CHAPTER I

INTRODUCTION

1.1   Background of the study

In accordance with the name of the major – English-teaching program, students in the English department of Widya Mandala Catholic University are expected to master English as a prerequisite to achieve the main objective of the major which is to teach students English. One of the examples of mastering English is by writing.

In order to write good English, the head of English department has provided a program, writing course, to enhance students' mastery of English. The writing course itself is separated gradually into 4 courses – Writing A, B, C, and D. According to the syllabus of Writing B course book, the core description states that the students are able to write recounts, narratives, and (auto) biographies, report, news item and description in grammatically correct and acceptable sentences. In addition, according to its learning outcomes, the students can also be able to have experiment with exercises on those genres. By those genres, the writer only takes description since: the first one, in the writing A course, it focuses on the writing techniques and some very basic grammar such as using commas, hyphens, comprehending the subject and the predicate in a sentence, etc. The second one is in writing C course, it mainly focuses on procedural and argumentative writings. The third one, in writing D, it is only for journal

and scientific writing. The last one, in writing B course, for the final exam, the students are expected to compose some writing genres which are news item, report, and descriptive text. Therefore, the writer decided to take the writing B course in the descriptive text since the writer assumes that personal pronoun has higher possibility to happen more in it than in other genres. In addition, the description text is placed at the end of the course. Thus, the writer assumes that the students' works are the reflection of all the knowledge they have had enough from the writing B course.

Descriptive text is a kind of text in which the writer gives detail information or characteristics of a person, place, object, or anything else. Brown, Nilson, Shaw, and Weldon (1984) stated that in order to make descriptive text as vivid as possible, the writer needs specific nouns and verbs – *you rode in a rowboat* is more vivid than only *you rode*. In addition, they, in their third edition book, stated that precise modifiers such as adjectives and adverbs as well as participles are needed to make the descriptive text more digestible, *e.g*; *you rode in a leaky rowboat abandoned at the dock*. Brown, Nilson, Shaw, and Weldon (1984:332) also stated the purpose in writing descriptive text is to bring all the aspects in descriptive story such as object, place, person to life for the reader.

Therefore, in every genre of composition has generic structures; the following are the generic structures of the descriptive text based on Writing B course book (2017): The first is Introduction – it only takes one paragraph, for instance, a writer wants to describe a person, so he/she needs to include the name of the person; when, where, and how he/she first met him/her in

the first paragraph. The second one is main body – this is the crucial part since all your vivid and precise description should be put here. It can take two to three paragraphs. For instance, for the second paragraph a writer can write the physical appearance of the person he/she is describing. The third paragraph may contain personal qualities and justification. The fourth paragraph may also contain his/her hobbies and interests. The last aspect is conclusion – it should contain your overall comment and feelings about him/her.

Based on Langan (1985), he stated that students often made some mistakes in their writings in which one of those was the grammar – Pronoun agreement. According to Purves, Takala, and Crismore (1984), they suggested strategies in order to make a good writing, one of those was "Learn good grammar". Thus, by comprehending the grammar rules, the students' writings can also be improved.

"A pronoun is a word that replaces a noun. It identifies persons, places, things, and ideas without renaming them." Brown, Nilson, Shaw, and Weldon (1984:2). Pronoun can be divided into 6 parts; one of them is personal pronoun which also has several parts – subject pronoun, object pronoun, possessive adjective, possessive pronoun, and reflexive pronoun. Brown, Nilson, Shaw, and Weldon (1984) stated the number of a personal pronoun is crucial since the antecedent can be decided whether it is singular or plural. In addition, the gender is also crucial since it can be the determining aspect whether the antecedent is masculine, feminine, or neuter.

Even though students know about the rules, they still make mistakes. Furthermore, the mistakes they make in their writings are called errors. Brown (1987) in Dalal (2013) stated that students' errors were something that could be observed, analyzed, and classified. Thus, the writer wants to do the study of error analysis, which is according to Georgiana (2016), is an analytical process of the mistakes or errors the students make.

Hence, the writer's intention is to conduct a study about personal pronoun error analysis in order to know the types of error the students make and some possible causes of the errors. Hence, the result of this study can hopefully give feedback to the lecturers teaching writing A course so that the lecturers will be able to prevent the students from remaking the same mistake in the next level. In addition, the result can also give feedback for the lecturers teaching writing B course to give more exposure to the personal pronoun in the students' writings.

1.2 Statements of the problem

The study aims at exploring the personal pronoun errors found in descriptive texts written by writing B students of English department of Widya Mandala Catholic University. Therefore, the study tries to answer these following question:

❖ What are the types of personal pronoun errors the writing B students made in their descriptive texts?

- ❖ What is the most common mistake from the types of personal pronoun errors occurred in Writing B students' descriptive texts?
- ❖ What are the possible sources of error that the students encounter?

