CHAPTER I

INTRODUCTION

This chapter presents the background of the research, the statement of the problem, the objective of the research, the significance of the research, the scope of the research, and the operational definition.

1.1 Background of the Research

A worldwide language is English. In essence, English is a language studied in numerous nations worldwide and is widely used for communication and in education, science, business, tourism, and technology. Therefore, learning English is essential.

Speaking, reading, writing, and listening are the four components of English. One of these skills is the most crucial component, namely writing. This is a fundamental component of successful communication. Anne Hanson in Sari, N (2021), writing is a dynamic manifestation of creative and critical thinking skills. English writing skills can be impacted by pupils' ability to master grammar. It means they will find errors in their work. Understanding grammar is necessary to complement these English-language abilities because, if pupils can understand grammar, they will find it simpler to master English.

English is taught in elementary schools and universities as a foreign language. In elementary school, students concentrate on vocabulary, whereas in middle school, many things change, not only focus on vocabulary but one of them is grammar. They learn grammar, but students tend to fear of learning a foreign language because they find it challenging. After all, it is not their mother tongue.

Errors are those characteristics of a learner's utterances that are different from those of any native speaker, and the learner cannot correct the error on their own because they cannot recognize the error (Corder,

1973, p.260). Ellis (2001:51) states that an error occurs when the deviation arises due to a lack of knowledge. It represents a lack of competence. A mistake occurs when learners fail to perform their competence. Making mistakes is normal in learning a foreign language. Students will discover new vocabulary, grammatical structures, and unfamiliar pronunciations different from their mother tongue. Many mistakes are often made by students during the learning process. Students sometimes make mistakes as they study, which is especially common when using pronouns.

According to Knapp (2005, p. 33), cited in Sipahutar, R, A (2017), grammar must consider language from three perspectives: generic, textual, and syntactic. Grammar is the structure of the arrangement of sentences to form perfect sentences. Studying grammar is very important, especially become a better writer.

Pronoun is one part of grammar. Kumar's (2019:11) pronoun is a word that can be used in place of a name, noun group, or pronoun alone. It usually to refer to make reference to something named or identified in the text clearly and consistently. Here are three cases: subjective, objective, and possessive. The subject is a pronoun that denotes the speaker in a sentence and is used in the subjective case, for example: "I will be late." The pronoun used to refer to the thing that the subject's action affects calls it the object and uses the objective case, for example: "Don't wait for me". When indicating possession, the possessive case is used, and it differs depending on whether the object being owned comes after the pronoun: That is my chair, "That chair is mine". Feder (2002) in Holandyah, M., et al. (2018), stated that pronouns are a fundamental grammar concept that all students should be able to master.

Manurung in Sari (2021), pronoun can take the place of a noun. Pronouns are words that are used in place of nouns or other pronouns. Pronouns serve the purpose of preventing redundant noun usage. In most cases, pronouns follow the noun they are replacing. A pronoun is a word or phrase that can replace a noun or noun phrase, which, after being replaced,

is known as the pronoun's antecedent in grammar. Pronouns can take on different forms depending on whether they refer to the first, second, or third person, or whether they are used in the subject or object position (I/me, she/her).

Descriptive writing is a genre that includes descriptions and characteristics of people, places, and things, according to Laili (2022). The language features used to make the descriptive text more lively are present in the descriptive text along with two generic structures identification and description.

From the explanation above, the descriptive text describes things like people, animals, or places. The purpose of descriptive text is to tell something, such as people, places, and animals. The general structure of descriptive text consists of identification and description. The language features used in descriptive texts are Simple Present Tense, action verbs, adverbs, pronouns, and unique technical terms.

Several studies related to error analysis on using pronouns in writing descriptive texts show the following results. First, a survey conducted by Pratiwi, et al., (2019) with the title "An Error Analysis on Using Personal Pronouns in Writing Descriptive Text" found that errors can be divided into four categories: omission, addition, misordering, and disordering. Many errors focusing on personal pronouns were discovered in students' writing. These errors included 8 or 32% of omissions, 0 or 0% of additions, 17 or 68% of misformations, and 0 or 0% of disordering. So, the dominant error is misformation, which accounts for 17 or 68% of all error kinds, and has the most significant percentage. The most common mistake students make when using personal pronouns in descriptive texts is using a subject pronoun.

