CHAPTER II
THEORETICAL FRAMEWORK

In this chapter, the researcher tries to describe clearly about theoretical framework here including: Errors, Errors Analysis, Pronoun, Personal Pronoun, Writing, Descriptive Text, Previous Studies and Framework Thinking.

A. Error

1. Definition of Error

It is normal for students making some mistakes or errors in learning it is does not means they are stupid or does not master the material, all the more in learning foreign language. They are many reasons or causes why students making errors, such as lack of vocabulary, spelling in the word, confuse in grammar, etc. According to Dulay at al, error is something flowed in the learning of speech and writing.[3] Moreover, Hossein suggest those errors are not being able to equated like the failure or stupidity in the process of learning and teaching, precisely, it is being a part of language learning

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[3] Dulay Heidi, Burt Marina, and Krashen Stephen, *Language Two* (New York: Oxford University Press, 1982).138.

process.[4] When students making error during studying, it means they brave to try. In addition, errors are the product of habit and first language intervention in second language learning.

According to the definitions above-mentioned by the experts, the researcher would like to define that is errors are normality made by students in learning foreign language, it does not mean the they are failure or stupid in the material. An error is what students make in their written because of lack knowledge in syntactic as well as lexical structure.

2. Classification of Error

According to Carl, the errors can be classified into five kinds they are: misused form, incorrect omission, unnecessary words, misplaced words and confused words.[5] Meanwhile, according to Dulay at al, the errors can be classified into four kinds based on taxonomy strategies, are: omission, addition, misformation and misordering.[6] These explainable as follows:

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[4] Mohammad Hossein Keshavarz, *Contrastive Analysis & Error Analysis* (Iran: Rahnama Press).58.

[5] Carl James, *Errors in Language Learning and Use*, 20 maret 2021, <https://doi.org/10.4324/9781315842912.100-101.

[6] Dulay, *Language Two*, 154-163.

1) Omission

Omission errors indicated by eliminating a word that must be appear in the sentence. Pronoun omission leading up to there are gaps in the clauses that can be filled by the obvious elements, generally pronoun.

Examples:

a. She *buy* a book in the market

In that sentence there is an error of omission in the word "buy" it is should be "buys" because refer to third person singular. The sentence should be "she *buys* a book in the market".

b. He *call* me yesterday

In that sentence there is an error of omission in the word "call" in that word absent suffix *ed* it should be "called" because the event was in the past. The sentence should be "he *called* me yesterday" the form of the sentence is simple past tense.

2) Addition

Addition error is reverse from omission. It is indicated by excess letters in a sentence which is must not

appear. In this case, Dulay divides addition errors into three kinds, are:

a. Double markings

Double markings are using of morphology in two places or manners to express a morphosyntactic feature on the same linguistic element.

Example: **she does not *works***

In that sentence there is addition error in the word "works", related to the sentence it is unnecessary using suffix "-s or -es" on verb when auxiliary has already used the suffix "-s or -es". So, the sentence should be **"she does not *work*".**

b. Regularization

Regularization also called overregularization. It is the phenomenon of linguistic that observed in language acquisition, language development, and language change which signed by substitute of irregular forms in morphology or syntax by regular. Examples: **I see many *sheeps* in the zoo.**

In that sentence there is regularization error in the word "sheeps" it is error marking of plural, the correct one is sheep. Thus, the sentence should be **"I see many *sheep* in the zoo".**

c. Simple addition

Simple addition indicated all of about error addition. It is using an item which should not be appeared in a well-formed the sentence.

Example: **he *calleded* me yesterday.**

In the sentence there is an error in the word "calleded" the error is adding *-ed* to past already formed. The correct word is "called". Thus, the sentence should be **"he *called* me yesterday".**

3) Misformation

These errors indicated an error in placing the structure or morpheme. Misformation error categorized into three types, are: regularization error, archi-forms, and alternating forms.

a. Regularization Error

In this error the learners using a regular marker in an irregular one.

