

## **Chapter Two**

### **Literature Review**

In this chapter, the researcher provides several things related to the literature review of the research. In the students' writing there are a lot of things which important for the reader to understand. The first topic that will be discussed in this chapter is the definition of writing. Furthermore, this chapter will discuss about error analysis and the kinds of error that might be found in the students' writing. The last point of this section deals with pronoun which will be supported by expert.

#### **Writing**

Writing is one of four skills known in English language. According to Voon Foo (2007) writing is one of the essential skills that students should comprehend. A student should be able to report and produce something such as writing in the process of their study. Thus, a student is asked to be able to gather all the information and their knowledge and put them together in the form of writing. Writing is such an important learning tool because it helps students understand ideas and concepts better. Pak-TaoNg (2003) suggested that writing consists of a lot of activities which result in understanding. Such an understanding includes a process of thinking about the topic, notes gathering, data collection, and so on, which makes a reflective thought at the end. Thus, writing activity requires a lot of activities regarding how ones understand and elaborate their skill into written form.

Furthermore, according to Santos (2000) there are three reasons that make writing increasingly essential. First reason is that more international linguists are promoting writing as

their field of specialization. The field of writing has been widely popular among educated people around the world. This type of job, despite the salary which it offers, gives a lot of advantages which can share the writers' knowledge and experience to the readers. The second reason is that more articles and journals are being published in English. Students, especially English language students, are expected to be able to produce good English writing. Hermer (1991) suggested an idea of reception and production which described that students should receive something before they can produce. When students are expected to speak, they have to get listening activity first. If the students are expected to write, they have to read first. In the other hand, writing skill is mostly affected by students' reading skill, which means the students need a lot of exposure in reading English text. The third reason is more students are pursuing their degrees in English speaking countries. This case required students not only to comprehend good speaking skill, but they also have to comprehend the other skill in order to achieve an effective communication.

Watcharapunyawong & Usaha (2013) argued that teaching writing is not a simple task because writing needs various competences, including grammatical structures, organization, and vocabulary. One important grammatical structure that is discussed in this study is pronoun. Carson (2001) argued that in writing activity, learners may translate directly from L1, or they may try out what they assume is a correct structure of the target language. The direct translation used by the students 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 L1 which is Indonesian Language differs from the target language which is English. The simple example is Indonesian Language does not have gender in pronoun 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, miscommunication will highly occur.

### **Error vs Mistake**

There is a significant difference between error and mistake. Corder as cited in Ellis (1994) mentioned that error occurs when someone ignores the use of language norm in the accepted language used. This could also happen because the students have lack of knowledge of their L2. On the other hand, mistake occurs when students fail to perform their competence. This usually happens unconsciously and the students can correct it by themselves. From the differences above it can be seen that error occurs because someone has not learned all of the aspect in the L2, which limited them in producing the language. Meanwhile, mistake can be produced even by the native speaker. This phenomenon can be possibly caused by memory limitation and several other physical interference such as working under pressure, anxiety, and forth (Ellis, 1994). Brown (2000) also distinguishes mistakes and errors. A mistake indicates “a failure to utilize a known system correctly” whereas an error “reflects the competence of the learner” (p. 226).

There are several definitions by the experts related to error. Dulay, Burt and Krashen (1982) defined errors as “the flawed side of learner speech or writing”, which can be identified by their language performance. They also mention that errors may be distinguished based on the causes: errors caused by factors such as physical performance and motivation are “performance errors”, and errors caused by lack of language knowledge are called “competence errors” (p.130). The error occurs in the language learners’ productive skill which is a product of L1 and L2 transfer, which usually called as inter-language (Ellis, 1994). This is common condition for language learners, since there are a lot of factors that can affect their productive skill such as the

lack of L2 knowledge and grammatical differences. A person will unconsciously make errors in L2 production when he/she does not have enough knowledge about it. The error can be found in spoken or written production in a pretty similar frequency (Dechert, 1983).

From the explanation above we can draw the conclusion that mistake is a failure to perform one's competence while error is the picture of the competence itself. Brown (2000) also emphasized that learners do make errors, which can be observed, analyzed and classified to reveal something of the system operating within the learners. In other word, an error occur not because the students fail to receive the knowledge, but it is a normal phases that they will get.

