

**AN ERROR ANALYSIS OF STUDENTS' ABILITY IN USING REFLEXIVE
PRONOUN AT SECOND SEMESTER STUDENTS OF ENGLISH
DEPARTMENT IN IAIN LANGSA**

SKRIPSI

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**MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE FOR ISLAMIC STUDIES LANGSA
2018**

THESIS

Submitted to the Tarbiyah and Teachers Training State Institute for Islamic
Studies as Fulfillment of the Requirments For the degree of Sarjana Pendidikan
(S.pd) of English Education

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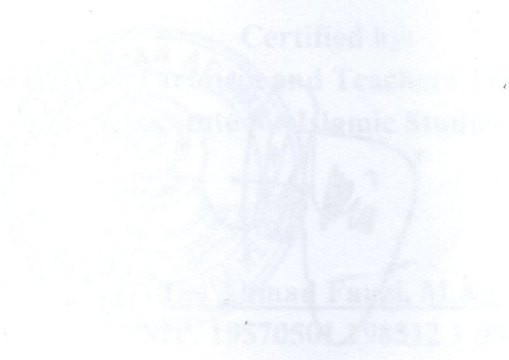
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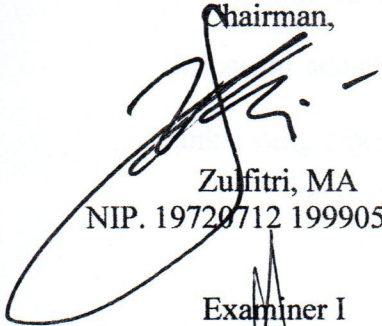
Has been defended in *Sidang Munaqasyah* by the board of Examiners and has been accepted as a Partial Fulfillment of Requirements for *Sarjana Pendidikan (S.Pd)* in English Education Tarbiyah and Teachers Training Faculty on:

Tuesday, November 06th 2018 M

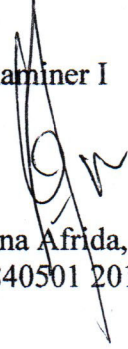
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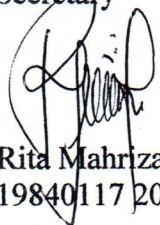
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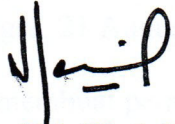
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ACKNOWLEDGEMENT

In the name of Allah, the Beneficent, the Merciful. All praise be to Allah, Lord of the Worlds, who has bestowed strength and health upon the writer in finishing this research paper. Peace and bless be upon our prophet Muhammad SAW, his family, companions, and all his followers.

This paper is presented to the Department of English Education, Faculty of Tarbiyah and Teachers' Training, State Institute For Islamic Studies Langsa as a partial fulfillment of the requirement for the degree of starta 1 (*SarjanaPendidikan*).

Alhamdulillah by the grace of Allah the Highest, the researcher could finish her research paper after long hard effort of writing. Thus, she would like to express her greatest gratitude to her beloved mom (*Yanti Kesuma*) who always pray, support, and motivate her in every part of her life especially in doing this study. And also for father especially her dear daddy (*Alm. Ngatiran, SE*), even though he was lose one's life, she was very grateful to him for the struggle for his life and the prayers he gave to her, thanks so much to her parents. The writer could complete this thesis with a sense of pride and gratitude. She also thank you for her younger siblings, who had supported, prayed and helped during her thesis. Her best younger sister (*Sofi Nurul Rahim*) who sincerely helped her participate in this thesis activity. Her younger brother was very handsome (*M. Habibi Rahman*) who had encouraged her under any circumstances.

The researcher would gratitude for her supervisor and advisor *Zulfitri, MA and Rita Mahriza, MS* for their patient in guidance, kindness, valuable advice, and correction during the development of this reserach.

The writer would like to express her deeper appreciation and gratitude to:

1. All lecturers English Department of Tarbiyah and Teacher Training Faculty who have taught her knowledge and her gorgeous experiences in study. Especially for Mr. Ruly Adha, MS.
2. Zulfitri, MA as the head of English Department Education.

3. Susan and Zulfira as friends in arms when coaching together, without them living meaningless because of the best friends.
4. Her beloved best friends who have always been in the researcher side in facing all the laughter and tears during her study, especially for The Gengstar the montoks Diana balkis, ayang beb Deva Hendrika, the mak rempong Dwi Dinda Audia, and sok cute Rahma Nashara.
5. All her beloved friends of Department of English Education the third unit for academic year 2014 whose name cannot be mentioned one by one who always help and motivate her in accomplishing this research paper.
May Allah, the Almighty bless them all. Aamiin.

Finally , the researcher realizes that this research still has some weakness and shortage. Thus, she would be grateful to accept any suggestion and correction from anyone to be better.

Langsa, August 2018

The researcher

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ABSTRACT

Utami Rahim, Fajrin. 2018. An Error Analysis of Students' Ability In Using Reflexive Pronoun at Second Semester Students of English Department in IAIN Langsa in Academic Years 2017/2018. Thesis English Department, Tarbiyah and Teachers Training Faculty, State Institute For Islamic Studies Langsa.

Supervisor(1). Zulfitri, MA **(2).** Rita Mahriza, MS

In learning English, The students often experience errors in analyzing a thing. One of them was in understanding reflexive pronoun. In the case, the researcher want to find other type of errors made by the second semester students in using reflexive pronouns to English Department Students of IAIN Langsa. This research intends to overcome errors made by students in the learning English. Its the researcher used qualitative method, with a population consist of 56 the students and the samples in unit 3 of the second semester students consist of 25 students. To find out the errors made by students, researchers used test and interview as instruments. The result of errors showed, there were some errors namely: a. The errors of reflexive pronouns for same subject and object or 51.76%, b. The errors reflexive pronouns for emphasis or 26.54%, c. The errors reflexive pronouns *by* meaning alone or 21.68%. Based on the result above, The most common was error on same subject and object.

Keyword: *Error Analysis and Reflexive Pronoun*

CHAPTER I

INTRODUCTION

A. Background of the study

In Indonesia, English language should be learnt and it is one of compulsory subject in every education level that is Junior high school, Senior high school and even Universities. In addition, English language includes as local content subject in educational level of Elementary School in the country. In teaching process in education levels is based on guideline of rules that stated by the government in the curriculum.

The curriculum provides some rules about teaching English material for each level or education. It states the objective of the teaching learning process that held in draft of National Education Standards Agency which consist of standard competence for each language skill-listening, reading, speaking, and writing. Two of them divided into two categories, receptive skills (listening and reading) and productive skills (speaking and writing). In addition, the four skills the language competence such as grammar, vocabulary, pronunciation and so on. Grammar is one of the sub-skills that should be mastered in English learning by the students.