Example: **the *childs* plying football in the yard.**

Int that sentence there is an error in the word "childs". The error is placing regular marker for irregular one. Thus, the word should be "children", and the correct sentence is **"the *children* playing in the yard".**

b. Archi-forms

In this error the learners have difficulty in choosing the right word class and appropriate to the rules of the language in a sentence.

Example: **I and *her* go to the zoo.**

In that sentence there is an error in the word "her". The error is placing object form as subject one. Thus, the word should be "she" because it refers to third person singular as subject, and the correct sentence is **"I and *she* go to the zoo".**

c. Alternating Forms

This error caused by the development of learner's vocabulary and grammar. In this case, the learners look like error in archi-forms that is making mistake in choosing word class.

Example: **I *seen* her last night.**

In that sentence there is an error in the word "seen". The error is placing participle "seen" in the context of simple past tense, it should be "saw". Thus, the correct sentence is **"I *saw* her last night".**

4) Misordering

Misordering error indicated by misplacing a morpheme or group morphemes in speech or writing.

Example: **what mommy *is* doing?**

In that sentence there is misordering error in the word "is" because the place is not appropriate with the context. Thus, the correct sentence should be **"what *is* mommy doing?".**

3. **Causes of Errors**

Brown argued that the causes of error can classified into four kinds are: interlingual transfer, intralingual transfer,

context of learning and communication strategies.[7] It can be described as follow:

1) Interlingual Transfer

    Interlingual transfer is a common source of error for all learners. It is the result of language transfer, which is caused by the learner's native language or interference.

2) Intralingual Transfer

    Intralingual transfer is the result of the mistake or a part of learning of the target language, not from language transfer.[8]

3) Context of Learning

    In learning foreign language, students oftentimes making common errors caused by misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of memorized pattern in an exercise but not inappropriately contextualized.

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[7] H. Douglas Brown, *Principles of Language Learning and Teaching*, 4th ed. (London: Longman, 2000).223-227.

[8] Deng Rong, 'Interlingual Transfer and Intralingual Transfer — Two Most Important Sources of Errors in Interlanguage', *ICAMEY*, 100048. (2019), 1090.

4) Communication Strategies

Communication strategies is needed in learning language. It is reciprocal attempts of two interlocutors for meaning in situations where the necessary meaning is absent.[9]

B. Error Analysis

1. Definition of Error Analysis

Error analysis as an alternative approach used to investigate errors in the target language, which second language students ignore.[10] In addition, Error Analysis is a type of linguistic analysis that focuses on errors made by students. It consists of a comparison between the errors made in the target language and the target language itself.[11]

Based on definition above, it can conclude error analysis is the way to correct students' faulty in learning language.

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[9] Woytak Lidia, "Applied Language Learning," *language and learning* 16, no. 2 (2006): 66.

[10] Somchai Watcharapunyawong and Siriluck Usaha, "Thai EFL Students ' Writing Errors in Different Text Types : The Interference of the First Language" 6, no. 1 (2013): 72.

[11] Ali Akbar Khansir, "Error Analysis and Second Language Acquisition," *Theory and Practice in Language Studies* 2, no. 5 (2012): 1027–1032.

2. Steps of Error Analysis

According to Ellis the steps to analysis the errors are categorized into five kinds, are: to collect the sample of learner language, to identify the errors, description of errors, to explain the errors and to evaluate the errors. These are describable as follow:

1) To collect the sample of learner language

For the first step the researcher must ensure the number of students who will be sampled in the study. And then, the students will be given the examination to get the data.

2) Identification of errors

In this step the researcher will recognize the students' errors from data collection. Thus, the researcher will compare the sentences made by students with the correct sentence in target language.

3) Description of Errors

Description of errors is doing after identification of errors. In this step, all errors that have been identified, then they would be classified into the types of errors.

4) Explanation of Errors

In this step, the researcher will explain why the errors occur. This explanation concerned on the sources of error.

