



**ERROR ANALYSIS ON THE USE OF PRONOUN
IN SPOKEN DESCRIPTIVE TEXT
(A Case of the Seventh Grade Students of SMPI Al Madina Semarang in
Academic Year 2017/2018)**

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submitted in partial fulfilment of the requirements
for the degree of *Sarjana Pendidikan*
in English

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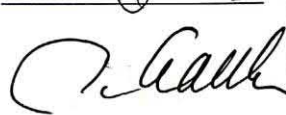
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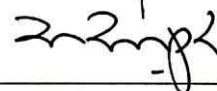
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DECLARATION OF ORIGINALITY

I am, Untari Hamikensari, hereby declare that this final project entitled *Error Analysis on the Use of Pronoun in Spoken Descriptive Text (A Case of the Seventh Grade Students of SMPi AL MADINA Semarang in Academic Year 2017/2018)* is my own work and has not been submitted in any work form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished works of others has been acknowledged in the text and a list of bibliography is attached in the bibliography.

Semarang, March 2019



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MOTTO AND DEDICATION

“I fear not the man who has practiced 10.000 kicks once, but I fear the man who had practiced one kick 10.000 times.”

Bruce Lee

This final project is dedicated to:

My beloved parents and family,

All of my motivators.

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First of all, I would like to express my sincere gratitude to Allah SWT, the Lord of the world and the Master of the day after, for the blessing, graciousness, power, and ways of ease given to complete this final project entitled *Error Analysis on the Use of Pronoun in Descriptive Text (A Case of the Seventh Grade Students of SMPI AL MADINA Semarang in Academic Year 2017/2018)*. This final project is submitted as the final requirement in accomplishing undergraduate degree at English Education Study Program, English Department, Faculty of Languages and Arts, Universitas Negeri Semarang.

In this occasion, I would also like to express the deepest appreciation and sincere thanks to Intan Permata Hapsari, S.Pd., M.Pd, as my first advisor and Bambang Purwanto, S.S., M.Hum, as my second advisor, who gave me continuous guidance, assistance, and inspiration for finishing my final project. Special thanks to my beloved parents, family, my super man (Nur Rohman) and my best friends (Isma, Ranni, Wahyuni, Charina, Dea, Puspita, and Ambar) for their love, understanding, confidence, guidance, and motivation.

The last, I hope the final project could be useful for all English learners and also English teacher in improving English mastery.

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ABSTRACT

Harnikensari, Untari. 2019. *Error Analysis on the Use of Pronoun in Descriptive Text (A Case of the Seventh Grade Students of SMPI AL MADINA Semarang in Academic Year 2017/2018)*. Final Project. English Department. Faculty of Languages and Arts. Universitas Negeri Semarang.. First Advisor: Intan Permata Hapsari, S.Pd., M.Pd. Second Advisor: Bambang Purwanto, S.S., M.Hum.

Key words: Error Analysis, Pronouns, Spoken Descriptive Text, Types of Error, Student Lack of Understanding.

This research is conducted to find out types of errors that the students have in the use of pronouns in their spoken descriptive texts and to discover the dominant error on the use of pronoun in the students' spoken descriptive texts. The subjects were the seventh grade students of SMPI AL MADINA Semarang in the academic year 2017/2018. This is a descriptive qualitative study. I found four types of error on the use of pronoun in descriptive texts made by the students. Those are errors of selection, errors of omission, errors of ordering, and errors of addition. The four types of error mentioned above occurred within the 3 types of pronouns contained in the syllabus of the seventh grade junior high school materials, namely subjective pronouns, objective pronouns, and possessive adjectives. The students made errors variation in each type. There are 14 errors of selection. Meanwhile, the others were 3 errors of omission, 1 error of ordering, and 1 error of addition. The dominant error found is error of selection type. The students often exchanged pronoun for man and woman such as *he* and *she* or *his* and *he*. From the problem, it can be seen that the problems are in students' lack of understanding about pronoun for gender and also they are confused to differentiate between possessive adjectives and subjective pronoun.

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CHAPTER I

INTRODUCTION

This chapter gives introduction about the study. It contains general background of the study, reasons for choosing the topic, research questions, objectives of the study, limitation of the study, significance of the study, and outline of the study.

1.1 General Background of the Study

The biggest problems for Indonesian students in learning English as a foreign language is how to speak English fluently and grammatically. Speaking skill is a very important skill in mastering a language even a second or foreign language. Speaking was not necessarily viewed as a welcomed activity (Abdool 2009:12). Carrero (2016:3) stated that there has been great concern about speaking skill since it is the least practiced in contexts where this language is taught as a foreign language (EFL). Facing that difficulty, the students needed to practice speaking intensively, so I often gave them speaking practices in teaching learning process then gave score while I was doing my teaching practice in my teaching internship program (PPL).

