AN ANALYSIS OF STUDENTS' ERRORS IN USING PRONOUNS IN THEIR WRITING ABILITY IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF EIGHTH GRADE AT SMP N 27 BANDAR LAMPUNG IN 2022/2023

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

By:

NIKEN CHRISTINA ROKIDIN
1811040345

Study Program   **: English Education**

Advisor   **: Prof. Dr. Idham Kholid, M.Ag**

Co - Advisor   **: Irawansyah, M.Pd**

FACULTY OF TARBIYAH AND TEACHER TRAINING
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2023

ABSTRACT

AN ANALYSIS OF STUDENTS' ERRORS IN USING PRONOUNS IN THEIR WRITING ABILITY IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF EIGHT GRADE AT SMP N 27 BANDAR LAMPUNG IN 2022/2023

By:
Niken Christina Rokidin

The objectives of this research were to find out types of grammatical errors are made by the students in using pronouns in their writing, the frequency of grammatical errors made by the students in using pronoun in their writing at the eighth grade of SMPN 27 Bandar Lampung in academic year 2022/2023. The methodology of this research was descriptive-qualitative. It means that the researcher identified and described the errors made by students in descriptive text, especially in using pronouns: I, they, you, me, he, she, it, and we. Finally, the researcher classified the errors based on the Surface Strategy Taxonomy. After that, the researcher calculated the frequency and percentage, then displayed the data. This research was conducted at the first semester of the Eighth grade of SMPN 27 Bandar Lampung. The subject of the research was 20 students of grade VIII C in the academic year of 2022/2023. Descriptive text was used as the instrument of research. Based on the result of research, it was found that the total numbers of errors made by the students was 22 items. They were 13 (59.09%) errors for omission, 1 (4.54%) errors of additional, 8 (36.37%) errors of misformation and 0 (0%) error of misordering. In which the detail of error in using pronouns 13 errors of personal pronouns, 5 error of possessive pronouns, 2 errors of reflexive pronouns, 0 error of indefinite pronouns, and 0 errors of demonstrative pronouns. Therefore, the highest frequency of students' grammatical errors in using pronouns in their writing was on personal pronouns with the percentage 59.09% for 13 errors from the total 22 errors.

Keywords: Descriptive Text, Error analysis, Pronouns.

ABSTRAK

ANALISIS KESALAHAN SISWA DALAM MENGGUNAKAN PRONOUN DALAM KEMAMPUAN MENULIS PADA TEKS DESKRIPTIVE SEMESTER 1 KELAS VIII DI SMP N 27 BANDAR LAMPUNG TAHUN 2022/2023

Oleh:
Niken Christina Rokidin

Tujuan dari penelitian ini adalah untuk mengetahui jenis kesalahan tata bahasa yang dilakukan oleh siswa dalam menggunakan kata ganti dalam tulisan mereka, frekuensi kesalahan tata bahasa yang dilakukan oleh siswa dalam menggunakan kata ganti dalam tulisan mereka di kelas delapan SMPN 27 Bandar Lampung di tahun ajaran 2022/2023. Metodologi penelitian ini adalah deskriptif-kualitatif. Artinya, peneliti mengidentifikasi dan mendeskripsikan kesalahan yang dilakukan siswa dalam teks deskriptif, terutama dalam penggunaan kata ganti: I, they, you, me, he, she, it, dan we. Akhirnya, peneliti mengklasifikasikan kesalahan berdasarkan Surface Strategy Taxonomy. Setelah itu, peneliti menghitung frekuensi dan persentasenya, lalu menampilkan datanya. Penelitian ini dilakukan pada semester 1 kelas VIII SMPN 27 Bandar Lampung. Subyek penelitian adalah 20 siswa kelas VIII C tahun pelajaran 2022/2023. Teks deskriptif digunakan sebagai instrumen penelitian. Berdasarkan hasil penelitian diketahui bahwa jumlah kesalahan yang dilakukan siswa sebanyak 22 item. Mereka adalah 13 (59,09%) kesalahan karena penghilangan, 1 (4,54%) kesalahan tambahan, 8 (36,37%) kesalahan salah informasi dan 0 (0%) kesalahan salah susun. Dimana rincian kesalahan penggunaan kata ganti 13 kesalahan kata ganti orang, 5 kesalahan kata ganti posesif, 2 kesalahan kata ganti refleksif, 0 kesalahan kata ganti tak tentu, dan 0 kesalahan kata ganti penunjuk. Oleh karena itu, frekuensi kesalahan tata bahasa siswa tertinggi dalam menggunakan kata ganti dalam tulisan mereka adalah pada kata ganti orang dengan persentase 59,09% untuk 13 kesalahan dari total 22 kesalahan.

Kata Kunci: *Teks Deskriptif, Analisis kesalahan, Kata Ganti.*

DECLARATION

The researcher is a student with the following identity:

Name	: Niken Christina Rokidin
Student's Number	: 1811040345
Thesis Title	: An Analysis Student's Errors in Using Pronouns in Their Writing Ability in Descriptive Text at the First Semester of Eight Grade at SMP N 27 Bandar Lampung in 2022/2023

I hereby declare that this thesis in definitely my own work. I am fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledge in this thesis

Bandar Lampung,   April 2023
The Researcher,

Niken Christina Rokidin
NPM. 1811040345

KEMENTRIAN AGAMA
UIN RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN
Alamat: Jl. Let. H. Endro Suratmin I Bandar Lampung 35131, Telp. (0721) 703289

APPROVAL

Title	:	An Analysis of Students' Errors in Using Pronouns in Their Writing Ability in Descriptive Text at the First Semester of Eighth Grade at SMP N 27 Bandar Lampung in 2022/2023
Student's Name	:	Niken Christina Rokidin
Student's Number	:	1811040345
Study Program	:	English Education
Faculty	:	Tarbiyah and Teacher Training Faculty

APPROVED

Was tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, the State Islamic University
Raden Intan Lampung

Advisor,   Co-Advisor,

Prof. Dr. Idham Kholid, M.Ag   **Irawansyah, M.Pd**
NIP. 196010201988031005   NIP. -

The Chairperson
of English Education Study Program

Dr. Moh. Muhassin, M.Hum
NIP. 197708182008011012

ADMISSION

A thesis entitled: **"AN ANALYSIS OF STUDENTS' ERRORS IN USING PRONOUNS IN THEIR WRITING ABILITY IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF EIGHTH GRADE AT SMP N 27 BANDAR LAMPUNG IN 2022/2023."**, by: **NIKEN CHRISTINA ROKIDIN, NPM: 1811040345,** Study Program: English Education, was tested and defended in theexamination on: Friday, February 17th 2023

Board of Examiners:

The Chairperson   : Dr. Moh Muhassin, M.Hum   (...........)

