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**AN ANALYSIS OF STUDENTS' ERRORS IN USING  
DEMONSTRATIVE PRONOUN (THIS, THESE,  
THAT, THOSE) IN WRITING DESCRIPTIVE  
TEXT AT SMA NEGERI 2 TAMBANG**



BY

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PEKANBARU  
1444 H / 2023 M**

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TEXT AT SMA NEGERI 2 TAMBANG**



UIN SUSKA RIAU

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**A Thesis**

Submitted as partial fulfillment of the Requirements  
for Bachelor Degree of English Education  
(S. Pd)

**DEPARTMENT OF ENGLISH EDUCATION  
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**EXAMINER APPROVAL**

The thesis entitled *An Analysis of Students' Errors in Using Demonstrative Pronouns (this, these, that, those) in writing descriptive text at SMA Negeri 2 Tambang* is written by Kurnia Wahyu Ningsih, SIN. 11513203342. It has been examined and approved by the final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Jumadil akhir 20<sup>th</sup>, 1444 H/ January 13<sup>th</sup>, 2023 M. It is submitted as one of the requirements for bachelor degree (S.Pd) in English Education Departement.


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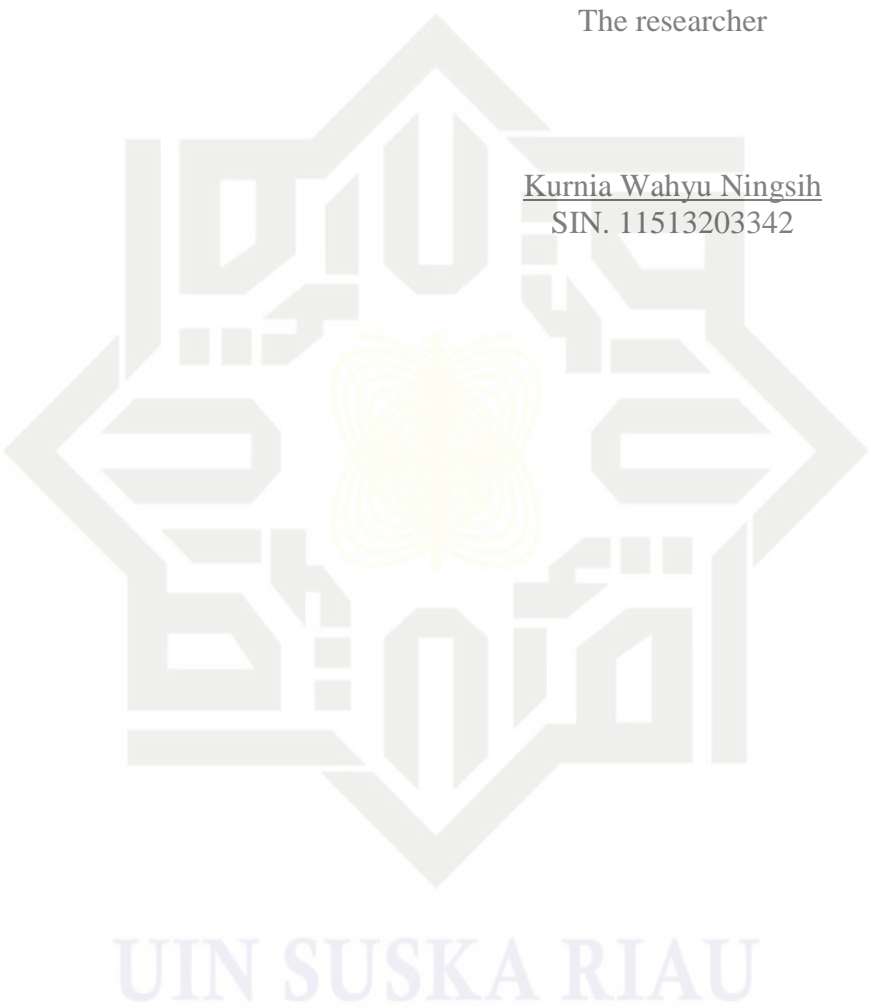
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Pekanbaru, January, 5 2023.

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## ABSTRACT

**Kurnia Wahyu Ningsih (2023): An analysis of Students' Errors in Using Demonstrative Pronoun (This, These, That, Those) in Writing Descriptive Text at SMA Negeri 2 Tambang.**