### **Error Analysis**

Dulay, Burtand and Krashen (1982) defined errors as the issues in the students' speaking or writing which is not fit to the grammatical rule of the target language. L2 learners have grammars of their own, which Selinker (1969) as cited at Richards (2015) labeled as inter-language. When the errors occur in the language as learners produce the target language, the specific language might be occur. On the other hand, inter-language is a language produced by the learners which different from their mother tongue and the target language. Fauziati (2011) mentioned that inter-language is the language produced by the language learners that have not been complete yet and contain errors. The language is also different from both the native language and the target language.

According to Ellis (2003) as cited in Agustina (2016), the understanding of inter language is essential to define errors in language learning because both are interrelated. Errors are defined as the norm deviation of faulty in using the target language from the result of "incomplete

learning” (p. 63). Here are the classifications of errors or the table of surface strategy taxonomy of errors:

Table 1

*A Surface Strategy Taxonomy*

<b>CATEGORY</b>	<b>DESCRIPTION</b>	<b>EXAMPLE</b>
<b>Omission</b>	The absence of an item that must appear in well-formed utterance	She sleeping
<b>Addition</b>	The presence of an item that must not appear in well-formed utterances	We didn't went there
<b>Misformation</b>	The use of wrong form of the morpheme or structure	The dog ated the chicken
<b>Misorderings</b>	The incorrect placement of a morpheme or group of morphemes in an utterance	What daddy is doing?

Source: Dulay et al in Ellis, 2003, p.56

Corder (2003) as cited in Agustina (2016) explained that error analysis is a study to investigate learners' errors when they learn a target language. This error occurs in the language learning process. Thus, error analysis can be a picture of how well the students learn the language. It can also measure their proficiency level. Indeed, the error analysis has the pedagogical application or implication in language teaching.

### **Pronoun**

Pronoun is one of the important things in writing activity. Pronoun usually takes the place of a noun. This can help the writer to avoid repetition of one or more nouns (Hacker, 1995).

Fromkin, Rodman, and Hyams (2010) explained that pronouns are lexical items that can get their

meaning from other noun phrases in the sentence. Pronoun is used to refer to the entities or participants who are previously mentioned in certain sentences. When the identification of the participant is failed, the miscommunication in that discourse will highly occur (p. 175).

The use of pronoun can be affected by the grammatical rule of the target language and the first language, since both languages might have different types and pronoun use. Purwoko (1984) mentioned that pronoun in Indonesian Language is only divided into three group namely 1<sup>st</sup> person pronoun, 2<sup>nd</sup> person pronoun, and 3<sup>rd</sup> person pronoun, while English has five group of pronoun which categorize into plural, singular, masculine, feminine, and non-person pronoun.

Table 2

*Table of English and Indonesian pronoun*

				Personal pronoun	
				Subjective case	Objective case
English	1 <sup>st</sup> person	Singular		I	Me
		Plural		We	Us
	2 <sup>nd</sup> person	Singular		You	You
		Plural			
	3 <sup>rd</sup> person	singular	Masculine	He	Him
			Feminine	She	Her

			Non-pers	It	It
		Plural		They	Them
Indonesian	1 <sup>st</sup> person	Singular		Saya, aku, ku	Saya, aku, ku
		Plural		Kami, kita	Kami, kita
	2 <sup>nd</sup> person	Singular		Engkau, kamu, mu, anda, kau	Engkau, kamu, mu, anda, kau
		Plural		Kalian, kamu sekalian, anda sekalian	Kalian, kamu sekalian, anda sekalian
	3 <sup>rd</sup> person	Singular		Ia, dia, beliau	Ia, dia, beliau
		Plural		Mereka	Mereka

Source: Purwoko (1984)

The table shows that English has five groups of pronoun including plural, singular, masculine, feminine and non-person pronoun. Indonesian Language does not have the masculine, feminine, and non-person pronoun, they are simply labeled as general group 1<sup>st</sup> person, 2<sup>nd</sup> person and 3<sup>rd</sup> person pronoun.