Second, according to Sari (2021) with the title "An Analysis of Students' Error in Using Personal Pronouns on Writing Descriptive Text of First Semester at Institute Agama Islam (IAI) Al-Azhaar Lubuklinggau" found that several students at Institute Agama Islam (IAI) Al-Azhaar

Lubuklinggau studies frequently made mistakes when learning how to use personal pronouns in sentences.

In this study, the researcher chose class X-10 as the object of research because, based on the problems that have been explained in the background of the issues above and from the experience of PLP at SMAN 1 Mejobo,

By analyzing students' errors in using pronouns in writing descriptive text, the writer wants to know how far high school students' understanding of pronouns is, and the writer wants to know how far students have mastered the language, especially grammar related to pronouns. Also, the writer wants to know the causes made by students using pronouns in writing descriptive text. Based on these problems, this study seeks to conduct research titled "Error Analysis on The Use Pronouns in Writing Descriptive Text Written by Tenth Grade Students at SMA N 1 Mejobo in the Academic Year 2022/2023".

1.2 Statements of the Problem

Based on the background of the study above, the researcher formulated the statement of the problem as follows:

1) What are the types of errors in the use of pronouns in writing descriptive text written by tenth-grade students?
2) What is the most dominant error in the use of pronouns in writing the descriptive text written by tenth-grade students?
3) What causes errors tenth-grade students make in the use of pronouns in writing descriptive text written by tenth-grade students?

1.3 Objectives of the Research

Based on the statements above, the researcher formulated the objectives of the research is:

1) To describe the types of errors in the use of pronouns in writing descriptive text written by tenth-grade students.

2) To tell the most dominant error in the use of pronouns in writing descriptive text written by tenth-grade students.

3) To tell the causes of errors made by tenth grade students in the use of pronouns in writing descriptive text.

1.4 Significance of the Research

The results of this study are expected to be helpful information for students, English teachers, and future researchers, theoretically and practically. In theory, this research is expected to increase knowledge about pronouns, especially in writing descriptive texts. Practically, valuable information is likely to contribute to English teachers, students, and future researchers. So, the significance of this research is as follows:

1. For the students

Students can use the findings of this study to help them become more adept at grammar, particularly in the use of pronouns. The researcher hopes that students will benefit from this research by being able to write more carefully and correctly in the future, which will help them become better writers.

2. For English Teachers

The researcher hopes this study will help inform English teachers in senior high school about the mistakes students make when using pronouns.

3. For Future Researchers

The researcher hopes this research will benefit and serve as a resource for other researchers. The researcher hopes that by conducting this study, other researchers will learn more about analyzing errors in descriptive texts, gain experience, and learn helpful information.

1.5 Scope of the Research

This research focuses on knowing the types of errors, the most dominant errors, and the causes of errors made by students using pronouns

in tenth grade at SMA N 1 Mejobo. The researcher specializes in this study on the use of pronouns which focuses on descriptive text with the theme of person. These are personal pronouns, possessive pronouns, relative pronouns, reflexive pronouns, intensive pronouns, demonstrative pronouns, indefinite pronouns, interrogative pronouns, and reciprocal pronouns.

1.6 Operational Definition

To avoid misunderstanding regarding the term of this research, there are several terminologies the researcher feels must be explained. The terminologies are as follows:

1. Ellis's (2001:17) error represents a gap in user knowledge because the user does not know the truth. Whereas mistake describes errors that occasionally appear in actions, this occurs because the user cannot demonstrate their learning.

2. A pronoun is a word used to replace people, animals, and things. It is used in place of a noun to reduce word repetition. Common pronouns include personal pronouns, possessive pronouns, relative pronouns, reflexive pronouns, intensive pronouns, demonstrative pronouns, indefinite pronouns, interrogative pronouns, and reciprocal pronouns.

3. Descriptive Text is a type of text that describes something, such as people, animals, and places. The purpose of descriptive text is to tell something, such as people, places, and animals. The general structure of descriptive text consists of identification and description. The language features used in descriptive texts are Simple Present Tense, action verbs, adverbs, pronouns, and unique technical terms.