5) Evaluation of Errors

In the last step is evaluation of errors. In this step, the researcher must be deciding the criteria of errors which will be corrected because some errors can be considered more serious than other. The aim of this step is to distinguish the which error will be corrected.[12]

C. Pronoun

Pronoun is a branch of part of speech which is important to learn in English learning. It is a word that used as substitute of a noun or noun phrase and refers to either a noun that has already been mentioned or to a noun that does not need to be named specifically. it also replaces to another noun such as person, place, thing, etc. Pronoun also can be shorted to be noun phrase. According to Insan, Pronoun is the replacement of noun or phrase

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[12] Ellis Rod, *The Study of Second Language Acquisition* (Oxford: University Press, 1999).48.

which refers to subject or object.[13] It means using pronoun in writing or speaking make us easer to mention the name of the object without repeatedly so that the sentence created is not ambiguous. While according to Bhat, Pronoun is a word that represents a noun. However, this has various kinds of breaking effects the pronoun paradigm, such as demonstrative, interrogative, indefinite, etc. in two or more sets and place them in different word class.[14] Although the pronoun replaces only used for a noun it has many types such as personal pronoun, demonstrative pronoun, relative pronoun, reflexive pronoun, reciprocal pronoun, interrogative pronoun and indefinite pronoun. Each of them has different uses and function depend to the context. According to Nelson, pronoun is essentially special types of nouns and are the main word in a noun phrase or the only word in a noun phrase.[15] It shows how important the pronoun is, because it becomes the main word which is dominate in the sentence. Moreover, Peter argued, pronoun is a word that used in place of noun in the sentence, the noun being replaced is known

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[13] Mulyono Insan Abadi, 'An Analysis of Students' Error in Using Personal Pronoun as Subject and Object', *Language and Lierature*, 1.02 (2019), 104.

[14] D.N.S. Bhat, *Pronouns* (Oxford: University Press, 2004).1.

[15] Greenbaum Sidney and Nelson Gerald, *An Introduction to English Grammar*, 3rd ed. (New York: Routledge, 2009).45.

as the antecedent of the pronoun.[16] In addition, Annie argues that pronoun is a word used instead of a noun. Generally, pronouns stand for or refer to an individual or individuals or a thing or things whose identity is made clear earlier in the text.[17] And also, Pronouns are words that you use instead of nouns, often to avoid repetitions.[18] It deals with Igaab's opinion that pronoun as a lexical item that replaces a noun phrase in a sentence or larger discourse, it is important to avoid repetition and are used as a way to save expression in language.[19] It shows presence pronoun in the sentence is important so that the main sentences are conveyed clearly without repeating the name of the same object. Furthermore, according to Katherine, pronoun is used to take the place of other words (usually nouns) to avoid repetition and long-windedness.[20] However according to Kurbonovna, pronouns refer to words denoting objects, signs and quantities without mention their names. The

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[16] Herring Petter, *The Farlex Grammar Book : Complete English Grammar Rules FARLEX International* (Ireland: Farlex International, 2016).64.

[17] Annie Bindra, *English Grammar Rules and Usage* (USA: Nation Press, 2016), 5.

[18] Rosalind Fergusson, Marthin H. Manser, *The Complete Guide to Grammar* (London: Arcturus Publishing Limited, 2011), 25.

[19] Zainab Kadim Igaab and Intisar Raham Tarrad, "Pronouns in English and Arabic: A Contrastive Study," *English Language and Literature Studies* 9, no. 1 (2019): 53.

[20] Katherine Fry & Rowena Kirton*, Grammar for Grown-Ups: A Straightforward Guide to Good English* (London: Square Peg, 2015), 10.

special meaning of the pronoun is obtained only in related terms speech. In addition, pronouns in English are characterized by one more feature: Being an important part of speech, pronouns can perform a service role in a sentence.[21]

Based on some definition above, it can be concluded Pronouns are types of words that function to replace certain nouns or people that are not mentioned directly. The use of pronouns for something conveyed is more effective and without rambling. It is usually found in the position of the subject or object, but may also be in the predicate position depend on the context.

