

**ERROR ANALYSIS IN USING PRONOUN ON STUDENTS' COMPOSITION  
AT THE FIRST SEMESTER OF IAIN PONOROGO**

**THESIS**

Presented to

State Institute of Islamic Studies Ponorogo

in Partial Fulfillment of the Requirement

for the Undergraduate Degree in English Education



By

**WAHYU NOOR HAYATI**

**NIM. 210914015**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

**2018**

## APPROVAL SHEET

This is to certify that undergraduate's thesis of:

Name : Wahyu Noor Hayati  
Student Number : 210914015  
Faculty : Tarbiyah and Teacher Training  
Department : English Department  
Title : Error Analysis in Using Pronoun on Students' Composition at  
the First Semester of IAIN Ponorogo

has been approved by the advisor and is recommended for approval and acceptance.

Advisor



**Winantu Kurnianingtyas S.A. S.S. M. Hum**  
NIP. 198211072011012009

Date: 15<sup>th</sup> November 2018

Acknowledged by  
Head of English Education Department of  
Tarbiyah and Teacher Training Faculty  
State Institute of Islamic Studies



**Pryla Rochmahwati, M.Pd**  
NIP. 1981103162011012003



**MINISTRY OF RELIGIOUS AFFAIRS**  
**STATE INSTITUTE OF ISLAMIC STUDIES OF PONOROGO**  
**RATIFICATION**

This is to certify that undergraduate's thesis of:

Name : Wahyu Noor Hayati  
 Student Number : 210914015  
 Faculty : Education and Teacher Training  
 Department : English Education  
 Title : Error Analysis in Using Pronoun on Students' Composition at The First Semester of IAIN Ponorogo

has been approved by the board of examiners on

Day : Thursday  
 Date : 13<sup>th</sup> December 2018

and has been accepted as requirement for bachelor degree in English education on:

Day : Thursday  
 Date : 27<sup>th</sup> December 2018

Ponorogo, 27<sup>th</sup> December 2018  
 Certified by  
 Dean of Tarbiyah and Teacher Training  
 State Institute of Islamic Studies of Ponorogo



**Dr. Affandi, M.Ag**  
 NIP. 196512171997031003

Board of examiners

- |                |                                     |         |
|----------------|-------------------------------------|---------|
| 1. Chairman    | : Dr. Harjali, M.Pd                 | (.....) |
| 2. Examiner I  | : Dra. Aries Fitriani, M.Pd         | (.....) |
| 3. Examiner II | : Winantu Kurnianingtyas.S.A.,M.hum | (.....) |

## ABSTRACT

**Hayati, Wahyu Noor.** *Error Analysis in Using Pronoun on Students' Composition at the First Semester of IAIN Ponorogo.* **Thesis**, English Education Department, Education and Teacher Training Faculty, State Institute of Islamic Studies of Ponorogo. Advisor Winantu Kurnianingtyas Sri Agung, S.S, M.Hum.

**Keyword:** *Error, Pronoun.*

The system of the first language and the second language are different. In the second language acquisition, the first language can interfere the second language. It can cause an error for the beginner students and it can be happened in spoken or written. This research focused on an error in writing compositions. In constructing sentence, the students should be clear in pointing subject or object in the sentence by using pronoun correctly. The objectives of this research are to find out the types of errors and to find out the causes of error in using pronoun in students' writing compositions.

This research applied a qualitative approach and used descriptive research design. The subject of this research was TBI.B class which had 35 students. The researcher got the data from documentation and interview. The data of this research were students' worksheets. To analyze the data, the researcher collected students' worksheets, read, learned, and underlined the students' error, then the researcher identified errors by comparing the data with other resources. Furthermore, the researcher classified errors, put into table analysis, and analyzed based on James' surface structure taxonomies, which was classified error into five categories namely omission, addition, misordering, misformation, and blending.

The result showed that there were 652 sentences of students' writing compositions and the researcher found 138 sentences error in using pronoun. The omission of contain morphemes was 89 sentences, the addition of double marking was 5 sentences, the misordering was 5 sentences, the misformation was 37 sentences that divided into three categories namely regularization was 2 sentences, archiform was 33 sentence and alternating form was 2 sentences, and the blending was 4 sentences. The researcher also found three causes of error in using pronoun, they were interlingual transfer included less practices and weakness in vocabulary, intralingual transfer included forgetting grammar and unknowing grammatical function and communication strategy included difficulty in developing writing content.

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

In learning language, the way to get first language and second language are similar. According to behaviorist learning theory, old habits get in the same way of learning new habits.<sup>1</sup> In second language acquisition, the system of first language can interfere the system of second language. When the system of first and second language are different, error can arise in learning language process. Error happens when student confuses between system of first language and foreign language or teacher gives a lot of examples or explains material.<sup>2</sup> According to Ahmadvand (2008) in analyzing Iranian EFL learners' errors in writing production. The data collection is from different levels of some 40 learners at pre-intermediate and intermediate. As the result, the most frequent types of errors are omissions, additions, and regularizations. Moreover, based on data, it was shown that negative transfer accounted for only 30% of all errors and most of the errors were the result of misinformation.<sup>3</sup> Those results represent that the main factors in affecting students' error in learning second language is the different system of use language and mother tongue.

---

<sup>1</sup> Rod Ellis, *Understanding Second Language Acquisition*. (Oxford: Oxford University Press, 1985), 21.

<sup>2</sup> Carl James, *Errors in Language Learning and Use: Exploring Error Analysis*. (New York: Addison Wesley Longman, 1998), 12.

<sup>3</sup> Pooneh Heydari, "Error Analysis Sources of L2 Learners' Error," *Theory and Practice in Language Studies*, Vol. 2, No. 8 (August 2012), (<http://www.academypublication.com/issues/past/tpls/vol02/08/06.pdf> accessed by February 17, 2018) 1588.

Error can occur in spoken or written. This research focused on error in writing because writing utilizes multiple cognitive resources such generates ideas, organizes them, executes the physical acts of writing and makes revision.<sup>4</sup>

In constructing sentence, the student should be clear in pointing the subject and object in the utterance. The function of pronoun is to make clear whom or what are talking about while avoiding, confusing or clumsy repetition.<sup>5</sup> Pronoun is one of part of speech in grammatical class that usually form in the central core of the sentence as subject.<sup>6</sup> It has same function syntactically like noun class because they can be subjects, objects and complements. Pronoun divided into seven types, they are personal pronoun, interrogative pronoun, demonstrative pronoun, relative pronoun, reflexive pronoun, reciprocal pronoun and indefinite pronoun.<sup>7</sup>

Because of the important of pronoun in pointing clear subject and object in sentence, students should pay more attention to avoid error in determining pronoun in sentence such spelling, punctuation, grammatical structure and selection of vocabulary to enrich good sentence construction.<sup>8</sup> On the other hand, analyzing students' errors also can give some beneficial for teacher such the teacher will get information about the students' knowledge by students' error, the teacher will

---

<sup>4</sup> Patricia Thatcher Kantor, "Development of Writing: Key Components of Written Language," (Thesis, Florida: Florida State University Libraries, 2012), (<http://diginole.lib.fsu.edu/islandora/object/fsu:183262/datastream/PDF/view> accessed by October 11, 2018) 1.

<sup>5</sup> Barbara Dykes, *Grammar for Everyone: Practical Tools for Learning and Teaching Grammar*, (Victoria: Acer Press, 2007), 35.

<sup>6</sup> Marcella Frank, *Modern English: A Practical Reference Guide*, (New Jearsey: Prentice Hall Inc, 1972), 1.

<sup>7</sup> Ibid, 21-22.

<sup>8</sup> Penny Ur, *A Course in Language Teaching: Practice and Theory*. (Cambridge: Cambridge University Press, 1991), 163.

know how far the goal of learning has progressed, teacher should give feedback for the student to avoid the error and to achieve the goal of learning.<sup>9</sup>

Based on the explanation above, the researcher took pre-research on 3<sup>rd</sup> January 2018 to define the errors in students' writing compositions. In this case, the researcher conducted the research at the first semester of English education department students in IAIN Ponorogo and the researcher defined some grammatical errors in using pronoun such the following examples taken from students' writing compositions, "after the night arrived **me and family** dinner together".<sup>10</sup> In this sentence, the errors are subjective personal pronoun and possessive pronoun. The degree of pronoun **me** is as personal subject of the verb and the degree of possessive adjective is as determiner of noun phrase. In this sentence, the error classification are archiform on nominative pronoun and omission of contain morpheme on possessive adjective. Omission of contain morpheme is omitting some items that must appear in the sentence and it has referential in meaning and archiform is selection of the wrong item in place to the right one. The sentence must be "after the night arrived my family and I dinner together". As the reason, in this sentence, the function of possessive adjective of "my" is to make clear possessive determiner of noun phrase and the function of "me" is as object of verb but it has function as subject of verb. As the result, the

---

<sup>9</sup> Xie fang and Jiang Xue-mei, "Error Analysis and The EFL Classroom Teaching," *US-China Education Review*, Volume 4, No.9 Serial No.34 (September 2007), (<http://www.cje.ids.czestpl/biblioteka/9195542-Error-analysis-and-the-EFL-classroom-teaching.pdf> accessed by January 16, 2018) 13.

<sup>10</sup> Observation on 3<sup>rd</sup> January 2018

appropriate possessive adjective is “my” and the appropriate personal pronoun is “I”.

Another example in the sentence: “**I and my sister** was rest and cleansed **yourself**”.<sup>11</sup> In this sentence, the error are on ordering pronoun and on reflexive pronoun. The degree of **I and my sister** is as subject of verb and the degree of **yourself** is as adverb because the writer wants to reflect the action of the verb back onto the subject. In this sentence, the error classification are misordering on ordering pronoun and archiform on accusative pronoun. Misordering is incorrect placement of morpheme in a structure and archiform is selection of the wrong item in place to the right one. The sentence must be “my sister and I were rest and cleansed **ourselves**”. As the reason, in this sentence, the ordering pronoun on compounding subject “I and my sister” is incorrect based on the grammarian because they give priority to show third-person, then second-person finally first person, so the correct compounding subject in this sentence is “my sister and I”. Furthermore, the function of “yourself” is as direct object of verb but it does not agree with antecedent so the reflexive pronoun that appropriate is “ourselves”.

According to the cases above, the researcher conducts this research at IAIN Ponorogo and takes first semester as object of this research. As the reason, the researcher chooses TI. B class of the first semester of English department because they are the beginner level in English department that had gotten writing and grammar subject especially pronoun material, but in fact most of the students get low score on writing than other class. It is concluded from their result of writing

---

<sup>11</sup> Observation on 3<sup>rd</sup> January 2018



final examination, the majority problem of the students in TBI.B class is in using pronoun. Besides, TBI.B class has 35 students, they are diligent students, they are serious to learn English, and they are active student in learning process, but they usually keep silent and listen carefully the lessons in the class, but they are uninterested to present their ability in front of the class.<sup>12</sup> As the result, the researcher interested to analyze their writing product. The data take from their recount text because it is a product of their writing skill in constructing sentence well.

## **B. Research Focus**

The researcher focuses on error in using pronoun on students' writing composition. Here, the students' work is recount composition. In this case, the objects of the study are limited to the first semester TBI. B class of English department students at IAIN Ponorogo in academic year 2017/2018. Then, the classification of students' error in using pronoun based on surface structure taxonomies by Carl James.

## **C. Statements of the Problem**

Based on identification problem above, the researcher formulates the research problem as follows:

1. What are the types of errors in using pronoun on students' writing?
2. What are the causes of errors in using pronoun on students' writing?

---

<sup>12</sup> Pre-research, interview with the writing's lecturer of TBI class of the first semester on 18 April 2018.

#### **D. Objective of the Study**

Based on research problem, the objective of this research are:

1. Find out the types of errors in using pronoun on students' writing.
2. Find out the causes of errors in using pronoun on students' writing.

#### **E. Significances of the Study**

This study expected to give significances presented as follows:

##### 1. Teachers

The result of this study for the English teachers is to get clearly information about types of errors in using pronoun that the students' made, so they will know what they should do to decrease the students' error in using pronoun.

##### 2. Students

The result of this study will give contribution to the students who will analyze the same object and also to enrich their understanding about error deeply, to broaden their knowledge in order not have to mistake or errors in the same way.

##### 3. Readers

The result of this research is expected to be useful and gives new information to the readers about research of errors especially in grammatical errors.

#### **F. Organization of the Study**

In organization of this thesis, it has purposes to easy understanding the thesis. It is divided in six chapters as follows:

The first chapter is introduction. This chapter explains about an introduction that contains background of the study, research focus, statements of the problems, objectives of the study, significances of the study, and organization of the thesis.

The second chapter is review of related literatures and previous research findings. This chapter explains about review of related literatures, it consists of definition of error, mistake and error analysis, classifications of error, causes or sources of error, causes of error, pronoun, and previous studies.

