CHAPTER 1

INTRODUCTION

1) The Background of The Study

Language is an important to communicate with one another to make some conversation and feedbacks. Is used for communication with other people in the world with various people from various countries.By language, people can change the opinion, beliefs, wishes, thanks, commands. Language is meaningful. English People use language to interact, to establish relations, to influence their behavior, and to express the expressions of the words.

When people learn English their foreign language, it is not easy as learning the first language. It is because they have to master sufficient vocabularies which, oftentimes are completed. Thus learners need to be high concentrated in memorizing vocabularies. In Indonesia, English is taught as a foreign language. The department of national education makes it as a compulsory subject from the elementary up to the university levels.

In learning English there are four language skills such as listening, speaking, reading and writing. English can be used and understood by many people well if they have enough vocabularies and can speak well, but in learning English to the fullest, the students also have to learn about grammar points.

One of the skills which are taught very difficult to study is writing. Writing is one of the important skills in English, this skill needed for improve the quality of learning. Writing relates to the process of using sets of symbols to represent the ideas, sounds of speech, and may also

have symbols for such things as punctuation and numerals. It means that the writer needs the ability to express to idea in symbols form.

Writing in English is not an easy work, because the writer should be able to give clear description to the readers so that readers can understand the message or the main point of his/her writing. English writing is a subject that learns about how to express the idea, information, opinion and feeling in writing form. Writing consists of many words and those words are put together in particular formation become sentences or paragraphs. In writing, students of elements school, junior high school and senior high school learn how to write words, phrases, clauses and sentences. when the students make a sentence which must have a subject and a verb, then must express a complete though, the students of the sentence must agree with the verb in order to a correct sentence.

Besides the four language skills, in English there are some language elements such as grammar, vocabulary, and pronunciation and so forth. The science of grammar teaches us how a language is spoken and written correctly and effectively. So, it can be said that grammar is primarily and concerned with the formation and classification of words and sentences in daily life.

Grammar has many parts to learn such as pronouns, article, tenses, auxiliary verbs, gerund, etc. The students need to learn the whole of grammar parts. The grammar of English is different from grammar of Bahasa; for an example the usages of Relative pronoun.

In English grammar, Pronouns has five types to learn, they are Personal Pronouns, Possessive Pronouns, Possessive Adjective, Reflective Pronoun and Relative Pronouns. In this writing, the writer will discuss and only focus on one part of pronouns that is Relative Pronouns.

Based on the writer's experiences through field practice experience in the first year students' of senior high school, the students always make the mistakes when we are learn about the relative pronouns. They can't distinguish and they can't apply relative pronouns. They don't know when they use 'which', 'that', and 'who/whom'. After that when the students finished their study about relative pronoun they are still confused to make a sentence. There were many errors that were made by the students in using relative pronouns. For example when I ask them to answer this question 'the man next door, (that, which, who, whom) was usually quite a nice person, had been practicing his trombone for hours'. Some of them answer which, but as we know its wrong. The right answer is who, why? Because you can't use "which" for a person, and you can't use "that" for a nonrestrictive clause, so "who" is the only possible choice here.

2) The Problem of the Study

Based on the background of the study above, the writer identifies the problem of this study is formulated as the following.

"What types of errors are made by the students in using relative pronouns?"

3) The Objective of the Study

The objective of the study is to find out the types of error made by the students in using relative pronoun.

4) The Scope of the Study

This study will concern on an error analysis of using relative pronoun. According to James (1998), in this study, showed the different types of learners' error such as: The error of omission,

The error of overinclusion, The error of misselection, The error of misorderingandThe error of blends. Researcher Gefen (1979) distinguish between two types of error it is about performance error and competence error. And the last researcher Brown (2002) futher classified sources of errors into the following categories: interference transfer, intralingual transfer, context of lerning, and communication strategy. In doing this study, the writer choose James as the researcher in the types of error. There are five types of relative pronouns such as who, whom, whose, which and that. In doing this study the writer only focus on who, whom and whose. In teaching English there are four skill they are speaking, reading, listening and writing. The writer will focus on writing skill. Because writing is really good and the writer interest to use it. Beside that when the writer choose another skill it's not efficient to doing this research. Writer will choose report text as a genre of writing in doing this study.

5) The Significances of the Study

There are two kinds of significances in a scientific study.

