**CHAPTER II**

**THEORETICAL BACKGROUND**

1. **Personal Pronoun**
2. **The Pronoun**
3. **The Definition of Pronouns**

According to Thomas E. Payne states that pronouns are referring expressions that can be thought of abbreviated versions of determined noun phrases.[[1]](#footnote-1) Moreover, Frank states that pronoun is a word that takes the place of noun.[[2]](#footnote-2)

According to Heldin Manurung, pronoun is a word that can replace a noun in most sentences.[[3]](#footnote-3) A pronoun is a word used to replace a noun or another pronoun. The function of pronoun is to avoid repeating noun. Pronouns usually come after the noun they are replacing. In grammar, a pronoun is defined as a word or phrase that may be substituted for a noun or noun phrase, which once replaced, is known as the pronoun’s antecedent. Pronoun forms can vary depending on whether they occur in the sentence subject or object position *(I/me, she/her)* or refer to first, second, or third person, or male or female.[[4]](#footnote-4) There are three cases: subjective, objective and possessive. A pronoun that represents the actor in a sentence is called the subject and takes the **subjective case:** for example, *l will be late.* A pronoun that represents the entity that is affected by the action of the subject called the object and takes the **objective case:** For example, *Don't* *you wait for me.* The **possessive case** is used to indicate ownership[[5]](#footnote-5), and differs depending on whether or not the possessed object follows the pronoun: *That is my chair >> That chair is mine.*

Based explanation above, the pronoun is a word used to replace a noun that used to avoid repetition of words. A pronoun is used in place of a noun or nouns. Common pronouns include he, her, him, I, it, me, she, them, they, us, and we.

1. **The Kinds of Pronouns**
2. **Subjective Personal Pronoun**

Subjective Personal Pronoun is used to act as the subject of the sentence such as: I, you, we, they, he, she, it.

The Example: I have a dog. It is called Lucky.

1. **Objective Personal Pronoun**

Objective Personal Pronoun is used to act as the object of the verb such as: me, you, us, them, him, her, and it.

The Example: Lucky and I are playing in the park. Dad is watching us.

1. **Possessive Adjective**

Possessive adjective is used to act as adjectives, and it is put before noun such as: my…, your.., our…., etc. possessive adjective used to describe a part of an object owned by the person. The example:

* 1. Our Friend is happy
	2. This is my English book.
	3. Their teacher is Mr. Jack
	4. Your books are in the classroom
1. **Possessive Pronoun**

Possessive pronoun is used to refer a noun when it is understood, such as: mine, yours, ours, etc. We use possessive pronouns to refer to a specific person/people or thing/things (the "antecedent") belonging to a person/people (and sometimes belonging to an animal/animals or thing/things). The Example:

1. This is my book. This book is mine.
2. This is your pencil. This pencil is yours
3. This is his pen. This pen is his
4. This is her notebook. This notebook is hers.
5. This is our house. This house is ours.
6. These are your radios. These radios are yours.
7. These are their rulers. These rulers are theirs
8. **Reflexive Pronoun**

Reflexive pronoun is used if the subjects do a job for himself and confirmed that the work was done by himself. The words myself, yourself, himself, herself, itself, ourselves, yourselves and themselves are called reflexive pronouns. They refer to the person or animal that is the subject of the verb. The Example: Michael is looking at himself in the mirror.

1. **Other Pronoun**
	1. Relative Pronoun

Relative Pronoun is the pronoun that is used to connect two sentences in which the first sentence has to do with the next sentence.[[6]](#footnote-6) Relative pronoun is often used is who, whom, whose, that, what and which. use who or that for objects. The relative pronoun if translated into Indonesian means "yang".

The Example: I don’t understand what you mean.

* 1. Interrogative Pronoun

 An interrogative pronoun introduces a question.[[7]](#footnote-7) The words who, whom, whose, what and which are called interrogative pronouns. These pronouns are used to ask questions. The example:

 1) *Who* is your English teacher?

 *Mr. Ali* is my English teacher

2) *Whom* does John see?

