

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter contains a conclusion of the study and provides some further suggestions for the lecturers, students, and further studies.

#### **5.1 Conclusion**

Through all the analysis of this study, the writer affirmed that even though the students had got some structure courses, and writing A course, they still committed personal pronoun errors in their final exam writings related to descriptive text.

Based on the result of the error analysis, the total errors occurred in the students' final exam texts were 89 errors from all the personal pronoun types. The most common mistake occurred was subjective pronoun, which occurred 39 times, represented 44%; followed by objective pronoun, which occurred 20 times, represented 22.5%; followed by possessive adjective pronoun, which occurred 28 times, represents 31.5%; followed by possessive pronoun, which occurred only once, represents 1%; the last was reflexive pronoun, which also occurred once, represented 1%.

And then, based on the interview session, the writer found out that there were five sources of error the students encountered: the first one was the students often focused more on the content rather than the grammar, the second one was the students' lacking of time, the third one was the students' lacking of grammar mastery, particularly personal pronoun, the fourth one was the

students did not self-proofread their writing before submitting, and the last one was the students' inconsistency in using subject and pronoun.

## **5.2 Suggestions**

Based on the result of the error analysis, there were still a number of errors in personal pronoun made by the students taking writing B. Thus, the writer intends to provide some suggestions to the followings:

### **5.2.1 To the Lecturers**

The first one belongs to the lecturers teaching writing A course. The students can be more exposed to some simple basic grammar such as personal pronoun. Even though the students already got structure courses, it is still good to give them more exposure.

The second one is to give the students more exposure on how to make simple sentences and then how to combine those simple sentences into a well-formed sentence, for instance through *Cataphora* or *Anaphora* as Cook (1989) stated. Anaphora is used when the writer mentions the name of the noun at the beginning and uses the pronoun to replace the noun and cataphora is used when the writer mentions the pronoun at the beginning and then mentions the noun afterwards

Therefore, the students will possibly have better understanding about personal pronoun. In addition, those suggestions may prevent the prospective writing B students from remaking the errors later in the writing B course.

The last one is intended to the lecturers teaching writing B course. Besides teaching the descriptive text genre, including its language features and generic structures, the lecturers may also try to give deeper exposure to the students on how to be consistent on choosing subject and pronoun because based on the result of the research, there are some students who continually change subject without any specific reasons.

### **5.2.2 To the Students**

The first suggestion is that the students should read English writings more often. It can be done through papers, researches, newspapers, novels, etc. That way of new learning may decrease their chance from committing errors. In addition, it can also give them new styles of language usage.

The last is to always self-proofread whenever they have done writing. self-proofread is very crucial since it can help the students to do correction towards their own writings. No matter how good the students are at writing, if they do not self-proofread, the chance of committing error will likely be higher from those who self-proofread.

### **5.2.3 To Further Studies**

The writer suggests that the further studies analyze the reflexive pronoun on any writing genres. For Indonesian, reflexive pronoun is still considered ‘new’ because there is no such thing in Indonesian grammar. In Indonesian, the students usually use ‘sendiri’ which means ‘alone’ in English, not reflexive

pronoun. For example, a sentence *Rina memasak nasi goreng itu sendiri* is often translated *Rina cooks the fried rice alone*.

The writer also suggests that the further studies analyze why some students have difficulties on being consistent to choose the subject and pronoun. The writer is curious whether they are not confident of being themselves (using I) in the writing or there are any other reasons.

