

TIDAK DIPINJAMKAN KELUAR

A DESCRIPTIVE STUDY OF THE ERRORS OF THE PRONOUN
USE IN GUIDED COMPOSITIONS OF THE FIRST YEAR
STUDENTS OF SLTP 2 JEMBER IN THE 1999/2000
ACADEMIC YEAR

THESIS



Presented as One of the Requirements to Obtain the S1 Degree at the English
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MOTTO

مَنْ سَلَكَ طَرِيقًا يَتَمَسَّ
فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ بِهِ طَرِيقًا
يَقْأِلَى الْجَنَّةِ

“Whoever looks for the way getting the knowledge,
God will ease the way to heaven” (Al Hadist).

DEDICATION

This thesis is dedicated to:

- My beloved father and mother, you've done a lot of things for my future, thanks for your prayer and your affection for me.
- All my brothers and my sisters, Mas Heru, Mas Firman, Mbak Aris, Mbak Lilik, Hasan, I do love you so much.
- All my friends at the 1995 especially Ucha, Emi, Alfi, Wiwit, thanks for your help.
- All my friends on Villa Kenanga, We've learned and shared many things, thanks for all you've given to me.
- My almamater Jember University.

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JEMBER IN THE 1999/2000 ACADEMIC YEAR

THESIS

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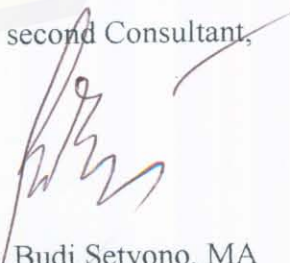
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I hope the readers will find the value in this thesis. I accept the responsibility for any weaknesses, which may remain.

Jember, August 2000

Kenyo Prastiwi

LIST OF TABLE

NO	THE NAMES OF TABLES	PAGE
1.	The Samples of Respondents	21
2.	The Grade of Students' Errors	24
3.	The Errors in Pronoun Use	27
4.	The Interpretation of Students' Errors	29
5.	The Errors Frequencies of Pronoun	32
6.	The Qualification of Students' Errors in Pronoun	33



TABLE OF CONTENTS

	Page
TITLE	i
MOTTO	ii
DEDICATION	iii
CONSULTANT APPROVAL	iv
APPROVAL OF EXAMINERS TEAM	v
ACKNOWLEDGEMENTS	vi
LIST OF TABLE	vii
TABLE OF CONTENTS	viii
ABSTRACT	x
CHAPTER I. INTRODUCTION	1
1.1 Background of the Research.....	1
1.2 Problem of the Research.....	3
1.2.1. The limitation of the Problem.....	3
1.2.2. Problem Formulation.....	4
1.3 Operational Definition of the Variables.....	5
1.4 Research Objectives.....	5
1.4.1. General Objective.....	5
1.4.2. The Specific Objectives.....	5
1.5 The Research Significances.....	6
CHAPTER II. REVIEW OF RELATED LITERATURE	7
2.1 The Language Learning Process.....	7
2.2 Errors and their Types.....	9
2.2.1 The meaning of Errors.....	9
2.2.2 Errors Types.....	10
2.3 Errors in Writing.....	11
2.4 Pronoun Use.....	13
2.5 Errors in Pronoun Use based on the Surface Strategy Taxonomy.....	15
2.6 Guided Composition.....	17
2.7 Purpose of Teaching Writing at SLTP.....	18
CHAPTER III. RESEARCH METHODS	19
3.1 Research Design.....	19
3.2 Area Determination Method.....	19
3.3 Respondent Determination Method.....	19
3.4 Data Collection Methods.....	21
3.4.1 Test.....	21
3.4.2 Interview.....	22
3.4.3 Documentation.....	22
3.5 Data Analysis Method.....	23

CHAPTER V. RESEARCH RESULTS AND DISCUSSION	25
4.1 Supporting Data	25
4.1.1 The Result of Documentation	25
4.1.2 The Results of Interview	25
4.2 Primary Data	26
4.2.1 The Results of Test	26
4.2.2 Data Analysis	28
4.3 Discussion	34
CHAPTER V. CONCLUSION AND SUGGESTIONS	37
5.1 Conclusion	37
5.2 Suggestions	37
BIBLIOGRAPHY	
APPENDICES	
1. The Research Matrix	
2. The Supporting Data Instrument	
3. List of Respondents	
4. Try Out	
5. Reliability Coefficient Estimation	
6. Facility Value of Test Item	
7. Writing Test	
8. Answer Key	
9. Test Items Numbers	
10. The Way of Analyzing the Data	
11. Permit Letter of Jember University	
12. Permit Letter of SLTP 2 Jember	
13. The Consultant Sheet	

ABSTRACT

Kenyo Prastiwi, August 2000, A descriptive study of the errors of the pronoun use in guided composition of the first year students of SLTP 2 Jember in the 1999/2000 academic year.

Thesis, English Program, Language and Art Department, Faculty of Teacher Training and Education, Jember University.

Teaching English in Junior High School and Senior High School is mainly aimed at making the students be able to communicate in English. Unfortunately, most of school graduates still make a number of errors in their writing. The problem in this research is: how is the first year students' errors of the pronoun use in guided compositions at SLTP 2 Jember. The respondents taken were 46 students. The technique used was proporsional random sampling. The methods used to collect the secondary data were interview and documentation, while test was used to collect the primary data. The results of test were analyzed by using quantitative statistical method. Based on the results of the data analysis, it can be concluded that the first year students of SLTP 2 Jember in the 1999/2000 academic year made pronoun errors in their writing. The highest pronoun errors were on Indefinite pronouns (65.65%) while the lowest pronoun errors were on personal pronouns (23.04%). Finally, it is suggested that students should study structure, especially on pronouns and practice writing more to develop their writing skill. In addition the students' pronoun errors should be discussed to avoid them making the same errors in the future.

The key words: Errors, Pronoun use, Guided compositions



I. INTRODUCTION

I. Background of the Research

It must be admitted that English has an important role in the world. Because of its position as international language English is used in international forum. Most of the people throughout the world including Indonesia mostly learn English as a second or foreign language. In Indonesia, English is given as a compulsory subject at all secondary schools (SLTP and SMU) and even at university level. Moreover, 1994 curriculum of primary school suggests that English may also be taught at this level as a local content course beginning from the fourth year.

In the 1994 English curriculum, it is said that the teaching of English in Indonesia is mainly aimed to develop students' mastery of the four language skills: listening, reading, speaking, and writing. These four skills as well as the language components: structure, vocabulary and pronunciation are taught integratedly with the language components through theme. Although reading is emphasized in the teaching of English in Indonesia, it does not mean that the other skills will be ignored. In the course outline, the target of teaching reading, writing, listening and speaking is stated clearly. For example, in the teaching of writing in the first grade of junior high school, the students are hoped to be able to write simple sentences dictated by teachers and to complete a simple and short conversation or paragraph (gaps – filling composition) in the form of narration or description with correct punctuation and spelling (Depdikbud, 1999:8). So teaching writing in this level is focused on guided composition.

As the complex skill, writing is not easy. Oshima et.al (1991:3) say that writing, particularly academic writing is not easy. It takes study and practice. Students who learn English as a foreign language will face difficulties in writing process especially for beginning learners, such as the students of junior high schools.

The difficulties might be caused by the fact that the writing activity involves some aspects, such as how to make a topic sentence, supporting details, and a concluding sentence. Besides, the students should know how to organize a good paragraph by considering unity, coherency, completeness and order. Arnaudet and Barret (1990: 61) say that an effective paragraph is a paragraph that possesses what one often called unity, completeness, order, and coherency. In addition, writing skill involves many language components such as structure, vocabulary and spelling. Oshima et.al (1991:31) state that spelling is one of the most difficult and confusing aspects of the English language. There is often a difference between the pronunciation of word and its spelling. Besides, a piece of writing needs a greater degree of structural accuracy. A good writing should be written by considering Standard English grammar (Bram, 1995: 54). A part of grammar is structure. Fadhoeli (1986:1) says that structure in Standard English is mostly different with Indonesian; therefore, the English learners face a new language structure, which is very different from the language they have mastered. The learners tend to transfer set of habits of grammatical structures of their native language to the foreign language.

Making errors for the learners at the beginning level is an inevitable part of language learning process. It normally happens not only at the beginning level but also at the intermediate one. Dulay and Burt (in Tarigan 1988:271) state that “You cannot learn without goofing”. It means that students cannot learn something without committing any deviations. There are no students who do not commit errors in the process of learning. Those who want to learn are those who realize their errors. From those errors they can improve their weaknesses.

Relating to errors Corder (in Richards,1974:25) says that the learners’ errors are significant in three ways: (1) these errors tell the teacher how far the learners have progressed and what remains them to learn, (2) the errors will provide, the researchers evidence of how language is learned and acquired what the strategies of

procedures the learners are employing to learn the language, (3) the errors serve a feedback to the learners to improve their learning.

Anyway the specific errors which the writer focuses in this study is the errors of pronoun use. That is due to the fact that some students in junior high school still make errors in this case, although pronoun use is not difficult. According to Hans (1969:39) pronoun forms are among the most easily touchstone as formal English writing. Nevertheless, when compared with noun, the errors in pronoun often happen. Turner (1976:49) states that pronoun is more frequent problem than does in the case of nouns. Students might be still confused with the application of pronoun in a sentence. They often misuse which kinds of pronoun that should be used in a sentence whether it is personal pronouns as subject, as possessive adjective or the other use of pronoun.

Realizing that writing competence is regarded as an important element in language learning and analyzing errors are regarded as an effort to improve writing ability, the writer is interested to improve writing ability by analyzing the pronoun as an aspect of writing in guided writing.

Based on the explanation above the writer wants to conduct the research entitled “ A descriptive study of the errors of the pronoun use in guided composition of the first year students of SLTP 2 Jember in the 1999/2000 academic year”.

1.2 Problem of the Research

1.2.1 The limitation of the Problem

The problems in this research are limited on the errors in the use of personal pronoun, indefinite pronoun, demonstrative pronoun, and interrogative pronoun.

According to Dulay (1982:14) there are four major types of errors taxonomy, namely linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. In this research the classification of errors used is based on surface strategy taxonomy.

Based on Surface strategy taxonomy, Dulay et.al. (1982:197) states that errors can be divided into three types, namely:

- Omission errors : the absence of necessary an item.
- Addition errors : the presence of unnecessary an item.
- Misformation : the misuse of an item .

In this research, the test is constructed based on Dulay's opinion, that is, omission, addition and misformation.

1.2.2 Problem Formulation

In order to avoid the broad problem area identifying the problem of the research is a very important step. The formulation of the problems discussed in this research are general problem and specific problems.

a.General Problem

The general problem to be discussed in this research is "How is the first year students' errors of the pronoun use in guided compositions at SLTP 2 Jember in the 1999/2000 academic year ?"

b.Specific Problem

The specific problems to be discussed in this research are:

1. How is the first year students' errors of the personal pronoun use in guided composition at SLTP 2 Jember in the 1999/2000 academic year?
2. How is the first year students' errors of the indefinite pronoun use in guided composition at SLTP 2 Jember in the 1999/2000 academic year ?
3. How is the first year students' errors of the demonstrative pronoun use in guided composition at SLTP 2 Jember in the 1999/2000 academic year?
4. How is the first year students' errors of the interrogative pronoun use in guided composition at SLTP 2 Jember in the 1999/2000 academic year?