 John sees *Mary*

3) *Which* is your book?

 My book is *the blue one*

4) *What* are you looking for?

 I am looking for *my pen*

5) *Whose* book is that?

 That is *my book*

* 1. Demonstrative Pronoun

A demonstrative pronoun points out identifies a noun.[[8]](#footnote-8) The words this, these, that and those are called demonstrative pronouns. They are showing words. You use this and these when you point to things near you. You use that and those when you point to things farther away.

|  |  |  |
| --- | --- | --- |
| **Demonstrative** | **Number** | **Position** |
| ThisThatTheseThose | SingularSingularPluralPlural | Closed to speakerSome distanceClosedSome distance |

 The Example:

1. This is my house
2. That is a chair
3. These are books
4. Those are bags
5. **Personal Pronoun**

Frank state that the personal pronouns change their form for person (First, second and third), for case (subject, object, possessive), number (singular, plural) and gender (masculine, feminine, neuter).[[9]](#footnote-9)

Personal pronouns are used to represent people. They can show first person (the speaker), second person (the person being spoken to), or third person (the person being spoken about). If the pronoun is the subject of the sentence, we say it is a subject pronoun (sometimes called a nominative pronoun). If the pronoun is the object of the sentence, we say it is an object pronoun.

There are three groups of pronouns: first person, second person and third person. The person speaking is called the first person. The first-person pronouns are I or me (in the singular) and we or us (in the plural). The person spoken to is called the second person. The second-person pronoun is you (in both singular and plural). The person (or animal, or thing) spoken about is called the third person. The third-person pronouns are he or him, she or her, and it (in the singular), and they or them (in the plural).

The word I is always spelled with a capital letter. The pronoun he is used for man and boy, she for woman and girl, and it for thing and animal.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Subject** | **Object** | **Possessive** |
| **First person singular** | I | Me | My | Mine |
| **Second person singular** | You | You | Your | Yours |
| **Third person singular** | He | Him | His | His |
| She | Her | Her | Hers |
| It | It | Its | Its |
| **First person plural** | We | Us | Our | Ours |
| **Second person plural** | You | You | Your | Yours |
| **Third person plural** | They | Them | Their | Theirs |

There are the kinds of personal pronoun:

* 1. **Subjective Personal Pronoun**

Subjective Personal Pronoun is used to act as the subject of the sentence such as: I, you, we, they, he, she, it.[[10]](#footnote-10) Using also subject pronoun after word than, as, and that. Subject pronoun is a pronoun or Promina for perpetrators commonly the subject of a sentence but does not have to always be at the beginning of the sentence.[[11]](#footnote-11)

The Example:

1. My name is David. I am the youngest in the family.
2. This is my father. He is a teacher.
3. This is my mother. She is a lawyer.
4. I have a brother and two sisters.
5. They are Peter, Sharon and Jenny.
6. I have a dog. It is called Lucky.
7. Lucky, you are a good dog.
8. Good morning, children! You may sit down now.
9. My family and I live in a big city. We have an apartment.

Using the nominative case:

1. Use the nominative case to show the subject of a verb.[[12]](#footnote-12)

 To help determine the correct pronoun, take away the first subject and try it choice. See which one sounds better. For Example:

Father and (I, me) like to shop at Market

Father and I like to shop at Market

Father and me like to shop at Market

Answer: I is the subject of the sentence. Therefore the pronoun is in the nominative case: so “Father and (I, me) like to shop at Market”. When you list two or more subjects, put yourself last. Therefore, the sentence would read “father and I” never “I and father”.