Based on researcher's preliminary research, it was found that some of the students at SMA Negeri 2 Tambang have been taught about descriptive text but still got difficulties and some errors in using demonstrative pronoun in writing descriptive text. Unfortunately, in Curriculum 2013 shows that the students must be able to re-arrange the descriptive text by observing social function, text structure and language use that suitable with the context. The objectives of this research were to find out whether the students make some errors in using demonstrative pronoun (This, These, That, Those) and to know the most common error made by students in using demonstrative pronouns (This, These, That, Those) in Descriptive Text at SMA Negeri 2 Tambang. The demonstrative pronouns were classified by Frank theory. This research was a descriptive quantitative research. The subject of this research was the eleventh grade students of SMA Negeri2 Tambang, while the object of this research was the students' errors in using demonstrative pronouns (this, these, that, those) in descriptive text. The researcher used simple random sampling technique to take the sample, there were 52 students as sample from 352 students. To collect the data, the researcher used test as an instrument. Based on data analysis, the researcher found that some of the students make some errors in using demonstrative pronoun (This, These, That, Those) in descriptive texts in which in using "This" with the percentage 18.08%, in using "These" with the percentage 19.23%, in using "That" with the percentage 20.38% and in using demonstrative pronoun "Those" with the percentage 14.62%. The most common error made by the eleventh grade students of SMA Negeri 2 Tambang was in using demonstrative pronoun "That" with 53 errors or 20.38%.

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## ABSTRACT

**Kurnia Wahyu Ningsih (2023): Analisis kesalahan siswa dalam menggunakan kata ganti demonstrasi (this, these, that, those) dalam menulis teks deskriptif di SMA Negeri 2 Tambang.**

Berdasarkan penelitian awal peneliti, ditemukan bahwa beberapa siswa di SMA Negeri 2 Tambang telah di ajarkan tentang teks deskriptif tetapi masih mendapatkan kesulitan dan membuat kesalahan dalam penggunaan kata ganti demonstrasi dalam menulis teks deskriptif. Sayangnya, dalam kurikulum 2013 menunjukkan bahwa siswa harus mampu menyusun ulang teks deskriptif melalui fungsi sosial, struktur teks, dan penggunaan bahasa yang sesuai dengan konteks. Tujuan penelitian ini adalah untuk mencari tahu apakah siswa membuat beberapa kesalahan dalam menggunakan kata ganti demonstrasi (this, these, that, those) dan untuk mengetahui kesalahan yang paling umum dibuat oleh siswa dalam menggunakan kata ganti demonstrasi (this, these, that, those) dalam teks deskriptif di SMA Negeri 2 Tambang. Kata ganti demonstrasi diklasifikasi oleh teori Frank. Penelitian ini adalah deskriptif kuantitatif. Subjek penelitian ini adalah siswa kelas sebelas SMA Negeri 2 Tambang, sedangkan objek penelitian ini adalah kesalahan siswa dalam menggunakan kata ganti demonstrasi (this, these, that, those) dalam teks deskriptif. Peneliti menggunakan teknik acak sederhana untuk mengambil sampel, ada 52 siswa sebagai sampel dari 352 siswa. Untuk mengumpulkan data, peneliti menggunakan tes sebagai alat penelitian. Berdasarkan analisis data, peneliti menemukan bahwa beberapa siswa membuat beberapa kesalahan dalam menggunakan kata ganti demonstratif (this, these, that, those) dalam teks deskriptif dimana dalam menggunakan “this” dengan persentase 18,08%, dalam menggunakan “these” dengan persentase 19.23%, dalam menggunakan “that” dengan persentase 20.38%, dan dalam menggunakan “those” dengan persentase 14.62%. Kesalahan yang paling umum dilakukan oleh siswa kelas sebelas SMA Negeri 2 Tambang adalah dalam penggunaan kata ganti demonstratif “that” dengan 53 kesalahan atau 20.38%.



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## ملخص

كورنيا وحيو نينجسيه، (٢٠٢٢): تحليل أخطاء التلاميذ في استخدام اسم الإشارة (هذا، هؤلاء، ذلك، أولئك) في كتابة نصوص وصفية بالمدرسة الثانوية الحكومية ٢

## تامبانج

بناءً على البحث الأولي، وجد أن بعض التلاميذ بالمدرسة الثانوية الحكومية ٢ تامبانج قد تعلموا النصوص الوصفية ولكنهم ما زالوا يواجهون صعوبات وارتكبوا أخطاء في استخدام اسم الإشارة في كتابة النصوص الوصفية. لسوء الحظ، يُظهر منهج ٢٠١٣ أنه يجب التلاميذ أن يكونوا قادرين على إعادة ترتيب النصوص الوصفية من خلال الوظائف الاجتماعية، وهياكل النص، واستخدام اللغة المناسبة للسياق. الغرض من هذا البحث معرفة ما إذا كان التلاميذ يرتكبون بعض الأخطاء في استخدام اسم الإشارة (هذا، هؤلاء، ذلك، أولئك) ومعرفة الأخطاء الأكثر شيوعاً التي يرتكبها التلاميذ في استخدام اسم الإشارة (هذا، هؤلاء، ذلك، أولئك) في النصوص الوصفية بالمدرسة الثانوية الحكومية ٢ تامبانج. يصنف اسم الإشارة من قبل فرانك. هذا البحث وصفي كمي. الأفراد تلاميذ الصف الحادي عشر بالمدرسة الثانوية الحكومية ٢ تامبانج، والموضوع أخطاء التلاميذ في استخدام اسم الإشارة (هذا، هؤلاء، ذلك، أولئك) في النصوص الوصفية. استخدمت الباحثة أسلوباً عشوائياً بسيطاً لأخذ العينات، وكان هناك ٥٢ تلميذاً كعينة من ٣٥٢ تلميذاً. لجمع البيانات، استخدمت الباحثة الاختبار كأداة البحث. بناءً على تحليل البيانات، وجدت الباحثة أن بعض التلاميذ ارتكبوا بعض الأخطاء في استخدام اسم الإشارة (هذا، هؤلاء، ذلك، أولئك) في النصوص الوصفية حيث استخدموا كلمة "هذا" بنسبة ١٨.٠٨٪، و"هؤلاء" بنسبة ١٩.٢٣٪، و"ذلك" بنسبة ٢٠.٣٨٪، و"هؤلاء" بنسبة ١٤.٦٢٪. الخطأ الأكثر شيوعاً الذي ارتكبه تلاميذ