The third chapter is research methodology. This chapter explains about research approach, researcher role, data source, research location, technique of data collection, and technique of analysis data.

The fourth chapter is findings. This chapter explains about types of error in using pronoun on students' writing, and the causes of error.

The fifth chapter is discussions. This chapter explains or describes about types of error in using pronoun and causes of error.

The sixth chapter is closing. This chapter consists of conclusion and recommendation.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURES AND PREVIOUS RESEARCH FINDINGS**

In this chapter, the researcher explains review of related literature and previous research findings. This chapter divided into two. The first is review of related literatures that consists of definition of error, mistake and error analysis, classifications of error, causes of error, and sources of error. The second is previous research findings.

#### **A. Review of Related Literatures**

##### **1. Definition of Error, Mistake and Error Analysis**

Language learners sometimes make error and mistake in learning foreign language. The people sometimes confuses in differentiating between error and mistake. Error refers to any deviation from a selected norm of language performance no matter what the characteristics or causes of the deviation<sup>13</sup>. Besides, mistake refers to performance error that the speaker know the language system but fails to use it.<sup>14</sup>

According to Corder, mistake is akin to slips of the tongue and it is generally one time or only events. The speaker is able to recognize it as a mistake and correct it if necessary. On the other hand, error is systematic. It occur repeatedly and unrecognized by the learner as an error. The learner in this case has incorporated a particular erroneous form (from the perspective of the

---

<sup>13</sup> Heidi Dullay, et al. *Language Two*, (Oxford: Oxford University Press, 1982), 139.

<sup>14</sup> H. Douglas Brown. *Principles of Language Learning and Teaching 5<sup>th</sup> Edition*, (New York: Pearson Education Inc, 2007), 260.

TL) into his or her system. Viewed in this way, errors are only errors from a teacher's or researcher's perspective, not from the learner's.<sup>15</sup>

Error analysis (EA) is the first approach to the study of SLA which includes internal focus on learners' creative ability to construct language. It is based on the description and analysis of actual learner errors in L2, rather than on idealized linguistic structures attributed to native speakers of L1 and L2 (as in CA).<sup>16</sup>

Error analysis (EA) involves a set of procedures for identifying, describing, and explaining language errors made by learners in terms of linguistic level with attempting to ascribe the causes of errors to particular sources, such as the application of conventions and rules in a learner's mother tongue.<sup>17</sup> Besides, analyzing students' errors can give some beneficial for teacher such the teacher will get information about the students' knowledge by students' error, the teacher will know how far the goal of learning has progressed, teacher should give feedback for the student to avoid the error and to achieve the goal of learning.<sup>18</sup>

---

<sup>15</sup> Susan M Gass and Lary Selinker. *Second Language Acquisition: An Introductory Course 3<sup>rd</sup> Edition*, (New York: Routledge, 2008), 102.

<sup>16</sup> Muriel Saville Troike, *Introducing Second Language Acquisition*, (Cambridge: Cambridge University Press, 2006), 37.

<sup>17</sup> Hossein Tavakoli. *A Dictionary of Language Acquisition: A Comprehensive Overview of Key Terms in First and Second Language Acquisition*, (Tehran; Rahnama Press, 2012) 118.

<sup>18</sup> Xie fang and Jiang Xue-mei, "Error Analysis and The EFL Classroom Teaching," *US-China Education Review*, Volume 4, No.9 Serial No.34 (September, 2007). (<http://www.cje.ids.czystpl/biblioteka/9195542-Error-analysis-and-the-EFL-classroom-teaching.pdf> accessed by January 16, 2018), 13.

Based on the explanations above, the researcher concludes that error and mistake have similarity and difference. The similarity is deviation on language. The differences are the first, the people do the deviation, if native do deviation is called mistake and if foreign people do deviation is called error. The second, the consciousness of the people do deviation, if native do deviation, they are conscious when they do it and can correct it themselves, if the foreign people do deviation, they are unconscious when they do it and they cannot correct it themselves. One of ways to analyze student' error is error analysis, it utilizes to analyze the students' error in linguistic level.

## 2. Classifications of Error

According to Richards (1971), there are four types in classifying errors based on observation in the acquisition of English as a second language as follows:

- a. Overgeneralization is covering instances where the learners create a deviant structure on the basis of his/her experience of other structure of the target language.<sup>19</sup>
- b. Ignorance of rule restriction is occurring as a result of failure to observe the restrictions or existing structures.<sup>20</sup>
- c. Incomplete application of rules is arising when the learners fail to fully develop a certain structure required to produce acceptable sentences.<sup>21</sup>

---

<sup>19</sup> Ali Akbar Khansir, "Error Analysis and Second Language Acquisition," *Theory and Practice in Language Studies*, Vol. 2, No. 5 (May 2012), ([http://www.academypublication.com /issues/past/tpls/vol02/05/22.pdf](http://www.academypublication.com/issues/past/tpls/vol02/05/22.pdf) accessed by February 17, 2018) 1029.

<sup>20</sup> Ibid.

- d. False concepts hypothesized is deriving from faulty comprehension of distinctions in the target language.<sup>22</sup>

According to Corder, there are three types of errors according to their relation to the stage of the learner's linguistic development:

- a. Pre-systematic errors occur before the language learner has realized any system for classifying items being learned and the learner can neither correct nor explain this type of error.<sup>23</sup>
- b. Systematic errors occur after the learner has noticed a system and error consistently occurs and the learner can explain but not correct the error.<sup>24</sup>
- c. Post-systematic errors occur when learner is consistent in his or her recognition of systems and they can explain and correct the error.<sup>25</sup>

According to Heidi Dullay, there are four types of classification of error:

- a. Linguistic category taxonomies is error classification according to language component or particular linguistic constituent the error affects.<sup>26</sup>
- b. Surface strategy taxonomies are altered in specify and systematic ways which we enumerated briefly; learners may omit necessary items or add unnecessary ones, they may misform items or misorder them.<sup>27</sup>

<sup>21</sup> Ibid.

<sup>22</sup> Ibid.

<sup>23</sup> Ping Wang, "Exploring Error in Target Language and Use: Practice Meets Theory," *English Language Teaching*, Vol. 1 No 2 (December, 2008), (<http://www.ccsenet.org/journal/index.php/elt/article/view/473> accessed by January 16, 2018) 185.

<sup>24</sup> Ibid.

<sup>25</sup> Ibid.

<sup>26</sup> Heidi Dullay, et al. *Language Two*, 146.

<sup>27</sup> Ibid, 150.

- c. Comparative analysis taxonomy is based on comparisons between the structure of L2 errors and certain other types of construction. In the research literature L2 error have most frequently been compared to errors made by children learning the target language as their first language and to equivalent phrases or sentences in the learners mother tongue.<sup>28</sup>
- d. Communicative effect taxonomy focus on aspect of the errors themselves, this taxonomies divided into two types; the first, local error that affect single elements in a sentence do not usually hinder communication significantly, the second, global error that affect overall sentence organization significantly hinder communication.<sup>29</sup>

These taxonomies have two major purposes, they are to present error categories which rely on observable rather than inferred characteristic for their definition and to report the finding of research conducted to date with respect to error types observed sources of errors.<sup>30</sup>

According to Carl James there are four types of error taxonomies:

- a. Linguistic category classification; the error occur at level of component target language such as phonology, graphology, grammar, lexis, text or discourse.<sup>31</sup>
- b. Surface structure taxonomy are distorted in systematic and specify ways, there are five subtypes ways to analyze the error in specific and systematic:

---

<sup>28</sup> Ibid, 163.

<sup>29</sup> Ibid, 189.

<sup>30</sup> Ibid, 147.

<sup>31</sup> Carl James. *Errors in Language Learning and Use: Exploring Error Analysis Exploring*, (New York: Addison Wesley Longman Limited, 1998), 104.



1). Omission is some item that must appear in a form utterances. In the sentence, several morpheme can omit more than others. There are two types of morpheme, they are content morpheme and grammatical morpheme. Content morpheme is the morpheme that has important referential meaning in the sentence such noun, pronoun, verb, adjective and adverb, for example; the dialect in one town may be quite from (. . .) the next town (error). It is corrected to; the dialect in one town may be quite different from that of the next town. Grammatical morpheme is the little words that play a minor rule in conveying the meaning of sentence, such article, preposition, verb auxiliaries, affixes (-'s, -ed, -s, -ing).<sup>32</sup> Omission divided into two kind they are ellipsis and zero. Ellipsis is sentence or utterance that cuts some elements but it has grammatical well and complete meaning, for example; He'll pass his exam but I won't (pass my exam). Zero is sentence or utterance that has not some important element and it is ungrammatical, for example; He'll pass his exam and I'll (...) too. In the early stage, the error tends to affect function words rather than content word. On the other hand, in the intermediate stage, the error tends to affect the content word because of their lack knowledge in vocabulary but they usually make some gesture to make meaning clearly.<sup>33</sup>

---

<sup>32</sup> Heidi Dullay, et al. *Language Two*, 155.

<sup>33</sup> Carl James. *Errors in Language Learning and Use: Exploring Error Analysis*, 106-107.

- 2). Addition is some item which must not appear in form utterance. Addition divided into three they are regularization, double marking and simple addition.
- a). Regularization involves overlooking exceptions and spreading rules to domains where do not apply or the writer uses the wrong affixation form, for example the writer **whom** won the competition studied in Australia (error), the correct sentence is the writer who won the competition studied in Australia.<sup>34</sup>
  - b). Double marking is failure to delete certain items which are required in some linguistics constructions but not in others, for example; in the newspaper, **it** says that the concert was canceled (error), the correct sentence is the newspaper says that the concert was canceled.<sup>35</sup>
  - c). Simple addition is not describable as double marking and regularization, for example a this is a book (error) the correct sentence is This is a book.<sup>36</sup>
- 3). Misordering is incorrect placement of morphemes in utterance or in sentence, for example, I and my mother go to the market.<sup>37</sup>
- 4). Misformation is using the wrong form of morpheme structure. They are three types of misformation regularization, archiform and alternating form.

---

<sup>34</sup> Heidi Dullay, et al. *Language Two*, 157.

<sup>35</sup> Ibid, 156.

<sup>36</sup> Ibid, 158.

<sup>37</sup> Carl James. *Errors in Language Learning and Use: Exploring Error Analysis*, 110.

- a). Regularization is selection form of regular marker in a place of irregular ones, for example he takes it for *hisself* (error) the correct sentence is He takes it for **himself**.<sup>38</sup>
- b). Archiform is selection of one member class to represent another, for example that *dogs* (error) the correct sentence is that **dog**. *Me* hungry (error) the correct sentence is **I am** hungry.<sup>39</sup>
- c). Alternating form is alternation of various members of a class with each other, for example, you never know what will happen (error), the correct sentence is one never know what will happen.<sup>40</sup>
- 5). Blending is the error occur to two targets on utterance. The learner is undecide which of these two targets he/she has in mind.<sup>41</sup> For example; whenever John is able to help his brother financially, **he** is very happy (error), it is corrected to; John is happy whenever he is able to help his brother financially or John's brother is happy to receive financial help from john.
- c. Learning strategies or learning avoidance strategy is involving the search for parallels and grounds for analogy.<sup>42</sup>
- d. Combined taxonomies is combining two or more taxonomies into one dimensional.<sup>43</sup>

---

<sup>38</sup> Heidi Dullay, et al. *Language Two*, 158.

<sup>39</sup> Ibid, 160.

<sup>40</sup> Ibid, 161.

<sup>41</sup> Carl James. *Errors in Language Learning and Use: Exploring Error Analysis*, 111.

<sup>42</sup> Ibid, 113.

<sup>43</sup> Ibid, 102 – 160

There are six level of error:

- a. Substance error; it refers to capitalization, punctuation, and spelling.<sup>44</sup>
- b. Text error: it refers to paragraph unit of written language target.<sup>45</sup>
- c. Lexical error: it refers to word formation and selection on the text.<sup>46</sup>
- d. Semantics error: it refers to unity of meaning in the text.<sup>47</sup>
- e. Grammar error: it refers to part of speech of word in the text.<sup>48</sup>
- f. Discourse error: it refers to analyze the meaning and interpreting the error on the text.<sup>49</sup>

From the explanation above, the researcher decides to use James' surface structure taxonomy to analyze the students' error in writing composition, because this taxonomy can analyze students' errors in specific and systematic ways based on some criteria. As the reason, this taxonomy is appropriate to analyze students' errors in the early stage because the early foreign student usually confuse the system of second language and they are lack of knowledge about vocabularies so they do errors. Besides, in writing there are some necessary item that should be present in the sentence so this taxonomy also effective to analyze students' writing composition.

### 3. Causes or Sources of Error

---

<sup>44</sup> Ibid, 130.

<sup>45</sup> Ibid, 141.

<sup>46</sup> Ibid, 142.

<sup>47</sup> Ibid, 151.

<sup>48</sup> Ibid, 154.

<sup>49</sup> Ibid 161.