Students need media to deliver their idea by speaking such as text and dialogue. One kind of texts is spoken text. According to Richard (2008:4), “spoken texts may be spoken with many different accents, from standard to non-standard, to regional, non-native, and so on.” That is why speaking needs so many practices. The aim of the practices is to make the students speak correctly, fluently and grammatically even though they speak as their accents.

The problems of speaking happened because grammar is one of materials that make the students' fear. Most of them think that grammar is difficult. It affects in the four skills of learning English (listening, speaking, reading, and writing). They are doubtful to make utterances because they are afraid that the utterances they made are wrong. Forero (2005:4) stated students practiced the language and improved their oral skill, although many of them had several problems with grammar and sentence building. The students are also not brave to speak confidently because they are in doubt of their grammar whereas as we know that grammar is important in making our thought meaningful. Additionally, grammar is also very important to avoid misunderstanding in speaking. Jing, Xiadong and Yu (2016:2) stated that it is necessary for the students to obey grammar rules when speaking English. The impacts of students' fear in speaking are the error of tenses and pronouns used. Moreover, grammar also tells us such as tenses, part of speech, vocabulary, and many more. In part of speech, we find classes of word like verb, adverb, adjective, noun and pronoun. Pronoun is word that is used as noun changes, noun, and the modifier or other pronoun (Ehrlich 2004:74).

The experience of teaching English to students in my teaching internship program (PPL) in one of senior high schools in Semarang actually becomes one of my backgrounds of this study. I found several problems related to the students' understanding in English learning. One of the problems was that the students still got confused in using pronouns especially in speaking. In addition, in order to know the students' difficulty in using pronoun in speaking, I interviewed the English teacher informally. She explained that the problem in using pronoun in speaking

happened in the real classroom. The problem found in using pronoun in speaking is like ‘My family and me are always happy.’ Furthermore, the difficulty in understanding the use of pronoun was also found in junior high school students. I found that problem in my private course students. They are still confused in using pronoun when making a text. They often exchange pronoun such as ‘his’ into ‘her’ or ‘his’ into ‘him’ in utterances.

Pronouns are needed in utterances to make them become more effective. There are nine types of pronoun in English. Those are personal pronouns, impersonal pronouns, relative pronouns, demonstrative pronouns, interrogative pronouns, reflexive pronoun, intensive pronoun, reciprocal pronouns and indefinite pronouns (Widarso and Mariani 1995:1001). However, there are only two types of pronoun that are taught in secondary school. They are personal pronoun and impersonal pronoun as singular or plural and also as subjective case, possessive, and objective case.

Therefore, I am interested in conducting a research about analyzing errors in the use of the pronoun in seventh grade students of junior high school. Méndez (2010:14) stated that pronoun gender errors would have to be interpreted as resulting from a failure to process the antecedent’s features properly in English. I also would like to know whether there is any significant factor that causes the students’ confusion in using pronoun in their speaking.

1.2 Reasons for Choosing the Topic

There are many texts in English. One of them is a descriptive text. “Text is a meaningful linguistic unit in a context. A linguistic unit is a phoneme or a

morpheme or a phrase or a clause, or a sentence or a discourse. Meaningful is full of meaning” (Siahaan and Shinoda 2008: 1). From the statement, it means people need texts to elaborate their meaningful ideas delivered well. According to (Siahaan and Shinoda 2008: 89), the function of descriptive text is “to describe a particular person, place or thing”. Thus, I choose descriptive text, one of many kinds of English texts. I need to know how the seventh grade students describe about their family using pronouns orally. I choose descriptive text because the text contains several important materials to be learnt by the students, such as the grammar used in the text, the use of pronouns, and another significant lexicogrammatical features like the use of attribute and identifying processes, the use of epithets (adjective) and classifiers in nominal groups, and the focus on specific participants.

Each kinds of text need grammar to elaborate meaningful ideas. The grammar used in descriptive text is simple present tense. Therefore, it is important for students to master this type of tenses. Furthermore, in order to describe everything they want to describe, they will automatically need pronouns to deliver their thought.

In this study I focused on pronouns which is used in spoken descriptive text. Pronouns are the part of grammar. It is one of important materials in making English text, especially the descriptive text. It is also important in making utterances when the students are speaking. It will not be effective to repeat the subject in all clauses, so they have to understand well in using pronouns. However, the fact that one of the students’ problems in learning English is the use of pronouns. They are still confused applying correct pronouns in their clauses, especially in spoken texts.

1.3 Research Questions

The problems of this research are stated as follows:

- (1) What types of errors that the students have in the use of pronouns in their spoken descriptive text?
- (2) What is the dominant error on the use of pronoun in the students' spoken descriptive text?

1.4 Objectives of the Study

From the problems above, the objectives of the study are:

- (1) To find out types of errors that the students have in the use of pronouns in their spoken descriptive text.
- (2) To discover the dominant error on the use of pronoun in the students' spoken descriptive text.

1.5 Limitation of the Study

The study is limited to the error analysis on the use of pronouns which is applied in spoken descriptive texts. Those pronouns are subjective pronoun, objective pronoun, and possessive adjective. These three pronouns are chosen as the main focus of this study based on the junior high school syllabus that only discusses three pronouns mentioned before in the spoken descriptive text material.