Like any other language learning situations, Indonesia students face some difficulties in learning English. The problem may have been caused by some factors that are related to one another in achieving its goals. The students are expected to develop their English skills (reading, listening, speaking, and writing), memorizing vocabularies, and using appropriate structures. The material

become the main difficulty that should be faced by the students. Due to, the part students considered that English part to be learnt.

English grammar is different from Indonesia grammar. In English grammar, all the English words are divided into nine great classes. These classes are called Part of speech; they are article, noun, adjective, pronoun, verb, adverb, preposition, conjunction, and interjection. Pronoun is the important one that occurs in a sentence. It is a word used in place of one or more than one noun. It may stand for a person, place, thing, or idea.¹ There are many types of pronouns and they also have different positions and functions. The English pronoun is divided into several groups, namely: personal pronouns, useful pronouns, reflexive pronouns, demonstrative pronouns, indefinite pronouns, interrogative pronouns, relative pronouns. The students confused to understand how to account different types of reflexive pronouns. It is a pronoun that shows deeds to oneself.² That means mentioning each object equals its subject. They are myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves. Their understanding is only a little known about the problem of reflexive pronouns with sentences that do not see their respective functions.

In this sense reflexive is showing its own word. However, students at IAIN Langsa in the second semester cannot distinguish between reflexive pronouns both in terms and types. Like the example " He is harming himself ". In this sense, the reflexive contains its own words. However, students at IAIN Langsa in their second semester can not distinguish between reflexive pronouns in both form and

¹Penny Ur, *Grammar Practice Activities*, (London: Cambridge University Press,1988), 4

²Windy Novia, *Basic English Grammar* (Jakarta: Gama Press,2000),47

type. The using of words it is true from the grammatical and functional side of the pronoun reflexive pronoun; another for instance "He is harming ourselves, he is harming yourself" that sentence is wrong because it is not appropriate to used, it use of reflexive pronoun is the subject and the object is the same. According to Ur Penny, "There is no doubt that knowledge- implicit or explicit – of grammatical rules is essential for the mastery of language: you cannot use words unless you know how they should be put together."³ It is clear that knowledge is grammar important for students. In research, IAIN students still have less knowledge of pronouns, especially on reflexive pronouns. They understand without seeing the grammar correctly. For instance : "I love yourself " , it should be " I love myself " This phrase refers to the word *myself* which means the object is the same as the subject, so some of them still have not mastered the ability of this.

From the above explanation, researcher tries to find out more about the lack of students' IAIN about using reflexive pronouns. This study was conducted to identify misuse of pronouns used by students. Thus, in this study the researcher intends to analyze the type of reflexive pronoun and the type of mistakes made by the students by using reflexive pronoun under the heading "**An Error Analysis of Students' Ability In Using Reflexive Pronoun at Second Semester Students of English Department in IAIN Langsa**"

³Penny Ur, *Grammar Practice Activities*,⁴

B. Research Problem

Based on above problem, The research question can be formulated as: “What errors were made by the second semester students of English Department in using reflexive pronouns?”

C. Purpose of study

According to the statement of the problem above, the objectives study find out the students made of errors in using reflexive pronouns at second semester of English Department in using reflexive pronoun at IAIN Langsa.

D. Significances of Study

1. For General

The results of this study are expected to know the strategy of improving students' ability in the use of reflexive pronoun.

2. For Teacher

The teachers apply teaching activities of knowledge so that students understand about the ability to use reflexive pronoun.

3. For Students

Students will easily remember and use reflexive pronouns regularly to improve their knowledge of reflexive pronoun.

4. For Researchers

The information in this research actually attend the researcher to appreciate the errors that might occur in the students in using reflexive pronoun. It can encourage the researcher to conduct other research related to the other types of reflexive pronoun.

CHAPTER II

REVIEW OF LITERATURE

A. Error Analysis

1. Definition of Error

Learning foreign language is different from learning our mother tongue, and it is possible that the learners make errors in a foreign language. In the new system of language, learner will point to faced such as a new vocabulary, a new grammatical pattern and foreign pronunciation which are different of learner's native language.

Dullay, Burt and Khrasen mention that errors as the flawed side of learner speech or writing.⁴ They are those parts conversation or composition that deviate from selected norm of nature language performance. Whereas, according to Brown defined error isa noticeable deviation from the adult grammar of native speaker, reflects the competence of the learner.⁵ Vacide Erdogan quotes Ellis on his journal said that an error is when the learner always use the incorrect form, and when the learner is unable to try to correct his own deviant utterance.⁶ It can be used to analyze the errors that are made by the learners. From the various definitions above, the writer has own opinion about error. Error is wrong forms that the student could not correct event if their mistakes were to be pointed.

⁴Heidi Dullay, Marina Burt and Stephen Krashen, *Language Two* (Oxford: Oxford Unniversity Press, 1982), 138

⁵H.Douglas Brown, *Principles of Language Learning and Teaching*, 5th Edition, (New York; Pearson Education, Inc, 2007), 258

⁶Vacide Erdogan, Contribution of Error Analysis to Foreign Language Teaching, *Mersin University Journal of the Faculty of Education*, Vol 1, 2005, 263

Errors and mistakes are familiar words but some people find difficult to distinguish errors and mistakes correctly. Human learning cannot avoid problems in making mistakes because error and mistake are important aspect in a learning process.

In order to analyze learners' language in a proper perspective, it is important to distinct between mistakes and errors. Errors and mistakes are two the synonyms, that a little bit have same meaning. There are various definitions of errors and mistakes that have been presented by linguists. Nevertheless, basically these definitions have same meaning while the difference reside only on the way they formulate it. According to Corder errors are described by the application of linguistics theory to the data of erroneous utterences produced by a learner or a group of learners.⁷Brown defines that a mistake refers to a performance error that is either a random guess a "slip", in that it is a failure to utilize a known system correctly. However, errors of second language learner, idiosyncrasies in the language of the learner that are direct manifestations of a system within which a leaner is operating at the time. An error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner.⁸However, Richard stated mistake is made by a learner when writing or speaking which is caused of lack of attention,carelessness, or other aspects of performance.⁹

Based on the definition above, the writer concluded that mistakes in using language because they slip their tongue or their spelling, lack of attention,

⁷S.P. Corder, *Error Analysis and Interlanguage*, (London: Oxford University Press, 1981), 36

⁸H. Douglas Brown, *Principles of Language Learning and Teaching: Third Eddition*, 258

⁹Jack C. Richards, *ErrorAnalysis: Perspective on Second Language Acquisition*, (London: Longman Group,Ltd, 1985), 95

carelessness, sick or some other factors of performance. An error is made by a learner because of lacking ability of the target language. It can be concluded that erroneous expressions are divided into two kinds; they are mistakes and error. Errors refer to the competence, while mistakes refer to the performance.