A full analysis of student errors usually requires investigation of the causes. The proportion of errors caused by L1 interference can range from about 30% to 65%, depending on the student's L1, they will be inclined to use the syntax and lexis of their language. However, in learning language, errors are to a great extent manifestation of the student's progress along the learning path.<sup>50</sup>

According to Brooks, there are four causes of learners' error. They are the learner does not know the structural pattern and so makes a random response, the correct model has been sufficiently practiced, distortion may be induced by the first language, the student may follow a general rule which is not applicable in a particular instance.<sup>51</sup>

Besides, according to Brown, there are four type causes of error they are

- a. Interlingual transfer happen to the beginner students in learning foreign language because the negative transfer from native language to foreign language.<sup>52</sup> According to Keshavarz's taxonomy of the sources of errors, interlingual errors result from the transfer of phonological, morphological, grammatical, lexico-semantic, and stylistic elements of the learner's mother tongue to the learning of the target language.<sup>53</sup>

---

<sup>50</sup> Tony Penston. *A Concise Grammar for English Language Teacher*, (Ireland: TP Publication, 2005), 108.

<sup>51</sup> Rod Ellis, *Understanding Second Language Acquisition*. (Oxford: Oxford University Press, 1985), 28.

<sup>52</sup> H. Douglas Brown. *Principles English of Language Learning and Teaching 5<sup>th</sup> Edition*, 266.

<sup>53</sup> Ebrahim Syekhzadeh and Majid Geichi. "An Account of Sources of Errors in Language Learners and Interlanguage," *International Conference on Languages, Literature and Linguistics*, Vol.26, (2011), (<http://www.ipedr.com/vol26/32-ICLLL%2020-L10011.pdf> accessed by January 16, 2018) 161

b. Intralingual transfer, according to Keshavarz intralingual transfer is error that caused by the mutual interference of items in the target language.<sup>54</sup> It means, when the students got some exercises to increase their ability in second language they did some interferences so it made negative intralingual transfer. According to Richards (1971), intralingual errors are also subdivided into the following categories:

- 1) Overgeneralization, this errors occur when the learners have mastered a general rule but they do not yet know all the exceptions to that rule.<sup>55</sup>
  - 2) Ignorance of rule restrictions: the learner applies rules to context where they are not applicable.<sup>56</sup>
  - 3) Incomplete application of rules: the learner fails to use a fully developed structure.<sup>57</sup>
  - 4). False hypothesis: the learners do not fully understand a distinction in the target language.<sup>58</sup>
- c. Context learning, the error that is caused by a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or a teacher may provide incorrect information.<sup>59</sup>

---

<sup>54</sup> Ibid.

<sup>55</sup> Ibid.

<sup>56</sup> Pooneh Heydari, "Error Analysis: Sources of L2 Learners' Error," *Theory and Practice in Language Studies*, Vol. 2 No.8, (August, 2012), (<http://www.academypublication.com/issues/past/tpls/vol02/08/06.pdf> accessed by February 17, 2018) 1585.

<sup>57</sup> Ibid.

<sup>58</sup> Ibid.

<sup>59</sup> H. Douglas Brown. *Principles English of Language Learning and Teaching 5<sup>th</sup> Edition*, 234.

d. Communication Strategy, the error that is caused by the student's fault in using production strategies to order or get their messages across, but the meaning structures do not seem to be shared.<sup>60</sup> Communication strategy is also subdivided into the following categories:

1) Avoidance, it is divided into two categories they are:

a) Topic avoidance, the learners do not try to talk about concepts for which the TL item or structure are not known.<sup>61</sup>

b) Message abandonment, the learners begin to talk about a concept but they leave a message unfinished because they face difficulties in language.<sup>62</sup>

2) Circumlocution: Describing or exemplifying the target object of action.

3) Approximation: Using an alternative term which expresses the meaning of the target lexical item as closely as possible.

Based on description above, the researcher uses brown's theory as base to analyze the cause of students' error in writing composition. The researcher concludes that there are some causes of error they are the differences of linguistics system between native language and learner, limited knowledge of learners about language system, and miscommunication between native and learners. The object of this research is students' foreign language and this theory is appropriate to determine the cause of error based on some criteria.

---

<sup>60</sup> Ibid.

<sup>61</sup> Ibid, 127.

<sup>62</sup> Ibid.

### 3. Pronoun

Pronoun is one of part of speech in grammatical class, it has same function syntactically like noun class because they can be subjects, objects and complements.<sup>63</sup> This makes sense because their role is to substitute for more complex nouns and noun phrases in order to make the language more efficient and avoid repetition.<sup>64</sup> Pronoun divided into seven types, they are:

- a. Personal pronouns: it forms typically reflect differences in case, there are different forms for subject, object, and reflexive and possessive determiner.<sup>65</sup>

Table 2.1 Pronoun

	Subjective pronoun	Objective pronoun	Possessive adjective	Possessive pronoun	Reflexive pronoun
singular	I	Me	My	Mine	Myself
	You	You	Your	Yours	Yourself
	He	Him	His	His	Himself
	She	Her	Her	Hers	Herself
	it	it	Its		Itself
Plural	We	Us	Our	Ours	Ourselves
	You	You	Your	Yours	Yourselves
	They	Them	Their	Theirs	Themselves

<sup>63</sup> Marcella Frank, *Modern English A Practical Reference Guide*, (New Jearsey: Prentice Hall Inc, 1972), 21.

<sup>64</sup> Lesley Jeffries. *Discovering Language: the Structure of Modern English*. (New York; Palgrave Macmillan, 2006), 93.

<sup>65</sup> Richard V Teschner and Eston E. Evans. *Analyzing the Grammar of English 3<sup>rd</sup> Edition*, (Washington DC: Georgetown University Press, 2007), 129.



- b. Demonstrative pronouns: the function is to point out person or thing.

Table 2.2. Demonstrative pronoun

	Singular	Plural
(here)	This	these
(there)	That	those

- c. Reflexive pronouns: reflexive pronouns are formed by combining possessive determiner with -self for singular and -selves for plural. The function of reflexive pronoun is emphasizing the noun or pronoun that precedes it, for example, myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.<sup>66</sup>
- d. Indefinite pronouns: indicates a person or thing not specifically named. There are divided into two: (1) compound pronouns: somebody, anyone, no one, anything. (2) generic pronouns: one, you. Quantifier pronouns: many, much, few, little, all, some, several, a lot of, plenty of, etc. Pro form: so, neither/nor, not, then, there.<sup>67</sup>
- e. Reciprocal pronouns: express the mutual action or the relationship of person indicated by the subject. It is used only as the object of verb or the object of preposition. Each other, one another, one/each, the other, one another.<sup>68</sup>
- f. Interrogative pronouns: interrogate (ask a question) such who, what, whose, which, when, where, why.<sup>69</sup>

<sup>66</sup> Richard V Teschner and Eston E. Evans. *Analyzing the Grammar of English*, 131.

<sup>67</sup> Tony Penston. *A Concise Grammar for English Language Teacher*, (Ireland: TP Publication, 2005), 42.

<sup>68</sup> Marcella Frank, *Modern English: A Practical Reference Guide*, 22.

g. Relative pronouns: relative pronouns is used to replace a noun that is mentioned earlier in the sentence and it introduces an adjective clause, for example; which, who, that, whose.<sup>70</sup>

Based on explanation above, pronoun is one of part of speech that makes clear in pointing subject and object in the sentence. The function of pronoun is to make language efficient and avoid repetition. Pronoun divided into seven types they are personal pronoun, demonstrative pronoun, reflexive pronoun, indefinite pronoun, reciprocal pronoun, interrogative pronoun and relative pronoun. Every types has different function on the sentence.

## **B. Previous Studies**

In this research, the researcher took previous study entitled “*Syntactic Error Analysis of Students’ Composition at STAIN Ponorogo In Academic Year 2015/2016*” written by Sandita Nur Indahsari. This study focused on syntactic error analysis of students’ composition in writing comprehension examination written by the forth semester of English department student at STAIN Ponorogo in academic year 2015/2016.<sup>71</sup> The aim of this research are to find out the types of surface strategy taxonomy in students’ composition and to find out the frequency

---

<sup>69</sup> Susan Thurman, *The Only Grammar Book You’ll Ever Need: A One-Stop Source for Every Writing Assignment*, (USA: F+w Media, Inc, 2003), 23.

<sup>70</sup> Evelyn P. Althernberg and Robert M. Vago, *English Grammar: Understanding the Basics* (Cambridge: Cambridge University Press, 2010), 96.

<sup>71</sup> Sandita Nur Indahsari, “*Syntactic Error Analysis of Students’ Composition at STAIN Ponorogo in Academic Year 2015/2016*”, (Thesis, STAIN Ponorogo, Ponorogo, 2016), 5.

of surface strategy taxonomy in students' composition.<sup>72</sup> In this study she concludes that there were 93 errors of omission (24 content morpheme and 69 grammatical morpheme), 62 errors of addition (1 regularization and 61 simple addition), 92 errors of misformation (29 regularization, 1 archiform and 62 alternating form) and 6 errors of misordering. The second, the highest percentage of the students' error is omission, 36,8% students made omission and the lowest percentage of students' error is misordering, 2,4% students made misordering, while percentage of the students' errors in misformation is 36,4% and addition is 24,5% .<sup>73</sup>

The researcher also took Dinnie Hijrie Firdausi thesis entitled "*An Analysis on Students' Error in Using Personal Pronoun (A Case Study at the First Grade of Junior High School of Yayasan Miftahul Jannah)*". This study focused on analyzing students' error in using personal pronoun at the first grade in SMP Yayasan Miftahul Jannah Ciputat.<sup>74</sup> The aim of this research are to analyze and classify the types of error which students made in using personal pronoun and to identify the kinds of personal pronouns error are commonly made by the students.<sup>75</sup> In this study, she concludes that there were error of omission. Omission were 11 errors or 3,7% in grammar text level, the addition were 1 error or 0,3% in

---

<sup>72</sup> Ibid.

<sup>73</sup> Ibid, 57.

<sup>74</sup> Dinnie Hijrie Firdausi, "*An Analysis on Students' Error in Using Personal Pronoun (A Case Study at the First Grade of Junior High School of Yayasan Miftahul Jannah)*", (Thesis, State Islamic University Syarif Hidayatullah Jakarta, Jakarta, 2014), (<http://repository.uinjkt.ac.id/dspace/bitstream/123456789/24701/1/Dinnie%20Hijrie%20firdausi%20-%20108014000049.pdf> accessed by February 17, 2018), 4.

<sup>75</sup> Ibid.

substance level. The error of selection were 278 errors or 95,8% (error in substance level were 7 errors or 2,4%, in grammar level were 257 errors or 88,6% , and in discourse level were 14 errors or 4,8%). The second, the most frequently errors is error of selection 95,8%, then, error of omission is 3,7% and error in addition is 0,3%.<sup>76</sup>

The aim of the previous studies is to compare this research and another. Besides, the previous studies give information to the people about the cases of error analysis in using pronoun.

The difference between this research and the previous studies is the researcher concerns to discuss errors in students writing composition focusing on the skill in constructing sentences by using error analysis. The researcher uses James' surface structures taxonomies to analyze the error in using pronoun. The object of this research is students' writing of TBI.B class of the first semester of English department of IAIN Ponorogo in academic year of 2017/2018.

---

<sup>76</sup> Ibid, 30.

## CHAPTER III

### RESEARCH METHODOLOGY

In this chapter, the researcher explains research methodology. This chapter divided into six. The first is research approach. The second is researcher role. The third is data sources. The fourth is research location. The fifth is technique of data collection and the sixth is technique of analysis data.

#### **A. Research Approach**

In this research, the researcher used a qualitative research, because the data were in form of word than the numbers. The qualitative method rely on the text and image data, have unique steps in data analysis, and draw on diverse designs.<sup>77</sup> The goal is a holistic picture and depth of understanding rather than a numeric analysis of data.<sup>78</sup> In addition, the data were in form of sentences which explained grammatical errors in using pronoun.

In this research, the researcher used descriptive qualitative research design. Descriptive research studies are those studies which are concerned with describing the characteristics of a particular individual, or of a group, whereas diagnostic research studies determine the frequency with which something occurs or its association with something else.<sup>79</sup>

---

<sup>77</sup> John W Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches 4<sup>th</sup> Edition*. (California: Sage Publications Inc, 2014), 232.

<sup>78</sup> Donald Ary, et al, *Introduction to Research in Education 8<sup>th</sup> Edition*. (USA: Wadsworth, 2010), 29.

<sup>79</sup> C.R Kothari, *Research Methodology Methods and Techniques*, (New Delhi: New Age International (P) Ltd Publishers, 2004), 37.

The aim of this research was to describe the students' error in using pronoun while writing compositions such as types of error, frequency of error and causes of errors.

