



**ERROR ANALYSIS OF PERSONAL PRONOUNS
FOUND IN STUDENTS' RECOUNT TEXTS
(A Study of the Eighth Grade Students of SMPN 1 Batipuh)**

THESIS

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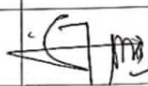
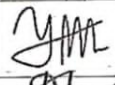
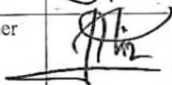


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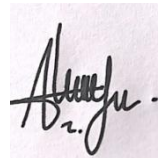
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Batusangkar, 11 Juli 2022

Yang membuat pernyataan,

A handwritten signature in black ink on a light pink background. The signature is stylized and appears to read 'Sri Rahayu'.

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ABSTRAK

Sri Rahayu. NIM 16 301 04 064. Judul skripsi: “**ERROR ANALYSIS OF PERSONAL PRONOUNS FOUND IN STUDENTS’ RECOUNT TEXTS (A Study of the Eighth Grade Students f SMPN 1 Batipuh)**”. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Negeri Islam Mahmud Yunus (UIN-MY) Batusangkar.

Skripsi ini membahas kesalahan *personal pronoun* yang ditemukan dalam latihan menulis bahasa Inggris siswa atau *recount text*. Adapun penelitian ini bertujuan untuk mengetahui jenis kesalahan *personal pronoun* apa saja yang ditemukan dalam latihan *recount text* siswa kelas delapan semester dua di SMPN 1 Batipuh. Selain itu peneliti juga akan mengungkapkan berapa persentase dari setiap *items*.

Jenis penelitian ini adalah deskriptif kuantitatif dimana dokumen atau latihan menulis bahasa Inggris siswa lebih tepatnya *recount text* merupakan *instrument* dalam penelitian ini. Peneliti mendapatkan 19 dokumen untuk di jadikan data. Untuk menganalisis data tersebut peneliti menggunakan teknik konten analisis untuk mencari jenis kesalahan yang di maksud. menghitung persentase dari setiap item dan menjawab pertanyaan penelitian.

Hasil analisis menunjukkan bahwa terdapat beragam kesalahan *personal pronoun* di dalam *recount text* siswa, kesalahan meliputi kesalahan dalam *omission*, *addition*, *mis ordering* dan *mis formation*. Adapun jenis kesalahan dalam *omission* terdapat 14,9% , *addition* 16,2%, *mis ordering* 21,6 % dan *mis formation* 47,3%. Data menunjukkan kesalahan yang paling banyak di lakukan adalah *mis formation* yaitu sebanyak 47,3 %

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CHAPTER I INTRODUCTION

A. Background of the Problem

In learning writing process, students' errors often occur. The importance of knowing students' errors is that of teachers and students can identify, describe, evaluate and explain the types of errors and of avoiding similar mistakes do not happen again. According to Jabeen (2015) in learning a second language mistakes made by students are very important to know and analyze. This mistake will give language teachers to get new ideas and ways to teach foreign languages. In addition, it can add new insights and techniques in teaching in the classroom so that the same mistakes can be minimized. In short, knowing students' mistakes in learning English is very important to know. Errors are an important subject for students to identify their learning and provide solutions. Errors usually occur during the learning process, especially in language learning, especially English. Considering that English is a foreign language that students will learn, these mistakes are common. From these errors, new techniques will emerge to minimize so that the same mistakes do not happen again. That is the importance of knowing errors in learning by students and teachers.

In learning English, there are four components that must be learn by students, namely listening, speaking, reading and writing. Where in each component errors can occur from various aspects .Here the researcher focuses on writing. There are many things that can be studied from each component in learning English, but from the beginning the researchers were very interested in researching in the field of writing, based on the results obtained in the field where the researchers did teaching practice, it can be concluded that when learning is done online, writing becomes an object that is very easy to research because there are documents that can be seen clearly and then analyzed. Writing is the delivery of ideas, opinions,

experiences in written form. According to Harris (2014) writing is the process of thinking to invent ideas, thinking about how to express ideas into good writing, and arranging the ideas into statement and paragraph clearly”.

Writing is one of the objectives of learning English that students must learn. Based on the 2013 curriculum for the eighth grade junior high school in Indonesia, the expected writing skills are descriptive text, narrative text and recount text writing skills. In this study, researchers focused on recount text. The researcher chose the recount text as the object of research because the researcher found a problem in this case. At SMPN 1 Batipuh, based on the 2013 curriculum, recount text was taught to eighth graders in the second semester. This learning becomes a material that must be known by students, before students are asked to write a recount text, first the teacher will teach basic knowledge that students should know about recount text such as generic, how to use tenses and compose good sentences in writing.

In learning English, both orally and in writing, errors can occur from various aspects, such as errors in tenses, grammar, and choice of words. Compared to speaking where the error is not easy to analyze because the sentence that has been spoken will be lost, there is no document that can be analyzed. While writing errors can be seen clearly because there are documents that can be observed and sentence by sentence can be read and analyze. However, in the recount text writing stage, students still make many mistakes in writing, one of which is an error in the use of personal pronouns, with this problem researchers are interested in studying more deeply about this problem.