2. Definition of Error Analysis

Language learning is a process that involves making mistakes and mistakes, so mistakes are perceived as learning products. The study of error is called error analysis. Richard said “ Erroranalysis is the study and analysis of the errors made by second and foreign language learner”. The fact that learners make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to surge of learners’ error called error analysis.¹⁰

Error analysis is the process based on analysis of learner’s error in their process of second language learning.Errors analysis a valuable source of information to teachers. It provides information on learners’ error which helps teachers to correct it and also improve the effectiveness of their teaching. In other words, error give signs to teacher and researcher whether the learning process is successful or not. According to James said that error analysis is the process of determination the incidence, nature, cause, and consequences of unsuccessful language.¹¹Jeremy said, the errors are mistakes which students cannot correct

¹⁰H. Douglas Brown, *Principles of Language Learning and Teaching: Third Eddition*, 224

¹¹James C, *Error in Learning and use*. (New York: Addison Welsey Longman, 1998), 142

themselves and which therefore need explanation.¹² It means the errors seen from the determination of factors and characteristics of language that did not work. Error analysis is needed to help language learners in developing their ability in learning language. Based on the explanation above, it can be concluded that error analysis is the study or process of describing error made by second language learners.

3. The Steps of Error Analysis

In analyzing the data, the researcher uses the four steps suggested by McChartyas follows:¹³

1). Collecting the data from the result

The researcher tried to determine the data that was collected to be treated for unit 3 at the second semester students of English Department in IAIN Langsa.

2). Identifying the students' errors

The researcher identified the students' errors and giving code for each data. On this researcher identifies all errors which are made by students. Here, the writer corrected all each of the students' answer sheet. Then, the researcher counted the total number of error.

3). Classifying the students' errors

After the researcher identified the data, the researcher classified the students' error.

¹²Jeremy Harmer, *The Practice of English Language Teaching 3rd* (London, 1986), 99

¹³McCharty, *Discourse Analysis for Language* (London: Cambridge University Press, 1993),

4). Calculating the percentage

After classifying the data, the researcher calculated the students' categories errors and made percentage each error classifications based on Linguistics Category Taxonomy.

On the analysis provides information about many errors finding at this research. Among others; collecting data, identifying students' errors, classifying students' errors, and calculating the percentage. Collect the data, the researcher tried to determine the data that was collected to be treated for unit 3 at the second semester students of English Department of IAIN Langsa. After identifying the error, a researcher classifies errors to find out of error that students made. After classifying the errors, a researcher quantifies an error to know the error of each type of error. After quantifies the error, the researcher describes the students error. Lastly, After knowing the error made by the students, the researcher provides improvements based on the type and frequency of the type of error.

According to Ellis, she proposes five steps, there are collection of sample of learner's language, identification of error, description of error, explanation of error and evaluation of error.¹⁴ While Brown divides the procedure of error analysis into two step only. The first step is identifying the error, and the second step is describing the error.¹⁵ This above sentence the researchers understand how to appreciate the step of errors analysis and it can conclude that procedures of error analysis are identification, description, explanation, and evaluation of

¹⁴Rod Ellis, *The Study Second Language Acquisition*, (New York: Oxford University Press, 1994), 48

¹⁵H. Douglas Brown, *Principles of Language Learning and Teaching*, 224-226

errors. So, the writer research step of error to receive the result are identifying of students' error, classifying students' error, describing of errors, and calculating percentage.

B. Grammar

The importance of grammar is basic for students in learning English, grammatical skills students appreciate how to use or create good paragraphs in writing and in the use of sentences. Grammar is one of language components which is taught intensively in learning English process. It is because grammar shows some rules that describe how words and groups of words can be arranged to sentences in a particular language.¹⁶ According to Gerot and Wignell, Grammar is a theory of language, of how language is put together and how it works. From the quote can be seen that the grammar is a language theory that explains the application of language and how it works.¹⁷ Grammatical teaching should also focus on the way grammatical items or sentence patterns are used correctly. In other words, teaching grammar should include the structure of the language or sentence pattern, its meaning and its use.

According to Webster's Ninth New Collegiate Dictionary, grammar means "The study of the classes of words, their inflections [changes inform to distinguish case, gender, tense, etc.], and functions in a sentence. "An abundance of good,

¹⁶Ron Cowan, *The Teacher's Grammar of English: A Course Book and Reference Guide*, (Cambridge: Cambridge University Press, 2008), 3.

¹⁷Widyatama."Grammar"<https://repository.widyatama.ac.id/xmlui/bitstream/handle/123456789/3996/Bab%202.pdf?sequence=7>(Accesed on June 27, 2018).

detailed grammar, writing, and usage books are available. ¹⁸Furthermore, grammar is considered to provide the basis for a set of language skills: listening, speaking, reading and writing. In listening and speaking, the grammar plays an important role in capturing and expressing spoken language (eg: phrases) because learning the grammar of a language is deemed necessary to acquire the ability to produce a language acceptable utterance in the language. In reading, the grammar allows learners to understand the interrelationship of sentences in a paragraph, a passage and a text. In the context of writing, grammar allows learners to incorporate their ideas into understandable sentences so that they can successfully communicate in writing. Finally, in the case of vocabulary, grammar gives way to learners how some lexical items are combined into good sentences so meaningful and communicative statements and expressions can be formed. In other words, Doff says that by studying grammar students can express meaning in terms of expressions, clauses and sentences.

From the above things already applied English has four skills. But, in learning English maximally, the students also have to learn about the points of grammar. Practically it can be explained that the essence of a form of oral or written communication is the use of a sentence. Each sentence is in the form of words, which can be grouped into core words and function words. Both groups of words are then called parts of speech.

¹⁸Mary K. Mc.Kaskill, "*Grammar, Punctuation, and Capitalization*", (Hampton, Virginia, 3 Augustus 1998), 1.