1. The Theoretically significances
    1) The result of the study can be used as alternatives research in analysis of students' error in using the test results on relative pronoun.
    2) The result of the study is expected to be useful to enrich the horizon of English teaching relative pronoun.
    3) The result of the study can found the ability of the students and gives advantages to anybody.
2. The Practically significances

1) The students get more understanding about relative pronoun errors and it helps them to know the use of the correct relative pronoun when the students want to write a text.
2) The result of this study for the English teachers to get clearly information about the types of errors and the kinds of relative pronoun that the students' made by relative pronoun.
3) Readers get more knowledge about the use of correct relative pronouns so they can do their research more deeply and better than this research.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In this chapter, the writer explains the theories that related with the study. It describes the relevant literatures in order that underpin the issues of the research. The theories are used in this context aimed to clear concepts how to reach the goals of the research. Theoretical framework of this thesis is presented as the following.

2.2 The Error

Errors made by learners can give us a better understanding to know the process of language learning. Error and error correction is a complex problem for language teachers, a problem in which the following steps in the cases of decisions have to be run through. Error Analysis is a type of linguistic analysis that focuses on the errors learners make. It consists of a comparison between the errors made in the target language and that target language itself.

Brown (2000:217), “states that errors as a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learners; mistake refers to a performance error that is either a random guess or “a slip” in that is it failure to utilize a known system correctly. Error is something can’t be self correct it, because we don’t know what the mistake. Mistake is something can be self correct it, because we know the mistake.

2.2.1 The Types of Error

According to James (1998:1), in this study, showed the different types of learners’ errors: relating to omission and misordering

1. The Error of Omission

   Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. The student omits the item that should appear in the good utterance. Omission has two types of morphemes that are omitted more than other. They are content morphemes and grammatical morphemes.

   Content morphemes carry the bulk of the referential meaning of sentence: noun, verbs, adjective, and adverbs. Omit content morphemes are typically made by the learner in the early stage.

2. The Error of Overinclusion

   Overinclusion is defined as the presence of an item that should not appear in well-fermed.

   For example: she doesn’t <u>works</u> at hospital.

3. The Error of Misselection

Misselectionadalahkesalahandalam morpheme kata.Sepertikesalahandalampenggunaan noun danlainsebagainya.

Misselection is the use of the wrong from of the morpheme or structure.

4. The Error of Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morpheme in an utterance. Error of misording is the error where the items presented are correct but wrongly sequences.

For example: “in the library I will see you” should be “I will see you in the library”.

5. The Error of Blend

Blend is typical of situations where there is not just one well-defined target, but two. The learner is undecided about which of these two targets he has in mind.

Researchers Gefen 1979 in the field of applied linguistics usually distinguish between two types of errors:

1) Performance errors

Performance errors are those errors made by learners when they are tired or hurried. Normally, this type of error is not serious and can be overcome with little effort by the learner. For example: I love the grammar very much, but when the students hurried they make I lobe grammar so much.

2) Competence errors

Competence errors, on the other hand, are more serious than performance errors since competence errors reflect inadequate learning.

Other researcher Burt and Kiparsky (1974:121) distinguish between local errors and global errors.

1. Local Error

   Local errors do not hinder communication and understanding the meaning of an utterance.

2. Global Error

   Global errors, on the other hand, are more serious than local because global errors interfere with communication and disrupt the meaning of utterances.

According to Brown (2002:110) further classified sources of errors into the following categories:

1. Interference transfer

   That is the negative influence of the mother tongue of learner.

2. Intralingual transfer

   That is the negative transfer of items within the target language. In other words, the incorrect generalization of the rules within the target language.

3. Context of learning

   This overlaps both types of transfer. For example, the classroom with the teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning in a classroom context,the teacher or the textbook can lead the learner to make wrong generalization about the language.

4. Communication strategies

It is obvious that communication strategy is the conscious employment of verbal mechanism for communicating idea when linguistic from are not available to the learner for some reason.

2.3. The Error Analysis

Errors in foreign language teaching especially in English are the cases which are difficult enough to avoid.

According to AsKhansir(2012:1029) defines that error analysis is a type of linguistics analysis that focuses on the errors learners make. It consist of comparison between the errors made in the target language and that target language itself.

David Crystal (2003:105, as cited in S.Bayheri,P.H.,2012), defines error analysis as a "technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and produces provided by linguistics.