1.3 Operational Definition of the Variable

Errors in Pronoun Use in Guided Composition

In this research, errors of the pronoun use mean the pronoun use which grammatically deviates from the English rule systems found in the learners' guided compositions. The pronouns investigated in this research include personal pronouns, indefinite pronouns, demonstrative pronouns, and interrogative pronouns. The errors of the pronoun use is demonstrated through the percentage of students' errors.

Guided composition in this research means controlled writing exercise in the form of gaps-filling composition (completion) made by the writer for the first year students of SLTP 2 Jember.

1.4 Research Objectives

1.4.1 General Objective

The general objective of this research is to describe the first year students' errors of the use of pronouns in guided compositions at SLTP 2 Jember in the 1999/2000 academic year.

1.4.2 The specific objectives

The specific objectives of this research are:

- a. To describe the first year students' errors of the use of personal pronouns in guided compositions at SLTP 2 Jember in the 1999/2000 academic year.
- b. To describe the first year students' errors of the use of indefinite pronouns in guided compositions at SLTP 2 Jember in the 1999/2000 academic year.
- c. To describe the first year students' errors of of the use of demonstrative pronouns in guided compositions at SLTP 2 Jember in the 1999/2000 academic year.
- d. To describe the first year students' errors of the use of interrogative pronouns in guided compositions at SLTP 2 Jember in the 1999\2000 academic year.

1.5 Research Significances

The research results are significant for the English teachers and further researchers. For the English teachers, the results of the research will give information or input to know the area of difficulties of the pronoun use made by students. In addition, it can be used as consideration to improve the English teaching. For the students, the results of the test are useful to know their errors in applying pronouns in guided compositions, so they might be motivated to improve their ability in using pronouns. For further researchers, the results of the research are useful as information to conduct a further research dealing with similar problems in the pronoun use but in different kinds, such as in relative pronouns, reflexive pronouns, expletive pronouns, and intensive pronouns.

II. REVIEW OF RELATED LITERATURE

This chapter presents the review of literature concerning a). The Language Learning Process; b) Errors and their Types; c) Errors in Writing; d) Pronoun Use; e) Errors in Pronoun Use Based on Surface Strategy Taxonomy; f) Guided Writing; g) The Purpose of Teaching Writing at SLTP.

2.1 The Language Learning Process

In Indonesia, besides the national language, students use the local dialect and learn English as a foreign language formally. English is taught in school beginning from elementary until university level. In addition, English teaching, in Indonesia, can be gained at some courses. Richard (1974:87) says that learning English in countries where English is studied as the foreign language is in formal setting (at school). He adds that English is not normally a language but is simply a branch of study. It means English is not involved in societal functions, but as a subject at school such as mathematics, physics, chemistry etc. Thus, English is only used in certain setting or condition that is in the classroom. He then adds that students who learn English as foreign language always have an effort to acquire an overseas standard and not some local form of English. So in the learning process, the students try to use English as overseas standard form rather than some local form in their learning environment.

Many differences between Indonesian and English will be found such as the rule, vocabulary, and pronunciation. Therefore some errors can not be avoided in the process of learning English. When an English learner produces English, he may experience language transfer. Sentences that he produces in the target language may be the interference from the mother tongue. Richards (1974:5) states that interference analysis tends to be from the deviant sentence back to the mother tongue. Learner's set of native language habits cannot be eliminated. When he attempts to speak in the foreign language he thinks of general meaning of what he wants to say. He gets

difficulty to express in sentence because he still communicates with the habits of his native language or he employs knowledge he already has. Bram (1995:59-60) states that some Indonesian beginning students cannot abandon bad habit, which write English by using other dialects of language rules. As a result, the final product will contain interference.

Interference nevertheless is actually unwanted deviation to a language learner. A learner wrongly substitutes some first language rules for the foreign language not because he wants to, but because he needs to express himself in the target language but in the easiest way by employing the previous knowledge he has already known. By doing so the learner thinks that communication can go. Tarigan (1990:14) states that language transfer can occur in phonology, morphology and syntax. So in this case the learner may transfer the entire sound system and grammatically of his native language to the foreign language.

According to Dulay (1982:99) there are two kinds of transfer, namely positive transfer and negative transfer. Those two transfers can determine which structure patterns will be trouble some and which will not. He then explains that when a given structure pattern has the same function, the same form and the distribution in the native and foreign language, the learner will learn it easily and quickly by simple transfer, which are called positive transfer. However, when the structural pattern is not paralleled in the native and foreign language, the learner will have trouble in learning the foreign language because of the interference of the native language, which are called negative transfer.

Positive transfer results in correct performance because the new behaviors are the same as the old, while negative transfers are an error because old behavior is different from the new behavior that is being learned. Such errors may be the result of the negative transfer, as Tarigan (1990:17) says that negative transfer can cause the difficulty in teaching foreign language and also as a source of language errors.

2.2 Errors and their Types

2.2.1 The meaning of Errors

Learners' errors naturally or normally happen. Teachers and learners maintain the errors unexpected to appear but errors always appear in spite of their best effort. Errors cannot be avoided; therefore making errors is natural. According to Tarigan (1988:272) errors are the flawed side of the students' speech or writing, and making errors is unavoidable part of learning. So it is natural for learners if they commit errors in the process of learning a language.

In order to analyze learner's errors in a proper way, it is necessary to make a distinction between errors and mistakes. Kelompok studi Bahasa dan Sastra (1992:3) states that mistakes are language deviations made by learners unsystematically. The mistakes only come from someone's performance factor, which commonly caused by tiredness, nervousness, emotion. Tarigan (1990:75) adds that the limitation of memory or forgetfulness may cause mistakes. Although the fact, the learner has mastered the knowledge of the language he has learnt, because of the limitation of memory, he forgets the knowledge. The forgetfulness does not commonly take any long time, and the mistakes happen temporarily. So he himself is able to eliminate the mistakes by concentrating his mind or what he learns.

On the other hand, errors are the deviation of some systems of the language the learner has made. Tarigan (1990:75) adds that errors are caused by competence factor. It means that errors come from the learner who has not understood yet the linguistic system use. Errors commonly happen consistently and systematically. They may take long time if they are not corrected soon.

Some experts consider that the distinction between performance and competence errors is very crucial; but it is frequently difficult to determine the nature of deviation without careful analysis. It is stated that;

In order to facilitate a reference to deviations, the term errors is not restricted to competence. Thus error refers to any deviation from selected norm of language performance, no matter what the

characteristics or causes of the deviation might be. (Dulay et. al, 1981: 138)

In this study the writer uses the term 'errors' to refer to any deviations from the English rule systems found in the students' work.

2.2.2 Errors types

According to Dulay et.al. (1982:197), there are four major types of errors taxonomy namely, linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy and communicative effect taxonomy. The errors will be discussed in the following paragraph.

Linguistic category taxonomies classify errors according to either or both the language components. The components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicons (meaning and vocabulary) and discourse (style).

A surface strategy taxonomy highlights the way surface structure is altered. The errors involve omission, addition, misformation, and misordering errors. Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Addition errors are characterized by the presence of an item, which must not appear in a well-formed utterance. Misformation errors are characterized by the use of the wrong form of morpheme or structure. While misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

Comparative taxonomy classifies errors based on comparisons between the structure of L2 errors and certain other types of constructions. For example, if one was to use a comparative taxonomy to classify the errors of an Indonesian student learning English, one might compare the structure of the student's errors to that of errors reported for children acquiring English as the first language.

Communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that

seem to cause miscommunication and those that do not. Burt and Kiparsky (in Dulay, 1982:191) divide errors into two, namely: global errors and local errors. Global errors affect overall sentence organization that significantly hinder communication. Local errors are single elements (constituents) in a sentence that does not usually hinder communication significantly. These include errors in noun and verb inflection, articles, auxiliaries, and the formation of quantifiers. In this study the writer will use type of errors based on surface strategy taxonomy.

2.3 Errors in Writing

According to Oshima (1991:3) writing, particularly academic writing, is not easy. Writing is a difficult task because it requires special skills. El-Araby (1981:114) says

Writing is productive in that author creates sentences to express his idea. It is less spontaneous than speech because the writer has more time to edit his writing and choose the suitable expressions for his ideas. While writing, the author is more in control of situation. He can change what he has written, deleting some items and adding others as he sees fit.

Considering writing is a difficult task, it is normal for students to commit errors. The errors may occur in organization of content, vocabulary choices, mechanics and the use of grammar.

First, learner often experiences bad organization of content in his writing. He does not write his composition succinctly. Paulston and Bruder (1976:234) say that students' composition is frequently illogical, long-winded, unfocussed and bad. He adds that it is because of cultural condition. Like Indonesian learners, they often write long-winded for the first then go to the point. They are accustomed to writing indirectly. Further Bram (1995:60) says that some of the Indonesian students tend to write about something else, which is in fact irrelevant or unnecessary, before they do write about what they really want or ought to write. This tendency, he adds, might be

affected by the students' culture. Besides, the use of rhetorical devices that can achieve coherency in organizing composition still confuse the students. Therefore the use of rhetorical devices should be learned by the students.

Second, choosing appropriate words still becomes students' problem in their writing. They cannot use appropriate words as he means. It happens to the students in the beginning level and intermediate one. Paulston and Bruder (1976:230) state that incorrect vocabulary choices is also best proved by the teacher, certainly on the beginning and intermediate levels. It may be because of lack of vocabulary. The students tend to use only certain words they know, so the results of their composition still can make the reader confused. Besides ambiguous meanings of English words make tricky problem for students. It implies that students should know the context of their sentences.

Third, the use of mechanics such as spelling, punctuation, and capitalization is also problem for students. Oshima et.al. (1991:31) say that one of the most difficult and confusing aspects of the language is its spelling system. The difficulty in spelling system is caused by the difference between English pronunciation and its spelling. In addition, the use of comma, semi colon, full stop, quotation marks, capital letter and other punctuation still make the students confused. Bruder and Paulston (1976:234) say that principles of punctuation differ from language to language and our students do not know how to punctuate in English, therefore errors in this case can be avoided.

Lastly, the other errors can also be found in grammar. Bram (1995:25) states that one of the common problems might be lack of ability to construct grammatical sentences. Writing grammatically correct sentence is not easy. It might be due to most beginning writers whose mother tongue are not English, expressing what they intend sometimes difficult. One of the common problems might be a lack of ability to construct grammatically correct sentences (Bram, 1995:25). Then, Fairbairn and Winch (1996:108-109) add that there are a number of very common grammatical errors that are made by the students.

