used for descriptive

classification of the error is linguistic category surface taxonomy (focused on errors of *omission, errors of additions, errors of mis-formation, and errors of mis-ordering*). More explanation according to Dulay, Burt, and Krashen (1982:150-162) can be seen bellow.

Table 2.1 **Classification of Errors**

No	Category	Description	Example
1.	Omission	It is refers the absence of item that must appear in a well-formed utterance.	*She Sleeping*
2.	Additions	This errors means that the presence of an item that must not appear in well-formed utterances.	*We didn't went there*
3.	Mis-formation	It is refers of the use of the wrong from of the morpheme or structure	*The dog eated the chicken*
4.	Mis-ordering	It means that the incorrect placement of a morpheme or group of morpheme in an utterance.	*What daddy is doing?*

The Surface category taxonomy (categories and example taken from Dulay, Burt, and Krashen (1982)

Based on the table above, the researcher can take a conclusion that classification of errors by Dulay, et. al. (1982) divided into four categories. There are *omission, errors of additions, mis-formation, and mis-ordering.* Each of types has different characterize of errors. Students' errors will be classified into these four types.

In other hands, according to Corder (1981:36) classifies errors into four different categories, there are: *addition, omission, selection, and ordering.*

a. Omission

Omission is where some element is omitted which should be present (Corder, 1981:36). Thus, omission errors happen when the students absence some elements in the item that must appear in a sentence.

Example:

Incorrect : *The step mother and sisters were conceited. Treated Cinderella very badly.*

Correct : *The step mother and sisters were conceited.* ***They*** *treated Cinderella very badly.*

b. Addition

Addition errors are the opposite of omission. Jabeen (2015:56) claims this error refers to the addition of any grammatical item. They are characterized by the presence of an item which must not appear in a sentence.

Example:

Incorrect : *Dayang Sumbi hammer him**s***

Correct : *Dayang Sumbi hammer him*

c. Selection

Jabeen (2015:56) says selection refers to the problem of wrong selection of the certain forms. Thus, this errors are because the use of wrong form of the morpheme or structure.

Example:

Incorrect : *Cinderella is beautiful girl. The prince liked **him** very much*

Correct : *Cinderella is beautiful girl. The prince liked **her** very much*

d. Ordering

Ordering errors are where the elements presented are correct but wrongly sequenced (Corder, 1981:36). It means that ordering is refers to the incorrect placement of words in a sentence or utterance.

Example:

Incorrect : *Sangkuriang was hit and expelled by **mother his**.*

Correct : *Sangkuriang was hit and expelled by his mother.*

2. Error Analysis

2.1 The Definition of Error analysis.

This study is talking about the errors made by students in learning target language. The target language that the researcher means in this research is English. Analysis is the most important method. One of analysis that can detect students' error is error analysis. Error analysis is a way to describe errors which is found in writing and needed to recognize the students' errors.

Corder (1981:1) states that the study of learners' error is part of the systematic study of learners' language which itself necessary to an understanding of the process of second language acquisition. It means error analysis is resembles methodologically about the study of the acquisition in foreign language. Then, according to Gass and Slinker (2008:103) error analysis is a type of linguistic analysis that focuses on the errors learners made.

Another theory states by Brown (2000:218) error analysis is the study of learner's errors that can be observed, analyzed and classified to reveal something of the system operating within the learner, led to a surge of study of learner's errors. Meanwhile, James (1998:1) defines error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.

The four definitions above clarify that error analysis is a process of investigation to identify, observed, analyze, classify, describe and reveal the production of students' error that occurs or found during students learning foreign language. Error analysis happen caused by students' unsuccessful in learning foreign language.

2.2 The Steps of Error Analysis

In analyzing students' errors, there are some steps to be followed. According to Corder (1974) in Ellis and Barkhuizen (2005:57), states that there are five steps in an error analysis. These steps are as: collection of sample of learner language, identification of errors, description of errors, explanation of errors and evaluation of errors.

a. Collection of sample of learner language

The researcher must decide a number of students which is being sample for the research. According to Ellis and Barkhuizen (2005:57) collecting a sample of language provides the data for the error analysis. The data is collected from the participants chose. Then, they will be given examination or test in order to get data.

b. Identification of errors

In this step the researcher must identify error from the data collection. Ellis and Barkhuizen (2005:58) states that identification of error involves a comparison between what the learner has produced and what a native speaker counterpart would produce in the same context. Thus, for identifying the error the researcher must compare the sentence that was produced by students to the correct sentence in the target language.