Error analysis deals with the students' performance in terms of the cognitive processes they make use of in recognizing or coding the input they receive from the target language. According to James (2014:10, as cited in Konstyuk,L.M,2015), "error analysis is the process of determining the incidence, nature, cause, and consequence of unsuccessful language.

2.3.1 The Steps of Error Analysis

According to SelinkerInNursahadah (2014). There are some steps of error analysis:

1. Collect data.

A researcher collects data to be analyzed, and it can be written or oral. After collecting data, a researcher identifies errors which are made by students. In this research writing focus on written text and the genre of text it is about report text.

2. Classify errors.

   After identifying errors, a researcher classifies errors in order to know what types of errors are made by students. The types of error consist of five types, there are the error of omission, overinclusion, misselection, misordering and the error of blends.

3. Quantify errors.

   After classifying errors, a researcher quantifies errors to know the percentage of each type of errors.

4. Analyze source.

   After quantifying errors, a researcher analyzes sources of error to know why students make errors.

5. Remediate.

   After knowing errors which are made by students, a researcher gives a remedial based on the kind and frequency of an error type.

2.3.2 The Goal of Error Analysis.

The distinction between the theoretical and applied goal of error analysis, they are:

1. Theoretical goal aspect is as worthy of study in and on itself as is that of child language acquisition and can in turn provide insights into the process of language acquisition in general.

2. Applied goal aspect is correcting and eradicating the learner's error at the expanse of the more important and logically prior task of evolving an explanatory theory of learner's performance. In other word the applied goal serves to able the students to learn more efficiently by exploiting their knowledge.

2.4 Part of Speech

A part of speech is a term used in traditional grammar for one of the eight main categorize in to which words are classified according to their functions in sentence. According to EkaSusylowati (2015;1) there are some part of speech:

1. **Noun**

   A noun is a world describing *who or what* in a sentence, it can be a person, placeor thing. Remember, a "thing" can be anything such as an animal, a device, a point, an object, an event, and so on. A noun is usually an essential part of any basic sentence. Its typically who or what the sentence is about, but other nouns are often also included in longer or more complex sentence.

   Example:

   1. *James* smiled.
   2. *James* smiled at *Isabel, Kevin* and their two dogs, *Trevor* and *lance.*
   3. *Trevor* and *lance* were watching a show an Animal Planet.

2. **Adverb**

An adverb is a modifier of verb, adjective, other adverb, or sentence. They are used to enhance one of these types of word or a sentence.

Example:

1. Helen shouted *loudly*
2. Sara's plane flew *faster* than Camille's plane.
3. *Tomorrow,* I'll ask to our instructor about the project, or you can talk to her *today.*

3. Verb

A verb is a word used in a sentence to explain what a noun such as a person, or thing to explain what's being done to a noun. It's usually an emotion/physiological response or action, (a like "feel') or state of being, which may no typically be noticed or seen by other.

Example:

1. Boris *practices* everyday in preparation for the tour.
2. When Katy first arrived in Roswell, New Mexico, she noticed a shooting star in the sky.

4. Conjunction

Conjunction is the part of speech used as a "joiner" for words, phrases, or clauses in a particular sentence. It links these words or groups of words together, in such a way that certain relationship among these different parts of the sentence will be established, and the thoughts that all of these convey will be connected.

Example:

1. He looks very cruel *but* his heart is soft. (conjunction word “but” is joining two sentences).
2. It is necessary to go to school because today is my exam. I went to market with my mother.

5. Preposition

Prepositions joint part of sentence. For instance the sentence, “I found my keys on the car”, is link by the preposition “on” and would not make sense provide readers with information, such as location and time.

Example:

1. I think it’s a *vessel **for***
2. The child quickly hid ***under*** the thick covers.
3. My kite soared a***bove*** the building.

6. Interjection

Interjection is a word or expression that occurs as an utterance on its own and expresses a spontaneous feeling or reaction. The category is quite heterogeneous, and includes such things as exclamations (ouch!, wow!), curses (damn!), greetings(hey, bye), response participles (okay, oh!, huh?), and hesitation markers (uh, err, um). Due to its heterogeneous nature, the category of interjections partly overlaps with categories like profanities, discourse markers and fillers.

Example:

1. *Ugh!* I’m never doing that again!
2. *Whew*! That was really close!

3. *Congratulations*, you won the match.
4. *Nice!* You got a Monster Kill in your first game!

