CHAPTER I

INTRODUCTION

1.1. The Background of the Study

English is an international language. English has an impact to the nation especially to the Indonesian people. It is used to help them to communicate or interact with other people which come from different countries and also to do the activities in the foreign countries like a job, continue the study, travelling, or the other. English is a subject that seems to be very difficult to learn by the students, because it is not a first language.

There are four skills, speaking, listening, writing, and reading. In the four skills, writing is the one of the four skills that is difficult to learn. In Indonesia, teaching English starts from primary school to the university. It is because of the consequence of the global era development. The government expects that by teaching English, the students are able to communicate with others and also able to acquire science and technology in order to develop our country.

The English curriculum in Primary School until Senior High School is using *Kurikulum Tingkat SatuanPendidikan* (KTSP). The purpose of this curriculum is to enable the students to speak and communicate in English both orally and written. In learning English, there are four skills that should be mastered. They are listening, speaking, reading and writing. All of these language skills are very important to everyone especially for students to become fluent in English.

"Writing is one of the four language skills besides speaking, listening, and reading, which is considered to be a fundamental skill so that student need to learn it" (Tribble, 1997 in Mawardi, 201,1). It can also be said that writing is an important language skill because it is a productive skill that shows how skillfull the student is in using the language and discovers the talented students in this field.

In addition, "writing is a way through which a student an express his/her ideas or thoughts on the paper" (Harsyaf and Izmi, 2009:4). Writing at first comes from an idea in the head, then the person who has the idea reveals and express it in the form of written language. However, writing is not simply a matter of expressing the ideas in good language and using a good grammar on a piece of paper. Writing will not be easy to understand if the realtion among parts is not tightly related.

Therefore, writing is not just a matter of using good language, but also a matter of using ability to create unity in a text. It can be concluded that to create a good writing, students have to combine their skill of using a well-patterned language and their ability to relate sentences and paragraphs to become a united text.

There are parts of speech, they are nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections. It is only focuson pronouns. Pronouns is a word that is used instead of a noun. The word "pronoun" comes from "pro" (in the meaning of "substitute") + "noun".

Example: "Lisa is a nice girl."

The noun "Lisa" could be replaced with the word "She" and it becomes:

"<u>She</u> is a nice girl".

"She" is a **pronoun**

The types of pronouns are personal pronoun, relative pronoun, interrogative pronoun, demonstrative pronoun, reflexive pronoun, reciprocal pronoun, intensive pronoun, and indefinite pronoun. In personal pronoun (I, you, they, she), demonstrative pronoun (this, those), interrogative pronoun (who, what, which), relative pronoun (who, which, that), indefinite pronoun (anything, none), reflexive pronoun (myself,yourself), reciprocal pronoun (each other, one another).

There are twelve genres in writing. They are Descriptive, Expository, Explanation, Anecdote, Report, Recount, Spoof, News Item, Procedure, Discussion, Analytical Exposition and Narrative.

Narrative is a text that tells the reader about a story that happen in the past and the event must be chronologically. They do not only understand the event, but they can almost feel it. Action, details, and dialogue put readers in these seem and make it happen for them. Narrative is the action to tell some of fact or true event or connected sequence of events. So the students are expected to be able to write a narrative text by using pronoun to describe the action in the text.

Based on the writer's experience, during attending teaching training practice (Program Pengalaman Lapangan). The writer found when the students still got difficulties in mastering language skills, especially in writing. They did not know how to use the pronoun in the narrative text. It might be caused by having lack of knowledge of grammar, particularly pronouns and vocabulary.

Based on the explanation above, it was found that they could not learn how to master writing especially to write narrative text because they easily felt bored of the teaching technique and strategies used by the teacher. It makes them felt bored and lazy to study writing. As the result, most of the students got low scores in writing test. That is why the reason for choosing the topic because the writer interesting to know what makes in the using of pronoun.

The reason above has inspired the writer to conduct a study on student's writing analysis of using pronoun because in general most students are more likely to make use of writing from narrative text rather than descriptive text. In addition, the research of using pronoun in students writing have never been conducted before in this schools so that the writer regards that it needs to be conducted. Writer wants to get the best result and effort to analyze what happens. Many students do not analyze text well because they do not understand what they analyze and they always do many use when they analyze a text.