This study is focused on the seventh grade students of class VII B of SMPI AL-Madina Semarang. I choose the class because the former teacher recommends the class for my research. She considers that students in that class are easy to control

and also their score is better than others. Hopefully, the selection of this preferable class will provide an excellent representation of the data gained for this study.

1.6 Significance of the Study

By doing this research, I hope that the result of this study will provide a number of advantages as follows:

(1) Theoretically

The study would give point of view about the students' use of pronouns and additional information in conducting research in error analysis. The information would be as a reference for the next researchers to conduct such similar research.

(2) Practically

This study provides information about the students' error in the use of pronouns to the teachers so it will tell them how to help their students in teaching pronouns in spoken descriptive text.

(3) Pedagogically

The research is hoped to help the teachers know the students' error in using pronouns. Hopefully, the teachers will know which part that should be emphasized in teaching pronouns, especially in a spoken text.

1.7 Outline of the Study

This final project consists of five chapters. Chapter I presents background of the study, reasons for choosing the topic, research questions, objectives of the study,

limitation of the study, significance of the study, and outline of the study. This chapter mainly is about introduction of the topic being studied.

The second chapter reveals about review of the related literature, which consists of error, speaking, texts and pronoun, review of previous studies and framework analysis. Related literature underlies the writing of this study while review of previous studies explains about many previous studies related to my topic. Furthermore, framework analysis consists of a description how my research is processed.

The third chapter discusses the subject of the study, object of the study, the instrument for collecting data, procedures of collecting data, procedures of analyzing data, and research design. This chapter mainly explains about how I get the data and analyze them based on the theory which has been discussed on the chapter two.

The fourth chapter covers the result of the research which consists of description of the data and analysis of the data. The description of the data reveals what the data are and how they are gained. Meanwhile, the analysis of the data shows the result of the research by answering the research questions from chapter one.

The last chapter presents conclusions and suggestions based on the research. Conclusions explain shortly about the result of the study while suggestions offer the best treatments suggested by me regarding the result of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the review of related literature. Review of related literature contains theoretical analysis of the research topic. There are three main sub chapters discussed here. Those are review of the previous studies, review of the theoretical background, and theoretical framework.

2.1 Review of the Previous Studies

Speaking in Foreign Language is not easy because they have to think of many things, one of which is grammar. Adib (2012) found that the possible causes of errors are interlingua transfer and intralingua transfer. This study is conducted on grammatical error analysis while my final project would be conducted to be more specific, especially on the use of pronouns. In addition, Prayoga (2011) indicated that the students of Unnes English Department is more than a half of the subjects are not able to use conditional sentence well. This study is conducted on using conditional sentences type 1, 2 and 3 while my final project would be conducted on the use of pronouns orally. Furthermore, Julaeha (2015) confirmed that there were 2 errors in the use of word formation which consisted of error in making “derived word adjective to verb” and one error in making “derived word pronoun to adjective”. The conclusion of this study is that there are three classification of errors: (1) errors in the use of word formation, (2) errors in the use of phrase construction, (3) errors in the use of sentence construction. Then, the most frequent errors was the error in the use of sentence construction which reached 55,74 %. This

study is conducted on the students' monologue speaking while my final project would be conducted on students' dialogue speaking. Moreover, Dharma (2010) showed that the dominant errors lie on the use of pre-modifier on noun phrase in their writing. This study is conducted on the use of noun phrases while my study would be conducted on the use of pronouns. Then, Swasti (2016) confirmed that the dominant error made by the students in grammatical error was indefinite a/an-for-zero. This study is conducted in written descriptive texts while my final project would be conducted in spoken descriptive texts. In addition, Firdausi (2014) found that the types of error that were made by the students of the first year of SMP Yayasan Miftahul Jannah (YMJ) in their pronoun from the highest percentage to the lowest are error of selection, addition, omission and error of ordering. This study is conducted in grammar analysis while my final project would be conducted specifically in pronoun. Then, Putriani (2015) showed that The students faced problems of seven personal pronouns in using personal pronouns in the sentences. They were ours, her, themselves, hers, their, them, and ourselves. The students have grammatical problems apparently with using general writing convention but they have errors. It means that the students' writing are already good, but they have some grammatical problems and also some mistakes with using general writing convention. This study is conducted in personal pronoun analysis in writing while my final project would be conducted in personal pronoun in speaking.

Generally, the previous researchers who had done studies about grammatical errors, speaking, and descriptive texts only focused on the widely

grammatical errors, students' monologue speaking, and written descriptive texts. They suggested that the next researchers should conduct deeper analysis in regards to the grammatical errors. Thus, I attempted to do a research in error analysis on the use of pronoun in descriptive texts by involving seventh grade students completed with further analysis of grammatical errors.