c. Description of errors

The next step is description of errors, all errors that have been identified then, they would be classified into the types of errors. According to Corder (1981:36) classifies errors into four different categories, there are: addition, omission, selection, and ordering. These are the types of error that the researcher will be looking for.

d. Explanation of errors

This step will explain why errors occur. As cited in Ellis (1999:57) explanation is concerned with establishing the source of error or accounting for why it was made. It means that explanation concerned on the sources of errors that was made by students..

e. Evaluation of errors

Saville-Troike (2006) in Safrida and Kasim (2016:72) states the errors are evaluated to know how serious they are, because some errors are more serious than others. In other hands, Ellis (1999:63) error

evaluation involves a consideration of the effect of that errors have on the person(s) addressed.

2.3 The Different Between Mistake and Error

Error and mistake is not the same thing. They are really different for each other, but most of people still confused about the difference of them. In this section the researcher will be give more explanation about the distinction between error and mistake according by some experts.

According to Brown (2000:217) a mistakes refers to a performance error that is either a random guess or a "slip", in that is a failure to utilize a known system correctly. Furthermore, Hasyim (2002:45) state that mistakes is made by a learner because he does not apply the rule (s) that he actually knows. Then, Corder (1974:259) as cited in Jabeen (2015:53) says mistakes are the results of poor performance of language due to many factors like fatigue and carelessness on the part of learners etc. Meanwhile, Donal (2015:102) says mistakes or lapses are caused by stress, fatigue, boredom, emotion, or learners' slip of tongue and tend to be not systematic. It means that, when students make mistakes in learning, students can correct their mistakes by themselves.

In other hands, error is result of incomplete knowledge. As stated by Donal (2015:102) errors tend to be caused by imperfect or lack of competence. Furthermore, Jahan (2017:95) states that error reflect gaps in learner's knowledge, they occur because the learner doesn't know what is correct. Then, according to Brown (2000:217) an error occur since the

learner does not know what is correct, and it cannot be self-corrected. It means that when students make error they cannot correct it by themselves.

Based on some theories above, the researcher conclude that mistakes is the result of students' poor performance in apply the rules that students actually knows. Mistakes can be caused by some factors. There are, carelessness, stress, fatigue, boredom, emotion, or learners' slip of tongue, tired and so on. Students also can correct their mistake by themselves. In other hands, error is incomplete or gaps students' knowledge in mastering foreign language. Students cannot self-corrected when they made errors in learning process.

2.4 Sources of Error

According to Brown (2000:223-227) there are four sources of error. There are as: inter-lingual transfer, intra-lingual transfer, context of learning, and communication strategies.

a. Inter-lingual transfer, it is caused by the negative influence or interference of the students' mother tongue. As says by Jahan (2017:95) inter-lingual transfer is to be a source of error because influencing of learners' mother tongue. Similarly, Al-Khersheh (2016:53-54) mentions that inter-lingual transfer occurs as being result of language transfer, which might be caused by the learners' mother tongue.

b. Intra-lingual transfer is the negative transfer of items within the target language. It means that the incorrect generalization of rules within the target language. Rohendi and Herlina (2015:354) states

intra-lingual transfer occurs when the transfer within the target language it-self.

c. Context of learning, According to Rohendi and Herlina (2015:354) context of leaning is the source of error that comes from the teacher, the situation in the class, and also from the textbook. As stated by Brown (2000:226) for example, the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In other words, It is to be happened if in learning students got wrong explanation or wrong rules about the target language in the school.

d. Communication strategies, Brown (2000:227) this is defined and related to learning style. Learners obviously use production strategies in order to enhance getting their message across, but at times these techniques can themselves become a source of errors.

In intra-lingual transfer have several kinds about the sources of errors. Richards (1998:184) states the types of intra-lingual transfer divided into four.

Table 2.2 **Types of Intra-lingual Transfer**

No	Kinds of transfer	Meanings	Examples
1	*Overgeneralization*	Over-generalization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language.	He can *sings*
2	*Ignorance of rule restriction*	The failure to observe the restrictions of existing	she *has* arrived at home

		structures, that is, the application of rules to contexts where they do not apply.	yesterday
3	*Incomplete application of rules*	Learner may note the occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances.	When *you will* come to the school?
4	*False concept hypothesized*	A class of developmental errors which derive from faulty comprehension of distinctions the target language.	