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## CHAPTER I INTRODUCTION

### A. Background of The Problem

Writing plays important role to convey ideas, messages, feeling and others in written form. Wignell (2002) said that the ability to write effectively is becoming increasingly important in our global community and instruction in writing is thus assuming in increasing role in both second and foreign language education. Therefore, when the writer is producing ideas or message, they should determine what to write: they should have something meaningful to convey.

Hyland (2002, p. 78) stated that writing is learned, rather than taught, and the teacher's best method are flexibility and support. Students' writing skill in descriptive text needs a lot of improvement to get the better writing result than the now. Students' vocabulary, grammatical structure, and idiom can all benefit by writing. Some of the purpose s of writing are mentioned by Nation (2009, p. 112) who stated that writing is an activity that can usefully be preferred for by work in other skills of listening, speaking, and reading. Writing is a process organizing the idea, opinions, and feelings into written form. It is a complex activity with the control language both of the sentence's level (grammatical, structure, vocabulary, punctuation, spelling, and later information) and beyond the sentence rank (organizing and integrating information into cohesive and coherent paragraph or text). Meanwhile, according to Pratiwi (2015), writing is a complex process. It necessitates some abilities, such as generating a writing concept, organizing ideas,

deciding on a writing topic, and determining how to put the words into written form.

In writing, mastering grammar is very important. It is a basic of language mastery. Without mastering grammar, the writer will get difficulties on how to use it and the readers can not catch the writers' message well. According to Patel (2008) grammar is basic knowledge and important role which concern with the relation of words in the sentence. It means that language ability it is not only as a means of communication but also a means transferring knowledge, news, and technology around the world.

Hinkle (2004) said that introduces the regularities of English sentence and their elements that can be taught and used by students to efficiently improve their English. One of them is pronouns that included in part of speech, they are article, noun, adjective, pronoun, verb, adverb, preposition, conjunction, and interjection. Seaton (2007) said a pronoun is a word that replaces a common noun or a noun in its place. Seaton (2007) explained there are different kinds of pronouns, personal pronouns, reflexive pronouns, interrogative pronouns, and demonstrative pronouns. Seaton (2007) said demonstrative pronouns is commonly used to point to things near and farther away. Demonstrative pronouns are pronouns that point to specific objects. They take the place of a noun, noun phrase, activity, or situation. They always consist of this, these, that, those, and sometimes include none, neither and such.

In learning English, students still error when learning grammar especially demonstrative pronoun. Pertaining to the statement Brown (2007) defined that



error analysis as the process to observe, analyze and classify the deviations of the rules of the second language and then to reveal the system operated by learner.

Based on previous research by Oji Fachruroji entitled “An Error Analysis on Students’ Difficulties in Learning English Pronouns”, the writer used qualitative descriptive method with the purpose of the research was to analyze and to find out the kind of pronouns that most students made, where the result was the highest pronouns errors was in possessive adjective with 51,35% of error percentage.

Another study research is by Restina Andriani, entitled “An Error Analysis of Using Pronouns on Students’ Writing at SMP PGRI 1 Ciputat.” This study was carried out to identify the error of using pronouns which are commonly made by the students. The method used in this study was descriptive analysis. With the result is the most error made by the students of SMP PGRI 1 Ciputat was in Objective pronoun which caused by intralingual transfer.

In another research by Lailatul Husna entitled “An Analysis of Students’ Writing Skill in Descriptive Text at Grade XI IPA 1 of MAN 2 Padang.” This research was descriptive research with the main aim to analyze the students’ descriptive quality in English subject. The technique used to get the participants of the research was cluster random sampling technique. In this research it was found that the students faced some difficulties in organizing ideas and developing ideas. Some of students were unable to develop the ideas well.

Based on previous research, some researchers just focus on students error or students difficulties in learning pronoun by Oji Fachruroji, using pronoun on

students writing by Restina Andriani, and students writing skill in descriptive text by Lailatul Husna. Additionally, based on some previous mentioned above it can be assumed that most of previous research was conducted on pronoun in general. There has been no research conducted in specific pronoun in descriptive text. Furthermore, writer interested to do research entitled an analysis of students' errors in using demonstrative pronoun (this, that, these, those) in writing descriptive text at SMA 2 Tambang.