Grammatical errors in students' writing can be divided into two categories, namely syntactical and morphological errors. According to Webster's New World College Dictionary (1997:1359) syntax is the study of the arrangement of and relationship among words, phrases, and clauses forming sentences. The syntactical elements in the sentence include articles, pronouns, prepositions, word order, conjunctions, possessives, modals, qualifiers, sentence connector and otherwise (Hendrickson, 1981:55). So syntactical errors mean the errors in arranging words, phrases and clauses in forming sentences. For example, John to school. While morphology is the branch of linguistics that deals with the internal structure and forms (Webster's New Word College Dictionary, 1997:884). Morphological elements in the sentence include tense markers, negative markers, and plural marker (Hendrickson, 1981:55). So morphological errors deal with the errors in using tense markers, negative markers and plural marker. For example, He teaches his childs well. In this study the writer will discuss about errors in pronoun use in guided composition.

2.4 Pronoun Use

According to Frank, (1972:20) a pronoun is a word that takes a place of a noun. It makes up small class of words of very high frequency. It serves as an important function in relation to other words in the language to each other. Modern grammarians who regard position and function as the decisive factors in classifying a part of speech often considers as subclass of nouns. However they point out important formal differences : many pronouns are more highly inflected for grammatical properties (person, number, case, and gender). Many pronouns have the ability to serve either two functions. They may stand alone in noun function, or they may act as adjectives (determiners) that precede descriptive adjectives.

As stated above, there are only some pronouns that will be discussed in this study, namely: personal pronouns, interrogative pronouns, indefinite pronouns, and demonstrative pronouns. The use of pronoun will be discussed below.

Personal pronouns is divided into subject case, object case and possessive adjective. As subject case, personal pronouns is divided into *I, You, We, They, She, He* and *It*. While as object case, personal pronouns is divided into *me, you, us, them, her, him, it* and the diviation of possessive adjective case are *my, your, our, their, her, his* and *its*.

Interrogative pronouns is the same in form as the relative pronouns, but different in function. The interrogative pronouns ask a question (Frank, 1976: 51). Some interrogative pronouns are *who, what, and which*. *Who* refers to persons. *What* refers to things. *Which* refers to things and persons. *Which* is used for choices.

Indefinite pronouns that will be observed in students' writing in this study are *a few, a little, any, and a lot of*. *A few* is used before plural nouns. *A few* is a small number, or what speaker consider a small number (Thomson and Martinet, 1986:18). *A little* is used before uncountable nouns. *A little* is a small amount, or what the speaker considers a small amount (Thomson and Martinet, 1986:18). *Any* mean 'a certain number or amount' (Thomson and Martinet, 1986: 67). *Any* is used with a negative verb, with *hardly, barely, scarcely* (which almost negatives), with **without any ... = with no...**, after **if / whether** and in expressions of doubt. *A lot of* is a great amount or number (Hornby, 1987:505). *A lot of* can be used for countable nouns and uncountable nouns.

Demonstrative pronouns point out someone or something. The most common demonstrative pronouns are **this** (plural **these**) and **that** (plural **those**). **This** generally refers to what is near at hand, **that** to what is farther away. This distinction in space related to o the distinction between the adverbs here and there. For example **this** table (over here) is more expensive than **that** one (over there). Demonstrative pronouns may also point to something that has just been said. - *He told his wife he had just received an increase in salary. This pleased her very much*. Occasionally a demonstrative pronoun points to a part of a discourse that follows. - *I must tell you this. I can no longer to go out*.

Turner (1976:49) states that some pronouns are inflected (change form) in the nominative. Some cases occur in the object and in the possessive. Because of this, the case of pronoun causes us more trouble than does the case of nouns, and pronouns are more frequently.

2.5 Errors in Pronoun Use based on the Surface Strategy Taxonomy

According to Tarigan (1990: 149) in the surface strategy taxonomy, there are four kinds of errors namely: omission, addition, misformation, and misordering. A learner may omit essential points, add unnecessary points, misform points, and misorder points. As this study deals with errors in pronoun use, the writer only uses three types, namely: omission, addition and misformation. It is caused that misordering errors deal with the incorrect placement of a morpheme or group of morphemes in an utterance. For example what Dady is doing? So errors in pronoun use are not categorized in misordering type.

Omission errors is characterized by the absence of the items that must appear in well formed sentence or utterance content morphemes (as noun, verb, adverb) is really the biggest referential meaning in supporting the sentence. On the other hand grammatical morphemes as preposition, conjunction, articles are a little of words that play a minor rule in conveying the meaning of sentences. Nevertheless language learners omit grammatical morphemes much more frequently than content morphemes. Omission errors can be found frequently to the learner who second language at the beginning level. The detail omission errors will be discussed below.

- | | |
|---|--|
| Is nice to help people.
(It is nice to help people). | → Omission Errors of personal pronoun |
| Pinch the man.
(He pinches the man). | → Omission errors of personal pronoun. |
| I don't know in English.
(I don't know it in English). | → Omission Errors of personal pronoun |

I don't have coffee. → Omission Errors of indefinite pronoun
(I don't have any coffee).

(Dulay, 1982:148-151)

Addition errors is opposite of omission errors. Addition errors are characterized by the present of items, which must not appear in well-formed utterance. The detail errors will be discussed below.

My brother he goes to Mexico. → Addition errors of personal pronoun
(My brother goes to Mexico).

(Dulay,1982:149)

The other errors of addition errors in the same case are:

My parents they buy some books. → Addition errors of personal pronoun
(My parents buy some books).

What does she read book? → Addition errors of interrogative pronoun
(Does she read book?)

Misform errors are characterized by the use of wrong form of the morpheme or structure. The detail errors will be discussed below.

She name is Nadia. → Misform errors of personal pronoun
(Her name is Nadia).

This is I book. → Misform errors of personal pronoun
(This is my name).

That are the old classrooms. → Misform errors of demonstrative pronoun
(Those are the old classrooms)

(Dulay, 1982:160-161)

2.6 Guided Composition

According to Alter (1991: iii) there are two types of guided composition. The first type is based on the preceding comprehension passage. In this way the composition topics, since they originate from the comprehension passage, would provide the students with necessary vocabulary to write their own composition. More often than not, there are also guide lines given on the composition topics they are to write. The second type of composition is what is termed as "picture composition". Here, sequence pictures are given, followed by reading questions for the students to answer; and in so doing the writing of the composition is smoothly guided. Besides the leading questions there are also key expressions to help the students write with greater confidence and enjoyment.

Further Fadloeli (1986 :3.1) states that controlled composition or guided composition is writing exercise where with some provided key words and structure models, it can be produced new sentences and composition. He adds that controlled composition can be gradually thought from the simplest type to the more difficult one, for example, completion, rearrangement and conversion. Considering the 1994 English curriculum of SLTP for the first grade, the completion type is used in the learning of writing process.

Completion is completing every slots in sentences or a paragraph with available answers; however, they must be changed to the correct forms (Fadloeli, 1986:3.2). In addition Paulston and Bruders (1976:206) explain that completion is the exercises where all fillers for each slot are interchangeable, and all the students need to do is copying correctly. So, in this study, the writing test that will be used is in the form of completion (gaps-filling composition).

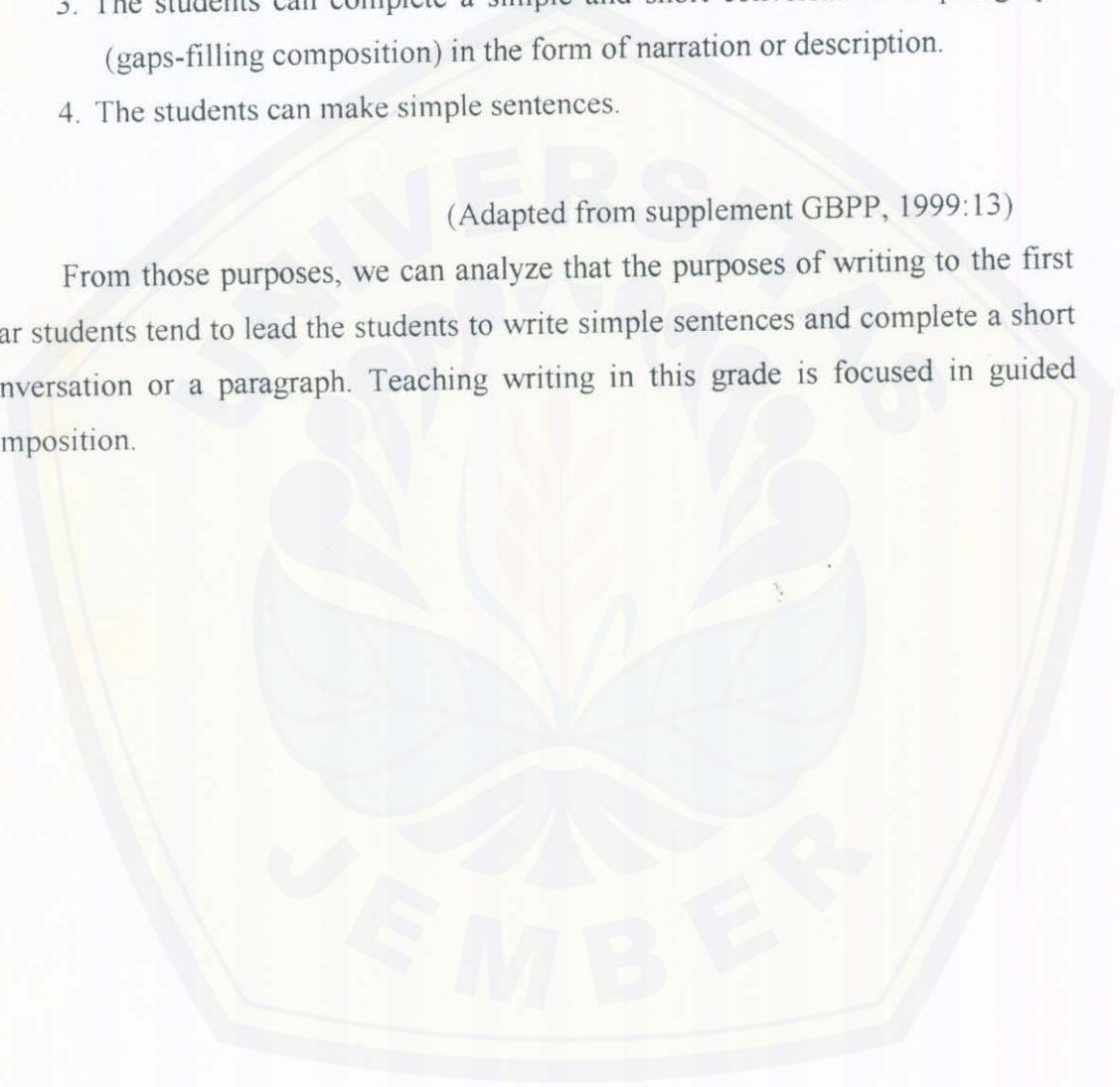
2.7 The Purpose of Teaching Writing at SLTP

The purpose of teaching writing at SLTP is stated in the 1994 English curriculum. Especially for the first year students, a set of purposes have been listed in the curriculum. Those purposes are stated below:

1. The students can copy simple sentences that have been learned with correct spelling.
2. The students can write simple sentences dictated by the teacher.
3. The students can complete a simple and short conversation or paragraph (gaps-filling composition) in the form of narration or description.
4. The students can make simple sentences.