Richards (1998:184)

Based on the table above, the researcher can take the conclusion that in intra-lingual transfer has several types. They are overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesized. From the explanation of the table above, it can be concluded that most of error transfer in intra-lingual due to the grammatical pattern or form.

3. Errors in Writing

Writing is the most difficult skill in English. It means that errors will found and appear when the students write in English. The result of students' writing can take to analyze the error that made by students. In the school writing is compulsory subject for students to learn. Harmer (2007:31) says writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English.

According to Al-Khasawneh (2014:88) writing as a mental process

which includes generating ideas, writing these ideas in ordered sentences, and revising these ideas for evaluation purpose. He adds that good writing must include a sufficient knowledge of grammatical rules, lexical items, and logical connections. It means that writing is a process of arranged students' ideas or thought then transfers it in form of sentence in piece of paper. In writing contains of grammar, lexical and logical connection that should be exist to be good writing.

Then, Purba (2018:27) says writing as a process to get product is influenced by some elements such as vocabulary, grammar, organization, spelling, and punctuation. It means that when students want to deliver their feeling or thought by writing, students has to notice not only the vocabulary but also the grammar. Grammar in writing is needed in order to create good writing and meaningful sentence.

Mastering grammar is still difficult for most of students. As stated by Phuket and Normah (2015:99) mastering English writing skill is a very difficult task for the learners of English as a foreign language (EFL). He added that most of EFL students tend to make errors in writing. Then, Murcia and Olshtain (2000) as cited in Al-Khasawneh (2014:86) claim that writing skill requires a high level of language control, problem-solving form, generating ideas, planning, goal setting, monitoring, and assessing what has been produced. Furthermore, Nunan (1999:271) states in terms of skills, producing a coherent, fluent, extended piece of writing is probably the most difficult this to do. This is explains that writing is complicated process.

Based on some theories above it means that from four skills of English, writing is the most difficult skill to be mastered by students. It is caused by many rules that contain in writing such as structure, vocabulary, punctuations, spelling and so on. Because of it, the students tend to make mistakes and even errors when they try to arrange or write sentence in English. In this research the researcher only focus in students' errors in using personal pronoun in writing narrative text.

4. **Genre**

Learning about writing is not only about putting words or ideas into piece of paper. Students also expected to know how to arrange the ideas, grammar, messages, and information correctly in the text. It has purpose to give the lessons and also to entertain the readers who are read the text. According to Pardyono (2007: 17-313) in Purba (2018:28) there are twelve types of genre, they are: Narrative, Recount, Description, Report, Discussion, Explanation, Analytical Exposition, Procedure, Anecdote, Hortatory Exposition, Spoof, News item. However, students still have many problems to write several kinds of text especially narrative text.

4.1 Narrative Text

Narrative text is interesting text and the students can learn from it. Fakeye, Bosede and D.O (2016:273) narrative is a type of text that is proposed to amuse and to deal with actual and vicarious experience in different ways. Meanwhile, according to Hasan (2016:265) narrative is one of the text that has function to entertain and to recount the truth or the fictional story or events that has happened followed by sequence of action

in that time. Thus, narrative is type of text that tells about imaginative or factual story that has happened in the past.

According to Zumakhsin and Yulia (2013:44) narrative is a text that is aimed to entertain, amuse, teach a lesson or moral, explain something or make a comment. Then, Saputro (2013:3) claims that narrative text is used to amuse, entertains and to deal with an actual or vicarious experience in different ways. In other words, the goal of narrative text is to entertain or amuse the readers about the story. In narrative text also give lesson to explore social and moral values in that story.

Based on some theories above the researcher can conclude that narrative text is the text that tell story about something imaginative or a fantasy and can be factual events that happened in the past. It is relates to the story about person, place, animal, and many others. The purpose of narrative text is to amuse or entertain the readers with factual or imaginary experiences that happened in the past. Narrative text also can give moral values to readers.

4.2 Types of Narrative Text

There are many types of narrative text. Every types of narrative has aimed to entertain the readers. According to Fakeye, Bosede and D.O (2016:273) generally, narrative texts could be categorized into the fictional narrative or imaginary, the non-fictional narrative, or combination of both. Fictional narrative presents story as fairy tales, folklore or folktales, horror stories, fables, legends, myths, and science fictions. On the other hands, a

non-fictional narrative (also factual narrative) presents a real-life person's account of a real-life story. It includes historical narratives, ballads, slice of life, and personal experience. That is all of the types or kinds of narrative text.