Recount text is a text that tells about an event that has happened in the past. According to Anderson in Harris (2014), recount text is a piece of text that retells past events in sequence with the intention of describing what has happened. Ngabut (2013) claims that when students are compose a text, they face various challenges. There are at least four areas where errors occur frequently like content, organization, vocabulary, tenses, and grammar. In this study, researcher only focus

on aspects of grammar and more specifically the use of pronouns in recount texts or students' errors in using pronouns in writing recount text. Because in English pronouns are realized in various forms, such as for male is "*he*" for female is "*she*", "*her*" belongs to girl, "*his*" belong to boy and so on.

According to Harris (2014) pronoun is used to replace a noun. Students will avoid repeating words in a book if they use pronouns. There are many different types of pronouns that students need be aware of and comprehend in order for their writing to be reasonable. Grammar is one of the most crucial aspects of writing. This is critical while learning English as a second language. Students must grasp the eight parts of speech in grammar for the reasons stated above. The noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection are the eight components of speech. Grammar includes the use of pronouns. Pronouns are words that are used to substitute nouns. It is also necessary to have a basic understanding of English. Furthermore, students must comprehend the purpose and placement of pronouns in sentences. In writing, crucial pronouns are used. It will be more difficult if pupils utilize incorrect pronouns in their work. There are various sorts of pronouns. Different functions and features are available depending on the kind.

A lot of research has been done. In particular, there have been several studies on similar topics. Research conducted by Ilyas in 2011 with the topic of what grammatical errors were made by students in writing recount text. This research was conducted to the students of class X in Sungai Tarab. After this research was carried out and he found that there were three types of grammatical errors in students' recount texts. The errors are the use of the simple past tense, the use of pronouns, and the use of temporal conjunctions. Fitri Yanti 2018 also conducted a similar study. She conducted a study on sixth semester students to examine what grammatical errors students made in making Letters of Complaint at IAIN Batusangkar. She found that there were four types of grammatical errors in the student complaint letters. The errors are the use of the simple present, use of the

simple past tense, use of the simple future tense, and use of the present perfect tense.

Information regarding errors in the use of pronouns in writing recount text has been scattered everywhere as stated in the previous paragraph. Seeing this, it is clear that it is important to conduct similar research with different focuses, one of which is a different location, a different object of research which of course has different research results. At SMPN 1 Batipuh students also study recount text but there is no information about it. Therefore, this study intends to study to obtain information on what errors are made by students in using pronouns when writing recount text.

Based on the phenomenon above, the researcher is interested in conducting the research about **Error Analysis of Pronoun Found in Writing Recount Texts. (A study of the Eighth Grade Students of SMPN 1 Batipuh)**

B. Identification of the Problem

Based on background of the problem above there are many types of errors that can be identified in students' recount text writing. Errors include the use of grammar aspect and generic structure, in writing recount text the use of the simple past tense is very important, because it tells the events that have passed. But there are still many errors in using it. The example is "*i am going zoo yesterday*" correct is "*i went to the zoo yesterday*". Another error is in use of pronoun, especially in use of personal pronouns, a lot of repetition of the same word, improper placement of pronouns such as subject to object and so on. An example is "*me family like holiday*". The third one is an error in generic structure of recount text. Generally, students make recount text in form of paragraphs that do not contain elements of orientation, event and reorientation. And more errors might be found if studied further.

C. Limitation and Formulation of the Problem

From several errors found in students' recount text, the researcher felt need to limit the problem so that the research could be carried out optimally. It is necessary to define a boundary to clarify the problem. Focus of the study was to analyze errors in the use of personal pronouns found in the recount text of eighth grade two semester two students of SMPN 1 Batipuh.

Based on limit of the problem above, the researcher formulate research question as follows:

1. What types of personal pronoun errors are found in the recount text written by the eighth grade students of SMPN 1 Batipuh?
2. What are the percentage distribution of error on recount text are found in recount text written by the eighth grade students of SMPN 1 Batipuh?

D. Definition of the Key Terms

To avoid misunderstanding about the key terms used in this research, the researcher classifies the terms as follow:

1. Error is something that is not correct found in students' writing or students' recount text at SMPN 1 Batipuh
2. Personal pronouns are part of grammar. Personal pronoun is word to replace a noun in order to minimize the repetition of the same word written by eight grade students' SMPN 1 Batipuh.
3. Recount text is one type of writing that students learn which tells about an event in the past written by eight grade students' SMPN 1 Batipuh.

E. Purpose of the Research

Based on definition of the key terms, the main purpose of the research is :

1. To analysis students error in personal pronoun found in students' recount text at SMPN 1 Batipuh

2. To see percentage distribution for each kinds of error in personal pronoun found in students' recount text at SMPN 1 Batipuh.

F. Significance of the Research

The researcher hopes that this research can contribute to the teaching and learning of English. There are two main significances, namely: practical and theoretical significance.