On the other hand, according to Hacker (1995), there are seven types of pronoun in English, they are:

Table 3

*Hacker Seven Types of pronoun*

<b>TYPES OF PRONOUN</b>	<b>DESCRIPTION</b>	<b>EXAMPLE</b>
Personal pronouns	Refer to specific persons or things.	Singular : I, me, you, she, her, he, him, it Plural : we, us, you, they, them
Possessive pronouns	Possessive pronouns indicate ownership.	Singular : my, mine, your, yours, her, hers, his, its Plural : our, ours, your, yours, their, theirs
Intensive and reflexive pronouns	Intensive pronouns emphasize a noun or another pronoun (The senator <i>herself</i> met us at the door). Reflexive pronouns name a receiver of an action identical with the doer of the action	Singular : myself, yourself, himself, herself, itself Plural : ourselves, yourselves, themselves
Relative pronouns	Relative pronouns introduce subordinate clauses functioning as adjectives.	Who, whom, whose, which, that



Demonstrative pronouns	Demonstrative pronouns identify or point to nouns. Frequently they function as adjectives.	This, that, these, those
Indefinite pronouns	Indefinite pronouns refer to nonspecific persons or things.	All, another, any, anybody, anyone, anything, both, each, either, everybody, everyone, everything, few, many, neither, nobody, none, no one, nothing, one, several, some, somebody, someone, something
Reciprocal pronouns	Reciprocal pronouns refer to individual parts of a plural antecedent	Each other, one another

Source: (Hacker, 1995, p. 336)

As the researcher mention earlier, a miscommunication will highly occur if certain reference of a pronoun is failed to be identified. The case will affect the writers' performance. According to Hacker (1995) there are four problems usually encountered related to pronouns, they are: pronoun antecedent, pronoun reference, pronoun case (personal pronoun), pronoun case (*who* vs *whom*)

**Pronoun antecedence.** The antecedent of a pronoun is the word the pronoun refers to (Hacker, 1995). It can be seen whether a pronoun and its antecedent agree when they are both singular and both plural.

Table 4

*Table of Pronoun antecedent agreement*

<b>Singular</b>	<b>Plural</b>
The <u>doctor</u> finished <u>her</u> rounds.	The <u>doctors</u> finished <u>their</u> rounds.

**Pronoun reference.** A pronoun should refer clearly to its antecedent. When the reference is ambiguous, implied, vague or indefinite it will become unclear (Hacker, 1995).

Table 5

*Table of pronoun reference issues*

<b>Pronoun reference</b>	<b>Example</b>
Ambiguous reference	Occur when the pronoun refer to two possible antecedents.  Ex: When Gloria set <u>the pitcher</u> on the <u>glass-topped table</u> , <u>it</u> broke
Implied reference	A pronoun must refer to specific antecedent that is present in the sentence.  Ex: After braiding Anna's hair, Sue decorate <u>them</u> with ribbons. ( <u>them</u> refer to the braids, it is not mentioned in the sentence)

<p>Broad reference of <i>this, that, which,</i> and <i>it</i></p>	<p>The pronouns <i>this, that, which,</i> and <i>it</i> need to refer to a specific antecedents rather than the whole ideas of the sentence that it belong.</p> <p>Ex: In a large city, we find ourselves victims of serious crime. We learnt to accept <u>this</u> without complaints. (<i>this</i> refer to our problem when we life in a large city. This is not specifically mentioned in the sentence)</p>
<p>Indefinite reference of <i>they, it</i> or <i>you</i></p>	<p>Pronouns cannot be used to refer to persons or things that are not specifically mentioned.</p> <p>Ex: <del>In</del> the encyclopedia <del>it</del> states that male moths can smell female moths from miles away.</p>

Source: (Hacker, 1995)

**Pronoun case (personal pronoun).** Personal pronoun case form is based on their grammatical function in sentences. Pronouns functioning as a subject should be written in the subjective case. Pronouns functioning as an object appear in the objective case. Lastly, pronoun functioning as possessive should be in the possessive case (Hacker, 1995). Warriner (1982) mentioned that personal pronoun is a word to replace a noun or noun phrase. A pronoun can refer

to a place, things, person, idea or information. However, personal pronoun only refers to person or things. The following table shows the pronouns of each case.

Table 6

*Personal Case Form*

<b>Subjective case</b>	<b>Objective case</b>	<b>Possessive case</b>
I	Me	My
We	Us	Our
You	You	Your
He/she/it	Him/her/it	His/her/its
They	Them	Their

Source: (Hacker, 1995, p. 147)

When the writer failed to write pronouns as they functioning for, the meaning of the sentence will be different. The following section shows differences between subjective and objective cases and also the examples to demonstrate how a writer should avoid choosing wrong pronoun. Lastly, this section describes the special use of possessive-case pronoun.