Regarding to the discussion above the writer proposes a research which is entitled; **"An Error Analysis of Pronoun On Students' Writing Narrative Text For The Seventh Grade At SMP N 1 SEI BAMBAN"**

1.2. The Problem of the Study

In conducting a research the problem of the research must be clarified so that the problem can be solved. In the relation with the background above, the writer formulates the problem in the form of the question; "What types of

errors are found in using pronoun in writing narrative text of the seventh grade students at SMP N 1 SEI BAMBAN?"

1.3. The Objective of the Study

Based on the problem mentioned above, the objective of the study is "to find out what types of errors are found in using pronoun in writing narrative text of the seventh grade students".

1.4. The Scope of the Study

The study focuses with four types of error based on surface strategy taxonomy by Dulay et al, they are errors of omission, addition errors, misformation errors, and the last misordering errors. And focuses on pronoun in Personal, Relative, Interrogative, Demonstrative, Reflexive, Reciprocal, Intnsive, and Indefinite analysis of the seventh grade students at SMP N 1 SEI BAMBAN in writing narrative text.

1.5. The Significances of the Study

The significances of the study are expected to be useful for:

1. Theoritically

   1) to enrich the understanding about using pronouns.

   2) to improve the references who wants to conduct a research about pronouns in writing narrative text.

2. Practically

    1)   for the students

This research is expected to help the students to be awareness about pronoun in writing narrative text. It is also expected that to avoid the mistake in use of pronouns in writing narrative text. So, they can be understand to using of pronoun in the future.

    2)   for English teacher

The result of this study is to help the English teacher in giving the material on English language especially related to pronouns.

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoritical Framework

In conducting research, theories are needed to explain and clarify some concepts or terms used in the study concerned. The terms used in this study are needed to be theoritically explained. This framework is absolutely useful in order to give clearer understanding about all of the things related to thes tudy. The theoritical elaboration on the concepts and terms will be presented in the following.

2.2 Error

Error means something done wrong by the learners because they do not know or cannot use the correct system. Learners can make error or mistake when they write or speak although the language is their mother tongue therefore it is their second language. According to Crystal, D. (2008:173) says that ' Errors are assumed to reflect, in a systematic way. The level of competence achieved by a learner, they are contrasted with ' mistake' which are performance limitations that a learner would be able to correct'.

According to Dulay et, al (1982:138), " errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance". It means that is a learner make some errors on their writing or speech, it is deviation from their selected norm of mature language performance. Basically, they do not want to produce a deviate

writing or speech, but errors occur as flaws happened from learner's English language acquisition.

From the explanations above, they can be concluded that error is systematic. It is called an error when it is not recognized and cannot be self-corrected by the speaker or writer. They do not even know that it is an error. It can be happened over and over as long as they do not realize that it is not an error.

2.2.1 Error and Mistake

Error is different phenomenon from mistake. As Brown (2007:257) states that mistake refers to a performance error that is either a random guess or a "slip", in that it is failure to utilize a known system correctly. All people make mistakes, in both native and second language situation. Native speakers are normally capable of recognizing and correcting such "lapses" or mistakes, which are not the result of a deficiency in competence but the result of some sort of temporary breakdown or imperfection in the process of producing speech. These hesitations, slips of the tongue, random ungrammaticalities, and other performance lapses in native speaker production also occur in second language speech. Mistakes, when attention is called to them, can be self-corrected (Brown,2007).

Mistakes must be carefully distinguished from errors of a second language learner, idiosyncrasies in the language of the learner that are direct manifestations of a system within which a learner is operating at the time (Brown,2007). An error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner.

Learners of English who ask " does Ardo can sing?" are in all likelihood reflecting a competence level in which all verbs require a pre-posed do auxiliary for question formation. As such, it is an error, most likely not a mistake, and an error that reveals a portion of the learner's competence in the target language.

An error cannot be self-corrected, while mistake can be self-corrected if the deviation is pointed out to the speaker. But the learner's capacity for self-correction is objectively observable only if the learner actually self-corrects. Therefore, if no such self-correction occurs, we are still left with no means to identify error and mistake (Brown,2007). If, on one or two occasions, an English learner says "Ardo cans sing." But on other occasion says" Ardo can sing." It is difficult to determine whether "cans" is a mistake or an error. If, however, further examination of the learner's speech consistently reveals such utterances as "Ardo wills go" "Ardo mays come" and so forth, with very few instances of correct third-singular person usage of modal auxiliaries, you might safely conclude that "cans", "wills", "mays", and other such forms are errors indicating that the learners has not distinguished modals from other verbs. But it is possible, because of the few correct instances of production of this form that the learner in on the verge of making the necessary differentiation between the two types of verbs.