4.3 Components of Narrative Text

Every text certainly have generic structure or component, it is also occur on narrative text. Fakeye, Bosede and D.O (2016:273) divided generic structure of narrative text into three elements, they are:

a. Orientation (Introduction)

The introduction tells about the character who involve in the story, time and the place where the story take place.

b. Sequence of Events (complication)

This part tells the sequence of the story and the problem faced by the character. It is the introduction of the problem which involved the main character.

c. Resolution

The ending of the story is containing the problem solution. It tells the readers how the problem was solved and in resolution can be happy or sad ending.

Thus, Stories consist of several parts. They are the beginning, the problem that occurred, how the problem was solved, and the ending of the story. In other hands, according to Priaya, Riandi and Mumpuni (2008:86) the structure of narrative text consists of four parts: firstly, orientation introducing the characters of the story, where and when the story occurred.

Secondly, compilation it is how the problem starts until its crisis point (climax) of the problem. Thirdly, resolution, it is talking about how the problem is solved or ended. Lastly, re-orientation, this part of the story is optional. The ending of the story which may consist of closing remark to the story, moral lesson, advice or teaching from the writer.

Based on some theories above the researcher can conclude that there are some elements of narrative text. There are: orientation, complication, and resolution. Firstly, orientation is talking about, who, where and when in the story. Secondly, complication is the problem that appears or faced by the main character in story. Lastly, resolution is the end of the story contains how the character solved the problem in story.

4.4 Linguistic Features of Narrative Text

All text in English has their own rules in order to make the story meaningfully. Like other texts that have their own linguistic features, Priaya, Riandi and Mumpuni (2008:86) also suggest that narrative text have some linguistic features as listed bellowed:

- Use of particular nouns to refer to or describe the particular people, animals and things that the story is about.
- Use of adjectives to build noun groups to describe the people, animals or things in the story.
- Use of time connectives and conjunctions to sequence events through time.
- Use of adverbs and adverbial phrases to locate the particular incidents or events.

- Use of past tense action verbs to indicate the actions in a narrative.

- Use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.

In writing narrative text certainly the students will use pronouns when they construct the story. The use of pronouns is un-voidable by students in writing narrative text. It will help them in writing narrative text to be good writing. Missing pronouns can cause the wrong meaning in one paragraph or in the whole of paragraph.

5. **The Pronouns**

    5.1 The Definition of Pronouns

    The use of pronouns make the students writing will be better. In this section the researcher will give some definitions of pronouns according to some experts. Rozakis (2003:9) a pronoun is a word used in place of a noun or another pronoun. Furthermore, Hagen and Azar (2013:136) states that a pronoun is used in place of noun. Then, Baskervill& Sewell (2013:65) says pronouns is a reference a word, standing for name, or for a person or thing, or for a group of person or things. Based on some definitions above pronouns is a word that replaces or refers as a noun, person, place and things.

    As one of grammatical categories, pronoun is very important to teach in order to make students be able to construct grammatical sentences. Dykes (2007:36) states with the use of pronouns this would read much more smoothly, in spite of the repetition of the pronouns. It means that If

there is no pronoun used, we should repeat noun for several times. It can make our writing is not good enough.

5.2 The Kinds of Pronouns

Each kind of pronoun has different function in a sentence. There are some types of pronouns in English. According to GreenBaum and Nelson (2002:99) mentioned in their book that there are eight major categories of pronouns. There are personal pronouns, possessive pronouns, reflexive pronouns, demonstrative pronouns, reciprocal pronouns, interrogative pronouns, relative pronouns, and indefinite pronouns.

a. **Personal Pronouns**

According to Berry (2012:82) personal pronoun refers noun or noun phrase. In other hands, Swick (2009:57) states the personal pronouns have a subjective form, an objective from, and a possessive form. It means that personal pronouns arrest and as noun or noun phrase which contain of subject pronouns, object pronouns, and possessive pronouns.

b. **Possessive Pronouns**

According to Sargaent (2007:27) possessive pronouns are used to talk about things that belong to people. They are possessive adjective and possessive pronouns. Thus, possessive pronouns are used to express ownership or possession relationship.

