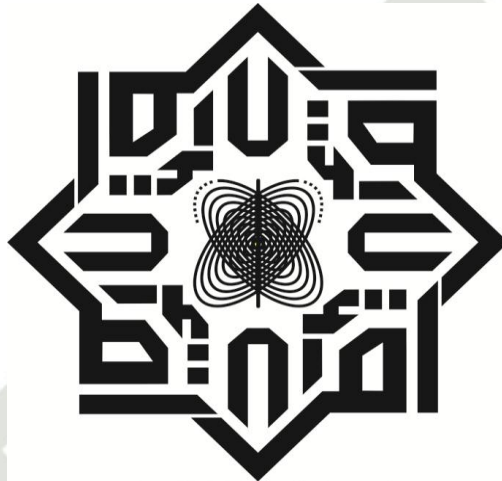




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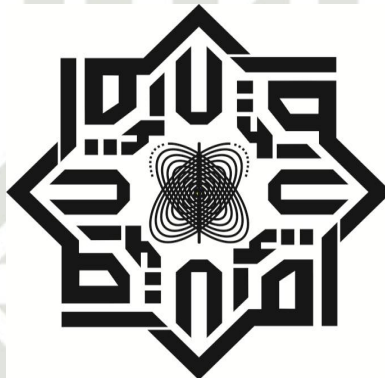
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AN ERROR ANALYSIS OF STUDENTS' USAGE OF PERSONAL PRONOUNS IN WRITING DESCRIPTIVE PARAGRAPHS AT JUNIOR HIGH SCHOOL 23 PEKANBARU

A Thesis

Submitted in Partial Fulfilment of the Requirements
for Bachelor Degree of Education
(S.Pd)



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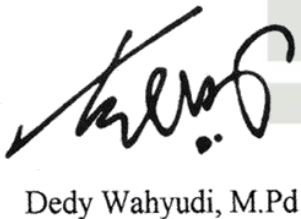
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Pekanbaru, July 22th, 2019
The Writer,

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ABSTRACT

Septi Mardiana, (2019): An Error Analysis of Students' Usage of Personal Pronouns in Writing Descriptive Paragraphs at Junior High School 23 Pekanbaru

This research was aimed at obtaining the proportion (frequency and the percentage) of each type errors that the students commit on their writing descriptive paragraph. In addition, the researcher also wanted to investigate the most common errors that the students commit on their writing descriptive paragraph. The researcher formulated the problems into two research questions, 1) what are the proportion (frequency and percentage) of each type error based on Surface Strategy Taxonomy? 2) which error is the most serious made students at Junior High School 23 Pekanbaru. Therefore, the objectives of this research were to find empirical evidence of students' grammatical errors at Junior High School 23 Pekanbaru. This study was a descriptive research. The subject of this research was the second grade at Junior High School 23 Pekanbaru, while the object of this research was the students' errors in usage personal pronouns in writing descriptive paragraphs. The researcher used purposive sampling technique to take the sample, there were 25 students as sample from 218 students. To collect the data, the researcher used documentation. The documentation was conducted to find out error in usage personal pronouns that students made in descriptive paragraph. Based on data analysis, the researcher found that types of errors that students made in descriptive paragraph. The total amount of errors made by students were 22. The percentage of students' error omission in writing descriptive paragraph was 12%, addition was 23%, misordering was 1%, and misformation was 64%. And the most grammatical errors made by the students was misinformation was 64%.

Key Word: *Error, Personal Pronoun, Writing Ability*

UIN SUSKA RIAU



ABSTRACT

Septi Mardiana, (2019): Analisis Kesalahan Siswa dalam Penggunaan Kata Ganti Pribadi dalam Menulis Paragraf Deskriptif di SMP 23 Pekanbaru

Penelitian ini bertujuan untuk mendapatkan proporsi (frekuensi dan persentase) dari masing-masing jenis kesalahan yang dilakukan siswa pada paragraf deskriptif penulisan mereka. Selain itu, peneliti juga ingin menyelidiki kesalahan paling umum yang dilakukan siswa pada paragraf deskriptif penulisan mereka. Peneliti merumuskan masalah menjadi dua pertanyaan penelitian, 1) berapa proporsi (frekuensi dan persentase) dari masing-masing jenis kesalahan berdasarkan Surface Strategy Taxonomy? 2) kesalahan mana yang paling serius dilakukan siswa di SMP Negeri 23 Pekanbaru. Oleh karena itu, tujuan dari penelitian ini adalah untuk menemukan bukti empiris kesalahan tata bahasa siswa di SMP 23 Pekanbaru. Penelitian ini adalah penelitian deskriptif. Subjek penelitian ini adalah kelas dua di SMP Negeri 23 Pekanbaru, sedangkan objek penelitian ini adalah kesalahan siswa dalam penggunaan kata ganti pribadi dalam menulis paragraf deskriptif. Peneliti menggunakan teknik purposive sampling untuk mengambil sampel, ada 25 siswa sebagai sampel dari 218 siswa. Untuk mengumpulkan data, peneliti menggunakan dokumentasi. Dokumentasi dilakukan untuk mengetahui kesalahan dalam penggunaan kata ganti orang yang dibuat oleh siswa dalam paragraf deskriptif. Berdasarkan analisis data, peneliti menemukan bahwa jenis kesalahan yang dilakukan siswa dalam paragraf deskriptif. Jumlah total kesalahan yang dibuat oleh siswa adalah 229. Persentase kelalaian kesalahan siswa dalam menulis paragraf deskriptif adalah 12%, penambahan adalah 23%, kesalahpahaman adalah 1%, dan salah informasi adalah 64%. Dan kesalahan tata bahasa yang paling banyak dilakukan oleh siswa adalah informasi yang salah adalah 64%.

Key Kunci: *Kesalahan, Kata Ganti Pribadi, Kemampuan Menulis*

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ملخص

سيفني مرضيانا، (٢٠١٩): تحليل أخطاء التلاميذ في استخدام الضمير في كتابة الفقرة الوصفية بالمدرسة المتوسطة الحكومية ٢٣ بكنبارو

يهدف هذا البحث إلى الحصول على نسبة (تكرار ونسبة) من كل نوع من الأخطاء التي ارتكبها التلاميذ في الفقرة الوصفية من كتابتهم. بالإضافة إلى ذلك، تريد الباحثة أيضًا استكشاف الأخطاء الأكثر شيوعًا التي يرتكبها التلاميذ في فقراتهم الوصفية من الكتابة. تصوغ الباحثة المشكلة في سؤالين، (١) ما هي نسبة (تكرار ونسبة) كل نوع من الأخطاء على أساس تصنيف استراتيجية السطح؟ (٢) ما هي الأخطاء التي ارتكبها التلاميذ بجد في المدرسة المتوسطة الحكومية ٢٣ بكنبارو. لذلك، يهدف هذا البحث إلى العثور على أدلة تجريبية على الأخطاء النحوية لدى التلاميذ في المدرسة المتوسطة الحكومية ٢٣ بكنبارو. هذا البحث هو بحث وصفي. أفراداه هو الصف الثاني في المدرسة المتوسطة الحكومية ٢٣ بكنبارو، وأما موضوعه فهو أخطاء التلاميذ في استخدام الضمير في كتابة الفقرة الوصفية. استخدمت الباحثة تقنية أخذ العينة بتقنية تعيين العينة الهادفة، وكان هناك ٢٥ تلميذا كالعينة من ٢١٨ تلميذ. لجمع البيانات، استخدمت الباحثة التوثيق. يتم إجراء التوثيق لاكتشاف الأخطاء في استخدام الضمير التي يرتكبها التلاميذ في الفقرة الوصفية. بناءً على تحليل البيانات، وجدت الباحثة أن أنواع الأخطاء التي ارتكبها التلاميذ في الفقرة الوصفية. إجمالي عدد الأخطاء التي ارتكبها التلاميذ هو ٢٢٩. النسبة المئوية في الأخطاء الخاطئة في كتابة الفقرة الوصفية هي ١٢٪، بالإضافة ٢٣٪، وسوء الفهم ١٪، والمعلومات الخاطئة ٦٤٪. وأكثر الأخطاء الخاطئة التي ارتكبها التلاميذ هي المعلومات الخاطئة بنسبة ٦٤٪.