2.2 Review of the Theoretical Background

I take some relevant literature to support this study about error analysis on the use of pronoun in spoken descriptive text. It presents error, differences between error and mistake, definition of error analysis, error types, speaking, definition of speaking, general concept of learning speaking, basic types of speaking, text, definition of text, text types, spoken text, descriptive text, pronouns, definition of pronoun, and types of pronoun.

2.2.1 Error

According to Lennon (1991:182) in Kovac (2011), "an error is a linguistic form or combination of forms, which in the same context and under similar conditions of production, would in all likelihood, not be produced by the speaker's native counterparts". Then, Jing, Xiadong and Yu (2016:1) explained, "An error is a systematic deviation made by learners who are lack of knowledge of the correct rule of the target language. It shows a lack of language competence and it reflects a learner's current stage of L2 development. Therefore, a learner can hardly self-correct an error." Furthermore, Ellis (2003:17) stated, "Error reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct."

Learning second or foreign language is not the same as learning native language. In some countries in the world, English becomes second and foreign language actually. People in English speaking country are easier learning English. Learning a native language is definitely easier because learners had already learnt it since they had been born. Native learners are used to use native language to communicate with people surrounding. Furthermore, the people and the environment use the same language. On the other hand, learning the second or foreign language needs more effort because the native language is planted partly in the learners' brain. From this elaboration, further will be discussed the differences between error and mistake on how both, and also the technique to analyze them.

2.2.1.1 Differences between Error and Mistake

The error may happen in teaching learning process. It may be because of the lack of the teacher in mastering grammar or the students have different understanding and wrong perception in using grammar then they save it on their mind for long time so they are not aware of doing the error.

Error and mistake is quite similar but actually they are not. Hubbard (1983:134 in Komala) explained “errors caused by lack of knowledge about the target language (English) or by incorrect hypotheses about it; and mistakes caused by temporary lapses of memory, confusion, slips of the tongue and so on.” Ellis (2003:17) distinguished errors and mistakes in two ways. One way might be to check the consistency of learners' performance. Another way might be to ask learners to try to correct their own deviant

utterances. Where they are unable to, the deviations are errors; where they are successful, they are mistakes. Meanwhile, Jing, Xiadong and Yu (2016:1) stated,

An error is distinguished from a mistake. An error is a systematic deviation made by learners who are lack of knowledge of the correct rule of the target language. It shows a lack of language competence and it reflects a learner's current stage of L2 development. Therefore, a learner can hardly self-correct an error. Whereas a mistake is caused by the lack of performance attention, fatigue, carelessness, or some other aspects of performance. A learner can self-correct it when a mistake is pointed out.

Learning native language is easier because learners got it as their mother-tongue. They are used to use it in everyday life since they were born. In contrast, the way of learners learning second or foreign language needs more effort because they are not used to use it neither in their daily life nor their surroundings.

It can be concluded, when people are doing an error and they do not realize it, it is called error and usually it is done by foreign learners. On the other hand, when people are doing an error and they are quickly notice that, it is called mistake and usually it is done by native learners.

2.2.1.2 Definition of Error Analysis

Khansir (2012:3) stated, "Error analysis is a type of linguistic analysis that focuses on the errors learners make. Error analysis emphasizes the significance of learners' errors in second language. It is important to note here that interference from the learner's mother tongue is not only reason for committing errors in his target language." Meanwhile, Jing, Xiadong and Yu (2016:2) explained that "Error analysis distinguishes mistakes and error. A

mistake refers to a performance error that is either a random guess or a “slip”, in that it is a failure to utilize a known system correctly. An error is noticeable deviation from the adult grammar of a native speaker, reflection the limit of the learner’s competence in using the target language.”

Based on the previous definitions, error analysis is a technique in establishing learner’s ability of a target language by observing, analyzing, and classifying incorrect forms of a target language made by the learners. After the incorrect forms of a target language are distinguished and established their causes, it would be easier for the teacher to make suitable teaching learning methods for their students to reduce and avoid such error/mistake to occur in the future.

2.2.1.3 Error Types

Error can be found in foreign English learners, especially in junior high school students. English teachers cannot ignore this phenomenon. They should find the dominant error and also the causes. Before finding them, an English teacher has to know what types of students’ errors first. Corder (1981:23) stated “Errors are still classified on a superficial basis as *errors of omission* where some element is omitted which should be present; *errors of addition* where some element is present which should not be there; *errors of selection* where the wrong item has been chosen in place of the right one; and *errors of ordering* where the elements presented are correct but wrongly sequenced.” Furthermore, Jing, Xiadong and Yu (2016:1) explained, “Errors

are classified on the basis of the proper linguistic elements they lack; there are errors of addition, omission, mis-formation and disordering.”

There is also other classification of error stated by Jing, Xiadong and Yu (2016:2). They found that there are three of students' error types as follows:

(1) Pronunciation Errors

Most of the students get an error in pronunciation of almost similar sound of words that have different meaning such as the pronunciation of words “back” and “bag”, “desert” and “dessert”, etc. They often say the words unnoticed to the correct pronunciation.