From the explanation above, it can be concluded that error cannot be self-corrected by speaker meanwhile mistake can be self-corrected in pointed out to the speaker.

2.2.2 Types of Errors

According to Dulay et al (1982:146), there are commonly used as bases for the descriptive classification of errors are linguistic category, surface strategy, comparative taxonomy, and communicative effect taxonomy.

1. Linguistic Category

Many error taxonomies have been based on the linguistic item which is affected by an error. Linguistic category taxonomies classify errors according to either or both the language components or linguistic constituents. It means that linguistic category is undertaken for pedagogic purposes. Those errors can be found in structure and language text book.

2. Surface Category

Surface category are divided into four parts, they are : omission, addition, misformation and misordering.

1. Omission

Omission errors are characterized by the absence on an item that must appear in a well-formed utterance. For example: "Mary singing" indicates that one item is omitted, which is "*is*". The word "*is*" is a grammatical verb form that plays an important role inconstructing a proper sentence. And the word "is" in that sentence functions as an auxiliary. A verb in a proper sentence is something that can not be neglected, so one who omits verb (is) fails in constructing a proper sentence. That type of error is named omission error.

2. Addition

As the opposite omission, addition is characterized by the presence of an item which must not appear in a well-formed utterance. For example: "May friends and I go to school". The correct form: "My friends and I go to school". There are three types of addition errors, they are:

1.   Double marking

There is failure of deleting certain items that are needed in some linguistics contraction but not in others. For example, "they did not went" has a redundant past form on the main verb "go". It is redundant in verb phrase because the auxiliary "did" already carries the verb "went". One presumes that the learner will intuitively formulate a rule that this auxilary, "did" must be followed by infinitive in negative form. So that, the sentence should be "they did not go".

2.   Regularization

Regularization error is one types of the addition category that is typically added to a linguistic item is erroneously added to exceptions that can be found in English. For example, the verb sing cannot be changed into *singed* but *sang*. The noun sheep in plural form is also sheep not sheeps or the noun woman cannot be pluralized into womans but women. It is true that most of verbs can be changed into past form by adding -d / -ed after the basic verb and most of nouns can be pluralized by adding –s / -es to singular forms in English, but not all of them. It depends on noun and the verb.

3.   Simple Addition

According to Dulay et al (1982:158), no particular features characterize simple additions other than those that characterize all addition errors – the use of

an item which should not appear in a well-formed utterance. Simple addition is the subcategory of addition. It is called simple addition, if an addition error is neither a double marking not regularization. For example ; I want a that bag. It is a wrong sentence because of adding article 'a'. the well-formed sentence is "I want that bag"

3. Misformation

Misformation is characterized by the use of the wrong form of the morpheme or structure. Error of misformation is marked by the use of wrong morpheme and structures where the user is using one grammatical form in place of another grammatical form. Misformations indicate that some learning has transpired and that barring certain attitudes or environtmental circumstances, the learner is on his or her way to acquire target language proficiency (Dulay et al.). there are three types of misformation : regularization, archy-form and alternating forms.

a.   Regularization

Those types of error that fall under misformation category are those in which a regular used in place of an irregular one. For example:

1. The cat eated the chicken last night.

2. I runned him yesterday.

b.   Archy-form

These types of errors are characterized by the selection of one member of class of forms to represent others. For example:

1. That birds

2. This pens.

c.   Alternating-form

This type is the result of the students' vocabulary limitation and lack of grammatical rules knowledge. For example:

1. Those cat

2. This dogs

3. She studys English last night

4. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or a group of morpheme in the utterance. For example:

1. We will come morning tomorrow. (We will come tomorrow Morning).

2. What John is doing? (what is John doing?)

4. Comparative Taxonomy

This error is compared between the structure of target language errors and certain other types of construction. The children's first language from target language norms is compared in second language error. There are three types of errors, they are :

1.   Developmental Errors

These errors are similar to those made by children learning the target language as their first language. There are two considerations underlying the interest in comparing first language and second language acquisition errors : first facilitating second language theoretical development. Second, doing with the role of the first language when learning second language.