1. The Parts of Speech

In the English language, words can be considered as the smallest elements that have distinctive meanings. Based on their use and functions, words are categorized into several types or parts of speech. Words are divided into different kinds or classes, called **Part of Speech**, *according to their use*; that is, *according to the work they do in a sentence*.¹⁹ Part of speech consists of noun, adjective, adverb, verb, preposition, conjunction, interjection and pronoun.

a. Noun

A noun is a word used as the *name* of a person, place, or thing; as, *The rose smells sweet*.²⁰ The view from the side of use in the sentence, the noun function or occupy the position of subject and object, or complement. Noun is a person, place, or idea. For instance, **Tony** just arrived from Italy.²¹ Nouns can be human, such as people, Ani, and so on; in the form of animals, such as cow, rabbits, rhinos, and so on; or inanimate objects, such as chairs, tables, windows, and others. While the examples used are *i, you, they, we, she, he, and it*.

b. Adjective

An adjective is a word used to *add something* to the meaning of a noun.²² In its function in the sentence, adjectives are used to complement the

¹⁹Wren & Martin, *High School English Grammar and Composition*, (Kuala Lumpur: CRESENT NEWS (KL) SDN BHD, 2010), 3

²⁰Wren & Martin, *High School English Grammar and Composition*, 3

²¹Patricia K. Werner and John P. Nelson, *Mosaic Grammar 2*, (New York: Mc Graw Hill, Silver Edition, 2010), 9

²²Wren & Martin, *High School English Grammar and Composition*, 3

formation of noun phrases. Adjectives also serve to provide more information subject or object nouns. In its use in the text, adjectives are more often combined with nouns to form phrases: Adjective + Noun. In the merge, the adjective has a function as a modifier. For instance: Tangkuban perahu is an **active volcano**.

c. Adverb

An adverb is a word used to *add something* to the meaning of verb, an adjective, or another adverb; as, This flower is *very* beautiful.²³A very general description is basically the result of combining the preposition with the noun phrase. Thus, Adverb is more often a phrase.

d. Verb

A verb is a word used to *say* something about some person, place, or thing.²⁴The view from the side of use in the sentence, the verb functioned as predicate. Example; write, eat, make, etc.

e. Conjunction

A conjunction is a word used to join words or sentences; as, two *and* two make four.²⁵Conjunction also includes functional words because these words can not stand alone. The new connector has a meaning when it is combined with one sentence to provide information captions. The description that can be realized by using a connector is a description of purpose, cause, contradiction, time, and so on. The examples of connecting words; in order that, so, when, but, as long as, unless, since and etc.

²³Wren & Martin, *High School English Grammar and Composition*,3

²⁴Wren & Martin, *High School English Grammar and Composition*,3

²⁵Wren & Martin, *High School English Grammar and Composition*,3

f. Preposition

A Preposition is a word used with a noun or pronoun to show how the person or thing denoted by the noun or a pronoun stands in relation to something else; as, The girl is fond *of* music.²⁶ Like other functional words, the preposition can not stand alone. Each new front word has a meaning when it is combined with a noun, to form an adverb. Consider the following example which adds the front word (on, in, at, for, to, by, near, next to, besides, behind, in front of, across from, and so on).²⁷

g. Interjection

An interjection is a word which expresses some sudden feeling; as, Hurrah! We have won the game. An interjection is a word or expression that occurs as an utterance on its own and expresses a spontaneous feeling or reaction. The category is quite heterogeneous, and includes such things as exclamations (*ouch!*, *wow!*), curses (*damn!*), greetings (*hey*, *bye*), response particles (*okay*, *oh!*, *m-hm*, *huh?*), and hesitation markers (*uh*, *er*, *um*). Due to its heterogeneous nature, the category of interjections partly overlaps with categories like profanities, discourse markers and fillers. The use and linguistic discussion of interjections can be traced historically through the Greek and Latin Modistae over many centuries.²⁸

²⁶Wren & Martin, *High School English Grammar and Composition*, 3

²⁷Pardiyono, *Mastering Grammar*, (Yogyakarta, Andi 2010), 2-22

²⁸“Pengertian Reflexive Pronoun”, <https://en.wikipedia.org/wiki/Interjection> (accessed on may 25th , 2018)

h. Pronouns

A pronoun is a word used instead of a noun; as, John is absent, because *he* is ill.²⁹ Pronouns are used in place of a noun that has already been mentioned or that is already known, often to avoid repeating the noun. A Pronoun is used in place of a noun. For instance, **He** has studied English for three years. Pronoun divided into several, namely personal pronoun, subjective pronouns, objective pronouns, possessive pronouns, reflexive pronoun, relative pronoun, demonstrative pronoun, indefinite pronoun, interrogative pronoun.

From the above explanation of the parts of speech an important part of grammar. So that, grammar is a knowledge that must be possessed by everyone to gain deeper knowledge, without knowledge and mastery of the application of good grammar, one will face obstacles in conveying information by using the English language. Similarly, the researcher finds the problem by finding out the mistakes the student has in the parts of speech especially pronoun ie reflexive pronoun.

2. Pronouns

Pronouns are structure class whose members serve as substitution forms for noun phrases. The noun phrases for which a pronoun substitutes is called the antecedent of the pronoun. The subcategories of pronouns serve as substitution forms to different degrees.³⁰ Meanwhile, According to Frank the definition of a

²⁹Wren & Martin, *High School English Grammar and Composition*,3

³⁰Mark S. Lc Tourneau, *English Grammar*, (London: Weber State University, harcourt 2001), 66

traditional pronoun is a word that takes the place of noun. Modern grammarians who regard their position and function as the deciding factor in classifying a part of speech often regard the pronoun as a sub-class of noun.³¹ A pronoun is a word that takes the place of a common noun or a proper noun.³² That means pronouns are nouns to a common word.

The pronoun is usually used in writing and speech as a way to keep the flow of words smoothly by reducing the use of nouns or objects repeatedly, Pronoun appear after the nouns they replace. from the expert opinion above , it can be known reflexive pronoun is the word that take places of noun. Pronoun consists of eight types: personal pronouns, interrogative pronouns, pronouns, reflexive pronouns, reciprocity, pronouns, and possessive pronouns.

The difference of many pronouns depends on the grammatical properties, (number, person, gender and case). Pronouns can be divided into several groups:³³

- a. Personal pronouns are part of pronouns that are words that replace nouns or noun phrases, but usually refer to personal and things.
- b. Possessive Pronoun to a pronoun which indicates belonging or possession.
- c. Reflexive Pronoun is a pronoun which shows deeds about to self.
- d. Demonstrative Pronoun is a pronoun indicating the object, animal, or person in question.

³¹Marcela Frank, *Modern English, A Partical Reference Guide*, (New Jarsey: Prentice Hall, 1972), 20

³²Anne Seaton, *Basic English Grammar*, (United States of America: Saddleback Educational Publishing, 2007), 44

³³Windy Novia, *Basic English Grammar*, 43

- e. Indefinite Pronoun is a pronoun that has no antecedent.
- f. Interrogative Pronoun is the pronoun used for asking questions.
- g. Relative pronoun is a pronoun used to combine two sentences into one by removing the same parts.