(2) Grammatical Errors

There are some students who say “I am get up at five in the morning” or “My family and me clean our house up every Sunday”. If these errors do not get corrected in time, the students will keep them in mind and think they are right.

(3) Communication Strategy-Based Errors

At the beginning of teaching learning process, an English teacher may encounter some students to ask some questions like “How old are you?”, “Are you married?” or “How much do you earn a year?” The teacher may be surprised with those questions and then he/she can give simple answer like “It is a secret”. After that, he/she tells the students that the questions are sensitive and impolite. Teacher should give advice to them that do not ask those questions to new people you know.

2.2.2 *Speaking*

Elizabeth (2003: vii) states,

Speaking is only one of the communication skills that we have. For most people there are four main skills: listening, speaking, reading, and writing. Speaking is closely related to these three other areas. Speaking and writing are alike in that they both express out thoughts to others. Speaking is understood by listening, and speakers must use listening skills themselves to judge how their words are being received. Speaking a text aloud (one way of reading) brings the receptive skill of interpreting writing together with the expressive skill of speaking.

In the everyday life, speaking is absolutely needed by people around the world. People cannot tell everything long in a short time. Honestly, they can tell or explain something in writing but it takes more time. In order to avoid any misunderstanding, the mastery of speaking skill should be learnt in the world. For better understanding towards the notion of speaking, the following subchapters will discuss more intensively about speaking.

2.2.2.1 Definition of Speaking

Speaking is people ability to communicate with others. Brown (2004:140) stated that “speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers’ listening skill, which necessarily compromises the reliability and validity of an oral production test.” He also explained that “most speaking is the product of creative construction of linguistic strings, the speaker makes choices of lexicon, structure, and discourse.”

According to Thornbury (2005: 6), “Speaking is like any other skills, such as driving or playing a musical instrument: the more practice you get, the more likely it is you will be able to chunk small units into larger ones and achieve fluency.” Meanwhile, Fulcher (2003: 23) stated, “speaking is the verbal use of language to communicate with others.” Speaking is needed by everyone to keep their social relationship and to share the idea about something as Richards (2008:19) argued, “The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.”

The meaning of the experts above is that speaking is needed by people to communicate and share their ideas orally. The more often you try to speak, the more you get fluency of your speaking skill. Speaking needs practice as new babies when they learn to speak. They listen to what people around say and try to understand the meaning. Along with the growth, they learn how to speak slowly. They try to speak words first, and then clauses, sentences and paragraphs until they can tell the story, ask questions or share their new ideas.

2.2.2.2 General Concept of Learning Speaking

Speaking is one of four skills that should be mastered in communication. All people need speaking to communicate with others. The four of the skills are listening, speaking, reading, and writing. According to Brown (2004:172-

173), there are six components which are generally recognized in scoring of speaking test:

- (1) Grammar
- (2) Vocabulary
- (3) Comprehension
- (4) Fluency
- (5) Pronunciation
- (6) Task

Furthermore, it is essential to pay attention to the methods of teaching speaking for the aims of achieving good scores in the speaking test. Solvoca (2011:6) stated, “The concept of teaching speaking skills is presented with respect to the notion of communicative competence. The main line of argument is consistent with the view that in order to become competent speakers, learners must acquire a good command of all fundamental areas of communicative competence: linguistic, sociolinguistic, discourse and strategic.”

The role of teacher is needed in teaching learning of speaking. The teacher should teach the students wholeheartedly with respect and consistency. Teacher should be able to make the students acquire of all of specific areas of communicative competence. The teacher success and the speaking ability of the students can be measured in scoring of speaking test.

2.2.2.3 Basic Types of Speaking

Speaking is used to communicate with others. There are some basic types of speaking according to Brown (2004:141). They are mentioned as follows.

(1) Imitative

At the one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. We are interested only in what is traditionally labeled *pronunciation*; no inferences are made about the test-takers' ability to understand or convey meaning or to participate in an interactive conversation.

(2) Intensive

The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship. The speaker must be aware of semantic properties in order to be able to respond.

(3) Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple request and comments, and the like.

(4) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific

information, or interpersonal exchanges, which have the purpose of maintaining social relationships.

(5) Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

Based on the previous statement, speaking has different types with their difficulties level. Nevertheless, people in the country with English as a foreign language rarely use English in daily speaking so they cannot handle the difficulties well as Thornbury (2005:28) stated, “Shortage of opportunities for practice is identified as an important contributing factor to speaking failure. And by practice is meant, not practice of grammar and vocabulary, but practice of interactive speaking itself.”

2.2.3 Text

People communicate with others will automatically use text. It can be used as a transactional or specific purpose.

2.2.3.1 Definition of Text

Text is cluster of words that is combined in sentences as Anderson’s and Anderson’s (1997:1) statement that when the words are put to communicate a meaning, a piece of text is created. You are constructing a text when you speak or write. When you read, listen to or view a piece of text, you are interpreting its meaning.