2.   Interlingual Errors

Interlingual errors are similar in structure to semantically equivalent phrases or sentence in the learners' native language. Second language errors reflect native language structure and ignore the internal process or external condition that spawned them.

3.   Ambiguous Errors

Ambiguous errors are those that could be classified as either development or interlingual because it reflect the learner's native language structure and the same time, they are of the type found in the speech of children acquisition a first language.

4.   Communicative Effect

Error in this communicative effect is form the perspective of their effect on the listener or reader. There are two types of errors :

1. Local Errors

Local errors are errors that affect a single elements (constituent) in a sentence do not usually hinder communication significantly. It means that local error doesn't disturb the communication significantly or the sentence can still comprehend.

2. Global Errors

Global errors are errors that affect overall sentence organization significantly hinder communication. It means that global error is needed interest to be corrected.

2.2.3   The Sources of Error

Brown (2000:223) stated in learning English as second or foreign language, there are two sources of error, namely:

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1.   Interlingual Transfer

Interlingual transfer is a significant source of error for all learners. The beginning stages of learning a second are especially vulnerable to interlingual transfer from the native language or interference. In these early stages, before the system of the second language is familiar, the native language is the only previous linguistic system upon which the learner can draw. In the other words, interlingual transfer is when the learners or students make error by transfer their native language system into the target language system. The students are not aware of the differences between the two languages. This case belong to internal problem.

2.   Intralingual transfer

Intralingual transfer is the negative transfer of items within the target language or pu another way, the incorrect generalization of rules within the target language. In intralingual transfer, the learners have begun to acquire part of the new system. As the learners progress in the second language, learners' previous experiences begin to include structures within the target language itself. For example, the learners say " can do you sing?" instead of "can you sing?". Intralingual transfer is a cause of error from target language itself due to its complicated system. The learners have been saved from the interference transfer of their first language, but when students learn target language, the students find it more complicated. This case belong to the students' misunderstanding.

2.3 Error Analysis

Errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. According to Gass (2008:102), error analysis is a type of linguistic analysis that focuses on the errors learners make. Brown (2000:218) states error analysis is the process to observe, analyze, and classify the

derivation of the rules of the second language or foreign language and then to reveal the systems operated by learner. Studying learners' errors serves two major purposes : (1) it provides data from which inferences about the nature of the language learning process can be made; and (2) it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learner's ability to communicate effectively.

From the explanations above, they can be concluded that error analysis is an activity to identify, classify and describe the errors which are found in students' writing in order to be guidance in knowing and analyzing types and causes of errors and its solution.

2.3.1   Advantages of Error Analysis

Error analysis is the type of linguistic analysis. The advantages of error analysis for the students are to show the students in what aspect which is difficult for them, to show the errors which are made by the students, to know the source of the cause of errors and how the students can learn from their mistakes in order to avoid they make the mistake repeatedly. For the teachers, It is required to evaluate the teacher whether they are successful or not in teaching English.

2.4 Pronoun

A Pronoun is a word used for a noun. A Pronoun can stand for an "equivalent to a noun," whether it be a phrase or sentence : mattered not to him whether it were night or day here stands for whether it were night or day.

The word for which a pronoun stands is called its attecedent. Besides of that according to Lingga in Subandowo (2015) "pronoun is a word that

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used instead of noun phrase". There are types of pronoun in English those are, subject pronoun, object pronoun, possessive pronoun, adjective pronoun, possessive pronoun, and reflexive pronoun.

According to Knapp P and Watkins. M (2005:61-220) state "A pronoun stands in place of a noun, noun groupor name". Pronouns refer to something that has been named (or is about to be named) and has already been written about. For example:

The park is a popular place.it is mostly used by children. Pronouns provide a text with cohesion.

Pronouns only work if they are not ambigous (taht is, tehere is a clear line of reference) and notused too repetitively.