1. Use the nominative case for a predicate nominative

 A predicate nominative is a noun or pronoun that follows a linking verb and identifies or renames the subject. Remember that linking verb connects a subject to a word that renames it. Linking verbs indicate a state of being (am, is, are, etc.), relate to the sense (look, smell, taste, etc.), or indicate a condition (appear, seam, become, etc.). The example:

The salesman of the month was (I, me)

Answer: use I, since the pronoun renames the subject, *the salesman of the month*. “The salesman of the month was I”

* 1. **Objective Personal Pronoun**

Objective Personal Pronoun is used to act as the object of the verb such as: me, you, us, them, him, her, and it. You and it has the same form both as subject and object personal pronouns personal pronoun, while others are different. The object is subjected to treatment instead of the perpetrator, and the position is not prevalent in the beginning of the sentence. The Example:

1. I am standing on my head. Look at me.
2. My mother is kind. Everybody likes her.
3. Lisa, I told you to tidy your bed!
4. Sharon and Jenny! Dad is waiting for you!
5. Lucky and I are playing in the park. Dad is watching us.
6. You must not play with the knife. Give it to me.
7. Pick up your toys and put them away.
	1. **Possessive adjective**

Possessive adjective is used to act as adjectives, and it is put before noun such as: my…, your.., our…., etc. Possessive adjective used to describe a part of an object owned by the person. Possessive adjective is the words used to show a form of possession/ownership or are used to express a close relationship with someone or something.

The example:

1. Our Teacher is happy
2. This is my English book
3. Tika, Mia and Tina are my friends
4. Open your book!
5. Their homework is on the table
6. Her sister is very beautiful
7. **Writing Descriptive Text**
	* 1. **Definition of Writing**

Writing is one skill that should be taught for every level. This skill must be improved by practicing a lot because writing has many contributions for our life, we can make a habit of writing to develop this skill. Jeremy Harmer mentions the reasons for teaching writing to students of English as foreign language include reinforcement. Most of students acquire language purely in oral way, but most of us get benefit greatly from seeing the written one. The visual demonstration of language construction is invaluable for our understanding of how language fits together.[[13]](#footnote-13)

According to Carrolin T. Linse states that, “writing is the act or art of forming letters and characters on paper in form of printing or cursive. It may is called as an arranging text”.[[14]](#footnote-14)

Writing is a process of creating, organizing, writing and polishing. In the first step of the process, you create ideas. In the second step, you organize the ideas, in the third step, you write a rough draft, in the final step you polish your rough draft by editing it and making revisions.[[15]](#footnote-15)

Based on the ideas above, the researcher concludes that writing is a thinking process, a transaction with words followed by a physical act. It requires practice to communicate and make contacts from the writer to the reader. In this writing activity the writer follows the rules of grammar, spelling, punctuation and sentence structure.

* + 1. **Descriptive Text**
	1. **Definition of Descriptive Text**

According to Musyid states that descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well.[[16]](#footnote-16) Description in writing is the process of creating visual images and sensory impression through words.

Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.[[17]](#footnote-17)

According to Knapp and Watkins states that Description enables the categorization or classification of an almost infinite range of experiences, observations and interactions into a system that orders them for immediate and future reference, and allows us to know them either objectively or subjectively, depending on the learning area or intent of the writer.[[18]](#footnote-18)

Based explanation above, descriptive text is one of kind of text that describe about people, thing or animal that can be see, feel and occurred in our surrounding.

* 1. **Kinds of Descriptive Text**

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

1. Describing people

It is usually people who are interesting to readers. Their appearance is interesting, especially as it reflects personality. When description is mentioned, one tends to think mainly about adjectives and perhaps adverbs. It is sometimes surprising to find that a particularly vivid description has resulted chiefly from the accurate use of verbs. To say that a person shambles or stumbles when he or she walks, for example may give a better picture of that a person than a large number of adjective could.

1. Describing place

How place look, smell, and sound is important. There are some ways to judge description of place; are impressions other then sight included? Is the picture caught at a single moment in time? Are the details arranged in logical order? Is the same point of view kept throughout? Are the adjective vivid, and are the noun and verb specific and descriptive.

1. Describing unit of time

Descriptions of units of time are often used to establish mood. Literature is full of descriptions of seasons, days, and times of day. Notice how the description of a unit of time sets a certain mood, or emotional tone, in each of the following selections.