الكلمات الأساسية: الضمير، مهارات الكتابة



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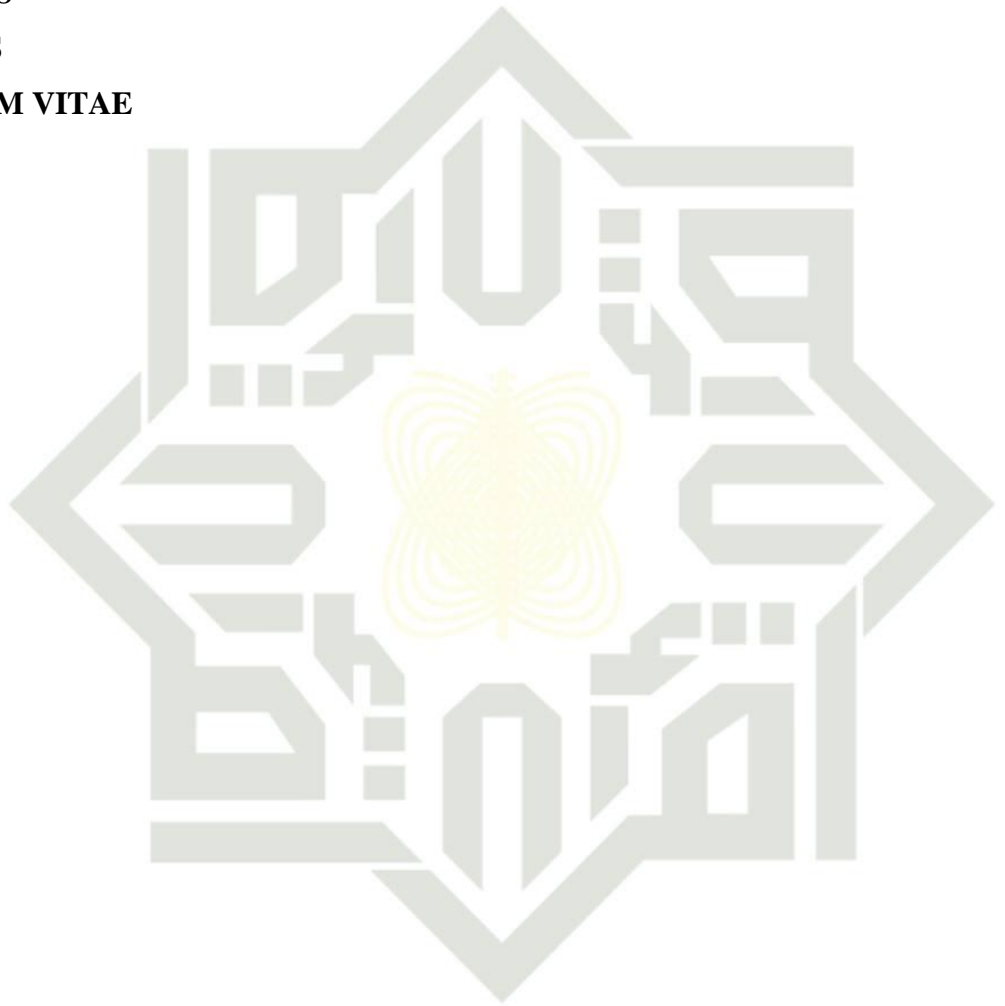
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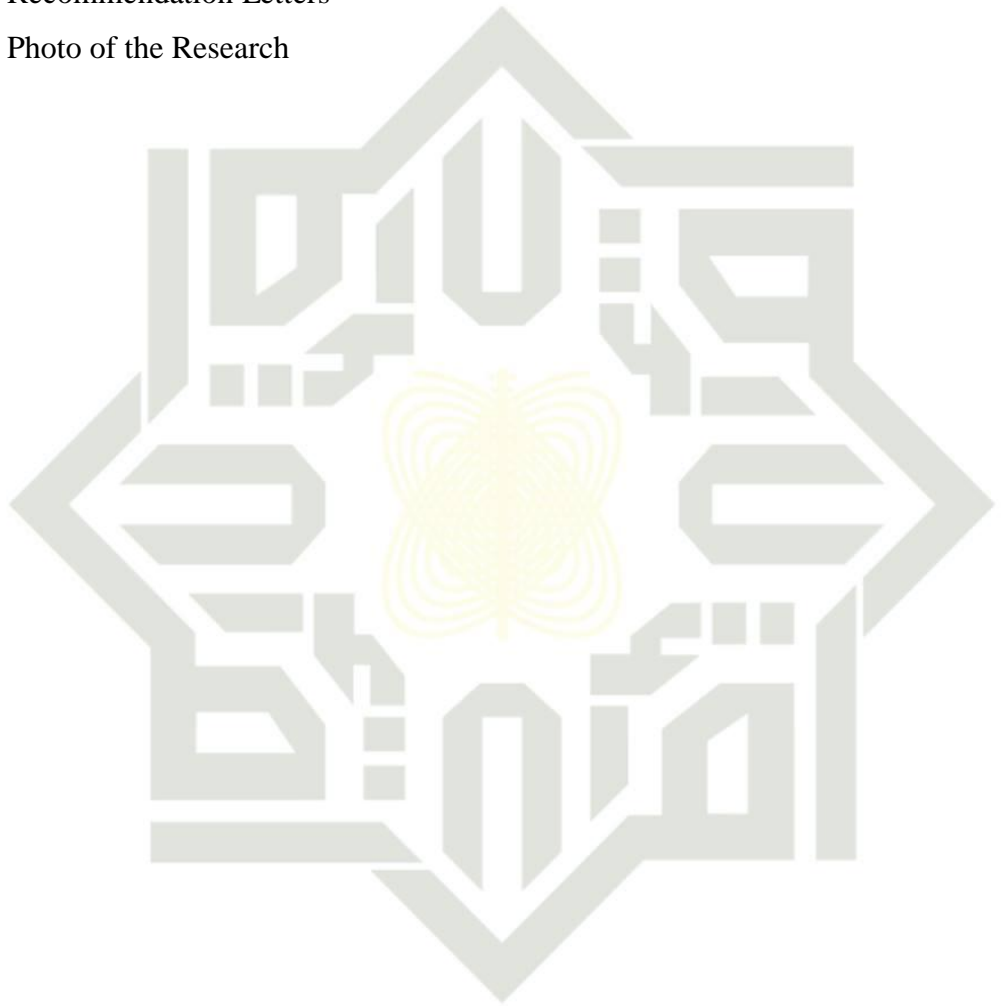
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CHAPTER I

INTRODUCTION

A. Background of the Study

In English teaching, there are four skills that must be mastered by the students. They are listening, reading, speaking, and writing. All of them are very important skill to be master of English, especially writing. Writing is the most difficult skill among another language skills. According to (James, 1980, p. 7) “writing is not easy. An experienced writer will often labor over a single paragraph for more than an hour”

Writing is one of the core skills for the success in education. The ability to write has become an indispensable skill in students’ life. Almost every aspect of everyday life of students is carried out in writing forms such as doing exercises, home work, projects papers, reports, and even final exam. To support students’ ability in writing, students must be able to construct ideas, to share information, to describe, to explain, to restate text, to enquire, to express attitudes, to persuade, to entertain, to argue, and to offer a more complex analysis in their writing. Beside that, students must understand what components involve in writing such as content, organization, vocabulary, language use and mechanics and how to use these components in correct form of writing. According to (Hanson, 2009, p. 22), “writing is a dynamic manifestation of creative and critical thinking skills”



Writing is the process of revealing the words in written form, here the necessary creativity in choosing the words and put it in the form of writing that can be used as a communication tool. People need to learn writing in English, for occupational or academic purposes. To write well, we must have good capabilities in writing process and aspects of writing. The students must be able to organize the idea, to construct the sentence, to use punctuation, capitalization, grammar and spelling well. Besides, they must be able to arrange their writing into cohesive and coherent paragraphs and texts.