D. Personal Pronoun

1. Definition of Personal Pronoun

Personal pronoun is a word instead to a person, it can manipulate oneself (First Personal Pronoun), refer to the person spoken to (Second Personal Pronoun), and also refer to the person spoken of (Third Personal Pronoun).[22] Personal pronoun

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[21] Mamlakat Qurbonovna, Ismoilove and Shahlo Ubaydilloqizi, Kamolova, "About the Historical Development of Pronouns in English," *Journal of Advanced Research and Stability (JARS)* 01, no. 01 (2021): 63.

[22] Puspa Ruriana, 'Pronomina Persona Dan Bentuk-Bentuk Lain Pengganti Pronomina Persona Dalam Bahasa Blambangan (Personal Pronoun and Other Forms of Personal Pronoun in the Blambangan Language)', 22 maret 2021,<https://doi.org/10.26499/metalingua.v16i2.254>. 232.

that is used as a pronoun for mentioning a certain person or group. can also be used as a pronoun for objects or animals. Moreover, personal pronoun is a short word that used as a simple substitute for someone's name. every personal pronoun shows us the grammatical of the person, gender, number and case of the noun it replaces. Moreover, personal pronoun is one of lexical categories most discussed in contemporary linguistics. Its use in spontaneous conversation continues to attract attention for abuse predefined grammar boundaries of standard English.[23] According to Johannes, personal pronoun is a class of linguistic signs that are used to refer to individuals and inanimate entities.[24] Moreover, according to Laure, personal pronoun is one of typically small and closed set of lexical items with the principal function or distinguished among individuals in terms of the deictic category of person but often also expressing certain additional distinction of number, animacy, sex, gender, or other categories. The English personal pronouns are *I, you,*

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[23] Herndndez Nuria, Kolbe Daniela, and schulz monika Edith, *A Comparative Grammar of British English Dialects Modals, Pronouns and Complement Clauses*, *Angewandte Chemie International Edition*, vol. 6 (german: Berlin, 2011).

[24] Johannes Helmbrecht, *Personal Pronouns - Form , Function , and Grammaticalization*, *Discourse* (Erfurt: University of Erfurt, 2004).49

we, they, he, she and it.[25] Besides that, Prasada said personal pronouns are subdivided into first, second and third persons. The first person refers to the speaker or speakers (*I and we*), the second person refers to the person or persons spoken to (*you*), the third person refers to the person or thing (*people or things*) spoken about (*he, she, him, they*).[26] In addition, Danniel argued that personal pronouns are single element expression which function primarily to denote speech roles and personal pronoun also is a short word we use as a simple substitute for the proper name of person, each of the English personal pronouns shows use the grammatical person, gender, number, and case of the noun it replaces.[27] Furthermore, Rogger said personal pronouns are the stunt doubles of grammar, they stand in for the people (and perhaps animals) who star in our sentence. They allow us to speak and write with economy because they enable us to

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[25] Laure Gardele, Sandrina Sorlin, The Pragmatics of Personal Pronouns (University of Viena: Jhon Benjamins Publishing Company, 2015), 2.

[26] N.D.V. Prasada Rao, *Learner's English Grammar and Composition* (India: S. Chand & Company Ltd, 2000), 12.

[27] Danniel Carvalho, *The Internal Structure of Personal Pronouns* (Cambridge: Cambridge Scholars Publishing,2017), 82.

avoid repeating cumbersome proper nouns all the live-long day.[28]

In conclusion, a personal pronoun is a short word that use as a simple substitute for the proper name of person. The personal pronouns are: I, you, we, they, he, she and it.

2. Types of Personal Pronouns

The personal pronoun classified into five kinds, are: personal pronoun as subject, personal pronoun as object, possessive pronoun, possessive adjective, and reflexive pronoun.

Here are the table of personal pronoun:

Viewpoint	Subject	Object	Possessive		Reflexive Pronoun
			Adjective	**Pronoun**	
First person (singular)	I	Me	My	Mine	Myself
Plural	We	Us	Our	Ours	Ourselves
Second Person	You	You	Your	Yours	Yourself/ Yourselves

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[28] Roger Berry, *English Grammar a Resource Book for Students* (Milton Park: Routledge, 2018), 20.