***Subjective case.*** When the purpose of a pronoun is used as a subject or a subject compliment, the pronoun must be in the subjective case (I, we, you, he/she/it, they). There are three types of subject in subjective case pronoun, namely subject, subject complement, and subject infinitive. Subject complements is a word following linking verbs that complete the meaning of the subject. Subject infinitive in the other hand is the base form of a verb, usually along with the word *to*. Subject infinitive is the exception of the rule that subject must be in

subjective case. Whenever an infinitive has a subject, it must be in the objective case. The following terms are the samples of the sentence from three types of subjective case pronoun.

Subject	Sylvia and <i>he</i> shared the award.
Subject complement	Greg announced that the winners were Sylvia and <i>he</i> . Sandra confessed that the artist was <i>she</i> .
Subject infinitive	We expected Chris and <i>him</i> to win the game.

**Objective case.** When a pronoun functions as a direct object, an indirect object, or the object of preposition, it must be in the objective case (me, us, you, him/her/it, them). For example,

Direct object	Bruce found Tony and brought <i>him</i> home.
Indirect object	Alice gave <i>me</i> a surprise party.
Object of preposition	Jessica wondered if the call was for <i>her</i> .

**Compound word groups in the objective case.** When a subject or an object appears in a compound form, the writer may usually become confused. To make sure whether the pronoun that is chosen is correct, Hacker (1995) suggested that the compound words can be ignore. For example, first sentence is “Everyone laughed when Ellen explained that her brother and her had seen a monster.” The correct pronoun should be *her brother* and *she*, because *her brother and she* is the subject of the verb *had seen*. Secondly, “The most traumatic experience for her sister and I occurred long time ago.” We would not say *the most traumatic experience for I*, because the pronoun *I* is the subject of the preposition *for*, so it must be *me*.

**Possessive case.** Possessive case pronoun mainly used to show ownership. As Hacker (1995) suggested that the possessive pronoun (my, our, your, his/her/its, their) show the

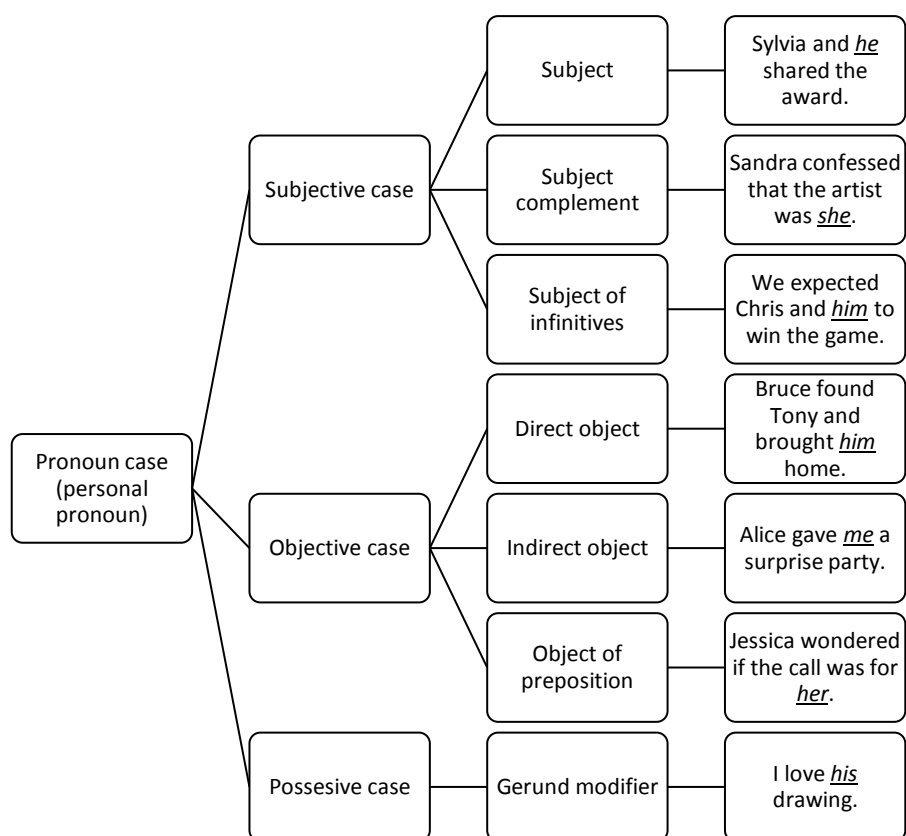
definition of possession. The pronoun is usually followed by a noun and it shows the ownership of that noun. For example, “I should take care for my pet more.”