In English there are some language elements: grammar, vocabulary, pronunciation, and so forth. The researcher focuses on grammar because grammar is viewed as the most complex and hardest language element among the others. Grammar has many parts; pronouns, article, tenses, part of speech, gerund, etc. In according to (Seaton, 2007, p. 44), “pronoun is a word that takes the place of a common noun or a proper noun”. The grammar of English is different from Indonesia grammar; for an example the usage of personal pronoun.

In this case, the researcher only focuses on one part of grammar, personal pronoun. Personal pronoun have the important role. Misusing one of them can cause the wrong meaning in one paragraph or even in the whole of it. It is because personal pronoun always refers to a noun, so they related to each other. In English there are many types of personal pronoun and they also have different positions and functions, as the first person in English used as a subject (I), object (me), possessive adjective (my), possessive pronoun (mine),

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and reflexive (myself). In Indonesia first person “saya” is used in any position sentences and does not change, and it makes student confused to use English grammar.

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing. Descriptive text stretch out many information about certain people, things, and place clearly and detail. In writing the descriptive text, the students use the pronoun to make description about their idea.

Based on reseracher’s preliminary study by interviewing the English teacher at Junior High School 23 Pekanbaru on 6 march 2019, the teacher reported the some of students still got difficulties in mastering the language skills, especially in writing. They made mistakes in their writing when they were asked to write a piece of writing. Particularly, they made errors in using personal pronoun in writing a descriptive text. Researcher found that the factors are lack of understanding of material, lazy to learn about the grammar and ashamed to ask the teacher. Writing skills and the grammar especially in using personal pronoun is not yet fully mastered by second grade students in Junior High School.

The researcher found that some of students at Junior High School 23 Pekanbaru still have problems in English especially writing. The students also still get low score in English test. It was proved from their score, around 50% of students get score was below 78. The problem above comes from the students themselves. Some of students do not get used reading books so that



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the students do not know what a generic structure from descriptive text is. Therefore, they cannot write descriptive text. However, the teacher does not remain silent. The teacher makes a way for the students to get used to reading.

In addition, this is supported by the result of the interview with some students of the second grade. Based on the interview with the students, it was found that they could not learn how to master writing especially to write descriptive text because they easily felt bored of the teaching technique used by the teacher. The teacher used a lecturing technique to teach them to write.

It seemed monotonous to them. Consequently, this made them bored and lazy to learn writing. As a result, most of the students got low scores in writing test. Therefore, the researcher tried to find the error made by students and the specific reason the many students make error in using personal pronoun.

Based upon the explanation above, the writer is interested to conduct a research entitled **“AN ERROR ANALYSIS OF STUDENTS’ USAGE OF PERSONAL PRONOUNS IN WRITING DESCRIPTIVE PARAGRAPHS AT JUNIOR HIGH SCHOOL 23 PEKANBARU”**

B. Problem

1. Identification of the Problem

Based on the background of the problem, it is very clear that most of the second grade students at State Junior High School 23 Pekanbaru got some problem in their learning English. To make it clearer, the problems are identified as follow:



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- a. Why do some of the students have problem in writing English paragraph?
- b. Why some of the students are not able to use tenses in descriptive paragraph?
- c. Why do some of the students make error in using personal pronoun in writing descriptive paragraph?

2. Limitation of the Problem

Based on the identification of the problem above, it is important for researcher to limit the problems discussed in this study. In this research, the researcher limits the problem focused on error analysis students' in using personal pronoun in writing descriptive text of the second grade students at State Junior High School 23 Pekanbaru. The personal pronoun in this research includes subjective personal pronoun and objective personal pronoun.

3. Formulation of the Problem

The research questions are formulated in the following questions:

- a. What are the proportion (frequency and percentage) of each type errors based on surface strategy taxonomy?
- b. Which error is the most serious made by students in usage personal pronouns at Junior High School 23 Pekanbaru?

C. Objectives of the Research

The objective of this study is to analyze students material that easier to understand between subject and object pronoun. According to the statement of the problem above, the objective of the study are as follows:


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1. To analyse proportion (frequency and percentage) of each type errors based on surface strategy.
2. To identify the kinds of error is the most serious made by students.

D. Significance of the Research

Related to objectives of the research above, the significance of the research is as follow:

1. For the teacher
 - a. The result of research can be as an input in English teaching learning process especially in using personal pronoun on writing descriptive text.
 - b. The research can be used as reference for the teacher to conduct research in teaching English.
 2. For the researcher
 - a. The researcher can know the errors are made by students in personal pronoun.
 - b. The result can be applied in teaching writing
- For the students
- a. The students are motivated to improve their writing ability with using personal pronoun thoroughly.

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E. Reason for Choosing the Title

These are several reasons why the researcher is interested in doing this research:

1. Based on the researcher experience in PPL, the researcher found that some students make error in using the personal pronoun, especially in writing descriptive text.
2. The problem of the research is very interesting to be investigated in term of teaching and learning process. The teacher of English is required to build the students' writing ability.
3. The topic is relevant to the researcher as one of the students of English Education Department of UIN Sultan Syarif Kasim Riau.

F. Definition of Key Terms

To avoid misunderstanding of some terms in this research, it is necessary for the writer to explain the terms used in this study. The following terms are necessarily defined as follow:

1. Error Analysis

Error analysis is a way of looking at errors made by learners of the target language, as a source of information to the teacher, which in turn helps them correct the students' error. So, the purpose error is to gives sign to the teacher and researcher whether the lernaning processes succesful or not.

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2. Personal Pronoun

Pronoun is a word that can replace noun in most sentence. A Pronoun is a word used to replace a noun to another pronoun. Pronouns are classified according to the person(s); the person speaking (first person); the person spoken to (second person); anyone or anything else (third person).

3. Writing

Writing is a skill which can be learned by anyone who wants to express their ideas, thoughts, feelings, etc. In addition, it is a tool of communication, so that writing is a hard skill.

4. Descriptive Text

Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular things, animals, person, or others. For example: our pets or a person we know well.

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CHAPTER II

REVIEW OF RELATED LITERATURE

Theoretical Framework

The Nature of Error

a. Definition of Error Analysis

When learners learn new language they will make a lot of errors, it is natural when in learning process, and how to know the students' error needs analysis of error. According to (Brown, 2007, p. 259), state that the fact that learners make error, and that these error can be observed, analyzed, and classified to reveal something of the system operating within learner led to a surge of study of learners' error, called error analysis.

According to Corder (2012), state that error analysis is a procedure used by both researcher and teachers which involves collecting samples of learner language, identifying the errors in the samples, describing these errors, classifying the according to their nature and cause, and evaluating their seriousness.

According to Oerrors as the flawed sine of learner speech or writing. They are those parts of conversation or composition that delicate from some selected norm of nature language performance.



This explanation says that there is something wrong in the norms of language performance, making of error is one part of learning and no one can learn without making errors.