The Secretary   : Sri Suci Suryawati, M.Pd   (...........)

The Primary Examiner   : Nunun Indrasari, M.Pd   (...........)

The First Co- Examiner   : Prof. Dr. Idham Kholid, M.Ag (...........)

The Second Co- Examiner : Irawansyah, M.Pd   (...........)

The Dean Of,
Tarbiyah and Teacher Training Faculty

Prof. Dr. Hj. Nirva Diana, M.Pd.
NIP. 196408281988032002

MOTTO

بِقَدْر مَاتَعْتَنِى تَنَالُ مَا تَتَمَنَّى

According to your efforts, you get what you dream of

DEDICATION

By expressing gratitude to Allah SWT for the abundant blessing that have been given to the researcher to complete this thesis. This researcher dedicates this thesis to :

1. Her lovely parents, Mr. Rokidin and Mrs. Rosidah, always give love and affection. As well as always praying and motivating researcher in completing this thesis.
2. My beloved brother Juan Syahrani Rokidin always entertained during the process of writing this thesis.
3. All my beloved almamater, Raden Intan Lampung State Islamic University.

CURRICULUM VITAE

The researcher of this thesis is Niken Christina Rokidin, famously called by her friend, Niken. She was born in September, 27th 2000 in the city of Bandar Lampung. Niken is the first daughter of Mr. Rokidin and Mrs. Rosidah. She has one younger brother, his name is Juan Syahrani Rokidin.

She attended SD N 1 Sukamaju from 2006 and graduated in 2012, before transferring to SMP N 27 Bandar Lampung, where she graduated in 2015. Senior High School was completed in SMA N 11 Bandar Lampung and graduated in 2018. In the same year, she was registrated as a students of English Department of Tarbiyah and Teaching Training Faculty of UIN Radin Intan Lampung to broaden her knowledge and pursue a bachelor's degree in English education. And Niken Christina Rokidin is currently employed as an teacher at SD N 4 Kota Karang.

Bandar Lampung, 2023
The Researcher,

Niken Christina Rokidin
NPM. 1811040345

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Praise be to Allah, the Almighty God, The Most Merciful and The Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled " An Analysis of Students' Errors in Using Pronouns in their Writing Ability in Descriptive Text at the First Semester of Eight Grade at SMP N 27 Bandar Lampung in 2022/2023 "is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, the state islamic university (UIN) of Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the writer would sincerely thank:

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Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, 2023
The Researcher,

Niken Christina Rokidin
NPM. 1811040345

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CHAPTER I

INTRODUCTION

A. Title Affirmation

This thesis is entitled "An Analysis of Students' Errors in Using Pronouns in Their Writing Ability in Descriptive Text at The First Semester of Eight Grade at SMP N 27 Bandar Lampung in 2022/2023". As an initial framework to make it easier to understand this thesis and avoid confusion for the reader, it is necessary to describe and limit the sentence in the writing in the hope of obtaining a clear picture.

Analysis is a creative process of organizing data so that the analytic scheme will emerge. The process of analysis is one piecing together data making the invisible apparent, deciding what is significant, and linking seemingly unrelated facts of experience together[1].

Descriptive text is a text which says what a person or a thing is like. It purposes to describe and reveal a particular person, place, or thing. Description is about sensory experience, how something looks, sounds, and tastes. Mostly it is about visual experience, but the description also deals with other kinds of perception[2].

Grammar is an important part of language learning. Grammar is the structural foundation of our ability to express ourselves[3]. In teaching-learning English, either teachers or students should use English. Most English department students must be familiar with grammar because if they want to be able to use English, they have to master grammatical structure. Grammar describes how a

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[1]Federick Joseph Wert "Five Ways of Doing Qualitative Analysis: Phenomenological Psychology, Geounded Theory,Discourse Analysis,Narrative Research, and Intuitive Inquiry" (Guilford Press, 2011), 227

[2] *Ibid*

[3]Andi Asrifan and Rita Inderawati "Basic English Grammar and Excercises" (Media Sains Indonesia, 2021), 24

language's sentences are formed. Grammar is an asset of logical and structural rulers that govern the composition of sentences, phrases, and in any given natural logic.

Error and mistakes are the wrong ideas about something. Error is a wrong condition the learner made realizing it, they do not know whether it is wrong or not. Mistake means that the learners have known the role in making sentences but the condition of the learner such as miswriting, and fatigue[4]. Error is an ungrammatical utterance that refers to language competence and mistake is the imperfectness of utterance which refers to language performance. The error is something done wrong. The mistake is a condition of being of conduct a mistake so that they make wrong, or it can say that the learner knows if the sentence is wrong. There are four classifications of errors:

1. Linguistic Category Taxonomy

The linguistic category classifies errors based on either the linguistic or cinematic component of a particular linguistic error effect. It is classified error according to either or both language component or the particular linguistic constituent the errors effect.

2. Surface Strategy Taxonomy

Students may omit any necessary morphemes of words, add unnecessary ones, miss form items, or miss orders.

3. Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on a comparison between the structure of foreign language errors and certain other kinds of constructions. These comparisons have yielded the two significant error categories in this taxonomy.

4. Communication strategy

It is related to learning style. Learners obviously use production strategies in order to enhance getting their messages across.

Pronoun uses a part of the subject, namely subject pronoun. Pronoun is a word that is used in a place of noun or noun phrase. When a noun has already mentioned, a pronoun is used to avoid repeating that particular noun. A pronoun is a substitute word, if instead of motioning or repeating a noun we use some other word, which will show that noun; we are referring to, that word is a pronoun. Pronouns are words like I, you, me, those, nobody, each other, who, which.

Writing is a process of communication that uses a conversational graphic system to convey a message to the readers. Thus, the process of writing can be successful if the readers can understand the language used by the writer in the written communication.