1. Theoretical significance

- a. The final result of this research is expected to provide knowledge and insight for the development of the world of education, especially regarding pronoun analysis errors found in recount text writing for class VIII SMPN 1 Batipuh students.
- b. The results of this study are expected to contribute to the science of English education, especially for English teachers.
- c. This research is expected to provide additional ideas for other researchers to develop the same topic in more depth

2. Practical significance

a. For the Students

This research can provide information to them about pronoun errors in writing recount text and can also increase students' awareness to prevent these errors by learning more actively.

b. For the Teacher

It can be a reference for teachers to improve learning techniques that are easy for students to understand so that they can prevent many mistakes in writing recount texts.

c. Researcher

This study can help researchers to find out what errors are found in the use of pronouns that students have when writing recount texts. And most

importantly, this research is one of the requirements to graduate from the undergraduate program in learning English at IAIN Batusangkar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Error

a. Definition of Error

Making error is an unavoidable aspect of the learning process. It happens frequently during the learning process since pupils are still learning the target language one step at a time. According to Ali (2013), errors are useful resource for determining a learner's learning approach, and they can be found in the learners' output. As a result, mistake is an important subject for students to identify their learning and provide solutions.

Errors occur when a person learns about a particular language, especially learning English subjects which have four language skills that must be mastered by students. Harmer (2004) states that error is one of the division of error categories. There are three categories of errors. First, a "slip" is an error that the student can correct after the error has been pointed out by the student. Second, "errors" are errors they cannot fix on their own and which are there for explanation. Finally, "effort" is when the student tries to say something but doesn't yet know the correct way to say it. That is, errors are part of the error category whereas errors come from wrong repetition.

Based on the theories above, it can be concluded that errors are an inevitable part of learning. Errors usually happen when learning process especially in learning language. Error is a part of mistakes categories. There are three categories of mistakes. They are: slip, error, and attempt.

b. Types of Error

In this research, to classify the students' errors in writing recount text, the researcher would like to use Dulay, Burt, et al (1981) state that are four principles ways in which learners modify target forms:

1) Omission

Omission is a type of errors which are characterized by the absence of an item that must appear in a well-formed utterance". From this statement, it can be concluded that what is meant by error of omission is the omission of elements that should appear in an utterance. Students often make these mistakes. Such as removed *to be*, omitting *article*, missing important components in a sentence (*verb, adjective, noun and adverb*), omitting "s" as a plural marker. Omitting *s'* as possessive. Omission of *s* in the verb of the third singular person of present tense In the simple present tense.

For example: *Bobby is an actor.*

From the example above, if students omitted one of the morfem from the sentence above, it is included in omission.

2) Addition

Dulay et al (1981) said that "Addition is a type of errors which are characterized by the presence of item which must not appear in a well-formed utterance." so it can be concluded that addition is the opposite of omission, namely students have added items or elements that should not be in the sentence.

Example: *The man who I saw him*

From the example above the students wants to say that *i saw him or i saw the man*. He knows to tell the subject only once, but he puts two nouns for the same thing. So this error is called addition

3) Misordering

Dulay et al. (1982) said that “Misordering is characterized by the incorrect placement of a morpheme or group of morpheme in an utterance.” The students were placed the wrong morpheme in a sentence. It can also be interpreted as students were wrongly placed words in an utterance, where the items presented are correct but wrong in the order.

Example: *I and my family went to the zoo yesterday.*

From the sentence above the students were wrongly placed the subject which should be *my family and i*.

4) Mis formation

Mis formation errors are those characterized by the use of the wrong form of the morpheme or structure. So mis formation is an error in the use of form in a sentence. It can also be interpreted as an error in choosing the right word, such as putting *i* in the position of the object that should be *me*, besides that, an error in using personal pronouns like he should be a “*he*” but students use pronouns for “*she*” and so on. Then it is included in the mis formation.

c. Sources of Error

According to Brown (2000), there are some sources of errors:

- 1) Inter lingual transfer. It's the first stage of learning a second language, and it's marked by inter lingual transfer from one's original tongue. For example, it is common to hear English learners refer to "the book of John" " rather than "John's book."
- 2) Intra lingual transfer. It occurs once the student has begun to grasp the fundamentals of the new system. It language learner generalizes the rules of the target language while not having sufficient knowledge of the language. "Does

John sing?" For example, "*Does Jack can sing?*" Other example is "*he goes*" and "*I don't know what time is it.*"

- 3) The learning environment. In the case of school learning, it refers to the classroom with its teacher and materials, or the social context in the case of untutored second language learning.
- 4) Communication methods learning styles are defined and linked to communication tactics.

Based on the theory above, it can be conclude that four source of errors the first is inter lingual transfer, intra lingual transfer, the learning environment, and the last is communication methods.

d. Analysis of Error

From the many possible errors made by students it can be identified, described and explained. Brown (2000) states that errors made by learner 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. Many procedures of error analysis, they are identifying errors, describing errors and explaining errors. In identifying errors, the researcher has to compare the learners' sentences produce with what seem the correct sentences in target language which correspond with them.

In describing errors, after all of the errors have been identified, they can be described and classified into categories like the following: semantic and grammatical errors, such as wrong word, wrong form, poor choice of word, slang, preposition, article, spelling , wrong order, and subject verb-agreement.

In explaining errors, the researcher has to explain what kinds of errors that have been made by students. Because some errors are common only to learners who share mother tongue whose mother tongues manifest the same linguistic property.

In this study, researchers will identify student errors found in the recount text, the text will be classified in the category of errors in grammar, especially the use of personal pronouns. After that, the researcher will explain the types of errors.