7. Adjective

An adjective is a descriptive words used in sentences to modify or describe nouns or pronouns, and they typically (but not always) precede them. Adjectives help add meaning to message delivered in sentences by helping readers to better visualize or understand specifics about the nouns or pronouns they modify. They add richness a sentence. For example:

1. I want to live in a *beautiful* house.
2. She has three children. They are so *talkative.*

3. Pronoun

According to UmiHabibah (2010:37) “a pronoun is a pro-form that substitutes for a noun (or noun phrase) with or without a determiner, such as you and they in English. The replaced phrase is called the antecedent of the pronoun”.

Pronouns adalah kata yang digunakanuntukmenjadisubstitusiataumenggantikan kata benda (noun), kata bendainidapatberupamanusia, hewan,tempatdankonsepabstrak. (Pronouns is a word used to be a substitute or place a noun. This noun can be human, animal, place and abstract concept). AartsdanAaarts (1982:48) mengklasifikasikan pronouns kedelapanjenisyaitu:(Aarts and Aaarts (1982:48) classifies pronouns into eight types:)

1. Personal pronouns

Personal pronouns adalah kata ganti yang digunakanuntukorang(orang pertama, orangkeduadan orang ketiga) danjuga(denganpengecualiandari kata gantikamudanbenda)

untukperan (subjekdanobjek) dandalamjumlah (tunggaldanjamak).Orang ketigatunggaldalam personal pronouns jugaditandaidenganjenis (feminine,maskulindannetral).

Personal pronouns are pronouns used for people (first person, second person and third person) and also (with the exception of your pronouns and objects) for roles (subject and object) and in numbers (singular and plural). A single third person in personal pronouns is also marked with the types (feminine, masculine and neutral).

(singular: I/me, you/you, she/her, her/him, it/it)

(Plural: we/us, you/you, they/them).

2. Self-pronouns

Self-pronouns diterjemahkankedalambahasa Indonesia mempunyaiartisebagai kata gantidiriditandaidengan orang danjumlah, tapitidakdenganjenis (feminism, maskulindannetral). Self-pronouns dapatdigunakansecara reflex, dalamketerangantambahan, dalam kata sambungdanditempatkansesudah kata as, but, expect dan like. Di saatreflekskatagantiinisalahsatunyadapatmenjaditegasatautidaktegas.

Self-pronouns translated into Indonesia has meaning as self-pronouns is characterized by person and amount, but not by type (feminism, masculine and neutral). Self-pronouns may be used in reflexes, in additional information, in conjunction and placed after the ace, but expect and like. At the time of this pronouns reflex one of them can be firm or not firm.

(Singular: myself, yourself, himself, herself, itself).

(Plural : ourselves, yourselves, themselves).

3. Demonstrative pronouns

Demonstrative pronouns merupakan kata ganti yang digunakanuntukmembedakanobjekatau orang tertentu yang mengacudengan orang ataubenda yang lain. Dalambahasainggristerdapatempatjenis demonstrative pronouns:

Demonstrative pronouns are the pronouns used to distinguish objects or people stuck with reference to other people or subjects. In English there are four types of demonstrative pronouns.

(Singular: this and thatdigunakanuntukmenerangkanbenda yang dekat).

(Plural : these and thosedigunakanuntukmenerangkanbenda yang jauh).

(singular: this and that is used to describe objects that are close).

(plural: these and those are used to describe distant objects).

4. Possessive pronouns

Possessive pronouns merupakan kata ganti yang menunjukkankepemilikan. Possessive pronouns dibedakankedalambeberapakategori orang (orang pertama,orangkedua, dan orang ketiga), jumlah (kecualiuntukorangkedua) dandalamjenis (hanya orang ketigatunggal).

Possessive pronouns is a pronouns that indicates ownership. Possessive pronouns are divided into different categories of people (first person, second person and third person), sum (expect for second person) and in type (only single third person)

(Singular: my, you, his, her, its, mine, yours, his, hers).

(Plural : our, their, ours, yours, theirs).

5. Interrogative pronouns

Interrogative pronouns adalah who, whose, whom, what, which.Dalamhalini interrogative pronouns digunakanuntukmengajukanpertanyaandenganmengarahkepada

WH-questions.Interrogative pronouns who dan whom digunakanhanyauntukindenpendently.Whose, what dan which dapatberfungsisebagaipenentudalamindenpendenly.Who, whose dan whom hanyamemilikireferensiuntukperseorangan.Whichdan what dapatdigunakandalam personal dan non-personal referensi.Perbedaandari who dan what serta which ialahdigunakandibelakangdengantidaklangsungmenyatakanpemilihan yang dibuatdarikumpulan yang terbatas.