(Adapted from supplement GBPP, 1999:13)

From those purposes, we can analyze that the purposes of writing to the first year students tend to lead the students to write simple sentences and complete a short conversation or a paragraph. Teaching writing in this grade is focused in guided composition.



III. RESEARCH METHODS

3.1 Research Design

Since this research is intended to describe the students' errors of pronouns in guided composition, a descriptive research design is applied. A descriptive research is intended to make description about situation and phenomenon (Suryabrata, 1997:95). In general the descriptive research is a non-hypothesis research (Arikunto, 1993:208). Therefore it is not necessary to determine hypothesis in conducting the descriptive research.

This research follows the following procedure: (1) determining the area by purposive method; (2) selecting respondents by using proposional random sampling; (3) collecting primary data by writing test and collecting the secondary data by interview and documentation; (4) analyzing the collected primary data; (5) concluding the results of the research

3.2 Area Determination Method

To determine the research area, the purposive method is used. Hadi (1997:82) says that purposive method is used to determine the research area designed to achieve a certain goal.

The location of this research was conducted at SLTP 2 Jember. This school was chosen to conduct the research because the writer found the problem of errors in pronoun use, when joined the PPL program at SLTP 2 Jember. Besides the writer gained permission from the principal and the English teacher to conduct the research there.



3.3 Respondent Determination Method

The total number of the first year students at SLTP 2 Jember is 186 students. It consists of four parallel classes which accommodate forty-six up to forty seven students in each class. As the number of population was more than 100 persons, the sampling research was used in this research. Whereas the sampling technique applied was proportional random sampling. This technique is used in order to get the representative sample of each class. In the first year class of SLTP 2 Jember, there is not an upper class in intelligence, but all classes are parallel. Arikunto (1993:107) states that the samples taken can be 10%, 15%, 20%, 25% and more of the population. So the writer takes the samples randomly from 25% students of each class of the first year students to get more representative samples. The numbers of samples can be got by using this formula :

$$S_s = \frac{n}{N} \times E_s$$

Notes :

S_s = Subsample

n = Σ member of population

N = Σ population

E_s = The Expected Samples

(Adapted from Arikunto,1993:112)

So the number of the samples taken from each class can be seen in the following table:

Table 1 : **The samples of respondents**

CLASS	NUMBER OF STUDENTS	THE NUMBER OF SAMPLES
I A	47	12
I B	46	11
I C	47	12
I D	46	11
TOTAL	186	46

3.4 Data Collection Methods

There are two kinds of data in this research; primary data and supporting data. Writing test was used to collect the primary data. Interview and documentation were used to collect the supporting data

3.4.1 Test

Guided writing test was applied in order to obtain the primary data about the students' errors of the pronoun use. The instrument developed in this study was a 'writing test' in the form of a gap-filling composition (completion). In this research, the test given was achievement test, because the test was intended to know the students' achievement after being taught the materials based on the 1994 English curriculum. The objective test was the format chosen to assess the students' achievement in writing. The test used was a teacher made test. In this test, the students were asked to fill every slot with certain key words if it is necessary. The number of the test was 40 items with equal distribution of each indicator. The test items cover the following components: personal pronouns (10 items), indefinite

pronouns (10 items), demonstrative pronouns (10 items) and interrogative pronouns (10 items). The time given for doing the test is 90 minutes.

Dealing with the test, it is stated that the test must be valid and reliable. According to Hughes (1989:22) a test is said to be valid if it measures accurately what it is intended to measure. He adds that there are four types of validity test, they are content validity, criterion validity, construct validity, and face validity. Further he states that a test was said to have content validity if its contents constitutes a representative sample of the language skills that should be concerned. Based on the opinion, this research used content validity because the test given was adapted with the 1994 English curriculum and the material that had been given to the students. The test was also consulted with the English teacher.

To know the reliability of the test, Split-Half method was used. The Split-Half has two sets of scores that is provided with coefficient of internal consistency. Before the test was given to the respondents, it was tried out to other students who were not the respondents of this research. Based on the results of the tried out test, the reliability coefficient of the test was 0.925. This index number belongs to the high reliability coefficient (Hughes, 1989:32). The results of the tried out test could be seen on appendix 5.

3.4.2 Interview

In this research, interview was conducted with English teacher to obtain the supporting data about the way in teaching writing, the books used in the English lesson, and the way to evaluate the students' writing. Consequently, guided interview was suitable technique to gain the data. In guided interview, the writer prepares some questions related to the supporting data needed. The guide of interview could be seen on Appendix 2

3.4.3 Documentation

A documentation method is used to get data from written documents such as books ,reports ,daily notes, etc (Arikunto, 1993: 135). In this research, documentation is used to get the supporting data about the school descriptions dealing with the school location, the names of respondents and the school facilities. The data of respondents can be gained from list of students. While the data of the facilities school was gained from the inventory book and the data of school location was from the main book.

3.5 Data Analysis Method

Determining the data analysis method is very important in conducting a research. It is the requirement in order to be able to interpret the data obtained from the field. It is realized that the raw data will be meaningless if they are not analyzed.

The data analysis method used in this study was descriptive statistical method. This method was used to calculate the percentage of the students' errors of pronoun use in guided writing. The statistical formula is as follows :

$$E = \frac{n}{N} \times 100\%$$

(Adapted from Ali, 1987:184)

Where:

E (%) = the percentage of students' errors of pronouns of each indicator.

n = the pronoun errors of each indicator made by the students.

N = the total number of pronoun errors of each indicator.

The steps in analysing the data are as follows:

- Find the students' errors.
- Analyze the errors obtained from the test.
- Calculate the errors using the formula.
- Describe the results of the data analysis to answer the research problems.

The next step after analyzing the data is classifying the errors by using the table below.

Table 2. The Grade of Students' Errors.

ERRORS (%)	CRITERIA
0% - 25%	Low
26% - 50%	Fair
51% - 75%	High
76% - 100%	Very high

IV. RESEARCH RESULTS AND DISCUSSION

This chapter is intended to report the research findings gained during the research. The research was conducted on February 10 – May 3, 2000. The discussion will cover: supporting data and primary data. The supporting data were got by using documentation and interview methods, while primary data we got by using test.

4.1 Supporting Data

4.1.2 The Results of Documentation

SLTP 2 Jember is located at Jl. PB. Sudirman 30 Jember. The facilities available in SLTP 2 Jember are sport facilities, 13 classrooms, a laboratory of natural science, a library, a room for the headmaster, the teachers and the administration staff, 10 toilets, a mosque, parking area and a flat for the school custodian. The number of students at the school is 570 students which are divided into 186 students (around 46-47 students) for the first year students, 192 students (each class 48 students) for the second year students, and 192 students (each class 48 students) for the third year students. Dealing with the respondents, the list of the names of the respondents can be seen on Appendix 3.

4.1.2 The Results of Interview

Based on the interview conducted with the English teacher, the English teaching at SLTP 2 Jember is based on the 1994 English curriculum for SLTP. In the year 2000, there was revision on the English curriculum dealing with time to teach themes and subthemes. Therefore, the English teacher followed the revised curriculum.

In the teaching of English, writing was taught integratedly with the reading skill. The writing materials were taught through the chosen themes and subthemes as stated in the 1994 English curriculum. In the English teaching learning process, the

teacher used Indonesian most of the time while English was rarely used. It was caused by the fact that the students were beginning learners who still found difficulty in understanding English utterances. In teaching English, the teacher gave exercises to reinforce the students' knowledge, to motivate the students and to review the materials taught. The teacher usually gave writing homework. He said that by giving homework the students could understand the materials given. Moreover, the first year students of SLTP 2 Jember are diligent in doing homework. In teaching English, the teacher never divided the class into groups. The exercises were done individually. While writing exercises given to the students were taken from 'LKS Bahasa Inggris' published by Intan Pariwara. To evaluate the students' writing, the teacher gave the test integratedly with the other skills and the components of language.

The references or the English books used by the English teacher were 'Let's learn English 1 SLTP' published by PT Edumedia and 'Bahasa Inggris untuk kelas I' published by PT Intan Pariwara. The book was used based on the consideration that the contents of the books were relevant to the 1994 English curriculum for SLTP. In addition, 'Let's Learn English 1 SLTP' books were available in the school library so that the students could borrow them if necessary. Then 'Bahasa Inggris 1 SLTP' books were bought by most of the students.

4.2 Primary Data

4.2.1 The Results of Test

The primary data of this research were collected by using guided composition test conducted on the May 2, 2000 : The results of the test are presented in the following table

Table 1. Errors in Pronoun Use

NR	The Number of Errors of Each Indicator											
	PP			IP			DP			Int P		
1	2	3	4	5	6	7	8	9	10	11	12	13
	F	T	E	F	T	E	F	T	E	F	T	E
1.	2	8	5	6	4	15	6	4	15	4	6	10
2.	1	9	2.5	2	8	5	8	2	20	5	5	12.5
3.	1	9	2.5	3	7	7.5	6	4	15	6	4	15
4.	4	6	10	6	4	15	4	6	10	8	2	20
5.	3	7	7.5	7	3	17.5	6	4	15	5	5	12.5
6.	2	8	5	7	3	17.5	6	4	15	5	5	12.5
7.	6	4	15	9	1	22.5	6	4	15	7	3	17.5
8.	5	5	12.5	8	2	20	7	3	17.5	7	3	17.5
9.	9	1	22.5	9	1	22.5	5	5	12.5	6	4	15
10.	5	5	12.5	8	2	20	8	2	20	7	3	17.5
11.	2	8	5	7	3	17.5	2	8	5	6	4	15
12.	2	8	5	7	3	17.5	7	3	17.5	7	3	17.5
13.	0	8	0	9	1	22.5	5	5	12	5	5	12.5
14.	3	7	7.5	5	5	12.5	6	4	15	8	2	20
15.	1	9	2.5	8	2	20	7	3	17.5	5	5	12.5
16.	5	5	12.5	5	5	12.5	7	3	17.5	4	6	10
17.	4	6	10	9	1	22.5	6	4	15	5	5	12.5
18.	1	9	2.5	7	3	17.5	5	5	12.5	3	7	7.5
19.	2	8	5	7	3	17.5	5	5	12.5	7	3	17.5
20.	6	4	15	9	1	22.5	6	4	15	6	4	15
21.	1	9	2.5	7	3	17.5	5	5	12.5	1	9	2.5
22.	4	6	10	5	5	12.5	7	3	17.5	8	2	20
23.	2	8	5	6	1	15	5	5	12.5	4	6	10
24.	5	5	12.5	6	1	15	6	4	15	9	1	22.5
25.	4	6	10	8	2	20	4	6	10	9	1	22.5
26.	3	7	7.5	8	2	20	7	3	17.5	6	4	15
27.	1	9	2.5	6	4	15	4	6	10	2	1	5
28.	3	7	7.5	8	2	20	6	4	15	6	4	15
29.	2	8	5	7	3	17.5	7	3	17.5	4	6	10
30.	1	9	2.5	8	2	20	2	8	5	4	6	10
31.	1	9	2.5	7	3	17.5	3	7	7.5	5	5	12.5
32.	1	9	2.5	6	4	15	4	6	10	3	7	7.5
33.	2	8	5	8	2	20	9	1	22.5	8	2	20
34.	0	10	0	8	2	20	7	3	17.5	6	4	15