1. **Generic Structure**

Wardiman, et. al. specify the generic structure of descriptive text into two parts, 1) Introduction is the part of the paragraph that introduces the character; and 2) *Description* is the part of the paragraph that describes the character.[[19]](#footnote-19) This indicates that a descriptive text has two elements, an element to identify phenomenon (*identification*) and another one (*description*) to portray parts, qualities, or characteristics.

In addition, in general descriptive text consists of two elements as follow:[[20]](#footnote-20)

**Text Elements**

|  |  |
| --- | --- |
| Text elements | Content |
| Identification | An introduction to the objects/ things described which includes who or what, when, where. |
| Description | A description of an object. For example the color, the size, the smell, the taste, what makes it special, etc.For persons: what they look like, what they do, how they act, what they like or dislike, what makes them special.For something: how it looks, sounds, feels, smells or tastes, where it is seen or found, what it does, how it is used, what makes it special. |
| Conclusion | Summary points |

1. **Error analysis**
2. **Definition of Error Analysis**

The study of learners’ error is called error analysis. It is way of looking at errors made by learners of target language. The making of error can’t be avoided in learning process. Analysis is the most important a method to get information about the function of cognitive process in language production and language perception. One of analysis that can detect students’ error is error analysis.

Corder states that “The study of learners’ error is part of the systematic study of learners’ language which itself necessary to an understanding of the process of second language.”[[21]](#footnote-21)

While based on Ellis et.al. in Tarigan states that “Error analysis is procedure of work, that usually used by researcher and language teacher, that includes collecting of sample, identification of errors that is found in the sample, explanation of errors, classification the error based on the causes, and evaluation in degree of error seriousness.”[[22]](#footnote-22)

In summary, error analysis is the technique that used to know the students’ competence by collecting, identifying, explaining, and classifying the students’ error.

1. **The Types of Error**

According to Corder, error is divided into four categories: error of omission, error of addition, error of selection, and error of ordering. Here are the explanations:

* 1. The Error of Omission

According to corder states that, error of omission is error where some element is omitted which should be present.[[23]](#footnote-23) Error of omission characterized is the absence of an item that should appear. The student omits the item that should appear in the good utterance. Example: *I like because she is beautiful*. From this example, this sentence must add objective personal pronoun. The word “I like” need objective personal pronoun, we must add her because the object is she. It happens because the learner still has limitation of the personal pronoun which is used in the sentences.

* 1. The Error of Addition

The error of addition is the opposite of omission. According to Corder states that, addition is where some element is present which should not be there.[[24]](#footnote-24) In addition, the students add the utterance that is not needed in a sentence, or the learners add some unnecessary element. For example: *Aira writes the letter to Aira her friend in Bandung.* From the xample, the student wants to tell that the Aira write the letter to her friend. She knows that to tell the object only once but she puts two items for the same features; *the Aira* and *her.*

* 1. The Error of Selection

Error of selection is error where the wrong item has been chosen in place of the right one. Different from omission where the items are not supplied at all, in errors of selection, the student supplies something even though that is incorrect. For example: *Tia is my friend*. *He always help them everyday.* From this example there was mis-selection in using *Objective*. Itshould be “she” but it was “he” The student put “he” in the sentence, and itis incorrect.

* 1. The Error of Ordering

Errors of ordering where the elements presented are correct but wrongly sequenced. The incorrect placement of a morpheme or group of morphemes in an utterance. For example: *Now, practices play guitar he everyday*. From this example, it should be *Now, he practices play guitar everyday.* The student wrote sentence not properly. The learner didn’t put the items in the appropriate order.

The types of error by Corder is the types of error that always make by the students in writing. The students make error in selection the item or item in the sentence, incorrect placement, absence of an item that should appear and the students add the utterance that is not needed in a sentence. The students make error related the types of error by corder and this type can make easier in analyzing the result of the test.

1. **Objective of Error Analysis**

Dulay et.al. state that studying learners’ errors serves two major purposes.