Interrogative pronouns are who, whose, whom, what and which. In this case the interrogative pronouns are used to ask the question by pointing to the WH-question. Interrogative pronouns who and who, are used only for independently.Whose, what and which can serve as determinants in independently. Who, whose and whom only have references to individuals. Which and what can be used in personal reference. The difference of who, what and which is used behind the indirectly declares the selection made of a limited set.

6. Reciprocal pronouns

Reciprocal pronouns merupakan kata ganti yang digunakanpadakondisiduaataulebihsubjekmelakukanaksi yang samasatusama lain. Reciplocal pronouns adalah each other dan one other digunakansecaratidaksendiri (tapitidakberfungsidalamsubjek) dalamkalimatdengansubjekbentukjamak.One another terkadangdigunakansebagai each other di saatsubjekdalamkalimatlebihdaridua.Kedua pronouns tersebutbisamenjadibersifat genitive.

Reciprocal pronouns is a pronouns used in conditions of two or more subjects performing the same actions with each other. Reciprocal pronouns are each another is used in

isolation (but does not work in the subject) in a sentence with multiple plural subjects. One another is sometimes used as each other when the subject is in more than two sentences. Both pronouns can be genitive.

(Each other, one other).

7. So and one

   Dalam pronouns, so and one merupakan kata ganti yang mengalamikesulitandalamhalmendeskripsikan.Kedua kata gantiinimempunyaikegunaandalammembedakanfungsi.*So*, berfungsidalamkalimatsebagaisubstitusiuntukklause.Jikabersamaandengan katakerja (verb) do, penggabunganantara*doso*dijadikansubtitusiuntukfrasa kata kerjadanunsrlainnya.Sedangkan, *one* berfungsisebagai kata ganti yang menggantikanfrasa kata benda yang tidakmenentu.

   In pronouns, so and one s a pronouns who has difficulty in terms of describing. These two pronouns have a usefulness in distinguishing functions in the sentence as a substitution for clause. If in conjunction with the verb do, a combination of do so is substituted for the verb phrase and other elements. Meanwhile, one serves as a pronouns which replaces the phrase an uncertain noun.

8. Relative pronouns

   Relative pronouns merupakan kata ganti yang digunakanuntukmemperkenalkan relative clause yangberfungsisebagai kata penghubungdan kata ganti orang yang menerangkan noun (kata benda).Relative pronouns terdapatdibelakangkalimat kata benda.Dalambahasainggris relative pronouns dikenaldengan*who, whose, whom, which dan that*.

Relative pronouns are the pronouns used to introduce relative clause that serve as connecting words and pronouns of people who describe nouns. Relative pronouns are behind the noun phrase. In the English language relative pronouns are known by *who, whose, whom and that*.

1. Who

   Who digunakanuntukmenjelaskanapa yang orang itukerjakan.

   Who is used to explain what the person is doing

   Contoh: The man who is sitting over there is my friend

2. Whom

   Whom digunakanapabilaapa yang orang lain kerjakanbersangkutandengan orang yang maudikerjakan.

   Who is used when whatothers do with the person who wants to do.

   Contoh: I am curious about the girl whom I meet yesterday.

3. Whose

   Whose digunakanuntukmenjelaskankepunyaansisubjek.

   Whose it is used to describe the subject.

   Contoh: The old womanwhose hair is white is my great-grandfather.

4. Which

   Which menggantikansubjek/objekbinatang/benda.

   Which replaces the subject/object of the animal/object.

   Contoh: The book which you borrowed yesterday is mine.

5. That

   That bisamenggantikansemua kata ganti.

That can replace all pronouns.

Contoh: The book that you borrowed yesterday is mine.

Generally, relative pronouns used in complex sentence. Complex sentence merupakankalimat yang terdiriatassatuindukkalimat (main clause) dansatuataulebihanakkalimat (subordinate clause).Anakkalimatdanindukkalimattersebutdihubungkandengan kata penghubung (relative pronoun). (complex sentence is a sentence consisting of a single sentence (main clause) and one or more clauses (subordinate clause). The sentence and parent of the sentence are related to the connector (relative pronouns)

2.5 Writing

Writing is one of the language skills which are important in our life. Writing is one the powerful communication tools that people use today and for the rest their life. Writing is an activity to write something idea in your mind to give idea or opinion which is form in writing on apiece of paper or the other area.