35.	1	8	2.5	7	3	17.5	6	4	15	5	5	12.5
36.	1	8	2.5	5	5	12.5	5	5	12.5	3	7	7.5
37.	0	10	0	3	7	7.5	4	6	10	3	7	7.5
38.	0	10	0	3	7	7.5	4	6	10	3	7	7.5
39.	0	10	0	5	5	12.5	6	4	15	2	8	5
40.	0	10	0	5	5	12.5	1	9	2.5	1	9	2.5
41.	1	9	2.5	7	3	17.5	2	8	5	6	4	15
42.	1	9	2.5	5	5	12.5	2	8	5	4	6	10
43.	1	9	2.5	5	5	12.5	3	7	7.5	5	5	12.5
44.	1	9	2.5	9	1	22.5	3	7	7.5	4	6	10
45.	0	10	0	4	6	10	3	7	7.5	4	6	10
46.	6	4	15	8	2	20	5	5	12.5	4	6	10

Notes :

- NR = Number of Respondent
 PP = Personal Pronoun
 IP = Indefinite Pronoun
 DP = Demonstrative Pronoun
 Int. P = Interrogative Pronoun
 F = The number of wrong answers
 T = The number of correct answers
 E = The total number of errors in each indicator

4.2.2 Data Analysis

Having obtained the main data that were the data about the students' errors of the pronoun use, the researcher intends to analyze them. The following table is the computation results of each type of indicator. It was analyzed by using the formula:

$$E(\%) = \frac{n}{N} \times 100\%$$

Where : E(%) = the percentage of students' errors of pronouns of each indicator.

n = the pronoun errors of each indicator made by the students.

N = the total number of pronoun errors of each indicator.

Table 4. The Interpretation of the Students' Errors

NR	The Number of Errors of Each Indicator												
	PP			IP			DP			Int P			
	n	N	E (%)	n	N	E (%)	n	N	E (%)	n	N	E (%)	T (%)
1	2	3	5	6	7	9	10	11	13	14	15	17	18
1.	5	25	20	15	25	60	15	25	60	10	25	40	45
2.	2.5	25	10	5	25	20	20	25	80	12.5	25	50	40
3.	2.5	25	10	7.5	25	30	15	25	60	15	25	60	40
4.	10	25	40	15	25	60	10	25	40	20	25	80	55
5.	7.5	25	30	17.5	25	70	15	25	60	12.5	25	50	52.5
6.	5	25	20	17.5	25	70	15	25	60	17.5	25	70	70
7.	15	25	60	22.5	25	90	15	25	60	17.5	25	70	67.5
8.	12.5	25	50	20	25	80	17.5	25	70	17.5	25	70	72.5
9.	22.5	25	90	22.5	25	90	12.5	25	50	15	25	60	72.5
10.	12.5	25	50	20	25	80	20	25	80	17.5	25	70	70
11.	5	25	20	17.5	25	70	5	25	20	15	25	60	42.5
12.	5	25	20	17.5	25	70	17.5	25	70	17.5	25	70	57.5
13.	0	25	20	22.5	25	90	12.5	25	50	12.5	25	50	47.5
14.	7.5	25	30	12.5	25	50	15	25	60	20	25	80	55
15.	2.5	25	10	20	25	80	17.5	25	70	12.5	25	50	52.5
16.	12.5	25	50	12.5	25	50	17.5	25	60	10	25	40	60
17.	10	25	40	22.5	25	90	15	25	60	12.5	25	50	60
18.	2.5	25	10	17.5	25	70	12.5	25	50	7.5	25	30	40
19.	5	25	20	17.5	25	70	12.5	25	50	17.5	25	70	52.5
20.	15	25	60	22.5	25	90	15	25	60	15	25	60	62.5

21.	2.5	25	10	17.5	25	70	12.5	25	50	2.5	25	10	35
22.	10	25	40	12.5	25	50	17.5	25	70	20	25	80	60
23.	5	25	20	15	25	60	12.5	25	50	10	25	40	42.5
24.	12.5	25	50	15	25	60	15	25	60	22.5	25	90	65
25.	10	25	40	20	25	80	10	25	40	22.5	25	90	62.5
26.	7.5	25	30	20	25	80	17.5	25	70	15	25	60	60
27.	2.5	25	10	15	25	60	10	25	40	5	25	20	32.5
28.	7.5	25	30	20	25	80	15	25	60	15	25	60	57.5
29.	5	25	20	17.5	25	70	17.5	25	70	10	25	40	50
30.	2.5	25	10	20	25	80	5	25	20	10	25	40	37.5
31.	2.5	25	10	17.5	25	70	7.5	25	30	12.5	25	50	40
32.	2.5	25	10	15	25	60	10	25	40	7.5	25	30	35
33.	5	25	20	20	25	80	22.5	25	90	20	25	80	67.5
34.	0	25	0	20	25	80	17.5	25	70	15	25	60	52.5
35.	2.5	25	10	17.5	25	70	15	25	60	12.5	25	50	47.5
36.	2.5	25	10	12.5	25	50	12.5	25	50	7.5	25	30	35
37.	0	25	0	7.5	25	30	10	25	40	7.5	25	30	25
38.	0	25	0	7.5	25	30	10	25	40	7.5	25	30	25
39.	0	25	0	12.5	25	50	15	25	60	5	25	20	32.5
40.	0	25	0	12.5	25	50	2.5	25	10	2.5	25	10	17.5
41.	2.5	25	10	17.5	25	70	5	25	20	15	25	60	40
42.	2.5	25	10	12.5	25	50	5	25	20	10	25	40	30
43.	2.5	25	10	12.5	25	50	7.5	25	30	12.5	25	50	35
44.	2.5	25	10	22.5	25	90	7.5	25	30	10	25	40	42.5
45.	0	25	0	10	25	40	7.5	25	30	10	25	40	27.5
46.	15	25	60	20	25	80	12.5	25	50	10	25	40	57.5
Σ	265	25	1060	755	25	3020	595	25	2380	587.5	25	2350	2202.5
M			23.04			65.65			51.74			51.09	47.88

Notes :

NR = Number of respondents

n = The pronoun errors of each indicator made by the students

N = The total number of pronoun errors of each indicator

E = The students' pronoun errors of each indicator

T = The total errors of pronouns for each student

M = The mean errors

The next step after analyzing the students' errors is finding the errors frequencies by the students based on the criteria below. The following table is the errors frequencies obtained by the students.

Table 5. The Errors Frequencies of Pronouns

No	Classificat ion	Errors Qualificat ion	Fr of PP	%	Fr of IP	%	Fr of DP	%	Fr of Int P	%	Fr of Pr	%
1.	Low	0%-25%	30 sts	65.21	1 sts	2.17	5 sts	10.87	4 sts	8.70	3 sts	6.52
2.	Fair	26%-50%	12 sts	26.08	12 sts	26.08	19 sts	41.30	23 sts	50	22 sts	47.83
3.	High	51%-75%	3 sts	6.52	17 sts	36.97	19 sts	41.30	13 sts	28.26	21 sts	45.65
4.	Very High	76%-100%	1 sts	2.17	16 sts	34.78	3 sts	6.52	6 sts	13.04	0 sts	0
	TOTAL		46 sts	100%	46 sts	100%	46 sts	100%	46 sts	100%	46 sts	100%

Note : Fr : Frequencies
 PP: Personal Pronouns
 IP : Indefinite Pronouns
 DP : Demonstrative Pronouns
 Int. P: Interrogative Pronouns
 Pr : Pronouns
 Sts = Students

Based on the results of the data analysis, it is found that :

- ❖ The mean errors for Personal pronouns is 23.04%
- ❖ The mean errors for Indefinite pronouns is 65.65%
- ❖ The mean errors for Demonstrative pronouns is 51.74%
- ❖ The mean errors for Interrogative pronouns is 51.09%
- ❖ The total mean errors for pronouns is 47.88%

Then, having been consulted with the table of errors qualification, the result is as follows :

Table 7. The Qualification of the Students' Errors of Pronouns

No	Classification	Mean	Errors Qualification	Classification
1.	Personal pronouns	23.04%	0% - 25%	Low
2.	Indefinite pronouns	65.65%	51%- 75%	High
3.	Demonstrative pronouns	51.74%	51% - 75%	High
4.	Interrogative pronouns	51.09%	51% - 75%	High
	Pronouns	47.88%	26 %- 50%	Fair

Based on the table above, it could be explained as follows:

1. The mean of errors of personal pronouns is 23.04%. It is around 0% – 25%. It means that the frequencies of the students' errors of personal pronouns is low.

2. The mean of errors of indefinite pronouns is 65.65%. It is around 51%–75%. It means that the frequencies of the students' errors on indefinite pronouns is high.
3. The mean of errors of demonstrative pronouns is 51.74%. It is around 51%–75%. It means that the frequencies of the students' errors on demonstrative pronouns is high.
4. The mean of errors of Interrogative pronouns is 51.09%. It is around 51%–75%. It means that the frequencies of the students' errors on Interrogative pronouns is high.
5. The mean of errors of pronouns is 47.88%. It is around 26 %- 50%. It means that the frequencies of the students' errors on pronouns is fair.

4.2 Discussion

This study is conducted in order to describe the first year students' errors of the use of pronoun in guided composition at SLTP Negeri 2 Jember in the 1999/2000 academic year. The research finding shows that the first year students of SLTP Negeri 2 Jember frequently made some errors in pronoun use in their guided composition. It is shown by the total mean of the students errors in pronoun is 47.88%. It involves the mean error of indefinite pronouns, that is 65.65%, 51.74% on demonstrative pronouns, 51.09% on interrogative pronouns, and 23.04% on personal pronouns.

The frequencies of students errors in personal pronouns are:

1. 30 students are categorized low.
2. 12 students are categorized fair.
3. 3 students are categorized high.
4. 1 student is categorized very high.

The frequencies of students errors in indefinite pronouns are:

1. 1 student is categorized low.
2. 12 students are categorized fair.
3. 17 students are categorized high.
4. 16 students are categorized very high.

The frequencies of students' errors in demonstrative pronouns are:

1. 5 students are categorized low.
2. 19 students are categorized fair.
3. 19 students are categorized high.
4. 3 students are categorized very high.

The frequencies of students' errors in interrogative pronouns are:

1. 4 students are categorized low.
2. 23 students are categorized fair.
3. 13 students are categorized high.
4. 6 students are categorized very high.

The frequencies of students' errors in pronoun are:

1. 3 students are categorized low.
2. 22 students are categorized fair.
3. 21 students are categorized high.
4. 0 student is categorized very high.

Dealing with the results of the mean of errors above, it is known that the qualification of students' errors of pronouns is fair which laid between 26 %- 50%. Then, the mean of errors of indifinite pronouns, interrogative pronouns and demonstrative pronouns are laid between 51%- 75%. So, the qualification of the students' error of those pronouns are high. Among the three errors, the mean of errors of indifinite pronouns is the highest, that is 65.65%. It means that the qualification of the students' errors of indefinite pronouns is high, while that of the personal pronouns

is low. The big errors of pronoun use is made in part of indefinite pronouns with the total number 3020.