c. **Reflexive Pronouns**

Azar and Hagen (2013:143) states that reflexive pronoun is used as the object of a verb or preposition when the subject of the sentence

and the object are the same person. Similarly, Swick (2005:83) reflexive pronouns reflect back to the subject of a sentence. In other words, these pronouns are words that refer to the noun or pronoun that is has same identity with subject of the sentence. The English reflexive pronouns are: *myself*, *yourself*, *himself*, *herself*, *itself*, *ourselves*, *yourselves*, and *themselves*.

d. Demonstrative Pronouns

Demonstrative pronouns are used to replace specific people or things (or are understood from context). Demonstrative pronouns are used for pointing out things. The words this, that, these and those are demonstrative pronouns (Sargaent, 2007:27). It means these Pronouns are used to indicate or point out the person or thing being referred.

e. Reciprocal Pronouns

According to Ansell (2000:251) reciprocal pronouns refer to person or things which are acting on each other. Furthermore, Biber, Johansson, Leech, Conrad, and Bonagen (1999:347) states that reciprocal pronouns means that has more than one entity and there is mutual relationship. Thus, these pronouns is refers or demonstrate mutual relationship that acting on each other. There are basically two types of reciprocal Pronouns in English namely: *each other and one another*.

f. Interrogative pronouns

According to Ansell (2000:253) interrogative pronouns are used in asking questions. Then, Seaton and Mew (2007:48) The words are

(*who, whom, whose, what and which*) are called interrogative pronouns. These pronouns are used to ask questions.

g. **Relative Pronouns**

Swick (2009:59) relative pronouns are used to combine two sentences that contain identical nouns or pronouns. The sentence in which the noun is replaced by a relative pronoun becomes a subordinating clause. Thus, relative pronouns are used to introduce subordinate clauses (clauses that cannot stand alone as sentences). These pronouns is often used is *who, whom, whose, that, what and which*.

h. **Indefinite Pronouns**

Biber, Johansson, Leech, Conrad, and Bonagen (1999:351) states that indefinite pronouns refers to entities with the speaker/writer cannot or does not want to specify more exactly. Then, Sargaent (2007:28) says an indefinite pronoun does not refer directly to any other word. It means that these pronouns do not refer to specific person or things.

Table 2.3 **Indefinite pronouns**

Indefinite pronouns			
All	each	most	other
Another	either	neither	several
Any	everybody	nobody	some
Anybody	everyone	none	somebody
Anyone	few	no one	someone
Both	many	one	such

(Sargaent, 2007:29)

6. Personal Pronouns

The most important class of pronouns are the personal pronouns, because they are the most common and they can vary in a number of ways, some of which are unique in English (Berry, 2012:82). As states by Eastwood (2002:234) 'Personal pronoun' can be function as first person the speaker), second person (the person spoken to) and third person (another person or thing). In other words, personal pronouns is indicate the person speaking, the person spoken to, object of spoken. Then, personal pronouns are used for replacing person, animals, places or things.

According to Berry (2012:82) personal pronoun refers noun or noun phrase. In other hands, Swick (2009:57) the personal pronouns have a subjective form, an objective from, and a possessive form. The classification of personal pronoun according to Azar and Hagen (2013:136)can be seen in the table bellow.

*Table2.4*Personal pronouns

	Subject Pronoun	Object Pronoun	Possessive pronoun	Possessive adjective
Singular	I you she, he it	Me you her, him, it	Mine yours hers, his, its	my... your... her..., his..., its...
Plural	We you they	Us you them	Ours yours theirs	our... your... their...

Azar and Hagen (2013:136)

The personal pronouns are includes, (subject pronouns, object pronouns, possessive adjective, and possessive pronouns).

a. Subject Pronouns

Subject pronouns are indicates that the pronoun is acting as the subject of the sentence. As stated by Azar and Hagen (2013:136) subject pronouns are used as subject of sentence. These pronouns are: (*I, You, They, We, She, He, It*). The more explanation is I is referred to as the first person singular, we is referred to as the first person plural, you is referred to the second person, he, she and it referred to as the third person singular, and they is referred to as the third person plural. The Examples:

- *I* walk quickly (*I* is the subject of the verb *walk*)