According to SanggamSiahaan (2008:2) “the written productive language skill is called writing. It is the skill of a writer to communicate information to a reader or group of readers.

According to Prentice Hall-Diamond (2001:2) “writing is probably already an integral part of your daily routine. Consider everything you might write in one day: messages or reminders at home e-mail at the computer, notes in school, and ideas in a journal.

2.5.1 Genre Of Writing

Genre is talking about the types of the writing based on the social function and the content of the paragraph.

According to Pardiyono (2013:14), describe that there are some genre of writing, namely:

1. Recount text

   Recount text is the text to inform an event of the past.

2. Narrative text

   Narrative text is the text to narrate, to tell a life story of the past.

3. Descriptive text

   Descriptive text is to describe an object.

4. Produce text

   Descriptive text is to tell the steps.

5. Explanation text

   Explanation text is to explain the process

6. Information report

   Information report is to tell the fact.

7. Exposition

   Exposition is to expose ideas

8. Discussion

   Discussion is to discuss an issues

According to Siahaan and Shinoda (2008:15), describe that there are some genre of writing, namely:

1. Narration (narrative) is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience n different ways. Narration is a text containing five components i.e., orientation, evaluation, complication,

resolution, and re-orientation by which a writer amuses, entertains people, and to deal with actual or vicarious experience. The social function is to amuse, entertain and to deal with actual or vicarious experience in different ways; narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a revolution.

2. Yarn (procedure) is any writing English text in which the writer describes how something is accomplished through a sequence of action or step. The process is a text containing four components i.e., goal, material, method, and re-orientation by which describes how something is accomplished through sequence of action or step. The social function is to describe how something is accomplished through a sequence of actions or steps.
3. Amusement (anecdote) is any written English text in which the writer shares with the others an account of unusual or amusing incident. Amusement is a text containing five components i.e., abstract, orientation, crisis, reaction, and coda. The social function is to share with others an account of an unusual or amusing incident. Anecdote is a very short story that is significant to the topic at hand usually adding personal knowledge or experience to the topic.
4. Description (descriptive) is a written English text in which the writers describe an object. The description is a text containing two components i.e., identification and description. The social function is to describe a particular person, place or thing.
5. Headline (news item) is neither a paragraph nor an essay. Instead this conforms to any written English text containing one or more one than one paragraph in which the writer to inform people about events of the day which are considered newsworthy or important. The headline is a text containing three components i.e., news worthy even (s),

background events, and sources. The social function is to inform the readers about an event of the day which are considered newsworthy or important.

6. Account (report) is a text which can be written out with a descriptive technique. It describes an object to the readers. Account a text containing two components i.e., general classification and description. The social function is to describe the way things are, with reference to a range of natural, man-mode and social phenomena in our environment.
7. Discussion is a written English text in which the writer present some points of view about an issue. Discussion is a text containing three components i.e., the issue, arguments and conclusion or recommendation.
8. Analysis (analytical exposition) is about the truth of fact of a certain object. It is written to expose the truth of the fact of the object to the reader. Analysis is a text containing three components i.e., Thesis, arguments and reiteration. The social function is to persuade the reader or listener that something is the case.
9. Persuasion (hortatory exposition) is a written English text in which the writer persuades people that something should or should not be the case. Persuasion is a text containing three components i.e., the thesis, arguments and recommendation. The social function is to persuade the reader that something should or should not be the case.
10. Explanation is a written English text in which the writer explains the processes involved in the formation or workings of natural or social cultural phenomena. Explanation is a text containing two components i.e., the general statement and sequence explanation. The social function is to explain the processes involved in the formation or working of natural or socio cultural phenomena.

2.6 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 this research, found that errors of subject pronoun with 30% errors of objective pronoun 76.92%.it can be concluded that the most errors made by students of SMP Islam Syukro Universal is in using possessive pronoun. The reasons why the students made errors in using personal pronoun are caused by internal and external factors.