From the explanation above the writer create the examples the types of pronouns with table pronouns:

Person	Subject Pronouns	Object Pronouns	Possesive Adjective s	Possesive Pronouns	Reflexive Pronoun
First	I	Me	My	Mine	Myself
Second	You	You	Your	Yours	Yourself
Third (plural)	They	Them	Their	Theirs	Themselves
First (plural)	We	Us	Our	Ours	Ourselves
Third (female)	She	Her	Her	Hers	Herself
Third (male)	He	Him	His	His	Himself
Third	It	It	Its	Its	Itself

In addition, there are also several the types of pronouns, namely:

1. Demonstrative pronoun

According to Ruly Adha demonstrative pronoun is used to indicate an object. A pronoun indicating the object, animal, or person in question. For instance : this, that, these, those.

2. Indefinite pronoun

Indefinite pronoun is a pronoun for people, things, or case in general or not specific. For instance : each, one or ones, someone, something, somewhere, anything, anywhere.

3. Interrogative pronoun

Interrogative is used to ask questions. For instance : who, whom, whose, what , which, where, when, why, and how.

4. Relative pronoun

Relative Pronoun adalah pronouns that function to connect sentences, which explain noun. Nouns here can be humans, animals, or goods. For instance: that, which, who, whom, whose.

C. Reflexive Pronoun and functions

Reflexive pronoun is used to determine the subject received from the verb (mutual action) in the clause or sentence. It is name a receiver of an action identical with the doer of the action. When –self is added to my, your, him, her, it, and –selves to our, your, them, we get what are called Compound Personal Pronoun.

They are called Reflexive Pronoun when the action done by the subject turns back (reflects) upon the subject; as, He hurt *himself*³⁴.

Self pronouns : myself, yourself, herself, himself, itself for singular.
Yourselves, ourselves, themselves for plural.

Notice the use of the reflexive pronoun *himself*³⁵

Previous pattern :

<i>John</i>	sees	<i>Mary</i>	in the mirror
SUBJECT		OBJECT	

New pattern :

<i>John</i>	sees	<i>himself</i>	in the mirror
SUBJECT		OBJECT	

COMMENT

Reflexive pronouns, such as himself, are used when the subject and object of a sentence are the same person or thing.

³⁴Wren & Martin, *High School English Grammar and Composition*, 3

³⁵Robert Krohn, *English Sentences Structure*, (Michigan, The University of Michigan Press, 1970), 269

Additional Examples:

1. I see myself
2. He seeshimself
3. She sees herself
4. You see yourself
5. We see ourselves
6. You see yourselves
7. They see themselves

Along side, according to Muhibbin Syah there are several examples and explanations of Reflexive pronouns:

1. They can teach *themselves* how to understand English better
2. We *ourselves* wash our clothes, not our mother
3. The widow whose name is Jamilah lives in an old house *byherself*³⁶.

The words italic by the above are reflexive pronoun, the reflexive pronoun are animals, goods, and so on which generally refer to the subject of a clause or sentence. For instance: They can teach *themselves* how to understand English better. The use of reflexive pronouns in example number two above is intended to emphasize (emphasis). In this case, the sentence; *Weourselves* wash our clothes, not our mother.

³⁶Muhibbin Syah, *Cara Mudah Menerapkan English Grammar Kaidah & Pelatihan untuk Rujukan belajar Sendiri*, (Jakarta: PT RajaGrafindo Persada, 2006), 78-79

Furthermore, the using of reflexive pronoun which is preceded by the word like example number three, above shows the perpetrator's solitude or in other words without the help of others without the company of others. So, The widow whose name is Jamilah lives in the old house *byherself*.

According to Windy Novia pronoun has three main functions³⁷:

1. To declare something about yourself (using reflexive) or it is same the subject and object , for example:
 - a. I look at **myself** in the mirror.
 - b. You must know **yourself**.
2. To emphasize or harden the meaning, in order to be emphatic use, for example:
 - a. I **myself** must go to there.
 - b. You **yourself** do not know about this matter.
3. If the **-self** word precedes the forego **-by**, Reflexive pronouns *by* meaning alone, for example:
 - a. I can not do it **by myself**.
 - b. She has to come here **by herself**.
 - c.

Be careful that you are not use any of the following incorrect forms as reflexive pronouns:

³⁷Windy Novia, *Basic English Grammar*, 47

Incorrect	He believes in <i>hisself</i>
	We drove the children <i>ourself</i>
Correct	He believes in <i>himself</i>
	We drove the children <i>ourselves</i>

Students focus more on reflexive pronouns to enhance their knowledge ability. In the English grammar, the reflexive pronoun indicates that the person who is aware of the action of the verb is also the recipient of the action. While this may seem strange at first glance, the following examples of reflexive pronoun and the following list of reflexive pronouns will help you gain a thorough understanding. In fact, you may notice that you yourself use reflexes often when speaking or writing.

Reflexive pronouns reflect to the subject of a sentence. The English reflexive pronouns are: *myself*, *yourself*, *himself*, *herself*, *itself*, *ourselves*, *yourselves*, and *themselves*. Each one can only be used with its personal pronoun counterpart when that personal pronoun is the subject of the sentence.³⁸

Personal Pronoun	Reflexive Pronoun	A Sample Sentence
I	Myself	I hurt myself again
You	Yourself	You can do it yourself
They	Themselves	They accidentally burned themselves
We	Ourselves	We found ourselves in a

³⁸Ed Swick, *English Grammar for ESL Learners*, (New York: McGraw-Hill, 2005), 83

		strange city
She	Herself	She helped herself to some candy
He	Himself	He enjoyed himself
It	Itself	It destroyed itself in a few seconds
You	Yourselves	You must clean yourselves up before dinner

If the reflexive pronoun and the personal pronoun are not counterparts, then personal pronoun should be used in the sentences. Look at these examples:

a. Counterparts

1. I hurt myself again.
2. He enjoyed himself.
3. They harmed themselves.

b. Not Counterparts

1. I hurt him again. I hurt them again.
2. He enjoyed it. He enjoyed them.
3. They harmed me. They harmed her.

Remember that third-person singular and plural nouns will use the appropriate third-person singular and plural reflexive pronouns.

1. Marta bought herself a new car.
2. The boy cut himself.
3. The alien creature wounded itself with its own class.
4. The men helped themselves to some beer.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

In this research, the writer used descriptive qualitative approach. It is called qualitative approach because the researcher as a means of research, the meaning of researcher as the main tool of data collectors is by data collection methods based on observations and interviews. Kirk and Miller said that it is a certain tradition in the social knowledge that as fundamentally depends on collecting data of Subject research in their own environment and on their interaction with another using language and own meaning.³⁹ It is used to describe the students' errors. In this research is only one variable that researcher will try to see the subject of research as holistic.