All languages in the world have spoken and written include a text. “A text is both a spoken text and a written text. A spoken discourse can be a monologue or dialogue or a conversation. It can be a song or poetry or drama or a lecture, etc. A written text is any meaningful written text. It can be notice or a direction or an advertisement or a paragraph or an essay or an article or a book etc. A text refers to meaningful short or long spoken or written text” (Siahaan and Shinoda 2008:1). Meanwhile, Derewianka (1995:17-29) stated,

Text is any meaningful stretch of language whether oral or written. Texts are structured in different ways to achieve their purposes. In a written text, all information has to be in the text itself because the reader is usually distant in time and space and cannot ask for clarifications or extra details.

It can be said that text can be classified in two. They are spoken and written texts. Text is used to communicate a meaning and share ideas. There are some ways to construct text and it is different for one to another.

2.2.3.2 Text Types

Text is done for a number of purposes and for different audience. Tian (2013:1) stated that ‘the two modes of English, namely, spoken and written, are especially confusing for nonnative speakers who are learning English but seldom adequately output it as native speakers do.’ It emphasizes the fact that most of English learners, especially the English learners as a second or foreign language, have difficulties in learning English neither spoken nor written. They are confused, discourage and worry about it. However, in

spoken language, they need to be able to speak loudly but they are too afraid to make mistakes.

The text types according to Gerot and Wignell (1995:192-217) are mentioned as follows.

- Spoof/Recount

To retell an event with a humorous twist.

- Recounts

To retell events for the purpose of informing or entertaining.

- Reports

To describe the way things are, with reference to a range of natural, man-made and social phenomenon in our environment.

- Analytical Exposition

To persuade the reader or listener that something is the case.

- News Item

To inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

- Anecdote

To share with others an account of an unusual or amusing incident.

- Narrative

To amuse, entertain and to deal with actual or vicarious experience in different ways; Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

- Procedure

To describe how something is accomplished through a sequence of actions or steps.

- Description

To describe a particular person, place or thing.

- Hortatory Exposition

To persuade the reader or listener that something should or should not be the case.

- Explanation

To explain the processes involved in the formation or working of natural or sociocultural phenomena.

- Discussion

To present (at least) two points of view about an issue.

- Reviews

To critique an art work or event for a public audience.

Such works of art include movies, TV shows, books, plays, operas, recordings, exhibitions, concerts and ballets.

2.2.3.3 Spoken Text

According to Gerot and Wignell (1995:161), “spoken and written languages are both complex but in different ways. Spoken language tends to be complex grammatically and written language tends to be complex lexically. Spoken language tends to be grammatically intricate whereas written language tends to be lexically dense.” Spoken language is more dialogic in nature and

interpersonal (Tian 2013:4). Meanwhile, Richard (2008:4) stated, “Spoken language is usually delivered one clause at a time and longer utterances in conversation generally consist of several clauses co-ordinated. Most of the clauses used are simple conjuncts or adjuncts. Spoken texts too are often context dependent and personal, often assuming shared background knowledge. Lastly, spoken texts may be spoken with many different accents, from standard to non-standard, to regional, non-native, and so on.” In a dialogue, it usually needs two or more people to have a talk. It means that there are many subjects in spoken language so pronoun is needed in it. In spoken language, grammar needs more attention because people will not understand what we are saying if the grammar is not correct.

2.2.3.4 Descriptive Text

According to Oshima and Hogue (1997:50), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. In addition, a good description is like a “word picture”; the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be “seen” clearly in the mind of the reader. Any topic can be described in a descriptive text. The most preferable topic that is chosen by the seventh grade students of junior high school is about themselves or their family or an animal. Although, descriptive text is mostly in the form of practice in writing, it is needed for the students to practice it orally. Moreover knowing that most of the students get difficulties in grammar especially in using pronoun when they are speaking.

According to Gerot and Wignell (1995:208-209), social function, generic structure, and significant lexicogrammatical features of descriptive text are mentioned as follows:

Social Function : To describe a particular person, place or thing.

Generic Structure :

- Identification

Identifies phenomenon to be described.

- Description

Describes parts, qualities, characteristics.

Significant Lexicogrammatical Features:

- ✓ Focus on Specific Participants
- ✓ Use of *Attribute* and *Identifying Processes*
- ✓ Frequent use of Epithets and classifiers in nominal groups
- ✓ Use of simple present tense

Example of Descriptive Text:

Natural Bridge National Park

Identification
Natural Bridge National Park *is* a luscious tropical rainforest.

Description

It is *located* 11.0 kilometers south of Brisbane and is reached by following **the Pacific Highway** to Nerang and then by travelling through **the Numinbah Valley**. **This scenic roadway** lies in the shadow of **the Lamington National Park**.

The phenomenon of the rock formed into a natural ‘arch’ and the cave through which a waterfall cascades *is* a short 1 kilometer walk below a dense rainforest canopy from **the main picnic area**. Swimming is permitted in **the rock pools**. Night-time visitors to the cave will discover the *unique* feature of the glow worms.