## **B. Researcher Role**

Qualitative researchers collect data themselves through examining documents, observing behavior, or interviewing participants. They may use a protocol as an instrument for collecting data; but the researchers are the ones who actually gather the information.<sup>80</sup> In this research, the researcher done as key instruments for collecting data through students' worksheet and observing data.

## **C. Data Source**

Data source is the way to get description about situation by gathering some data or phenomena from other source and it can help the researcher to solve the problem.<sup>81</sup> The researcher divided the data into two types, they were primary data source and secondary data source.

### **1. Primary data source**

The primary data are collected afresh and for the first time, and thus happen to be original in character.<sup>82</sup> The source of primary data was taken from students' work sheet and the genre was recount text on writing final examination of the first semester in TBI. B class at IAIN Ponorogo in academic

---

<sup>80</sup> John W Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 234.

<sup>81</sup> Jennifer Mason. *Qualitative Researching 2<sup>nd</sup> Edition*, (London: Sage Publications Ltd, 2002), 51.

<sup>82</sup> C. R Kothari, *Research Methodology Methods and Techniques*, 95.

year 2017/2018 that was hold on 3<sup>rd</sup> January 2018. There were 35 students. The researcher interviewed the students' of TBI. B class for knowing the causes of those errors.

## 2. Secondary data source

The secondary data are collected by someone else and which have already been passed through the statistical process.<sup>83</sup> In this research the researcher took other sources such as James's book on errors in language learning and use, Richard's book on analyzing the grammar of English, Tony's book on a concise grammar for English language teacher, Lisa's book on the sage encyclopedia of qualitative research method, journals and the all the printer matters and sources from internet which related to the study to support the primary data.

## D. Research Location

### 1. Setting

This research was conducted at IAIN Ponorogo on Pramuka street number 156 Ponorogo. The reasons of selecting research location were:

- a. IAIN Ponorogo is one of Islamic colleges in Ponorogo which has English department and many students choose it. The students of English department get writing and grammar subject.
- b. The researcher is a student of English department in IAIN Ponorogo. Thus, the researcher has been familiar with the subject of study and the research

---

<sup>83</sup> Ibid.

location is reachable for the researcher. So, the researcher works effectively and efficient.

- c. The students of the first semester were the beginner level in English department that got writing and grammar subject, they have various intelligence and they have different competence in learning language, then it made various resulting in this research. Besides, they were diligent students because they did their homework, they were serious to learn English, but they kept silent and listened carefully the lessons in the class, they were uninterested to present their ability in front of the class and they got low score on writing than other class.<sup>84</sup>

## **2. Time**

This research was began with observation on 3<sup>rd</sup> January 2018 and this research was began on 18<sup>th</sup> April 2018. This research was finished on 30<sup>th</sup> June 2018.

## **E. Technique of Data Collection**

The most common data collection methods used in qualitative research are (1) observation, (2) interviewing, and (3) document. The researcher may use one or more of these methods in a study.<sup>85</sup> In this research, for collecting data, the researcher used several techniques:

### **1. Documentation**

---

<sup>84</sup> Pre-research, interview with the writing's lecturer of TBI class of the first semester on 18 April 2018.

<sup>85</sup> Donald Ary, et al, *Introduction to Research in Education*, 431-443.



Qualitative researchers can use written documents or other artifacts to gain an understanding of the phenomenon for the study. The term documents refers to a wide range of written or non-written, physical, and visual materials, including what other authors may term artifacts.<sup>86</sup> In this research, the researcher took students' work sheet and the genre was recount text on writing final examination of the first semester in TBI. B class at IAIN Ponorogo in academic year 2017/2018 as the data there were 35 students.

## 2. Interview

Interview is one of research instrument that has a structure and a purpose; to obtain description of the life world of the interviewee with respect and interpreting the meaning of the described phenomena.<sup>87</sup>

The researcher also used interview as data. There were several steps to conduct interview:

- a. Preparing the interview; the researcher chose the informants as TBI. B class then the researcher made some questions as interview guide.
- b. Conducting the interview; the researcher did interview based on interview guide and recorded it.
- c. Ending the interview; the researcher made conclusion based on interviews data.<sup>88</sup>

---

<sup>86</sup> Ibid, 442.

<sup>87</sup> Zoltan Dorney, *Research Methods in Applied Linguistic: Quantitative, Qualitative and Mixed Methodologies*. (Oxford: Oxford University Press, 2007), 134.

<sup>88</sup> Ibid, 136-143.

The researcher interviewed the students of TBI. B class of the first semester to know the specific causes of errors.

## F. Technique of Data Analysis

Data analysis is an integral part of qualitative research and it is important toward both gathering data and linking one's findings with higher order concepts.<sup>89</sup> In addition the data were in form of sentences which have grammatical errors of using pronoun. The researcher used error analysis to answer the research problem.

Error analysis is a type of linguistic analysis that focuses on learners' error.<sup>90</sup> According to Dulay, error analysis is the method to analyze errors made by EFL and ESL learners when they learn a language.<sup>91</sup> Error analysis (EA) involves a set of procedures for identifying, describing, and explaining language errors made by learners in terms of linguistic level with attempting to ascribe the causes of errors to particular sources, such as the application of conventions and rules in a learner's mother tongue.<sup>92</sup> According to Rod Ellis, there were several procedures taken in analyzing error:

---

<sup>89</sup> Deborah K. van den Hoonaard and Will C. van den Hoonaard, "Data Analysis," *The Sage Encyclopedia of Qualitative Research Method*, vol. 1 &2, ed. Lisa M Given (California: Sage Publications Inc, 2008), 186.

<sup>90</sup> Susan M Gass and Lary Selinker, *Second Language Acquisition: An Introductory Course 3<sup>rd</sup> Edition*, (New York: Routledge, 2008) 102.

<sup>91</sup> Kanyakorn Sermsook, et al. "An Analysis of Errors in Written English Sentences: A Case Study of Thai EFL Students," *English Language Teaching*, Vol. 10, No. 3, (February 8, 2017), ([http://www.ccsenet.org/journal/index.php/elt/article/view/66\\_264](http://www.ccsenet.org/journal/index.php/elt/article/view/66_264) accessed by October 11, 2018), 102.

<sup>92</sup> Hossein Tavakoli. *A Dictionary of Language Acquisition: A Comprehensive Overview of Key Terms in First and Second Language Acquisition*, (Tehran; Rahnama Press, 2012) 118.

1. Collecting data; almost samples of learner language which have been used in EA include data collected from a few learners that are collected over a period of weeks, months, or even years in order to determine patterns of change in error.<sup>93</sup> In this step, the researcher collected the data, then the researcher read, learned and underlined the students' error in writing composition.
2. Identifying errors; the first step in the analysis requires determination of elements in the sample of learner language which deviate from the target L2 in some way.<sup>94</sup> In this step, the researcher compared the students' writing composition with other resources, then the researcher made correct sentences.
3. Description of error: as purposes of analysis, errors are usually classified according to language level, general linguistic category, or more specific linguistic elements.<sup>95</sup> In this step, the researcher classified errors, the researcher wrote the students' error on the table, then, the researcher classified the students' error based on James' surface structure taxonomies. There were five classes of surface structure taxonomies; omission, addition, misformation, misordering and blending. The researcher used the table to classify the students' error as follow

N	student	Error of sentence	Correct sentence	code	Omission	Addition	Mis-formation	misorderin	Blending
o									

---

<sup>93</sup> Muriel Saville Troike, *Introducing Second Language Acquisition*, (Cambridge: Cambridge University Press, 2006), 39.

<sup>94</sup> Ibid.

<sup>95</sup> Ibid.

					Content morpheme	Grammatical morpheme	Double marking	regularization	Simple addition	archiform	regularization	alternating form		
1	Haiyu	I was very tired after did the activites.	I was very tired after I did the activities	1H	√									
2	Alivia	I was the last group with some other friends.	I was the last group with another friends.	1A			√							

The researcher made clarification about the findings in students' writing composition such as, the first sentence is "I was very tired after [. . .] did the activities". The error classification is omission of content morpheme. The correct sentence is "I was very tired after I did the activities". As the reason, in this sentence the status "after" is as subordinating conjunction and it has function to relate independent clause and dependent clause. The independent clause is caused of dependent clause so the appropriate subject in the dependent clause is "I". The second sentence is "I was the last group with some other friends". The error classification is addition of double marking. The correct

sentence is “I was the last group with others friends”. As the reason, in this sentence there were two pronouns and it has same function as modifier of noun phrase so the writer should be choice one of them to avoid ambiguity in the meaning.

4. Explanation of error: the researcher gave explanation and description of students’ error based on other resources. The researcher used interview data to know the causes of error in students’ writing composition. There were several steps to conduct interview:
  - d. Preparing the interview; the researcher choose the informants as TBI. B class then the researcher made some questions as interview guide.
  - e. Conducting the interview; the researcher did interview based on interview guide and recorded it.
  - f. Ending the interview; the researcher made conclusion based on interviews data.<sup>96</sup>
5. Evaluation of error; the researcher involves analysis of what effect the error has on whoever is being addressed and the researcher also gives suggestion for the writer and reader to avoid the error in writing composition.<sup>97</sup> In this step, the researcher analyzed the effect of error in using pronoun in the sentence and the researcher gave suggestion to avoid the error in using pronoun in writing composition for the reader.

---

<sup>96</sup> Zoltan Dorney, *Research Methods in Applied Linguistic: Quantitative, Qualitative and Mixed Methodologies*, 136.

<sup>97</sup> Muriel Saville Troike, *Introducing Second Language Acquisition*, 39.

Data analysis can be define as consisting of three concurrent flows of action; data reduction, data display and conclusion and verification.

### 1. Data reduction

In qualitative research, data reduction does not necessary to quantifying nominal data.<sup>98</sup> The dominant form of qualitative data involves extract from word based narrative accounts of either the respondents or the researcher him/herself<sup>99</sup>. Qualitative data need to be reduced and transformed in order to make them more readily accessible, understandable, and to draw out various themes and patterns<sup>100</sup>. In this step, the researcher took the students' writing worksheet, read, learned and underlined the students' error and the researcher made list of questions to interview the students' of TBI. B class to know the causes of students' error in writing composition.

### 2. Data display

The notion of data display is intended to convey the idea that data are presented as an organized, compressed assembly of information that permits conclusion to be analytically drawn.<sup>101</sup> In this step, the researcher identified the students' error by compared the students' composition with other resources,

---

<sup>98</sup> Bruce L Berg, *Qualitative Research Methods for the Social Sciences*, (Boston: Pearson Education Inc, 2004) 39.

<sup>99</sup> Zoltan Dorney, *Research Methods in Applied Linguistic: Quantitative, Qualitative and Mixed Methodologies*, 292.

<sup>100</sup> Bruce L Berg, *Qualitative Research Methods for the Social Sciences*, 39.

<sup>101</sup> Ibid.

then the researcher made correct sentence. Then, the researcher wrote the students' error into the table and classified the students' error based on James' surface structure taxonomies, there are five classes of surface structure taxonomies; omission, addition, misformation, misordering and blending. The researcher used the table to classify the students' error as follow;

No	student	Error of sentence	Correct sentence	code	Omission		Addition			Mis-formation			misordering	Blending
					Content morpheme	Grammatical morpheme	Double marking	regularization	Simple addition	archiform	regularization	alternating form		
1	Haiyu	I was very tired after did the activites.	I was very tired after I did the activities	1H	√									
2	Alivia	I was the last group with some other friends.	I was the last group with another friends.	1A			√							

The researcher made clarification about the findings in students' writing composition such as, the first sentence is "I was very tired after [. . .] did the activities". The error classification is omission of content morpheme. The

correct sentence is “I was very tired after I did the activities”. As the reason, in this sentence the status “after” is as subordinating conjunction and it has function to relate independent clause and dependent clause. The independent clause is caused of dependent clause so the appropriate subject in the dependent clause is “I”. The second sentence is “I was the last group with some other friends”. The error classification is addition of double marking. The correct sentence is “I was the last group with others friends”. As the reason, in this sentence there were two pronouns and it has same function as modifier of noun phrase so the writer should be choice one of them to avoid ambiguity in the meaning.

The researcher wrote interview transcription and analyzed result of interview based on another sources to know the causes of students’ error in writing composition.

### 3. Drawings Conclusion / verification

Eventually, after the data have been collected, reduced and display, analytic conclusions may begin to emerge and define themselves more clearly and definitively.<sup>102</sup> Conclusion are also verified as the analysis proceeds.<sup>103</sup> In this step, the researcher gave explanations and descriptions of students’ error in writing composition based on other sources, and the researcher gave suggestion for the reader to avoid the error in writing.

---

<sup>102</sup> Ibid. 39

<sup>103</sup> Matthew B. Miles and A. Michael Huberman, *An Expanded Sourcebook Qualitative Data Analysis 2<sup>nd</sup> Edition*, (California: Sage Publications Inc, 1994), 11.



Verification is related to drawing conclusion, it need to revisit the data to cross check or verify the plausibility, sturdiness and confirmability data.<sup>104</sup> In this step, the researcher used reflexive journal and other sources to checking the data.