''there are different types of pronouns:

She,he,you,etc.	**Personal**
Mine,hers,yours,etc	**Possessive**
Himself,yourself,etc	**Reflexive**
This,that,these,those	**Demonstrative**
Each,any,some,all	**Indefinite**
Who,which,what,whse,whom	**Interrogative**
Who,which,that	**Relative**

Pronouns make up a small class of words of very high frequency. The traditional defenition of a pronoun as "a word takes the place of a noun" is applicable t some types of pronouns but not to others. Those pronouns that are actual substitues may refer not only to a preceding noun,its attecedent but to a larger part of discourse that precedes. Those

pronouns that are not substitutes may simply have indefinite reference or express indefinite reference or express

2.4.1 The Types of Pronoun

There are many types of pronoun and it helps by this explanation. According to Arnold (2003:43-55), "As nouns, pronouns have gender, number, person, and case". In addition, pronoun are divided into eight distinct function:

1. Personal Pronouns

2. Relative Pronouns

3. Interrogative Pronouns

4. Demonstrative Pronouns

5. Reflexive Pronouns

6. Reciprocal Pronouns

7. Intensive Pronouns

8. Indefinite Pronouns

We need to be familiar with each type of pronouns, to be knowledgeable of common example from each group and to be aware of the many ways pronouns are used in sentences.

No	Types of Pronoun	Explanation	Example
1.	Personal Pronoun	Personal pronouns as part of pronouns, are used to replace the person or thing by using a word that takes place of a noun (the name of a person, thing, or place) in order to avoid the repetition which	I, we, thou, you, she, it

		can make vagueness in human communication even in the spoken or written language.	
2	Relative Pronoun	Relative pronoun introduce an adjectives or noun clause in a sentence.	-Which refers to things (Please return my handbook, *which* I left on the table). - Who refers to peole and animals. (Barbara, who lives next door to us is a Giant fan. - That refers to a person or thing in restrictive (essential) clauses. (Jumping to conclusions that are wrong won't

			help this case).
3	Interrogative Pronoun	Interrogative pronoun asks a question.	- *Who* watched the Giants last night? ("I *watched* the Giants last night." The question is about the subject). -*Whom* does Steve Young admire? ("Steve Young admires *him/her.*" The question is about the object.)
4	Demonstrative Pronoun	Demonstrative means showing, making something clear. Demonstrative pronouns points to things. The demonstrative pronouns	-*This* is the report I want. -*This* is my bear. -*That* is the

		point to things. The demonstrative pronouns are this, that, these, those.	best one. -Do you like *these* or *those?* -Can I paint with *these?* -I want *those.*
5	Reflexive Pronoun	Reflexive pronoun is combination of –self with one of the personal pronoun or with the impersonal pronoun –one, generally refers to an animate being usually a person.	-I hurt *myself* -You will hurt *yourself* -He hurt *himself* -She hurt *herself* -The horse hurt *itself* -We hurt *ourselves* -You will hurt *yourselves* -They hurt *themselves*
6	Reciprocal Pronoun	A reciprocal action or arrangement involves two people or groups of people	-The cat and the dog like **each other**

		who behave in the same way or agree to help each other or give each other advantages.	-The two politicians hate **each other** -We must stop fighting **one another** -They gave **each other** Christmas presents -They can't hear **one another** -In the movie, the good guys and bad guys fight against **each other** -Thomas and his brother finally firgave **each other.**
7	Intensive Pronoun	"Intensive" means "giving force or emphasis." An intensive pronoun is a pronoun used for emphasis	-I **myself** baked the cake -The queen

		the subject of the sentence. They are written exactly the same way as the reflexive nouns, but their function is different.	**herself** recommended this restaurant -Have you **yourself** been there? -The project **itself** wasn't difficult -We will do it **ourselves.**
8	Indefenite Pronoun	"Indefinite" means "not exact, not limited." Indefinite pronouns are pronouns that can be used to replace an unlimited number of nouns. They do not replace any specific noun. Most indefinite pronouns are either singular or plural, but some are both. Here are some commonly used indefinite pronouns.	**another, anybody, anyone, anything, each, either, everybody, everyone, evrything, neither, nobody, noone, nothing, one, other, somebody, someone, something.**

Source: Wren&Martin, *English Grammar and Composition*

2.5 Writing

Writing is one of the important skills which should be achieved by students in learning English. Generally, there are some kinds of text that need to be mastered by students in learning writing. Kirszner and Mandel (2008:209) states that "writing is a process including a series of steps such as planning, organizing, drafting, revising, and editing"

Writing is a process which the writer writes in organized steps, such as planning, includes setting goals and generating ideas, organizing, includes organizing information and selecting appropriate language, drafting, revising, and editing.

According to Barnet 1990:4), "writing is an active process to put the writer feelings and ideas into written words.

