ABSTRACT

This Thesis entitled **An Error Analysis of Using Pronouns Made by the Sixth Grade Elementary School Students of SD Negeri 068003 Medan**. The aim of this study is to describe the varieties of SD Negeri 068003 Medan Sixth Grade students’ erroneous in using pronouns which consist of personal pronoun, possessive pronoun, reflexive pronoun, demonstrative pronoun, and indefinite pronoun. This study was also intended to give some contributions concerning the factors that influence the grammatical errors on the use of pronouns and how to overcome the errors. This study is descriptive qualitative and quantitative research. The writer had chosen the Sixth Grade students of SD Negeri 068003 Medan in the academic year of 2014/2015 and the subject were 30 students. The factors that influenced the errors were found out from the result of the test. Based on the research, it was found that from the 581 total errors, there are 81 (13.94%) errors of personal pronoun, 118 (20.3%) errors of possessive pronoun, 120 (20.65%) errors of reflexive pronoun, 137 (23.58%) errors of demonstrative pronoun, and 125 (21.51%) errors of interrogative and indefinite pronoun. Based on the total of population, it can be concluded that there is 64.54% of total errors of all sub-category from 900 sentences of total population and the remaining percentage 35.46% of them are not errors. In other words, it can be said that only 9% of the total population is error of personal pronoun, 13.11% is error of possessive pronoun, 13.33% is error of reflexive pronoun, 15.22% is error of demonstrative pronoun, and 13.88% is error of interrogative and indefinite pronoun. Based on the analysis, it can be concluded that there are 24 (80%) of total errors of two categories from Burt and Kiparsky (1974) theory is local error and 6 (20%) is global error. Whereas for the causes, it can be concluded that there are 18 (60%) caused by mother tongue interference or first language interference, 9 (30%) caused by ignorance of rule restriction, and 3 (10%) caused by carelessness. Then, it can be concluded that the highest error made by the Sixth Grade elementary school students of SD Negeri 068003 Medan is using demonstrative pronoun 23.58%, the most kinds or types of error is local errors, and the most causes of errors is caused by mother tongue interference or first language interference. In addition, as a researcher, I would like to recommend to the students that they should be more active in practicing more about the usage of English pronouns and their functions, and for the teacher, they should be more creative in applying the effective and appropriate method and techniques (better strategy) in teaching English pronouns and their functions to their students.

Keywords: An Error Analysis, Pronouns, SD Negeri 068003 Medan