From the explanation above, it can be concluded that this research aimed to find out errors that occurred in using pronouns. Therefore, the researchers chose the title "An Analysis of Students' Errors in Using Pronouns in Their Writing Ability in Descriptive Text at The First Semester of Eight Grade at SMPN N 27 Bandar Lampung in 2022/2023".

B. Background of The Problem

In learning English as a foreign language, students will face some problems in which they tend to make mistakes and produce errors. Error is often defined as the fault cause by language learners during the learning process, because it is natural and cannot be denied. Considering the importance of studying such errors, the research decided to conduct the study in the field of error because the researcher found some errors in students' composition, especially in grammar.

In learning English, there are four main skills that students should be acquired, namely listening, speaking, reading, and writing as language skills. Beside the four language skills, the students should have a capability of grammar, vocabulary, and pronunciation. These call language components of English.

People have been so familiar with the grammar of their first language. It is difficult for them to avoid it when they write some text. One of the important basic language skills is writing, because with writing skills students can write a simple text using English.

Writing is one of the four language skills which are very important to learn. Writing is a thinking process because writing is a process of putting ideas down on paper to transform thoughts into words and give them structure and coherent organization. It is widely agreed that writing is a skill used to transfer information and communicate with other people by using written language, therefore writing skill is not easy. Among the skills, writing is the most difficult skill to learn, because it needs hard thinking in producing words, sentences, and paragraphs.

Writing can be defined as a production mode to reinforce the grammatical concepts[4]. It means that writing does not only develop our thinking but also have to think about grammar because in this way can develop our grammar and know ability in grammar. Grammar is one of the essential components of any language, which students must learn[5]. It means that grammar is the root of language, especially in English. So, grammar is a set of formal patterns in which the words are arranged to convey significant learning meaning.

Obviously, they are many kinds of genres of writing such as narrative text, report text, procedure text, recount text, descriptive text, etc. In this research, the researcher will discuss the descriptive text. Descriptive text indicates a text which describes a person, place, or thing in a way that enables the reader to visualize it, so the descriptive text is used to express the ideas by painting a picture so that the reader can visualize it. However, to write descriptive text especially in describing people, the students must know the use of pronouns. Pronouns

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[4]H Douglas Brown "Principle of Language Learning and Teaching, 3rd " (Englewood Cliffs, N.J : Prentice Hall Regents, (1994), 335

[5]Praninskas, J,"Rapid Review of English Grammar" (New Jersey: 1980), 81

are words that substitute, or take the place of, a noun or noun phrase. Pronouns are usually used in writing and speech to keep the flow of the words smooth by reducing repeated use of the whole subject or object word[6]. A pronoun is one of the function words that make the sentence grammatically correct, especially in writing. However, in some cases students make some errors in using pronouns in writing descriptive text. At the Junior High School level, must be able to write English texts, because the students must improve their writing skills.

In writing descriptive text, students must be able to master grammar. Grammar is one of the essential aspects of English. Without the ability to grammar, it is impossible to communicate the language correctly, because grammar is a description of the structure of a language and how linguistic units such as words and phrases are combined to produce sentences in the language. Considering the meanings and functions these sentences have in the overall system of the language, that probably in language learning, like any other learning process, involves making errors. The learners often make mistakes and even errors in learning English, especially when they try to arrange sentences or use tenses in their writing. As the result, they write sentences ungrammatical. Actually, ungrammatical sentences have a great influence when the learners are writing sentences.

Error is the flawed side of learner speech or writing. They are those parts of conversation or compositions that are dedicated to some selected norm of mature language performance. Meanwhile, Brown stated that error is a noticeable deviation from the adult grammar of a native speaker. Language learners have different competency levels in learning English and they are automatically involved in different errors. A mistake is different from an error. A mistake refers to the performance of an error that is random guessing or slip. Mistakes are caused by hesitation, and slips of the tongue. The learner, who makes

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[6]*Ibid*, 5

mistakes, will sometimes use one form and sometimes the others. This shows an inconsistency.

The students often make some errors. They often stacked on mother tongue in their writing, whereas every language already has its own grammar rules. It can be occurred from students' errors in internalizing their new system in the target language. Thus, they made the wrong generalizations in their sentences. It indicates that errors can occur because of the learning process of students, whether from students' fatigue, carelessness, or others. Sometimes the teachers gave incorrect information to students, so the students also required the wrong information and it continued until the next level. From some of these aspects, writing becomes a difficult skill and students often make errors.

Based on the statements above, making errors is acceptable, it means that students' errors provide evidence that the teacher must have strategies and do something to avoid students to make errors again. The strategy that can prevent students from making errors is error analysis. It tends to be, by learning error analysis, the teachers try to identify, describe and explain the errors made by students. It can help the teachers to minimize students' errors in their teaching and learning process. Realizing that error is inevitable in the learning process, the teachers should pay attention to their errors. It will help them to avoid making the same error by analyzing the error itself.

Dulay, Burt, and Krashen assume that there are several types of taxonomy to know student errors. One of them is surface strategy. Surface strategy refers to the performance that is either in that is failure to utilize a non-system correctly and error is a noticeable deviation from the native speaker, reflecting the inter language competence of the learner. It is different from strategy taxonomy. Strategy taxonomy highlights the way surface structures which are altered in specific and systematic ways. Seems from the surface strategy, analyzing errors can underlie the students' reconstruction of the new language. Thus, among the common errors are omission errors, addition errors,

misformation errors, and misordering errors. It means that surface strategy taxonomy highlights the way surface structures are altered learners may omit necessary any words, and add unnecessary ones.

SMP N 27 Bandar Lampung is one of the junior high schools in Bandar Lampung. As a formal institution, this school provides English lessons for students. Generally, this school uses the curriculum 2013 in teaching. The goals of teaching writing are to develop the potential of students to have communicative competencies in functional text based on the syllabus of eighth grade. For the basic competencies, the students must identify social functions, texts structures, and linguistic elements of speaking and writing transactional interaction texts that involve the act of giving and asking for information relate to the nature of people, animals, and objects according to the context of their use. Unfortunately, the students at the SMP N 27 Bandar Lampung still have problems and difficulties in grammar, especially in using pronouns in writing descriptive text. The teacher had already taught the students about pronouns, but there were some students did not understand them. However, their skills were still very far from what the curriculum actually expected. For instance, the score of seventy as the passing grade for English subject was not achieved by almost all of the students.