*Possessive case to modify a gerund.* There is one case where a pronoun modifies gerund or a gerund phrase. A gerund is a verb which ending with –ing that functions as a noun (Hacker, 1995). A pronoun that modifies a gerund or a gerund phrase should be in the possessive case. For example, “I love his drawing. It tells million words.” The word “drawing” is a gerund and it is functioning as a noun, thus the pronoun that modify it should be in the possessive form.

The tree case above can be derived as follow:

Figure 1

*Personal Case Form*

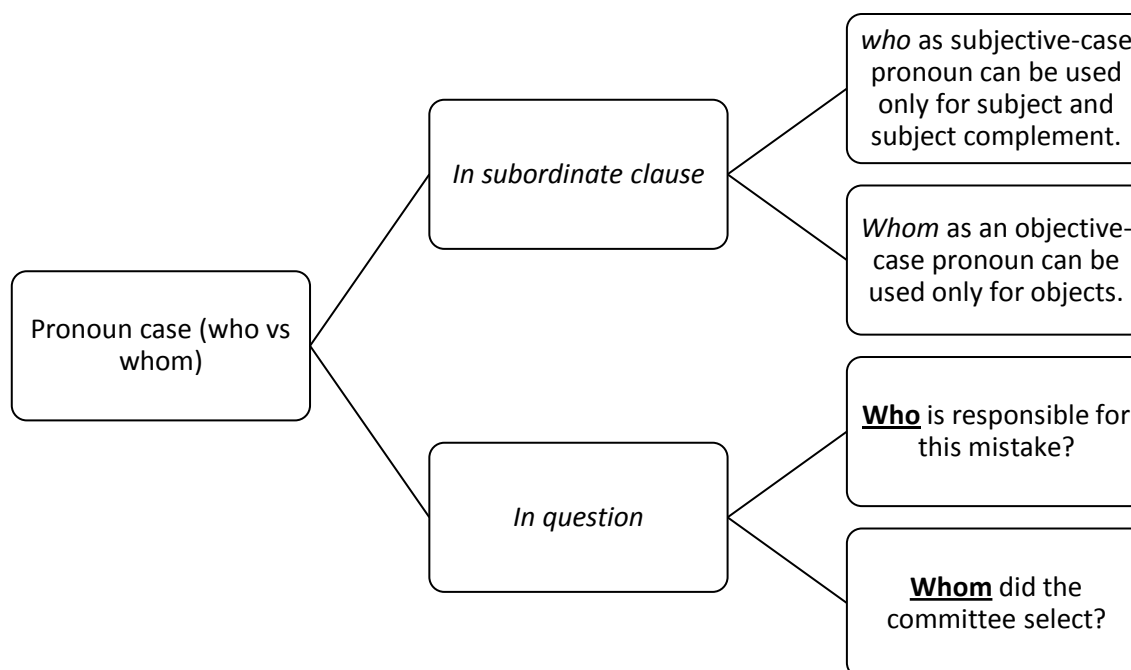


Source: (Hacker, 1995)

**Pronoun case (who vs whom).** *Who* and *whom* are relative pronouns used to introduce subordinate clause (Hacker, 1995). They also can be used as interrogative pronouns used in questions. *Who* as a subjective-case pronoun can be used only for subject and subject complement. *Whom* as an objective-case pronoun can be used only for objects.

Figure 2

***Pronoun case (who vs whom)***



From the theory that is mentioned above, the researcher chose the Pronoun case (Personal pronoun) theory as the foundation of the research. The theory can support the research's aim as it represent the problem that EFL students facing. The use of pronoun in English is more complex than pronoun in Indonesian Language. When the students are not fully understood in using the pronoun, the meaning of the sentence becomes ambiguous. In result, the communication activity

will not happen effectively. That is the reason why the researcher use the researcher selects the theory as the foundation of the research.

### **Review of Related Research**

There were a lot of researches related to this study. However, the researcher only chose two among those related researches. The first research was conducted by Mardijono (2003) under title “Indonesian EFL Advanced Learners’ Grammatical Errors”. This study aimed to reveal the grammatical error, which also consisted of pronouns error, types of errors and their frequency of occurrence in the students' written work made by the English department students at Petra Christian University. The researcher use seventeen proposals that were collected from the English Department students of Petra Christian University. The researcher identified and numbered the error in each proposal. Those errors were collected and analyzed to determine the types of error using surface strategy taxonomy.