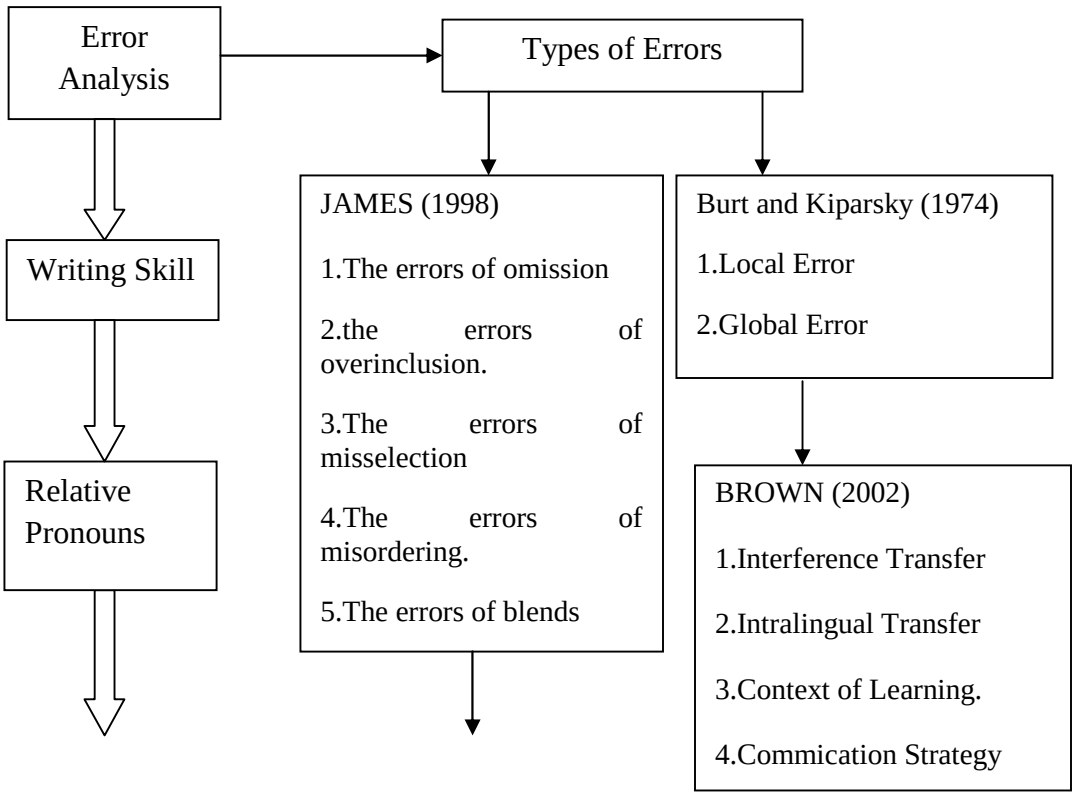
The second one is from DinnieHijrieFirdaus (2014) entitle “*An analysis on students’ Error in using Personal Pronoun”,* conclude that the total errors ofomission were 11 or 3.7% in grammar text level, the addition were 1 or 0.3% in substance level, the selection were 278 or 95.8%, while there were no error found in ordering. From the calculation of the data, error of selection 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%. Moreover, 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 YayasanMiftahulJannah (YMJ) in their pronoun from the highest percentage to the lowest are error of selection, addition, omission, and error of ordering.