Based on this problem, the researcher wanted to know about what are the error occurred in the students writing, and what are the sources of these errors. Therefore, the researcher chose the title "An Analysis Students' Errors in Using Pronouns in Their Writing Ability in Descriptive Text at The First Semester of Eight Grade at SMP N 27 Bandar Lampung in 2022/2023".

C. Focus and Sub-Focus of The Research

Based on the background of the problem above, the research focused on analysis students' errors in using pronouns and sub-focus is kinds of pronouns.

D. Formulation of The Problem

Based on the background above, the formulation of the research as follow:

1. What types of grammatical errors are made by the students in using pronouns in their writing descriptive text?

2. What is the highest frequency of grammatical errors made by the students in using pronoun in their writing descriptive text?

3. What are the causes of error made by the students in using pronoun in their writing descriptive text?

E. Objective of The Research

Based on formulation of problem above, the objective of this research as follow:

1. To know and describe the type of errors made by the students in using pronouns in their writing descriptive text.

2. To know the highest frequency of students' grammatical errors in using pronouns in their writing descriptive text.

3. To know the causes of error made by the students in using pronoun in their writing descriptive text.

F. Significant of The Research

1. Theoretically

The research hoped this research can give a contribution and solution, to find out error analysis in students' writing. This research will support the previous theories about an analysis of students' descriptive errors in using pronouns in their writing ability at the first semester of eighth grade.

2. Practically

    a. For the students

Students would be conscious of various mistakes they frequently commit. They'll learn from their error and take precautions to prevent it from happening again. Students are expected to be more cautious when using pronouns in descriptive writing, to be aware of their weaknesses, and to be more open to learning grammar.

    b. For the Teacher

It is hoped that the result of this research can be one of the bases for teachers to find out the mistakes that are usually made by students. The, the teacher will be able to predict errors that may occur to students so that they can overcome these problems. In addition, to stimulate teachers to find new approaches those are suitable for learning English as a subject in schools.

    c. For the Next Researchers

This research can provide sufficient information about students' descriptive error in using pronouns. The result of this research is expected to provide awareness to other research that there are many educational problems. Moreover, it can make a valuable contribution to ether research wishing to research in the same field. They can use this research as additional information for further reading.

G. Relevance Studies

There are three previous studies. The first thesis is by Sari Sadiah entitled *An Analysis of Grammatical Error in Students' Writing Descriptive Text*, in her research finding it showed that students mostly did error in verb agreement 41% that caused by using incorrect from simple present, followed by pronoun 18%,

usage 15%, sentence pattern 12%, spelling 9% and capitalization error 5%.

The second thesis is by Dinnie Hijrie entitled *An Analysis on Students' Errors in Using Personal Pronouns*, in her research, the result of the errors analysis process showed that students committed error into four types: omission, addition, selection, and ordering. From the frequency of each error type, selection, was the error which most frequently procedure by the students. It took 95,8% of the total errors. Moreover, 3,7% errors fell into omission and 0,3% errors fell into addition; whereas, the research didn't find any errors in misordering. Besides, the subject pronoun is the most frequent error done by the first-grade students of SMP YMJ with a percentage 68,7%. The third thesis is by Haryanto entitled *Grammatical Error Analysis in Students' Recount Text*, in his research, the research uses the qualitative approach of which the data were obtained from the student's recount text writing, these writings were analyzed. The grammatical errors were classified into seven groups. They were errors in producing verb group, errors in subject-verb agreement, errors in the use of articles, errors in the use of prepositions, errors in the use of pronouns, and errors in the use of conjunctions.

H. Research Method

1. Research Design

In conducting the research, the research used the descriptive normative method. It means, the research was about analyzed the descriptive errors in using pronouns in writing ability, and then the research described the fact find in research. The descriptive method can be used to describe the problem and something related to being a condition by collecting some actual information with describing that fact of the descriptive method is procedure of problem-solving which investigation by describing subject and objective of

the research. In analyzing those errors, the research needed an instrument in the form of a writing test.

2. Research Subject

In this research, the subject of the research was the students at the first semester of Eighth grade at SMP N 27 Bandar Lampung.

3. Research Object

In this research, the object of the research was the students' descriptive errors in using pronouns in writing.

4. Research Instrument

a. To get the data, the researcher used the test. The researcher asked the students to write a story based on the topic. The story they make should be based on pronouns in writing rules. The test purposes to find what types of error that students make, which is categorized into four: omission, addition, missformation, missordering.

b. To get the data, the writer also took the interview at 20 students by doing took the interview in focus group interview, where there are 5 groups in the interview, and each group consisted of 5 students. There are 9 questions for students. The interview purpose to find what source of the reason why the students made error in using pronouns in their writing. This test made by writer.

5. Population and Sample of The Research

A. The Population of The Research

The population of this research is all students in the First Semester of Eight Grade of SMP N 27 Bandar

Lampung in 2022/2023. They are 80 students from three classes.

Table 1.2

The Table of Population at the First Semester of Eighth Grade at SMP N 27 Bandar Lampung

No	Grade	Gender		Total
		Male	Female	
1	VIII A	10	21	31
2	VIII B	6	24	30
3	VIII C	4	16	20
Total		**20**	**61**	**81**

B. The Sample of The Research

The sample was part of the population. It is a very important part of conducting the research. The sample of the research must be representative. In this research, the research took one grade of the eighth grade, and it consisted of 20 students from 81 students from three classes.

C. Sampling Technique

The researcher used purposive sampling. A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is different from convenience sampling and is also known as judgmental, selective, or subjective sampling.[7] In other words, purposive

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[7] Arikunto, S "Prosedur Penelitian (Suatu Pendekatan Praktik)" (Jakarta: Rineka Cipta, 2010), 2

sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose.

6. Data Collecting Technique

In collecting data, the research used two kinds of technique:

a. The main technique

1. Test

The research used a writing test as the main technique to collect the data. The researcher asked the students to write a story based on the topic. The story they make should be based on pronouns in writing rules.

b. The Supporting Technique

1. Interview

The research used technique to get information about what source of the reason why the students made error in using pronouns in their writing.