2. Concept of Writing

a. Definition of Writing

There are various definitions of writing proposed by the experts. According to Utami (2020) writing is a process of thinking of students in producing an idea in written form. Where writing skills is considered as a point of assessment of student success in English. In addition Sapkota in Harris (2014) writing is an activity of putting down the graphic symbols which has a function to present a language in order to convey some meaning so that the reader can grasp the information which the writer has tried to convey. This idea is supported by Nunan in Sulawazo (2004) writing is the process of thinking about how to express ideas into good writing, and put clearly. This statement supported by Leo in Husna (2018), he states that writing as a process of expressing ideas or thought in words could be done at leisure time. Children learn the steps of writing when they build new skills upon the old.

Based on some of the opinions above, it can be concluded that writing is a thought process that is carried out to find ideas and can develop them into writing that can be enjoyed. In addition, writing is also a graphic symbol that can serve to present a language to convey meaning with the aim of the reader being able to capture the ideas conveyed by the author. And writing is also a way for students to express their ideas into written form, and when students start writing apart from finding writing ideas they must also be able to organize their writing.

b. Purposes of Writing

There are some purposes given by some linguist in writing. According to Ur in Hikmah (2014) the purpose of writing, in principle is the expressing the people ideas, the conveying the message to the reader, so the ideas themselves should arguably be seen as the most important aspect the writing. It means the purpose of writing is to express writer idea to the reader in written form.

Meanwhile according to Diestch in Hikmah (2014) the general purpose of writing may be primary to inform, to persuade, to express and to entertain. The specific purpose involves responding to certain need in writing” From the statement, we know there are two purposes of writing: the general and specific purposes. The general purpose is to inform, persuade, express and entertain the reader. The specific purpose is depending on someone who writes the written.

Meyer (1992) categorizes the purpose of writing into three categories, to persuade, to inform, and to entertain.

1) To inform

The writer generally explains or describes an idea, a process, an even, a belief, a person, a place or thing to give information. The writer also gives the facts and explains its causes.

2) To Persuade

A writer tries to change the audience or behave differently. In this sense, the writer appeals to the readers’ logic or emotion

3) To Entertain

The writer gives some efforts to make the reader laughed, smiled, fascinated, surprised or even angry. Based on the purposes that stated by Meyer above, the researcher concluded that the writing that we make should inform something to its readers. In addition, the writing is hoped

that it can influence the reader's mind. In this case, it can persuade or entertain them

The conclusion is that the purpose of writing is to convey certain ideas, opinions, and information to readers that are useful to persuade, inform and entertain readers. Besides that writing also aims to answer certain needs in writing.

c. Kinds of Writing

According to Oshima & Hogue in Herawati (2019) there are four kind of Writing:

1) Narration

Narration is a type of writing that is used to describe the course of events. Narration places events in time and tells what happened in a chronological order. Something occurs, then something else happens, and everything happens in the same order. A narrative presents a tale about a set of events that occurred or an action process. The episodes that make up the tale are frequently described in the sequence in which they would occur in real life. Narration can take the shape of a short narrative, a novel, or a new story, as well as a big portion of our daily social interactions in the form of a lecture or a chat.

2) Description

A description is a type of writing in which something is described. It imitates the way something appears, smells, tastes, feels, or sounds. It can also elicit emotions like joy, loneliness, or dread. It was once used to construct visual images of individuals, locations, and time or reason units. It may be used to describe more than just a person's look. It might reveal information about their personality traits.

3) Exposition

Exposition is a type of writing in which something is explained. It frequently provides answers to the following questions: what, how, and why.

It is used to convey information, create explosions, and convey meaning. Its goal is to display information and make it as clear as possible.

4) Recount

A recount is a text that recounts prior events or experiences. Its goal is to recount occurrences. Recount has three basic structures: orientation, events, and reorientation. It resembles the conventional story frameworks. Only in occurrences can recount text be distinguished from narrative text. Recounting is straightforward.

So there are four types of writing in English lessons, namely, narration, description, exposition and recount. In this study, researchers only focus on recount text.

d. Error in Writing

Finding interesting ideas to write about and developing these ideas into well-organized writing is not an easy thing for students. Koppenhaver in Wood (2008) said that writing to write involves complex thinking that must integrate several components including topic themes, word choice, organization, purpose, audience clarity, sequence cohesion, and transcription. From these statements we can see that writing is a difficult activity not only to find writing ideas but also how students can choose a theme, organization, determine the right goal and choose the right sentence and so on.

Meanwhile, according to Sadler in Wood (2008) said that bad writers usually show major errors at two levels, namely copying with grammar, spelling, punctuation, and handwriting (lower level) and generating ideas, sorting content and revising (lower level) (tall level). The content of student writing is less coherent than that of proficient writers and lacks the required elaboration of main points. Meanwhile Ngabut (2013) said that there are many common mistakes that students face when they are instructed to write a text.

The error appears in at least four fields. They are problems in content, organization, vocabulary, and grammar.

4) Recount Text

a. Definition of Recount Text

There are many definitions of recount text put forward by several experts, among them according to Sulawazo (2020) Recount text is a text tells people experience or event gradually. Text Recount or recount text is a text that express and tells readers or listeners the events in the past time through a sequence of event. In writing recount texts, students must be aware and have to know the language features and the generic structure of the text. There are generic structure of recount text, orientation, events and re-orientation. In addition Hyland in Musabbihin (2017) recount is a text which has function to retell the activities or experiences in the past. Recount text consists of three generic structures; they are orientation, series of events, and re-orientation. And Anderson in Yuniarto (2014), recount is defined as a piece of text that retells events aimed to give the audience a description of what occurred and when it occurred.

