CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The purpose of this study was to find out the types of students' errors in the use of personal pronouns and to find out the causes of students' errors in the use of personal pronouns in completed descriptive text by grade VIII B students at SMPIT Bina Insani Al-Barokah. the class consisted of 26 students all of them were girls and in this study only 12 students were used as a sample. To collect data in this study, researchers used observations, interviews and documents. All of that has been carried out on 5-26 august 2021.

Based on the data described in the previous chapter, it can be concluded that the students grade VIII B SMPIT Bina Insani Al-Barokah still do not understand about personal pronoun material and its use in a descriptive text. they are still confused about the function of each personal pronoun so they make errors about it. In this study, the researcher found 80 errors in the use of personal pronouns out of 120 total personal pronouns in 12 short descriptive texts. Some of them are still confused in using the right personal

pronoun in a sentence. it can be seen from the number of Misordering which reached 60 or 75% errors. They often use subject pronouns or object pronouns in the position of possessive pronouns. The second number of errors most commonly made by students is an omission with a total of 10 or 12.5% errors. In this section students often omit the subject in a sentence. The third number of errors most commonly made by student is and addition with a total of errors 6 or 7.5%. in this case, the students unable to distinguish between personal pronouns "it" and "its". The last number of errors made by students is misordering with a total of 4 or 5%. in this type, the student can't use personal pronoun in the proper place. Actually, the students used appropriate personal pronoun but it was wrong.

In this research, the researcher concluded the causes of students' error in using personal pronoun by four types, are Interlingual transfer, Intralingual transfer, context of learning and communication strategies. This conclusion was based on observation, interview and documents. In using personal pronoun, the students were still confused because they were still interfered by their mother tongue, Bahasa Indonesia. They put of grammar

Bahasa Indonesia into English Grammar. Although some of them were used appropriate personal pronoun but still lack in structure. The students' errors were also caused by teacher's strategies and learning style. Students feel bored and don't understand personal pronouns because the teacher's teaching style is classic and boring. It seems that the teacher must create an interesting teaching and learning process to increase students' interest in learning English.

B. Suggestion

Based on the results of the data described in the previous chapter, here the researcher wants to give suggestions to students, teachers and future researchers. The suggestions can be seen below:

1. Suggestion for Students

there are some suggestions from researchers for students. First, students must be able to memorize the types of personal pronouns and understand their uses. second, students must improve their understanding of grammar in English in order to avoid their mother tongue when making sentences in English, third, students must also increase their practice in making English sentences so that they are accustomed and good at writing.

2. **Suggestion for English Teachers**

The researcher would like to suggest to teachers to be able to deliver material with varied teaching styles so that students pay more attention and understand the material quickly. Then, the teacher must also understand the causes of students' difficulties in understanding the lesson so that it can be evaluated.

3. **Suggestion for The Next Researcher**

a suggestion for future researchers who want to research the same phenomenon, hoping to be able to develop and explore more detailed information to produce more and complete data.