7. Data Analysis

To analyze the data, the researchers used a percentage formula as follows[8]:

$$P = \frac{F}{N} \text{x } 100\%$$

P: The percentage of errors

F: The total number of students' errors

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[8]Annas Sudjiono "Pengantar Statistika Pendidikan" (Jakarta: PT Raja Grafindo Persada, 2008), 86

N: The total of students' sentence

To know the degree of the students' errors in using pronoun in writing descriptive text were high, fair or low the research will used the criteria as follows[9]:

76% - 100%	is the highest (the highest errors)
56% - 75%	is the high (high score)
40% - 55%	is fair (fair errors)
Less than – 40%	is low the data from

8. Trustworthiness of The Data

Validity in research study is talking about the accuracy of truthfulness of the research findings. Qualitative is different from quantitative. Qualitative talk about consistency of behavior of the data to prove the data will not change even if the study were replicated, but qualitative not. In qualitative, talk about variation, it is because consistency in qualitative or the context of studies changes. In short, consistency is the view of how wide the variation can be tracked or explained.

This type of validity is called as dependability or trustworthiness. There are some ways to investigate dependability such as code-recode, inter rater comparisons, audit trail, triangulation, replication logic, and step-wise replication. Triangulation or corroboration is a multiple data sources or multiple methods in similar findings, and has a function as the reliability of the study. Triangulation refers to multiple sources, observes, or method using in qualitative.

The researcher used the triangulation method. Triangulation was a multiple data source. The aim is to analyze data based on sources, methods, observation, and theory.

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[9]Arikunto, Suharmi "Prosedur Penelitia" (Jakarta: Bina Aksara, 1987)

I. Systematic of The Discussion

The systematic of the discussion in this research as follows:

1. Chapter I. Introduction

   This chapter consisted of Title Affirmation, Background of The Problem, Focus and Sub – Focuses of The Research, Formulation of The Research, Objective of The Research, Benefits of The Research, Relevant Studies, Research Method, and Systematic of The Discussion.

2. Chapter II. Literature Review

   This chapter consisted of the theoretical frameworks to give some clear concepts in this research about error analysis of writing Introduction. These concepts will lead to a much understanding and analysis of the variables chosen because it will help the research to limit the scope of the problem.

3. Chapter III. Description of Research Object

   This section contained a description of the object of research to be analyzed, presentation of facts and research data.

4. Chapter IV. Research Findings and Discussion

   This chapter contained a description of the research finding based on the objectives of research and the discussion of the findings.

5. Chapter V. Conclusion and Suggestion

   This chapter contained a conclusion that referred from the research findings and the suggestion for students, teacher, and further research.

CHAPTER II
THEORETICAL FRAMEWORK

A. Error and Mistake

Error and mistake have a different meaning. Mistakes are made due to performance factors such as memory limitations (e.g., Mistake in the sequence of tenses and agreement in a long sentence), spelling pronunciation, fatigue, emotional strain, etc. They are typically random and they are readily corrected by the learner when his attention is drawn. On the other hand, errors are systematic, consistent deviant characteristics of the learner's linguistic system at a given stage of learning. It means an error cannot be self-corrected while a mistake can be self-corrected if the deviation is pointing out to the speakers.

Errors reflect gaps in students' knowledge. They occurred because the students do not know what is correct. Error is caused by ignorance of the appropriate rule or structure in the foreign language. Mistakes reflect occasional lapses in performance, confusion, slips of the tongue, etc. they occur because, in a particular instance, the students are unable to perform what they know. A mistake is a problem not of learning but application[10]. Therefore, error reflects the student's ability who does not know the correct answer because of their ignorance of the appropriate rule structure in the foreign language. Different from error, a mistake relates to slip or uncontrolled focus from the student. Actually, in mistake, the student knows what the correct answer is, so they can realize what the wrong in the sentence is.

Error is resulted from the lack of knowledge in the rules of second language. It can be indicated that error reveals the lack of learner knowledge of the target language, so it makes

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[10]Tavani, Filma "Correcting or Not Error and Mistake, Artikel 16 in LPJC, Vol.2 No.2" (2009), 49

the learner does not understand the laws in use in the target language. Performance errors have been called mistakes[11]. It means that in performance we do activities repeatedly so we know what we do, exp: when we accept the gift of others, sometimes we forget to say thanks. In this case, sometimes we realize that they are making a mistake. There are two names that are commonly used to describe the inaccuracy in applying grammar. They are: error and mistake.

Based on those explanations, it can be concluded that mistake is related to the students' quality performance that caused by some factors such as exhaustion, lack of attention and motivation, carelessness, and some other factors, but it can be self-corrected because the students know the language's rule when they focus on error. Student's deficiency competence means that the pupils do not know about the knowledge of the language at all because they have on mastered it yet therefore it cannot be self-corrected.

B. Error Analysis

1. Definition of Error Analysis

Error analysis is the technique to analyze the students' errors in process learning. It is the way to know about students' error that is to collect, identify and classify the kinds of error. The purpose is to show some problems faced by students. Error analysis can be done when we want to analyze, organize, and observe errors made by learners. The fact the learners make errors and that these errors can be observed, analyzed, and classified to reveal something of system operating within the learner, leading to a surge of study of learner errors called error analysis[12].

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[11] Heidi C.Dullay, "Language Two" (Oxford: Oxford University Press, 1982), 139

[12] H Douglas Brown "Principle of Language Learning and Teaching" (Englewood Cliffs, N.J : Prentice Hall Regents, 199), 206

Generally, error analysis is one of the most influential theories of second language acquisition. It is worried about the study of the errors committed by foreign language learners by comparing the learners' acquired norms with the target language norms and explaining the identified errors[13]. It also means that a teacher should guide his or her students to understand what kinds of errors they make in the target language and guide them to avoid making the same errors they have made.

Error analysis in language teaching and learning is the study of the unacceptable form produce by someone learning a language, especially a foreign language. It means that error analysis is a technique for identifying, systematically, classifying unacceptable forms produced by someone who studies a foreign language. As we know, target language is very different from the language we use. Error analysis is the process to observe, analyzing, and classify the deviations of the rules of the second language and then revealing the systems operated by students[14]. It indicates that error analysis is a process to observe what happens to the target language because students often make an error in the target language.