Based on the opinion above, it can be concluded that recount text is a text that tells an event that has happened in the past such as the experience of the author or the experience of others and can also tell an event that occurred in the past. In writing recount text or text recount so that the writing is well organized, students or writers must follow the generic structure of a text recount consisting of orientation, event and re-orientation.

b. Kinds of Recount Text

According to Wood (2000), there are five types of recount text as follows:

- 1) Imaginative or Literary Recount Text

Imaginative or literary recount text amuses the reader by recreating the events of an imaginary world as though they have been read. The use of emotive language must be in specific detail.

2) Factual Recount Text

A factual recount text concerns with recalling events truthfully. The type of this recount text, such as a school accident report. This type usually can be taken from everyday life. The important is the use of language that is accurate and detail. Therefore, the reader gets a complete picture of the event. Extended description, emotive language and unnecessary detail are out of the place in this text. This type is using third narration, passive voice and information presented when writing the text.

3) Procedural Recount Text

A procedural recount text records the step taken in completing a task or a procedure. The used of technical terms, accurate time series and first person narrations such “I” or “we”. For instance, how to repair the radio, and the steps for using washing machine.

4) Personal Recount

Text Personal recount text is the writer’s experiences. It is usually diary or journal and postcard. Moreover, personal recount text is written in the first person. The aim is also to entertain or to inform the reader.

5) Biographical Recount Text

A biographical recount text tells the story of a person’s life. It uses third person narrator (he, she, and they). It is usually accurate and to record specific names, times, places and events. For final section, it is often evaluation of the subject’s achievements.

c. Language Feature of Recount Text

According to Dirgeyasa (2016) there are two parts of the language feature in a recount text, namely as follows.

1) Grammatical pattern In general, recount text follows a grammatical structure that contains

- a) It focused on specific participants
- b) It is written in the past tense. Most of the time in the past tense, although it can sometimes be in the present tense for dramatic effect
- c) It adds tension by changing the sentence length; no longer sentences give contrast information.
- d) The frequent use is made of words which link events in time, such as next, later, when, then, first, second etc.
- e) The recounts describe events, so plenty of use is made of verbs (action words), and adverbs (which describe or add more detail to verbs).
- f) The details are often chosen to add interest or humor to the recount .
- g) It uses personal pronouns (I, we and so on) (personal recount).
- h) Passive voice may be used

2) The related vocabulary usages

In general, the related vocabulary usages of the recount text in common are

- a) It uses material processes.
- b) It focuses on specific participant depending on the topic discussed; words relating to material processes; and circumstances of time and place.
- c) It focuses on temporal sequence.
- d) It uses time words to connect events. The noun groups describe people and place.
- e) The use of objective functions to indicate mood of the event or personal attitude in order to make the event more meaningful and powerful such as, it was wonderful, it was tiring.

d. Error in Recount Text

According to Kemala (2017) there are several errors that generally occur in writing recount text, including the following:

1) Capitalization Error in Recount Text.

Capital letters are used. In all languages, correctness is a writing requirement. When writing, some students still struggle with capitalization, using tiny letters at the start of new paragraphs and capital letters in the midst of phrases. Some pupils also capitalized the first letter of a person's name, a place's name, and the name of a city or nation.

2) Punctuation error in Recount Text.

Punctuation is one of the components of writing that students must properly understand. Students' writing appears to show that they do not grasp how to properly employ punctuation marks to express information accurately and efficiently. It is the full stop that has been utilized properly and appropriately. Commas, which are frequently employed to assist readers in conveying the intended meaning in extended sentences, are underutilized. This not only decreases comprehension but also accuracy.

3) Inexplicitness/fuzziness in Recount Text.

Inexplicitness/fuzziness in recount language makes it difficult for students to convey their ideas properly, and the linkages between parts inside and across sentences are not being leveraged by students. It means that if a student believes a sentence requires justification for anything in another sentence, the student should make it clear. As a result, the reader understands the text or words.

4) Poor Organization/Illogical Sequence in Recount Text.

Poor organization indicates that the learner is having difficulty organizing his or her thoughts and ideas as a writer. They frequently underestimate the importance of carefully structuring linguistic content for maximum impact. This flaw can be detected both within and between

sentences. The phrases and paragraphs should be grouped in a logical and methodical manner.

5) Spelling Problem in Recount Text.

English spelling is tough for students as a foreign language since Indonesian local languages have quite distinct spelling responsibilities. As a result, pupils must read and read in order to master the spelling of English words.

6) Grammatical Error in Recount Text.

Grammatical is one of the most important aspects of putting the student's ideas in writing so that the reader may grasp them. Students frequently make mistakes while employing tenses, proper nouns and pronouns, adverbs, and the 5W+1H question in sentences.

Of the several common errors that occur in recount text as described above, the researcher only focuses on errors in grammar found in students' recount text. Exactly the error in using personal pronoun.

5) Pronoun

a. Definition of Pronoun

Pronoun is a word used to replace of a noun Mcdougal (1985) a pronoun is a word that can stand alone, it can stand in place of a noun, noun group or name. It usually needs to have a clear and consistent reference, referring to something that has been identified or named in the text.