Third person (singular)	He	Him	His	His	Himself
	She	Her	Her	Hers	Herself
	It	It	-	Its	Itself
Plural	They	Them	Their	Theirs	Themselves.[29]

Here are the examples of personal pronoun:

1. **Subject Personal Pronouns:**

    Subject pronouns are pronouns that serve as actors.

    Examples:

    a. *I* and *she* go to campus every day. (*saya dan dia (perempuan) pergi ke Kampus setiap hari*)

    b. *They* play football in the square. (*mereka bermain bola di Lapangan*)

2. **Object Personal Pronoun:**

    The opposite of the subject pronoun, the object pronoun is as a victim/applies in a sentence.

    Examples:

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[29] Susan Thurman, *The Only Grammar Book You'll Ever Need* (USA: Adams Media, 2003), 10-15.

a. He loves *her*. (*dia (laki-laki) mencintai dia (perempuan)*)

b. We appreciate *you* in this event. (*kami mengapresiasi kamu dalam event ini*)

3. **Possessive Adjective Pronoun:**

Possessive adjective pronoun is a pronoun that shows ownership of something. Usually, this form of pronoun is followed by the person's noun.

Examples:

a. That is *her* house. (*ini adalah rumahnya (dia perempuan)*)

b. They drive *their* cars. (*mereka mengendarai mobil-mobilnya*)

4. **Possessive Pronoun:**

Just like possessive adjectives, possessive pronouns are also used to show possession. The difference is, possessive pronouns are placed after the noun.

Examples:

a. The red book is *mine*. (*buku merah itu punyaku*)

b. I have to return this pen because this is *yours*. (*saya harus mengmbalikan pulpen ini karena ini punyamu*)

5. **Reflexive Pronoun:**

Reflexive pronouns are subject pronouns that are used to indicate that the subject and object are the same person or thing.

a. I do this by *myself*. (*saya melakukan ini sendiri*)

b. You need to tell them by *yourself*. (*kamu perlu menjelaskan pada mereka sendirian*)

E. Writing

1. Definition of Writing

Writing is the process how the learners distribute and develop their own ideas into the text.[30] According to Geoffrey at al, writing is something difficult to define because the resources of communication are less available because we cannot as we do in conversations interact with the listener and adapt over

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[30] Fernando Lopez Niño and Martha Elizabeth Varón Páez, 'Building Writing Skills in English in Fifth Graders: Analysis of Strategies Based on Literature and Creativity', 25 maret 2021, <https://doi.org/10.5539/elt.v11n9p102>. 102.

time.[31] It means writing is the process of sharing the information to audience without conversation face to face.

In language learning, besides listening, speaking and reading, Writing is one of the four language skills. Writing can be defined as a process of transforming thought into written language. In other words, writing is the process of expressing ideas, thinking or feeling in words on the piece of paper. In the process of writing, the students need to have enough ideas, organize them well and express them in appropriate style. Writing is the mental work of inventing ideas, thinking how about to express them, and organizing them into statements and paragraphs that will be clear to a reader.

Writing is a complex process that requires a number of different skills and also considered a complex cognitive process, which occurs in a particular social context.[32] Afterwards, Writing is the act of forming graphic symbols into words that make up sentences in paragraphs that requires complex cognitive activities involving control of a number of variables

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[31] Broughton Geoffrey, Brumfit Christopher, and Flavel Roger, *Teaching English as a Foreign Language* (USA: Routledge, 2003). 116.

[32] T B Yakhontova, *Englih Academic Writing* (IIAC, 2003). 19.

and communication between writer and reader.[33] Besides that, Writing is a flexible tool that can be used to fulfil a variety of purposes it allows people to communicate with others removed in distance and time.[34] Moreover, according to Byrne in Masrudin 2019, writing is the primary means of recording speech, although it must be recognized as a secondary medium of communication.[35] As Harmer in Yusri (2019) said, writing is a form of communication to convey thoughts or express feelings through written form.[36]

Based on some definition mentioned above, it can conclude writing is complex skill than the other skills in learning language are listening, speaking and reading. Writing is the process of transfer an idea, experience, feeling, and knowledge to the reader.