2. The Function of Error Analysis

In doing errors analysis for writing skill, of course the teacher should know the function of error analysis before doing error analyze, there are four functions of error analysis[15]:

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[13]Murad Hassan, Mohammed Sawalmeh "Error Analysis of Written English Essay: The Case of Students of the Preparatory Year Program in Saudi Arabia" (Saudi Arabia: University of Ha'il, 2013), 4

[14] *Ibid.*

[15]Tarigan, Henry Guntur, "Pengajaran Analisis Kesalahan Berbahasa" (Bandung: Aksara, 2011)

a. To determine the organization of items to be taught in grade or textbook from easy to difficult lessons.

b. To determine degrees of emphasis, explanation and exercise of teaching material.

c. To arrange and improve remedial teaching and exercise.

d. To construct learner's proficiency test items.

The function of error analysis is to find and to know the characteristics of error that is done by students in their writing and make reconstruction in the students writing. The error analysis is not only done for correcting but also reflecting for the learning and teaching strategies to be made.

3. The Cause of Error

Norrish classifies cause of error into three types, they are Carelessness, First Language Interference, and Translation. The three types of error will be discussing briefly below:

1. **Carelessness**

   It is often closely related to a lack of motivation. Many teachers will admit that it is not always the students' fault if they lose interest: perhaps the materials and presentation style do not suit them

2. **First Language Interference**

   Learning a language (mother language or foreign language) is a matter of habit information. The learners' utterances are thought to be gradually shaped towards those of the language they will learning.

3. Translation

Probably the most students make error is translation. This happens because a students' translates his first language sentence of idiomatic expression into the target language word by word. This probably the most common cause of error.

C. Source of Errors

Produce of error analysis use to identify errors in second language learner production data, our final step in the analysis of learner speech is that of determining the source of error. There are four categories of the source of error in the students' writing, they are:

1. Inter-lingual Transfer

Inter-lingual transfer is interference from the native language or second language or second language, when he is attempting, once, learners have begun to acquire parts of the new system. The inter-lingual transfer is a significant source of error for all learners. The beginning stages of learning a second language are especially vulnerable to inter-lingual transfer from the native language with their limit experience about it.

2. Intra-lingual Transfer

Intra-lingual transfer generalization, within the target language is manifested. The main factor in learning second language is intra-lingual transfer. In this stage, rather than the transfer itself, the errors are cause by the imperfect learning. Intra-lingual errors surface as a result of the learners who try to make wrong concept and hypotheses of the target language with their limit experience about it.

3. Context of Learning

The third of source of error is context of learning. "context" refers, for example, to the classroom with its teacher and its material in the case of the school learning or the social situation in case of ignore second language learning. As it knows, in the classroom context the teacher or the textbook can lead the learners can make a faulty hypothesis about language.

4. Communication Strategy

Communication strategy is the fourth error source. It actually includes the former three source as a learner tries to get a message across to the listener or the reader. Communication strategy is related to learning style. Learners obviously use production strategies in order to enhance getting their message across. However, at the times these techniques can themselves become a source of error. Communication strategy is the conscious employment of verbal or nonverbal mechanism for communicating an idea when linguistic form is for me some reason not readily available to the learner.

D. Classification of Errors Analysis

There are four types of description taxonomies which concern with error[16]. There are:

1. Linguistic Category Taxonomy

The linguistic category classifies errors based on either the linguistic or cinematic component of a particular linguistic error effect. It is classified error according to either or both language component or the particular linguistic constituent the errors effect. Language

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[16]Heidi C. Dullay "Language Two" (New York: Oxford University Press, 1982), 146

components include phonology (pronunciation), syntax, grammar, semantic constituent including the elements that comprise each language component.

2. **Surface Strategy Taxonomy**

Pupils may omit any necessary morphemes of words, add unnecessary ones, miss form items, or miss order them. Therefore, Heidi Dullay, et al divides the error based on surface strategy taxonomy into four categories, there are:

1. Omission.
2. Addition.
3. Misformation.
4. Misordering.

3. **Comparative Taxonomy**

The classification of errors in a comparative taxonomy is based on a comparison between the structure of foreign language errors and certain other kinds of constructions. These comparisons have yielded the two significant errors categories in this taxonomy:

1. Development errors.
2. Inter lingual errors[17].

4. **Communicative Effect Taxonomy**

The communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that done.

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[17]Heidi C. Dullay "Language Two" (New York: Oxford University Press, 1982), 162

Based on the theories above, this research focuses on surface strategy taxonomy. Surface strategy taxonomy has been chosen because classifying errors in surface strategy taxonomy can help us to diagnose student's learning problem at any stage of their development and to design how changes in error patterns occur over time. Therefore, a surface strategy taxonomy highlights the way surfaces are altered learners may omit necessary items or add unnecessary ones; they may misformation items or misordering them.[18] Many writers have noticed, however that the surface elements of a language are altered in specific and systematic ways. It shows the cognitive process that underlined the learners. In other words, the surface taxonomy was chosen because categorizing errors within it can assist in identifying students' learning issues at any point of their development and in planning how changes in error patterns take place over time. Hence, a surface approach taxonomy emphasizes how surfaces are modified. Students may remove vital things or add unneeded ones; they may arrange objects incorrectly or in the wrong order.

E. Surface Strategy Taxonomy

Surface strategy taxonomy can help us to diagnose student's learning problems at any stage of their development and to design how changes in error patterns occur over time[19]. Therefore, surface strategy taxonomy highlights the way surfaces are altered. Learners may omit necessary items or add unnecessary ones; they may misformation items or misordering them. Many writers have notice. However, the surface elements of a language are altered in specific and systematic ways. It shows the cognitive process that

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[18] *Ibid*, p.131-138

[19] Mohammad Hassan Al-Khresheh "A Review Study of Error Analysis Theory" (Sauidi Arabia: University of Tabuk, 2016), 52

underlined the learner's reconstruction of the language learned. It also makes aware that learners' error some logic.

Surface strategy taxonomy is altered. Learners may omit necessary items or add unnecessary ones, they may miss form an item or miss order them. Thus, the errors maybe in the form of omission, addition, misformation, and misordering. It means that surface strategy that sometimes students always eliminate the existing words or morphemes and add something unnecessary. Based on that explanation, it can be concluded that surface strategy taxonomy is the way the surface structure is changed, which is caused by adding unnecessary words or morphemes, eliminating the words or morphemes need, the wrong form in the structure or morpheme and the wrong placement of a group of morphemes in the sentence.