- *She* is pretty girl (*She* is the subject of the verb *is*)

b. Object Pronouns

According to Azar and Hagen (2013:136) object pronouns are used as the object of verbs. In other hands, Swick (2009:57) the objective form is used in place of a noun serving as either a direct object, an indirect object, or the object of a preposition. The words are (*me, you, them, us, her, him, it*). The object of a sentence is the person, animal, place or thing that receive the action shown by the verb. The examples are:

- I will see *you* in the library (*you* is the object of verb *see)*

- Dio gives this book to *me* (*me* is the object of the preposition *to*)

c. Possessive Adjective

Azar and Hagen (2013:136) stated Possessive adjectives are followed by a noun, they do not stand alone. These pronouns used to describe a part of an object owned by the person. Possessive adjective is the words

used to show a form of possession/ownership or are used to express a close relationship with someone or something. The words are (*my...*, *your...*, *their...*, *our...*, *her...*, *his...*, *its...*). the examples are:

- This is *my* English book (*my* is a possessive adjective and it is followed by noun *English book* which is modifies)

- *Their* car is expensive (*their* is a possessive adjective and it is followed by noun *car*)

d. Possessive Pronouns

As cited in Sargaent (2007:27) possessive pronouns are used to talk about things that belong to people. Another theory stated by Azar and Hagen (2013:136) possessive pronouns are not followed immediately by a noun. There are such as: *mine, yours, ours, theirs, hers, his, its*. These pronouns are not followed by noun. Such as:

- Those apples are *ours* (ours in this sentence is the possessive pronoun, that shows possession of *apples*)

- These books are *mine* (mine is the possessive pronoun, that shows possession)

B. Review of Related Findings

Review of related theories is a part where this research will be compare with the other research. Actually, this research has many studies are related that have been done by many researchers which have same point to be observed, such as: Error analysis, personal pronouns, and writing narrative text.

First, the research conducted by Yuliana (2017) in the thesis title "Story Mapping in Teaching Writing Narrative Text at STKIP Muhammadiyah Pagaralam". The aimed in her research was to improve the students' writing achievement in writing narrative text. The result in her research is showed that the students who were taught by using story mapping technique gained better improvement with the value of t-obtained was higher than critical t-table, in which 3,73>2,38 with the significant value 0,01 value in their writing achievement. It means that the using of story mapping technique could improve students writing achievement.

Second, Yendari (2015) entitled "Students' Mastery of Personal Pronoun at Second Grade Students of MTs Thamrin Yahya". The background on her research is students cannot use personal pronoun properly. The factor why students lack of mastering personal pronouns caused by the teacher did not clearly teach personal pronoun to them. The research method on her study is descriptive quantitative. This can be seen from the result which is the students' mastery on personal pronoun at second grade students of MTs Thamrin Yahya was good category which detailed 15.38% was excellent category. 57.69% was good category. 19.23% was enough category. 7.69% was bad category.

Third, Eli Susanti (2015) in "An Error Analysis of Simple Present Tense in Writing Descriptive Text at Students of Grade X of SMAN 1 Rambah Samo. Her purpose in her research was to find out and analyze the error in simple present tense to the grade X students of SMAN 1 Rambah Samo. She analyzed the numbers of errors on every students' writing. Her

research only focused to be error and verb error made by the sample in descriptive text. From the result of the test, found that there were 73 be errors in nominal sentence of simple present tense and 74 verb errors of verbal sentence made by the sample in descriptive text writing. So, in her research total errors appeared was 147 errors.

Fourth, Suwarni (2016) entitled "An Analysis on Students' in Grammatical Error in Writing Skill of Recount Text at Tenth Grade of SMA Muhammadiyah Rambah". The purpose of her study was to know the grammatical error of the students in part of speech and tense in recount text writing. The indicators are: (a) error in sentence pattern, (b) error in tense, (c) error in pronoun, (d) error in preposition, (e) error in punctuation. Her research was a qualitative descriptive study. The population was class X in SMA Muhammadiyah Rambah. The Samples were 50 students. The researcher used total sampling to take the samples. The Instrument was writing test. In conclusion, the result showed there was every student made error in each indicator and the most error that students made was error in tense.