### **G. Research Procedures**

In this research there were some procedures of research which must be done. They were planning, applicating and reporting.

#### **1. Planning**

Before doing the research activity, the researcher prepared the research material. The preparation in this research activities were proposing the tittle of research, reviewing references related research problem, making proposal of research, and arranging the plan of research instruments.

#### **2. Applicating**

The researcher applied the research by collecting the data, analyzing the data. Then, making the conclusion of data analysis.

#### **3. Reporting**

The researcher arranged the report format and then the researcher reported the result of this research.

---

<sup>104</sup> Ibid.

## CHAPTER IV

### FINDINGS

In this chapter, the researcher explains the finding of this research based on some facts that was found in the data as the types of error in using pronoun on students' writing and the causes of error in using pronoun on students' writing.

#### **A. Types of Error in Using Pronoun**

After collecting and analyzing the data, the researcher found 138 sentences that have error in using pronoun from 652 sentences in students' writing compositions. To describe the error, the researcher used surface structure taxonomies based on Carl James theory which consist of five types, omission, addition, misformation, misordering and blending.<sup>105</sup> They were summarized in the appendixes presented in summary of data analysis.<sup>106</sup>

##### **1. Error of Omission**

Omission is some items that must appear in a form utterances.<sup>107</sup> The error of omission that found in students' composition is 89 sentences. The error of omission that was found in this research is omission of contain morpheme.

##### **Omission of Contain Morpheme**

Omission of content morpheme is omission of morpheme that has important referential meaning in the sentence such noun, pronoun, verb,

---

<sup>105</sup> Carl James. *Errors in Language Learning and Use: Exploring Error Analysis*, (New York: Addison Wesley Longman Limited, 1998), 104-106.

<sup>106</sup> Table analysis of students' error in writing composition.

<sup>107</sup> Carl James. *Errors in Language Learning and Use: Exploring Error Analysis*, 106.

adjective and adverb.<sup>108</sup> The error of omission of contain morphemes that was found in students' composition is 89 sentences. There were some examples that were found in this research:

- 1) I was very tired after (subject) did the activities. [17H]
- 2) Finally, we came home. (subject) arrived at home at 00.45 a.m. [14YR]
- 3) We strolled happily and sang together when (subject) were on the street until we arrived at the top of mountain. [5AD]
- 4) Then, (subject) took several time for resting. [6AD]
- 5) Before (subject) went to surabaya zoo, my sister and I went to my brother's home by taxibike. [8E]
- 6) Then, (subject) took a shower and performed asar prayer. [11FN]
- 7) After helping my mother I went to (possessive adjective) grandmother house. [4DRN]
- 8) Then I cleaned the house and helped (possessive adjective) mother cooking. [3DR]
- 9) And then we continued (possessive adjective) next trip by bus. [6E]
- 10) Then, (subject) went around in the zoo. [11E]

---

<sup>108</sup> Ibid.

In this finding, the researcher only gave 10 sentences as sample. The complete finding data were existed in appendix table analysis of students' error in writing composition.

## 2. Error of Addition

Addition is some item which must not appear in form utterance.<sup>109</sup> The error of addition that was found in students' composition is 5 sentences. The error of addition that was found in this research is double marking

### Double Marking

Double marking is failure to delete certain items which are required in some linguistics constructions but not in others.<sup>110</sup> There were 5 sentences that indicated this error. They were:

- 1) In the museum, there were **many anything** replica colonial for example helicopter, replica airplane and other many things. [7N]
- 2) In konang beach, I took **a** many view pictures of the beach. [6DK]
- 3) There were **many of my brothers** who were vacationing to my grandmother's house. [5DRN]
- 4) In the museum there were many things for example helicopter, colonial replica airplane, and **other many anything**. [7N]
- 5) After **it** I liked to do my homework until 04.30 p.m. [25SW]

---

<sup>109</sup> Heidi Dullay, et al. *Language Two*, (Oxford: Oxford University Press, 1982), 157.

<sup>110</sup> Ibid.

### 3. Error of Misordering

Misordering is incorrect placement of morphemes in utterance or in sentence.<sup>111</sup> There were 5 sentences that indicated this error. They were:

- 1) The last holiday **I and my sister** went to Surabaya zoo. [1E]
- 2) After it finished, **I and my sister** went back to my brother's home. [15E]
- 3) After we arrived at my brother's home, **I and my sister** were rest and cleansed ourselves. [9E]
- 4) Before we went to Surabaya zoo, **I and my sister** went to my brother's home by taxibike. [8E]
- 5) Around 08:30 a.m. **I and my sister** went to my grandmother's house by foot to visit my grandmother. [6D]

### 4. Error of Misformation

Misformation is using the wrong form of morpheme structure.<sup>112</sup> The error of misformation that is found in students' composition is 37 sentences. They are three types of misformation, they are regularization, archiform and alternating form.

#### a) Regularization

---

<sup>111</sup> Carl James. *Errors in Language Learning and Use: Exploring Error Analysis*, 110.

<sup>112</sup> Heidi Dullay, et al. *Language Two*, 158.

Regularization is selection form of regular marker in a place of irregular ones.<sup>113</sup> There were 2 sentences that indicated this error. They were:

- 1) There were too many houses I thought the space between a house and **the other** was so small, the road was so small only bicycle can through and motorcycle can not. [9HM]
- 2) After three days we went back to **ours** home. [15F]

#### b) Archiform

Archiform is selection of one member class to represent another.<sup>114</sup> The error of misformation of archiform that was found in students' composition is 33 sentences. There were some examples that were found in this research:

- 1) After the night arrived me and my family dinner together. [7G]
- 2) When I found it, I saw my friend almost fall down into the abyss where she just holding on the little trunk near **him**. [10AD]
- 3) His voice sounded so sad, I could guess it because I recognized **him** voice when he was happy or unhappy. [2DR]
- 4) He felt regret about **him** mistake. [9DR]
- 5) After one hour riding the motorcycle **me** and my sister arrived at the bus station. [4E]

---

<sup>113</sup> Ibid.

<sup>114</sup> Ibid, 160.

- 6) After that **me** and my family did zuhur prayer and we had lunch together. [4EI]
- 7) After 4 hours, **me** and my sister arrived at Surabaya bus station. [7E]
- 8) After we arrived at my brother's home, I and my sister were rest and cleansed **yourself**. [9E]
- 9) The next day, **I** next trip we went to our home. [18E]
- 10) On the last holiday I spent my vocation by helping my brother to prepare for **her** marriage. [1MR]

In this finding, the researcher only gave 10 sentences as sample. The complete finding data were existed in appendix table analysis of students' error in writing composition.

### c) Alternating Form

Alternating form is alternation of various members of a class with each other.<sup>115</sup> There were 2 sentences that indicated this error. They were:

- 1) In the morning, I woke up after **which** I went wudhu and dawn subuh prayer. [1D]
- 2) After **which** I washed my laundry. [4D]

## 5. Blending

---

<sup>115</sup> Ibid, 161

Blending is the error occur to two targets on utterance. The learner is undecided which of these two targets he/she has in mind.<sup>116</sup> There were 4 sentences that indicated this error. They were:

- 1) The third days, I went to my old friend's house. **We** gathered at **her** home and we ate together. [6H]
- 2) The fourth day, I visited my friend's house **in senior high school**. [6YR]
- 3) So happened this evening so grandmother's house, so from that I immediately helped grandmother cleaning the yams. [12G]
- 4) My brother asked me suddenly so I took a bath yet I was still ironing my clothes. [2KN]

## **B. Causes of Error**

The researcher found causes of students' error based on the result of interview with the students' of TBI.B class. The researcher chose 4 students of TBI.B class as the informants. The researcher asked some questions to the informants about their causes of error in writing composition in the class that impacted with their ability in their writing skill. The researcher used Brown's theory to analyze the causes of error in using pronoun on students' composition.

### **1. Interlingual Transfer**

Interlingual transfer happen to the beginner students in learning foreign language because the negative transfer from native language to foreign

---

<sup>116</sup> Carl James. *Errors in Language Learning and Use: Exploring Error Analysis*, 111.



language.<sup>117</sup> It means the error happen to the early students as the effect of the weaknesses of their ability in language. The researcher found two reason of interlingual transfer. There were:

- a. The students only wrote in the writing course and they never did some practices in other. It related as the information from the informants.

“ . . . we only got 6 exercises to make sort texts for one semester. And we never got homework to write so we wrote only in the writing course. Thus, we faced difficulty when we did final examination to make long text.”<sup>118</sup>

“ . . . I forget how many our lecture ask us to make sort text for one semester. I remember that we ever make text about describing our friend, our hobby, and planning in our future. We never get homework”.<sup>119</sup>

“ . . . maybe we get 5 exercises to make sort texts for one semester. I think we never get homework”.<sup>120</sup>

“ . . . it's around 6 exercises sort texts. I never get homework”.<sup>121</sup>

- b. The students did the error in writing composition because they had weakness in vocabulary. It related as the information from the informants.

“ . . . we do the error in writing because we only know a few vocabularies.”<sup>122</sup>

“ . . . I weak vocabulary knowledge because I don't use it for a long time and it erase in my mind”.<sup>123</sup>

---

<sup>117</sup> H. Douglas Brown. *Principles English of Language Learning and Teaching 5<sup>th</sup> Edition*, (New York: Pearson Education Inc, 2007) 263.

<sup>118</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 01.

<sup>119</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 02.

<sup>120</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 03.

<sup>121</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 04.

<sup>122</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 01.

“. . . I think writing is hard because I have a few list vocabularies and I don't know the others”.<sup>124</sup>

“. . . I think my second problem in writing is vocabulary but I can solve this problem if I read many books”.<sup>125</sup>

## 2. Intralingual Transfer

According to Keshavarz intralingual transfer is error that caused by the mutual interference of items in the target language.<sup>126</sup> It means, when the students got some exercises to increase their ability in second language they did some interferences so it made negative intralingual transfer. The researcher found two reason of intralingual transfer. There were:

- a. The students got grammatical structure materials in the grammatical and writing course but they usually forgot it. It related as the information from the informants.

“. . . when our lecture gave grammatical structure materials in writing course or structure course, we understood it but when the class was off, we forgot it.”<sup>127</sup>

“. . . when we wrote in a sentence form, we understood it but when the lecture gave us other sentences or the lecture asked us to make another sentence, we confuse and we cannot write it”.<sup>128</sup>

---

<sup>123</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 02.

<sup>124</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 03.

<sup>125</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 04.

<sup>126</sup> Ebrahim Syekhzhadeh and Majid Geichi. “An Account of Sources of Errors in Language Learners and Interlanguage,” *International Conference on Languages, Literature and Linguistics*, Vol.26, (2011), (<http://www.ipedr.com/vol26/32-ICLLL%2020-L10011.pdf> accessed by January 16, 2018) 161.

<sup>127</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 01.

<sup>128</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 02.

“ . . . I did some errors because I usually forget my grammatical knowledge and I have few understanding it”.<sup>129</sup>

“ . . . I did some errors because I have few grammatical knowledge”.<sup>130</sup>

- b. The student did not know the grammatical function in writing composition.

It related as the information from the informants.

“ . . . I did some errors because I did not understand the function of grammatical in writing”.<sup>131</sup>

“ . . . I remember a few grammatical function but I usually forget it”.<sup>132</sup>

“ . . . I only get the basic of functional grammar but sometimes I forget it”.<sup>133</sup>

“ . . . I had learnt some patterns in my cottage but if you asks me now, maybe I forget some”.<sup>134</sup>

### 3. Communication Strategy

The students use production strategies in order to enhance getting their messages across, but the meaning structures do not seem to be shared.<sup>135</sup> It means, the unbalanced between student’s idea and student’s ability in language production. The researcher found one reason of communication strategy. There was:

---

<sup>129</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 03.

<sup>130</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 04

<sup>131</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 01.

<sup>132</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 02.

<sup>133</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 03.

<sup>134</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview, code 04.

<sup>135</sup> H. Douglas Brown. *Principles English of Language Learning and Teaching 5<sup>th</sup> Edition*, 266.

The students got difficult in developing writing content. It related as the information from the informants.

“ . . . I did some errors because when I wrote, I was difficult in making idea and focusing writing, I also lacked of experience in writing. Besides, I cannot insert my grammatical knowledge in writing”.<sup>136</sup>

“ . . . developing the content and idea in writing are rely on the situation and condition”.<sup>137</sup>

“ . . . I can not write if our lecture asks us suddenly I must read some materials before I write. Maybe that is the reason why I do some errors”.<sup>138</sup>

“ . . . In my mind, developing writing content is very hard for me because I am not quite good in it. When I will write I have an idea but sometime it can be different meaning in my text”.<sup>139</sup>

---

<sup>136</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 01.

<sup>137</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 02.

<sup>138</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 03.