Based on the writers' preliminary study at SMA 2 Tambang the writer found that most of students still got difficulties in using demonstrative pronoun in writing descriptive text. They are still confused to use between this, these, that, and those. Unfortunately, in Curriculum 2013 shows that the students must be able to re-arrange the descriptive text by observing social function, text structure and language use that suitable with the context. Its mean that most of students can not reach the indicator of Curriculum 2013.

The weaknesses mentioned above, generally, the problem was the students confused in used demonstrative pronoun and their function properly. Specifically, the problems are formulated as follows:

1. Students have some errors how to apply the correct demonstrative pronoun in writing descriptive text.
2. Students cannot differentiate the function of demonstrative pronoun in writing descriptive text.

Based on the explanation above, the writer is interested in carrying out the research entitled: **An analysis of Students' Errors in Using Demonstrative**

## Pronoun (This, These, That, Those) in Writing Descriptive Text at SMA 2

Tambang.

### B. The Problem

#### 1. Identification of the Problem

Based on the background of the study above, there are some problems that could be identified:

- a. Students still have some errors how to apply the correct demonstrative pronoun in writing descriptive text.
- b. Students still confused differentiate the function of demonstrative pronoun in writing descriptive text.

#### 2. Limitation of the Problem

To avoid misunderstanding in interpreting the problem it is necessary to make limitation of the problem. The writer limited the problem only on the students' errors in using demonstrative pronoun (This, These, That, Those) in descriptive texts at SMA 2 Tambang.

#### 3. Formulation of the Problem

Based on the problem above, the writer formulates the problem in the research on the following research questions.

- a. How is the students' errors in using demonstrative pronoun (This, These, That, Those) in descriptive text at the eleventh grade students of SMA 2 Tambang?

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- b. What is the most common error made by students in using demonstrative pronouns (This, These, That, Those) in descriptive text at SMA 2 Tambang?

### C. Objective and Significant of the Research

#### 1. Objective of the Research

- a. To find out whether the students make some errors in using demonstrative pronoun (This, These, That, Those) in descriptive text at the eleventh grades students of SMA 2 Tambang
- b. To know the most common error made by students in using demonstrative pronouns (This, These, That, Those) in descriptive text at SMA 2 Tambang

#### 2. Significant of the Research

- a. Hopefully, this research is able to benefit the researcher as a novice research especially in learning how to conduct the research.
- b. This research findings are expected to be useful and valuable, especially for the students and teachers of English at SMA 2 Tambang to be a further teaching and learning process.
- c. Besides, these research findings are also expected to be positive and valuable information, especially for those who are concerned in the world of teaching and learning English as a foreign/second language.

- d. Finally, these research findings are also expected to be practical and theoretical information to the development of theories of language teaching in general.

#### D. Reasons for Choosing the Title

There are some reasons why the writer is interested in conducting this research. This research was conducted based on the following reasons.

1. The topic is very important to be discussed because it can increase students' ability in using demonstrative pronoun properly.
2. The topic is interesting because it can give us a lot of information about demonstrative pronouns properly
3. As far as the writer concerns, the title has not been research by any other students yet.

#### E. Definition of the Term

To avoid the misunderstanding and misinterpretation about the title of the research, it is better to define the term as follows:

1. Error

People when they are learning new language is naturally the process that involves making the error. According to Brown (2007) the fact that learners do makes errors and these errors can be observed, analyzed, and classified to reveal something of the system operating within learner. This research means that error is flawed side of learner speech caused by the factor competence, the

students do not understand well to use of linguistic system of the target language, it will be the students to make errors consistently.

#### Demonstrative Pronoun

According to Frank (1972) demonstrative pronoun is the same pronouns used for demonstrative pronoun (this, these, that, and those).

#### Descriptive Text

Sudarwati and Eudia (2005, p. 27) mentioned that there are two components of the generic structure of descriptive text. They are identification; identify phenomenon to be described and description; describes parts, qualities, and characteristics. They add that the language features for descriptive text are focus on specific participants, use of attributive and identifying process, frequently use classifiers in nominal groups, and use of Simple present tense.

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## CHAPTER II

### REVIEW OF RELATED LITERATUR

#### A. Theoretical Frameworks

##### 1. The Definition of Analysis

Wiradi (2009) said that analysis is an activity that includes the activity of sorting, breaking down, differentiating things to be classified and grouped according to certain criteria and then looking for their significance and their relevance. Meanwhile, Komaruddin (2001) defining analysis is an activity of thinking to decompose a whole into components so that they can recognize the signs of components, relationship with each other and their respective functions in an integrated whole. Husein (2008) adding analysis is a work process of a series of stages of work before the research is documented through the stages of report writing. Analysis is a careful study of something to learn about its parts, what they do, and how they are related to each other.

##### 2. The Definition of Errors

Vasquez (2008) states that an error is made when the deviation arise as a result of lack of knowledge. While Richard and Schmidt in Mungungu (2010) define an error as the use of language in a way which a fluent or native speaker of the language regarded as a faulty or incomplete learning. Then, Cunningswort in Mungungu (2010) defines an error are systematic deviations from the norm of language being learned.