Prasetyo and Lina stated that qualitative is a research which one done for giving more detailed picture about phenomenon or phenomena.⁴⁰ The data analyzed by qualitative studies through drawing, statements, meaning, general descriptions and explanations more detail to showing of the students' competency on reflexive pronouns. James stated phenomenology study is to describe and interpret the experience as perceived by the participant.⁴¹ It means that the qualitative research approach is the researchers' description about whatever they

³⁹Bambang Setiyadi, *Metode Penelitian Untuk Pnajaran Bahasa Asing. Pendekatan Kualitatif dan Kuantitatif* (Yogyakarta: Graha Ilmu, 2006), 220

⁴⁰Bambang Prasetyo, Lina Miftahul Jannah. *Metodologi Penelitian Kuantitatif*. (Jakarta: (Grafindo Persada, 2005), 42

⁴¹James H McMillan, *Educational Research, Fundamentals for the Consumer, Fifth Edition*, (America: Pearson Educational, 2002) 29

had observed in the field, they use words to identify the result of the data in the research sheet.

B. Research Setting

The research conducted at English Department, Tarbiyah and Teachers Training Faculty of IAIN Langsa. The writer decides to choose it because from the experience that already exists they have problem in grammar is reflexive pronoun.

C. The Population and Sample

1. Population

A population is all of human groups, animal, events, or thing that live together in one place and it can be aim from the final result of study⁴². Bambang Setiyadi states that is all individuals which can be the target in research are called population.⁴³So, the population of this study is all the second semester students of English Department at IAIN Langsa in 2017/2018 academic year. There are three of second semester, unit 1 consist of 18 students, unit 2 consist of 13 students, and unit 3 consist of 25 students. Thus, the total population in this research are 56 students.

2. Sampling Selection Technique

Sample is a group of population it is representation of the research population. Arikunto said that a sample is a small group that is observed and a population is defined as all members of any well defined class of people, events,

⁴²Sukardi, *Metodologi penelitian pendidikan*, (Jakarta:Bumi Aksara, 2003), 49

⁴³Bambang Setiyadi Ag, *Metode Penelitian Untuk Pengajaran Bahasa Asing*, 38

or subjects. Thus, sample is a part of population that is observed.⁴⁴In this research, the writer used purposive sampling that is the branch of non-probability-sampling technique. Purposive sampling occurs when the researcher selects participants because they have specific characteristics that will be representative or informative in relation to the population of interest.⁴⁵In this research, the writer choosed one of the third unit classes of English Department in IAIN Langsa was second semester unit 3 which is being as the sample. They were consisted of 25students. The research conducted the research in the uneven semester at academic year 2017/2018 on July.

D. Data Source

Arikunto said that the source of the data in a research is the subject of where the data can be obtained. When writer used a questionnaire or interview which being as data collection, then the source is called the respondent; that is, who respond or answer the research questions, both written and oral question.⁴⁶Test was given to know the students error in using reflexive pronoun. The students were tested by written.

Data is a fact or information is needed which can be heard, observed, felt, and thought by the researcher from the activity and place which will be research.⁴⁷

In this research, the writer's data source is as the following:

⁴⁴Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 1996), 115

⁴⁵Schriber James, *Educational Research* (London: United Kingdom: John Wiley & Sons, 2010), 85

⁴⁶Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik Edisi Revisi VI* (Jakarta: PT RinekaCipta, 2006), 129

⁴⁷Harun Rasyid, *Metode Penelitian Kualitatif*. (Pontianak; STAIN Pontianak, 2000), 36

1) Primary Data

Primary data is data which obtained from the subject of research directly by using measurement or taking data from the subject directly as the source of the information.⁴⁸ To get data primary researcher used test and interview which do by the writer of second semester of English Department IAIN Langsa.

2) Secondary Data

Secondary data is data which not obtained by researcher from research subject. Secondary data is usually sourced from books or journal in the library. This data used by the writer to complete the data which is obtained from primary data.

E. The Procedure of Data Collection

The way to analyze the data of this research is students answer questions in sheet form based on their ability. In the instrument, Tests just make sure they really have problems in using reflexive pronoun. It is not one of the methods used in qualitative research.

Interviews are often like a form of conversation. Moreover Lexy in Deny Setya Ningrum said that the interview is a conversation with a specific purpose, which is done by the parties as the interviewer and the interviewee.⁴⁹ Thus, it reproduces the basic processes related to knowledge about the social world built up in normal human interactions. In line with this definition, Massom and Bramble, defined

⁴⁸Saifuddin Azwar, *Metode Penelitian* (Yogyakarta: Pusaka Pelajar, 2007), 91

⁴⁹Denny Styaningrum, *The Implementation of KTSP in Teaching English*, (Jakarta: Thesis Unpublished, 2009), 67

interview as a verbal discussion conducted by one person with another for obtaining the information.⁵⁰ Therefore, interview is a meeting of two persons to exchange information and idea through question and responses, then, the writer asks students answer question of interview to respondent about where the difficulty to answer reflexive pronouns.

The step in action research means the way and procedure to get data, the writer gave the test and interview the students of IAIN Langsa.

a. Test

Arikunto stated that test is technique of collecting data which is used to measure the objects' ability in the research. To measure the students' ability in mastering reflexive pronoun, the writer set the blank sentence, every question there is a blank sentence in which there are two choices of answers, the student answer one of the correct answers about the problem reflexive pronoun.

- 1) Collecting the data above population and sample by asking the students' attendance sheet from lecturer from unit I-III to realize the total number of the students at the second semester of English Department in IAIN Langsa
- 2) Giving test for the students in unit 3 and also to know the students' ability in answer reflexive pronoun and the test was collected in the day. This test was used to know the percentages of errors made by students of IAIN Langsa.
- 3) Investigate the result of test. The writer gave a test which focused on the use reflexive pronoun, the test consists of twenty six items.

⁵⁰Denny Styaningrum, *the Implementation of KTSP in Teaching English*, 68

- 4) Accounting the result of test and finding the kind of reflexive pronoun that most difficult in setting the correct of reflexive pronoun by each item of the sheet.
- 5) Making sure the correct reflexive pronoun in this research are often used in grammar.
- 6) Making conclusion and suggestion based on the research.

b. Interview

This technique is used to stimulate in giving their opinion for additional information. The writer used open interview. Open interview is based on unlimited (unbundled) questions. The writer did an interview which focused on why students second semester of IAIN Langsa make errors in using reflexive pronouns, to meet the reason of students' error in using reflexive pronouns, the writer used interview to students as the technique and it consists 5 items of questions.