The result of the study showed that there were two types of error found in the seventeen proposals, namely morphological and syntactic errors. Morphological errors involve the use of possessive case, basic verb, past participle, present participle, infinitive, adverb, adjective, verb and noun. Syntactic errors fall into the categories of Noun Phrase, Verb Phrase, and Transformations. Errors in Noun Phrase are related to Determiners, Number, Pronoun, Preposition; errors in Verb Phrase involve the verb *be*, tenses - present progressive, simple present, present perfect, simple past-; verb and verb construction; and some transformations consisting of negative transformation, and passive transformation.

The strength of this study is the researcher provides deep analysis of the participants’ proposals. This make the researcher had a lot of error classification. However, because there are



so many types of errors, the researcher could not present deep explanation about each types of error. Nonetheless, this related research provided some information on what types of pronoun errors occurred in the students' writing. The pronoun errors were located in the agreement between the pronoun and the antecedence, which the researcher also found in the participants' writing in this study. What makes this research different from this related research is that this research only focused on the use of pronoun error without classifying the other types of error. In the other hand, the types of pronouns which analyzed in this related study were different. This related study analyzed relative pronoun. In addition, the researcher use essay writing which had different genre from the proposal that was used in this related study.

The other research that is related to this study came from Watcharapunyawong & Usaha (2013), under title "Thai EFL Students' Writing Errors in Different Text Types: The Interference of the First Language". This study aimed to analyze writing errors caused by the interference of the Thai language, regarded as the first language (L1) of the participant in the research. The researcher collected 120 English paragraphs written by 40 second year English major students of Thepsatri Rajabhat University.

The researcher choosed three different writing genre, narration, description, and comparison/contrast. The results revealed that the first language interference errors fell into 16 categories: verb tense, word choice, sentence structure, article, preposition, modal/auxiliary, singular/plural form, fragment, verb form, pronoun, run-on sentence, infinitive/gerund, transition, subject-verb agreement, parallel structure, and comparison structure. According to the results of this study, it can be firmly said that L1 interference categories of each writing genre varied in terms of L1 syntactic and semantic properties.

The research of this related study classified the error based on the writing genre which means that there were three different analyses. That was beneficial because the researcher can classify the error clearly from each writing genre. The researcher also provided the frequent of errors occur in each genre. Even though the essay writing use in this study had two different genre namely descriptive and recount text, but the researcher did not classify the error based on the text genre. The researcher classified the errors based on the pronouns used in the sentences of participants' writing. The researcher also did not analyze the frequent of errors in the participants' writing.

From the two related study, there are similarities and differences from those related studies and this study. The similarities were located in the type of document that was analyzed which was students' writing. Furthermore, the two related research showed that there were error on the use of pronoun in the students' writing. In the other hand, there were some differences between the two related study and this study. Firstly, the type of document writings that were analyze in both related study were different form this research. The first related study used students' proposal and the second related study used students writing which differ with three different writing genres, narrative, descriptive, and comparison/contrast. Even though the related studies showed error in the use of pronoun in the students writing, the types of pronoun error which analyzed in the related study were different from the types of pronoun error found in this study.

### **Conceptual Framework**

The title of this research is The Error Analysis on the Use of Pronoun in the Students' Writing at LTC Universitas Muhammadiyah Yogyakarta (in Academic Year 2016-2017). From

the title, the researcher conducted the study based on one research question: What are the errors in using the pronoun made by the students in English writing?

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 the students, especially Language Training Center (LTC) Universitas Muhammadiyah Yogyakarta (UMY) students.

LTC UMY was chosen to be the setting of the research because 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 wondering whether errors in the students' production especially in writing in LTC UMY would highly occur and what were types of error would occur.

Writing has become an anxiety to the students since it not only requires the students to combine sentences into a 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. There are a lot of grammatical aspects that the students need to master in order to make a good paragraph, such as tenses, subject-verb agreement, the use of pronoun and forth. As Hacker (1995) mentioned that error was an essential aspect in writing, the researcher tends to analyze the error in the use of pronoun in the students writing activity. The scope of the study can be seen as follow:

Figure 3

*Conceptual Framework*