Brown (2007) also mentioned that the fact that learners do makes errors and these errors can be observed, analyzed and classified to reveal something of the system operating within learner. The errors can help the teacher in teaching and learning process because the teacher can observe the reason or background why the learners do the errors.

### The Types of Error

According to Corder (1981) error is divided into four categories: error of omission, error of addition, error of selection, and error of ordering. Here are the explanations:

#### a. Omission

Error of omission characterized is the absence of an item that should appear. The student omits the item that should appear in the good utterance. Omission has two types of morphemes that are omitted more than others. They are content morphemes and grammatical morphemes. Content morphemes are morphemes that have meaning like nouns, verbs, adjectives, and adverbs. Grammatical morphemes are little words that have minor play in sentences like noun and verb inflections, articles, auxiliaries, and preposition. For Example: Bobby is an actor

From the explanation and example above, the word Bobby and actor are content morphemes because Bobby and actor is noun and has a mayor meaning. The words is and an are grammatical morphemes because they are verb auxiliaries and article, and they play a minor meaning in that sentence.



Dulay (1982) mentioned that Omission errors are found in greater abundance and across a greater variety of morphemes during the early stage of second language acquisition. It is caused by the grammatical morphemes are more complex, for example in using tenses, the learner should be aware of the addition of the ending of the verb (-ed,-ing,-s) correctly. Omit content morphemes are typically made by the learner in the early stage. It happens because the learner still has limitation of the vocabulary which is used in the sentences.

b. Addition

The error of addition is the opposite of omission. Corder (1981) says that addition where some element is present which should not be there. In addition, the students add the utterance that is not needed in a sentence, or the learners add some unnecessary element. For example: That's the man who I saw him.

From the example above, the student wants to tell that I saw the man. She knows that to tell the object only once but she puts two items for the same features; the man and him.

c. Formation

Carls (1998) says that the error of formation is the error that characterized by the use if the wrong from of structure or morpheme. There are three type of the error of formation namely, regularization error (neglecting exception and dissemination rules to domain where the learner don't use the rules transformation of verb and countable or uncountable

noun, for instance failed, Runned, womans, phenomenons, critorions, etc) archi-form (selection of one member of a class of form to represent other on the class).

#### d. Ordering

Ellis (2008) says in her book *The Study Language Acquisition* The incorrect placement of a morpheme or group of morphemes in an utterance. Error of ordering is the error where the items presented are correct but wrongly sequences. For example: he is Idola cilik 2013 runner up.

#### 4. The Pronouns

##### a. The Definition of Pronouns

The researcher will give some definition of pronouns. First the definition of pronoun according to Payne (2011), he wrote pronouns are a word that can be shorted to be noun phrase. In addition, Quirk (1985) says that pronouns share several characteristics, most of which are absent from nouns.

#### 5. Demonstrative Pronoun

##### a. The Definition of Demonstrative Pronoun

Frank (1972) states that demonstrative pronoun is the same pronouns used for demonstrative adjectives - this, that, these and those. The difference is in the sentence structure.

- 1) The demonstrative pronoun takes the place of the noun phrase.
- 2) The demonstrative adjective is always followed by a noun.

The demonstrative pronouns are this, that, these, and those. Like all pronouns, they replace nouns. Demonstrative pronouns are used to replace specific people or things that have been previously mentioned (or are understood from context).

b. The Kinds of Demonstrative Pronoun

Suherman (2013, p. 50) said that a demonstrative pronoun that is used to point to something specific within a sentence. These pronouns can indicate items in space or time, and they can be either singular or plural, and also have position and function, for examples:

- 1) This
  - a) As Subject of Verb (This tastes delicious)
  - b) As Object of Transitive Verb (She brings this to your parents)
  - c) As Compliment of Subject (I will never forget this)
- 2) These
  - a) As Subject of Verb (These are my books)
  - b) As Object of Transitive Verb (You give me these all)
  - c) As Compliment of Subject (I will take these bags)
- 3) That
  - a) As Subject of Verb (That makes her happy)
  - b) As Object of Transitive Verb (I like That)
  - c) As Compliment of Subject (Mine is that)
- 4) Those

- a) As Subject of Verb (Those babies in the nursery have been crying for hours.
- b) As Object of Transitive Verb (My mom liked those flowers very much)
- c) As Compliment of Subject (My parents used to listen to those old songs)

Frank (1972) said that a demonstrative pronoun tells us whether it is replacing something singular or plural and whether that thing(s) is close by or farther away.

- a. This and That Represent Singular Nouns
- b. This and that replace singular nouns.
- c. This represents something close by. For example: This is very smelly.
- d. That represents something farther away. For example: You can smell that from here.
- e. These and Those Represent Plural Nouns
- f. These and those replace plural nouns.
- g. These represents something close by. For example: These smell rotten.
- h. Those represents something farther away. For example: Do not paint those

#### 9. The Usage of Demonstrative Pronoun

According to Frank (1972) the family of demonstratives (this/ that/ these/ those/) can behave either as pronouns or as determiners.