<sup>139</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview, code 04

## CHAPTER V

### DISCUSSIONS

In this chapter, the researcher gives explanation and description the types of pronoun errors and the causes of error that was produced by the students.

#### **A. Types of Error in Using Pronoun**

In the previous chapter, there were five types in analyzing error based on Carl James taxonomies, there were omission, addition, misformation, misordering and blending. The researcher found 138 sentences that have error in using pronoun from 652 sentences in students' writing compositions.

##### **1. Error of Omission**

Omission is some items that must appear in a form utterances.<sup>140</sup> The contain morpheme error was the type of omission that was found in students' composition.

##### **Omission of Contain Morpheme**

Omission of content morpheme is omission of morpheme that has important referential meaning in the sentence such noun, pronoun, verb, adjective and adverb.<sup>141</sup> The error of omission of contain morphemes that was found in students' composition is 89 sentences.

First, there was the sentence "I was very tired after (. . .) did the activities". In this sentence, there was complex sentence that consisted of

---

<sup>140</sup> Carl James. *Errors in Language Learning and Use: Exploring Error Analysis*, (New York: Addison Wesley Longman Limited, 1998)106.

<sup>141</sup> Ibid.

independent clause and dependent clause which related by subordinating conjunction “after”. In the dependent clause structure, there was omitting of subject of verb. The correct sentence is “I was very tired after I did the activities”. As the reason, in this sentence there was complex sentence that consist of independent clause and dependent clause and it related by subordinate conjunction of adverbial clause of time “after” and it had function to give information time relationship in the utterance. The function of “after” was as conjunction and it had to have subject so it needed pronoun as subject and in the dependent clause, there was omitting the subject of verb. So, the appropriate pronoun as subject of verb in the dependent clause is “I”.

Second, there was the sentence “Finally, we came home. (. . .) arrived at home at 00.45 a.m”. In this sentence, there was simple sentence and there was no subject of verb. The correct sentence is “finally, we came home. **We** arrived at home at 00.45 a.m”. As the reason, in the second sentence, there was omission of pronoun as the subject of verb. Because of the first statement was related with second statement so the appropriate pronoun as subject of verb in the second statement is “we”.

Third, there was the statement “We strolled happily and sang together when (. . .) were on the street until we arrived at the top of mountain”. In this sentence there was compound complex sentence that consisted of two independent clause that related by coordinate conjunction “and”. Then, independent clause and dependent clause related by subordinate conjunction “when”. The correct sentence is “we strolled happily and sang together when

**we** was on the street until we arrived at the top of mountain. As the reason, the status “when” was as subordinating conjunction and it had function to relate dependent clause and independent clause and to modify a noun of time. Adjective clause was one kind of dependent clause, it had to have subject after the conjunction. In the dependent clause there was omission of subject of verb. Because the dependent clause reflected back to independent clause so the appropriate pronoun as subject is “we”.

Forth, there was the statement “Then, (. . .) took several time for resting. In this sentence, there was simple sentence and it had to have one subject and verb but in this sentence there was no subject of verb. The correct sentence is “then, we took several time for resting”. As the reason, in the sentence there was omission of content morpheme pronoun as the subject of verb. Therefore in the simple sentence, it had to put pronoun as subject of verb. Because of the previous sentence was reflect back to this sentence so the appropriate pronoun as subject of verb is “we”

Fifth, there was the statement “Before (. . .) went to Surabaya zoo, my sister and I went to my brother’s home by taxibike”. In this sentence, there was compound complex sentence because there was dependent clause and two independent clause and it related by subordinate conjunction “before”. The correct sentence is “before we went to Surabaya zoo, my sister and I went to my brother’s home by taxibike”. As the reason, in this sentence the status “before” was as subordinating conjunction of adverbial clause of time and it had function to give information time relationship in the utterance. The function of “before”

was as conjunction and it had to have subject so it needed pronoun as subject. In the dependent clause there was omission of subject of verb. Because of the dependent clause was related to independent clause so the appropriate pronoun as subject of verb is “we”.

Sixth, there was the sentence “Then, (. . .) took a shower and performed asar prayer”. In this sentence there was compound sentence, because there were two independent clause, consolidated in using verb, and it related by coordinate conjunction “and”. The correct sentence is “then, I took a shower and performed asar prayer”. As the reason, in this sentence, there was compound sentence, the two independent clauses were compounding the verb but this compounding sentence was omission of content morpheme pronoun as subject of verb. Because of the previous sentence was related in this sentence so the appropriate pronoun as subject of verb is “I”.

Seventh, there was the sentence “after helping my mother I went to (. . .) grandmother house”. In this sentence there was complex sentence because there was independent clause and dependent clause and it related by subordinate conjunction “after” and it reduced subject in the dependent clause, but in independent clause there was no possessive adjective in the object of verb. The correct sentence is “after helping my mother I went to my grandmother house”. As the reason, the object of verb in this sentence needed possessive adjective to make clear the meaning of sentence and the ownership of noun, because of the subject was shown, so the appropriate pronoun as possessive adjective in this sentence is “my”.



Eighth, there was the sentence “Then I cleaned the house and helped (. . .) mother cooking”. In this sentence there was compound sentence because there were two independent clause, this sentence consolidated in using verb. It related by coordinate conjunction “and”, but in the second independent clause there was no possessive adjective in the object of verb. The correct sentence is “then I cleaned the house and helped my mother cooking”. As the reason, the object of verb in this sentence needed possessive adjective to make clear the meaning of sentence and the ownership of object, because of the subject was shown, so the appropriate pronoun as possessive adjective based on its antecedent in this sentence is “my”.

Ninth, there was the sentence “and then we continued (. . .) next trip by bus”. In this sentence there was simple sentence, it had to have one subject and verb but in the object of verb there was no possessive adjective in object of verb. The correct sentence is “and then we continued our next trip by bus”. As the reason, the object verb of sentence needed possessive adjective to make clear the meaning of sentence and the ownership of object, because of the subject was shown, so the appropriate pronoun as possessive adjective based on its antecedent in this sentence is “our”.

Tenth, there was the sentence “Then, (. . .) went around in the zoo”. In this sentence, there was simple sentence, that had to have one subject and verb, but in this sentence there was no subject of verb. The correct sentence is “then, we went around in the zoo”. As the reason, in this sentence, there was omission of content morpheme pronoun as subject of verb. Therefore, in the simple

sentence, it had to put pronoun as subject of verb. Because of this sentence reflected back to the previous sentence so the appropriate pronoun as subject of verb in this sentence is “we”.

In the previous chapter the researcher only gave 10 sentences as sample. The complete finding data were existed in appendix table analysis of students’ error in writing composition.

## 2. Error of Addition

Addition is some item which must not appear in form utterance.<sup>142</sup> The error addition that was found in students’ composition is 5 sentences. The error of addition that was found in this research is double marking

### **Double Marking**

Double marking is failure to delete certain items which are required in some linguistics constructions but not in others.<sup>143</sup> There were 5 sentences that indicated this error.

First, there was the sentence “In the museum, there were **many anything** replica colonial for example helicopter, replica airplane and other many thing”. In this sentence the error was on indefinite pronoun thing on complement because the indefinite thing had contras meaning with other indefinite quantity adjective in object of verb. In this sentence, the error classification was addition of double marking in using pronoun as complement at modifier of noun phrase

---

<sup>142</sup> Heidi Dullay, et al. *Language Two*, (Oxford: Oxford University Press, 1982), 156.

<sup>143</sup> Ibid.

to show indefinite quantity adjective. The correct sentence is “in the museum, there were many things replica colonial for example helicopter, replica airplane, and other many things”. As the reason, in this sentence, there was indefinite pronoun thing “any”. The term “any” was used in negative statement and without antecedent but the sentence was positive sentence so using the term “any” was not appropriate in this sentence.

Second, there was the sentence “In konang beach, I took **a** many view pictures of the beach”. In this sentence the error was in using article because it had contrast meaning with other modifier in noun phrase. In this sentence, the error classification was addition of double marking in using pronoun as object of verb at pre-modifier of noun phrase to show indefinite pronoun. The correct sentence is “in konang beach, I took many view pictures of the beach”. As the reason, in this sentence, there was indefinite pronoun “a”. The term “a” was equivalent with pronoun one and it was used by antecedent and it was followed by noun singular, but the antecedent was noun plural. So using the term “a” was not appropriate in this sentence.

Third, there was sentence “There were **many of my brothers** who were vacationing to my grandmother’s house”. In this sentence the error was on object of verb because it had over word. The error classification in this sentence was addition of double marking in using pronoun as complement. The correct sentence is “there were my brothers who were vacationing to my grandmother’s house”. As the reason, in this sentence, there was prepositional phrase “many of

my brothers” it was equivalent meaning with noun phrase “my brothers”. So, using indefinite pronoun quantity “many” and preposition “of” were unnecessary in this sentence.

Forth, there was the sentence “In the museum there were many things for example helicopter, colonial replica airplane, and **other many anything**”. In this sentence the error was on indefinite pronoun thing on complement because the indefinite thing had contrast meaning with other indefinite quantity adjective in complement. In this sentence the error classification was addition of double marking in using pronoun as complement at modifier of noun phrase. The correct sentence is “in the museum there were many things for example helicopter, colonial replica airplane, and other many things”. As the reason, in the sentence, there was indefinite pronoun thing “any”. The term “any” was used for negative statement and without antecedent but the sentence was positive sentence so using the term “any” was not appropriate in this sentence.

Fifth, there was the sentence “After **it** I liked to do my homework until 04.30 p.m”. In this sentence the error was on subject of verb because there was double pronoun in the subject. The error classification in this sentence was addition of double marking in the subject of verb. The correct sentence is “after I liked to do my homework until 04.30”. As the reason, in the sentence, there was two pronoun as subject but the pronoun “it” was used for things so it was not appropriate with the context of the text. So, the appropriate subject of the sentence is “I”.

### 3. Error of Misordering

Misordering is incorrect placement of morphemes in utterance or in sentence.<sup>144</sup> There were 5 sentences that indicated this error.

First, there was the sentence “The last holiday **I and my sister** went to Surabaya zoo”. In this sentence the error was on compounding subject of the verb. The error classification in this sentence was misordering. The correct sentence is “the last holiday my sister and I went to Surabaya zoo”. As the reason, the compounding subject “I and my sister” is incorrect based on the grammarian because they give priority to show third-person, then second-person finally first person. It forbids to mixing up the order because if the person do that the other will expect that they are less-educated.<sup>145</sup> So the correct compounding subject in this sentence is “my sister and I”.

Second, there was the sentence “After it finished, **I and my sister** went back to my brother’s home”. In this sentence the error was on compounding subject of the verb. The error classification in this sentence was misordering. The correct sentence is “after it finished, my sister and I went back to my brother’s home”. As the reason, the compounding subject “I and my sister” is incorrect based on the grammarian because they give priority to show third-person, then second-person finally first person. It forbids to mixing up the order

---

<sup>144</sup> Carl James. *Errors in Language Learning and Use: Exploring Error Analysis*, 110.

<sup>145</sup> Peter Sokolowski, “Pronoun order”, learner’s Dictionary, 7<sup>th</sup> October 2009, <https://ell.stackexchange.com/question/9308/my-sister-and-i-versus-i-and-my-sister>. Access by 1<sup>st</sup> October 2018

because if the person do that the other will expect that they are less-educated.<sup>146</sup>

So the correct compounding subject in this sentence is “my sister and I”.

Third, there was the sentence “After we arrived at my brother’s home, **I and my sister** were rest and cleansed ourselves”. In this sentence the error was on compounding subject of the verb. The error classification in this sentence was misordering. The correct sentence is “after we arrived at my brother’s home, my sister and I were rest and cleansed ourselves”. As the reason, the compounding subject “I and my sister” is incorrect based on the grammarian because they give priority to show third-person, then second-person finally first person. It forbids to mixing up the order because if the person do that the other will expect that they are less-educated.<sup>147</sup> So the correct compounding subject in this sentence is “my sister and I”.

Forth, there was the sentence “Before we went to Surabaya zoo, **I and my sister** went to my brother’s home by taxibike”. In this sentence the error was on compounding subject of the verb. The error classification in this sentence was misordering. The correct sentence is “before we went to Surabaya zoo, my sister and I went to my brother’s home by taxibike”. As the reason, the compounding subject “I and my sister” is incorrect based on the grammarian because they give priority to show third-person, then second-person finally first person. It forbids to mixing up the order because if the person do that the other

---

<sup>146</sup> Ibid.

<sup>147</sup> Ibid.

will expect that they are less-educated.<sup>148</sup> So the correct compounding subject in this sentence is “my sister and I”.

Fifth, there was the sentence “Around 08:30 a.m. **I and my sister** went to my grandmother’s house by foot to visit my grandmother”. In this sentence the error was on compounding subject of the verb. The error classification in this sentence was misordering. The correct sentence is “around 08:30 a.m. my sister and I went to my grandmother’s house by foot to visit my grandmother”. As the reason, the compounding subject “I and my sister” is incorrect based on the grammarian because they give priority to show third-person, then second-person finally first person. It forbids to mixing up the order because if the person do that the other will expect that they are less-educated.<sup>149</sup> So the correct compounding subject in this sentence is “my sister and I”.