The classification of the error in this research is divided into some aspects, as noted by Dulay based on the surface strategy taxonomy, including the error of omission, error of addition, error of misformation, and error of misordering. The research focuses on the error of grammatical features in writing descriptive text.

The error can be classified as errors of addition, omission, misinformation, and misordering[20].

1. **Omission**

   Omission error is characterized by the absence of an item that must appear in a well-formed utterance.

   Example   : Teacher not here

   The students omit the word "is", the sentence should be: Teacher is not here.

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[20]Heidi C. Dullay "Language Two" (New York: Oxford University Press, 1982), 155

2. Additions

Addition errors are characteristic of the presence of a morpheme or a group of morpheme that must not appear in a well-formed utterances or correct sentences.

Example   : Its usually eat cow.

Correction   : It usually eat cow.

The students add "s", the sentence should be: It usually eat cow.

3. Misformation

Misformation errors are characterized by the use of the wrong from the morpheme or structure. It means that misformation error is an error because of the wrong of the sentencing formula.

Example   : A man and a little boy was watching him.

Correction   : A man and a little boy were watching him.

4. Misordering

Misordering error is characterized by the incorrect placement of a morpheme or a group or morpheme in an utterance. Misordering errors happen when the learners misplace an item or group of items in a sentence.

Example   : I and friend I go to school.

Correction: I and My friend go to school.

F. Grammar

Grammar is an important part in language learning. In teaching-learning English, either teachers or students should use English. Most English department students must be familiar with grammar because if they want to be able to use English, they have master grammatical structure. Grammar

describes how a language's sentences are form. Grammar is partly the study of what forms (or structure) are possible in language[21]. This grammar description of the rules for forming sentences, including an account of the meaning, shows the grammar should be present in the early-stage as a guide. Now to arrange including, a learner cannot be free from grammar.

Grammar is needed when we want to speak and write something. Grammar is the process for making a speaker's or writer's meaning clear when contextual information is lacking[22]. We might say that grammar is a tool for making meaning, here the students not only focus on the forms of language but what meanings these from convey. English grammar is different from Indonesian, what language's sentences are form is different. Therefore, every language has different grammar that is why if we learn English, we are forced to learn its grammar which is commonly different from our language's grammar that we have familiar before.

Grammar is essential components use for language. Based on the statement above, grammar is part of language, which should be learning as an essential ability in learning English, because knowledge of grammar is a part of language that essential for the competency of the language use. The students must be taught integrated. Before the teacher introduces any new language is formed, how the grammar works, and how it is put together.

From the explanation above, the researcher concluded that grammar is a set of logical and structural rules that govern the composition of sentences, phrases, and any given natural logic. "English Grammar" is the set of rules within the English language itself such as, specific study or analysis of the rules such as: morphology, syntax, often complemented by phonetics, phonology, semantic, and pragmatics.

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[21]Thornbuy "How To Teach Grammar" (Bluestone Press: Longman 1999), 1
[22] *Ibid*, p.4

G. Writing

1. Definition of Writing

Writing is a process of communication that uses is conversational graphic system to convey a message to the readers. The process of writing can be successful if the readers can understand the language use by the writer in the written communication[23].

Writing (as one of four skills of listening, speaking, reading, and writing) is always part of the syllabus in the teaching English. It means writing is important. Therefore, writing is involved in teaching and also in syllabus teaching. Writing encourages students to focus on accurate language use, and because they think as they write, it may well provoke language development as they resolve problems that the writing puts into their mind. It means writing is a motivation to the students to use the right language rule because the writing is as their mind.

2. The Purposes of Writing

Whenever writing something, the research needs some clear purposes to guide the reader. The purpose of writing your points out that the purpose of writing in principle is the expression of idea, the conveying message to the reader, so the ideas themselves should arguably be seen as the important aspect of the writing. When writing for the audiences, generally have one of the following purposes in mind[24]:

a. Sharing feeling and thoughts

Writing is not only to share the personal feeling and thoughts with close friends and love one but also, on

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[23] Linderman "Writing English Language Test" (London and New York: Longman Group UK, 1983), 3

[24] Julia Dietrich and Morjorie M. Kaester "Writing Self-Expression and Communication" (New York: University of Louisville, 1986), 40

certain occasion, with colleagues or associates. These include letters of kind from valentine notes to formal expression of congratulation. To express a feeling and sense of the world when create some poetry and fiction.

b. Providing information

 In writing to give information, try to organize and present as much explanation and detail as are necessary to leave the particular audience with few questions on the subject.

c. Moving other to be thought, feeling and action

 A write giving information may often include expressions or felling as a means of developing a point or drawing in the reader. Finally, the most successful writing for others makes its basic purpose clear and appeals most effectively to its readers.

3. Definition of Text

A text is a meaningful linguistic unit in a context, both a spoken text and written text. A spoken text is any meaning spoken text. It can be a word or phrase or sentence or a discourse. It means that text is an arranging of words to give a message to somebody in written or spoken. A text is any completed act of communication such as greeting friends in the street, a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act of communication.

Such as explain from Gerot and Wignel in the book Making Sense of Functional Grammar gradeify the genre into thirteen types of text, they are:

1. Spoof Text

    Spoof is a text to retell an event with a humorous twist.

2. Recount Text

    Recount text is a text telling someone what you have done.

3. Report Text

    Report is a text describes the way things are with reference to arrange of natural, made and social phenomena in our environment.

4. Analytical Exposition Text

    Analytical exposition is a text to persuade the reader of listener that something in the case.

5. News item Text

    News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

6. Anecdote Text

    Anecdote is a text to share with others an account of an unusual or amusing incident.

7. Narrative Text

    Narrative is a text to entertain the reader.

8. Procedure Text

    Procedure text is a text telling someone else how to do something.

9. Description Text

    Description text is a text to describe a particular person, place or thing.

10. Hortatory Exposition Text

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

11. Explanation Text

Explanation text is a fundamental process in the exchange of information and ideas.

12. Discussion Text

Discussion text is a text to present (at least) two points of view about an issue.

13. Review Text

Review is a text to critique an art work or event for a public audience.