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- a. As pronouns, they identify or point to nouns.
  - 1) That is incredible! (referring to something you just saw)
  - 2) I will never forget this. (referring to a recent experience)
- b. As determiners, the demonstratives adjectivally modify a noun that follows.

A sense of relative distance (in time and space) can be conveyed through the choice of these pronouns/determiners:

- a. These (pancakes sitting here now on my plate) are delicious.
- b. Those (pancakes that I had yesterday morning) are even better.
- c. This (book in my hand) is well written;
- d. That (book that I'm pointing to, over there, on the table) is trash.

A sense of emotional distance or even disdain can be conveyed with the demonstrative pronouns:

- a. going to wear these?
- b. This is the best you can do?

Pronouns used in this way would receive special stress in a spoken sentence. When used as subjects, the demonstratives, in either singular or plural form, can be used to refer to objects as well as persons.

- a. This is my father.
- b. That is my book.

In other roles, Frank (1972) says however, the reference of demonstratives is non-personal. In other words, when referring to students, say, we could write "Those are loitering near the entrance during the fire drill"

(as long as it is perfectly clear in context what "those" refers to). But we would not write "The principal suspended those for two days"; instead, we would have to use "those" as a determiner and write "The principal suspended those students for two days".

### Descriptive Text

Descriptive text is a text which is intended to describe a particular person, place or thing.

Knapp and Watkins (2005, p. 95) state the genres of describing are one of the fundamental functions of any language system and one of the first skills emergent language users learn to control. They also state that descriptions enable the category or classification of an almost infinite range of experiences, observations and interaction into a system that orders them either objectively or subjectively, depending on the learning area or intent of the writer.

In broad sense, description is about sensory experience. How something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perceptions.

## B. Relevant Research

According Syafi'i (2017) relevant research is required to study some previous researchers that are relevant to this research. Relevant research is intended to avoid plagiarism toward the designs and findings of the previous researchers. There are some studies related with this research, they are:

1. Research done by Oji Fachruraji entitled "An Error Analysis on Students' Difficulties in Learning English Pronouns", the writer used qualitative

descriptive method with the purpose of the research was to analyze and to find out the kind of pronouns that most students made, where the result was the highest pronouns errors was in possessive adjective with 51,35% of error percentage.

Another research done by Restina Andriani, entitled “An Error Analysis of Using Pronouns on Students’ Writing at SMP PGRI 1 Ciputat.” This study was carried out to identify the error of using pronouns which are commonly made by the students. The method used in this study was descriptive analysis. With the result is the most error made by the students of SMP PGRI 1 Ciputat was in Objective pronoun which caused by intralingual transfer.

3. In another research by Lailatul Husna entitled “An Analysis of Students’ writing in Writing Descriptive Text at Grade XI IPA 1 of MAN 2 Padang.” This research was descriptive research with the main aim to analyze the students’ descriptive quality in English subject. The technique used to get the participants of the research was cluster random sampling technique. In this research it was found that the students faced some difficulties in organizing ideas and developing ideas. Some of students were unable to develop the ideas well.

Based on the previous researchers above, it is known that the most difficult material to be understood by the students is grammar. Thus, in this research, the writer intends to analyze the kinds of demonstrative pronouns and types of errors that the students make in using demonstrative pronouns.

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The writer draw conclusion that demonstrative pronoun constitute kinds of word in English language which is difficult to understand to use. Unlike the researches before, this research focus on difficulties in using demonstrative pronoun specially this, that, these, and those.

### C. Operational Concept

Operational concept is the main element to avoid misunderstanding in research as a concept is still operated in an abstract from the research planning which should be interpreted into particularly words in order to be easy to measure. In carrying out this research, it necessary to clarify briefly the variable used in this research, the research focus in using demonstrative pronoun (this, these, that, those) in descriptive text based on Frank (1972) as follows:

1. The students are able to use demonstrative pronoun this in sentence
2. The students are able to use demonstrative pronoun that in sentence
3. The students are able to use demonstrative pronoun these in sentence
4. The students are able to use demonstrative pronoun those in sentence



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## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Research Design

This research was descriptive quantitative research. The purpose of the research was to gain information about phenomena in order to describe existed condition in the field. Gay (2005, p. 208) states that descriptive quantitative research involves collecting numerical data to test hypotheses or answer questions concerning current status conducted either through self-current status of the subject or topic of study and obtain information about preferences, attitudes, practices, concerns or interest of some group of people.

Then Gay and Airasian (2000, p. 11) state that quantitative approaches are used to describe current conditions, investigate relationships, and study cause-effect phenomena. Quantitative descriptive or survey research involves collecting data in order to answer questions about the students' errors in writing descriptive text.

#### B. Time and Location of the Research

##### 1. Time of the Research

This research was conducted on June 2022

##### 2. Location of the Research

This research was conducted in SMA 2 Tambang. That was located on Bupati Street, Kualu, Tambang, in Kampar.