The writer concludes that the errors analysis is a way of looking at errors made by the learners of the target language, as a source of information to the teachers, which in turn helps them correct the students' errors, and improves the effectiveness of their teaching. In other hand, error gives sign to the teacher and researcher whether the learning processes successful or not.

b. Types of Error

In this research, to classify the students' errors in writing descriptive paragraph, the researcher would like to use Dulay's theory. Dulay, Burt, and Kashen's in Novianti (2013), state that there are four principle ways in which learners modify target forms:

1) Omission

According to (Corder, 1981, p. 36) "error of omission is error where some element is omitted which should be present". Error of omission characterized is the absence of an item that should appear. The student omits the item should appear in good utterance. Example: *I like because she is beautiful.*

From that example, this sentence must add objective personal pronoun. The word "I like" need objective personal pronoun, we must add

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her because the object is she. It happens the learner still has limitation of personal pronoun which is used in the sentences.

2) Addition

Addition errors are the opposite of omission, they are characterized by the presence of an item which must not appear in a well-formed utterance. And additional errors usually occur in the later stages of second language acquisition, when the learner has already acquired some target rules, in fact addition errors result from the all-too-faithful use of certain rules. There are three types of addition errors, namely: double marking, regularization and simple addition.

3) Misformation

Misformation errors are characteristic by the use of the wrong form of the morpheme or structure. In misformation errors, the learners supplies something, although it is incorrect. There are three types of misformation errors, they are regularization errors, archi-forms, and alternating forms.

4) Misordering

As the label suggest, misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

For example:

- She is *all the time* late
- What *Daddy is* dong?
- I don't know what *is that*

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The correct utterances are:

- She is late **all the time**
- What **is Daddy** doing?
- I don't know what **that is**.

c. Procedure of Error Analysis

According to Theo Van Els, et al, Hodder & stoughton in Novianti (2013), there are some procedures in Error Analysis, namely:

- 1) Identification of errors. The first step in the process of analysis is recognition/ identification of errors. In this step, teachers recognize the students' errors from the task given by the teachers.
- 2) Description of errors. The next step is describing errors; it begins when an identification stage has taken place. The description of students errors involves classification of kind of errors made by the students.
- 3) Explanation of errors. The third step in the process of analysis is the explanation of error that can be regarded as a linguistic problem. This step attempts or account for how and why the students' errors occur.
- 4) Evaluation of errors. In this step, the teacher gives evaluation from the task done by the students which depends on the task that the teacher will be giving to the students.

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2. The Nature of Personal Pronouns

a. Definition of Pronoun

According to (Payne, 2011, p. 122), “pronouns are referring expressions that can be thought of abbreviated versions of determined noun phrases”. Moreover, according to (Frank, 1972, p. 21), “pronoun is a word that takes the place of noun”.

According to (Manurung, 2007, p. 13) “pronoun is a word that can replace a noun in most sentences. 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 word or phrase that may be substituted for a noun or noun phrase, which once replaced, is known as the pronoun’s antecedent. According to (Hinkel, 2004, p. 125), “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”.

b. Kinds of Pronouns

1) Subjective Personal Pronoun

Subjective Personal Pronoun is used to act as the subject of the sentence such as: I, you, we, they, he, she, it.

Example: I have a cat. It is called Cimoy.

2) Objective Personal Pronoun

Objective Personal Pronoun is used to act as the object of the verb such as: me, you, us, them, him, her, and it.

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Example: Cimoy and I are playing in the park. Dad is watching us.

3) Possessive Adjective

Possessive adjective is used to act as adjectives, and it is put before noun such as: my..., your..., our..., etc. possessive adjective used to describe a part of an object owned by the person. The example:

- a) Our Friend is happy
- b) This is my English book
- c) Their teacher is Mr. Jack
- d) Your books are in the classroom

4) Possessive Pronoun

Possessive pronoun is used to refer a noun when it is understood, such as: mine, yours, ours, etc. We use possessive pronouns to refer to a specific person/people or thing/things (the "antecedent") belonging to a person/people (and sometimes belonging to an animal/animals or thing/things). The Example:

- | | |
|---------------------------|-------------------------|
| a) This is my book | This book is mine. |
| b) This is your pencil | This pencil is yours |
| c) This is his pen | This pen is his |
| d) This is her notebook | This notebook is hers. |
| e) This is our house | This house is ours. |
| f) These are your radios | These radios are yours. |
| g) These are their rulers | These rulers are theirs |

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5) Reflexive Pronoun

Reflexive pronoun is used if the subjects do a job for himself and confirmed that the work was done by himself. The words myself, yourself, himself, herself, itself, ourselves, yourselves and themselves are called reflexive pronouns. They refer to the person or animal that is the subject of the verb. The Example: Michael is looking at himself in the mirror.

6) Other Pronoun

a) Relative Pronoun

According to (Cerah, 2012, p. 131), Relative Pronoun is the pronoun that is used to connect two sentences in which the first sentence has to do with the next sentence. Relative pronoun is often used is who, whom, whose, that, what and which. Use who or that for objects. The relative pronoun if translated into Indonesian means "yang".

The Example: I don't understand what you mean.

b) Interrogative Pronoun

According to (Manurung, Simplified English Grammar, 2007), "An interrogative pronoun introduces a question. The words who, whom, whose, what and which are called interrogative pronouns. These pronouns are used to ask questions". The example:

- 1) *Who* is your English teacher?

Mr. Ali is my English teacher

- 2) *Whom* does John see?

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John sees *Mary*

- 3) *Which* is your book?

My book is *the blue one*

- 4) *What* are you looking for?

I am looking for *my pen*

- 5) *Whose* book is that?

That is *my book*

c) Demonstrative Pronoun

A demonstrative pronoun points out identifies a noun. The words *this*, *these*, *that* and *those* are called demonstrative pronouns. They are showing words. You use *this* and *these* when you point to things near you. You use *that* and *those* when you point to things farther away.

Table II .1

Demonstrative	Number	Position
This	Singular	Closed to speaker
That	Singular	Some distance
These	Plural	Closed
Those	Plural	Some distance

The example:

- 1) This is my house
- 2) This is a car
- 3) These are books
- 4) Those are bags

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c. Personal Pronoun

According (Danesi, 2006, p. 77), stated in his book “personal pronouns are classified according to the person(s); the person speaking (first person); the person spoken to (second person); anyone or anything else (third person).”

1) Subjective Personal Pronoun

Subjective personal pronoun is used to act as the subject of the sentence, such as: I, you, they, we, she, he, it.

Example: *I* have a cat. It is called Cimoy

2) Objective Personal Pronoun

Objective personal pronoun is used to act as the object of the verb, Such as: me, you, them, us, her, him, it.

Example: Cimoy and I are playing in the park. Dad is watchig *us*

Table II.2
The English Pronoun System

Personal pronoun	Subjects		Possesive Adjective	Possesive Pronoun	Reflexive
	Objects				
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

(Altenberg, M. vago, 2010, p. 84), stated that there are three parts in personal pronoun:



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- 1) First person pronouns are used to refer to the person who is speaking (I/me) or a group of people including the person who is speaking (we/us)
- 2) Second person pronouns refer to the person or the group of people to whom we are speaking (you)
- 3) Third person pronouns are used to refer to specific persons or things previously mentioned. For a male (he/him), a female (she/her), an animal or inanimate object (it), people, animals or things in the plural (they/them). Personal pronouns change their form for person (first, second, third), for case (subject, object, possessive), number (singular, plural), and gender (masculine, feminine, neuter) except for reflexive pronoun making the same kind of changes.

3. The Nature of Writing

a. Definition of writing

Writing is a form of communication to deliver thought for to express feeling through written form (Harmer, 2001). It means that when writers compose writing works, they commonly have two main purposes. Firstly, the intention or desires to express the ideas or feeling they have in my minds, or in the word, the written text is used to communicate a particular message. Secondly, the text is written to communicate the ideas to the readers or audience.



Writing can be very complicated for students. Many students do not like writing because it really confuses them. Writing can also be challenging, rewarding and exciting for both teacher and learner.

According to Lins (Linse, Caroline T., 2005, p. 98), states that argued that writing is a process. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and chomprehensible to readers. It means that the writer will face some stage of writing until can create a writing product.

According to (Linse, Practical English Language Teaching Young Learner, 2005, p. 98), “writing is the act or art of forming letters and characters on paper in form of printing or cursive. It may is called as an arranging text”

According to (Oshima, Alice and Ann Hogue, 2006, p. 265), “writing is a process of creating, organizing, writing and polishing. In the first step of the process, you create ideas. In the second step, you organize the ideas, in the third step, you write a rough draft, in the final step you polish your rough draft by editing it and making revisions”

Based on the ideas above, the researcher concludes that writing is a thinking process, a transaction with words followed by a physical act. It requires practice to communicate and make contacts from the writer to the reader. In this writing activity the writer follows the rules of grammar, spelling, punctuation and sentence structure.

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From definition above, it can be concluded that writing is more than a language. Writing is a skill which can be learned by anyone who wants to express their thought, ideas, feeling, etc. In addition, it is a tool of communication, so that writing is hard skill because it is an unnatural act which needs a hard thinking, and it is a way of remembering and a way of thinking as well.

b. Purpose of Writing

There are really four common purpose of writing, they are; exposition (expository writing), persuasion (persuasive writing), narration (narrative writing), and description (descriptive writing). The idea of description is to make the thing described seem real to your reader's imagination. In general, people write either because they are required to or because they choose to write for their own reasons. If we ask ourselves why we write at all, the first answer will be to get information to someone who can not presently talk too.

Writing allows us to transcend time. The second answer might be (especially when we need society as a whole) to solve the problem of volume, of having to store more than the human brain can remember. A less likely, but nevertheless important, the third reason for writing might be to filter and shape our experience. The purpose writing is not only to teach someone to convey idea to the readers but also to reinforce all aspects of languages that have been learned by the students. There are

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some additional and very important reason why writing is needed in teaching English.

Besides, Grenville (2001, p.1) points out several general purpose of writing; to explain educate, to entertain or amuse, to persuade or convince.

1) Writing to entertain

Writing to entertain is also known as creative writing or imaginative writing. The examples of creative writing are song lyric, novel, poems, etc.

2) Writing to inform

It tells the reader about something. The examples: report, newspaper, article, etc

3) Writing to persuade

Writing to persuade to entertain, to inform, or to persuade. It tries to convince the readers about something.

The writer tries to conclude that many reasons when people want to write something because the purpose of writing is essentially the same as the motive of writing. It depends on what the writer needs. It can be to get the information, to explain information or to amuse others or etc like what the writer mentioned above.

c. **Kinds of Writing**

According to (Miller, 2006, pp. 47-69), there are a number of types of writing task that , most of us will be familiar with both as teacher and

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from our own language learning experienced simplifying for the moment, they can be listed under three board headings.

1) Free Writing

Apparently, at the other hand of spectrum, a “free writing” task requires learners to ‘create’ an essay on a given topic, often as part of a language examination. Sometimes students are simply invited to write on a personal topic, their hobbies, what they did on holiday, interesting experiences and they like. Other material provides a reading passage as stimulus for a piece of writing on a paralel topic, usually with comprehension question spread between the two activities.

2) Controlled Writing

The students will focus to practice on getting words down on they paper and they have to concentrate on one or two problems all the time. Controlled writing focuses the students attention on specific features of the written language. It is a good method of reinforcing grammar, vocabulary, and syntax.

3) Guided Writing

It is an extention of controlled writing; it is less controlled than controlled writing. In using this kind of writing, to teach writing, students are given a first sentence, a last sentence, an outline to fill out, a series of question to respond to, or information to include in their piece of writing, students should be able to discuss, make notes, and share finding together before they begin to write. In guided writing, the students will not make a

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serious errors if they follow the instruction which are given by their teacher.

4. The Nature of Descriptive Text

a. Definition of Descriptive Text

According to Musyid states that descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well.

Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.

In addition, according to (Dadi, 2015, p. 171), stated that in general descriptive text consists of two elements as follow:

Text Elements	Content
Identification	An introduction to the objects/ things described which includes who or what, when, where. A description of an object. For example the colour, the size, the smell, the taste, what makes it simple, etc. For person: what they look like, what they do, how they act, what they like or dislike, what makes them special.
Description	For something: how it looks, sounds, feels, smells or tastes, where it is seen or found, what it does, how it is used, what makes it special.
Conclusion	Summary points



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b. Kinds of Descriptive text

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

1) Describing people

It is usually people who are interesting to readers. Their appearance is interesting, especially as it reflects personality. When description is mentioned, one tends to think mainly about adjectives and perhaps adverbs. It is sometimes surprising to find that a particularly vivid description has resulted chiefly from the accurate use of verbs. To say that a person shambles or stumbles when he or she walks, for example may give a better picture of that a person than a large number of adjective could.

2) Describing place

How place look, smell, and sound is important. There are some ways to judge description of place; are impressions other than sight included? Is the picture caught at a single moment in time? Are the details arranged in logical order? Is the same point of view kept through out? Are the adjective vivid, and are the noun and verb specific and descriptive.

3) Describing unit of time

Descriptions of units of time are often used to establish mood. Literature is full of descriptions of seasons, days, and times of day. Notice



how the description of a unit of time sets a certain mood, or emotional tone, in each of the following selections.

B. Relevant Research

There are many relevant researches which deal with the research about using personal pronouns in writing. Relevant research is intended to avoid plagiarism toward the design and finding of the previous reserachers".

There is a relevant research which has relevancy to this research.

1. A researcher was conducted by Dinnie Hijrie Firdausi (2014) entitled "An Anlysis on Students' Errors in Using Personal Pronouns (A Case Study at the First Grade of Junior High School Of Yayasan Miftahul Jannah)", the writer used descriptive analysis in form of qualitative. The purpose of the research was to know the kinds of errors made by the students in descriptive paragraph. The finding of the study research that:
 - (1) Subject pronoun is the most frequent errors that done by the first grade students of SMP YMJ with the percentage 68.7%. Besides, the writer concluded that the total errors of omission were 11 errors or 3.7% in grammar text level, the addition were 1 error or 0.3% in substance level. The error of selection were 278 errors or 95.8% (error in substance level were 7 errors or 2.4%, in grammar level were 257 errors or 88.6%, and in discourse level were 14 errors or 4.8%), while there were no errors found in misordering. From the calculation of the data, error of selection is the most frequent errors done by the first grade students of SMP YMJ with the percentage 95.8%. Moreover, it is followed by error

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of omission with percentage 3.7%, and error in addition only 0.3%. (2) the types of error that were made by the students of the first year of SMP Yayasan Miftahul Jannah (YMJ) in their pronoun from the highest percentage to the lowest are error of selection, addition, omission and error of ordering.

2. A researcher was conducted by Rima Irmawati (2015), entitled “An Analysis of Students’ Error in Using Personal Pronoun on Writing Descriptive Text (A Case Study at Second Grade in MA. Bany Nawawi Gelereng-Cilegon)” The writer has given test and interview to students to get material of the research and analyze it. Based on the data, the writer concludes that: (1) The writer concludes that the error of selection is highest error produced by students with percentage 75%, the second level is error of omission (15,62%), the third level is error of ordering (10,94%) and the last is error of addition with percentage 7,81. (2) There are two factors that affect the causes of error: students’ learning strategies and teaching technique. Students’ learning strategies indicate the strategies of the students in learning English.

C. Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding. According to Syafi’i (2015, p. 103), operational concept is derived from related theoretical concept on all of the variables that should be practically and empirically operated in academic writing a research paper. The method in this research



is qualitative, which focuses on errors of personal pronoun in writing descriptive paragraph.

Operational concept is as a guidance used to avoid misunderstanding in carrying out the research. It is necessary to clarify briefly the variable used in this researcher establishes some indicators based on Dulay Theory Surface Strategy Taxonomy (1982, p. 150). They are as follow:

1. The students errors of omission in writing descriptive text.
2. The students errors of addition in writing descriptive text.
3. The students errors of misformation in writing descriptive text.
4. The students errors of misordering in writing descriptive text.

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CHAPTER III

RESEARCH METHODOLOGY

A. Design of the Research

This research was a qualitative. In this research, the researcher used qualitative method in which it focused on descriptive text containing personal pronoun. According to Bodgan and Taylor (2006), qualitative research is a research that produce secriptive data in the form of written word or oral forms from the subject ad its behavior that can be observed.

The method uses in this researchis descriptive research that has only one variable. The researcher investigated about error analysis of students' usage of personal pronouns in writing descriptive paragraphs at the second grade. The researcher used descriptive rserach to analysis this research.

According to Best (1979 in Syafi'I 2016), the descriptive research describes and interprets what condition or relationship that exist, opinions that are held, process that are going on, effect that are evident or trends that are devoloping.

From the theories before, a descriptive research tough to analyze and investigate the problem appopriate to the real situation or actual problem that is supported by accurate theories. Therefore, the goal of the research is an individual understanding and its background complety.

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B. Location and Time of the Research

The research was conducted at the second grade of State Junior High School 23 Pekanbaru. This research was conducted on March 2019 until April 2019.

C. Subject and Object of the Research

1. Subject of the research

The subject of the research was the second grade of State Junior High School 23 Pekanbaru.

2. Object of the research

The object of the research was an error analysis of students' usage of personal pronouns in writing descriptive paragraphs at the second grade of State Junior High School 23 Pekanbaru.

D. Population and Sample of the Research

1. Population

The population of this research was all of the second grade students at State Junior High School 23 Pekanbaru. The students are divided into 8 classes. The specification of the population can be seen on the table below:

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Table III.1
**The Total Population of the Second Grade Students of
SMPN 23 Pekanbaru**

No	Class	Total Students
1	VIII A	25
2	VIII B	27
3	VIII C	30
4	VIII D	26
5	VIII E	25
6	VIII F	27
7	VIII G	30
8	VIII H	28
TOTAL		218

2. Sample

The sample was subject of people and item from a larger population that we collected and analyzed to make inference. The population above was too large to be taken as sample of the research. So, the researcher used purposive sampling because the English teacher suggested the researcher to choose one class. Beside that, this class had good ability in writing especially in descriptive teks. Most of them are able to write in good idea, grammar, organization, vocabulary, and mechanics. According to (Louis Cohen, Lawrence Manion, Keith Morrison, 2007, p. 114), "in purposive sampling, often (but by no means exclusive) a feature of qualitative research, researcher handpick the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristics



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being sought. In this way, they build up a sample that is satisfactory to their specific needs”

The sample of this research was class VIII A, which means the total number of samples was 25 students.

E. Technique of the Collecting Data

Collecting data was the most important thing in conducting research.

In this research the researcher used documentation to collect the data of students' error in usage personal pronouns in descriptive paragraph writing.

1. Documentation

According to (Ary, 2010, p. 442), the term documents here refers to a wide range of written, physical, and visual materials, including what other authors may term artifacts. Documents may be personal, such as autobiographies, diaries, and letters; official, such as files, reports, memoranda, or minutes; or documents of popular cultural, such as books, films, and videos. The analysis may be of existing artifacts or documents, for example, asking participants to keep a journal about personal experiences, to write family stories, to draw pictures to express memories, or to explain thinking aloud as it is audiotaped.

In this research, the researcher used the document in the form of students' descriptive paragraph writing that analysed to know kinds of their errors in using personal pronouns.



In doing the research, the researcher took the data in the form of documentation. Referring to Iwan Kurniawan and Upi Karani (2012), procedures of the research proposal to be as follows:

1. The researcher Consulted to the English teacher at the second grade of Junior High School 23 Pekanbaru.
2. The subject of the research were taken from the second semester of second grade of Junior High School 23 Pekanbaru.
3. The researcher took the data in the form of documentation. In taking the data, the researcher took data of students' descriptive paragraph writing in Junior High School 23 Pekanbaru.
4. Processing the data. From the data taken, the researcher processed the result of document to know students errors in using descriptive paragraph writing, which is the paragraph containing personal pronouns.
5. Analyzing the data. The researcher analyzed the data using identifying and classifying, calculating the data, in determined the type of error based on Linguistic Category Taxonomy.
6. Conclusion. The researcher concluded the result of data in doing the research.
7. Result of the research. The researcher made report of the result from the research in the form of a script.

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F. Technique of Analyzing Data

In analyzing students error in using personal pronoun in writing descriptive paragraph of the second grade students at state Junior High School 23 Pekanbaru. The researcher was analyze the data by made a list of students' error, then the researcher collecting the data from the result of the students writing. In this step the writer collects the data from students' written descriptive text was done before.

Identifying the students' errors and classifying the students' errors after gets the data from the participant, the researcher was identify and classify the errors made by learners in usage personal pronoun on writing descriptive text as objective as possible. In this stage, this result was show what are the kinds of errors make by students in usage personal pronouns in writing descriptive text.

Table III.2

The total number of students' error was described in the following table:

Students' errors in personal pronouns						
No	Sample	Omission	Addition	Mis-formation	Mis-ordering	Total %

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After classifying the data, the researcher calculated the students' categories errors and make percentage each error classifications. In According to (Edhereveno Sylvanus, Evroro, 2015, p. 21), Calculating the percentage of error by using the following formula:

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

Explanation :

P = The total percentage of errors

F = Frequency of error

N = Number of error

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the explanation and the description in the previous chapter, the researcher concluded that the types of error that were made by students of second grade of State Junior High School 23 Pekanbaru in their English writing from the lowest percentage to the highest were error of misordering by percentage 1.31%, errors of omission by percentage 11.35%, errors of addition by percentage 23.14%, and error of misformation by percentage 64.19%.

Based on the research findings, can be concluded that:

1. The students made all kinds errors (omission, addition, misformation, misordering) with total errors were 229 errors.
2. The dominant error made by the students was misformation with 147 errors or 64.19% of all errors

B. Suggestion

Based on finding on finding of the research above, it needs for the researcher to give some suggestion that it may be beneficial in improving students' ability in using personal pronoun in writing descriptive paragraph.

1. For teacher
 - a. The teacher has to make the students aware of their mistakes by letting them correct their errors with partner. Besides, this will make students find out their



own mistakes; this also will motivate them in teaching learning process by doing it in pair. Beside that, the teachers have to pay attention to the students' errors and make them aware about their errors so they can make a correction by themselves and will not do the same error.

b. The teachers should explain more about personal pronoun for the students can really understand.

2. For students

a. The students have to pay more attention when teacher give explanation. Asking when do not understand and never be shy to ask.

b. The students are suggested to master as many as possible vocabulary to make easier in making sentence.

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Name : Claudia Nimora
Class : VIII A

My Laptop

I have a laptop. my Father bought it for me. last month - it's a nice laptop with black color. it have a 14 inch screen. This is the new product from ASUS.

The performance of this laptop is also great. I can play games that require high specification using this. I can also play music, watch movies, and draw using this. and the most important thing is that can typing using it. so i can have assignment from my teacher. it will help me. I also can find much many references from internet using my laptop.

85


(Nurani, S.Pd)

Error :

1) Addition : it
 using this
 using this

2) Misformation : it have

 find much

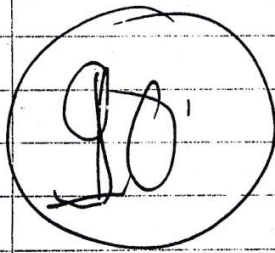
Correct :

→ its
→ using it
→ using it

→ it has
→ find many

My idol - Cinta Laura

Cinta Laura ~~were~~^{omission} born August 13th 1990 in Indonesia. She is 25 years old. She is a good artist. She is a athlete, but can sing too. She is so beautiful. She has long hair. She is tall and slim. She has light skin. She is from Jerman. She is a smart girl. She graduated school at the Jakarta Internasional School and got an A. She is many award nominations. Sometimes, always I listen her song before I go to school.



(Citurani, S.Pd)



Error:

- | | | | |
|------------------|-----------|---|------------------------|
| 1. Omission | : But Can | → | Correct
but she can |
| 2. Misformation: | Were born | → | Was born |
| | She is | → | She has |

My Friend

Addition ← It Full name ^{Omission} is Amalia Anggrizana
Nacution, but famous as Amalia Anggrizana. She
lives in Pekanbaru, which is a city in Riau. She
is fourteen years old. She is tall and thin. She
have got long brown hair, black eyes, a small nose
and a big mouth. She loves yellow color.

I love talking ^{Addition} to my friend. Example,
talking about dream (in we live). I wanna be a
doctor, my friend wanna be a teacher. Someday,
we will get what we want. I'm promise I'm
very happy talking to my friends, me love my
friends misformation

Misformation

BS

(Nuraini, S. Pd)



Error :

Correct :

- 1) Addition : It → its
in we love → in our love
- 2) Omission : but famous → But she is famous as
- 3) Misformation : I'm very happy → I was happy
me love → I love

Name : M. Gilang Ramadhan

Class : VIII A

No.

Date

My New Bag

80

Hello my name is Ali. My full name is Ali Saputra. I have a new bag. It color is soft green. I always bring it when I go to school. My bag is simple, but it help to bring me everything.

misor

misof

There are parts some of my bag. The part

misof

First is the pocket. I put my money and my library card in the pocket. The part second is the main part.

misof

I put my books and pencil case in this part. The part third is a small pocket at the left side of the bag. I keep a mineral bottle in this pocket.

misof

I love my bag. Every month, I always wash my bag because it make bag clean.

ommission.

★ FINISH ★

(C. Nuraini, s.pd)



Error :

Correct

1) Misordering : Help to bring me → Help me to bring

2) Misformation : Parts some → Some part

Part first → First part

Part second → Second part

Part third → third part

3) Omission : Because make → because it make



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**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

Nama	: SEPNI MARDIANA
Nomor Induk Mahasiswa	: 11414201104
Hari / Tanggal	: SENIN / 8 OKTOBER 2018
Judul Proposal Penelitian	: AN ERROR ANALYSIS OF STUDENTS' USAGE OF PERSONAL PRONOUN IN WRITING DESCRIPTIVE PARAGRAPHS AT JUNIOR HIGH SCHOOL 23 PEKANBARU

URAIAN PERBAIKAN

Revise the grammatical errors in chapter 3.

Penguji I

[Signature]
RIZKI FIRINITA, M.PD.

Pekanbaru, 8 OKTOBER 2018

Penguji II

[Signature]
MELGIS DILKAWATY PRATAMA, M.PD.

Note :

... harus memperhatikan keputusan seminar ini dalam memnerhaiki proposal



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UJIAN PROPOSAL**

Nama Mahasiswa : SEPNI MARDIANA
Nomor Induk Mahasiswa : 11414201104
Hari/Tanggal Ujian : Senin, 08 Oktober 2018
Judul Proposal Ujian : **An Error Analysis of Students' Usage of Personal Pronouns in Writing Descriptive Paragraphs at Junior High School 23 Pekanbaru**
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang Dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	RIZKI FIPRINITA, M. Pd.	PENGUJI I		
2.	MELGIS DILKAWATY PRATAMA, M. Pd.	PENGUJI II		

Mengetahui,
a.n. Dekan
Dekan I



Dr. Drs. Alimuddin, M. Ag.
NP. 19660924 199503 1 002

Pekanbaru, 7 November 2018
Peserta Ujian Proposal

Sepni Mardiana
NIM. 11414201104



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no : Un.04/F.II.4/PP.00.9/5213/2018

Pekanbaru, 22 Maret 2018

jenis : Biasa

keperluan : -

jenis : *Pembimbing Skripsi*

Kepada

Yth.

1. Abdul Hadi, S.Pd, M.A. (Pembimbing 1)
2. Nuardi, S.Pd, M.Ed (Pembimbing 2)

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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Judul : An Error Analysis of Personal Pronoun in Writing Descriptive Paragraph of the Second Grade Students at State Junior High School 23 Pekanbaru

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W a s s a l a m

dan Dekan

Dekan I



F. Kusnadi, M.Pd.

NIP. 19671212 199503 1 001



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Pekanbaru, 27 September 2018

: Biasa

: -

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al : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 02 Oktober 2018

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 b. Penulisan Laporan Penelitian :
 Nama Pembimbing : **Dr. Abdul Hadi S.pd, M.A**
 a. Nomor Induk Pegawai (NIP) :
 Nama Mahasiswa : **Sepni Mardiana**
 Nomor Induk Mahasiswa : **11414201104**
 Kegiatan : **Bimbingan proposal**

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	10-4-2020	Konsultasi Bab I		
2.	20-7-2020	Konsultasi Bab I - III		
3.	27-7-2020	Konsultasi & Revisi Bab I, II, III		
4.	7-8-2020			
5.	5-9-2020			

Pekanbaru,20
 Pembimbing,



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Nuardi, S.pd, M.Pd

a. Nomor Induk Pegawai (NIP)

Nama Mahasiswa

Sepni Mardiana

Nomor Induk Mahasiswa

11414201104

Kegiatan

Bimbingan Proposal

Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
	Chapter III		
7-9-2018	Chapter III		
14-9-2018	Drs Galendra Teahya		
20-9-2018	Drs Andhyana Keliso		
	References		
	Review all chapters		
	All		



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 sifat : Biasa
 amp. : -
 perihal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 21 Januari 2019

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2. Nuardi, S.Pd.I., M.Ed

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Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

Jenis yang dibimbing :
 a. Seminar usul Penelitian :
 b. Penulisan Laporan Penelitian :
 Nama Pembimbing : Abdul Hadi, S. Pd, M.A. Ph. D
 a. Nomor Induk Pegawai (NIP) :
 Nama Mahasiswa : Sepni Mardiana
 Nomor Induk Mahasiswa : 11414201104
 Kegiatan : Bimbingan Skripsi

Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
18-7-2019	Revisi & Konsultasi Bab IV & V		
23-7-2019	Revisi & konsultasi Bab IV		
14/8-2019	Thesis approved		

Pekanbaru, 14-8-2019
 Pembimbing,

 Abdul Hadi, Ph.D



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KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

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**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

- 1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
- 2. Nama Pembimbing : Nuardi, S.Pd, M.Ed
- 3. Nama Mahasiswa : Sepni Mardiana
- 4. Nomor Induk Mahasiswa : 11414201104
- 5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	16 Mei 2019	Metodologi		
		Dasar analisis		
		Dasar analisis		
		Interpretasi of Table & Gambar		
		Chart & Interpretasi		
		Cypher N & Referensi		
		Referensi & Review		

Pekanbaru, 5 Juli 2019
Pembimbing,



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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كلية التربية والتعليم

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Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

nomor : Un.04/F.II.4/PP.00.9/5543/2018

Pekanbaru, 28 Maret 2018

jenis : Biasa

lampiran : -

isi : *Mohon Izin Melakukan PraRiset*

Kepada
Yth. Kepala Sekolah
SMP Negeri 23 Pekanbaru
di
Tempat

Assalamu 'alaikum warhmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : SEPNI MARDIANA
NIM : 11414201104
Semester/Tahun : VIII (Delapan)/ 2018
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

an. Dekan
Dekan III
Prof. Dr. Harunas, M.Ag.
720828 200604 1 002



**PEMERINTAH KOTA PEKANBARU
DINAS PENDIDIKAN
SMP NEGERI 23 PEKANBARU
SEKOLAH STANDAR NASIONAL (SSN)**



Jalan Garuda Sakti Km. 3 Simpang Baru Tampan Kota Pekanbaru, Telp : (0761) - 7875384
NIS : 200620, NIS : 201095007062, NPSN : 10403912
E-mail : smpnegeri23pekanbaru@yahoo.com, Website : [HTTP://www.smpn23pekanbaru.sch.id](http://www.smpn23pekanbaru.sch.id)

SURAT KETERANGAN TELAH MELAKUKAN PRA RISET
Nomor : 420 /SMPN 23.TU/ VII/2018/ 17

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 23 Pekanbaru dengan ini menerangkan :

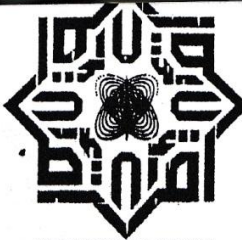
Nama : SEPNI MARDIANA
NIM : 11414201104
Semester/Tahun : VIII (Delapan)/2018
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Sesuai dengan surat Dekan Fakultas Tarbiyah dan Keguruan nomor: Un.04/F.II.4/PP.00.9/5543/2018, tertanggal 28 Maret 2018 tentang permohonan izin melakukan pra riset dan yang bersangkutan telah melakukannya di sekolah kami.

Demikianlah surat keterangan ini dibuat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 30 Juli 2018

Kepala Sekolah
PEMERINTAH KOTA PEKANBARU
SMPN 23 PEKANBARU
Hj. Efa Dewi, M.Pd
PEKANBARU 11414201104 199403'2 005



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KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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كلية التربية والتعليم

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Fax: (0781) 561647 Web. www.fk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/19593/2018
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 09 November 2018 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : SEPNI MARDIANA
NIM : 11414201104
Semester/Tahun : IX (Sembilan)/ 2018
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : AN ERROR ANALYSIS OF STUDENTS' USAGE OF PERSONAL PRONOUNS IN WRITING DESCRIPTIVE PARAGRAPHS AT JUNIOR HIGH SCHOOL 23 PEKANBARU

Lokasi Penelitian SMPN 23 Pekanbaru

Waktu Penelitian 3 Bulan (08 Oktober 2018 s.d 08 Desember 2018)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor
Dekan

Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.
NIP.19740704 199803 1 001

Tembusan :
Rektor UIN Suska Riau



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPPTSP/NON IZIN-RISET/15576
TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

182010

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : n.04/F.II/PP.00.9/19593/2018 Tanggal 9 November 2018**, dengan ini memberikan rekomendasi kepada:

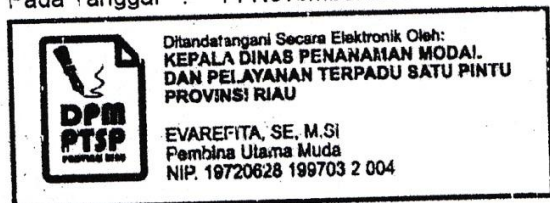
1. Nama : **SEPNI MARDIANA**
2. NIM / KTP : **114142011040**
3. Program Studi : **PENDIDIKAN BAHASA INGGRIS**
4. Jenjang : **S1**
5. Alamat : **PEKANBARU**
6. Judul Penelitian : **AN ERROR ANALYSIS OF STUDENTS' USAGE OF PERSONAL PRONOUNS IN WRITING DESCRIPTIVE PARAGRAPHS AT JUNIOR HIGH SCHOOL 23 PEKANBARU**
7. Lokasi Penelitian : **SMP N 23 PEKANBARU**

Dengan Ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan ini.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian Rekomendasi ini diberikan agar dapat digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Penelitian dan Pengumpulan Data ini dan terima kasih.

Dibuat di : Pekanbaru
Pada Tanggal : 14 November 2018



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Walikota Pekanbaru
Up. Kabari Kesbangpol dan Linmas di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



PEMERINTAH KOTA PEKANBARU
DINAS PENDIDIKAN

JALAN PATTIMURA NO. 40 A TELP. (0761) 42788, 855287 FAX. (0761) 47204
PEKANBARU

website : www.disdikpku.org email : disdikpku@yahoo.com

Pekanbaru, 14 Januari 2019

Nomor : 800/Sekretaris.1/1/2019/00545
Lampiran : -
Perihal : **Izin Melaksanakan
Riset / Penelitian**

Kepada Yth,
Sdr. Kepala SMP Negeri 23
Kota Pekanbaru
di -
Pekanbaru

Berdasarkan surat dari Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru nomor : 071 / BKBP - REKOM / 2019 / 50 tanggal 7 Januari 2019 perihal Izin Riset/Penelitian, atas nama :

N a m a : **SEPNI MARDIANA**
NIM : 114142011040
Mahasiswa : Fakultas Tarbiyah & Keguruan UIN Suska Riau
Judul Penelitian : **An Error Analysis of Students' Usage of Personal Pronouns in Writing Descriptive Paragraphs at Junior High School 23 Pekanbaru.**

Pada prinsipnya kami dapat menyetujui yang bersangkutan melaksanakan riset pada **SMP Negeri 23 Kota Pekanbaru**, sehubungan dengan itu diharapkan agar saudara dapat membantu kelancaran tugas yang bersangkutan.

Demikian disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.



PEMERINTAH KOTA PEKANBARU
DINAS PENDIDIKAN
KOTA PEKANBARU
Sekretaris

WALIS, S.Pd, MM

Pembina Tk. I / NIP . 19650921 198902 1 001



ia tulis

iau



ultan Syarif Kasim

- a. Pengujiannya hanya untuk keberuntungan perorangan, penemuan, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CURRICULUM VITAE



SEPNI MARDIANA, she was born on September 13rd, 1996 in Pekanbaru, Riau. she is the second child of beloved couple Mr. Zaimar and Mrs. Nuraini. She comes from Pekanbaru, she lives at Jl. Garuda sakti Km.3 Graha Garuda Permai residence, Panam. She has finished her study at SD Muhammadiyah 04 Tampan in 2008, she continued her study at State Junior High School 23 Pekanbaru and finished in 2011. Then, in 2011 she continued her study at State Senior High School 12 Pekanbaru and finished in 2014. Next, in 2014, she continued her study at State University of Sultan Syarif Kasim Riau and finished it in 2019, precisely on November 26rd 2019.

In finishing her study at the University to fulfil the requirements for Undergraduate Degree in English Education. She conducted a research from march 2019 by the thesis entitled *“An Error Analysis of Students’ usage of Personal Pronouns in Writing Descriptive Paragraphs at Junior High School 23 Pekanbaru”*. Before conducting the research, she did **KKN** program on July up August 2017 in Desa Sungai Paku, Singingi Hilir. Next, the researcher followed **PPL** program on September up to December 2017 at State Junior High School 3 Tambang.

Then, her thesis was finally accepted and approved by the final examination committee for the award of Undergraduate Degree of Education on November 26rd 2019 after she successfully passed in the final examination. She finished her study about 5 years with IPK 3.09 and appropriate to get Undergraduate Degree (S.Pd.)