Chapter One

Introduction

In this chapter, the researcher explains the reasons why the topic of the study was chosen. This chapter elaborates the background of the study, identification and limitation of the problem, research question, objective of the research, and significance of the research.

Background

Writing is a complex activity that a student should comprehend. Writing is said to be a complex activity because it needs a combination of syntactic and semantic knowledge (Watcharapunyawong & Usaha, 2013). Writers should connect ideas that are produced in their mind into the sentences which is understandable to the reader. In that way, writing is an activity where the writer conveys their idea to the reader.

Writing is one of the activities that require the writers' strategies not only to put themselves in the position of the reader but also have to combine all the knowledge they have and put them into words (Abbuhl, 2012). Writers need to be able to persuade the reader and deliver the message to them effectively. To avoid miscommunication between the writer and the reader, the writer should make sure that everything in the writing is well organized. When the person writes something they will use reference to organize everything in their writing. Kujiper, Hartman and Hendriks (2015) mentioned that reference play a big role in the use of language. In the other word, a person will refer everything in their surrounding when they do communication. To refer specific things, writer needs a helper in order to state the reference. One of the aspects to help writers organize the text and guide the reader through the argument is pronoun. Pronoun is a word that used to refer to the information, things, people or idea that are mentioned in a talk or

writing. This can help the writer to avoid repetition of one or more nouns (Hacker, 1995). For example, personal pronoun has a big contribution to show how a writer built a relationship with their reader and with their discourse community (Kuo, 1999). In that case the writer would choose the pronoun *you* or *the society* to refer the reader and people around which indicates that the writer wish to make a direct communication with the reader through his/her writing.

A writer should choose how specific the referring expression they wish to use to ease the reader to understand their message. Kamiloff (1985) suggested that someone needs to use less ambiguous reference in the respect of the discourse. When a reference is not specific, the meaning will be ambiguous. Pronouns have a wide range of interpretation which can make the listener or the reader misunderstand (Kujiper, Hartman, & Hendriks, 2015). For example, in a context with two referents, the use of pronoun may lead to incorrect interpretation, for example 'Rembrandt van Rijn had a different painting style than Vincent van Gogh. He painted "The three singers".' Here the pronoun 'he' could be interpreted as referring to the first person mentioned, but it can also be interpreted to the other person. In contrast, if the sentence only has one referent, the use of pronoun may show the correct interpretation.

Furthermore, writing activity for English as Foreign Language (EFL) students can be said as a complex activity since they have to combine the ideas in their fisrt language (L1) and then transfer it to English. Carson (2001) argued that learners may translate directly from L1, or they may try out what they assume is a correct structure of the target language. This case will highly lead to error. In line with the use of pronoun, the reason why the statement above will lead into error is because the pronoun structure between students' Indonesian Language differs from the target language which is English. The simple example, there are no gender in pronoun in Indonesian Language both in personal or possessive case. Pronoun not only play role as the

helper in the writing, but it also show how writers construct their relationship with readers (Kuo, 1999).When the students fail to perform the correct pronoun addressing needed in the target language, the lack of understanding in the use of pronoun might lead to miscommunication which leads to the problem and errors in the students' writing work.

Talking about error that happened in the students' writing, error analysis study is conducted in order to find out the error which is made by the students. Error analysis is a way to analyze kinds of error in language learners' performance which can be corrected with appropriate remedial measures (Richards, 2015). Error analysis is a significant way to see students' language proficiency by analyzing errors in the students production such as speaking and writing (Corder, 1982). It also aims to determine kinds of problem which most of the students face. Thus, it can help determine what kinds of problem that should be analyzed and considered.

Writing has been a hard task for students since it does not only require the students to combine word into sentence, and sentence into paragraph, but the students also have to make sure that they make a good and well-formed paragraph. This activity requires the knowledge of grammatical form and vocabulary in a single writing activity. This research was undertaken in order to know the errors that occur in the students' writing. Error analysis in the use of pronoun in the students writing work has never been done before in Universitas Muhammadiyah Yogyakarta (UMY). Thus, the researcher is interested in taking the opportunity to pick this case as the subject of the study.