The students' errors in pronoun use may be caused by some reasons, they are:

1. The interference of Indonesian into English. For example, what do you want to buy some clothes for your mother ? (It should be “do you want to buy some clothes for your mother ?”)
2. Confusion in relating the previous subject into the next one. For example, “ I don't like any butter very much,” she adds (It should be “ I don't like any butter very much, “ he adds).
3. Confusion in applying pronoun use. Indonesian and English are different. For example, Rita only eats a few (It should be Rita only eats a little). In Indonesian, Rita hanya makan sedikit. There is not difference between a countable noun and an uncountable noun, in Indonesian, but not in English. The other difference can also be seen in the use itu and ini. “Itu and ini are used for plural and singular, but in English, that is for singular and those is for plural. While these is for plural and this for is singular.
4. The lack practice of using pronouns in the writing skill.

From those results above, it can be said that the students still have problems in English writing especially in applying pronoun. This means the students do not master the use of pronoun well and the quality of the first year students' ability in using pronoun is 'fair'. Therefore it is suggested that the teacher must explain more about the use of pronoun especially indefinite pronoun and gives more exercise to them.

V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on results of the data analysis that have been discussed and interpreted it can be concluded that the errors of pronoun use made by the first year students of SLTP 2 Jember in the 1999/2000 academic year was fair. It was proved that the total mean of the students' error in the pronoun use was 47.88. From the mean of the errors, the highest error is indefinite pronouns and the lowest error is personal pronouns. For interrogative pronouns and demonstrative pronouns, the mean error is high. Thus, it can be concluded that indefinite pronouns is the biggest errors of the pronouns.

5.2 Suggestions

The result of the research gives suggestion to the English teachers, the students, and the next researchers. For the English teacher, they are suggested to improve the students' master on writing, especially the use of indefinite pronouns. They are also suggested to continually create and apply new techniques to improve the teaching of writing. Besides they are suggested to give more focus on the materials which might cause great difficulty for students. Giving more examples on the use of pronoun especially indefinite pronoun. For the students, they are suggested to improve their ability in using pronoun in order that they can write their composition correctly. For the next reseacher, the results of this research can become one of the references to conduct research dealing with the same topic but in different kinds of pronouns such as reflexive pronouns, expletive pronouns, and intensive pronouns.

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RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD
A Descriptive Study of the Errors of the Pronoun Use in Guided Compositions of the First Year Students of SLTP 2 Jember in the 1999/2000 Academic Year	<p>1. General Problem</p> <p>How is the first year students' errors of the pronoun use in guided compositions at SLTP 2 Jember in the 1999/2000 academic year?</p> <p>2. Specific Problems</p> <p>a. How is the first year students' errors of the personal pronoun use in guided compositions at SLTP 2 Jember in the 1999/2000 academic year?</p> <p>b. How is the first year students' errors of the indefinite pronoun use in guided compositions at SLTP 2 Jember in the 1999/2000 academic year?</p> <p>c. How is the first year students' errors of the demonstrative pronoun use in guided compositions at SLTP 2 Jember in the 1999/2000 academic year?</p> <p>d. How is the first year students' errors of the interrogative pronoun use in guided compositions at SLTP 2 Jember in the 1999/2000 academic year?</p>	The Errors of the Pronoun Use	<p>1. Personal Pronouns</p> <p>2. Indefinite Pronouns</p> <p>3. Demonstrative</p> <p>4. Interrogative Pronouns</p>	<p>1. Respondents</p> <p>The first year students of SLTP 2 Jember in the 1999/2000 academic year.</p> <p>2. Informant</p> <p>-English teacher</p> <p>3. Documents</p>	<p>1. Research Design</p> <p>Descriptive Study</p> <p>2. Area Determination Method: Purposive Method</p> <p>3. Respondent Determination :</p> <p>-Proportional Random Sampling</p> <p>4. Data Collection Methods</p> <p>- Achievement Test (Primary data)</p> <p>- Interview (Supporting data)</p> <p>- Documentation (Supporting data)</p> <p>5. Data Analysis</p> <p>$E\% = \frac{n}{N} \times 100\%$</p> <p>$E(\%) = \frac{\text{The percentage of students' errors of pronouns of each indicator.}}{\text{The pronoun errors of each indicator made by the students.}}$</p> <p>$N = \text{The total number of pronoun errors of each indicator.}$</p>

Appendix 2

SUPPORTING DATA INSTRUMENT

THE GUIDE OF DOCUMENTATION

NO	THE DATA NEEDED	DATA RESOURCE
1.	The location of SLTPN 2 Jember	Document
2.	The list of respondents	Document
3.	The school facilities	Document

INTERVIEW QUESTIONS

1. How do you teach writing?
2. What kind writing exercises do you usually give to your students?
3. How do you evaluate students' writing ?
4. What are the compulsory and supplementary English books used in teaching English?
5. Why do you choose those books?

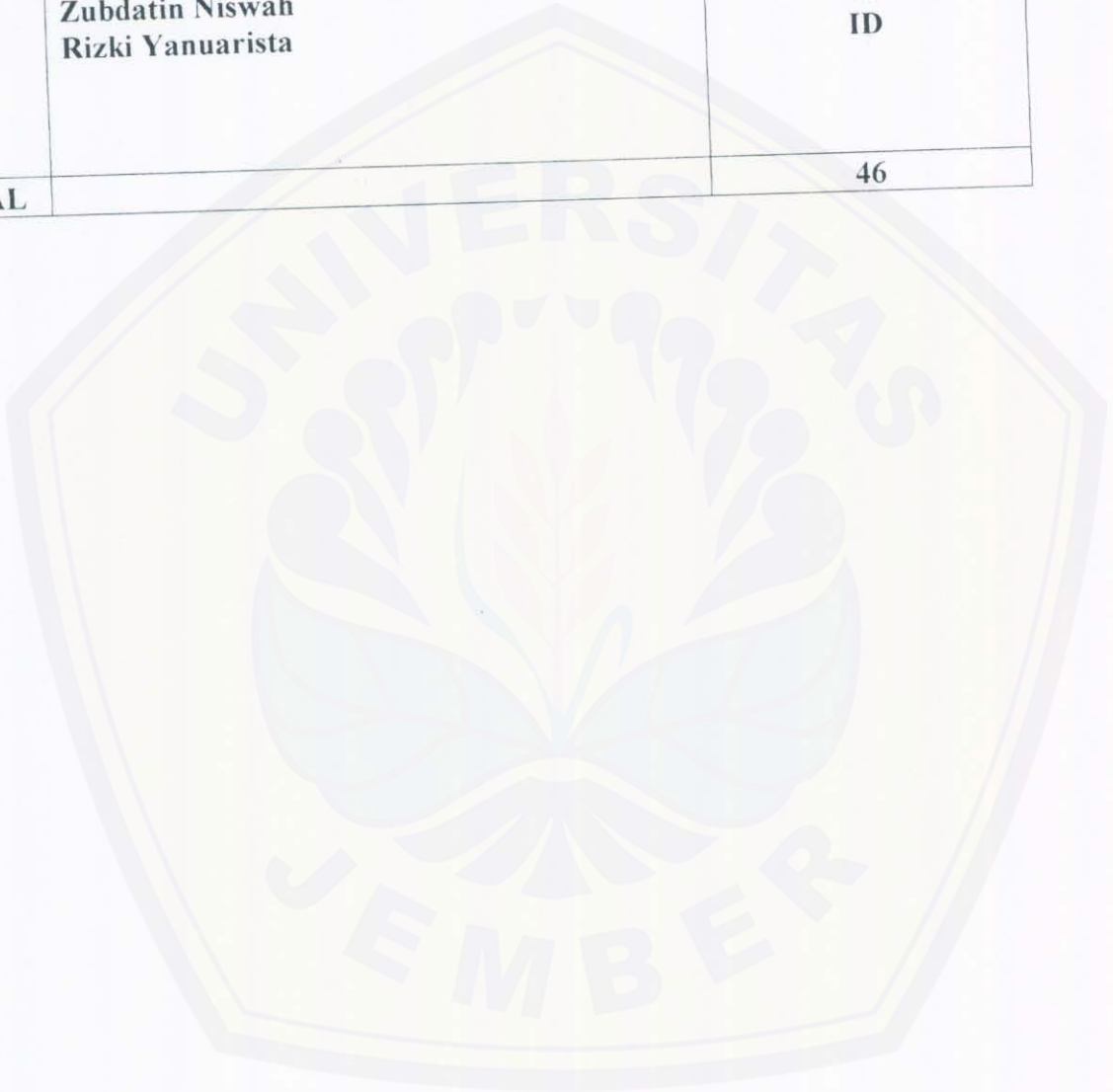


Appendix 3

The Names of the Respondents

No	NAMES	CLASS
1.	Aprillia Suratin Pamilu	IA
2.	Aitalina Dwi Yuliani	IA
3.	Ria PD	IA
4.	Renny K	IA
5.	Astri R	IA
6.	Lia Agustina	IA
7.	Gegy Chandra	IA
8.	Sekar Dian A	IA
9.	Afrian S	IA
10.	Arifian W.I	IA
11.	Elok Permatasari	IA
12.	Dwi Putri R	IA
13.	Martha Fiski	IB
14.	Yulies Trisna M	IB
15.	Nastasia	IB
16.	Moch. Fahrizal	IB
17.	Reninta Amallia P	IB
18.	Dinny Permata Putri	IB
19.	Rinto Hari Wijaya	IB
20.	Fredy Laksono K	IB
21.	Jati Dwi K	IB
22.	Ajeng Puspita	IB
23.	Migdad Ibnul Farist	IB
24.	Salman Al Farisy	IC
25.	Sandi Susdaryanto	IC
26.	Reni Purnamasari	IC
27.	Dza Putra Dewangga	IC
28.	Widatama Triyas Citra	IC
29.	Arya Pradipta	IC
30.	Rochvita Widyaningtyas	IC
31.	Novita Nur Cahyani	IC
32.	Ryksa Suhermawan	IC
33.	Vina Rosalia Indah	IC
34.	Ardana Eka Putri	IC
35.	Dianita Anggraeni	IC
36.	Meryta Dian A	ID
37.	Annisa Rizkina Rosa	ID
38.	Delvira	ID
39.	Yulia Indarti	ID

40.	Nutriania Dinnunah	ID
41.	Sylvia NP	ID
42.	Yulivantin H	ID
43.	Astri Maesaroh Ningtyas	ID
44.	Widi P	ID
45.	Zubdatin Niswah	ID
46.	Rizki Yanuarista	ID
TOTAL		46