F. The Procedure of Data Analysis

Data analysis is a systematic search and resolution process generated from interviews, field notes, and other materials, so that it can be easily understood, and its findings can inform others. In analyzing, the data has been typed, the author uses qualitative research. This use technique, the authors collected data, compiled data and presented data. To realize the problem of students in using reflexive pronouns and the causes are difficult. After the data are

collected, the writer like to analyzed the data which contain students' errors. It consists of collecting the data, identifying the errors, classifying and describing the errors.⁵¹ To count the percentage of errors the writer used the following formula:

$$\% = \frac{F}{N} \times 100 \%$$

Explanation :

% = The total percentage of errors

F = Frequency of each error (frequency of wrong answer)

N = The total number of students⁵²

⁵¹Henry Guntur Tarigan, *Pengajaran Analisis kesalahan Berbahasa*, (Angkasa, Bandung, 1982), 68

⁵²Allan G. Bluman, *Elementary Statistics: A Step by Step Approach*, 5th edition, (New York: The McGraw-Hill, 2004), 68

CHAPTER IV

FINDING AND DISCUSSION

A. FINDING

1. Identifying the Errors and Classifying the students' errors

After collecting data, the writer identified all errors in the students' answer sheets. This was done identifying and counting the numbers of errors, which appeared in the students answer sheets. As in had done the test in reflexive pronouns which consists of 26 items. Among, 20 items for selected one the correct answer and 6 items for fill in the blank correctly with the use of reflexive pronoun, was conducted to 25 students. All of the items in the test were answered. From the identification of errors, the writer find out that of the students who were used as the sample of the study could not answer all items correctly. The name and gender identified total number errors. In the name identified the sample is female students, starting with the first name with the RB name with a total number error are two, the names of the second DN with a total number error are two, the third name WEM with a total number error are ten, the fourth name ANI with a total number error are twenty, the names of the fifth NSP with a total number error are fifteen, the names of the sixth SA with a total number error is one, the seventh name SR with a total number error are five, the eighth name SY with a total number error are ten, the name ninth NA with total number error are seventeen, the tenth name with a total number error are seven, the eleventh name of AAB with a total number error are thirteen, the name of the twelve IS with a total number error are nine, the thirteenth name RRM with a total number error is

one, the fourteenth name MR with a total number error of ten, the names of fifteenth SR with a total number error are seven, the names of the sixteenth SWN in total number error are nine, name seventeenth DSA with total number error are sixteen, name eighteenth DS with total number error are nine, name Nineteenth YM with total number error are eight, name twentieth SMR with total number error are seven, the names of the twenty first EMZ with a total number error are nine, the names of the twenty-second SDD with a total number error are eight, the names of the twenty-third PN with a total number error are fourteen, the twenty fourth DAP names with total number errors are eleven, name the twenty fifth SND with a total number error are six. So, from the total number of students' errors are two hundred twenty six.

After the writer identified, classified the data writer. The writer found the errors of students' ability in using reflexive pronoun. Of the 25 students each the student had an error. In this case, Reflexive pronouns for same subject and object, Reflexive pronouns for Emphasis, Reflexive pronouns, Reflexive pronouns by meaning alone. So, the researcher examines errors made by students in reflexive pronouns. The number error based on each type, in the first student with DS errors in reflexive pronouns for the same subject and object are twelve, for errors in reflexive pronouns for Emphasis are two, for reflexive pronouns by meaning alone are two errors. Second students DN errors in reflexive pronouns for same subject and object are two, for errors in reflexive pronouns for emphasis are zero, for errors of reflexive pronouns by meaning alone zero. The third student EMZ errors in reflexive pronouns for same subject and object are eight, for errors in

reflexive pronouns for emphasis is one, for errors of reflexive pronouns by meaning alone are two. The fourth student AAB errors in reflexive pronouns for same subject and object are five, for errors in reflexive pronouns for emphasis are two, for errors of reflexive pronouns by meaning alone are two. The fifth student MA error in reflexive pronouns for same subject and object are three, for errors in reflexive pronouns for emphasis are two, for errors of reflexive pronouns by meaning alone is zero. Sixth student NA errors in reflexive pronouns for same subject and object are eleven, for errors in reflexive pronouns for emphasis are three, for errors of reflexive pronouns by meaning alone is one. Students of the seventh MR error in reflexive pronouns for same subject and object are two, for errors in reflexive pronouns for emphasis are three, for errors of reflexive pronouns by meaning alone are two, eighth students RRM errors in reflexive pronouns for same subject and object are three, for errors Reflexive pronouns for emphasis is zero, for errors of reflexive pronouns by meaning alone are zero, ninth SR students in reflexive pronouns for same subject and object are three, for errors of reflexive pronouns for emphasis are two, for errors of reflexive pronouns by meaning alone are two. The tenth student RB errors in reflexive pronouns for same subject and object are five, for errors in reflexive pronouns for emphasis are two, for errors of reflexive pronouns by meaning alone are zero. Eleventh DSA students errors in reflexive pronouns for same subject and object are sixteen, for errors in reflexive pronouns for emphasis are three, for errors of reflexive pronouns by meaning alone are two. Twelfth student SMR errors in reflexive pronouns for same subject and object are eleven, for errors in reflexive pronouns

for emphasis is one, for errors of reflexive pronouns by meaning alone is zero. Thirteenth NSP students errors in reflexive pronouns for same subject and object are two, for errors in reflexive pronouns for emphasis are zero, for errors of reflexive pronouns by meaning alone is one. Fourteenth SDD students errors in reflexive pronouns for same subject and object are one, for errors in reflexive pronouns for emphasis is one, for errors of reflexive pronouns by meaning alone two. Fifteenth students IS errors in reflexive pronouns for same subject and object are six, for errors in reflexive pronouns for emphasis are two, for errors in reflexive pronouns by meaning alone are two. Sixteenth students PN errors in reflexive pronouns for same subject and object are five, for errors in reflexive pronouns for emphasis are two, for errors in reflexive pronouns by meaning alone are two. The seventeenth student ANI errors in reflexive pronouns for same subject and object are four, for errors in reflexive pronouns for emphasis are two, for errors in reflexive pronouns by meaning alone are two. Eighteenth student WEM errors in reflexive pronouns for same subject and object are six, for errors in reflexive pronouns for emphasis is one, for errors in reflexive pronouns by meaning alone is zero. Nineteen students DAP errors in reflexive pronouns for same subject and object are thirteen, for errors in reflexive pronouns for emphasis is one, for errors in reflexive pronouns by meaning alone is one. Twentieth YM students errors in reflexive pronouns for same subject and object are nine, for errors in reflexive pronouns for emphasis are two, for errors in reflexive pronouns by meaning alone are two. Twenty first SY students errors in reflexive pronouns for same subject and object are thirteen, for errors in reflexive pronouns for

emphasis is zero, for errors of reflexive pronouns by meaning alone are two. Twenty second SWN students errors in reflexive pronouns for same subject and object are eight, for errors in reflexive pronouns for emphasis are two, for reflexive pronouns by meaning alone are two errors. Students of the twenty-third S errors in reflexive pronouns for same subject and object are one, for errors in reflexive pronouns for emphasis is zero, for errors in reflexive pronouns by meaning alone is zero. The twenty fourth SR student error in reflexive pronouns for same subject and object is four, for errors in reflexive pronouns for emphasis is zero, for errors in reflexive pronouns by meaning alone is zero. Students of the twenty-fifth SND errors in reflexive pronouns for the same subject and object are four, for errors in reflexive pronouns for emphasis are two, for errors in reflexive pronouns by meaning alone are two.