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[33] Akhmad Mukhotim Nasir, Abdul Asib, and A. Handoko Pudjobroto, "Improving Students' Writing Skill of Descriptive Text by Using Picture" 9 (n.d.): 357.

[34] Steve Graham and Dolores Perin, "A Meta-Analysis of Writing Instruction for Adolescent Students," *Jurnal of Educational Psychology* 99, no. 3 (2007): 445.

[35] Masrudin, "Ethical Lingua," *Language Teaching and Literature* 3448, no. 1982 (2019): 32.

[36] Yusri Apriani Margaretha Turnip and others, 'An Analysis of Students' Ability in Writing Descriptive Texts', *Linguistic, English Education and Art (LEEA) Journal*, 3.1 (2019), 79–173 <https://doi.org/10.31539/leea.v3i1.987>.

2. Steps of writing

According to harmer the steps of writing classified into four categorized are: planning, drafting, editing (reflecting and revising) and final version. There are explainable as follow:

Planning is the first step in writing. In this step the writer has to provide some ideas to explore and share the information to the reader. Sometimes, the writer needs to make a little note to make sure the purpose and the content of information is complete.

After doing planning the writer going to drafting. In this step the writer has to make a draft like the outline to facilitate them in their writing because drafting is a piece of the first version in writing that will help them to develop their ideas in the process of writing.

In the next step is editing. In this step the writer has to recheck the written and make sure the information shared is clear and there are no an ambiguous and confusing words in the text.

The last step in writing is final version. In this step the writer has to make sure the written is complete and ready to share to the audience.[37]

3. **Types of Writing Text**

According to Pardiyono, the types of writing classified into eight kinds, are:

1) Descriptive Text

2) Narrative Text

3) Recount Text

4) Procedure Text

5) Information Report Text

6) Explanation text

7) Exposition Text

8) Discussion Text.[38]

F. **Descriptive Text**

1. **Definition of Descriptive Text**

As sumarsih said previously, descriptive text is a part of writing that is illustrate what is person looks such as place,

[37] Harmer Jeremy, 'How to Teach Writing' (Malaysia: Longman, 2004), 4–5.
[38] Pardiyono, *Genre: Mastering English Through Context* (Yogyakarta: CV. Andi Offset, 2016). 4-12.

person, thing or event. So that the reader can image the topic appropriate to the writers expect. Besides that, Descriptive text is a kind of text that has a purpose to give the information about something or someone.[39] Also, Kharisma said, Descriptive text is a text that purpose to provide general information, provide information about an object, animal, or in general it can be a person's pet as an object or person and others.[40] Besides that, according to Abisamra in Jayanti (2019), Descriptive is a text that describes clearly about people, places and thing to help the reader visualize an object being described.[41] In Addition, Tomskin in Kartika (2019) stated, descriptive text is describing pictures with words.[42]

Based on some definition above, it can conclude that descriptive text is a text that used to describe specific thing such as: person, animal, situation, even etc. by detail until the readers are able to imagine as if they saw the situation as described.

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[39] Alma Prima Nurlaila, "The Use of Mind Mapping Technique in Writing Descriptive Text," *Journal of English and Education* 1, no. 2 (2013): 11.

[40] Siti Intan Kharisma, "The Students' Obstacles in Identifying Narrative and Descriptive Text" (Ar-raniry State Islamic University, 2019). 21.

[41] Ade Dwi Jayanti, "Students' Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang," *Journal of English Language and Education* 3, no. 1 (2019): 73.

[42] Linda Ayu Kartika, "An Analysis of The Students' Ability in Writing Descriptive Text at The Seventh Grade of MTs Sunan Ampel Parengan Tuban" (IKIP PGRI Bojonegoro, 2019). 22.

2. **The Generic Structure of Descriptive Text**

There two generic structures of descriptive text:

1) Identification or general statement

Identification is the process to introduce and identify the specific participant such as person, animal, thing, even, etc. in this part the writer tells by detail about the time, place and the subject to the reader.