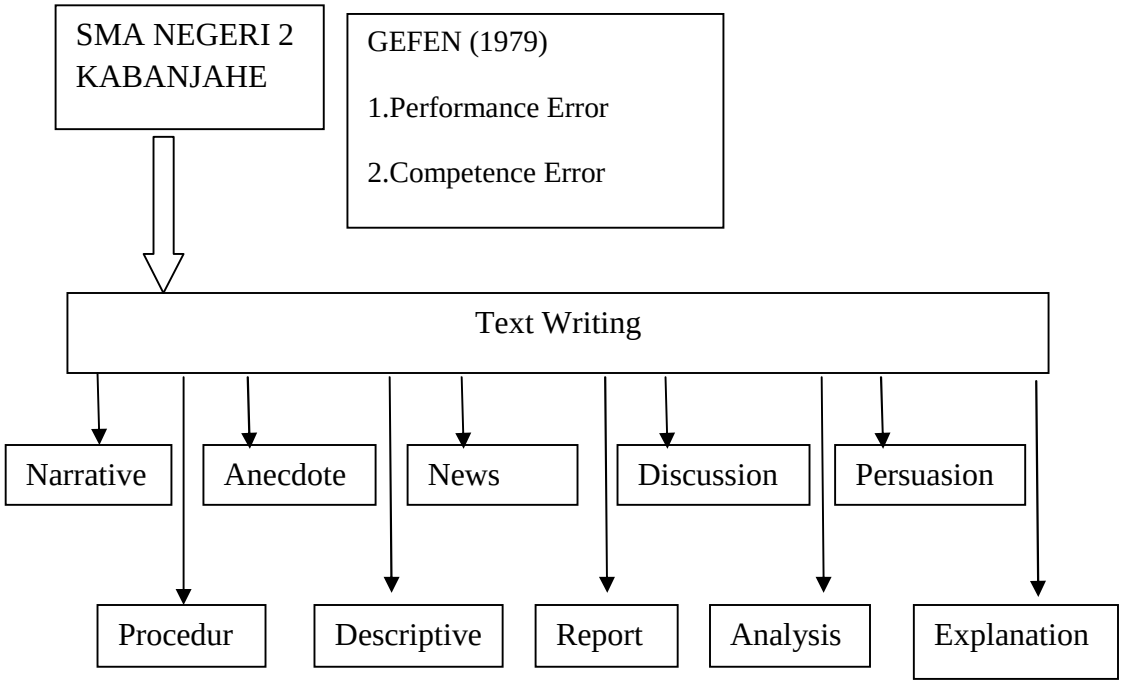
The third from Nurjanah (2012) entitle “*Analysis of students’ Error in using personal pronoun”*. This research was held in the first year of MTS AL-Hidayatussalafiyah. The samples of this research are 40 students. To get the data, the writer gave a pronoun test where students had to identify errors concerning subjective, objective, possessive adjective, and

possessive pronouns. Data analysis shows that the students made a total of 248 errors which consist of 42 or 16.93% errors in using subjective pronouns, 111 or 44.75% errors in using objective pronouns, 17 or 6.85% errors in using possessive adjective, and 78 or 31.45% errors in the use of possessive pronouns. Based on the percentage, it can be conclude that the student still find difficulties in learning personal pronouns.

Based on the previous writer above, it is known that the most difficult material to be understood by the students' in grammar. This research is different from the previous studies in that it concerns with the use of relative pronoun in the writing skill. The writer intends to analyze the error of the students in using the relative pronoun and the types of the error analysis.

2.7 Conceptual Framework





CHAPTER III

RESEARCH METHODOLOGY

3.1 The Research Design

In doing this research, the writer will be use descriptive qualitative research to describe the students' errors in using Relative Pronouns in writing skill by the first year students of SMA NEGERI 2 KABANJAHE. Qualitative research involves an interpretive and naturalistic approach: "this means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them.

According to Berg (1989:2) “a qualitative research refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and description of things.The other researcher L.R Gay (2012:13) “qualitative data is a formidable task for all qualitative researchers, especially those just starting their careers.

3.2 The Subject of study

The subject of this research arestudents of the second semester in the Senior High School of SMA NEGERI 2 KABANJAHE.The writer would be selected one class from two parallel classes as a subject randomly select. It was because the limitation of time and each of classes consist of same students’ qualification. There are 25 students chosen as the subject of study XI-MIPA.

3.3 The Instrument of Collecting Data

In collecting the data, the writer would be applying one instrument to elicit students’ grammatical error. The instrument is writing test. Writing testused to find out the error on students’ in the text. The writer suggest to the students to make the text and underline the Relative pronouns.

3.4 The Technique of Collecting Data

In collecting data, the data would be analyzed to identify the students’ error of using relative pronouns in the text. The writer takes the following steps:

1. The researcher suggest to the students to make descriptive text by their own word.
2. Before doing the assignment given, the researcher suggests them to use relative pronouns in descriptive text.

3. Students must make a text of at least two paragraphs. One paragraph consists of at least 30 words.
4. Checking the students work to find out the errors.

3.5 The Technique of Analyzing Data

In doing the analysis, the writer used steps as follows:

1. Data collection

   In this step, the writer gives the keyword to the students. So, they can understand what they do.

2. Identification

   In identification, the writer analyze the errors of student.

3. Classification

   In this step, the writer classified the data by finding the errors made by the students.

4. Data Analysis

   After classifying the data, the writer analyzed the students' errors in relative pronoun by the text.

$$\mathbf{P(\%)} = \frac{F}{N} \times 100\%$$

Where:

P= Percentage

R= Frequency of each errors types.

N= sum of the errors.