1. It provides data from which inferences about the nature of language learning process can be made; (2) It indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learner’s ability to communicate effectively.[[25]](#footnote-25)

 From the explanation above, the objective of error analysis is repairing and reducing the error students’ language. Error analysis is result of the frequent occurrence of error that made by students when learning a language. The error was made by students could obstruct the achievement of the language learning. By doing error analysis, we can find out where the trouble so that teachers can find the best solution

 Based on Corder, error analysis has two functions, the first is theoretical one and the second is practical one.

The theoretical aspect of error analysis is part of methodology of investigating the language learning process. In order to find out the nature of these psychological processes, we have two have means of describing the learner’s knowledge of the target language as any particular moment in his learning career in order to relate this knowledge to the teaching has been receiving. The practical of error analysis is its functions in guiding in remedial action we must to take correct an unsatisfactory state of affairs for learner or teacher.[[26]](#footnote-26)

 In conclusion, the objectives of error analysis are to find and classify errors in order for doing remedial. The students, teacher, method or technique in teaching may cause error. By analyzing error, the teacher can plan remedial teaching or determine the material that will be test.

1. **Steps of error Analysis**

 Error analysis is activity procedure that has certain steps. According to M. Gass and Selinker, there are a number of steps takes in conducting an error analysis:

1. Data need to be collected. Although this is typically done with written data, oral data can also serve as a base. (2) Identify errors. What is the error (e.g., incorrect sequence of tenses, wrong verb form, singular verb form with singular subject)? (3) Classify error. Is it an error of agreement? Is it an error in irregular verb? (4) Quantify error. How many errors of agreement occur? How many irregular verb form errors occur? (5) Analysis of source (6) Remediation. Based on the kind and frequency of an error type. Pedagogical intervention is carried out.[[27]](#footnote-27)

 In analyzing learners’ error the writer should do the procedures in conducting an error analysis, they are: collecting of a sample of learner language, identification of errors, description of errors, explanation of errors and evaluation of errors. The following section will clarify these five steps.

1. Collection of Sample of Learner Language

The first step of analyzing errors which suggested by Corder is collection of sample. In this step, the researcher must decide a number of students which is being sample for the research. Then, they will be given regular examination in order to get data.[[28]](#footnote-28)

1. Identification of errors

In this step the researcher must identify error from the data collection. For identifying the error, the researcher must compare the sentence that was produced by students to the correct sentence in the target language.[[29]](#footnote-29) For examples: *yesterday I went to Bali with my father but* ***she*** *didn’t look enjoy there.* The correct form in target language is *yesterday I went to Bandung with my mom but* ***she*** *didn’t look enjoy there.* By comparing two sentences it can be seen that the student produced an error in constructing subject sentence where she wrote *he* to refer *my mom*.

1. Description of Errors

After identifying errors, the next step is description of errors. In this step, all errors that have been identified, then they would be classified into the types of errors.

1. Explanation of Errors

This step will explain why errors occur. This explanation concerned on the sources of errors. From example above, the researcher may consider that the student above does an error in using subject pronoun instead of using pronoun whether because of interlingua transfer/overgeneralization, ignorance of the rule restriction, incomplete application of rules, or false concept hypothesis

1. Evaluation of Errors

In this step, the researcher must decide the criteria of errors which will be corrected because some errors can be considered more serious than other. The aim of evaluating errors is to distinguish which errors will be corrected.

 Based explanation above, the step of error analysis is consists of collected, identify, classify, quantify, analysis and remediation. The step of error analysis is very important to get correct data and accurate analysis.

1. **Mistakes and Errors**

 Mistake and Error has roughly the same meaning. But, to analyze learner’s language and apply error analysis both have differences. Therefore, the researcher provides some definitions of mistakes and errors as below:

1. Mistakes

 Mistake is a deviation that occurs because of the influence of the situation in language learners. Mistakes are of no significant to the process of language learning. However, the problem of determining what learner’s mistake is and what is learners’ error is one of some difficulty and involves a much more sophisticated study and analysis of errors than is usually accord them.[[30]](#footnote-30)

 According to Ellis states that, mistakes reflect occasional lapses in performance; they occur because, in particular instance, the learner is unable to perform what he or she knows.[[31]](#footnote-31) From opinions above, we can learn that mistake is caused by learner so that the mistake can be corrected by the learners with concentrate.

1. Errors

 Knowing learner’s error will provide useful evidence of the system of the language. For beginner learner certainly they do not understand how to learn language so the teachers are very active to help students with knowing errors made by learner and follow the development of learners toward the purpose of language learning.

Errors in language teaching especially in English are the cases which are difficult to avoid. Errors are part of the student interlingua that is the version of the language which the students has at any one stage of development.[[32]](#footnote-32)

 According Ellis states that, error is reflects gap in a learner’s knowledge which arises because the learner does not know what is correct.[[33]](#footnote-33) Meanwhile, Brown explains error as an “idiosyncrasies in the language of the learner that are direct manifestations of a system within which a learner is operating at the time”.[[34]](#footnote-34) An error is a noticeable deviation from the native grammar, it reflect the competence of the learner.

 Error is likely to occur repeatedly and is not recognized by the learner as an error. The learner in this case has incorporated a particular erroneous form (from the perspective of the TL) into his or her system.[[35]](#footnote-35)

 From the information above, we can know that error is the deviation that occurs because language learners do not understand the rules of the language. It can be helped by the teachers who provide additional exercise.

1. **The Causes of Language Error**

 Learning as foreign language is of course different from learning one’s another tongue. The students in learning foreign language do make errors in foreign language. Errors are signs of learning failure such as not to be willingly tolerated. So, we must analyze what causes of errors are made by students. The cause of error can be divided into two terms, namely first language (L1) dependent error and first language (L1) independent error.

 Tarigan states that, “language errors are caused by interference from mother tongue/first language toward second language. It means that the sources of errors are located on differences of first and second language system.”[[36]](#footnote-36) This cause is called as first language (L1) dependent error.

 The cause of error in first language independent errors has some factors. According to Jain, he says that:

Of many factors causing first language independent errors, learning strategies, teaching techniques, folklore about the second language, the age of bilingualism, i.e. the period over which the second language has been used by the speech community to which the learner belongs, the learner’s sociolinguistic situation, are some of the more easily identifiable variables.[[37]](#footnote-37)

 From the statement above, the writer concludes that the material can causes the error. The errors may also be caused by teacher’s learning method and techniques appropriately. The teacher is lack in giving example and the students are not enough given stimulus to develop language activities. Besides that, the student does not pay attention teacher’s description or the students are not eager to correct error.

 In short L1 independent errors are caused by strategy technique and communication in second language learning. Beside that, second language learning does not consider appropriate material deals with teacher sociolinguistic in teaching learning process.

 There are some sources of error:

1. Interlingual transfer

 Interlingual transfer is a significant source of error for all learners. The beginning stages of learning second language are especially vulnerable to interlingual transfer from the native language, or interference. In English language learning process, students still bring L1 to L2 because they are learned by the same habit formation process. Therefore, either positive or negative transfer occurs. Positive transfer is similar structures facilitate learning. L1 habit can successfully be used in L2. L1 habits will cause error in L2. Negative transfer is often become source of error because it causes of error in language learning process.

1. Intralingual transfer

 Intralingual transfer (within the target language itself) is a major factor in second language learning. One of examples is overgeneralization, which is the negative counterpart of intralingual transfer.

1. Context of learning

 A third major source of error is context of learning. Context refers to the classroom with its teacher and its materials in the case of school learning of untutored of second language learning. In a classroom context the teacher or the text book can lead the learner to make faulty hypothesis about the language. Students often make errors because of misleading explanation from the teacher, faulty presentation of structure or word in a text book, or even because of a pattern that was rote memorized in a drill but improperly contextualized.

1. Communication strategies

 Communication strategies were defined and related to learning styles. Learners obviously use production strategies in order to enhance getting their message across, but at times these techniques can themselves become a source of errors.[[38]](#footnote-38)

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18. Peter Knapp and Megan Watkins, *Genre, Text, Grammar,* (Australia: UNSW Press book, 2005), 97. [↑](#footnote-ref-18)
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