**CHAPTER I**

**INTRODUCTION**

1. **Background Of The Study**

In English teaching, there are four skills that must be mastered by the students. They are listening, speaking, reading and writing. All of them are very important skill to be master of English, especially writing.

Having good comprehension in English becomes important for student who wants to express the students’ idea. Using good English either in spoken or written make the communication easier. The students can avoid entire the problem about language that students faced by having good skill in English.

Nowadays English becomes to essential language subject of education issues in Indonesia. Indonesia Government admits as the first foreign language that is taught to Indonesian student. The students learn English from elementary school up to university. Through English language subject, they hope to have ability and more confidence with English. As a matter of fact many young learners face difficulties to understanding English as their foreign language, which is different form their mother tongue: grammar structure, vocabulary etc. Consequently, in learning English students have to learn its grammar or structure intensively.

A pronoun is a word that takes the place of a common noun or a proper noun.[[1]](#footnote-1) The grammar of English is different from Indonesia grammar; for an example the usage of personal pronoun. In English there are many types of personal pronoun and they also have different position and function, as the first person in English used as a subject (I), object (me), possessive adjective (my), possessive pronoun (mine) and reflexive (myself). In Indonesia first person “saya” is used in any position in sentences and does not change, and it makes student confuse to use English grammar.

According to Anne Hanson, writing is a dynamic manifestation of creative and critical thinking skills.[[2]](#footnote-2) 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. Writing is one of the important skills in teaching English. It has occupied a place in most English language course. 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.

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.

Considering the explanation above, the writer can conclude that the most students commonly make error in their learning, but it is logically acceptable. Based on the writer’s experience in PPLK, the writer found that some students make error in using the personal pronoun, especially in writing descriptive text. At the time of writing, should be carefully when using personal pronoun. Many factors are making the students’ error in using personal pronoun. 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 Senior High School.

The students feel difficult in using personal pronoun, for example: *“Tika is students. She is very diligent. She always helps* ***his*** *mother at home”*, In this example, the students make error in using objective personal pronoun. The correct sentence is “*Tika is students. She is very diligent. She always helps* ***her*** *mother at home”*. In this sentence, the student makes error of selection. Error of selection is error where the wrong item has been chosen in place of the right one. Itshould be “her” but it is “his” The student put “his” in the sentence, and itis incorrect.

Based on interview of the students’ in MA Bany Nawawi, the students said that the English subject is boring subject and the students do not feel interesting to follow the material in the class, especially in grammar teaching. Therefore, the writer trying to find the error make by students and the specific reason the many students make error in using personal pronoun.

Based on the explanation above, in this research paper, the writer takes a title: *“An Analysis of Students’ Error in Using Personal Pronoun on Writing Descriptive Text in Second Grade in MA. Bany Nawawi Gelereng-Cilegon”*.

1. **Statement of the Problem**

Based on previous background the researcher formulate the research that will be found out are as follow:

1. What are the most often types of errors make by students of MA Bany Nawawi in using personal pronoun on writing descriptive text?
2. Why did many students of MA Bany Nawawi make error in using personal pronoun on writing descriptive text?
3. **The Objective of the Research**

Based on the statement of the problem below, the writer has several objectives of the research as following:

1. To know the types of writing error commonly make by students of MA Bany Nawawi in using personal pronoun on writing descriptive text
2. To know the reasons many students of MA Bany Nawawi make the error in using personal pronoun on writing descriptive text
3. **The Limitation of the Problem**

Based on the description of the problem above, the researcher limit the problem focused on analysis students’ error in using personal pronoun in writing descriptive text. The personal pronoun in this research includes subjective personal pronoun, objective personal pronoun and possessive adjective.

1. **The Significance of Study**
2. For the teacher
3. The result of research can as an input in English teaching learning process especially in using personal pronoun on writing descriptive text
4. The research can be used as reference for the teacher to conduct research in teaching English
5. For the researcher
6. The researcher can know the errors are make by students in personal pronoun
7. The result can be applied in teaching writing
8. For the students
9. The students are motivated to improve their writing ability with using personal pronoun thoroughly.
10. **The Previous Study**

The writer found previous studies dealing with the research. The previous study is:

The first previous study is about Error Analysis in the Use of Personal Pronouns Made by Eleventh Graders in Writing (Aru Wijayanto, English Department, Languages and Art Faculty, State University of Surabaya). The study was aimed at finding the types and possible causes of the personal pronoun errors made by Eleventh graders in their composition. Thirty four Eleventh graders of SMAN 11 Surabaya students were the participants of the study. Qualitative approach was used in this study, the researcher analyzed and described the error of the use of personal pronouns based on the theory of Dulay (1982) and Richard (1974). The results of the study was that the most error found in the students’ writing was misformation error. The error of misformation was mostly due to incomplete application of rule. They were unable to use the changing form of personal pronouns in writing.

Komarudin (04432700). He was studied at the State Institute of Islamic Studies “Sultan Maulana Hasanuddin Banten” and finished his study in 2009 by title of paper “The analysis of students’ error in writing possessive adjective on descriptive text”, this research was conducted at seventh grade of SMPN 6 Serang. The writer took 30 students for sample from 120 students and the writer took one class as a sample, the writer applying qualitative research. The data is gathered through test of writing descriptive text. From the analysis, the writer concluded that there many students made errors in writing possessive adjective especially on descriptive text. The percentage of scores at the seventh grade students of SMPN 6 Serang is 99,8 %, it means the students ability is low. The percentage of the students made error in writing possessive adjective on descriptive text is 10,3% in omission category, 18,5% in addition category, 12,3% in misformation category, 58,7% in misordering category.

Generally of the previous study above there are two steps in their research, first is giving explanation or discussion and the second is giving test. In this research is nearer to Komarudin’s research. In Komarudin’s research, he focused to analyze the students ability in writing possessive adjective on descriptive text and the types error are made in students’ writing, but in this research the researcher focus on the most often types of error are made by students in using personal pronoun on writing descriptive text and the causes of error are made by students in using personal pronoun on writing descriptive text.

1. **The Organization of Writing**

In order to write a good paper, it is necessary to arrange it systematically. The organization of this paper provides the organization of the main issues discussed. This paper is divided into five chapters as follow:

Chapter 1 Introduction; consists of background of study, Limitation of problems, statement of problem, object of study, Previous study and the organization of writing.

Chapter II Discussion; consist of Error Analysis, personal pronoun, Writing and Descriptive Text.

Chapter III Methodology of Research; consist of The Method, Location and Time of research, population and sample, The Research Instrument, The technique of Data Collection, the technique of Data Analyzing.

Chapter IV Data Description, data analysis and data interpretation; this chapter explain the description of data, the analysis of data and the interpretation of data.

Chapter V Conclusion and Suggestion

1. Anne Seaton, *Basic English Grammar*, (United States of America: Saddleback Educational Publishing, 2007), 44. [↑](#footnote-ref-1)
2. Anne Hanson. *Brain-friendly strategies for developing student writing skills*. (United States of America: Corwen Press, 2009), 22. [↑](#footnote-ref-2)