1.3 Objectives of the study

This study aims:

- ❖ To identify types of personal pronoun errors the writing B students made in their descriptive texts.
- ❖ To identify the most common mistake from the types of personal pronoun errors occurred in Writing B students' descriptive texts.
- ❖ To identify the possible sources of error that the students encounter.

1.4 The significance of the study

This study is expected to give some contribution to the teaching of writing B, especially in descriptive text. The result of this study is expected to give feedback for the lecturers teaching writing B course, for instance, writing B lecturers can give more exposure to the students in their teaching techniques for descriptive text – it can be done by implementing more sentence exercises such as combining simple sentence, anaphora, and cataphora.

This study can also give feedbacks to the lecturers teaching writing A, so that they can prevent the prospective writing B students from remaking the personal pronoun errors, particularly, the most common one, later in writing B course.

The last, this study can give some feedbacks to the students taking writing B course so that they can be more aware about grammar mastery, particularly on the personal pronoun aspect.

1.5 Scope and Limitation

In this study, the subject of the study is the writing B students who are expected to have learned about descriptive text and practiced how to make good descriptive texts. This study only emphasizes the error of personal pronoun errors on students' descriptive text on final exam.

1.6 Definition of key terms

- **Coherence**

In order to transfer information to the reader, Winartio, Suhardiyanto, and Choesin (2016) stated that the writing needs to be coherent. Coherence is a harmony between the regularity and order of sentences.

- **Writing**

    "Writing is a combination of process and product. This process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers." (Sokolik, 2003 in Trianawaty, 2009)

- **Descriptive text**

    Descriptive text is a kind of text in which the writer gives detail information or characteristics of a person, place, object, or anything else based on Brown, Nilson, Shaw, and Weldon (1984).

- **Pronoun**

    "A pronoun is a word that replaces a noun. Pronouns identify persons, places, things, and ideas without renaming them." Brown, Nilson, Shaw, and Weldon (1984:2).

- **Error**

    Brown (1987) in Dalal (2013) stated that students' errors were something that can be observed, analyzed, and classified.

- **Error analysis**

    Brown (1984) said that error analysis is an analysis that focuses on learner's errors in order to understand the process of second language acquisition.

1.7   Theoretical framework

In this study, the personal pronoun can be divided into five categories: subject pronoun, object pronoun, possessive adjective, possessive pronoun, and reflexive pronoun.

The theory of Descriptive text according to Boardman and Frydenberg (2001), they stated that descriptive text is a kind of text which tells the readers what a specific noun is like in a detail way. The purpose of the descriptive text based on Brown, Nilson, Shaw, and Weldon (1984) is to bring all the aspects in descriptive story such as object, place, and person to life for the reader. The language features of descriptive text are using specific nouns and verbs, using modifiers (adjectives and adverbs), and using comparisons.

"A pronoun is a word that replaces a noun. Pronouns identify persons, places, things, and ideas without renaming them." Brown, Nilson, Shaw, and Weldon (1984:2). One of the pronouns is personal pronoun which can also be divided into five parts – subject pronoun, object pronoun, adjective pronoun, possessive pronoun, and reflexive pronoun. Both pronoun and antecedent need to agree in number and gender in order to be cohesive.

Based on what Corder (1967) in Dalal (2013), the sources of making errors in writing were Interlingual/ Transfer errors and Intralingual/Developmental Errors. Interlingual/Transfer errors focus on

the mother tongue or the native language the students have. The errors happen because the intended target language (L2) is prevented by the L1 or the mother tongue the students have. In this case, the L1 is Indonesian while L2 is English. Based on Sanal (2008) in Dalal (2013), intralingual/developmental errors happen due to lack of the target language's rules the learners have. Shretsa (2013) stated that there were three types of intralingual errors: The first one was students' overgeneralization, erroneous input, and the lack of enough comprehension.

1.8 The assumption of the study

This study is conducted on the basis of the following assumption:

❖ The students' descriptive texts contain personal pronouns.

1.9 Organization of the thesis

In this research, there are five chapters that the writer wants to present. The first chapter is introduction which consists of background of study, statement of problem, the objective of the study, significance of the study, scope and limitation, definition of key term, theoretical framework, assumptions of the study, and organization of the study.

The second chapter is review of related literature consisting of theory of coherence, writing, descriptive text writing, theory of grammar, theory of pronouns, theory of personal pronoun, theory of error analysis, theory of sources of error, and previous studies.

The third chapter is the research method – it consists of research design, subject of the study, research instrument, research data, procedure of data collection, procedure of data analysis.

The fourth chapter is the findings – it presents the all findings the researcher has found from the data. In this chapter, the researcher also answers the research questions.

The last chapter consists the conclusion from the research and suggestions for all the aspect in this thesis: the lecturers teaching writing A and B course, the students taking writing B course, and the further studies.