#### **4. Error of Misformation**

Misformation is using the wrong form of morpheme structure.<sup>150</sup> The error of misformation that is found in students’ composition is 37 sentences. They are three types of misformation, they are regularization, archiform and alternating form.

---

<sup>148</sup> Ibid.

<sup>149</sup> Ibid.

<sup>150</sup> Heidi Dullay, et al. *Language Two*, 158.

### a) Regularization

Regularization is selection form of regular marker in a place of irregular ones.<sup>151</sup> There were 2 sentences that indicated this error.

First, there was the sentence “There were too many houses I thought the space between a house and **the other** was so small, the road was so small only bicycle can through and motorcycle can not”. In this sentence the error was on indefinite pronoun of quantity because the status of indefinite pronoun of quantity in this sentence was as object of verb. The error classification in this sentence was regularization. The correct sentence is “there were too many houses I thought the space between a house and the others were so small, the road was so small only bicycle can through and motorcycle can not”. As the reason, in the sentence, there was compound sentence that consisted of three main clause. In compound sentence, there was compounding object that related by coordinate conjunction “and”. There was indefinite pronoun of quantity “the other”, it was used to singular noun but the context of the text showed the plural meaning so the appropriate pronoun in this sentence is “the others”.

Second, there was the sentence “After three days we went back to **ours** home”. In this sentence the error was on possessive adjective because the status of possessive adjective was as noun phrase at object of verb. The error classification in this sentence was regularization on possessive pronoun. The correct sentence is “after three days we went back to our home”. As the

---

<sup>151</sup> Ibid.



reason, in this sentence the function of “ours” was as possessive pronoun but it had function as possessive adjective so the appropriate possessive adjective is “our”.

#### **b) Archiform**

Archiform is selection of one member class to represent another.<sup>152</sup>

The error of misformation of archiform that was found in students' composition is 33 sentences.

First, there was the sentence “At 9 a.m. **me** and my big family played the tourist attraction in Ngembag”. In this sentence, the error was on subjective personal pronoun because the degree of pronoun was as personal subject of the verb. In this sentence, the error classification was archiform on nominative pronoun. The correct sentence is “after the night arrived **I** and family dinner together”. As the reason, in this sentence, the function of “me” was as object of verb but it had function as subject of verb so the appropriate personal pronoun is “I”.

Second, there was the sentence “When I found it, I saw my friend almost fall down into the abyss where she just holding on the little trunk near **him**”. In this sentence the error was on objective personal pronoun because the degree of pronoun was as object of the verb. In this sentence, the error classification was archiform on nominative pronoun. The correct sentence is “When I found it, I saw my friend almost fall down into the abyss where she just holding on the little trunk near her”. As the reason, in the sentence, the

---

<sup>152</sup> Ibid, 160.

function of “him” was as indirect object of verb but it did not appropriate with antecedent so the objective pronoun that appropriate is “her”

Third, there was the sentence “His voice sounded so sad, I could guess it because I recognized **him** voice when he was happy or unhappy”. The error in this sentence was possessive adjective because the degree of pronoun was as modifier of noun phrase as object of verb. In this sentence the error classification was archiform on object of verb. The correct sentence is “His voice sounded so sad, I could guess it because I recognized his voice when he was happy or unhappy”. As the reason, in this sentence, the function of “him” was as possessive adjective on object of verb, but the writer put objective pronoun so the appropriate possessive adjective in this sentence is “his”.

Forth, there was the sentence “He felt regret about **him** mistake”. The error in this sentence was possessive adjective because the degree of pronoun was as modifier of noun phrase as object of verb. In this sentence, the error classification was archiform on object of verb. The correct sentence is “he felt regret about his mistake”. As the reason, in this sentence, the function of “him” is as possessive adjective on object of verb, but the writer put objective pronoun so the appropriate possessive adjective in this sentence is “his”.

Fifth, there was the sentence “After one hour riding the motorcycle **me** and my sister arrived at the bus station”. In this sentence, the error is on subjective personal pronoun because the degree of pronoun was as personal

subject of the verb. In this sentence, the error classification was archiform on nominative pronoun. The correct sentence is “After one hour riding the motorcycle my sister and I arrived at the bus station”. As the reason, in this sentence, the function of “me” was as object of verb but it had function as subject of verb so the appropriate personal pronoun is “I”.

Sixth, there was the sentence “After that **me** and my family did zuhur prayer and we had lunch together”. In this sentence, the error was on subjective personal pronoun because the degree of pronoun was as personal subject of the verb. In this sentence, the error classification was archiform on nominative pronoun. The correct sentence is “after that my family and I did zuhur prayer and we had lunch together”. As the reason, in this sentence, the function of “me” was as object of verb but it had function as subject of verb so the appropriate personal pronoun is “I”.

Seventh, there was the sentence “After 4 hours, **me** and my sister arrived at Surabaya bus station”. In this sentence, the error was on subjective personal pronoun because the degree of pronoun was as personal subject of the verb. In this sentence, the error classification was archiform on nominative pronoun. The correct sentence is “After 4 hours, my sister and I arrived at Surabaya bus station”. As the reason, in this sentence, the function of “me” was as object of verb but it had function as subject of verb so the appropriate personal pronoun is “I”.

Eighth, there was the sentence “my sister and I was rest and cleansed **yourself**”. In this sentence, the error was on reflexive pronoun because the

writer wanted to reflect the action of the verb back onto the subject. In this sentence, the error classification was archiform on accusative pronoun. The correct sentence is “I and my sister was rest and cleansed **ourselves**”. As the reason, in this sentence, the function of “yourself” was as direct object of verb but it did not appropriate with antecedent so the reflexive pronoun that appropriate is “ourselves”.

Ninth, there was the sentence “The next day, **I** next trip we went to our home”. The error classification in this sentence was possessive adjective because the writer put the subjective singular pronoun as complement. In this sentence the classification error was archiform on possessive adjective. The correct sentence is “the next day our next trip we went to our home”. As the reason the function of “I” was as modifier of noun phrase on adverb of time but the writer put subjective singular pronoun so the appropriate possessive adjective as adverb is “our”

Tenth, there was the sentence “On the last holiday I spent my vocation by helping my brother to prepare for **her** marriage”. In this sentence the error was possessive adjective because the degree of pronoun was as pre-modifier of noun phrase on indirect object of verb. In this sentence, the error classification was archiform on object of verb. The correct sentence is “on the last holiday, I spent my vocation by helping my brother to prepare for his marriage”. As the reason, in this sentence, the function of “his” was as possessive adjective on object of verb, but the writer put possessive adjective for female so the appropriate possessive adjective in this sentence is “his”.

In this previous chapter, the researcher only gave 10 sentences as sample. The complete finding data were existed in appendix table analysis of students' error in writing composition.

### c) Alternating Form

Alternating form is alternation of various members of a class with each other.<sup>153</sup> There were 2 sentences that indicated this error.

First, there was the sentence “In the morning, I woke up after **which** I went wudhu and dawn subuh prayer”. In this sentence the error was on relative pronoun as object of preposition because the writer put incorrect relative pronoun. In this sentence the error classification was alternating form on object of preposition. The correct sentence is “In the morning, I woke up after that I went wudhu and dawn subuh prayer”. As the reason, in this sentence the function of “which” was as object of preposition but the writer put object of preposition for thing so the appropriate object of preposition in this sentence is “that”.

Second, “there was the sentence “After **which** I washed my laundry”. In this sentence the error was on relative pronoun as object of preposition because the writer put incorrect relative pronoun. In this sentence the error classification was alternating form on object of preposition. The correct sentence is “after that I washed my laundry”. As the reason, in this sentence the function of “which” was as object of preposition but the writer put object

---

<sup>153</sup> Ibid, 161

of preposition for thing so the appropriate object of preposition in this sentence is “that”.

## 5. Blending

Blending is the error occur to two targets on utterance. The learner is undecided which of these two targets he/she has in mind.<sup>154</sup> There were 4 sentences that indicated this error.

First, there was the sentence “The third days, I went to my old friend’s house. **We** gathered at **her** home and we ate together”. The error classification in this sentence was blending. The correct sentence is “the third days, I went to my old friend’s house. My friend and I gathered at my old friend’s house and we ate together. As the reason, in the sentence, the subjective pronoun “we” had not antecedent and it made vagueness in the sentence so the writer must show the real subject. The second was the possessive pronoun as determiner of noun phrase. The possessive pronoun “her” had not antecedent and it made ambiguity in the meaning of sentence so the writer must appear the real adverb of place. So the appropriate subjective is “my friend and I” because the verb had meaning the act that did something with others, and the appropriate adverb of place is “my old friend’s house” so, it referred to adverb of place in the previous sentence.

Second, there was the sentence “The fourth day, I visited my friend’s house **in senior high school**”. The error classification in this sentence was

---

<sup>154</sup> Carl James. *Errors in Language Learning and Use: Exploring Error Analysis*, 111.

blending. The correct sentence is “the fourth day, I visited my friend who was my friend in senior high school”. As the reason in this sentence there was two possible meaning in the utterance, first “I visited my friend’s house in senior high school. It meant her house is real in the inside of senior high school complex” or “I visited my friend who was my friend in senior high school. It meant they were classmate in senior high school”. So, the function of relative pronoun “who” was to give description for antecedent and it was very important to avoid the error.

Third, there was the sentence “**So happened this evening so grandmother’s house, so from that I immediately helped grandmother cleaning the yams**”. The error classification in this sentence was blending. The correct sentence is “in this evening, it was my grandmother turns, so I immediately helped my grandmother cleaning the yams”. As the reason, in this sentence there was over words then it made unclear meaning in this sentence. So the writer had to omit some unimportant word.

Forth, there was the sentence “**My brother asked me suddenly so I took a bath yet I was still ironing my clothes**”. The error classification in this sentence was blending. The correct sentence is “suddenly my brother asked me that had I taken a bath when I was still ironing my clothes.” As the reason, in the sentence there was two possible meaning in the utterance, first, “my brother asked me suddenly so I took a bath when I was still ironing my clothes” or “suddenly my brother asked me that had I taken a bath when I was still ironing

my clothes”. So, the function of relative pronoun “that” was to give description for antecedent and it was very important to avoid the error.

## B. Causes of Error

In this part, the researcher discuss some causes of error in using pronoun on students’ writing composition the explanation were as follows:

### 1. Interlingual Transfer

Interlingual transfer happen to the beginner students in learning foreign language because the negative transfer from native language to foreign language.<sup>155</sup> It means the error happen to the early students as the effect of the weaknesses of their ability in language. There is two reason the students make error in using pronoun on writing composition.

- a. The students only wrote in the writing course and they never did some practices in other. It related as the information from the informants.

“ . . . we only got 6 exercises to make short texts for one semester. And we never got homework to write so we wrote only in the writing course. Thus, we faced difficulty when we did final examination to make long text.”<sup>156</sup>

“ . . . I forget how many our lecture ask us to make short text for one semester. I remember that we ever make text about describing our friend, our hobby, and planning in our future. We never get homework”.<sup>157</sup>

---

<sup>155</sup> H. Douglas Brown. *Principles English of Language Learning and Teaching 5<sup>th</sup> Edition*, (New York: Pearson Education Inc, 2007) 263.

<sup>156</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 01.

<sup>157</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 02.



“ . . . maybe we get 5 exercises to make short texts for one semester. I think we never get homework”.<sup>158</sup>

“ . . . it's around 6 exercises short texts. I never get homework”.<sup>159</sup>

In addition, as interview data, the student only got some exercises to make short paragraph in writing and they never practiced in other time to practice their skill. So, the students should more practices in writing to increase their ability in writing. Doing practice, they will know how to make a good sentence, what type of pattern in the sentence, and how to arrange a good paragraph.

- b. The students did the error in writing composition because they had weakness in vocabulary. It related as the information from the informants.

“ . . . we do the error in writing because we only know a few vocabularies.”<sup>160</sup>

“ . . . I weak vocabulary knowledge because I don't use it for a long time and it erase in my mind”.<sup>161</sup>

“ . . . I think writing is hard because I have a few list vocabularies and I don't know the others”.<sup>162</sup>

“ . . . I think my second problem in writing is vocabulary but I can solve this problem if I read many books”.<sup>163</sup>

---

<sup>158</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 03.

<sup>159</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 04.

<sup>160</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 01.

<sup>161</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 02.

<sup>162</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 03.

<sup>163</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 04.

According to Penny Ur, vocabulary is the words that learned in foreign language.<sup>164</sup> Besides, Hedge argued that the effective writing requires a number of things such organization in development of information, the ideas or arguments are high accuracy, careful choosing of vocabulary, grammatical pattern, and sentence structure to create a style which is appropriate to the topic and the reader.<sup>165</sup> In addition, as interview data, some students only knew a few vocabularies and the others forgot vocabularies. In writing, constructing a good paragraph, the students needed many vocabularies. So the students should memorize more vocabularies and used it for making sentence. Besides, they can read many books to enrich their vocabularies.

## 2. Intralingual Transfer

According to Keshavarz intralingual transfer is error that caused by the mutual interference of items in the target language.<sup>166</sup> It means, when the students got some exercises to increase their ability in second language they did some interferences so it made negative intralingual transfer. The researcher found two reason of intralingual transfer.

---

<sup>164</sup> Penny Ur. *A Course in Language Teaching; practice and Theory*. (Cambridge: Cambridge University Press, 1991). 60.

<sup>165</sup> Tricia Hedge. *Resource Books for Teachers: Writing 2<sup>nd</sup> Edition*. (Oxford: Oxford University Press, 2005). 7.

<sup>166</sup> Ebrahim Syekhzadeh and Majid Geichi. "An Account of Sources of Errors in Language Learners and Interlanguage," *International Conference on Languages, Literature and Linguistics*, Vol.26, (2011), (<http://www.ipedr.com/vol26/32-ICLLL%2020-L10011.pdf> accessed by January 16, 2018) 161.

- c. The students got grammatical structure materials in the grammatical and writing course but they usually forgot it. It related as the information from the informants.

“ . . . when our lecture gave grammatical structure materials in writing course or structure course, we understood it but when the class was off, we forgot it.”<sup>167</sup>

“ . . . when we wrote in a sentence form, we understood it but when the lecture gave us other sentences or the lecture asked us to make another sentence, we confuse and we cannot write it”.<sup>168</sup>

“ . . . I did some errors because I usually forget my grammatical knowledge and I have few understanding it”.<sup>169</sup>

“ . . . I did some errors because I have few grammatical knowledge”.<sup>170</sup>

According to Penny Ur, grammar does not only affect how units of language are combined well but also it affects to make clear meaning.<sup>171</sup>

In addition, as interview data, the students have ever got grammatical structure material but sometime they forgot it. Arranging a good sentence is important for the student because it made clear the meaning and it can indicate that how far they educated. The grammatical structure material needed some practices to understand it and it needed focus in learning process. So, the student have to focus in learning process and do some practices to understand it.

---

<sup>167</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 01.

<sup>168</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 02.

<sup>169</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 03.

<sup>170</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 04

<sup>171</sup> Penny Ur. *A Course in Language Teaching; practice and Theory*. 76.

d. The student did not know the grammatical function in writing composition. It related as the information from the informants.

“ . . . I did some errors because I did not understand the function of grammatical in writing”.<sup>172</sup>

“ . . . I remember a few grammatical function but I usually forget it”.<sup>173</sup>

“ . . . I only get the basic of functional grammar but sometimes I forget it”.<sup>174</sup>

“ . . . I had learnt some patterns in my cottage but if you asks me now, maybe I forget some”.<sup>175</sup>

In addition, as interview data, some students ever learned the function of grammar but sometime they forgot it. Knowing the grammatical function is important for the students because it can help them to avoid error. So the students should learn grammar seriously and they can ask their teacher or their friends if they did not understand it.

### 3. Communication Strategy

The error that is caused by the student's fault in using production strategies to order or get their messages across, but the meaning structures do not seem to be shared.<sup>176</sup> It means, the unbalanced between student's idea and student's ability in language production. The researcher found one reason of communication strategy.

---

<sup>172</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 01.

<sup>173</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 02.

<sup>174</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 03.

<sup>175</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 04.

<sup>176</sup> H. Douglas Brown. *Principles English of Language Learning and Teaching 5<sup>th</sup> Edition*, 266.

The students got difficult in developing writing content. It related as the information from the informants.

“ . . . I did some errors because when I wrote, I was difficult in making idea and focusing writing, I also lacked of experience in writing. Besides, I cannot insert my grammatical knowledge in writing”.<sup>177</sup>

“ . . . developing the content and idea in writing are rely on the situation and condition”.<sup>178</sup>

“ . . . I can not write if our lecture asks us suddenly I must read some materials before I write. Maybe that is the reason why I do some errors”.<sup>179</sup>

“ . . . In my mind, developing writing content is very hard for me because I am not quite good in it. When I will write I have an idea but sometime it can be different meaning in my text”.<sup>180</sup>

In addition, as interview data, the students got difficult in developing the writing content. It was the effect of their less practice in writing. Besides, they were also lack of information about their topic in writing. Therefore, the student should increase their practice in writing to sharper their skill and they should read many books to enrich their knowledge so they can develop writing content well.

---

<sup>177</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 01.

<sup>178</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 02.

<sup>179</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 03.

<sup>180</sup> Interview with the students of TBI.B class on 28<sup>th</sup> June 2018 see appendix transcript of interview code 04

## CHAPTER VI

### CLOSING

In this chapter, the researcher presents the conclusion of the data findings and discussions. The researcher also gives suggestions related to this research.

#### A. Conclusions

Based on the data analysis, the researcher makes conclusion as follow

1. The types of error on students' writing compositions in using pronoun are 89 numbers of omission error in term of contain morpheme, 5 numbers of addition error in term of double marking, 5 numbers of misordering error, 37 numbers of misformation error, it divided into three terms 2 numbers in term of regularization, 33 numbers in term of archiform and 2 numbers in term of alternating form, and 4 numbers of blending error.
2. The causes of error on students' writing compositions in using pronoun are interlingual transfer includes less practices and weakness in vocabulary, intralingual transfer includes forgetting grammar and unknowing grammatical function and communication strategy includes difficulty in developing writing content.

#### B. Recommendations

From the analysis of the research, the researcher wants to give some suggestions. The suggestions are presented below;

1. The students have to improve their ability in writing skill. There are some ways to increase their ability in writing. The first, they have high motivation in learning English. Second, they memorize vocabularies and know how to say and how to write it. Third, they learn grammar seriously by practicing some exercises. Fourth, they read many books to increase their knowledge. Fifth, they try to write everything that they like. Sixth, they can make English study group with their friends or they can ask the questions to their teacher or they can go to other English courses.
2. The teachers give more exercises to the students to deeper their understanding in grammar and writing. The teachers give motivation to the students to learn English grammar and writing. The teachers give more times to the students to ask their questions.
3. The other researcher, since this study is error analysis in using pronoun on students' composition. Then, it is recommended to use this research as reference to continue other research in studying students' errors in using noun phrase on English education at other place in the future.

## BIBLIOGRAPHY

- Alternberg, Evelyn P and Robert M. Vago. *English Grammar Understanding the Basics*. Cambridge: Cambridge University Press, 2010.
- Ary, Donald, et.al. *Introduction to Research in Education*. USA: Wadsworth, 2010.
- Berg, Bruce L. *Qualitative Research Methods for the Social Sciences 5<sup>th</sup> Edition*. Boston: Pearson Education Inc, 2004.
- Brown H. Douglas. *Principles of Language Learning and Teaching 5<sup>th</sup> Edition*. New York: Pearson Education Inc, 2007.
- Creswell, John W. *Research Design; Qualitative, Quantitative and Mixed Method Approach*. California: Sage Publications Inc, 2014.
- Dorney, Zoltan. *Research Methods in Applied Linguistics: Quantitative, Qualitative and Mixed Methodologies*. Oxford: Oxford University Press, 2007.
- Dullay, Heidi, et.al. *Language Two*. Oxford: Oxford University Press, 1982.
- Dykes, Barbara. *Grammar for Everyone: Practical Tool for Learning and Teaching Grammar*. Victoria: Acer Press, 2007.
- Ellis, Rod. *Understanding Second Language Acquisition*. Oxford: Oxford University Press, 1985.
- Frank, Marcella. *Modern English a Practical Reference Guide*. New Jearsey: Prentice Hall Inc, 1972.
- Gass, Susan M and Lary Selinker. *Second Language Acquisition: An Introductory Course 3<sup>rd</sup> Edition*. New York: Routledge, 2008.
- Hedge, Tricia. *Resource Books for Teachers: Writing 2<sup>nd</sup> Edition*. Oxford: Oxford University Press, 2005.
- Hoonard, Deborah K. van den and Will C. van den Hoonard, "Data Analysis," The Sage Encyclopedia of Qualitative Research Method, vol. 1 &2, ed. Lisa M Given. California: Sage Publications Inc, 2008.
- Indahsari, Sandita Nur. "Syntactic Error Analysis of Students' Composition at STAIN Ponorogo in Academic Year 2015/2016". Thesis. STAIN Ponorogo, Ponorogo, 2016.
- James, Carl. *Errors in Language Learning and Use: Exploring Error Analysis*. New York: Addison Wesley Longman Inc, 1998.
- Jeffries, Lesley. *Discovering Language; The Structure of Modern English*. New York: Palgrave Macmillan, 2006.



- Kothari, C. R. *Research Methodology Methods and Techniques*. New Delhi: New Age International (P) Ltd Publishers, 2004.
- Mason, Jennifer. *Qualitative Researching 2<sup>nd</sup> Edition*. London: Sage Publications Ltd, 2002.
- Miles, Matthew B and A. Michael Huberman. *An Expanded Sourcebook: Qualitative Data Analysis*. California: Sage Publications Inc, 1994.
- Penston, Tony. *A Concise Grammar for English Language Teachers*. Ireland: TP Publication, 2005.
- Tavakoli, Hossein. *A Dictionary of Language Acquisition: A Comprehensive Overview of Key Terms in First and Second Language Acquisition*. Tehran: Rahnama Press, 2012.
- Teschner, Richard V and Eston E. Evans. *Analyzing the Grammar of English 3<sup>rd</sup> Edition*. Washington DC: Georgetown University Press, 2007.
- Thurman, Susan. *The Only Grammar Book You'll Ever Need: A One-Stop Source for Every Writing Assignment*. USA: F+w Media, Inc, 2003.
- Troike, Muriel Saville. *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press, 2006.
- Ur, Penny. *A Course in Language Teaching Practice and Theory*. Cambridge: Cambridge University Press, 1999.

#### Journal sources

- Firdausi, Dinnie Hijrie. "An Analysis on Students' Error in Using Personal Pronoun (A Case Study at the First Grade of Junior High School of Yayasan Miftahul Jannah)." Thesis, State Islamic University Syarif Hidayatullah Jakarta, Jakarta, 2014. (Online) (<http://repository.uinjkt.ac.id/dspace/bitstream/123456789/24701/1/Dinnie%20Hijrie%20firdausi%20-%20108014000049.pdf> accessed by February 17, 2018)
- Fang, Xie and Jiang Xue-mei. "Error Analysis and the EFL Classroom Teaching." US-China Education Review, (Online) Volume 4, No.9 Serial No.34. 2007 (<http://www.cje.ids.czestpl/biblioteka/9195542-Error-analysis-and-the-EFL-classroom-teaching.pdf> accessed by January 16, 2018)
- Heydari, Pooneh. Error Analysis Sources of L2 Learners' Error. Theory and Practice in Language Studies, (Online) Vol. 2, No. 8, 2012 (<http://www.academypublication.com/issues/past/tpls/vol02/08/06.pdf> accessed by February 17, 2018)

Kantor, Patricia Thatcher. "Development of Writing: Key Components of Written Language." Thesis. Florida State University Libraries, 2012. (Online) (<http://diginole.lib.fsu.edu/islandora/object/fsu:183262/datastream/PDF/view> accessed by October 11, 2018)

Khansir, Ali Akbar. "*Error Analysis and Second Language Acquisition.*" Theory and Practice in Language Studies, (Online) Vol. 2, No. 5, 2012 (<http://www.academypublication.com/issues/past/tpls/vol02/05/22.pdf> accessed by February 17, 2018)

Sermsook, Kanyakorn, et al. "An Analysis of Errors in Written English Sentences: A Case Study of Thai EFL Students." English Language Teaching, (Online) Vol. 10, No. 3; 2017, (<http://www.ccsenet.org/journal/index.php/elt/article/view/66264> accessed by October 11, 2018)

Syekhzhadeh, Ebrahim and Majid Geichi. "An Account of Sources of Errors in Language Learners and Interlanguage." International Conference on Languages, Literature and Linguistics, (Online) Vol.26, 2011, (<http://www.ipedr.com/vol26/32-ICLL%2020-L10011.pdf> accessed by January 16, 2018)

Wang, Ping. Exploring Error in Target Language and Use: Practice Meets Theory. English Language Teaching, (Online) Vol 1 No 2, 2008, (<http://www.ccsenet.org/journal/index.php/elt/article/view/473> accessed by January 16, 2018)

#### Internet sources

Sokolowski, Peter. Pronoun orde. Learner's Dictionary, (Online), 7<sup>th</sup> October 2009, ([https:// www.learnersdictionary.com/qa/pronoun-order](https://www.learnersdictionary.com/qa/pronoun-order). Access by 1<sup>st</sup> October 2018).