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### C. Subject and Object of the Research

1. The subject of the research was the eleventh grades students of SMA 2 Tambang.
2. The object of this research was the students' errors in using demonstrative pronouns (this, these, that, those) in descriptive texts.

### D. Population and Sample of The Research

#### 1. Population of the Research

According to Arikunto (2006) Population is entire subject of the research. Population is a significant factor in conducting research. It is in whole subject of research. Creswell (2012) says that population is group of individuals that have same characteristic which make them different from others group. According to Arikunto (2010, p. 30) the population is the level of education from the subject of study. Meanwhile, Sugiyono (2013) population is a formalization consisting of subjects who have certain qualities and characteristic that is released by researchers to draw conclusions.

**Tabel III.1**  
**The Total Population of the eleventh grades students of SMA 2 Tambang**

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No	Class	Number of The Class
1	XI Science 1	32
2	XI Science 2	32
3	XI Science 3	32
4	XI Science 4	32
5	XI Science 5	32
6	XI Social 1	32
7	XI Social 2	32
8	XI Social 3	32
9	XI Social 4	32
10	XI Social 5	32
11	XI Language	32
	Total	352

**2. Sample of the Research**

To take the sample, the writer used simple random sampling and took 15% in each class. It is supported by Arikunto (2006) says that if the population less than 100 respondents we can take all of the them but if the population more than 100 respondents we can take 10-15% or 20-25% or more than it. The table of the sample as bellow:

**Tabel III.2**  
**The sample of the eleventh grades students of SMA 2 Tambang**

No	Class	Number of The Class	15%
1	XI Science 1	32	5
2	XI Science 2	32	5
3	XI Science 3	32	5
4	XI Science 4	32	5
5	XI Science 5	32	5
6	XI Social 1	32	5
7	XI Social 2	32	5
8	XI Social 3	32	5
9	XI Social 4	32	4
10	XI Social 5	32	4
11	XI Language	32	4
	Total	352	52

**E. Technique of Data Collection**

To collect the data of this research, the researcher used a test as an instrument. Regarding to Creswell (2012, p. 14), an instrument is a tool for measuring, observing, and documenting quantitative data. According to Cohen et al (2000, p. 404), test is subject to items analysis, differences by item difficulty interactions in multiple choice mathematics items. In this research, the test was used to determine the students' errors in using demonstrative pronouns (this, these, that, those) in descriptive text. The researcher used three stories of descriptive texts in which each sentence in the stories had some blank words, so the students just read well and fill the blank for each sentence in the stories by selecting the word (This, These, That or Those), and it consisted of 20 items. The researcher used the following this steps:

1. The researcher explained the test direction.
2. The researcher explained the instruction to answer the test.

**Table III.3**  
**Blue Print of using Demonstrative pronouns**

Indicators	Items numbers
Using demonstrative pronouns This	1, 8, 10, 13, 20
Using demonstrative pronouns These	2, 7, 15, 16, 17
Using demonstrative pronouns That	3, 6, 11, 14, 18
Using demonstrative pronouns Those	4, 5, 9, 12, 19

## F. Validity and Reliability of Instrument

### 1. The Validity

To know whether are valid or not, the researcher used validity. Creswell (2012, p. 159) validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use. It

means that validity is the level to which inferences made from assessment results are appropriate, meaningful and useful in terms of the purpose of the assessment. To analyze the validity of the demonstrative pronouns (this, these, that, those) in descriptive text, the researcher conducted a try out to 20 items by handing them to 30 students who were not included in the research sample.

The researcher used SPSS 20.0 program to analyze the data. The researcher compared  $r$  value to  $r_t$  at significant level of 5% is 0.361( $df=N-2$ ). The  $r$  value of each item should be higher than the  $r_t$  to be considered as a valid question. If the value of  $r$  on the analysis of less than  $r$  table, it can be concluded that these items are not significantly correlated with the total score (declared invalid) and must be removed or corrected.

**Table III.4**  
**Validity of demonstrative pronouns (this, these, that, those)**

Item No.	R value	R table	Status
Item 1	0.807	0.361	valid
Item 2	0.697	0.361	valid
Item 3	0.616	0.361	valid
Item 4	0.742	0.361	valid
Item 5	0.608	0.361	valid
Item 6	0.797	0.361	valid
Item 7	0.636	0.361	valid
Item 8	0.676	0.361	valid
Item 9	0.729	0.361	valid
Item 10	0.643	0.361	valid
Item 11	0.807	0.361	valid
Item 12	0.696	0.361	valid
Item 13	0.616	0.361	valid
Item 14	0.742	0.361	valid
Item 15	0.608	0.361	valid
Item 16	0.797	0.361	valid
Item 17	0.636	0.361	valid
Item 18	0.676	0.361	valid
Item 19	0.729	0.361	valid
Item 20	0.643	0.361	valid

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The result of the analysis above showed that there were 20 items accepted or valid. So, because of the items were valid, the researcher used the test to be examined to the sample of the research.