Appendix 5

Reliability Coefficient Estimation

x \ y	8-9	10-11	12-13	14-15	16-17	f	x'	fx'	fx' ²	x'y'
17-16					1	1	2	2	4	4
15-14			6	2		8	1	8	8	2
13-12			8			8	0	0	0	0
11-10	3	6	1			10	-1	-10	-10	12
9-8	3					3	-2	12	-6	12
f	6	6	15	2	1	30				
y'	-2	-1	0	1	2			-6	34	30
fy'	-12	-6	0	2	2		-14			
fy' ²	24	6	0	2	4		36			
x'y'	18	6	0	2	4		30			

$$\begin{aligned}
 r_{xx} &= \frac{\sum x'y' - (\sum fx')(\sum fy')}{N} \\
 &= \frac{30 - \frac{(-6)(-14)}{30}}{\sqrt{\left\{ 34 - \frac{(-6)^2}{30} \right\} \left\{ 36 - \frac{(-14)^2}{30} \right\}}} = \frac{30 - \frac{(-6)(-14)}{30}}{\sqrt{\left\{ 34 - \frac{36}{30} \right\} \left\{ 36 - \frac{196}{30} \right\}}} \\
 &= \frac{30 - 2.8}{\sqrt{(32.8)(29.47)}} = \frac{27.2}{\sqrt{999.51}} \\
 &= \frac{27.2}{31.61} = 0.86 \\
 r &= \frac{2(r_{xy})}{1 + r_{xy}} \\
 &= \frac{2(0.86)}{1 + 0.86} = \frac{1.72}{1.86} = 0.925
 \end{aligned}$$

Appendix 6

THE RESULT OF THE ANALYSIS OF THE DEGREE OF THE DIFFICULTIES OF EACH ITEM OF TEST

NO	U	L	U-L	D	U+L	F.V
1.	15	15	0	0	30	1
2.	8	8	0	0	16	0.533
3.	12	12	0	0	24	0.800
4.	12	15	-3	-0.200	27	0.900
5.	12	9	3	0.200	21	0.700
6.	4	0	4	0.267	4	0.133
7.	11	8	3	0.200	19	0.633
8.	12	8	4	0.267	20	0.667
9.	13	9	4	0.267	22	0.733
10.	11	8	3	0.200	19	0.633
11.	11	10	1	0.067	21	0.700
12.	2	2	0	0	4	0.133
13.	5	4	1	0.067	9	0.300
14.	10	10	0	0	20	0.667
15.	6	2	4	0.267	8	0.267
16.	9	6	3	0.200	15	0.500
17.	9	10	-1	-0.067	19	0.633
18.	7	8	-1	-0.067	15	0.500
19.	5	2	3	0.200	7	0.233
20.	8	6	2	0.133	14	0.467
21.	15	11	4	0.267	26	0.800
22.	15	13	2	0.133	28	0.933
23.	12	11	1	0.067	23	0.767
24.	13	12	1	0.067	25	0.833
25.	13	9	4	0.267	22	0.733
26.	12	11	1	0.067	23	0.767
27.	13	9	4	0.267	22	0.733
28.	15	11	4	0.267	26	0.867
29.	10	6	4	0.267	16	0.533
30.	9	7	2	0.133	16	0.533

NO	U	L	U-L	D	U+L	F.V
31.	2	5	-3	-0.200	7	0.233
32.	11	4	7	0.467	15	0.500
33.	9	9	0	0	18	0.600
34.	4	1	3	0.200	5	0.167
35.	13	8	5	0.333	21	0.667
36.	9	6	3	0.200	15	0.500
37.	11	6	5	0.333	17	0.900
38.	12	5	7	0.467	17	0.567
39.	3	1	2	0.133	4	0.133
40.	14	10	4	0.267	24	0.800

NOTES :

U : UPPER HALF

L : LOWER HALF

D : DISCRIMINATION INDEX = $(U-L) : 0.5N$

FV : FACILITY VALUE = $(U+L) : N$

N : TOTAL OF RESPONDENT

Appendix 7

TEST INSTRUMENT

Name :

Class :

Subject : English
Level : I
Time : 90 Minutes

I. Isilah titik-titik di bawah ini dengan menggunakan I, my, she, her, he, you, them, a few, a little, a lot of, and any jika perlu !

There is a canteen in (1) school. I see many kinds of food and drink in the canteen. (2) students often go there. Most of (3) like to buy there. All students say that the food is delicious.

Today, Rita (4) celebrates (5) birthday in the canteen. Only (6) students come there. Most of (7) friends do not come because they join basketball competition.

"(8) can buy foods and drinks, says Rita. "I will pay all," she adds.

"Horey!", says her friends. "(9) want a cake with (10) butter, asks Tino. "I don't like (11) butter very much", (12) adds.

"I want a bowl of meat ball with (13) sauce and a glass of ice with (14) milk", Tika says." I like (15) very much," adds she.

Although there are (16) food and (17) drink but Rita eats and

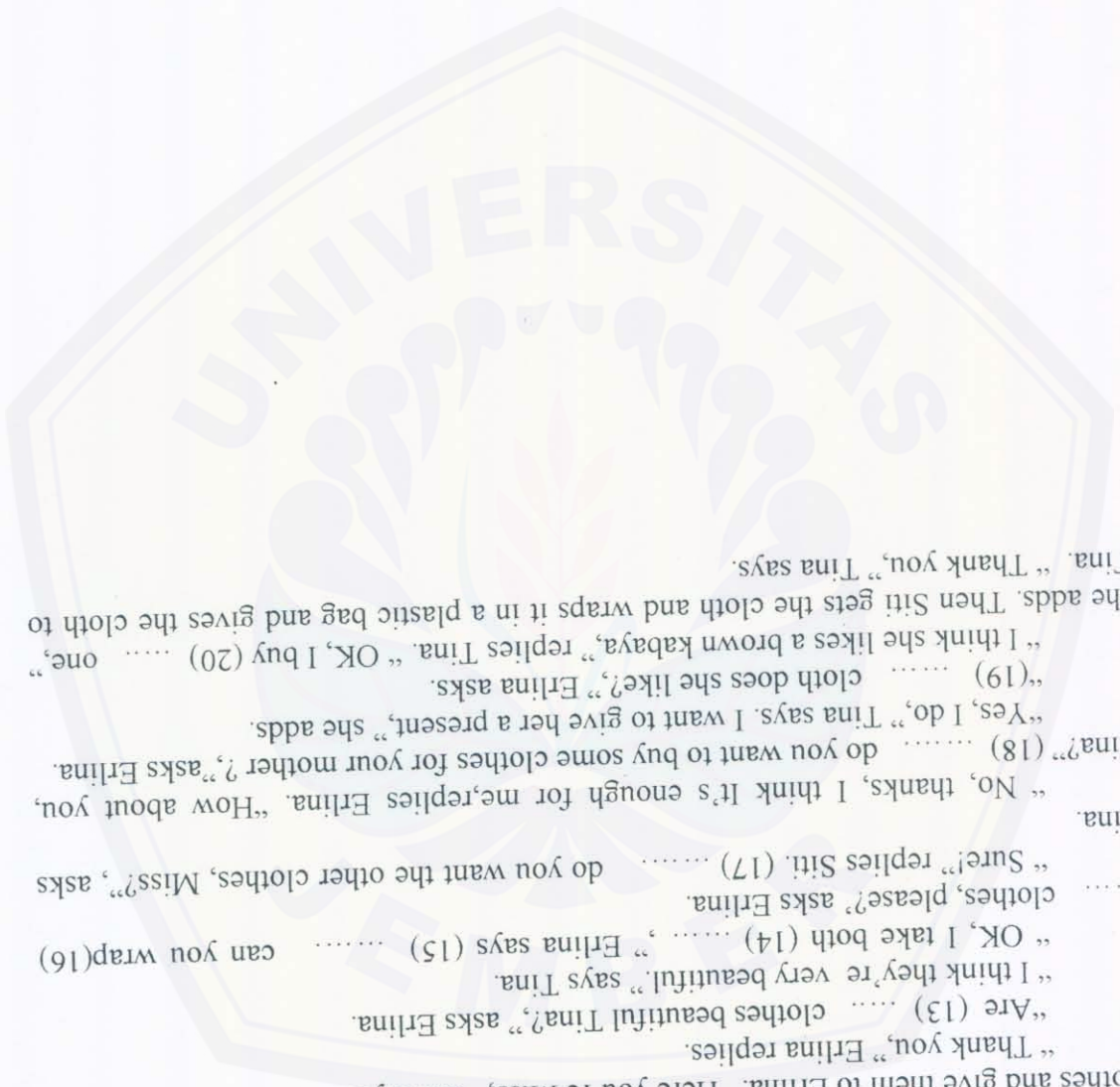
drinks (18) (19) is satisfied. She feels happy with the party, although only (20) students come.

II. Isilah titik-titik di bawah ini dengan this, that, those, these, what, who, and which jika perlu !

Look at there! (1) woman is Mrs. Tanti. (2) is she? She is Titis's mother. She has a cloth shop. The shop is located on Jl. Kartini. (3) does the shop sell many kinds of clothes? Yes, it does. The shop sells many kinds of clothes.


Siti is a shop-assistant. She works at (4) Mrs. Tanti's shop. Erlina and Tina are customers. Look! (5) is Siti doing? Siti is serving Erlina.

"(6) kinds of clothes does this shop sell?" asks Erlina. "(7) does this shop sell modern clothes?" she adds.



"Yes," Siti replies. "This shop sells modern and traditional clothes," adds Siti.
(8) " (8) clothes do you like, Miss?" Siti asks. (9) cloth or
(10) clothes overthere!" she adds.
" I like (11) clothes, a white T-shirt and a black jeans," replies Erlina.
" Let me take them for you !" says Siti. For a moment Siti takes (12) clothes and give them to Erlina. "Here you're Miss," Siti says.
" Thank you," Erlina replies.
" Are (13) clothes beautiful Tina?" asks Erlina.
" I think they're very beautiful," says Tina.
" OK, I take both (14) Erlina says (15) can you wrap(16) clothes, please?" asks Erlina.
" Sure!" replies Siti. (17) do you want the other clothes, Miss?", asks Tina.
" No, thanks, I think It's enough for me, replies Erlina. "How about you, Tina?" (18) do you want to buy some clothes for your mother ?," asks Erlina.
" Yes, I do," Tina says. I want to give her a present," she adds.
" (19) cloth does she like?" Erlina asks.
" I think she likes a brown kabaya," replies Tina. " OK, I buy (20) one," she adds. Then Siti gets the cloth and wraps it in a plastic bag and gives the cloth to Tina. " Thank you," Tina says.

ANSWER KEY

- 
- I.
1. My
 2. A lot of
 3. Them
 4. -
 5. Her
 6. A few
 7. Her
 8. You
 9. I
 10. A little
 11. Any/ A lot of
 12. He
 13. A lot of
 14. A lot of
 15. Them
 16. A lot of
 17. A lot of
 18. A little
 19. She
 20. A few
- II.
1. That
 2. Who
 3. -
 4. -
 5. What
 6. What
 7. -
 8. Which
 9. This
 10. Those
 11. Those
 12. Those
 13. These
 14. -
 15. -
 16. These
 17. -
 18. -
 19. Which
 20. This/That

PART I	INDICATORS		PERSONAL PRONOUNS	1, 3, 4, 5, 7, 8, 9, 12, 15, 19.
	INDEFINITE PRONOUNS	DEMONSTRATIVE PRONOUNS	INTERROGATIVE PRONOUNS	20.
PART II	INDICATORS		PERSONAL PRONOUNS	1, 3, 4, 5, 7, 8, 9, 12, 15, 19.
	INDEFINITE PRONOUNS	DEMONSTRATIVE PRONOUNS	INTERROGATIVE PRONOUNS	14, 16, 17, 18, 20.
				1, 4, 9, 10, 11, 12, 13, 2, 3, 5, 6, 7, 8, 15, 17, 18, 19.