2) Description

In this stage the learners asked to describe that participant from its personality, characteristics, habits, appearances, etc.[43]

3. **Language Features of Descriptive Text**

There are seven kinds of language features of descriptive text:

1) Focus to the topic

In the process of writing descriptive text the writer should be focus to the topic which is choose.

2) Using simple present tense

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[43] Eko Noprianto, 'Student ' s Descriptive Text Writing in SFL Perspectives', *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 2.1 (2017), 67.

In the process of writing descriptive text the writer should be use the simple present tense because it is describing the fact of the object described.

3) Using linking verbs

In the process of writing descriptive text is need to use linking verb because it is connecting between subject with its information or description called subject complement.

4) Using action verb

In the process of writing descriptive text is need to use action verb because it is indicating an activity that can be seen.

5) Using mental verb

In the process of writing descriptive text is need to use mental verb because it is indicating the feeling of the subject in the text described.

6) Using adverb & adjective

It is need to use adverb and adjective in the process of writing descriptive text because it is helping the writer to describe noun or pronoun in the text.

7) Using adverbial phrase.[44]

It is need to use adverbial phrase in writing descriptive text because it is helping the writer to show a statement from an element in the sentence.

Example of descriptive text:

I'm proud of Indonesia

Indonesia is a big country. It is between two continents, Asia and Australia, and between two oceans, the Pacific Ocean and the India ocean. It is the largest archipelago in the world. There are more than 17 thousand islands in Indonesia. (Identification).

There are many sees in Indonesia. The java sea, the bali sea, the arafuru sea, the banda sea, the timor sea, and many others. We also have many straits, like the sunda strait, between java and Sumatra, the bali strait between bali and Lombok, and many others.

We have a lot of Island. The big ones are Papua, Kalimantan, Sumatra, Sulawesi, and Java. Of the lives

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[44] Knapp Peter and Watkines Megan, *Genre, Text, Grammar Technologies for Teaching and Assessing Writing* (sidney: Universitas of New South Wales Press Ltd, 2005). 98-100.

Islands, Java is smallest, but is it the most populated one. We can find people from around Indonesia.

Indonesia also has many mountains. Many of them are still active and erupt any time. We call them volcanoes, like Sinabung and Merapi in Sumatra, Merapi in Java, and Locon in South Sulawesi. When they erupt, they bring out very hot lava from inside the earth.

Indonesia is on the equator. It is tropical country. The sun shines brightly every day, so it mostly hot. It has two seasons, the rainy season, and dry season.

Tha land is very fertile. Farmers grow many kinds of vegetables and fruits. They also grow coconuts. Indonesia people eat a lot of vegetables like spinach, carrots, long beans, egg plants, cabbages, cucumbers, tomatoes, onions, garlic, chilies, kangkong, and many others.

We also grow many kinds of fruits, like guavas, bananas, rambutan, durian, mangosteens, soursop, papayas, pineapples, and salak some people call it snake

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> fruit. They are all very nice, sweet, and juicy. We eat it them fresh. We also make delicious juice of them. We also dry many kinds of fruit to make crackers.[45]

The first paragraph is about identification, which includes the process of introducing Indonesia. In this stage, the writer must be able to explain in detail about the topics discussed, such as name, place, time and so on.

The second until the last paragraph is about description, in this stage the student must be able to describe Indonesia in detail so that the reader is able to imagine what he reads.

G. Previous Studies

1. The first study by Aknis Monika Sandra Yuli from English Department Faculty of Teacher Training and Education University of Nusantara PGRI Kediri by tittle **"An Error Analysis in Using Personal Pronouns in Writing Recount**

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[45] Siti Wachdiah et al., *Bahasa Inggris When Englis Rings a Bell*, revisi 201. (Jakarta: Kementrian Pendidikan dan Kebudayaan Republik Indonesia, 2017). 29.

Paragraph Made by The Eight Grade of Students of SMP Negeri 1 Prambon in Academic Year 2015/2016".

The study was conducted at SMP 1 Negeri Prambon. The study approach is qualitative research with observation and documentation instruments. In this study the writer did not use participants. The writer found out many errors in using personal pronoun on recount paragraph such as 31 or 25,2 % of errors in omission, 21 or 17, 0% of errors in additional, 27 or 21,9 % of error in mis-formation, and the last 44 or 35,8 % of errors in disordering. In addition, the students making errors in using personal pronoun caused by mother tongue, students' knowledge and the context of learning in the classroom.[46]

2. The second study by Insan Abadi Mulyono from Department of English Education Faculty of Teacher Training and Education Musamus University and Marnia from English Literature Faculty of Teacher Training and Education Musamus University by the tittle "**An Analysis of Students' Error in Using Personal Pronoun as Subject and Object**"

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[46] Aknis Monica And Others, 'An Error Analysis On Using Personal Pronouns In Writing Recount Paragraph Made By The Eighth Grade Students Of Smp Negeri 1 Prambon In Academic Year By : Advised By : Faculty Of Teacher Training And Education Suratpernyataan Artikel Skripsi Tahun2017', 2017, 2.

The study was conducted at VII A Grade of SMP Negeri 6 Merauke with 35 respondents by using purposive sampling. In this study the writer using descriptive qualitative method. To find out the data the writer used a test that is an essay which is given twice to students. So, the writer classified the errors into four kinds are: omission, addition, selection and ordering. And then, the writer analyzed the data by calculating the frequency all of the error. In addition, the writer calculates the percentage to find out the types of errors that students make. The result of study showed by the total 429 errors made by students in using personal pronoun those are: 3 or 0.70% of errors in omission, 3 or 0.70% errors in addition, 385 or 89.74% of errors in selection and 38 or 8.86% of errors in ordering. In conclusion, most of students the Seventh A grade of SMP Negeri 6 Merauke making errors in selection errors.[47]

3. The third study by Riadussulhi from English Department Language and Art Department Faculty of Teacher Training and Education Universitas of Mataram by the tittle **"Analysis of Students' Errors in Using Pronoun in English Composition:**

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[47] Abadi, "An Analysis of Students' Error in Using Personal Pronoun as Subject and Object."

A Case Study at the Eighth Grade Students of SMPN 1 Narmada in Academic Year 2017/2018".

This study conducted at Eighth Grade of SMPN 1 Narmada in 2017/2018 school year. The sample of this study are 40 students by using simple random sampling technique. This study using descriptive quantitative method to analyze the data with the instruments fill in the blank test, guided writing test, and questionnaire. The result of study showed by the total 67.23% errors in using pronoun made by the eighth-grade students of SMPN 1 Narmada. And the most errors of it are in using possessive pronoun about 21.85% errors. Whereas, the result of questionnaire indicated that were interlingual and interference being the factors of students' errors in using pronoun.[48]

From the three studies mentioned, there is an equality in the theme that is error analysis in using personal pronoun. There are some differences among three studies with this study that

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[48] Riadussulhi, "Analysis of Students' Errors in Using Pronoun in English Composition: A Case Study at The Eighth Grade Students of SMPN 1 Narmada in Academic Year 2017/2018" (University of Mataram, 2017). 3.

researcher will do such as in the method, time of research and location.

H. Theoretical Thinking

In the process of learning a foreign language, students often experience difficulties due to several factors, including: lack of vocabulary, low knowledge of grammar, word spelling, etc. writing is the complex skill than the other skill namely reading, listening and speaking. In the process of writing the learners need more focus to produce a good information for sharing to the reader because the context of writing is different with speaking which used direct communication with the audience. While, in writing the writers have to arrange the words as well as possible to make the readers understand well about the information without seeing direct expression.

Descriptive text is a part of writing. It is a text which is tell the reader about person, animal, even, etc. by detail until the reader can imagine the situation as described. As well as learning writing, students often make errors in the use of personal pronouns. this is because the patterns and structures of the language used are very different. As previously stated in Dulay's theory, there are 4 types

of mistakes that often occur in foreign language learning, namely omission, addition, misformation and misordering.

Therefore, the researcher is interested in conducting an analysis related to students' errors in using personal pronouns of writing learning in descriptive text. For more details, the following is an overview of the research that will be carried out by the researcher.