### The Reliability

A test must be reliable as a measuring instrument. Reliability is necessary characteristic of any good test. Creswell (2012, p. 159) reliability means that scores from an instrument are stable and consistent. Reliability has to do with accuracy of measurement. This kind of accuracy was reflected in obtaining the similar results when measurement was repeated on different or by different person. This research is internal consistency reliability. According to Crasswell (2012), internal consistency reliability is the instrument administered once; using one version of the instrument. The table below is the categories of reliability test used in determining the level of reliability of the test.

**Table III.5**  
**The Level of Acceptable Reliability**

No	Reliability	Validity
1	>0.90	Very high
2	0.80-0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/Minimally
5	<0.60	Unacceptably low

(Cohen, Manion, & Morison, 2007, p.506)

To obtain the reliability of the demonstrative pronouns (this, these, that, those) in descriptive text, the researcher used SPSS 20.0 Program to find out whether the test was reliable or not.

**Table III.6**  
**Reliability of the test**  
**Reliability Statistics**

Cronbach's Alpha	N of Items
0.943	20

From the table above, it can be seen that the value of Cronbach's Alpha is 0.943. It means that the demonstrative pronouns (this, these, that, those) in descriptive text was very high.

### G. Technique of Data Analysis

In this research, the researcher used descriptive analysis with percentage from the frequency of information and divided with number of cases. The first identify students' error in using demonstrative pronouns (this, these, that, those) in descriptive texts by analyzing students' answer sheets. There were four categories of students' error in using demonstrative pronouns such as this, these, that, and those. This is the qualification categories of the students' score in using demonstrative pronouns (this, these, that, those) in descriptive text.

**Table III.7**  
**The Categories of Students' Score in demonstrative pronouns**

No	Range	Category
1.	90-100	Very Good
2.	80-89	Good
3.	75-79	Enough
4.	55-74	Poor
5.	0-54	Very Poor

Source : Students' KKM on English in SMA 2 Tambang.

The researcher calculated each percentage of students' error in using demonstrative pronouns (this, these, that, those) in descriptive text by using a formula from Sudjiono (2004, p. 43) as follows:

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

In which:

P = Percentage of students' difficulties

F = Frequency of incorrect answer

N = Number of students

100% = Constant value

The researcher analyzed the error by identifying the incorrect answer from each part of questions. The researcher analysed the students' error in using demonstrative pronouns (this, these, that, those) in descriptive text at the eleventh grade students of SMA 2 Tambang. The data collection was analysed by using SPSS 20.00 version and Microsoft Excel to know measurement.

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## CHAPTER V

### CONCLUSION AND SUGESTION

#### A. Conclusion

The specific objectives in this research were to find out whether the students make some errors in using demonstrative pronoun (This, These, That, Those) in descriptive text and to know the most common error made by students in using demonstrative pronouns (This, These, That, Those) in descriptive text at SMA 2 Tambang. Based on the research finding and the data analysis on the previous chapter, the researcher concluded that.

1. Students did some errors in using demonstrative pronoun (This, These, That, Those) in descriptive text. In using demonstrative pronoun This with the percentage 18.08%, in using demonstrative pronoun These with the percentage 19.23%, in using demonstrative pronoun That with the percentage 20.38% and in using demonstrative pronoun Those with the percentage 14.62%.  
The most common error made by the eleventh grades students of SMA 2 Tambang was in using demonstrative pronoun That with 53 errors or percentage 20.38%.

## B. Suggestions

Based on conclusion, there are some suggestions for teachers, and the students:

### 1. Suggestion for English Teacher

- a. The teacher should give special time to explain demonstrative pronouns, because in English and Indonesian language, there are different and it makes students confused sometimes.
- b. The teacher should improve himself/herself in transferring the material to overcome the students' problem in using demonstrative pronouns and make them aware of their errors.

### 2. Suggestions for Students

- a. The students should try to comprehend the way to use demonstrative pronouns and others.
- b. The students should improve their understanding on English grammar especially in using demonstrative pronouns like This, That, These and Those.
- c. The students should increase their ability of writing by understanding the materials of given by the teacher and also do more practice in writing regularly.



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## CURRICULUM VITAE



**Kurnia Wahyu Ningsih** was born on December 21<sup>st</sup>, 1997 in Mandah, Indragiri Hilir, Riau. She is the first child of Mr. Burhanuddin and Mrs. Yusmaini. She has a sister. Her sister's name is Helda Fachriza She finished study at SDN 015 Sungai Piyai, Kuindra, MTsN 1 INHIL, and MAN 3 INHIL. She finished her study at MAN 3 INHIL in 2015, then, at the same year, she continued her study at Department of English Education, Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau to fulfill requirements for undergraduate degree in English Education. She conducted the research on January 2023 by the thesis entitled "An Analysis of Students' Errors in Using Demonstrative Pronouns (this, these, that, those) in writing descriptive text at SMA Negeri 2 Tambang".

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