The reason why the researcher chose to analyze error in the use of pronoun because there were differences of pronoun types between Indonesian Language and English. English

grammatical rule in using pronoun is more complex than Indonesian Language, which can lead to students' confusion. For example, Indonesian Language only has –*nya* to indicate the third person pronoun, while English has different gender pronoun his, her, and it for non-personal thing and animal. Purwoko (1984) underlined that the differences of grammatical rule in the use of pronoun between Indonesian Language and English give a big contribution in the students' production both in writing and speaking. The contribution was not always in the positive way. The complexity of English pronoun could give confusion for the students. This case can lead to several errors in the students' production. Thus, the researcher is interested in analyzing the error that might occur in the use of pronoun in English writing made by students, especially at Language Training Center (LTC) Universitas Muhammadiyah Yogyakarta (UMY) students.

LTC UMY was chosen to be the setting of the research because researches which were conducted in LTC UMY were not popular among the English Education Department (EED) students. According to LTC management, there were not so many recorded researches conducted at LTC UMY by students of EED UMY. In addition, the researcher was studying in EED UMY. Therefore, the researcher had already known the characteristic of the students at EED UMY. In the other hand, English is the subject that the students of EED UMY learn everyday. In contrast, the students from the non-English major get English lesson as the part of required lesson beside other subject that the students from non-English major learn. Therefore, it was feared that the finding will lead to mistake rather than error (see chapter 2). Furthermore, LTC UMY provided more various participants to be chosen as students from different major were taking English classes there. The students who took the classes in LTC UMY were students from non-English department who got English lesson as one of their required subject. Thus, the researcher was

curious whether errors in the students' production especially in writing in LTC UMY would occur and what were types of error would occur.

Identification and Limitation of the Problem

In relation to background of the problem above, students at UMY especially those who learn English might find differences between their L1 and Second Language (L2). The differences might lead to some problem in their production especially in writing. This production problem was highly related to the lack of grammar proficiency, such as verb tense, word choice, sentence structure, article, preposition, modal/auxiliary, singular/plural form, pronoun, run-on sentence, infinitive/gerund, transition, subject-verb agreement (Watcharapunyawong & Usaha, 2013). One of grammar aspects that become focus here is the use of pronoun. There are seven types of pronoun mentioned in this study. From those seven pronouns there are some problems that might occur, such as ambiguous reference, implied reference, too broad and indefinite (Hacker, 1995). Corder (1982) stated that error in producing pronoun highly occurred in the students' production both in spoken and written. When the error of using pronoun occurs, miscommunication will highly occur. Thus, this study focused on the use of personal pronoun reference which will cover subjective case, objective case and possessive case.

Research Question

Here is the research question for the issues above:

What are the errors in using the pronoun made by the students in English writing at LTC UMY?

Objectives of the Research

Based on the background of the problem, the objective of the problem is:

To find out the errors in using the pronoun made by the students in the students' English writing work.

Significance of the Research

      For the researcher. The information in this research really helps the researcher to know the errors that might occur in the students' writing. It then can encourage the researcher to conduct other research related to the other types of pronoun.

      For lectures. This research can be useful for lectures in order to identify the pronoun errors made by students. This research can show the lectures what types of error found in the use of pronoun occur in the students writing. This can later be used to help the teacher to understand the students' problem in the use of pronoun, and give the students more exposure on which pronoun the students should learn more. Therefore, the teacher can help the students to avoid the error that highly occur in the students' writing.

      For students. This research can provide enough information on what the common pronoun error done by the students in their written work. That information can become an evaluation for the students to avoid the errors and improve their writing. Furthermore, the information in this research can be useful for the students to identify and anticipate the possible errors that they might do in their writing activity.