They are many kinds of genres of writing such as narrative text, report text, procedure text, recount text, descriptive text, etc. In this research, the research will discuss descriptive text. Descriptive text is a text which describes a person, place, or thing in way that enables the reader to visualize it. Its means descriptive text is use to express the ideas by painting a picture so that the reader can visualize it. Besides, the students tend to use pronoun in writing descriptive text although they still write in reverse order.

H. Descriptive

a. Definition of Descriptive Text

Descriptive text is one of genres of text that is taught in Junior High School in education institutions of Indonesia. Descriptive writing appeals to the senses, telling how something looks, feels, smells, tastes, and sounds. A good description is like a "word picture", the reader can imagine the object, place, or person in his mind. In addition, description enables the categorization or

classification of an almost infinite range of experiences, observations, and interactions into a system that orders them for immediate and future reference, and allows us to know them either object or subject.

b. The Purpose of Descriptive Text

The purpose of descriptive text into six[25], they are:

1. To entertain.

2. To express.

3. To relate an experience.

4. To inform (for a reader unfamiliar with the subject).

5. To inform (to create a fresh appreciation for the familiar).

6. To persuade (to convince the reader that some music videos degrade women).

c. Generic Structure of Descriptive Text

a. Identification

This section is use to identify the person, place, or object.

b. Description

This section is use to identify people, place, or object in detail, including parts, quality, and characteristics.

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[25]Clouse Barbara "The Student Writer: Editor and Critic" (Boston: Person Education, 2008), 56

d. The Language Feature of Descriptive Text

1. Using simple present tense.

2. Using adjectives.

3. Using linking verb.

4. Using adverbs.

I. Pronouns

a. Definition of Pronouns

Learning a foreign language involves what many learners should know. They are important because they are parts of the language that should be known hand in hand. In the teaching and learning process, however, language teacher often notices that their students still make any errors in using the target language. Many researchers showed that Indonesian learner of English still have difficulties in using pronouns and noun. A pronoun is a word used instead of a noun or noun equivalent[26]. A pronoun is a substitute word, if instead of motioning or repeating a noun that use some other word, which will show that noun (expressed or understood) we are referring to, that word is a pronoun. Pronouns are words like I, you, me, those, nobody, each other, who, which. It means that, a pronoun as "a word that takes the place of a noun" is applies to some pronouns but not to others.

A pronoun is use as part of the subject, use a subject pronoun. Pronouns make up a small grade of words of very high frequency. The literal meaning of pronouns is "a word standing for a noun." A pronoun is a word that is use a place of noun or noun phrase. When a noun has

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[26] Marcella Frank "Modern English: A Practical Reference Guide" (Englewood Cliffs: Regents Hall, 1993), 20

already mentioned, a pronoun is used to avoid repeating that particular noun[27].

b. Kind of Pronouns

1. Personal pronouns (Subject-Object pronouns)

Personal pronouns are such as they, we, I, you, he, she, it, which are generally used to refer to people and it. "It" which is used to refer to an animal, thing, place, or an abstract idea. They stand for three persons and have a different from each.

Table 2.1

Subject and Object Pronoun

Subject Pronoun	Object Pronoun
Singular	
I	Me
You	You
He	Him
She	Her
It	It

[27] Yam, Pete "Primary Level Complete English" (Singapore: Singapore Asian Publication, 2005), 18

For example:

Subject Pronoun	Object Pronoun
Singular	
We	Us
You	You
They	Them

Subject Pronouns	Object Pronouns
Singular	
I like eating	He loves **me**
You are so beautiful	He gives **you** a flower
He is wise	Everyone likes **him**
She is clever	They leave **her** alone
It is new	I bring **it**
We want to theatre	Mr. Andrew picks **us** up on time
They are drinking water	She makes **them** happy

Possessive Adjectives	Possessive Pronouns
Singular	
Our	Ours
Your	Yours
Their	Theirs

2. Possessive pronouns

Possessive pronouns are uses to replace possessive nouns. Possessive pronouns are also use possessive adjectives. We do not need to put nouns behind possessive pronouns.

Table 2.2

Possessive Adjectives and Pronouns

Possessive Adjectives	Possessive Pronouns
Singular	
My	Mine
Your	Yours
His	His
Her	Hers
It	It

The examples of Possessive Adjectives:

Singular	Plural
This is my book	These are our books
That is her table	Those are your tables
It is our television	They are our televisions
It is his pen	They are his pens

The examples of Possessive Pronouns:

Singular	Plural
This book is mine	Those books are ours
This motorcycle is ours	Those motorcycles are ours
This cloth is his	These clothes are theirs
This powder is hers	These powders are theirs
This car is yours	Those cars are yours

Apostrophe s ('s) is use to show Possessive if the first noun is a person or another human being.

For examples:

1. **My mother's** job is as a farmer.

2. **Alexander's** house is very language.

If the first noun is the thing, we usually use "of " to show Possessive.

For examples:

1. The window **of** the room.

2. The lag **of the** table.

Apostrophe s ('s) is also use if the first noun is the name of an Organization or Department.

For examples:

1. The **government's** decision.

2. The **company's** success.

Apostrophe s ('s) is also use if the noun is the name of Places, Countries, and etc.

For examples:

1. The **American's** beauty.

2. **Indonesian's** big country.

After noun (singular), we use apostrophe ('s),and after the noun (plural), use an apostrophe (').

For examples:

Singular	Plural
My father's car	My father's cars

For examples: Possessive adjective + own

1. That is my own house.

2. That is my own motorcycle.

3. Reflexive pronouns

A reflexive pronoun is use when referring to the same person or thing in a sentence. It reflects or throws the action back to the doer.

Table 2.3

Reflexive Pronouns

Singular	Plural
My self	Ourselves
Yourself	Yourself
Himself	Themselves
Herself	
Itself	

Reflexive pronouns often use the words below:

Amuse	Blame	Cut	Dry
Enjoy	Hurt	Introduce	Pride

For examples:

1. I want to **introduce** myself to you.

2. Do not **blame** yourself for this accident.

By + Reflexive Pronoun is use to show something can be done alone.

For examples:

1. She washes her clothes by herself.

2. I always do homework by myself.

4. **Indefinite Pronouns**

An indefinite pronoun is use if they go to show someone or something that we do not know exactly or the identity is not important.

Table 2.4

Indefinite Pronouns

Anyone	Everyday	Nobody	Somebody
Anyone	Everyone	No-One	Someone
Anything	Everything	Nothing	Something

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