CHAPTER II

REVIEW OF THE RELATED LITERATURE

In completing the writing of the thesis, certain books are utilized and conducted which are relevant to the topic. The theoretical statements are required from the books. Such as, Webster's New World College Dictionary Copyright © 2010 by Wiley Publishing, Inc., Cleveland, Ohio. Used by arrangement with John Wiley & Sons, Inc states “any of a small class of relationship or signal words that assume the functions of nouns within clauses or phrases while referring to other locutions within the sentence or in other sentences: I, you, them, it, ours, who, which, myself, anybody, etc are pronouns”. In The American Heritage® Dictionary of the English Language, 5th edition Copyright © 2013 by Houghton Mifflin Harcourt Publishing Company states pronoun as the part of speech that substitutes for nouns or noun phrases and designates persons or things asked for, previously specified, or understood from the context. Nawawi (1992: 63) states that the descriptive method can be meant as the procedure to solve the problem which is researched with describes the condition of subject/object of the research (person, organization, society and etc) in this time base on the concrete actual facts or the way of things exists.

Kardimin in English Grammar which is published in 2003 said that pronoun adalah suatu kata yang digunakan untuk mengganti kata benda. He also divide pronoun into five, that is subject pronoun, complement pronoun (object pronoun), possessive adjective, and reflexive pronoun. Also the writer use a book entitled Fundamental of English Grammar by Betty Azar and A practice English Grammar by Thomson and Martinet. In their books they classified the pronouns more completely and details with some examples and exercises.
2.1 The Definition of Error

Learning second language or English language does not the same as learning first language or mother tongue. Learning mother tongue or first language is not influenced by other language, but it is different for students who are learning English; the process of learning is influenced by their mother tongue as their first language and it causes an error and mistake in learning. It is very normal and unavoidable to happen what mentioned during the learning process, as William (2000:21) said; .current theories of how we learn languages recognize that habit formation is only one part of the process. Therefore, to achieve English acquisition, the students must get through some errors first, and then they can learn from their own errors.

Dullay (1982:138) defines errors as the flawed side of learner speech or writing. They are those parts of conversation or composition that delicate from some selected norm of mature language performance. It means that there is something wrong in norms of language performance; the making of errors is so unavoidable in learning process. Besides, the making of errors is one part of learning and no one can learn without the making of errors.

Meanwhile, Brown (2000:170) stated that errors as a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. Learner of language has different competences of level in learning English and automatically that has involved different cause of error. For example if learners ask: ‘does John can sing?’ they are probably reflecting a competence level in which all verbs require a pre-posed do auxiliary for question formation; so, he has committed an error. Furthermore, Harmer (1983:35)said that error is the result of incorrect rule learning; language has been stored in the brain incorrectly. That error may happen in teaching learning process, maybe it is caused by the teacher, they have the
lack of grammar competences in English teaching or by students who have different understanding or wrong perception then they save on the brain for long time and improve in their English grammar.

When we talk about error, we may also think about mistake. Error and mistake are not the same; it is crucial to make distinction between error and mistake and most of people still misunderstand about the definition of both. To be more classified between error and mistake, Harmer (1983:35) said “mistake” is “less” serious since it is the retrieval that is faulty not the knowledge. In other word the students know the rule, but they make a ‘slip’ when producing it. Meanwhile Brown (2000:170) gave different meaning, “a mistake refers to a performance error that is either a random guess or a slip”.

In that meaning it is a failure to utilize a known system correctly. All people make mistakes in both native and second language situations. Hubbard (1983:134) stated “Errors caused by lack of knowledge about the target language (English) or by incorrect hypotheses about it; and mistakes caused by temporary lapses of memory, confusion, slips of the tongue and so on”. Another way to differentiate between error and mistake is if the learners can correct themselves, it is probably mistake, but if they cannot, it is an error.

From its definition of error above, we have seen that there are some classifications of error, they are as follows:

a. Errors of competence are the result of application of rules by the first language learner which do not (yet) respond the second language norm.

b. Errors of performances are the result of mistake in language use and manifest themselves as repeats, false starts, corrections or slips of the tongue. Error of competence knows what is
grammatically correct; Error performance occurs frequently in the speech of both native speaker and second language learner or what actually occurs in practice.

The fact that learners do make errors and that these errors can be observed, analyzed and classified to reveal something or the system operating within the learner, led to a surge of study of learners’ errors called errors analysis.

2.1.1 The Definition of Error Analysis

In the course of learning and using foreign language, one of the most inhibiting factors in appears of making mistakes and errors. The making of errors is a sign that the students have not mastered the rules of the language being learned.

Language learning as any other human learning involves making mistakes and errors. Brown (1992:164) states that the mistakes, misjudgment, miscalculation and erroneous assumption from an important aspect of learning of skill and acquiring information.

Anyone attempts to acquire something by making mistakes and errors. The child who learns his native language makes countless mistake with his linguistic knowledge. However, he gradually manages to produce acceptable speech and justify it after a series of errors.

Since language is process that involves the making of mistakes and errors, errors are considered as the product of learning. It is important for the English teacher to realize that errors made by learned need to be analyzed correctly in order to arranging learning strategy effectively. In addition, it is important to discuss error analysis to under score the relevance of such analysis
for teaching English as a foreign language. Such an analysis becomes the key for foreign language acquisition.

According to Sanal (2007:597), error analysis is a study to identify, to describe and systematically to explain the learners’ error by using any of the principles and techniques provided by linguistics. It can be said that error analysis as a process based on analysis of the students’ errors. Whereas, Brown as cited in Sanal (2007:598) asserts that error analysis is the activity to observe, to analyze and to classify the students’ errors for conveying something of the system operating.

Practically, error analysis can be a very useful device of a foreign language teaching program. Errors provides feedback, they tell the teacher something about the effectiveness of their teaching materials and their teaching techniques.

2.2 Errors and Mistakes

An error is different from a mistake, so it is crucial to differentiate both of them. Corder (1978:63) states “an error is typically produced by people who do not yet fully command some institution a listed language system”. Also, Corder (1973:257), errors are breaking the role, due to lack of competence such as knowledge of the language, which may or may not be conscious. As they are due to lack of competence they tend to be not correctable.

According to Erdogan, (2005:263), a learner makes a mistake when writing or speaking because of lack of attention, fatigue, carelessness, or some other aspects of performance. Mistake can be self corrected when attention is called. In other words, a mistake is a slip that the learner can self correct whereas an error is what a learner can not self correct. From those definitions
above, the writer can also conclude that a mistake is just a slip that the learner forgets the right form. While, an error is a deviation made by the learner because he/she does not know the rule and will make it repetitively. In other way we can say that error is related with how to use it but mistake is the students confused how to put it in the right form.

To distinguish between an error and mistake, Ellis as mentioned by Erdogan (2005:263) also suggest two ways. The first one is to check the consistency of learner’s writing, if he sometimes uses the correct form and sometimes the wrong one, it is a mistake. However, if he always uses it incorrectly, it is an error. The second way is to ask learner to try to correct his own deviant utterence. When he is unable too, the deviations are errors, while he is successful, they are mistake.

Indeed, learners often make mistakes in the process of foreign language learning. Thus, it is still not a big deal when the learners commit the mistake either in speaking or writing since they are capable to correct the mistake. However, learning other language becomes difficult since the target language has different system from the native language. This difference sometimes makes the learners make errors especially in applying grammar. This is why analyzing learner’s errors in learning other language would be interesting instead of mistake analysis.

2.2.1 Types of Error

Types of Errors

Researchers in the field of applied linguistics usually distinguish between two types of errors: performance errors and competence errors. Performance errors are those errors made by learners when they are tired or hurried. Normally, this type of error is not serious and can be overcome with little effort by the learner. Competence errors, on the other hand, are more serious
than performance errors since competence errors reflect inadequate learning. In this connection, it is important to note that researchers (cf. Gefen 1979) distinguish between mistakes which are lapses in performance and errors which reflect inadequate competence. Other researchers (cf. Burt and Kiparsky 1974) distinguish between local and global errors. Local errors do not hinder communication and understanding the meaning of an utterance. Global errors, on the other hand, are more serious than local errors because global errors interfere with communication and disrupt the meaning of utterances. Local errors involve noun and verb inflections, and the use of articles, prepositions, and auxiliaries. Global errors, for example, involve wrong word order in a sentence. Finally, language learning errors involve all language components: the phonological, the morphological, the lexical, and the syntactic.

2.2.2 The Causes of Errors

Pit Corder (1974:139) claims that there is three major the causes of error, they are; mother tongue interference, over generalization and error encouraged by teaching material or method.

a. Mother tongue interference

Although young children appear to be able to learn a foreign language quite easily and to reproduce new sound very effectively, older learner has experience considerable difficulty. The sound system (phonology) and the grammar of the first language impose themselves on the new language and this leads to a ‘Foreign pronunciation’ Faulty grammatical pattern and occasionally to the wrong choice of vocabulary.

b. Over-generalization
The mentalist theory claims that errors are inevitable because they reflect various stages in the language development of learner. It claims that the learner processes new language data in his mind and produces rule for its production based on the evidence.

Some over generalization is signed by:

1). Over-generalization generally involves the creation of one deviant structure in place of two regular structures.

Example: He can sings

We are hope

It is occurs

It may be the result of the learner reducing his linguistic burden, with the omission of the third person -s

2). Over-generalization is associated with redundancy reduction, for example the -ed marker, in narrative or in other past context often appears to carry no meaning, on sentence - I buy the book last week- it was cleared, the word ‘bought’ does not have meaning anymore because there was phrase ‘last week’.

c. Errors encouraged by teaching material or method

Error can appear to be induced by teaching process itself and error is an evidence of failure of ineffective teaching or lack control. If material is well chosen, graded and presented with meticulous care, there should never be error. Corder (1974:140) said that it is however, not easy to identify such error except in conjunction with a close study of the material and teaching
technique to which the learner has been exposed. This is probably why so little is known about them. Meanwhile, Richard (1974:174) divided causes of error into four areas; those are over-generalization, ignorance of rule restriction, incomplete application of rules and false concept hypothesized.

a. Ignorance of rule restriction.

This is the application of rule to contexts where they do not apply.

e. g This is the man who I saw him.

That example violates the limitation on subjects and structures with who.

e. g I made him to do it.

It does ignore restrictions on the distribution of make.

Some rule restriction errors may be accounted for in terms of analogy and other may result from the rote learning of rules.

b. Incomplete application of rules

The occurrences of structures whose deviant represents the degree of development of the rule required to produce acceptable utterances, example; the student make a question with a question word in every statement. In this case the communication can achieved efficiently than mastering the rule of question usage.

c. False concept hypothesized
In addition to the wide range of intralingual errors, which have to do with faulty rule learning at various levels, there is a class of developmental error, which derived from faulty comprehension of distraction in the target language. Example;

1). One day it was happened, he form was may be interpreted as a marker of the past tense.

2). He is speaks English, is- may be understood to be the corresponding marker of the present tense.

The student will use *is* and *was* to present and past in every words follow it.

According to John Norris, there are three factors that can be classified as the causes of errors they are:

**a. Carelessness**

It is often closely related to lack of motivation. Lack of motivation may be the result of the presentation style done by the teacher, which does not suit the students, or may be the materials are not interesting for the students.

**b. First language interferences**

First language interference is the result of the language habits that have been established in the students’ native language. When the students use English, they usually bring or use the native language habit in the target language they being learn. It is same as Corder said before.

**c. Translation**

It is the most common error made by students, translating word by word of idiomatic expression in the first students’ language can produce error in this type. This usually happen as
the result of a situation when a learner is asked to communicate something but does not know appropriate expression or structure.

2.2.3 The Goal of Error Analysis

When a researcher conducts an error analysis, he must have at least one goal to achieve, as Rebecca M. Valette (1977:66) said: One of the goals of error analysis is to reveal learners’ strategies and to help in the preparation of more effective learning materials. Another goal is to classify the types of errors and identify those which under communication, as well as those which native speakers find difficult to tolerate. According to Sridhar’s opinion there are four goals of error analysis: It was believe that error analysis, by identifying the areas of difficulty for the learner, could help in (i) determining the sequence of presentation of target item in text book and classroom, with the difficult item following the easier one, (ii) deciding the relatives degree of emphasis, explanation and practice require in putting across various items in the target language; (iii) devising remedial lesson and exercise, and (iv) selecting items for testing the learners’ proficiency.

2.2.4 Error Treatment

Error Treatment

Teachers cannot and should not correct all errors committee by their students. Besides, the frequent correction of oral errors disrupts the process of language learning and discourages shy students from communicating in the target language. The following are general guidelines in correcting second language learning errors:
I. Teachers should correct errors affecting intelligibility, i.e., errors that interfere with the general meaning and understandability of utterances. In this connection, teachers should concentrate on correcting global errors more than local errors.

2. High frequency and generality errors should be corrected more often than less frequent errors. For example, the omission of the third person Singular *s* is an error of high frequency and generality.

3. Teachers should put more emphasis on correcting errors affecting a large percentage of their students. This factor *is* clearly related to the second factor above.

4. Stigmatizing or irritating errors should be paid more attention to. This factor is related to the sociolinguistic aspect of language learning. Pupils who come from lower socioeconomic classes are conscious of and very sensitive to ridicule about their informal variety of language from students from higher socioeconomic classes who speak a more formal and prestigious variety of the language.

5. Finally, errors relevant to a pedagogical focus should receive more attention from the teacher than other errors. For example, if the focus of the lesson is the use of the pronouns, the correction of errors involving the five of pronoun, singular/plural, and demonstratives in this lesson should not be emphasized by the teacher because if he/she did, the attention of the students would be distracted from the focus of the lesson which, in this instance, is the use of the pronouns.
2.2.5 The interference

English is a second language for Indonesian students, in learning English is a second language. There is grammatically difference in both of them. For example, there is difference about preposition in English and Indonesia. The Indonesian preposition “di” can be translated English into in, on or at. The Indonesian sentence, *buku yang di atas meja itu milik Andi* is translated into English *the book which is on the table belongs to Andi*. They often make an error in translating the Indonesian preposition “di” into English. The first language will hinder the learner in learning the new one. This is how a case of *negative transfer* or in the most common terminology is called *interference*. In this way, the differences between the two language lead to interference, this is the cause of learning difficulties and errors.

Weinrich as quoted by Richard (1974:102) defines interferences as “those instance of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language, i.e. as a result of language in contact.

2.3 The Source of Errors

In order to be able to decide weather it is error or not it is needed to understand fully the source of errors. Errors are state by Brown (1992:166), arise from several possible general causes or sources. The source of error could be interlingual error of the interference from the native language, intralingual errors within the target language or and the sociolinguistic context of communication, psycholinguistics or cognitive strategies and no doubt countless affective variables.
1. Interlingual errors

This source of error can be called errors by negative transfer. Richard (1974:173) states if the learners of a foreign language make mistake in the target language by effect of his mother tongue that is called as interlingual. For example, any Indonesian writer learning English may write “Ahmad dan Fatma menikah” in his mother tongue, and he may transfer his old habit to the target language. The result would be Ahmad married with Fatma, which is not acceptable in English.

Chainslain (1976:61) states that it is understood that interlingual errors are due to the interference from the mother tongue. They have something to do with constructive analysis as pointed out by Brown (1992:148): This hypothesis claimed that principal barrier to second language acquisition is the interference of the first language system with the second language system, and that scientific, structural analysis of the two language would yield a taxonomy of linguistic contrasts between them which is turn would enable the linguist to predict the difficulties a learner would encounter.

It is clear that constructive analysis aim at describing the differences and similarities of language with a view of predicting the possible learning problems. Elements of target language that are similar to the native language may be simple and easy for the learner and those are different may difficult. Predicting error using constructive analysis can be carried out in term of hierarchy of difficulty. Therefore, a teacher or linguist can make a prediction of the relative difficulty of a given aspect of the second language. And they will help the students to solve the student’s error problems.
Clifford as edited by Brown (1992: 152-152), categorizes the essence of the grammatical hierarchy in six categories. The categories, in ascending order of difficulty are as follow:

a. Level 0 – Transfer

There is no difference or contrast between the two languages. Here students can easily transfer (positively) linguistic items from the native language to the target language. Such transfer is societies to be of difficulty. Hence the capable is level zero.

Example: A lot of water (banyak air)
Much money (banyak uang)

b. Level 1 - Coalescence

Two or more items in the native language become coalesced into essentially on item in the target language. The first person singular “I” has some counter parts in Indonesia such as saya, beta, aku, hamba. However, neither those differneces cause any problems for Indonesian learning English as a foreign language, nor do they facilitate learning process.

c. Level 2 – Under differentiation

Two different items in the target language may sometimes be considered the same, due to such lack of differential in the native language. The differentiation has grammatical consequences and therefore. Students often fail to use or supply the required structural items “many” and “much” are considered the same, due to such lack of differentiation in Bahasa Indonesia, which is “banyak” for either forms. For example, the sentence there is many water instead of there is much water.
Brown (1992:153) pointed that “under differentiation might also refer to items in the native language which were absent in the target language”. Therefore, then items should be avoided.

Example: The boy entered into the room

Students discuss about holidays

In this case, students often supply the unnecessary structural items due to the influence of their mother tongue.

d. Level 3 – Reinterpretation

An items existing in the native language in given a new snap distribution in the target language. English active construction, such as it happens may be interpreted as passive construction, resulting the fact that those are semantically passive in *Bahasa Indonesia*.

e. Level 4 – Over Divergence

An entirely new items bearing a little, if any, similarity to the native language must be learned. It may have something to do with forms and meaning. For example, students often use “badder” in replacing “worse” which mean *lebih buruk*” in *Bahasa Indonesia*.

f. Level 5 – Split

On item in the native language, become two or more items in the target language, requiring students to a new distinction. Verb inflection in English may cause some problems. An Indonesian verb “*menulis*” has no inflection namely “*writes*, ”*wrote*” and “*writing*”. It may result in errors such as “*She write*”.

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2. Intralingual Errors

Interference from the student’s own language is not the only reason for committing errors. Students may make mistakes in the target language, since they do not know the target language very well, they have difficulties in using it. Richard (1974:6) writes, “intralingual interference refers to items produced by learner, which reflect not the structure of mother tongue, but generalization based on partial exposure of the target language”. Thus, intralingual errors are the direct result of the learner’s attempt to create language system he is learning. Richard (1974:6) classifies the intralingual errors into four categories, namely (1) over generalization, (2) ignorance of rule restriction, (3) incomplete application of the rule, and (4) false concept hypothesis or semantic errors.

a. Over generalization.

Richard (1974:47-48) says “this group of error is the result of the use of previously available strategies in new situation”. In other words, it occurs when a learner creates a defiant structure based on his experience of other structure in the target language. Furthermore, overgeneralization is associated with redundancy reduction it may occur, for instance with items which are constructed in the grammar of the language but do not carry significant and obvious contrast for the learner.

The –ed marker, in narrative of in other past contexts, often appears to carry no meaning since past ness is usually indicated lexically in stories, and the essential notion of sequence in narrative can be expressed equally well in the present Yesterday I go to university and I meet my new professor.
b. Ignorance of the rule restriction.

In this type of error, the learner fails to observe the restriction of existing structure. Some rule restriction errors may be accounted for in term of analogy and may result from the role learning rules. For example, a learners may use infinitive after verb like “tell” in “tell him to return the book” or “ask” in “I ask you to go there”. He, then produces an utterance “I make him to do it”. In this sentence, the learner ignores the rule restrictions of the verb “make” i.e. the verb “make” is always followed by infinitive without “to”. The learner mostly tends to generalize syntactic rules; he has previously learned, ignoring the rule.

c. Incomplete of the rule restriction

Intralingual error of this type may occur when the learner fails to apply the rules completely due to the stimulus sentences. It shows an utterance of structures whose deviancy represents the degree of development of the rules required producing acceptable utterances.

d. False concept hyphotized

It derived from the faulty comprehension of destinations in the target language. The learner fails to use the correct concepts. These errors are sometimes due to the poor gradation of teaching items. The form “it’s” may be interpreted as “its” such as in Its pleasant in the garden instead of It’s pleasant in the garden.
2.4 English Grammar

Russel (1984: 38) explains that grammar is a set of organizing principles which native speakers intuitively follow. In learning a language, learners always deal with language rules or grammar. Therefore, a logical consequence of the endless problem of the English grammar rules in the teaching-learning process of English is that many people say that grammar entities are complicated rules and useless things to learn. However, some others do not agree with the above concept about English grammar rules. They are very interested in finding out or in learning grammar rules; therefore, they like to do grammar exercises.

In connection with grammar, Nair (2008) says that grammar is an aspect of language about which learners have different opinions. In this context, grammar is simply the word for the rules that people follow when they use a language. Similar concept about grammar is also stated in Ager (1998), that grammar is a set of structural rules covering the composition of sentences, phrases, and words in any given natural language.

Based on the above various statements about grammar rules, it can be understood that every language has its own grammar rules, so does English. Therefore, every student who learns English is required to learn the English grammar rules, because it is an integral part of English. Hence, they cannot be avoided by the English language learners so that they must be learnt, anyhow. So in order to master English well, English grammar rules are very important to learn.
2.5 The Definitions of Pronouns

According to Frank (1972: 20), the traditional definition of pronoun is a word that takes the places of a noun. Modern grammarians who regard position and function as the decisive factors in classifying a part of speech often consider pronoun as a subclass of noun.

Guigan (2011) states that pronoun is a word used as a place-holder of a noun, noun phrase, or a different pronoun. Pronouns are usually used in writing and speech as a way of keeping the flow of the words smooth by reducing repeated use of the full subject or object word. Pronouns usually come after the noun they are replacing.

Izzan (2007: 17) describes that personal pronoun is a kind of pronoun. Pronoun consists of eight types, they are: personal pronoun, interrogative pronoun, relative pronoun, demonstrative pronoun, reflexive pronoun, reciprocal pronouns, indefinite pronoun, and possessive pronoun. The differences of many pronouns are depending on grammatical properties as gender, number, person, and case.

Furthermore, Izzan (2007: 17) illustrated the eight types of pronoun, in more details as follows:

1. Personal pronouns : I, you, he, she, it, they, and we
2. Interrogative Pronouns : who, which, and what
3. Relative pronouns : who, which, whose, whom, and that
4. Demonstrative pronouns: this, that, these, and those
5. Reflexive pronoun : myself, yourself, himself, herself, itself, yourselves, themselves, and ourselves.
6. Reciprocal pronouns : each, other, and another
7. Indefinite pronoun : somebody, someone, something, all, any, most, some, and none
8. Possessive pronoun: mine, yours, his, hers, ours, theirs

Personal pronouns are part of pronouns that are words that replace a noun or noun phrase, but they commonly refer to person and thing. As Kolln (1991: 30) said:

“Personal Pronouns are the ones we usually think of when the word pronoun comes to mind, we generally label them on the basis of person and members.”

Kolln argues that there are four case forms of personal pronoun to indicate different sentence function: subjective case, objective case, the possessive case, and reflexive case. Personal pronouns change their forms for person (first, second and third), for case (subject, object, possessive), number (singular, plural) and gender (masculine, feminine, neuter), except for reflexive pronoun making the same kind of changes.

Table 1. Form of personal pronouns and the function in the sentence

<table>
<thead>
<tr>
<th>Subject</th>
<th>Object</th>
<th>Possessive</th>
<th>Possessive</th>
<th>Reflexive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
<td>I</td>
<td>Me</td>
<td>My</td>
<td>Mine</td>
</tr>
<tr>
<td></td>
<td>You</td>
<td>You</td>
<td>Your</td>
<td>Yours</td>
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<tr>
<td></td>
<td>He</td>
<td>Him</td>
<td>His</td>
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<td>She</td>
<td>Her</td>
<td>Her</td>
<td>Hers</td>
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<tr>
<td></td>
<td>It</td>
<td>It</td>
<td>Its</td>
<td>-</td>
</tr>
<tr>
<td>Plural</td>
<td>We</td>
<td>Us</td>
<td>Our</td>
<td>Ours</td>
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<td></td>
<td>You</td>
<td>You</td>
<td>Your</td>
<td>Yours</td>
</tr>
<tr>
<td></td>
<td>They</td>
<td>Them</td>
<td>Their</td>
<td>Theirs</td>
</tr>
</tbody>
</table>

Adopted from Khodijah (2006: 36)
2.6 Pronoun Errors

A pronoun is a word that stands for a noun. This noun is termed as antecedent of pronoun.

(1). Pronouns must agree with their antecedent in both number (singular or plural) and person (1st, 2nd, 3rd, etc.).

Definite Pronouns - Has antecedents.
Indefinite Pronouns - Has no antecedents.

Always singular Indefinite Pronoun - Anybody, either, one, each, neither, another, someone, each one, anything, nobody, somebody, no-one, something, everybody, nothing, everyone, whatever, everything, whichever, whoever.
Always plural Indefinite Pronouns - Both, few, others, several.
Sometimes singular sometimes plural Indefinite Pronouns - All, many, some, any, most.

e.g.: Everything was in its place.
Everyone at the meeting voiced his/her opinion.

(2). Singular or plural depends on number of word or phrase to which it refers.

e.g.: Some of the grass has lost its colour.
Some of the flowers have lost their petals.

(3). A pronoun should refer to one and only one noun or compound noun. This is the most common error in test questions. If a pronoun follows two nouns, it is often unclear which of the nouns the pronoun refers to.

Incorrect - The destabilization of the economy has left unstable stocks in the hands of frightened investors. It is imperative that they be more tightly controlled.
Should the unstable stocks be controlled or the frightened investors?

Either interpretation is possible from the structure of the sentence.

Correct - The destabilization of the economy has left unstable stocks in the hands of frightened investors. It is imperative that the unstable stocks be more tightly controlled.

(4). Subjects and objects: Objects that come in end of prepositional phrases:

Subject Form -------- Object Form

I ------------------------Me
You ---------------------You
He ----------------------Him
She --------------------- Her
It ----------------------- It
We -------------------- Us
They ------------------- Them

Incorrect - Her and me fought over the tea.
Correct - She and I fought over the tea.

(5). "They" or "it" should not be used without definite antecedents.
e.g.: In that store they make a customer feel stupid. ---Here using they is incorrect as there is no antecedent for "they" in this sentence so instead of they a proper noun should be used.

Note: In expressions of time and weather antecedent of it is not given.
e.g.: It is too hot today.

(6). A pronoun must also agree with its antecedent in person
Incorrect - When athletes break training rules, we sometimes pay with poor performances.
Correct - When athletes break training rules, they sometimes pay with poor performances.

(7). Subject form of pronoun always comes after ‘than’ or ‘as’.
e.g: Peggy is smaller than I (am).

(8). Indefinite pronouns which are always singular require singular verbs.
e.g: Somebody has left her purse.
Everyone has done his/her homework.

(9) Pronouns either and neither require singular verbs even if seem to refer, in a sense two things.
e.g: Neither of the two traffic lights is working.

2.7 The Meaning of The Test

Say the word test and what most persons think of will probably be school examination, college entrance examination or employment. Test is involving writing or making answer. That definition is too broad and more inclusive; test focused on writing and making answer activity is usually for examination in school or to get a job. In educational and psychological ones, test is defined as a systematic procedure for observing and describing one or more characteristic of a person with the aid of a numerical scale or category system, this test may give either quantitative or qualitative.

In educational and psychological ones, test is defined as a systematic procedure for observing and describing one or more characteristic of a person with the aid of a numerical scale or category system, this test may give either quantitative or qualitative. The definition here is also too broad enough to include nearly all systematic procedure the school uses to describe the behavior of a child, teacher observation, questionnaires, interviews, class project term paper, etc.
Douglass Brown (2000:219) stated that the test in plain, ‘a method of measuring a person ability or knowledge in given area’. This definition consists of the test into method, generally requires some performance or activity on the part of either testier or tester or both. Second is purpose of measuring, testing exists to a great degree in the nature of quantification of data. Test is to measure the person ability and knowledge to understand how the testier are. Then the test is of ability and knowledge, which is competence. A test is a sample performance but infers certain competence; last test is to measure given area, a case in proficiency test, even though the actual performance on the test involves only a sampling of skill, that area is overall proficiency in a language general competence in all skills of language.

Penny Ur (1992) defined “test as an activity whose main purpose is to convey (usually to the tester) how well the tester knows or can do something”. Oller (1979:1) define “test is a device that’s by to assess how much has been learned in foreign language course or some part of a course”. Learning may of course result from a test, just as feedback on knowledge may be one of spin-off a practice activity: the distinction is in the main goal; teacher doing the test is to know how well the student can receive the material and also to get the feedback and what his/her doing next. Test, measurement and evaluation are not the same, but these are part of others. Measurement is the process of assigning numbers to individual or their characteristics according to specifics rule. Evaluation is the systematic process of collecting, analyzing and interpreting information to determine the extent to which pupils are achieving instructional objective, and test is a set of question, each of which has a correct answer, that examines usually answer orally or writing.

We measure achievement with a test because test is one particular measurement technique; measured by counting the number of test item the students answer correctly and we
use exactly the same rule to assign a number to the achievement of each student in the class. Measurements are useful for describing the amount of certain abilities that individuals have. For example, a student obtains a row score of 85 on a grammar test; those data are called measurement.

2.7.1 Type of the Test

There are many purposes for which language test are developed; so there are many types of language test. However, many important broad categories of test that do permit more efficient description and explanation; those categories are:

a. Subjective and Objective test

Objective test is a test that is highly structured and requires the student to supply a word or two or to select the correct answer for among a limited number of alternatives. The variety of item objective test;

(1) Supply type requires student to supply answer; this type is also known as short answer or completion.

(2) Selection type requires student to select the answer from a given numbers of alternative, divided into true false answer, matching, and multiple choice. Subjective test is to require scoring by opinionated judgment, hopefully based on insight and expertise, on the part of scorer, an example written composition.
b. Direct and Indirect test

It has been said that certain test, such as ratting of language use in real and uncontrived communication situation, is testing language performance directly; whereas other tests, such as multiple choice recognition test, are indirectly tapping true language performance, for example, interview and contextualized vocabulary test.

c. Discrete point and Integrative test

Discrete points as a variety of diagnostic test are designed to measure knowledge or performance in very restricted areas of the target language; the test of ability to use correctly the perfect tense of English verbs, to supply correct preposition in a cloze passage is term of the discrete point test. Integrative tests are to tap a greater variety of language abilities concurrently and may have less remedial- guidance value and greater value measuring overall language proficiency, for example; random cloze, dictation, oral interviews and oral imitation task.

d. Aptitude, Achievement and Proficiency test

Aptitude test is often used to measure the suitability of a candidate for a specific program of instruction or particular kind of employment. A language aptitude test may be used to predict the likelihood of success of a candidate for instruction in a foreign language. Achievement test is used for program evaluation as well as for certification or learned competence, normally comes after a program of instructions. Types of achievement test are:

(1). Placement test, is signed to determine the student performance at the beginning of instruction, designed to sort student into teaching group, so they can start course at approximately, the same level as the other student in the class.
(2). Formative test, is intended to monitor learning progress during the instruction and to provide continuous feedback to both student and teacher concerning learning success or failure.

(3). Diagnostic test, is intended to diagnose learning difficulties during instruction.

(4). Summative test, is intended to show the standard that the students have now reached in relation to other students at the same stage. It typically comes at the end of course or unit of instruction, the goal is to measure past learning that is the accumulated knowledge or skill of an individual in a particular field or fields. Proficiency tests are most often global measures of ability in a language or other content area.

e. Criterion/ Domain referenced and Norm referenced or standardized test

   Criterion referenced tests are devised before the instruction itself is designed; the tests much match teaching objectives perfectly, so that any tendency of the teacher to ‘teach to the test’ would be permissible in that attaining objectives that would thereby be assured. Norm referenced tests are quite different from criterion referenced test in a number of respect; a norm referenced test must have been previously administered to a large sample of people from the target population (e.g. 1000 or more).

f. Speed test and Power Test

   Speed test is test might be expected to get every item correct, given enough time. But sufficient time is not provided, so examinees are compared on their speed rather than knowledge alone. Power tests are tests that allow sufficient time for every person to finish, but that contain such difficult items that view if any examinees are expected to get every item correct.
2.7.2 Criteria of a Good Test

Four principal qualities in developing and judging formal foreign language test, the four qualities of a good test are;

a. Validity

Validity refers to extent to which the result of an evaluation procedure serves the particular use for which they are intended. A test is valid when it measures effectively what it is supposed to measure whether it can be achievement, aptitude or proficiency in the language. Validity refers to the result of a test or evaluation instrument for a given group of individuals, not to the instrument itself. Three basic type of validity;

(1). Content validity refers to the extent to which a test measures a representative sample of the domain of task under consideration. It is especially important in achievement testing and is determined by making a logical analysis of the test content and comparing it to the domain of achievement to be measured.

(2). Criterion related validity is concerning with the extent to which test performance is accurate in predicting some future performance or estimating some current performance. This type of validity can be reported by means of a correlation coefficient called a validity coefficient or by means of an expectancy table. It is of special significance in all types of aptitude testing but is partifient whenever test results are used to make specific prediction or whenever a test is being consider as a substitute for a more time consuming procedure.

(3). Construct validity refers to the extent to which test performance can be interpreted in the term of psychological construct. The process involves identifying and clarifying the factors that
influence the test scores so that the test performance can be interpreted most meaningfully. This involves the accumulation of evidence from a variety of different studies.

There are some factors that make a test invalid:

(a). If it measure external knowledge or other skill.

(b). If it designed for one country, institution purpose, etc but adopted by another.

(c). If it does not contain a representative sample of the course.

(d). If it is not relevant to the objective of the course.

Those factors influence the validity of test interpretation and can be found in the relation of teaching to testing in the administration and scoring of the test and in the typical responses of pupils to the test situation.

b. Reliability

The reliability or stability of a language test is concerning with the degree to which it can be trusted to produce the same result upon repeated administration to the same individual, or to give consistent information above the value of a learning variable being measured. Reliability refers to the consistency of measurement, which is to how consistent test scores or other evaluation results are from one measurement to another.

Some factors affecting the reliability of a test:

(1). The size of the sample, the larger the sample, and the more reliable the test will be.

(2). The administration of the test, such as the condition of testing room.
(3). Te clarity of test instruction, by giving the example.

(4). Personal factors: motivation, illness, etc.

(5). Scoring the test. (Objective and subjective test).

c. Comprehensiveness

A foreign language test is said to be comprehensive when it contains an appropriateness proportions of item from all aspects of the material to be tested.

d. Practicality

It would be unwise if in the design and administration of foreign language test we were consider it validity, reliability and comprehensiveness apart from its practicality. When tests are used in large qualities for placement test, selection certification or for classroom use, practicality normally will be based upon such factors that are economy, storability and administrability.