2. Describing the Errors

The next step after identifying and classifying students' errors describe the errors based on surface strategy taxonomy. So, each erroneous classified into the errors were reflexive pronouns for same subject and object, reflexive pronouns for Emphasis, reflexive pronouns *by* meaning alone. **Reflexive pronouns for same subject and object** In this research, the writer analyzed of the errors of Reflexive pronouns for same subject and object found in students' answer sheet. The examples the type of errors were presented Item number 2, Data SWN Students answer the selected *yourselves* the correct choice should be *yourself*. Item number 1 (select one the correct answer) and 2, 4, 5 (fiil in the blank correctly), Data NA

Students answer the selected *itself, my self, his self, their self*, the correct choice should be *itself, myself, himself, themselves*. Item number 1 (select one the correct answer) and 1, 3, 4, 5, 6 (fill in the blank correctly), Data IS Students answer the selected *it self, my self, them selves, its self, him self, our selves* the correct choice should be *itself, myself, themselves, itself, himself, ourselves*. **Reflexive pronouns for Emphasis** in this research, the writer analyzed of the error Reflexive pronoun for Emphasis found in students' answer sheet. The examples the types of errors were presented item number 16, Data AAB Students answer the selected *i self*, the correct choice should be *myself*. Item number 5, Data MR students answer the selected *yourself*, the correct choice should be *myself*. Item number 1(Fill in the blank correctly with the use of reflexive pronouns) , Data DAP students answer the selected *i am*, the correct choice should be *myself*. **Reflexive pronouns by meaning alone** in this research, the writer analyzed of the error found Reflexive pronouns *by* meaning alone in students' answer sheet. In this research, the students answered fill in the blank correctly using reflexive pronouns. The examples the types of errors were presented item number 5, Data DAP Students answer the selected *byhissself*, the correct choice should be *by himself*. Item number 3 and 5, Data IS students answer the selected *bythemselves, him self* the correct choice should be *by themselves, himself*. Item number 3, 5 Data YM students answer the selected *by our self, its self* , the correct choice should be *by themselves, himself*.

B. DISCUSSION

The writer has completed the research at English Department Tarbiyah and Teacher Training Faculty of IAIN Langsa in academic year 2017/2018 at the second semester students. After the data were collected, the writer would like to analyze of them. According Henry Guntur Tarigan in his book to Ellis states there are four steps used to analyze the data which contain students' error. They are consisted of collecting the data, identifying the errors, classifying the errors, and then describing the errors.⁵³This was also conveyed by Windy Noviathe data had been identified were divided into reflexive pronouns for same subject and object, reflexive pronoun for emphasis, Reflexive pronouns *by* meaning alone.⁵⁴Based on the objective of the research find out of the kinds of the errors made by the second semester students of the students' ability in using reflexive pronoun. The finding of the study was showed all existing the type of erros. The writer found 226 of total number errors made by the students. The writer reveals 157 error of reflexive pronouns for same subject and object was 51.76%, the errors reflexive pronoun for emphasis contend 38 errors was 26.54%, the errors reflexive pronouns *by* meaning alonecontend 31 errors was 21.68%. Concerning of the data analysis and type of errors, it saw errors of reflexive pronouns for same subject and object reached the highest frequency, followed errors reflexive pronoun for emphasis, errors reflexive pronouns *by* meaning alone.

This the errors occur because of the students who do not understand about reflexive pronouns of research. From the results of the test it could be seen that

⁵³Henry Guntur Tarigan, *Pengajaran Analisis Kesalahan Berbahasa*, 68

many students incorrectly answer reflexive pronouns, therefore students do not awareon sure. The students could not define the type of reflexive pronouns well specifically in grammar terms. In this case, the students learnt more importantly, especially in reflexive pronouns. This was useful for teachers and lecturers to find out the errors of the students abilities in reflexive pronoun in grammar, So that they could be improved in the learning English.

Based on the percentage, the writer did in the form of interviews. The most students determined reflexive pronouns. however, they did not understand the type of reflexive pronouns. According to information had been obtained, they had learned reflexive pronouns in first semester. Then, when asked the difficulties in studying, most answered did not know for sure.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

After the writer analyzes the erroneous made by the second semester students at unit 3 of English Department IAIN Langsa in 2017/2018. The writer got the errors in using reflexive pronouns. In this case, the writer would answer the research question in previous chapter, it was “What errors were made by the second semester students of English Department in using reflexive pronouns?”

Based on the analysis and the classification of errors into their type. The writer concluded the errors made by students of unit 3 at the second semester of English Department of IAIN Langsa, namely errors reflexive pronouns for same subject and object, reflexive pronoun for emphasis, reflexive pronouns *by* meaning alone. The writer reveals 157 error of reflexive pronouns for same subject and object was 51.76%, the errors reflexive pronoun for emphasis contend 60 errors was 26.54%, the errors reflexive pronouns *by* meaning alone contend 49 errors was 21.68%.The most common was error on same subject and object.

In interviews, the most students determined reflexive pronouns. However, they did not understand the type of reflexive pronouns.

B. SUGGESTION

Taken from the fact of the students' ability in using reflexive pronouns, the writer gave some suggestion to the lecturer English Department , Tarbiyah and Teachers Training Faculty of IAIN Langsa, the students, and the reader.

1. For the Lecturer

After knowing the area of errors, the teachers should pay more attention to it and also stress on the material which was difficult for students. They may use a new teaching technique in order to made a better result of the teaching and learning process.

2. For the Students

It should be realized made errors was human for everyone, moreover in learning grammar especially reflexive pronoun. The students should not worry about making errors. They should use the errors as device in order to learn more about reflexive pronoun.

3. For the Reader

This study was far from perfect, are done in limited time and done by the beginner, who just had limited skill and experience in the world of research. So, the writer hopes much ore advice, ideas, corrections, and critics. It was expected that the reader should discuss and analyzed the learners' errors deeply.

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