## REFERENCES

- Al-Dubib, Dalal A. (2013). *Error analysis of subject-verb agreement in the writing of EFL Saudi female students: A corpus-based study*. Undergraduate thesis. Imam Mohammad bin Saud University, Saudi Arabia.
- Alfim, M. (2011). *Error analysis of grammar usage in English composition made by the second-year students of Madrasah Tsanawiyah Negeri*. Undergraduate thesis, English Department of Educational Faculty State Institute of Islamic Studies (STAIN) Salatiga.
- Arinacky, Ariestya (2007). *The error of subject-verb agreement made by the taking writing in English department of Widya Mandala university*. Thesis S-1 Widya Mandala Catholic University Surabaya, FKIP.
- Boardman, Cynthia. & Frydenberg. (2007). *Writing to communicate*. Pearson Education ESL.
- Brown, H. D. (1980). *Principles of language learning and teaching*. Englewood Cliffs, NJ: Prentice Hall.
- Brown, Nilson. Shaw. & Weldon. (1984). *Grammar and composition. Third course*. Houghton Mifflin.
- Brown, Nilson. Shaw & Weldon (1984). *Grammar and composition. Sixth course*. Houghton Mifflin.
- Chiraz, B, Mohamed, B. (2013). *Artificial Intelligence* 195 p. 249–264.
- Cook, G. (1989) - *Language teaching: A scheme for teacher education*: Oxford UnivPr
- Corder, S. P. (1967). *The significance of learners' errors*. International Review of Applied Linguistics, 5, 161-169.
- Course materials for Writing B. (2017). *English learning materials 2017 (compiled materials)*, English education study program. Faculty of teacher training & pedagogy. Widya Mandala catholic university Surabaya.

- Course materials for Writing C. (2017). *English learning materials 2017 (compiled materials)*, English education study program. Faculty of teacher training & pedagogy. Widya Mandala catholic university Surabaya.
- Darjis, D. Fanany, S. Anwar, A. (2012). *English SMA/MA grade XI*. Jakarta: PT Bumi Aksara.
- Darsono, M. (2015). *Error analysis in the use of simple past tense in the second semester students' narrative writing*. Undergraduate thesis, Widya Mandala Catholic University Surabaya
- Dulay, H. Burt, M. & Krashen, S. (1982). *Language two*. New York: Oxford University Press.
- Firdausi, D. H. (2014). *An analysis on students' errors in using personal pronouns*. Undergraduate thesis, Faculty of Teacher Training and Education.
- Langan, J. (1985). *College writing skills, with readings*, McGraw-Hill.
- Mbau, A.T. Marhum, M. & Muhsin. (2014). An Analysis On The Subject-Verb Agreement Errors In Writing Paragraph Made By The Second Semester Students Of English Department. Thesis. e-Journal of English Language Teaching Society. Tadulako University, Palu.
- Nursahadah. (2014). *An analysis on students' error in using personal pronoun*. Undergraduate thesis, Faculty of Tarbiyah and Teachers' Training. Syarif Hidayatullah State Islamic University, Jakarta.
- Purves. Takala. and Crismore. (1984). *How to write well in college*, Harcourt.
- Quirk, R. Greenbaum, S. Leech, G. & Svartvik, J. (1985). *A comprehensive English grammar*. London: Longman Group Ltd
- Sembiring. (2015). *An error analysis of using pronouns made by sixth grade elementary school students of SD Negeri 068003 Medan*. Undergraduate thesis, Faculty of Teacher Training and Education. Universitas Sumatera Utara.
- Shrestha, U. (2013). Error-analysis-third person singular subject-verb agreement. Thesis S-1. Kathmandu University, Nepal.

- Sudarwati, Th. M. & Grace, E. (2007). *Look ahead: An English course for senior high school students year X*. Jakarta: Penerbit Erlangga.
- Trianawaty. (2009). *Improving students' writing by brain gym activities in classroom action research*. Undergraduate thesis, Widya Mandala Catholic University Surabaya.
- Yunita, T. W., Totok. S., & Ezra. M. C. (2016). *Karya tulis ilmiah sosial: Menyiapkan, menulis, dan mencermatinya (cetakulang ke-3)*. Jakarta: Yayasan Pustaka Obor Indonesia
- Zheng, C., & Ja, T.P. (2013). *An analysis of errors in English writing made by Chinese and Korean university students*. Thesis S-1. School of International Exchange of Shandong Normal University, Jinan. English Education Department of Korea University, Seoul.