As stated by Scott (1990:69) "writing is valuable in itself. It means that writing is crucial thing to do, because a writer must have special feeling when he or she starts to write something, for what he or she wants to inform to the readers and the readers can catch his or her ideas. So, if someone writes, it means that someone has purpose to do it".

Brown (1991:135) notices that "writing as process of transferring the words that comes from our mind effectively, we can work up to what we really want to say and write".

Writing is a creative process, an intellectual exercise that results in a symbolic product, be it a book, story, play, report, essay, memo, letter, or paragraph. But it is not as simple a process as learning to ride a bicyle with

a definite point at which mastery is visibly and finally achieved for all time.

2.6 Narrative Text

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

"Narrative is very prominent in the media, it is at play not only in fiction but it is also used in documentary and drama-documentary, it is studied and employed in a wide array of genres ranging from full-fledged fiction to providing the structure of an otherwise dry documentary. There is a continuum which moves from a full-blown fiction film (Branigan 1992) to the underlying narrative structure in scientific discourse" (Greimas 1990).

Narrative text is a text which a story or a description of a series of a event. Narrative text also includes both fiction (novel, short stories, and poems) and nonfiction (memories, biograpies, and new stories). Both from tell stories that use imaginative language and express emotion, often through the use of imagery, metaphors, and symbols. Students need to know narrative texts work stories are used for many important purposes.

Narrative is a text containing five components,example: orientation, evaluation, complication, resolution, and re-orientation by which a writer amuses, entertains people, and to deal with actual or vicarious experience. Narrative has traditionally been a popular format for transmission of knowledge and for using the stories for insight and transformation.

According to Langan in Suarnajaya (2005), "narration is commonly called as story telloing, whether we are relating a single story or several stories related to ones". Through narration, we make a statement clear by relating in detail something that has happened to us. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution.

Narration is a story told to make a point. It can be used in an abbreviated form to introduce or illustrate a complicated subject, that is writers often use narration to lead into the body of their writing or in an extended form to provide a detailed, personal account of 'what happened".

Narration is an organizing pattern that treats experience in dynamic teacher than static terms: people interact, events come to a climax, cause leads to direct, psychological impulses are satisfied. Something always happens in as largest sense, narration includes history, biography, personal experience, travel, and fiction.

2.6.1 The Genre of Narrating

Genres are intellectual scaffolds on which community-based knowledge is constructed (Huckin 1995) Berkensdotter & Huckin use this defenition of genre in disciplinary communication where they are dealing with genre from a society-cognitive perspective. In line, with this approach is the idea that "genre knowledge is a form of "situated cognition" (Brown, Collins & Duguid, 1989) that continues to develop as we participate in the activities of the ambient cuture." (Huckin 1995).

The genre of Popular Science is wide, as (Shinn 1985) Shinn and Cloitre defines it, though they do not reflect on narrative as a format for it. It consists o a continuum, rather than clearly demarcated stylistic markers.

Martin in Eggins (1994:26) offers two definitions of genre as follows: "A genre is a staged, goal oriented, purposeful activity in which spekers engage as members of our culture". "Genres are how things to get done, when language is used to accomplish them" (Martin, 1985:248).

2.6.2 Generic Structure of Narrative Text

Generic structure or theoritical structure is a package of events in a text. It will explain how the stage moves through to attain the purpose. Siahaan& Shinoda (2008:221) assert that the generic structure such as, orientation, evaluation, complication, resolution, and re-orientation.

1. Orientation

Orientation is a set the scene (what second to be problematic, when it happened). In orientation, the writer tells the participants, personal attitudes, time and place of the story in order to give understanding about the problem that will appear in the middle of the story.

2. Evaluation

Evaluation is stepping back to evaluate the plight, usually to make the story more interesting (this elements contains of sequence of events which talk about the activity or even in the past). In evaluations, the writer starts to tell the problem of story.

3. Complication

Complication is crisis arises. The complication can be one or more. It depends on the story. It is the main point of the story and the most interest part. The readers will get emotions in this section.

4. Resolution

Resolution is the resolving if the crisis (problem-solving), for better or for worse. In the part, teh writer will get the resolution to resolve the problem that has appeared in the complication. It can be better or worse.

5. Re-orientation (optional)

Re-orientation (optional) is a brief summary which is aimed to give or submit a moral lesson to the reader.