Another definition was explained by Payne (2011), that pronouns are anaphoric words which mean that they are tools that speakers use to refer or to mention participants and props on the discourse stage.

b. Kinds of Pronoun

There are some kinds of pronouns, Suswati and Yuliana (2009) state that there are some kinds of pronouns, they are as follows:

1) Personal pronoun

It refers to a specific things or person and changes it form to indicate that the person, number, gender, and case. Subjective personal pronouns are: I, You, She, He, It, We, and They. Example: "she goes to school." Objective personal pronouns are: Me, You, Him, Her, It, Us, and Them. Example: "John likes me or her."

2) Possessive pronoun

It is used 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 things/things).

3) Demonstrative pronoun

It point out specific persons, places, and things. Luckily, there are only two: "this" and "that". There are two plural forms: "these" and "those".

4) Indefinite pronoun

It does the opposite job of demonstrative pronouns. They are used when do not have a particular person, place, or thing to which to refer. This is a big group of pronouns but a few common ones are "any," "each," "everyone," "nobody," "other," "several," "something," and "nothing."

5) Reflexive pronoun

It is used when one wants to refer back to the subject of the sentences or clause. It end in "-self" (singular) or "-selves" (plural).

6) Reciprocal pronoun

It is used when each of two or more subjects are acting in the same way towards the other. For example: A is talking to B and B is talking to A.

7) Relative pronoun

It relates a person or thing to something that's being said about them. The most common are "whom," "whose," "which," "that," And "what," but there are also compound forms such as whatever," "whoever," and so on.

8) Interrogative pronoun

It is the curious cousins of relative pronoun. They are identical to their relative pronoun twins such as “whom“ “which and that” but they are being used to ask question: Who took my bag? Which way did he go? It can be concluded that, there are some pronouns that can use in writing. They are: personal pronoun, demonstrative pronoun, possessive pronoun, interrogative pronoun, reflexive pronoun, reciprocal pronoun, indefinite pronoun, and relative pronoun.

So there are eight types of pronouns in learning English that must be mastered by students. Of the many types of pronouns above, the researcher only focuses on studying personal pronouns.

6) Personal Pronoun

A. Definition of Personal Pronoun

Suryani (2019) said that personal pronoun is one component of English grammar that students are still puzzled about. The personal pronoun is a type of noun determiner that is employed when a more precise noun phrase is not required. Personal pronouns take on several forms depending on the person (first, second, or third), case (subject, object, possessive), number (single, plural), and gender (masculine, feminine, or neuter).

From some definition above, it can be known that personal pronoun is a word that take places of noun. However, the position and the function as the significant factors in organizing a part of speech often consider pronoun as a subclass of noun and substitution forms to different units. The differences of many pronouns are more highly inflected for grammatical properties, (person, number, case and gender), and all pronouns lack the derivational endings (Such as; - tion, - ment) that nouns have. Pronouns have most of the same functions as noun, such as:

- 1) Subject of verbe. g; They were late for their appointment
- 2) Object of verb

- Direct object : e. g; We enjoy ourselves at the party

- Indirect: e. g ; We will send you the goods immediately

3) Subjective Complement

e. g; That's the one

4) Object of preposition

e. g; After this, be more careful

e. Appositive

- Nonrestrictive: Mary, one the most intelligent girls I know, is planning to attend the university

- Restrictive: The men all got into boat

The word all, both and each used in close (restrictive) apposition.

They may be in opposition to nouns or pronouns.

Pronouns have various types, as they can be seen below:

1) Personal pronouns: I, we, you, they, he, she, it

2) Relative pronouns: Who, that, and which

3) Interrogative: Who, which and what

4) Demonstrative: This, that, these, those.

5) Indefinite pronoun: Somebody, someone, and something

6) Reflexive (intensive) pronoun: myself, yourselves ourselves etc.

7) Reciprocal pronoun: each, other, and another

B. Case of Personal Pronoun

Wishon in Suryani (2019) created a summary of the case of personal pronouns, as seen in the table below.

Table 1
Case of Personal Pronouns

	Subjective Personal Pronoun	Objective Personal Pronoun
Singular	I	You
	You	Me
	She, he, it, they	Her, him, it, them
Plural	We	Us
	You	You
	They	Them

Subjective personal pronoun: I, you, he, she, it, we, you, they

- 1) Using the nominative form if the pronoun functions as the subject of the sentence/clause.
- 2) Using the nominative form when the pronoun follows a to be verb.

e.g.,

- John always thinks before he speaks. (*John* = subject: nominative form, *he*)

- He and I went shopping. (*He* and *I* = subject: nominative form)

- The Nobel Prize winner was she. (nominative form follows is, a to be verb)

Objective personal pronoun: me, you, him, her, it, us, you, them

- 1) Using the objective form if the pronoun is a direct or indirect object.
e.g.,
 - The doctor spoke with my husband and me. (object: objective form, me)
 - When Boris met Natasha, he gave her a gift. (object: objective form, her)
 - A neighbor helped us. (object: objective form, us)

C. Personal Pronoun Problems

Most of the learners have some difficulties in using the right Personal Pronoun. Here is some problem that learner face:

- 1) A pronoun with two possible antecedents

Example: Whenever John is able to help his brother financially,
He is very happy.