Picnic areas *offer* toilets, barbecues, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

(Text source: Paul Attwood 1990:42)

Note:

Bold typed : Specific Participants

Italic typed : Attribute and Identifying Processes

Underline typed : Epithets and classifiers in nominal groups

(Gerot and Wignell, 1995: 208-209)

2.2.4 Pronoun

Pronoun is needed to make an effective paragraph and utterances. It takes place noun or nouns. Pronouns are very small words that most people usually ignore them. They think that everyone can automatically use pronoun well. The fact that some people are still confused using it correctly especially

English foreign learners. To get better understanding towards pronouns, the following subchapters will discuss more about them.

2.2.4.1 Definition of Pronoun

“Pronoun is a word that is used as noun changes, noun and the modifier or other pronoun” (Ehrlich 2004:74). Sargeant (2007:24) also stated that “a pronoun is a word that takes the place of a noun.” Meanwhile, according to Raimes (2004:106), “pronoun helps you to avoid having to repeat a noun that you have just used in your writing.” It is needed in utterances to make it become more effective. In addition, Swick (2011:7) stated, “Pronouns should only be used in complete utterances and not in an elliptical phrase (a phrase in which information is understood).” It means that pronouns are important in speaking. They takes place of noun to simplify the utterances.

2.2.4.2 Types of Pronoun

There are nine types of pronoun used in English. They are personal pronouns, impersonal pronouns, relative pronouns, demonstrative pronouns, interrogative pronouns, reflexive pronoun, intensive pronoun, reciprocal pronouns and indefinite pronouns (Widarso and Mariani 1995:101). Furthermore, Raimes (2004:106) stated that the forms of pronoun are rule governed; that is, which form to use is determined by specific rules. The following table shows the rule-governed forms of the personal pronouns. No other forms are possible.

Table 2.1. The Rule-governed Forms of the Personal Pronouns

Personal Pronouns				
Subject Pronoun	Object Pronoun	Possessive Adjective	Possessive Pronoun	Reflexive Pronoun
I	Me	My	Mine	Myself
We	Us	Our	Ours	Ourselves
You	You	Your	Yours	Yourself, yourselves
He	Him	His	His	Himself
She	Her	Her	Hers	Herself
It	It	Its	-	Itself
They	Them	Their	Theirs	Themselves
One	One	One's	-	Oneself

However, there are only three types of pronouns that are taught in secondary school. They are subjective pronoun, objective pronoun and possessive adjective. They learn about those kinds of pronouns in seventh and eighth grade. Therefore; only these 3 types will be analyzed in this study.

2.3 Theoretical Framework

The concern of this research is to analyze error analysis on the use of pronouns in spoken descriptive text. This study is hoped to make the students recognize their weakness in using pronouns, so they will encourage themselves to study better. It is expected to open the teachers' mind that pronouns should be taught deeply to the students. Therefore, the students will understand well about the material and will not get confused.

It is also hoped to increase awareness in teaching learning pronouns. This research uses qualitative data analysis. The instruments of this study are questionnaire and students' practice in spoken descriptive text using pronouns. This research analyses the type of errors, dominant error of the students' speaking. All of the aspects from the students' spoken descriptive text and students' questionnaire are analyzed.

This present study is conducted based on theory of speaking (Brown, 2004) which contains General Concept of Speaking and Basic Types of Speaking. Meanwhile, for activities related to text, theory of Text Types (Tian, 2013; Gerot and Wignell, 1995) and Descriptive Text (Oshima and Hogue, 1997; Gerot and Wignell, 1995). Additionally, in relation to pronoun, theories that related to the Types of Pronoun (Widarso and Mariani, 1995; Raimes, 2004) are used. Furthermore, for Error Analysis, theory from (Ellis, 2003) is used in the present study. The last, theory used for analyzing Error Types is from (Corder, 1981).

The framework analysis of the research is described in the figure as follows:

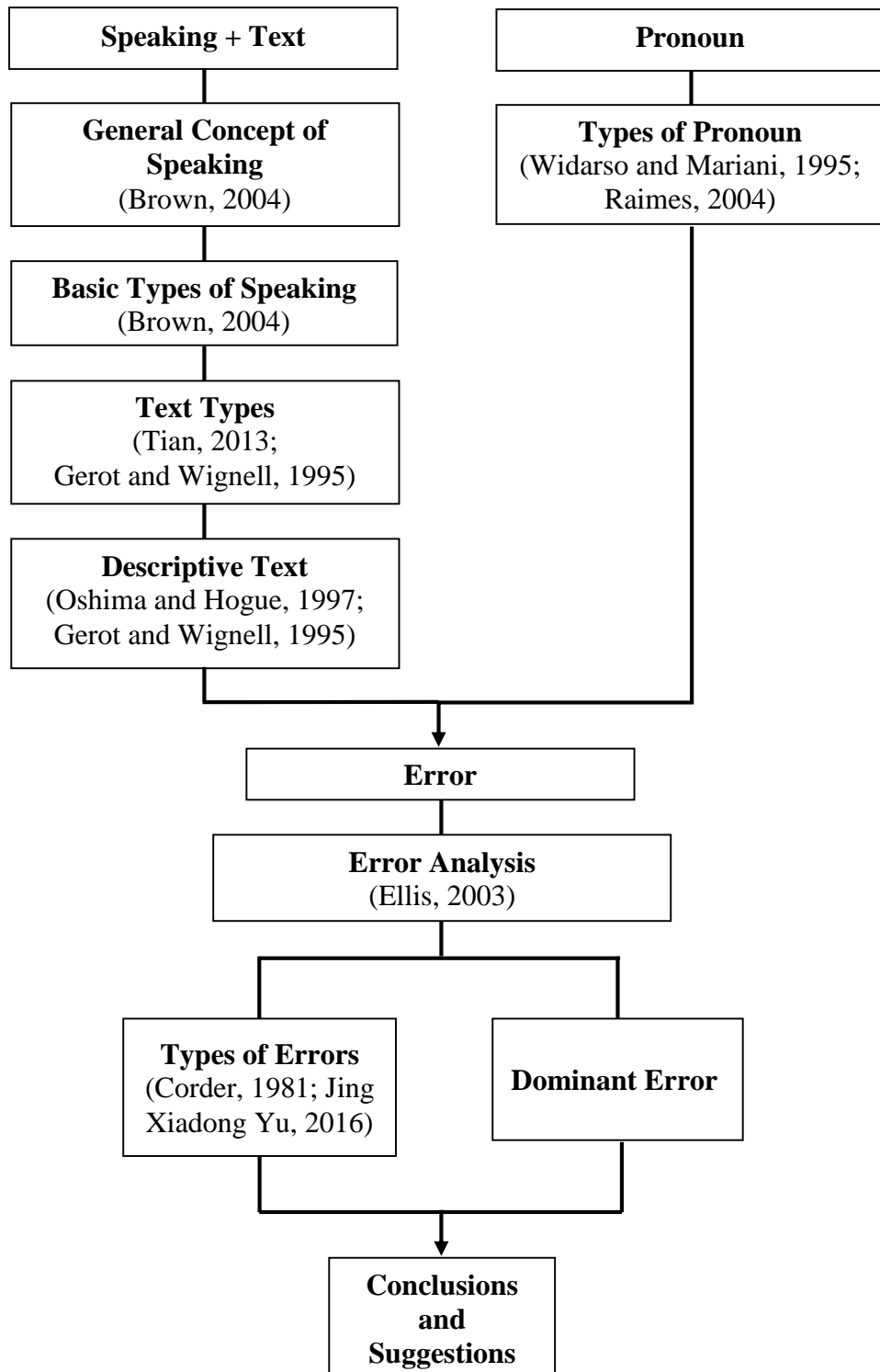


Figure 2.1 Framework of the Study

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In the last chapter of this study, I conclude the results of the research related to the objectives of the study. This study is conducted in order to uncover types of errors that the students have in the use of pronouns in their spoken descriptive texts and the dominant error on the use of pronoun in the students' spoken descriptive texts. Therefore, based on the analysis done in this research, the conclusions and suggestions can be listed as the following subchapters.

5.1 Conclusions

In this research, I analyzed the errors made by the students on the use of pronoun in spoken descriptive texts. The results can be concluded as follows:

- (1) Based on the data analysis I found four types of errors made by the students in using pronouns in their spoken descriptive texts. They are errors of selection, omission, ordering, and addition. There are 14 errors of selection (73.7%). Meanwhile, the others were 3 errors of omission (15.7%), 1 error of ordering (5.3%), and 1 error of addition (5.3%). These numbers showed that they are still confused in using pronouns especially in spoken descriptive texts.

- (2) Most of the students did the dominant error in error of selection type. They are still confused in differentiating between pronoun for man and woman, such as *he* and *she* or *his* and *he*. From the problem, it can be seen that the problems are the students' lack of understanding about pronoun for gender and also they are confused to differentiate between possessive adjectives and subjective pronoun.

5.2 Suggestions

Related to the errors analyzed on the use of pronouns in spoken descriptive texts, I would like to offer some suggestions as follows:

- (1) For the teachers

I suggest the teachers to understand more about the students' problems in learning, especially in pronoun materials. In addition, the teachers should practice new techniques in teaching pronouns especially in spoken descriptive texts. A game or other fun ways of learning can be used for teaching it. Therefore, the students could memorize and understand well about pronouns and its utilities in spoken descriptive text.

- (2) For the students

It is suggested that the students must learn hardly learned the materials (the pronouns in spoken descriptive texts). Then, they should understand very well about them, so it would minimize students' error significantly.

(3) For other researchers

For future researchers who are going to conduct a research with the same topic or material, I hope that this study would give point of view about the students' use of pronouns and additional information in conducting research in error analysis.

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