2.7 Previous Research

The writer took the review of relate literature from other graduating paper as the principles and the comparison with this research. The first one is taken from Nursahadah (2014) entitle "*An Analysis on Students' Errors in Using Personal Pronouns*". The data of the research were the students' error in using personal pronoun, the data were taken from test and interview. The data from the test were used to find the percentages of the students' errors. The data from the interview were used to know why students of SMP Islam Syukro made errors in using personal pronoun. In the research, found that error of subject pronoun with 30%, errors of objective pronouns 31.03%, errors of possessive adjective 33.33%, and errors of reflexive pronoun 76.92%. it can be concluded that the most errors made by students of Islam Syukro

Universal is in using possessive pronoun. The reasons why the students made error in using personal pronoun are caused by internal and external factors.

The second one is from Dinnie Hijrie Firdausi (2014) entitle "*An Analysis on Students Error In Using Personal Pronouns",* conclude that the total errors of omission were 11 or 3.7% in grammar text level, the addition were 1 or 0.3% in substance level, the selection were 278 or 95.8% while there were no error found in ordering. From the calculation of the data, error of selection is the most frequent errors done by the first grade students of SMP YMJ with the percentage 95.8%. Morever, it is followed by error of omission with percentage 3.7% and error in addition only 0.3%. So, the types of error that were made by the students of the first year of SMP Yayasan Miftahul Jannah (YMJ) in their pronoun from the highest percentage to the lowest re error of selection, addition, omission, and error of ordering.

Based on the previous writer above, it is known that the most difficult material to be understood by the students' is grammar. This research is different from the previous studies in that it concerns with the use of personal pronoun in narrative text. The writer intends to ananlyze the kinds of personal pronouns and types of error that students make in using personal pronoun.

2.8 Conceptual Framework

Writing is an important skill in language learning. Writing is a process to put thought into words in a meaningful form and it is used to express and explain ideas. When the students try to write a text, they still

have difficulties to expressing their ideas in good sentence. The students should know about the grammatical sentence, so they can able to make a good sentence. Pronoun as a part of speech is an important role in making grammatical sentences. If students can use pronouns, they will be able to make a good sentence in writing.

When the students try to write a text, they still have difficulties to expressing their ideas in good sentence. The students should know about the grammatical sentence, so they can able to make a good sentences. Pronoun as a part of grammar is an important role in making grammatical sentences. If students can use pronouns, they will be able to make a good sentence in writing. In fact, there are many mistakes which made by the students in using pronoun in grammar.

Grammar means a term used to mean many different things. Some of different meanings in an attempt to clarify our understanding of grammar by offering some different definitions, the first one is a set formal pattern in which the words of a language are arranged to convey a larger meaning, the second is the branch of linguistics concerned with the description, analysis, and formulation of formal language patterns, and the last is school grammar or the names of the parts of speech.

CHAPTER III

RESEARCH METHODOLOGY

3.1 The Research Design

In doing this research, the writer used descriptive qualitative research to describe the students use of pronoun in writing narrative text by the eighth grade students' of SMP N 1 Sei Bamban. The data in the form of quotes from documents, field notes, and interviews or experts from videotapes, audiotapes, or electronic communications are used to present the findings of the study. The data collected are the participant experiences and perspective.

3.2 The Subject

The subject on the study is the eighth grade students of SMP N 1 Sei Bamban. The writer was taken one class of eighth grade of the school which consists of 30 students in each class.

3.3 The Instrument of Collecting Data

In this study, the instrument of collecting data is writing test. Writing test used to find out the types of error on students' writing a narrative text.

3.4 The Technique of Collecting Data

To collect the data, teh writer was taken these following ways:

1. The writer was excuted 60 students and the test was given to students.

2. The writer gives them task to write narrative text and the topic was given by the writer.

3. The writer underline the error of pronoun made by students. The students use in writing based on the use of pronoun namely: personal pronoun, relative pronoun, interrogative pronoun, demonstrative pronoun, reflexive pronoun, reciprocal pronoun, intensive pronoun, and indefinite pronoun.

3.5 The Technique of Analyzing Data

The technique of analyzing the data are:

1. Identyfying all the types of pronoun namely: personal pronoun, relative pronoun, interrogative pronoun, demonstrative pronoun, reflexive pronoun, reciprocal pronoun, intensive pronoun, and indefinite pronoun.

2. Classifying the types of pronoun.

3. Make a conclusion in the result of test.