Corrected to: John is happy when he is able to help his brother financially.

Or: John's brother is happy to receive financially help from John.

- 2) An unnecessary personal pronoun after a noun subject.

e.g; my friends, they told me the whole story

Corrected to: My friends told me the whole story

- 3) Vague it. The personal pronoun it is used without a definite antecedent.

e.g; Because Jane had once had a bad accident while driving. She was afraid to try it again. Corrected to: ... She was afraid to try to drive again.

In certain colloquial idioms, a definite antecedent is not required for the personal Pronoun it.

- 4) G; I hope you will like it here

The strain of final examinations is too great, I can't take it

- 5) Too many it's near each other personal it appears in close proximity with
 6) Impersonal or anticipatory it.
 7) G ; We like it very much in this hotel. It is wonderful to relax in its comfortable Atmosphere. It is possible we'll stay in it again on our next vacation.
 8) Loose use of it or they as subject

It or they is sometimes used as the subject of a verb, while the agent that should actually be the subjects is put in prepositional phrase.

e. g ; in the news paper, it says that the concert was canceled

Corrected to: The newspaper says that the concert was canceled.

e. g ; At the university, they require an examination for all entering freshmen

Corrected to: The University requires an examination for all entering freshmen.

- 9) Shift Pronoun number

e. g : The student must be made to understand how each lesson can be of value to them.

Corrected to: The student change to be students or Them changes to be him

10) Shift Person

Third person is not used in one part of a sentence if it is shifted back to the Personal you

Example : A good song lends comfort to people, so that you feel less alone.

Corrected to: A good song lends comfort to you... Or..., so that feel less alone.

11) Choice of case

Over corrected it happens when there are two choices between subject (she) and object (her) case forms of pronouns.

B. Review of Relevant Studies

Based on the literature that the researcher read, the researcher found people who had researched related an errors analysis of pronoun in writing recount text. The first is from Riadussulhi (2017) with the title “**Analysis of Students’ Errors in Using Pronoun in English Composition: A Case Study at the Eighth Grade Students of SMPN 1 Narmada in Academic Year 2017/2018**” This study aimed to identify and describe the most common pronoun errors made by students in English composition The population of this study was the eighth grade students of SMPN 1 Narmada in academic year 2017/2018 which consist of ten classes namely VIII-1, VIII-2, VIII-3, VIII-4, VIII-5, VIII-5, VIII-6, VIII-7, VIII-8, VIII-9, and VIII-10. This study involved 40 students as the sample of the study which was taken by using simple random sampling technique. The instruments used in this study were fill in the blank test, guided-writing test, and questionnaire. In

analyzing the data, descriptive-quantitative method was used. Based on the data analysis, it was found that the eighth grade students of SMPN 1 Narmada made errors in using pronoun in English composition with percentage of errors 67.23%. The data from the test showed that the most common errors made by students were possessive pronoun with 21.85% errors. Meanwhile the result of the questionnaire showed the most factors causing students' errors were intra lingual error and interference error. The similarity of this research with the one that the researcher will examine is that they both examine errors in the use of pronouns. While the difference lies in the object of research, namely English competition, while this study analyzes pronouns in recount text. In addition, this study uses quantitative methods to collect data and the researchers themselves use qualitative and content analysis methods to analyze documents.

The second result is from Mardiana (2019) with the title **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. 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 229.

The percentage of students' error omission in writing descriptive paragraph was 12%, addition was 23%, misordering was 1%, and misinformation was 64%. And the most grammatical errors made by the students was misinformation was 64%. The similarity between this research and what the researcher will examine is that they both analyze personal pronouns that also use qualitative techniques as research methods. While the difference is that the research uses documents to get data which is then seen as a percentage. While this study also uses documents to obtain the data where the data will be analyze using content analysis to answer research questions.

And next from Suryani (2019) where this research was conducted in 2019 with the title research "**An Error Analysis On Using Personal Pronouns In Writing Descriptive Text**". The objective of this research was to know the most types of error and the most error of personal pronouns in descriptive text due to the eleventh-grade students in their descriptive paragraph writing. This research conducted qualitative research. This research was conducted at SMK Negeri 1 Cimahi in Academic Year 2018/2019. To get the data, the researchers gave an instruction for the students to make a descriptive text about person, conduct the students' writing result, read the students' writing result, identified the type of students' writing error from their text, classified the type of personal pronouns error from students' writing, and identified the high students, middle students and lower students. The result showed that there are four types of errors, they are: omission, addition, misordering, and disordering. In students' writing had been found many errors that focused on personal pronoun is 8 or 32% of omission error, 0 or 0% of addition error, 17 or 68% of mis-formation error, and 0 or 0% of disordering error. So, the highest percentage of types of error is a mis-formation error that is 17 or 68%. The most error of personal pronouns in descriptive text due by the students is when they used a subject pronoun. The similarity of this research is to analyze errors in the use of pronouns. The difference lies in the object to be

analyzed, namely this study analyzes descriptive texts while the researchers themselves analyze recount texts to collect data.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used quantitative research. According to Leedy & Ormrod in Oberity (2017) quantitative research methods are focus with quantifying and analyzing variables in order to arrive at a conclusion. It entails the use of statistical tools to analyze numerical data in order to answer questions such as who, how much, what, where, when, and how. However, "quantitative research" entails "gathering data so that information may be assessed and statistically treated to support or disprove alternative knowledge assertions." The design of the research used document or document analysis because in this research the researcher focuses on students' writing to be able to analyze the types of errors and how much percentage in the use of personal pronouns

Content analysis is used as a method to analyze the content of the document. The study will analyze students' error in using pronouns, namely personal pronouns in recount text. According to Jurna (2018) content analysis describes or explains a problem whose results can be generalized.