Last research conducted by Nurjannah (2012) entitled "Analysis of Students' Error In Using Personal Pronouns". She conducted her research in first year of MTs Al-Hidayatussalafiyah Jakarta Selatan. To get the data, she gave a pronoun test where students had to identify error concerning about personal pronoun. Her research shows that students still find difficult in learning personal pronouns. This can be seen from the data that the students made a total of 248 errors which consist of 42 or 16.93 % errors in using

subjective pronouns, 111 or 44.75% errors in using objective pronouns, 17 or 6.85% errors in using possessive adjectives, and 78 or 31.45 % errors in the use of possessive pronouns.

The difference between this research and those research above is only at the problem what is the researcher wants to analyze. In this research, the researcher focus on the type of students' error in using personal pronoun in writing narrative text that wants to analyze

C. **Conceptual Framework**

In this research, the conceptual framework of the research explains about how the researcher will be collect the data from the school about students' error in using personal pronouns on writing narrative text. The form of picture below will be describes the conceptual framework.
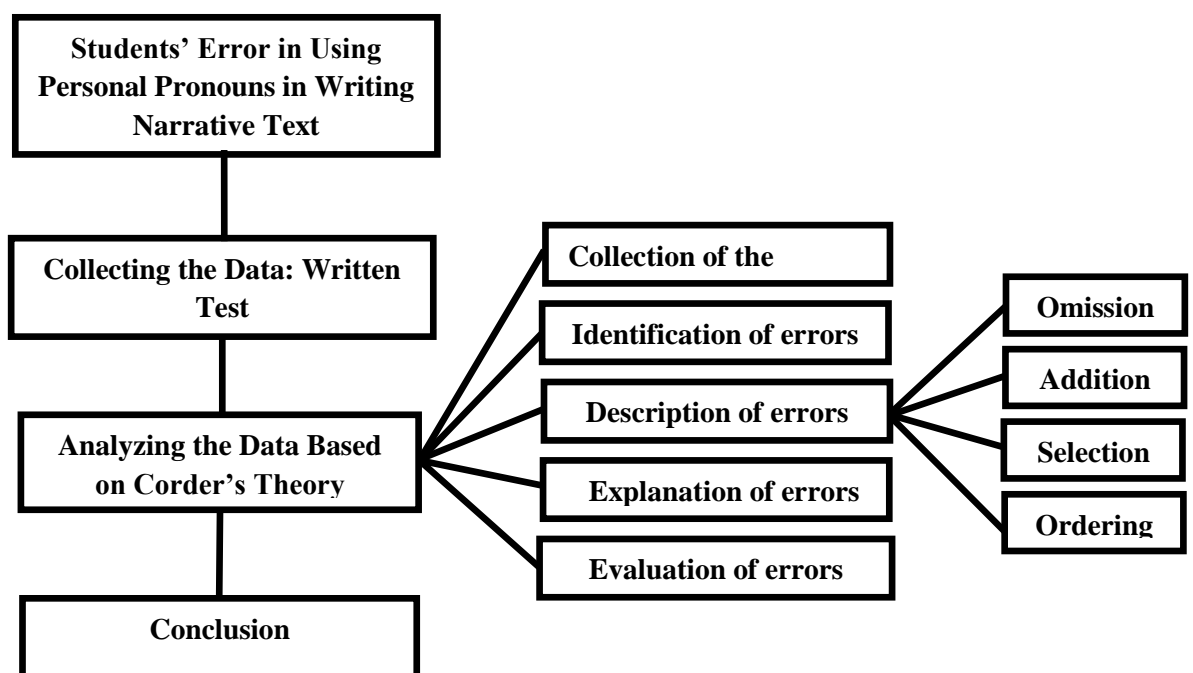
Based on the picture above, the researcher try to explain the outline of this research by taking the written test to establish error made by students oftenth grade in using personal pronoun in writing narrative text. In this

study, the researcher will be use theory by Corder to analyze the data. They are, *collection of sample, identification of errors, description of errors, explanation of errors, and evaluation of errors*. The researcher will give them written test. After that, the researcher will be checked the result of students' written test to analyze the error and to get the conclusion about what types of error made by the tenth grade students of SMAN 1 Rambah Samo in using personal pronouns in writing narrative text by helped three raters to help the researcher.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the description of research methodology used in this study. It is consist of the research design, setting of the research, instrumentation of the research, procedure of the research, technique collecting the data, and technique of analyzing the data. This chapter also discusses about the population and sample of this research.