TABLE OF TEST ITEM NUMBERS BASED ON INDICATORS

A few examples of the way in analyzing the data

• INDEFINITE PRONOUNS

A. The Misuse of Indefinite Pronouns

1. Any students often go there.
2. Only a little students come there.
3. I want a bowl of meat ball with a few sauce.
4. I want a bowl of meat ball with a lot of sauce)
4. She feels happy with the party, although only any students come.
- (She feels happy with the party, although only a few students come)

B. The Omission of Indefinite Pronouns

1. Rita eats and drinks.
2. I don't like butter very much.
- (I don't like any butter very much)
3. Although there are food and drink but Rita eats and drinks.
- (Although there are a lot of food and a lot of drink but Rita eats and drinks a little)

• PERSONAL PRONOUNS

A. The Misuse of Personal Pronouns

1. Although there are a lot of food and a lot of drink but Rita eats and drinks them.

(Although there are a lot of food and a lot of drink but Rita eats and drinks a

little)

2. Today Rita celebrates she birthday.

(Today Rita celebrates her birthday)

3. "I can buy foods and drinks, says Rita." "I will pay all," she adds.

("You can buy foods and drinks, says Rita." "I will pay all," she adds)

4. "Horey," say her friends. "I want a cake with a little butter," ask Tino. "I

don't like any butter very much, she adds.

("Horey," say her friends. "I want a cake with a little butter," ask Tino. "I

don't like any butter very much, he adds)

5. "You want a cake with a little butter," asks Tino.

("I want a cake with a little butter," asks Tino)

B. The Addition of Personal Pronouns

1. Today, Rita my celebrates her birthday.

2. Today, Rita she celebrates her birthday.

3. Today, Rita her celebrates her birthday.

(Today, Rita celebrates her birthday)

*DEMONSTRATIVE PRONOUNS

A. The Misuse of Demonstrative Pronouns

1. I like that clothes, a white T-Shirt and a black jeans," replies Erlina.

(I like these clothes, a white T-Shirt and a black jeans," replies Erlina)

2. These cloth or those clothes overthere," she adds.

(This cloth or those clothes overthere," she adds)

3. "Are this clothes beautiful Tina?" asks Erlina.

("Are these clothes beautiful Tina?" asks Erlina)

4. Can you wrap that clothes, please ?" asks Erlina.

(Can you wrap these clothes, please ?" asks Erlina)

5. I like this clothes, a white T-Shirt and a black jeans," replies Erlina. (I like these clothes, a white T-Shirt and a black jeans," replies Erlina)

B. The Omission of Demonstrative Pronouns

1. "Cloth or clothes overthere !", she adds
("This cloth or those clothes overthere !", she adds)
2. For a moment Siti takes clothes and give them to Erlina.
(For a moment Siti takes those clothes and give them to Erlina)

C. The Addition of Demonstrative Pronouns

1. OK, I take both these.
(OK, I take both)
2. OK, I take both this.
(OK, I take both)
3. OK, I take both that.
(OK, I take both)

• INTERROGATIVE PRONUNS

A. The Misuse of Interrogative Pronouns

1. What cloth does she likes?
(Which cloth does she likes?)
2. What is she? She is Tit's mother.
(Who is she? She is Tit's mother)

B. The Addition of Interrogative Pronouns

1. What do you want the clothes, Miss," asks Tina.
(Do you want the clothes, Miss?," asks Tina)
2. What do you want to buy some clothes for your mother.
(Do you want to buy some clothes for your mother)



3. What can you wrap those clothes, please?," asks Erlina.
(Can you wrap those clothes, please?," asks Erlina)
4. Which can you wrap those clothes, please?," asks Erlina.
(Can you wrap those clothes, please?," asks Erlina)

NIM. B1G195315

Kenyo Prastiwi

Mahasiswa Pemohon

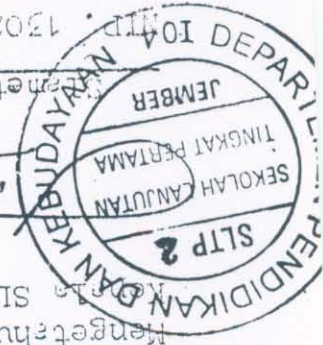
Jember, 5 Februari 2000

130260108

Net, Snd

Net, Snd SLTPN 2 Jember

Mengetahui



Hal : Permohonan Ijin Penelitian.

Dengan hormat,

Sehubungan dengan penyelesaian tugas akhir (skripsi) saya,

Nama : KENYO PRASTIWI

NIM : B1G195315

Jurusan/Program : Pend. Bahasa dan Sent / Bahasa Inggris.

Fakultas : KIP

dengan ini memohon Ijin untuk dapat melaksanakan penelitian di SLTPN 2 Jember.

Adapun judul yang akan saya tulis adalah :

"A DESCRIPTIVE STUDY OF THE ERRORS IN PRONOUN USE IN GUIDED COMPOSITION OF THE FIRST YEAR STUDENTS OF SLTPN 2 JEMBER IN THE ACADEMIC YEAR 1999/2000."

Demikian permohonan Ijin ini saya ajukan, atas pemberian Ijinnya saya ucapkan terimakasih.

Kepada
Yth. Kepala Sekolah SLTPN 2 Jember
di Jember.

22/1/PT.32.H5.FKIP/1.71.000

Jember, Pebruari, 1999

: 22/1/PT.32.H5.FKIP/1.71.000
: Proposal
: Ijin Penelitian

: Yth. Sdr. Kepala Sekolah
SIIPN 2 Jember

di - JEMBER

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas
Jember menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

N a m a : KENYO PRASTIWI
N f m : B1G195315
Program / Jurusan : PBT, Bahasa Inggris / PBS

Berkenaan dengan penyelesaian studinya ; maka mahasiswa tersebut ber -
maksud melaksanakan penelitian dengan judul :

A Descriptive Study of the Errors in Pronoun Use in Guided
Composition of the First Year Students of SIIPN 2 Jember
in the Academic Year 1999/2000

pada Lembaga yang saudara pimpin.
Sehubungan dengan hal tersebut diatas kami mohon dengan hormat saudara
berkenan dan sekaligus kami mohon bantuan informasinya.
Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

a.n. Dekan
Dekan I

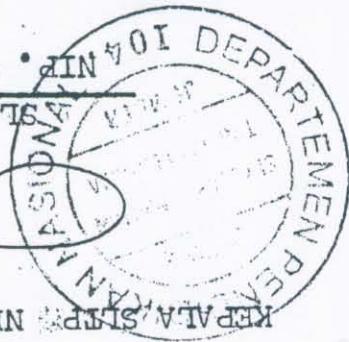


50 355 407

801 092 104 NIP. 130 260 108

STAMPEL S.Pd

[Handwritten Signature]



KEPALA STAFF NEGERI 2 JEMBER

Jember, 3 Mei 2000

Demikian surat keterangan ini dibuat untuk digunakan se-
bagaimana mestinya.
OF STPPN 2 JEMBER IN THE 1999/2000 ACADEMIC YEAR.
IN GUIDED COMPOSITION OF THE FIRST YEAR STUDENTS
"A DESCRIPTIVE STUDY OF THE ERRORS IN PRONOUN USE"

Met 2000, dengan judul :
Jember yang dimulai tanggal 10 Februari 2000 sampai dengan 3
Benar-benar telah melaksanakan penelitian di STPP Negeri 2

Angkatan : 1995
Jurusan/Prog. : PBS/ B. Inggris
NIM : B1G195315
Nama : KENYO PRASTIWI

Jember menerangkan bahwa mahasiswa:
Yang bertanda tangan di bawah ini kepala STPP Negeri 2

SURAT KETERANGAN
No. 2052/104.32/STPP.02/PL.2000

Jl. P.B. SUDIRMAN NO.26, TELP (0331) 484878

STPP NEGERI 2 JEMBER

SEKOLAH MENENGAH TINGKAT PERTAMA

DEPARTEMEN PENDIDIKAN NASIONAL

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : KENYO PRASTIWI
Nim / Jurusan / Angkatan : 16195315 / PEND. BAHASA DAN SENI / 1995
Judul Skripsi : A DESCRIPTIVE STUDY OF THE ERRORS IN PRONOUN USE IN GUIDED COMPOSITION OF THE FIRST YEAR STUDENTS OF SMPN 2 JEMBER IN THE 1999/2000 ACADEMIC YEAR

Drs. MARIYONO

Pembimbing I :
Pembimbing II :

KEGIATAN KONSULTASI :

No.	Hari tanggal	Materi Konsultasi	Tt/ Pembimbing
1.	Sabtu, 9-10-1999	Judul + Matrik	<i>[Signature]</i>
2.	Senin, 8-11-1999	Bab I + II	<i>[Signature]</i>
3.	Sabtu, 4-12-1999	Bab I + II	<i>[Signature]</i>
4.	Senin, 10-1-2000	Bab III	<i>[Signature]</i>
5.	Senin, 7-2-2000	Bab III + IV	<i>[Signature]</i>
6.	Sabtu, 6-3-2000	Bab III + IV	<i>[Signature]</i>
7.	Senin, 6-4-2000	Bab IV + V	<i>[Signature]</i>
8.	Sabtu, 17-6-2000	Bab IV + V	<i>[Signature]</i>
9.	Sabtu, 1-7-2000	Bab I + II + III + IV + V	<i>[Signature]</i>
10.			
11.			
12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI.

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : KENYO PRASTIWI
 Nim / Jurusan / Angkatan : B1G195315 / PEND. BAHASA DAN SENI / 1995
 Judul Skripsi : A DESCRIPTIVE STUDY OF THE ERRORS IN PRONOUN USE IN GUIDED COMPOSITION OF THE FIRST YEAR STUDENTS OF SMPN 2 JEMBER IN THE 1999/2000 ACADEMIC YEAR

Pembimbing I : _____
 Pembimbing II : Drs. BUDI SETYONO MA

KEGIATAN KONSULTASI :

No.	Hari tanggal	Materi Konsultasi	Tl. Pembimbing
1.	Senin, 11-10-1999	Judul + Matrik	
2.	Sabtu, 13-11-1999	Bab I	
3.	Selasa, 21-12-1999	Bab I + II	
4.	Kamis, 6-1-2000	Bab I++ II++III	
5.	Rabu, 16-2-2000	Bab II + III	
6.	Kamis, 23-3-2000	Bab III + IV	
7.	Senin, 10-4-2000	Bab IV + V	
8.	Kamis, 8-6-2000	Bab I+II+III+IV+V	
9.	Sabtu, 8-7-2000	Bab I+II+III+IV+V	
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15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI.