



**AN ANALYSIS OF STUDENTS' PRONOUN ERRORS IN WRITING DESCRIPTIVE
TEXT AT EIGHT GRADE OF SMP N 1 MEDANG DERAS**

SKRIPSI

*Submitted to the Faculty of Tarbiyah and Teachers Training, State Islamic University of
North Sumatera Medan as a Partial Fulfilment of the Requirements for the Degree of
Sarjana Pendidikan*

By:

AINUL MARDIAH

34.14.3.079

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA UTARA
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Assalamu'alaikum Wr.Wb

Dengan Hormat,

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya, terhadap skripsi mahasiswa a.n. **Ainul Mardiah** yang berjudul: **An Analysis of Students' Pronoun Errors in Writing Descriptive Text at Eighth Grade of SMP N 1 Medang Deras** maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar sarjana (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri. Kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila dikemudian hari saya terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

Medan, 29 August 2018

Yang membuat pernyataan

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ABSTRACT

Ainul Mardiah, 34143079: An Analysis of Students' Pronoun Errors in Writing Descriptive Text at Eighth Grade of SMP N 1 Medang Deras.

Key words : Error Analysis, Descriptive text, Pronoun, Writing.

The purpose of this research is to analyze the student's pronoun errors in writing a descriptive text of the eighth grade of SMP N 1 Medang Deras. In this research the researcher used a qualitative method. The participant of this study was eighth grade students of SMP N I Medang Deras which consist 30 students but the researcher only took 10 students. The data were collected by interview and giving test to the students. The data were analyzed by using documentary technique of Miles and Huberman. It was consisted of three steps were data condensation, data reduction, and data display and conclusion drawing or verification. The result of the study indicating that there are some pronoun errors that made by students such as omission, addition, and selection. From the classification result the researcher gets the data of the students' pronoun errors in writing descriptive text. The error of omission was 3 errors or 12%, the error of addition was 4 errors or 17%, and the error of selection was 17 errors or 71%, while the researcher did not find the error of ordering. From the frequency of each error types, selection was the error which most frequently produced by the students. These cases are used as source of study for teachers, researcher and students so in the future these errors will not repeat again. From the process of the study it is can be summarized that writing a descriptive text can improve student's ability to write English and with this simple analysis it is expected to give an experience to the student in SMP N 1 Medang Deras, in write English text.

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Medan, 29 August 2018

The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Study

In learning English, the learners will learn two aspects that must be mastered. Firstly, language competence such as vocabulary, sound and grammar. Secondly, the four language skills; listening, speaking, reading, and writing. Writing is one of those language skills in learning English. It is an important subject taught at every level of education. Writing can be defined as the ability to write and express the idea.

According to Penny Ur “writing is the expression of idea”¹ it means that when students or human are able to write, they can express their feelings, ideas, thought and their opinions to others people. However to able to write English people should try to write and practice it every time.

Writing is a challenge for some students. Therefore, the students should have an extensive knowledge if they want to write anything because it will support their writing. Writing English also meet to be exercised, practiced, and learned through experiences. To get experiences in writing, sometimes the students were asked to accomplish some assignments given by teachers such as journal, newspaper, composition, report, etc. It purposed to make students get used to write English writing paragraph.

Talking about writing, it could relate to its kind, such as descriptive, narrative, and recount text. And the ability to write descriptive text is one of the

¹ Penny Ur, *A course in Language Teaching: Practice and Theory*, Cambridge (Cambridge University Press, 1986), p163

requirements of students at second year of Junior High School based on the national curriculum in Indonesia. So, it is a must for the students to be able to write a descriptive text.

According to Mulyono and M. J. Ari Widayanti, the definition of descriptive text is the text which is used to describe particular place, person and thing”.² Relating with this statement it can be said that descriptive text tell or describe detail information of place like Jakarta, person like Barack Obama and thing like Samsung X50. The detail information when describe about people are name, skin colour, hair style, ages, nationality, address, job, etc.

The students must explain the object in detail because the goal of descriptive text is to describe something in detail so the reader will understand of their description. The outline of descriptive texts consists of two part identification of the topic and the detail description itself to tell the readers usually people, place, animal etc.

However when students make a descriptive text in writing, they often make a mistakes such as verbs, tenses, capitalization etc, because those errors in writing is part of the process and practices to be a good writer. Inside a process of study, when student making an error, it is used as indicator of step to understand the English language. An error also gives teacher information of students' weakness in studying English.

Error analysis is the study of kind and quantity of error that occurs, particularly in the fields of applied linguistics. In language teaching, error analysis

² Mulyono and M. J. Ari Wdayanti, *Engilsh Alive for Senior High School*, Yudhistira (Yudhistira Jakarta Timur), p98

studies the types and causes of language errors. The error are something that learner have done, which is considered to be incorrect or wrong, or which should not have done. An analysis is the process of considering something carefully and in detail.³

Therefore, error analysis has an important role to help the teacher to reveal what kind of error that mostly the students do in writing and the causes of the error they make. By knowing the errors, the teacher could improve their method in teaching and would avoid the errors by giving the extensive materials about the errors in writing. The students also would have better understanding of what they were learning and would be able to write correctly and awarded with their previous error.

In my survey to the second year's students of MTs. Minhajus Salam Percut, the researcher can see that many students have problem in learning part of speech. Most of them do not understand to use the suitable pronoun in writing descriptive text. They have trouble in changed the pronoun in writing descriptive text, because they have less understanding about pronoun. So they cannot use them in their composition correctly.

In writing or speaking consist of several forms of sentences that often used pronoun in making sentence. In this case, the researcher wants to know whether the students are able to use or classify pronoun in writing descriptive text. Because of that the researcher takes the title: **“AN ANALYSIS OF STUDENTS’**

³ Siti Zubaidah and Asrina Sari. *Contrastive and Error Analysis.*(Medan: CV. Gemilang Utama.2016), p.5

PRONOUN ERRORS IN WRITING DESCRIPTIVE TEXT AT EIGHTH GRADE IN SMP N 1 MEDANG DERAS”

B. Statement of the Problems

The problems are identification as follow:

1. The students have error in using grammar especially pronoun.
2. The students' motivation in studying is low.
3. The students interest in studying English especially pronoun is low.
4. The students often misplace pronoun when they write or speak English.
5. The students still make errors in classifying pronoun.

C. Research Questions

The problem of this study can be formulated as follow:

1. What kinds of pronoun errors are made by the students in writing descriptive text?
2. What kinds of pronoun errors are dominantly made by the students in writing descriptive text?
3. Why did the students make pronoun error in writing descriptive text?

D. Purposes of the Study

The purposes of study they are:

1. To find out the pronoun errors in descriptive text that made by students
2. To know the kinds of pronoun errors dominantly that made by the students in writing descriptive text
3. To find out cause of pronoun errors that made by the students in writing descriptive text

E. Significances of the Study

The results of this study were expected to be very valuable to:

1. For the teachers of English in minimizing the error faced by the students in learning descriptive text and as the addition for them in teaching learning process.
2. The other researchers, it can increase their knowledge and also important to consider this research as the input in order to conduct further research.

F. Limitations of the Study

To avoid misunderstanding in this study, the researcher focused the research on the students' error in using pronoun. In this research the writer limits the study on students' errors in using pronoun in writing descriptive text.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Error and Error Analysis

a. Definition of Error

It is impossible that learners never make any errors in language learning process. Students can make errors when they write or speak and it is natural. The errors that they make are even potentially important for the understanding of language and it is as a part of learning process. Actually what is error? What kind of error that they made? Why they made errors?

There are many definition of error. Heidy Dulay stated that “error is the flawed side of learner speech or writing”.⁴ It means that there is some of not correct action made by the students or learners when they learn to speak or write the English language. The students make an incorrect speaking or writing when they learn English.

Learning a target language (English) is different from learning one’s mother tongue. There are some opinions about error analysis. Brown in his book said that “Errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners’ errors, called error analysis”.⁵

⁴ Heidy Dulay, *Language Two*, (New York: Oxford University press, 1982), p. 138

⁵ H. Douglas Brown, *Principles of Language Learning and Teaching*, (New Jersey: Prentice Hall Inc., 1987), p. 259

And then Jeremy Harmer said that "the errors are part of the learner interlanguage, that is the version of the language which a learner has at any one stage of development and which is continually reshaped as he/she toward full mastery".⁶ It means that an error is connected with intralingual process of the native language or Indonesian language and the English as foreign language. The process of learning, practices and step by step of study will offer skill and fluency to the students who's learn of the English language.

From the definitions above it clarifies that error is when the students make errors but they cannot fix it again, no matter how much they make a mistake, they cannot fix it. It can be caused by the learner can not well understand the material; they only understand a half of material or do not understand the whole of the material.. The error also important to investigate because it is useful for teachers and students to find out the solution. Furthermore the study also helps teachers to know the skill or the weakness of their students.

b. Cause of Error

Some factors can cause happen. According to Brown cause of errors can be divided into 2 categories, they are: (a) interlingual errors, that is error caused by interference of the learner's mother tongue. A different class of error is represented by sentence, (b) intralingual errors, that is caused of errors resulting from complicated system of the target language itself.

⁶ Jeremy Harmer, *The Practice of Language and Teaching*, (London, Longman, 2001), Third Edition, p. 34

Richard states in Ellis's book that intralingual phenomena reflect the general characteristics of rule learning. He classifies the causes of errors into four categories, they are:⁷

1) Over-generalization

Over-generalization is a process first and second language learning, in which a learner extends the use of grammar rule of a linguistic item beyond its accepted uses, generally by making words or structures follow a more regular pattern. For example: "she can sings". In this case, there is an over from of a structure verb *sing* become *sings*. It should be "she can sing", because she usually use verb + s. for example: She sings.

2) Incomplete application of rules

Incomplete application of rules as occurrence of structures whose deviancy represent the degree of development of the rules required to produce the acceptable structure. The learner learns fail to produce a correct sentences according to the standards rules.

Example: You student, it should be "you are student"

3) False concept hypothesized

False concept hypothesized refers to errors derived faulty knowledge of target language distinction or inaccurate ideas about language rulers.

Example: She is not go to school yesterday, it should be" she did not go to school yesterday."

⁷ Ibid.

4) Ignorance of rule restriction

Ignore of rule restriction is failure to observe the restriction of existing structures. That is the application of rulers to context where they do not apply. Example: the baby crying was, it should be “the baby was crying.”

c. Definition of Error Analysis

Error analysis is a way to reveal errors which are found in speaking or writing. According to James, error analysis is the process of determining the incidence, nature, cause and consequences of unsuccessful language.⁸ Another concept of error analysis is given by Gass and Selinker “a type of linguistic analysis that focuses on the errors learner make.”⁹

Two definitions above clarify that error analysis is an activity or process to observe, analyze, classify the errors which are always made by students either in speaking or writing and also it brings information about students’ difficulties either in speaking or writing in English.

Error analysis can be used to analyse the errors that are made by the students. The errors can help the teacher in teaching and learning process because the teacher can observe the reason or background why the students do the errors.

d. Goal of Error Analysis

The most typical use of the error analysis is the teachers. It is designing pedagogical material and strategies. Error analysis is as a tool for investigating

⁸ Carl James, *Opcit*, p. 205

⁹ Susan M. Gass and Larry Selinker, *Second Language Acquisition An Introductory Course Third Edition*, (New York: Lawrence Erlbaum Associates, Inc, 2008), p. 10

how learners acquire a second language and to provide the feedback value for the teacher.¹⁰ Dulay stated that studying students' errors serves two major purposes:¹¹

- a) It provides data from which inferences about the nature of the language learning process can be made.
- b) It indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from learner's ability to communicate effectively.

2. The Pronouns

a. The Definition of Pronouns

The researcher will give some definition of pronouns. First the definition of pronoun according to Payne in his book *Understanding English Grammar A Linguistic Introduction*, he wrote pronouns are a word that can be shorted to be noun phrase.¹² In addition, Frank states that pronoun is a word that takes the place of noun.¹³

According to Heldin Manurung, pronoun is a word that can replace a noun in most sentences.¹⁴ A pronoun is a word used to replace a noun or another pronoun. The function of pronoun is to avoid repeating noun. Pronouns usually come after the noun they are replacing. In grammar, a pronoun is defined as a

¹⁰ Rod Ellis, *The Study of Second Language Acquisition, Second Edition*, (New York: Oxford University Press, 2008), p. 45.

¹¹ Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two*, (New York: Oxford University Press Press, 1982), p. 138.

¹² Thomas E. Payne, *Understanding English Grammar A Linguistic Introduction*, (New York: Cambridge University Press, 2011), p. 122

¹³ Marcella Frank, *Modern English*, (New Jersey: Prentice Hall, 1972), 20.

¹⁴ Heldin Manurung, *Simplified English Grammar*, (Bekasi Timur: Kesaint Blanc, 2007), p.13.

word or phrase that may be substituted for a noun or noun phrase, which once replaced, is known as the pronoun's antecedent. Pronoun forms can vary depending on whether they occur in the sentence subject or object position (*I/me, she/her*) or refer to first, second, or third person, or male or female.¹⁵

Based on explanation above, the pronoun is a word used to replace a noun that used to avoid repetition of words. A pronoun is used in place of a noun or nouns. Common pronouns include he, her, him, I, it, me, she, them, they, us, and we.

b. The Types of Pronouns

According to Frank, there are several types of pronouns¹⁶:

a. Personal Pronoun

Personal pronouns refer to:

- 1) The speaker, called the first person

Singular: **I** (spelled with a capital letter)

Plural: **we** (includes the speaker and one or more others)

- 2) The person spoken to, called the second person; **you** (singular and plural)

- 3) The person or thing being spoken of, called the third person

Singular: he (for male), she (for female), it (for thing; also for live beings who sex is known or unimportant to the speaker)

Plural: they (for all live beings and for all things)

¹⁵ Eli Hinkel, *Teaching Academic ESL Writing*, (London: Lawrence Erlbaum Associates Publisher, 2004), p. 125.

¹⁶ Marcella Frank, *Opcit*, p. 21

Table 2.1

The English Personal Pronoun System

	Subjects	Objects	Possessive Adjective	Possessive Pronoun	Reflexive
Singular	I	Me	My	Mine	Myself
	You	You	Your	Yours	Yourself
	She	Her	Her	Hers	Herself
	He	Him	His	His	Himself
	It	It	Its	-	Itself
Plural	We	Us	Our	Ours	Ourselves
	They	Them	Their	Theirs	Themselves
	You	You	Your	Yours	Yourselves

b. Interrogative Pronoun

Interrogative pronoun introduce direct or indirect question.

Example:

Direct question: Who answered the phone?

Indirect question: He asked who had answered the phone.

There are three interrogative pronouns: who (for person), what (for things), and which (for a choice involving either person or thing)

c. Relative Pronouns

Relative pronoun refers to noun antecedents which immediately precede them. They introduce adjective clauses in which they serve as subject or object. For example: The man *who* answered the phone was rude (who is the subject of the verb answered in the adjective clause who answered the phone). The most comment

relative pronouns are who (for person), that (for person or thing), which (for things).

d. Demonstrative Pronoun

Demonstrative pronouns point out someone or something. The most common demonstrative pronouns are: this (plural these), and that (plural those). **This** generally refers to what is near at hand, **that** to what is further away.

e. Reflexive Pronoun

Reflexive pronoun is a combination of –self with one of the personal pronouns or with the impersonal pronoun one. The reflexive pronouns generally refers to animate being, usually person. The most common use of relative pronoun is as an object that “reflects back” to the subject. Thus, in the sentence; The child hurt himself, **child** and **himself** are identical.

f. Reciprocal Pronoun

Like the reflexive pronoun, the reciprocal pronoun has the same identity as the subject, the reciprocal pronoun indicates that the individual members of a plural subject mutually react one on the other. The reciprocal pronouns are **each other** and **one another**.

The example:

They amused each other by telling stories. (Each one told stories to the other one).

g. Indefinite Pronouns

Such pronouns refer to indefinite (usually unknown) persons or things to indefinite quantity.

1) Indefinite Person or Thing

These pronouns all are singular in form and are used without noun antecedents. They consist of the following compounds:

Some; somebody	someone	something
Any; anybody	anyone	anything
No; nobody	no one	nothing
Every; everybody	everyone	everything

2) Indefinite Quantities

Common indefinite quantities are: **all, another, any, both, each, few, least, less, a lot, lots, many, more, most, much, neither, none, one, other, plenty, several, some**. All of these pronouns also function adjective except **none**, which has the corresponding adjective no (**I have no money**). **Every** is an indefinite pronoun that functions only as an adjective (**Every man should do this duty**).

c. Kinds of Error in Pronoun

According to Corder, error is divided into four categories: error of omission, error of addition, error of selection, and error of ordering.¹⁷ Here are the explanations:

¹⁷ S. P. Corder, *Error Analysis and Interlanguage*, (London: Oxford University Press, 1981), p. 36

a) The Error of 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.¹⁸

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. 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.

b) The Error of Addition

The error of addition is the opposite of omission. "Addition where some element is present which should not be there".¹⁹ In addition, the students add the utterance that is not needed in a sentence, or the learners add some unnecessary element. 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*.

¹⁸ Dulay, Op Cit., p. 154.

¹⁹ Corder, *Opcit.*, p. 36

c) The Error of Selection

Dulay said in Ellis' book that "Error of selection is the use of wrong form of the morpheme or structure"²⁰ This error is made by the student when the student chooses the wrong items in the right place. Different from omission where the items are not supplied at all, in errors of selection, the student supplies something even though that is incorrect. For example: They is watching movie

From the example above there was mis-selection in using to be. It should be "are" but it was "is." The student put "is" in the sentence, and it is incorrect.

d) The Error of Ordering

Ellis said in her book *The Study Language Acquisition* "The incorrect placement of a morpheme or group of morphemes in an utterance."²¹ Error of ordering is the error where the items presented are correct but wrongly sequences.

For example: he is Idola cilik 2013 runner up. From the example, it should be "he is a runner up in Idola cilik 2013". The student wrote sentence not properly. The learner didn't put the items in the appropriate order.

3. Writing

a. Definition of Writing

Writing is one of the language skills beside listening, speaking, and reading. There are some opinions about writing, from general to specific.

When talking about writing, in Holy Qur'an also explain about it. Allah said in the Holy Qur'an, QS. Al- Alaq verse 4:

²⁰ Rod Ellis, *The Study of Second Language Acquisition, 2nd Edition*, (New York: Oxford University Press, 2008), p. 52

²¹ Ibid.

الَّذِي عَلَّمَ بِالْقَلَمِ

Meaning: "Who taught by the pen"

Based on this verse the aim of Allah lower this verse is the word qalam in the third verse of Al-Alaq is interpreted as lauhul mahfudz, the book in which all things in the universe have been written. Even God has pointed out by ordering his angels to record and record all the deeds of human deeds. Therefore, we as human beings and His creation must also have records to store what we have "read" and "think", whether in the form of writing in books, data in computers, or other. Thus, it is proper to "read", "to think" and "to write" to be commanded by God to be the things man must do when he is about to explore things related to scholarship. Because in essence, it is Allah Who teaches all knowledge to man. This is what He conveys with the last verse of the first revealed revelation. "He taught man what he did not know."

It is not only stated in the Holy Al-Quran but also in Hadits, especially Hadits by Bukhori, Abu Hurairah Radhiallahu 'anhu said:

مَا مِنْ أَصْحَابِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَحَدٌ أَكْثَرَ حَدِيثًا عَنْهُ مِنِّي، إِلَّا مَا كَانَ مِنْ عَبْدِ اللَّهِ بْنِ عَمْرٍو، فَإِنَّهُ كَانَ يَكْتُبُ وَلَا أَكْتُبُ

Meaning: "There is no one from the Companions of the Prophet sallallaahu 'alaihi wa Sallam who most (narrates) the hadith from him (sallallaahu' alaihi wa Sallam) besides me, except from Abdullah bin Amr, because he used to write while I did not write." (HR. Al-Bukhari no.113)

Raymond gave some general opinion about what writing is, he said that “Writing is more than a medium of communication. It is a way of remembering and a way of thinking well. Writing is also a way of finding out what we know and we need to learn. Writing is also a way of learning”.²²

More specific explanation that writing can contribute to personal development, Petty and Jensen have opinion about it: Writing is the mental and physical act of forming letters and words. It is putting words into sentences and sentences into paragraph, spelling words correctly, punctuating and capitalizing in customary ways, and observing conventions in written forms and more. Writing is a process of expressing thoughts and feelings, of thinking, and of shaping experiences.²³

From the definitions above, it can concluded that writing is a way or a process to express or to represent writer’s knowledge into textual medium by following the linguistic rules. It is a progressive activity that requires enough time to think about specific topics, to analyze, select, and to organize an experience according to a certain purpose. This means that when you first write something down, you have already been thinking about what you are going to say.

b. Goal of Writing

There are many different kinds of writing, such as; novels, poems, short stories, scripts, letters, essays, reports, reviews, instructions. All of them are writing. They all have the basic purpose of getting ideas from one mind into

²² James C. Raymond, *Writing (is an Unnatural)*, (New York: Harper and Row Publisher, 1980), p. 2.

²³ Walter T. Petty and Julie M. Jensen, *Developing Children’s Language*, (New York: Allyn and Bacon Inc, 1918), p. 362.

another. According to Penny Ur “The purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect of the writing”.²⁴

Below some purposes of writing:

1) Writing to inform

Inform tells the reader about something. These kinds of writing can also be entertaining in the sense that they’re good read. But entertaining the reader isn’t their main purpose. Examples of writing to inform are newspaper articles, scientific, or business reports, instructions or procedures, and essays for school and university.

2) Writing to persuade

Persuasive designed to argue a point and secure agreement, yet it is also informative.²⁵ It includes advertisements, some newspapers and magazines articles, and some types of essay. This type of writing include your opinion, but as part of a logical case backed up with evidence, rather than just as an expression of your feelings.

3) Writing to express

Some writing is primarily expressive, allowing the writer to reveal feelings and opinions, usually recalling experience. Expressive writing often takes the form of personal essays, journal writing, diaries, poetry, fiction, or plays. Yet

²⁴ Penny Ur, *A Course in Language Teaching*, (New York: Cambridge University Press. 1996), p. 75

²⁵ Betty Matrix Distich, *Reasoning and Writing Well*, (Ohio: McGrew-hill, Inc., 2003), p. 4-5

writing may also be expressive to a lesser extent in business letter, report, or proposal, depending upon the rhetorical situation.²⁶

c. Genre of writing

Pardiyono said, Genre can be defined as a type of text (text type) that serves as a reference pattern (frame of reference) so that a text can be made effective; effective than the precision of purpose, selection and preparation of text elements, and precision in the use of grammar. The understanding of genre can make the students easy to determine the purpose of the text, and then make then easy to identify text elements and rhetorical structure.²⁷

Pardiyono divided genre into some kinds. They are:

1. Narrative/Narration: tells world events, which can be informative or entertaining, and can be past world events or present happening.
2. Recount: to inform or retell the events or experiences that happened in the past.
3. Information report: contents of present information presentation about a thing of fact supported by data presentation, characteristic description, and classification or tabulating.
4. Discussion: present information or opinion about hot issue, which is sometimes controversial. Text is commonly ended with a conclusion or recommendation based on presented data after presenting adequate arguments for the controversial issue.

²⁶ Ibid., p. 5

²⁷ Pardiyono, *Pasti Bisa, Teaching Genre-Based Writing* (Yogyakarta: Andi Publisher, 2007) p. 2

5. Explanation: explaining how something works or why some phenomenon happens.
6. Analytical Exposition: to argue that something is the case to concern.
7. Hortatory Exposition: to argue that something should be or ought to be.
8. Procedure: to tell the steps of doing something.
9. Anecdote: to share funny stories ridiculous event by retelling them to the readers.
10. Spoof: to retell an event with humorous twist at the end of the story.
11. Review: to critique or evaluate an art work or event for a public audience.
12. New Item: to inform readers, listeners, and viewers about events of the day that are considered news worthy or important.
13. Descriptive/Description: to give the description about an object (human or non-human).

From the variety of genre above, the researcher chooses the genre of descriptive strategy to be applied in analysing students' pronoun error.

d. Writing Assessment

In order to evaluate the understanding of students in writing, the teacher has to have a right concept of writing assessment to assess the writing work appropriately. According to Hughes, there are five components in writing assessment, namely content, organization, vocabulary, language use and mechanism.²⁸

²⁸ Hughes. *Testing for Language Teacher Second Edition*, (Cambridge: Cambridge University Press, 2003), p. 141

1) Content

Content of writing conveys clear main idea, detailed and substantive: all materials are relevant to main idea. The writer must exclude everything irrelevant to main idea to reach the excellent level of content of writing.

2) Organization

A writer is expected to demonstrate an understanding of how texts are structured as a whole piece of writing. It includes understanding that each paragraph contains a topic sentence and that all other sentences in the paragraph related to that sentence. Understanding of cohesion involves showing relationship between clauses and sentences by means of linking phrases, phrases and other forms.

3) Vocabulary

In writing, it is a must for the writer to choose and use words appropriately in order that the writing will not be ambiguous. Absolutely, the choice of the words, phrases and idioms should be effective.

4) Language Use

It is one of the important components to consider that the writer should concern with the rules of grammatical structure such as tenses, parts of speech, subject-verb agreement, sentence construction, etc.

5) Mechanism

In mechanism, the writer concerns with the technical rules of writing that include the right punctuation, spelling and paragraphing.

Jacob et al scale the rubric of writing assessment as the following:²⁹

Table 2.2
Writing Assessment

Component	Criteria	Score			
		Excellent- Very Good	Good- Average	Fair- Poor	Very Poor
Content	Depending on the students' capability to write their ideas and information in the form of logical sentences	20-18	17-14	13-10	9-7
Organization	Thesis statement	10-9	8-7	6-5	4-3
	Arguments	10-9	8-7	6-5	4-3
	Recommendation	10-9	8-7	6-5	4-3
Vocabulary	<ul style="list-style-type: none"> ▪ Use word or idioms to express the idea ▪ Use of the synonym, antonym, prefix, and suffix 	20-18	17-14	13-10	9-7
Language Use	<ul style="list-style-type: none"> ▪ Simple present tense 	10-9	8-7	6-5	4-3
	<ul style="list-style-type: none"> ▪ Conjunction and time connectivity 	5-4	3	2	1
	<ul style="list-style-type: none"> ▪ Nouns and pronouns 	5-4	3	2	1
	<ul style="list-style-type: none"> ▪ Action verbs, adjectives, and adverb 	5-4	3	2	1

²⁹ *Ibid*, p. 104

Mechanics	<ul style="list-style-type: none"> ▪ Using word approximately ▪ Using a well organized paragraph and text 	5-4	3	2	1
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e. Descriptive Text

Descriptive text is a text that describes the features of someone, something or a certain place. According to Ari Widjayanti M.J. that descriptions are the texts which are used to describe particular place, person, or thing.³⁰ It means the description is a detail of explanation to show the specific object to reader or audience. For example the description about Jokowi is Jakarta governor, black hair, Indonesian, Javanese, kind man, wise, familiar, brave, smart, etc.

a) Generic Structure

Descriptive text has its own generic structure, having two components: identification or classification, and description of features. The generic structures of descriptive text:

- 1) Identification: identifies/introduction of phenomenon to be describe. It means when describe something we explain base on the situation in general. The general condition of the topic is like: mountain, president, animal, city etc.
- 2) Description: describe the features to order of importance, there are: parts/things (physical appearance), qualities (degree of beauty, excellence, or worth/value), and other characteristic (prominent aspect that are unique). It means a description contain an important picture or photo or

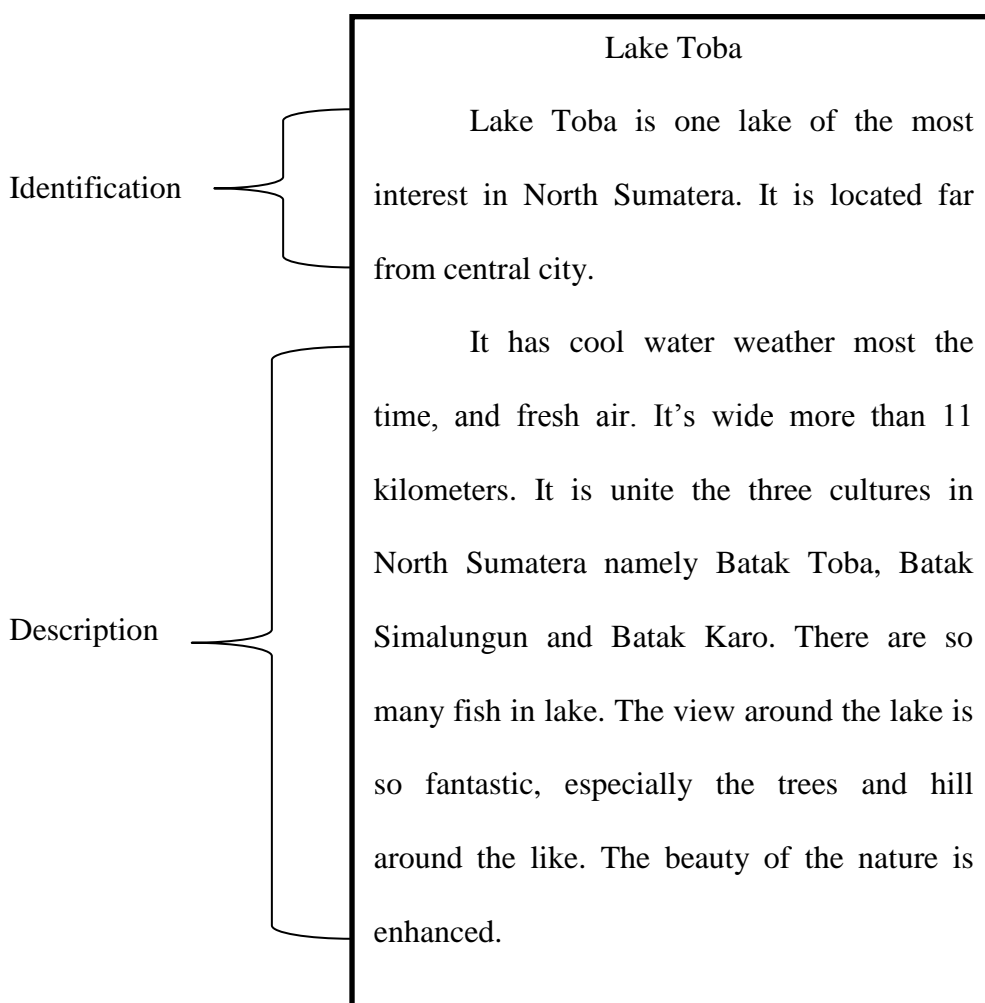
³⁰ Ari Widayanti M.J, *English Alive*, (East Jakarta: Yudhistira, 2010) p.98

words which give detail of physic appearance like big body, thin, tall, medium, short etc.

From the definition above, the writer concludes that descriptive text is a description of noun, people, place and others. The description is start from the generality condition of the topic for example in the topic of Mount Merapi the descriptive text is explain the generality of Volcanoes Mountain in Indonesia, after that the second paragraph the writer will give a detail of Mount Merapi like the location, high, rock, sand, etc. The goal of the description is the reader or audiences will understand the detail of the description of topic.

Figure 2.1

An Example of Descriptive Text



b) The Purposes of Descriptive Writing

Description adds an important dimension to our lives because it moves our emotions and expands our experiences. When we read descriptions of beautiful places and scenes, we are uplifted; when we read newspaper accounts of the devastation of wars and natural disasters, we are saddened. Description expands our experience by taking us to places we might not otherwise know much about, which explains the popularity of descriptive travel essays in magazines and newspapers. Description can also give us a fresh appreciation for the familiar. For example, a description of a neighborhood park we pass every day can help us rediscover its beauty.³¹

As social beings, we want to share our experience, so we write to others to describe things such as vacations, childhood homes, and people we encounter. We even use description to persuade others to think or act in particular ways: advertisers describe products to persuade us to buy them; travel agents describe locales to entice us to visit them; and real estate agents describe properties to stimulate a desire to see them. As the examples in the following chart show, description enables us to entertain, express feelings, relate experience, inform, and persuade.³²

4. Related Study

The research is the analysis on students' pronoun error in writing descriptive text. So this research has relevant study with the research that is done by Rini Meliyanti, 2013 entitle; *Analysis on Students' Grammatical Errors in*

³¹ Barbara Fine Clouse, *The Students Writer*, (New York, McGraw Hill Companies, 2002) p. 142

³² Ibid

Descriptive Texts Writing at the Second Grade of MTs Negeri Satu Atap Balaraja.

The method used in her study is Descriptive Analysis Research. The data of this research were gathered from the descriptive text written by the second grade of MTs Negeri Satu Atap Balaraja. In this research, the writer used classification of errors based on Batty Scramfter Azar's book including singular-plural, word form, word choice, verb tense, addition, omission, word order, spelling, punctuation, capitalization, article, and pronoun. The result of the research shows that the most errors that the students made are in "word choice". This error occurred because of students' mother tongue interference. The students still confused to choose the right word in a sentence because of the lack of knowledge or poor vocabularies and its use. Besides that, some students tried to translate the words one by one from Indonesian language into English without paying attention to the English structure rules.

Another research is done by, Fajariyani Emmaryana, 2010, *An Analysis on the Grammatical Errors in the Students' Writing (A Case Study of the First Year Students of "SMA Negeri 1 Cigudeg-Bogor")*. After the writer did the research in SMA Negeri 1 Cigudeg-Bogor, she got the result of grammar errors made by the first year students of SMA Negeri 1 Cigudeg-Bogor in writing recount text. The error was done in Tense for the highest errors by 19 students or 95%, the second is errors in Spelling and Punctuation by 18 students or 90%, the third is errors in Sentence Pattern by 17 students or 85%, the fourth is errors in Preposition by 7 students or 35%, and the last errors in Pronoun with 6 errors or 30%.

The last study is done by Khasanah, 2012, *An Analysis of Students' Errors in Using Pronouns*. The content of this research is about an analysis on students'

error in using pronouns. The study focused on the type of errors made by students of SMP Islam Ruhama Ciputat in using pronoun. The subjects of this research are the eight year of SMP Islam Ciputat Ruhama which consists of one class. This research applies observation method and uses test technique by testing the respondents. The technique of data collection is done by giving a test. The test consists of two types: this test consists of 20 items and 10 items are about multiple choice and 10 items are about fill in the blank and choosing the parentheses for test. From the result of analysis, the highest frequency of error in using object pronoun (69.1%), and the lowest frequency of error is in using reflexive pronoun (51.6%).

The related studies above can be a good reference for the researcher in doing her research. She will compare about the methodology of research and the result. Especially for the first related study, it is similar to the current study. However, this study did not only focus on what kinds of errors made by the students, but also the causes of error.

5. Conceptual Framework

Grammar is one of language components which is taught intensively in learning English process. It is because grammar shows some rules that describe how words and group of words can be arranged to sentences in particular language. Grammars involves a lot of language elements, pronoun is one of students should be master.

The reason why the researcher chose to analyse error in the use of pronoun because there were differences of pronoun types between Indonesian Language and English. English grammatical rule in using pronoun is more complex than

Indonesian Language, which can lead to students' confusion. For example, Indonesian Language only has *-nya* to indicate the third person pronoun, while English has different gender pronoun his, her, and it for non-personal thing and animal.

Writing has become an anxiety to the students since it not only requires the students to combine sentences into a paragraph, but the students also have to make sure that they make a good and well-formed paragraph. This activity requires the knowledge of grammatical form and vocabulary in a single writing activity. There are a lot of grammatical aspects that the students need to master in order to make a good paragraph, such as tenses, subject-verb agreement, the use of pronoun and forth.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher use qualitative design in her research. According to Creswell qualitative research is a research which begins with assumptions, a worldview, the possible use of theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. The multiple data sources of this research are words or images.³³

Based on explanation above, the result of the analyzing process will presented in the form of words, clauses, and sentences instead of numerical data. Therefore, this research described the observed phenomena in the form of words. In general, the aim of this research was to describe the reality behind the phenomenon deeply and descriptively.

B. Setting and Participant of Research

This research was conducted at SMP N 1 Medang Deras, the school is located on Jl. Magung Desa Durian, Kec. Medang Deras, Kab. Batu Bara. The reason of choose this location are:

- a) The same title has never done before.
- b) The location was accessible in terms of funds and time.

In this research the researcher uses snowball sampling. Snowball sampling is a sampling technique of data sources that the initially amounted from a small into the big one. This is done because of the number of small data source that have

³³ Jhon W. Creswell, *Qualitative Inquiry and Research Design Choosing Among Five Approaches*, (London: Sage Publication. Inc, 2007) p. 37

not been able to provide complete data, then the researcher took 10 students from eighth grade in SMP N I Medang Deras. So, there are 10 students who was participated in this research.

C. Data Collection

Collecting data can be done in any settings, any sources, and any ways. In this study, the researcher will be collecting the data by doing test, depth interview, and documentation.

1) Test

The writer gives a written test to the students to make descriptive text about person, animal or thing. The test will be presented to those students at the second grade as the respondent of the research. It is to find out errors are made by students. It is also to know what types of errors made by students.

2) Interview

Interview is used to know why students of SMP N I Medang Deras make errors in using pronoun in Descriptive Writing. The writer also doing the interview of the students. The writer do interview which focused on what the students difficulties in using personal pronoun. The interview is doing to know why did many students of SMP N I Medang Deras make the error in using pronoun in writing descriptive text.

3) Documentation

Documentation is use to find data about things or variables in the form of notes, books, magazines, and so on.

The observed method of documentation is not a living object but a dead object. In using the method of documentation, the researcher looks for a predetermined variable.³⁴

D. Data Analysis

The process of data analysis fell into three major phases following the framework of qualitative analysis developed by Miles and Huberman: data reduction, data display, and conclusion drawing and verification.³⁵

1) Data Condensation

Firstly, selecting and summarizing the relevant documents then encode the data, here the researcher develop a starting coding list based on the theoretical orientations' researcher and then examined the data or it called pattern coding.

In data condensation there also memoing steps or make a reflective note, the researcher can write down her thinks and clarifies in relation to the object. And the last is data storage, to keep data there are at least three things to keep in mind: labelling the data, it has a certain uniform or concept and using index numbers with good organized systems.

In condensating the data, the writer chose which aspects of the data that appeared in the interview transcription and field notes, should be emphasized, minimized, or set aside completely for the purposes of the research.

³⁴ Suharsimi Arikunto, (2010) *Prosedur Penelitian*, Jakarta: PT Rineka Cipta, p. 274

³⁵ Matthew B. Milles and A. Michael Huberman. *Qualitative Data Analysis second Edition*, (London: SAGE Publication, 1994), p. 10

2) Data Display

Data display in the second phase in Miles and Huberman's model of qualitative data analysis. This phase provides an organized and compressed assembly of information that permits for conclusion drawing.

The researcher displayed the data that have been reduced in order to facilitate for the data interpretation. It displayed in a table with the basic categories such as evaluating.

3) Conclusion Drawing and Verification

Conclusion drawing involves stopping act to consider what analyzed data mean and to assess their implication for the research question. In this phase, the researcher drew meaning from the data in a display.

Furthermore, the data have to be checked for their sturdiness and confirmability. The writer checked the validation of the data using triangulation strategy. According to Miles and Huberman, triangulation is a tactic for verifying of confirming finding by using multiple sources and modes of evidence. The writer examined multiple sources, such as interview responses and observational data as many times as necessary to obtain the valid finding of this study.

E. Research Procedure

There are many steps in collecting data used by the researcher, they are "test, and interview". Test is to measure the student's achievement in learning descriptive writing; the teacher used an independent essay test with the topic. It's describes about person, animal, and thing depending on students' interests. The procedures of the research are:

1. Firstly, she meets the headmaster to get his permission to make a research in his school.
2. She observes the process of teaching learning in the classroom.
3. One week after that she comes to the field and give the students the writing test.
4. Then, the students do the test in the classroom for 45 minutes.
5. So, she collects their writing test.
6. After that she analyze their work in order to find the error that made by the students.

F. Trustworthiness

In establishing of trustworthiness of data, there are some issues of trustworthiness, namely: Credibility, Transferability, and Dependability. The aim of trustworthiness is to support the argument that the findings are “worth paying attention to”.

a. Credibility

Credibility is one method used by qualitative researcher to established trustworthiness by examining the data, data analysis, and conclusion to see whether or not the study is correct and accurate. For qualitative researchers, credibility is a method that includes researchers taking on activities that increase probability so that there will be trustworthy findings. The following are procedures qualitative researchers can use to increase credibility in qualitative studies.

b. Transferability

Transferability is another method used by qualitative researchers to establish trustworthiness. In qualitative studies, transferability means applying research result to other contexts and setting in order to get at generalizability. Qualitative researchers use this method to provide a detailed description of the studies site, participant, and procedures use to collect data in order for other researchers to assess whether or not applying the results of one study is a good match, and makes sense to generalize.

c. Dependability

Dependability is a method qualitative researcher used to show consistency of findings. Qualitative researcher describes in detail the exact methods of data collection, analysis, and interpretation. This is so the study could be auditable to describe the situation, and for another researcher to follow the study. The following are ways to show dependability.

CHAPTER IV
FINDING AND DISCUSSION

A. Findings

There were three types of errors found in the writing descriptive text by students in SMP N I Medang Deras including, error of omission, error of addition, and error of selection.

A.1 Data

The data were analyzed pronoun error based on S. P. Corder book, Error Analysis and Interlanguage. Corder are classified into four types: error of omission, error of addition, error of selection, and error of ordering.

After analyzing data taken from the writing descriptive text collected made by students at eighth grade in SMP N I Medang Deras, the researcher was found three types of pronoun errors. The classification of pronoun errors consists of errors of omission, addition, and selection.

A.1.1. Students' Pronoun Errors in Writing Descriptive Text

The students were did the errors in omission, addition, and selection in writing descriptive text. The table we can see below:

Table 4.1

The Data Analysis of Pronoun Errors in Descriptive Text by Students

No	Students Number	Students Writing	Correct Writing	Types of Pronoun Error
1	1	I have mother is a woman unusually	I have mother, she is a woman unusually	Omission

		She is mother kind four my	She is kind mother for me	Selection
		Every day she always to prepare breakfast to my	Every day she always prepare breakfast to me	Selection
		She is always give affection love to my	She is always gives affection love to me	Selection
2	2	My father said that man whom I saw him is my new neighbor	My father said that man who I saw is my new neighbor	Addition
		He has tattoo on he skin	He has tattoo on his skin	Selection
3	3	I give his name, Dion	I give him name, Dion	Selection
		He eyes and ears are small	His eyes and ears are small	Selection
4	4	But I like living in here for wasting for me spare time	But I like living in here for wasting for my spare time	Selection
5	5	She is the best woman I have know she name is Sarah She eyes are honey and she skin is bright	She is the best woman I have know her name is Sarah Her eyes are honey and her skin is bright	Selection Selection
6	6	I am have my cat	I have my cat	Addition
		He fur so soft and I like to rubs it for him	His fur so soft and I like to rubs it for him	Selection
		He is also always try to catch he tail some times	He is also always try to catch his tail some times	Selection
7	7	My sister and me like pop music	My sister and I like pop music	Selection

		Always kind to she family	She always kind to her family	Omission and Selection
8	8	Nia and Maya are my best friend. Them always go to my house.	Nia and Maya are my best friend. They always go to my house.	Selection
9	9	I have my daddy, he name is Zulfahmi	I have daddy, his name is Zulfahmi	Addition & Selection
		My Daddy gives two books to my sister and I	My Daddy gives two books to my sister and me	Selection
10	10	I am study in SMP N I Medang Deras	I study in SMP N I Medang Deras	Addition
		This is my school, its very large and clean	This is my school, it is very large and clean	Selection
		I meet my friend at school and I very happy	I meet my friend at school and I am very happy	Omission

Based on the classifications of errors in students writing at SMP N I Medang Deras, it was found that 24 errors occurred from 10 students were do error in writing descriptive text. The explanations about them could be seen below:

a. Omission

The total error of omission were 3 errors. Omission error occurs when the learner omitted a necessary element of word. In this case, most of the students who made errors in this type because they did not make good sentences. They let the sentences empty without any pronoun.

For example:

- *Student 1* wrote “I have mother is a woman unusually” it should be “I have mother, she is a woman unusually”. The sentence is incorrect, because the student did not put the pronoun.
- *Student 7* wrote “Always kind to her family. The student did not put the pronoun in that sentence, it is incorrect so the student should write “She always kind to her family”.
- *Student 10* wrote “I meet my friend at school and I very happy” it should be “I meet my friend at school and I am very happy” the student omitted the tobe am.

b. Addition

The total error of addition were 4 errors. They add the unnecessary word that is not needed in the sentences. In this case some students did the error. It can be seen as follow:

- *Student 2* wrote “My father said that man whom I saw him is my new neighbor”, the student should write “My father said that man whom I saw is my new neighbor”. The word **him** is not needed in that sentence, so it must be omitted.
- *Student 6* wrote “I am have my cat”. The word **am** must be erased in this sentence because the present of the word that must not be appeared in sentence.
- *Student 9* wrote “I have **my** daddy, he name is Zulfahmi” it should be “I have daddy, his name is Zulfahmi”. The student added the word **my** which did not need in the sentence. So, the sentence become error.

- *Student 10* wrote “I am study in SMP N I Medang Deras”. The student should write “I study in SMP N I Medang Deras”. The word **am** must be omitted because it was not needed in that sentence.

c. Selection

The total errors of selection that the researcher found were 17 errors. This is the highest error that the students made. The students confused in choosing the appropriate class of pronoun. In this case, for example:

- *Student 1* wrote “Every day she always prepare breakfast to my”, this is incorrect sentence while the correct sentence should be “Every day she always prepare breakfast to me” the student was wrong in selecting pronoun so he mis-selection about it.
- *Student 9* wrote “I have **my** daddy, his name is Zulfahmi”. While the correct writing was supposed to be “I have daddy, his name is Zulfahmi”. From this sentence it can be seen that the student was wrong to choose pronoun so he mis-selection about it.

d. Ordering

As the researcher mentioned above, she did not find any errors in this level.

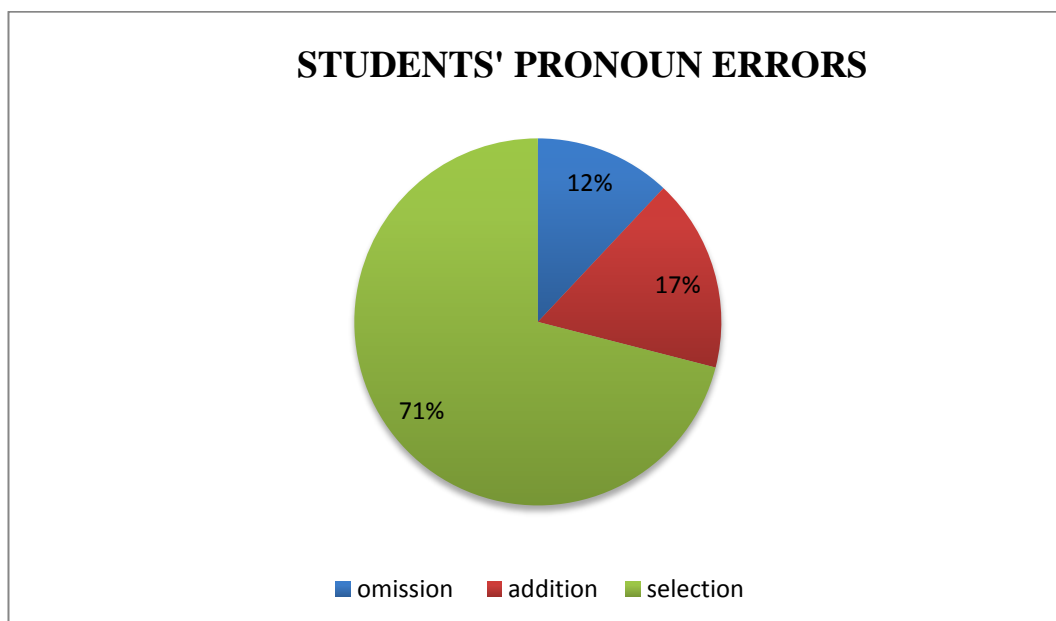
A.1.2. The Dominant Pronoun Error Made by Students in Writing Descriptive Text

The students did the errors in omission, addition, and selection in writing descriptive text and the dominant error made by students in writing descriptive text were selection. We can see from the diagrams below:

Table 4.2**The Recapitulation of Error Types, Frequency and its Percentage**

No	Types of Errors	Frequency of Errors	Percentage of Errors
1	Omission	3	12 %
2	Addition	4	17 %
3	Selection	17	71 %
Total		24 errors	100 %

Here is the diagram represented to the frequency of students' pronoun errors in writing descriptive text.

Figure 4.1**The Diagram of Dominant Error of Pronoun Errors**

Based on the diagram above, the students were do pronoun error in writing descriptive text, the errors were did by 10 students. They are omission, selection, and addition. The percentage of them were omission 12%, addition 17%, selection

71% and ordering 0 %, because the researcher did not found the errors in this type.

From the table and the figure above, it can be seen the most errors that the students made is *selection*. After identifying the data, the researcher analyzed the errors and classified them based on S.P. Corder Categories to know whether these errors involve in omission, addition, selection, or ordering.

Based on the figure above, it can be concluded that the total errors of omission were 3 errors or 12%, the addition were 4 error or 17%. The error of selection were 17 errors or 71%, while there were no errors found in ordering. From the diagram of the data, error of *selection* is the most frequent errors done by the eighth grade students of SMP N I Medang Deras with the percentage 71%.

A.1.3. The Cause of Pronoun Error that Made by The Students in Writing Descriptive Text

This research not only focused on the percentage of students' errors, but also the cause of error. The researcher did the interview to students to know the causes of errors, and there will be discussed on why student make pronoun errors in writing descriptive text, can be seen in the following explanation.

From the interview of some students based on the theory according to Brown in the previous chapter, the researcher got the answer that cause of students' pronoun errors in writing descriptive text is intralingual errors and interlingual errors.

1. Interlingual Errors

Interlingual errors that is error caused by interference of the learner's mother tongue. When someone learns a new language, it is difficult for him to

leave his mother tongue because language is a habit formation where he still brings habit of source language to target language that causes errors in language learning occur. This can be seen in the interview as follows:

- *“Saya awalnya buat dulu ceritanya dalam bahasa Indonesia lalu saya terjemahkan ke dalam bahasa Inggris miss”*.(Int.S₁-YLS/App.3/line.10)

Based on the data above, it was inferred that S₁ did translating the text after she write the text. She translate all she wrote into a target language namely English language. The process of translating the text shows that the student still brings her habit of first language to target language.

- *“Saya nulis Indonesinya dulu baru diubah ke Inggrisnya gitu miss”*.(Int.S₃-MHH/App.5/line.10)

As the interview above, it can be inferred that the process of translating the text was started from write the Indonesian language first after that the student change Indonesian language into English language, as the process happen, it has to have a reason why does the errors occur, because the student’ mother tongue interference.

2. Intralingual Errors

Intralingual errors, that is caused of errors resulting from complicated system of the target language itself. Richard states in Ellis’s book that intralingual phenomena reflect the general characteristics of rule learning. One of the error is over-generalization. Over-generalization is a process first and second language learning, in which a learner extends the use of grammar rule of a linguistic item

beyond its accepted uses, generally by making words or structures follow a more regular pattern. For example:

- “*My father said that man whom I saw him is my new neighbor*”. It should be “*My father said that man whom I saw is my new neighbour*”.(S2-FS/App.14/page.64)

In this case, there is an over from of a structure it is pronoun *him*. So, the pronoun *him* should be omitted. The students tend to make overgeneralization of rules that they learn. Meanwhile, there are many kinds of rules in English language. The students still confused to use it.

- “*I have mother is a woman unusually*” it should be “*I have mother, she is a woman unusually*”. (S1-YLS/App.13/page.63)

Based on student’ writing, he learns fail to produce a correct sentences according to the standards rules. The student must add the pronoun *she* in that sentence, so the sentence become clear.

From the interview of some students, the researcher can conclude that, the reason why they made this error is that they could not differentiate between the nominative, subjective, and objective pronoun. This case could happen because in Indonesian language, there is no pattern of using pronoun. The students also have little difficulty in writing descriptive text, because they are poor of vocabularies and it make them confuse in arrange the sentences. Most of students also have difficulty in using pronoun, they did not know when the kinds of pronoun itself will be used, so it is make their writing still error.

B. Discussion

In this research, researcher was found three types of pronoun errors in writing descriptive text made by students of SMP N I Medang Deras. They were error of omission, error of addition, and error of selection. The analysis of students' pronoun error in writing descriptive text, the research data were relevant with S. P. Corder, Error Analysis and Interlanguage.

From analyzing of 10 students' writing descriptive text the researcher found the pronoun errors, there were 3 errors of omission with the percentage 12%, there were 4 errors of addition with the percentage 17%, and there were 17 errors of selection with the percentage 71%, while there were no errors found in ordering. So, the total pronoun errors of students in SMP N I Medang Deras were 24 errors.

The dominant students' pronoun errors in writing descriptive text is error of selection, there were 17 errors with the percentage 71% made by students. The second is error of addition were 4 errors with the percentage 17%. The third is error of omission were 3 errors with the percentage 12%, and the last is error of ordering were 0% because the researcher did not find the error in this type.

CHAPTER V

CLOSING

A. Conclusion

Based on the data and discussion that has been presented in the previous chapter, the researcher conclude the most frequent errors that done by the eighth grade students of SMP N I Medang Deras is error of selection with the percentage 71% or 17 errors. Beside that the total errors of omission were 3 errors or 12% and the total errors of addition were 4 errors or 17%. While there were no errors found in ordering. So, the types of error that were made by the students of the eighth year of SMP N I Medang Deras in their pronoun from the highest percentage to the lowest are error of selection, addition, omission and error of ordering.

The errors came from many factors, the students still confused to choose the right pronoun in a sentence because of the lack of knowledge or poor vocabularies and its use. Besides that, errors happened because of their first language (Indonesian logical thinking), or we should say the students' mother tongue interference (interlingual source), some students tried to translate the words one by one from Indonesian language into English without paying attention to the English structure rules, and intralingual errors, that is caused of errors resulting from complicated system of the target language itself.

B. Recommendations

Based on the finding, this research provides several recommendations for other researchers, the teachers, and also for students.

1. For other researchers: the pronoun field has bigger area than what was mentioned in this research. It means that other researchers can conduct a research in order to find out problems or error of the other pronoun.
2. For the teachers: the finding of this research can be a reference for the teachers. From the information in this research the researcher hopes that the teachers can help the students to avoid the error that is usually occurred in the students' writing. The teachers can focus more on explaining the pronoun which mostly found error in the writing.
3. For the students: the researcher suggested the students to read the finding of this research in order to avoid the error that might occur in their writing. The research also provides good information such as types of errors that commonly occur in the use of pronoun in the writing so the students can use it as a guidance to enhance their writing.

C. Implications

Implications are drawn from the research finding. The research came with a finding that there are some students' pronoun error in writing descriptive text. Moreover this research has some implications for:

1. The teacher can give more practice in using pronoun by writing descriptive text.
2. The students can improve their understanding in using pronoun in writing descriptive text, they will be familiar with the difference each pronoun and this is good for their grammar.

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Appendix 1**INSTRUMENT****WRITING TEST****AT SMP N 1 Medang Deras**

Subject : English Writing

Time allocation : 60 minutes

Read the instruction bellow!

1. Every student choose their own title about descriptive text.
2. Write your name, number, class, on the piece of paper.
3. Write a descriptive text that should be composed based on the generic structure and written minimally 150 words.

Appendix 2

Interview Transcript

To Teachers: Mrs. Ida

Date: 10th July 2018

Interviewer : sudah berapa lama ibu mengajar di sekolah ini?

Interviewee : sudah lama dek, sekitar tujuh tahun lah

Interviewer : ibu ngajar kelas berapa aja bu?

Interviewee : semua kelas dek, kelas VII, VIII, IX

Interviewer : mereka sudah belajar tentang descriptive bu?

Interviewee : sudah dek, tapi tidak terlalu mendalam lah, adek taulah namanya juga anak kampung bukan kayak di kota-kota, dan fasilitas sekolah juga belum terlalu memadai, bukunya aja satu buku untuk satu meja.

Interviewer : menurut ibu, apakah mereka memiliki masalah dalam penggunaan pronoun ketika menuliskan descriptive text?

Interviewee : iya, ada dek, oadahal mereka sudah belajar waktu di semester lalu

Interviewer : biasanya, kesalahan apa yang mereka lakukan dalam penggunaan pronoun ketika menuliskan descriptive text?

Interviewee : mereka itu masih bingung dengan penggunaan tiap pronoun, mereka tidak tau menggunakan pronoun dalam sentence, tapi kalau ditanya mereka taunya hanya personal pronoun, possessive pronoun itu hanya sedikit yang tau dek

Interviewer : menurut ibu, apakah penyebab mereka melakukan kesalahan tersebut?

Interviewee : menurut ibu, mereka itu kurang motivasi dari diri sendiri, yang betul-betul menyukai Bahasa Inggris itu sedikit sekali, masih banyak dari mereka yang kesulitan bahkan untuk basic grammar itu sendiri mereka belum terlalu paham, seperti penggunaan pronoun yang benar, apalagi kalau mereka disuruh untuk mengarang, pasti banyak yang amburadul dalam penggunaannya.

Appendix 3

Interview Transcript

Initial Name : YLS (student 1)

Class : VIII-C

Interviewer : kamu bisa menulis descriptive text?

Interviewee : Bisa miss

Interviewer : udah pernah belajar tentang pronoun?

Interviewee : udah miss, waktu sama miss Ida kemaren tu

Interviewer : apalah pronoun itu yang kamu tau?

Interviewee : pronoun itu kan miss adalah kata ganti, misalnya I, you, they, we, she, he, it.

Interviewer : ada nggak kesulitan yang kamu rasakan dalam penggunaan pronoun ketika menulis descriptive text?

Interviewee : ada miss

Interviewer : Biasanya, kesulitan apa yang kamu rasakan?

Interviewee : biasanya kesulitan yang saya rasakan adalah menyusun dan mencari katanya miss untuk membuat kalimatnya nggak paham miss, karena saya awalnya buat dulu ceritanya dalam bahasa Indonesia lalu saya terjemahkan ke dalam bahasa Inggris miss.

Interviewer : apa sih yang membuat kamu tidak paham mengenai penggunaan pronoun dalam menulis descriptive text?

Interviewee : cara menulisnya dan meletakkan pronounnya miss.

Appendix 4

Interview Transcript

Initial Name : FS (student 2)

Class : VIII-C

Interviewer : bisa nggak kamu menulis descriptive text?

Interviewee : Bisa miss

Interviewer : kamu udah pernah belajar tentang descriptive text?

Interviewee : udah miss

Interviewer : udah pernah belajar tentang pronoun?

Interviewee : udah miss, pronoun itu miss adalah kata ganti, misalnya subjek I, you, they, we, she, he, it. Kalau objek me, you them, us, her, him, it, gitu kan miss?

Interviewer : iya betul, terus ada nggak kesulitan yang kamu rasakan dalam penggunaan pronoun ketika menulis descriptive text?

Interviewee : iya miss, saya merasakan kesulitan

Interviewer : kesulitan apa yang kamu rasakan?

Interviewee : kesulitan yang saya rasakan adalah menulis descriptive text itu miss saya masih gak paham miss

Interviewer : gak pahamnya gimana? yang mananya?

Interviewee : iya miss, saya tidak paham mengenai pronounnya miss

Interviewer : tapi kamu bilang udah pernah belajar sama miss Ida?

Interviewee : iya miss, tapi udah lupa, hehehehe

Appendix 5

Interview Transcript

Initial Name : MHH (student 3)

Class : VIII-C

Interviewer : kamu udah pernah belajar tentang descriptive text?

Interviewee : udah miss

Interviewer : jadi kalau menulis descriptive text bisa?

Interviewee : bisa miss

Interviewer : pernah tau tentang pronoun?

Interviewee : tau miss, pronoun itu kata pengganti, seperti I, you, they, we, she, he, it.

Interviewer : terus ada nggak kesulitan yang kamu alami dalam penggunaan pronoun ketika menulis descriptive text?

Interviewee : iya miss, saya merasakan kesulitan

Interviewer : kesulitan apa yang kamu alami?

Interviewee : kesulitan yang saya alami yaitu belum menguasai vocabularies nya miss karnakan miss Saya nulis Indonesinya dulu baru diubah ke Inggrisnya

Interviewer : owh gitu, terus ada gak yang tidak kamu pahami mengenai penggunaan pronoun dalam menulis descriptive text?

Interviewee : iya miss, saya tidak paham mengenai penggunaan pronounnya dan tobe miss

Appendix 6

Interview Transcript

Initial Name : NH (student 4)

Class : VIII-C

Interviewer : kamu bisa menulis descriptive text?

Interviewee : bisa miss, descriptive text itu kan cerita tentang suatu objek seperti, manusia, hewan, benda dan tempat.

Interviewer : udah pernah belajar tentang pronoun?

Interviewee : udah miss, pronoun itu kata ganti, misalnya I, you, they, we, she, he, it, gitukan miss?

Interviewer : iya betul, terus ada nggak kesulitan yang kamu rasakan dalam penggunaan pronoun ketika menulis descriptive text?

Interviewee : iya miss, saya sangat kesulitan menuliskan pronoun ketika menulis descriptive text

Interviewer : kesulitan apa yang kamu rasakan?

Interviewee : kesulitan yang saya rasakan adalah menulis descriptive text itu miss saya masih gak paham miss

Interviewer : gak paham yang mananya?

Interviewee : saya tidak paham cara menulisnya dan meletakkan pronounnya miss

Appendix 7

Interview Transcript

Initial Name : NDP (student 5)

Class : VIII-C

Interviewer : kamu bisa menulis descriptive text?

Interviewee : bisa miss

Interviewer : kalau pronoun udah pernah belajar?

Interviewee : udah miss, pronoun itu misalnya I, you, we, they, she, he, it.

Interviewer : terus pernah, mengalami kesulitan dalam penggunaan pronoun ketika menulis descriptive text?

Interviewee : iya miss, saya kurang paham dalam penggunaan pronoun

Interviewer : kesulitan apa lagi yang kamu rasakan?

Interviewee : saya merasa kesulitan dalam mengartikan Bahasa Inggris ke Bahasa Indonesia nya miss dan menulis descriptive text itu miss

Interviewer : gak paham yang mananya lagi?

Interviewee : saya tidak paham penggunaan pronounnya dan penyusunannya kalau dimasukkan kedalam kalimat miss

Appendix 8

Interview Transcript

Initial Name : MAA (student 6)

Class : VIII-C

Interviewer : kamu bisa menulis descriptive text?

Interviewee : bisa miss

Interviewer : kamu udah pernah belajar pronoun?

Interviewee : udah miss, pronoun itu adalah kata kepunyaan miss

Interviewer : terus pernah, mengalami kesulitan dalam penggunaan pronoun ketika menulis descriptive text?

Interviewee : iya miss

Interviewer : kesulitan apa yang kamu rasakan?

Interviewee : saya merasa kesulitan dalam menyusun kalimat-kalimat nya miss

Interviewer : gak paham yang mananya lagi?

Interviewee : saya tidak paham penggunaan pronounnya miss, ntah yang mana subject ntah yang mana object pronoun, payah lah miss

Appendix 9

Interview Transcript

Initial Name : HY (student 7)

Class : VIII-C

Interviewer : apakah kamu bisa menulis descriptive text?

Interviewee : bisa miss

Interviewer : kamu sudah pernah belajar pronoun sebelumnya?

Interviewee : iya miss, pronoun itu adalah kata kepunyaan miss

Interviewer : terus kamu pernah, mengalami kesulitan dalam penggunaan pronoun ketika menulis descriptive text?

Interviewee : iya miss

Interviewer : kesulitan apa yang kamu rasakan?

Interviewee : saya merasa kesulitan dalam penggunaan pronoun nya miss, saya merasa kurang paham miss

Interviewer : gak paham yang mananya?

Interviewee : saya tidak paham penggunaan pronounnya miss, menurut saya terlalu banyak macam-macam pronoun itu miss, mungkin saya kurang memperhatikan miss id waktu mengajar jadi saya tidak paham miss

Appendix 10

Interview Transcript

Initial Name : SSS (student 8)

Class : VIII-C

Interviewer : kamu bisa menulis descriptive text?

Interviewee : bisa miss, descriptive text itu adalah text yang menggambarkan tentang manusia, hewan, dan benda mati

Interviewer : apakah kamu udah pernah belajar pronoun?

Interviewee : udah miss

Interviewer : terus pernah, mengalami kesulitan dalam penggunaan pronoun ketika menulis descriptive text?

Interviewee : iya miss

Interviewer : kesulitan apa yang kamu rasakan?

Interviewee : saya merasa kesulitan dalam menyusun kalimat-kalimat nya miss dan mengartikan kata-katanya kalau mau menulis descriptive

Interviewer : maksudnya diartikan bagaimana?

Interviewee : maksudnya miss, saya buat dulu Bahasa Indonesia nya baru diartikan kedalam Bahasa Inggris nya miss

Appendix 11

Interview Transcript

Initial Name : NSW (student 9)

Class : VIII-C

Interviewer : apakah kamu bisa menulis descriptive text?

Interviewee : bisa miss

Interviewer : kamu udah pernah belajar pronoun?

Interviewee : udah miss

Interviewer : apakah kamu pernah, mengalami kesulitan dalam penggunaan pronoun ketika menulis descriptive text?

Interviewee : iya miss

Interviewer : kesulitan apa yang kamu rasakan?

Interviewee : saya merasa kesulitan dalam penggunaan pronounnya miss, karena saya belum menguasai pronoun semuanya miss dan saya juga merasa kesulitan ketika mau menulis descriptive text miss karena masih banyak vocabulary yang saya tau miss

Appendix12

Interview Transcript

Initial Name : RD (student 10)

Class : VIII-C

Interviewer : kamu bisa menulis descriptive text?

Interviewee : ya saya bisa membuat descriptive text

Interviewer : kamu udah pernah belajar pronoun?

Interviewee : udah miss, tapi saya lupa

Interviewer : terus pernah, mengalami kesulitan dalam penggunaan pronoun ketika menulis descriptive text?

Interviewee : iya miss

Interviewer : kesulitan apa yang kamu alami?

Interviewee : apabila saya ingin menulis descriptive text saya mengalami kesulitan dalam menyusun kat-kata nya miss, mungkin karena saya kurang menguasai vocabulary dan saya juga lupa pronoun itu ada berapa miss yang saya tau cuma I, you, we, they, she , he, it

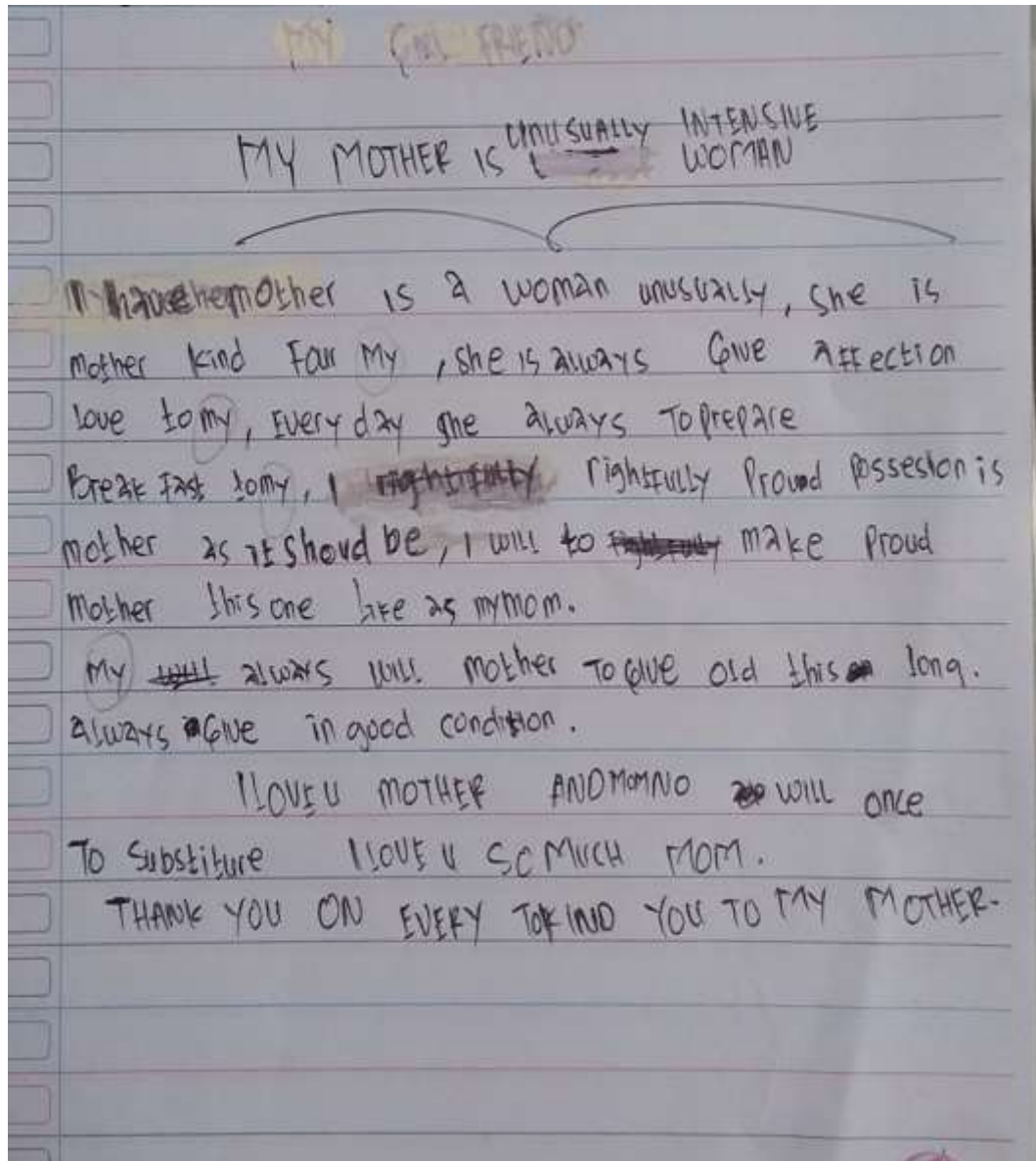
Interviewer : apakah ada yang gak paham lagi?

Interviewee : saya tidak paham penggunaan pronounnya miss, mungkin karena saya kebanyakan main-main miss

Appendix 13

Students' writing

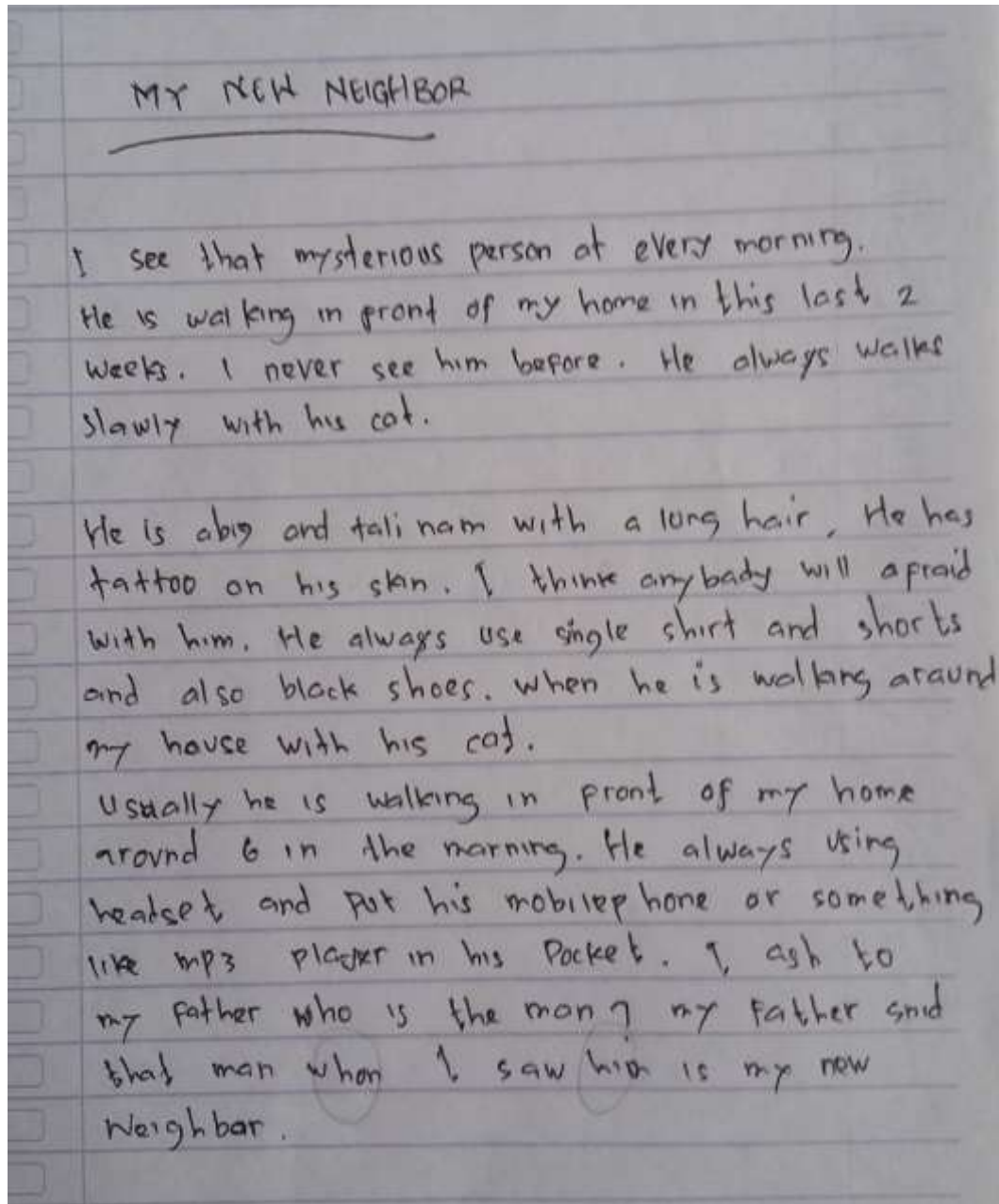
Subject : YLS (student 1)



Appendix 14

Students' writing

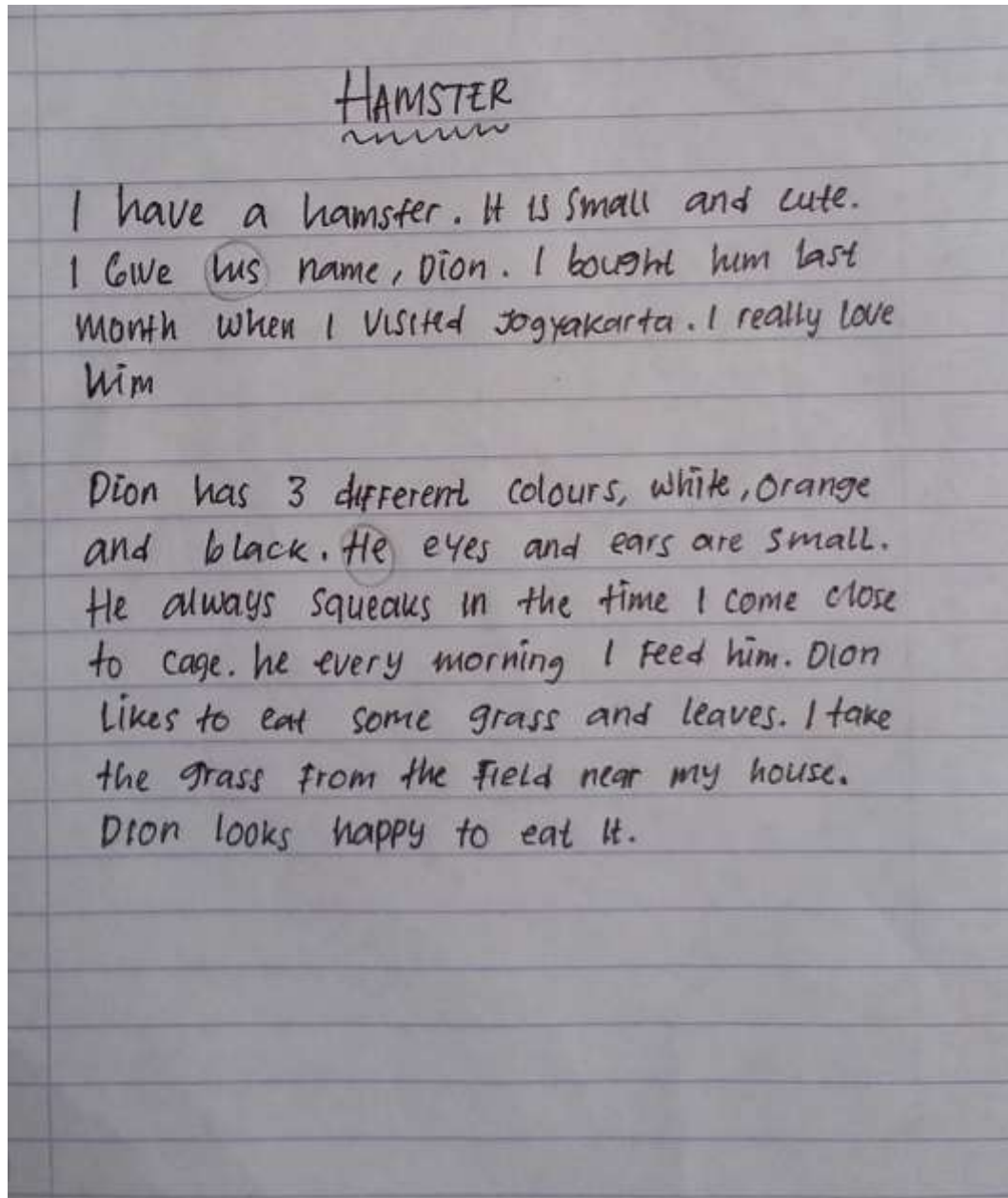
Subject : FS (student 2)



Appendix 15

Students' writing

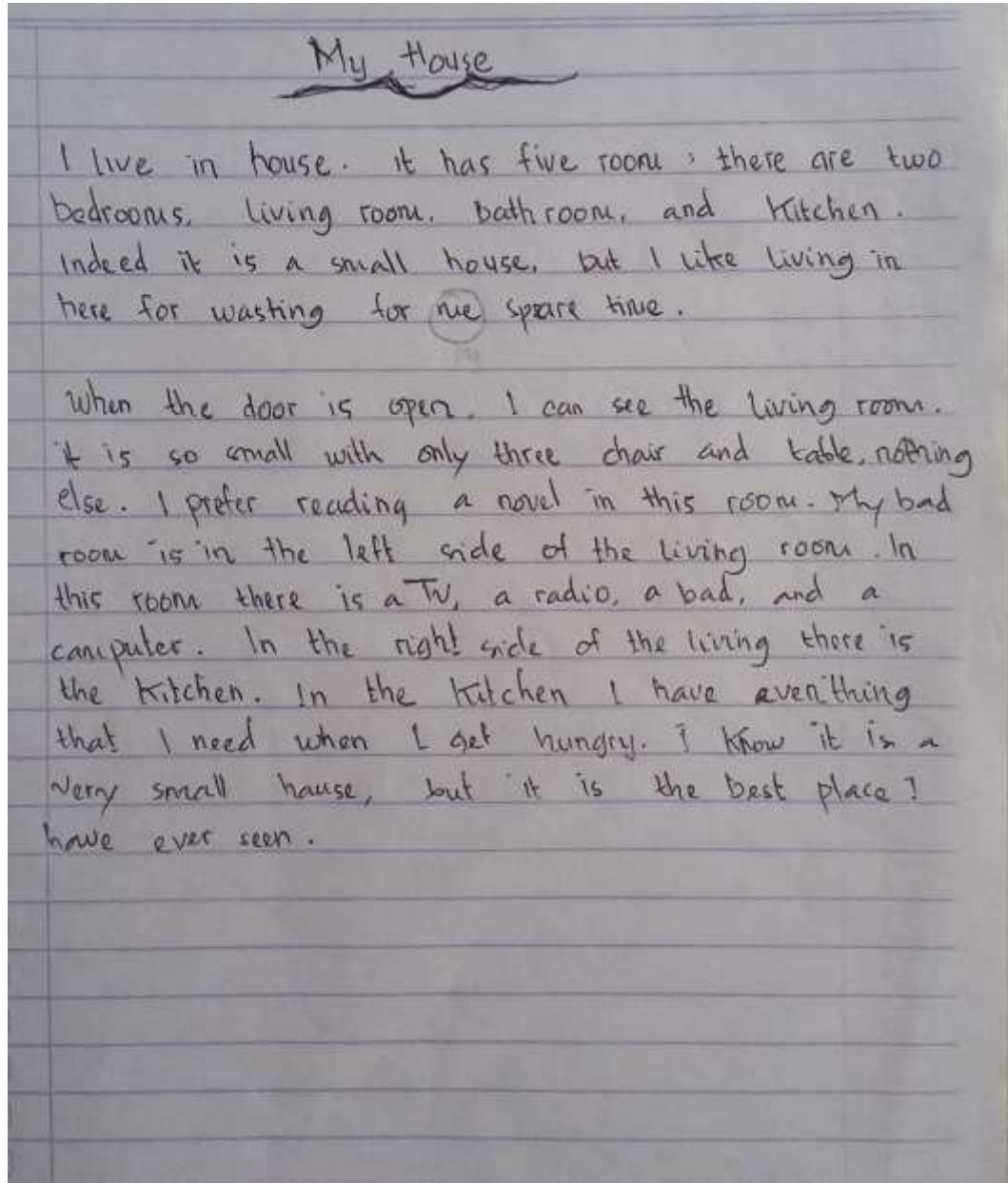
Subject : MHH (student 3)



Appendix 16

Students' writing

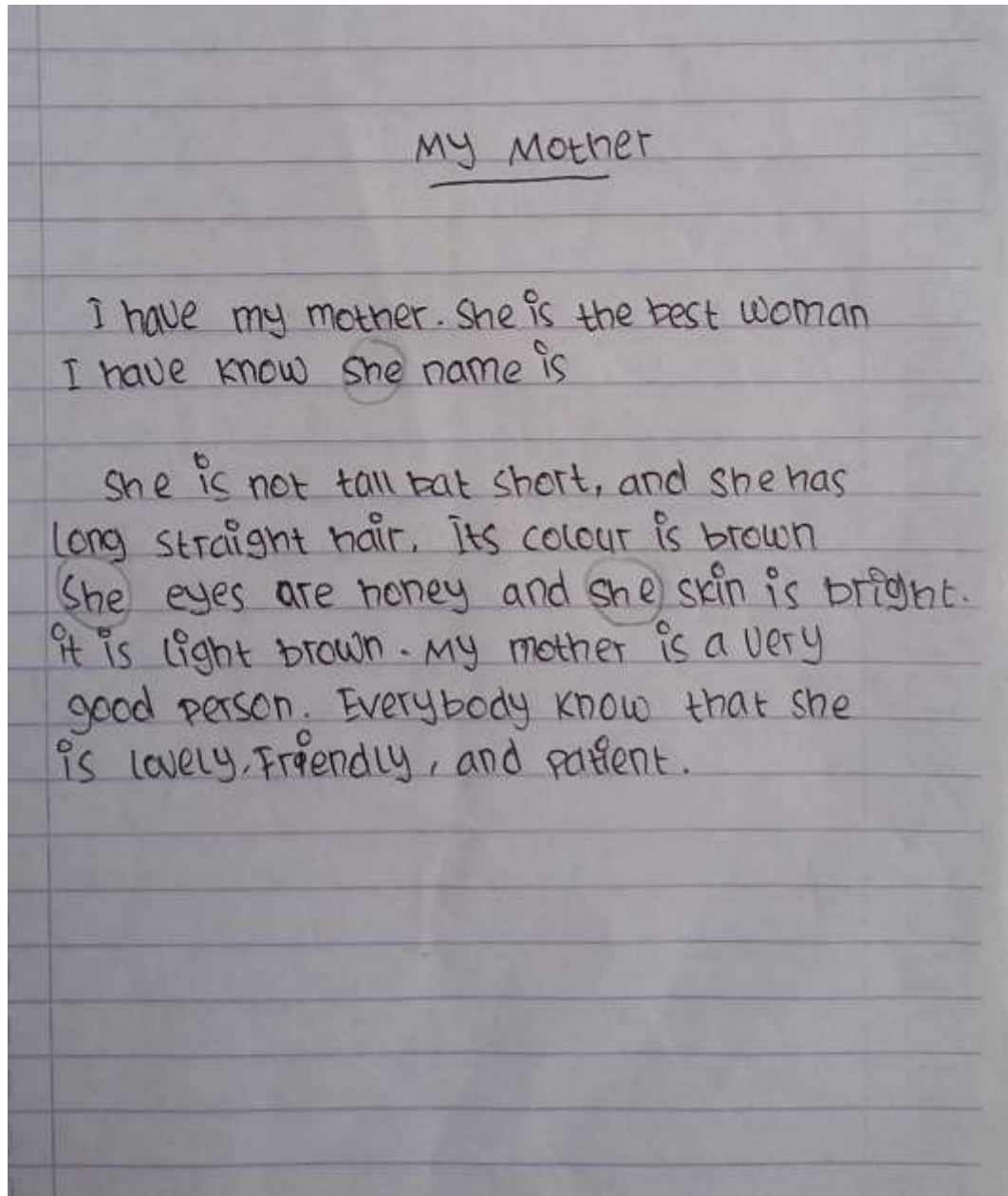
Subject : NH (student 4)



Appendix 17

Students' writing

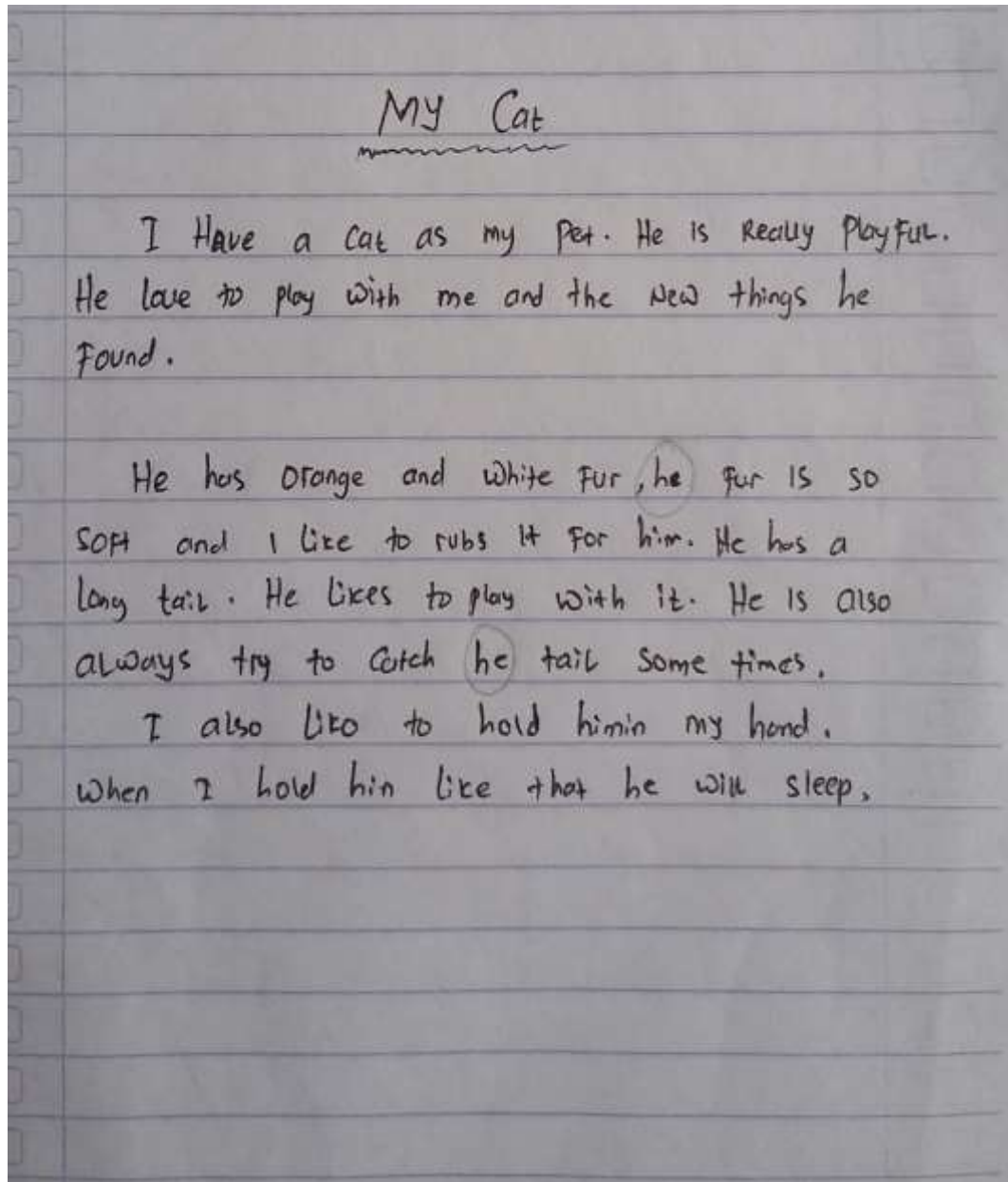
Subject : NDP (student 5)



Appendix 18

Students' writing

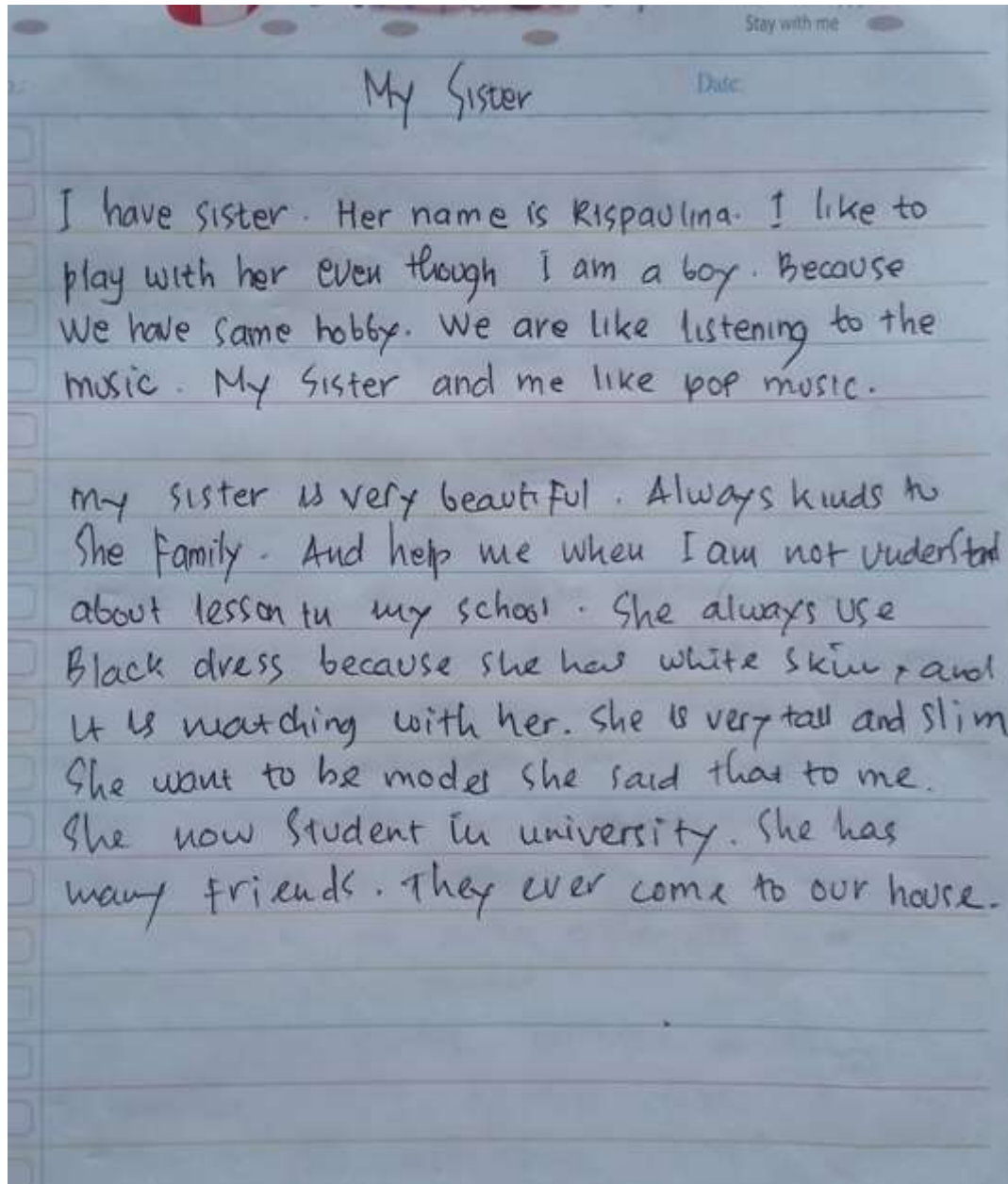
Subject : MAA (student 6)



Appendix 19

Students' writing

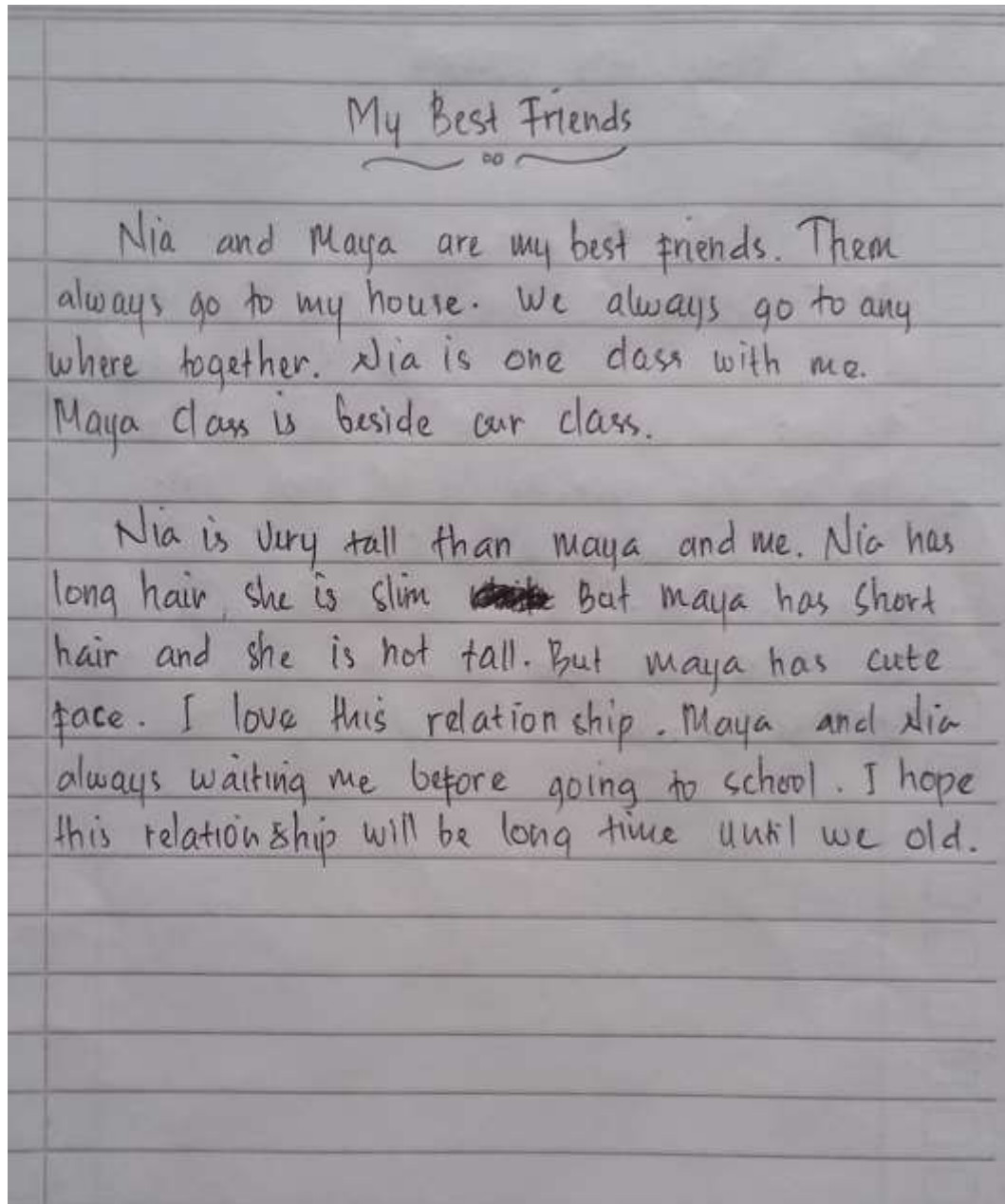
Subject : HY (student 7)



Appendix 20

Students' writing

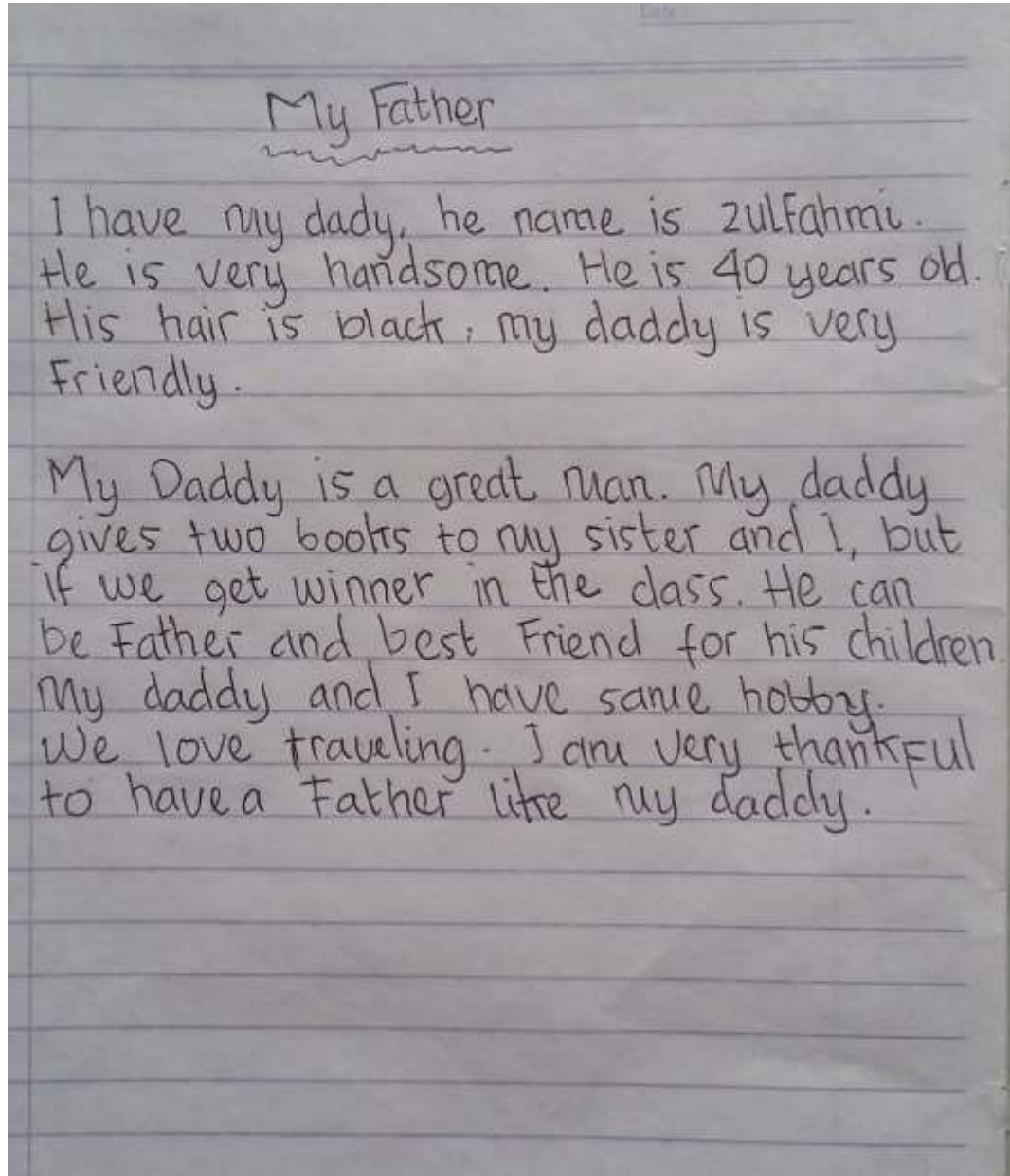
Subject : SSS(student 8)



Appendix 21

Students' writing

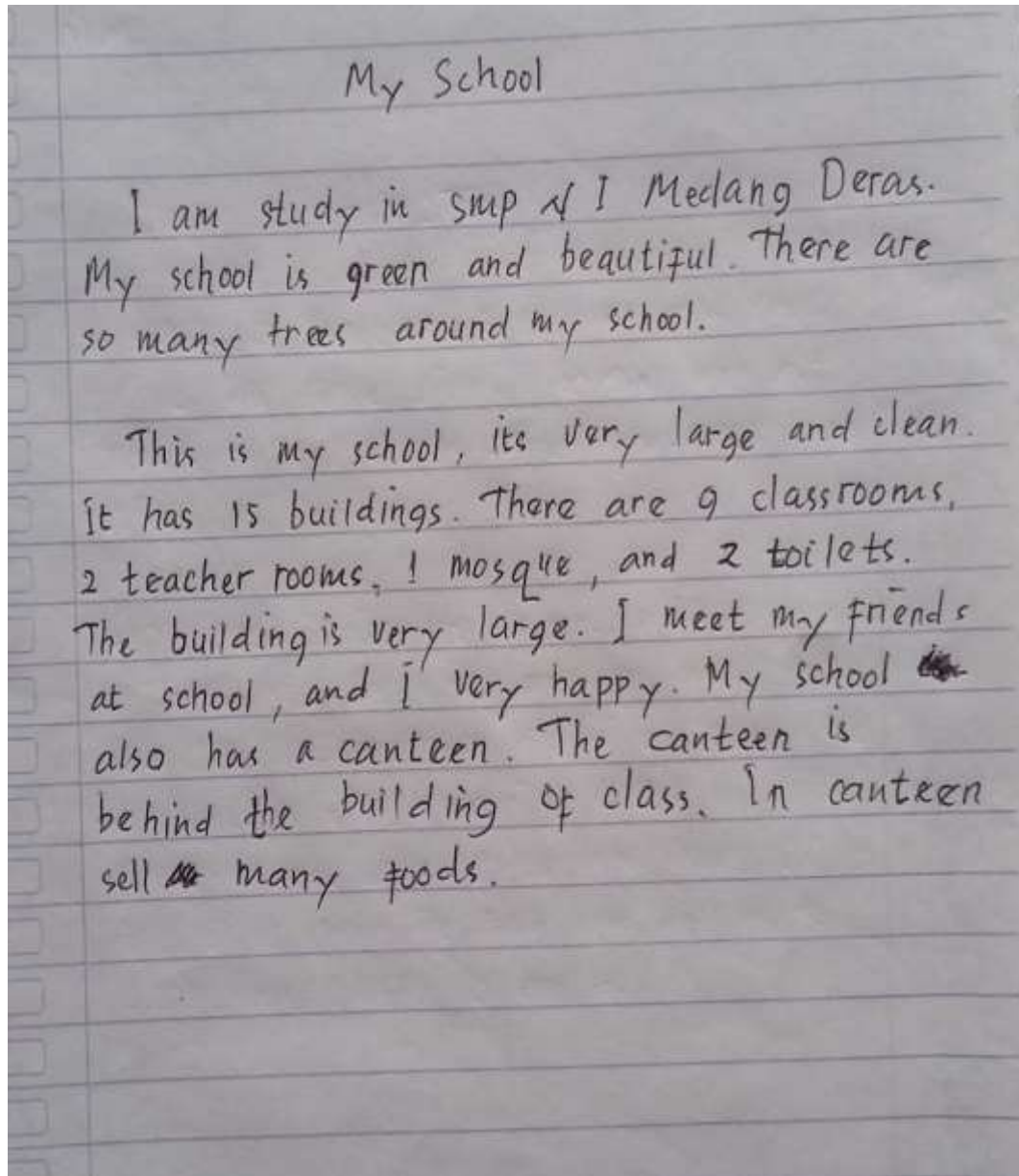
Subject : NSW (student 9)



Appendix 22

Students' writing

Subject : RD (student 10)



Appendix 23**Name of Students and Initial Name**

NO	Name of Students	Initial Name
1	Yumi Lestari Silalahi	YLS
2	Febrio Sitorus	FS
3	Mega Hotdamena Hutajulu	MHH
4	Nurul Hidayah	NH
5	Niko Dion Pangaribuan	NDP
6	Muhammad Afri Andi	MAA
7	Hendri Yanto	HY
8	Senia Synintin Sitorus	SSS
9	Nova Sheila Wardana	NSW
10	Radius	RD

Appendix 24

Research Documentations