A. Research Design

The research design used in this study was descriptive qualitative. According to Bogdan and Biklen (2007:5) qualitative research is descriptive. They added that the data take the form of words or picture rather than numbers. Thus, this research presented the data collected in words rather than numbers. The researcher analyzed the types of students' error in using personal pronouns in writing narrative text made by the tenth grade students of SMAN 1 Rambah Samo.

B. Setting of the Research

This research was conducted in SMAN 1 Rambah Samo. The researcher was conducted this research towards the tenth grade students. The location of this school at Diponegoro streets, Rambah Samo sub district of Rokan Hulu Regency.

C. Population and Sample

1. Population

According to Satori and Komariah (2012:46) population is an object or subject in the area of research topic address and certain conditions related to

the research problem. Furthermore, Bluman (2009:4) states a population consists of all subjects (human or otherwise) that are being studied. Thus, population is all of the subject or object can be human or other related of the studied. In this case, the population of this research took at the X grade students of SMAN 1 Rambah Samo in academic year 2018/2019. There were 196 students in tenth grade. The total population of the grade tenth students can be seen on the following table:

Table 3.1. **Population of the Research**

No	Classes	Number of Students
1.	X Mipa 1	28
2.	X Mipa 2	26
3.	X mipa 3	26
4.	X Ips 1	32
5.	X Ips 2	29
6.	X Ips 3	28
7.	X Bahasa	27
Total		**196**

2. **Sample**

According to Sugiyono (2014:81) the sample is part of the number and has characteristics of the population. The population at tenth grade students of SMAN 1 Rambah Samo was 196 students. In this study, the population was too large for the researcher to analyze all of them. Then, Arikunto (2006:134) says that if the number of population is too big to be investigated, a

researcher can take 10% - 15% or 20% - 25% of the population as samples. In this research, the researcher was used random sampling. Bluman (2009:10) states that random samples are selected by using chance methods or random numbers. Thus, in this study the researcher was used lottery to take the samples. The researcher took only 15% of population to get involved as the sample. It is caused 15% is appropriate Total, that not too large or too small. It means that there were 29 samples in this research.

D. **Instrumentation of the Research**

In the research, the researcher needed tool to solve a problem of research. Instrumentation of the research was very significant for collecting the data accurately. According to Gay (2012:213) an instrumentation is a test or tool used for data collection, and the instrumentation section of a research plan describes the particular instrument to be used in the study. The instrument of this research used written test. The students were asked to write narrative text in 45 minutes. Then, the researcher gave some topics to write in the test such as: *Cinderrela, MalinKundang, Tangkuban Perahu, Batu Menangis, Roro Jonggrang and Danau Toba.* The narrative text was made by students used as the sources data.

E. **Technique of Collecting the Data**

The test in this study was conducted at SMAN 1 Rambah Samo. The first step to collecting the data, the researcher came to the school and asked permission to do the research. Secondly, the researcher prepared some topics that related to narrative text (*Cinderrela, Malin Kundang, Tangkuban Perahu, Batu Menangis, Roro Jonggrang and Danau Toba*). Thirdly, the researcher

came to the class. Fourthly, the researcher explained a little bit about the rules of writing narrative text. Fifthly, the students asked to write narrative text in the piece of paper. Lastly, the researcher collected the result of students' writing test as the sources of data. The purpose of giving a written test was to find out the types of errors that students made in using personal pronouns in writing narrative text.

F. Technique of Analyzing the Data

In this technique, the researcher gave a written test to the students. The researcher used the descriptive qualitative technique. The descriptive technique was analysis which was aimed to describe types of errors that students' made in writing narrative text using personal pronouns made by tenth grade students of SMAN 1 Rambah Samo. After collecting the data, the researcher analyzed the data.

In analyzing the data the researcher used theory by Corder. According to Corder (1974) in Ellis and Barkhuizen (2005:57), the steps to analyze the data are as: collection of sample of learner language, identification of errors, description of errors, explanation of errors, and evaluation of errors. First, the researcher must decided a number of students which is being sample for the the research, that was first grade students of SMAN 1 Rambah Samo. Second, for identifying the error, the researcher must compare the sentence that was produced by students to the correct sentence in the target language. Third, the researcher made description of errors, all errors that have been identified. Then, they could be classified into the types of errors (omission, addition, selection, and ordering). Fourth, in this step the explanation concerned on the

sources of errors that was made by students. Lastly, the errors were evaluated to know how serious they are, because some errors are more serious than others. The researcher chose three raters to help the researcher in analyzing the data.