So it can be concluded that this study used quantitative methods with document design to obtain data and to analyze the data using content analysis methods.

B. Data and Source of Data

1. Source of Data

In this study, the source of the data was documents in the form of an eighth grade student's recount text writing exercise. In conducting the research, the researcher asked permission to English teacher subject and borrow students' writing exercise. The students' exercise was about writing recount text. There were 67 students' from three classes exactly VIIIA, VIIIB, and VIIC. The

researcher was get students' exercise about recount text only from VIIIA because class VIIIA is taught by an English teacher who is different from VIIIB and VIIIC. In addition, the reason is that only class VIIIA has reached the stage of writing recount text, the other classes because they are pressed by the time for even semester exams so they do not reach that stage. Class VIIIA consisted of 22 students and there were 3 students who did not collect their writing exercises, so the researchers obtained a total of 19 documents. In conclusion there were 19 documents that should be analyzed by the researcher.

2. Data

The data in this study are personal pronouns, more precisely, students' errors in using personal pronouns found in the recount text exercises for eighth grade students in the second semester at SMPN 1 Batipuh. personal pronouns include objective and subjective personal pronouns. From these errors, the researcher grouped the types of errors in the form of omission, addition, mis ordering, mis formation.

C. Research Instrument

Instrument in this study are documents in the form of exercises for eighth grade students in the second semester of SMPN 1 Batipuh. Documents are student recount writing. After the document is obtained, the researcher was processed to the next stage, namely analyzing data discovered by miles and hubermen in sugiyono (2007) to answer research questions number one and used of percentage formula to get research question number two.

D. Technique of Data Collection

In this research the researcher used document to collect the data of students' error using personal pronoun in writing recount text. Ary in (Mardiana, 2019) documents, such as autobiographies, diaries, and letters; official documents, such as files, reports, memorandums, or minutes; or popular

culture documents, such as novels, movies, and videos are all examples of documents. The document in this research is a student's writing exercise about the experiences they has in the past.

1. Research Procedures

This research was conducted by applying the following procedures:

a. Pre- Operation

- 1) Doing Preliminary research
- 2) Finding the problem
- 3) Finding theories that relating to this research problem
- 4) Writing Research Proposal
- 5) Consulting with advisors
- 6) Revising proposal
- 7) Having proposal seminar
- 8) Revising proposal after seminar

b. Whilst Operation

- 1) Borrowing students' writing exercise to English teacher at SMPN 1 Batipuh.
- 2) Collecting students' exercise about recount text based on their experience in the past.
- 3) Analyzing students' exercise

c. Post Operation

- 1) Writing the research finding
- 2) Drawing conclusion and suggestion
- 3) Doing research report seminar
- 4) Revising the research report
- 5) Writing thesis

E. Technique of Data Analysis

In analyzing the data researcher using content analysis technique. There are two types of content analysis, namely qualitative content analysis and quantitative content analysis. The study using quantitative content analysis to obtain data. According to Jurna (2018) in general, quantitative content analysis is a scientific research technique which is intended to describe the characteristics of the content and interesting inferences of the contents. Content analysis to systematically identify communication visible (manifest), and carried out objectively, validly, reliably and replicated.

To analyze the student recount text, the researcher use content analysis techniques. According to Barelson in (Domand, 2006) content analysis is a systematic, repeatable approach for condensing large amounts of text into fewer content categories using specific coding criteria. In Addition Schreier in (Elo, 2014) said that content analysis is one of the quantitative methodologies for evaluating and interpreting data that are now accessible. It is a systematic and objective way of describing and measuring occurrences as a research approach. The ability to reduce data to concepts that describe the research phenomenon by creating categories, concepts, a model, conceptual system, or conceptual is a prerequisite for successful content analysis. Content analysis may also be used to look for patterns and trends in documents. Weber in (Ahmad, 2018) said that Content analysis is a research method using a set of procedures for making valid inferences from text.

The conclusion is that content analysis is a technique for analyzing large amounts of data to certain criteria by using code. Besides that, content analysis is also one of the quantitative methodologies for evaluating and interpreting data by creating categories and concepts. In addition, content analysis is a set of procedures for making valid conclusions from the text. Researcher will

analyzing the data types of personal pronoun error found in students' recount text by applying the following steps:

- a. Borrowing students writing exercise to English teacher
- b. Reading students' recount text
- c. Coding of data collection

For example : D1 using for document number one, D2 using for document number two, D3 for document number three and so on. After that will continue by coding each paragraph. P1 using for first paragraph, P2 using for second paragraph, P3 for third paragraph. After that S1 using for first sentence, S2 using for second sentence, S3 for third sentence and so forth.

- d. Codification for Types of Error

For example: OM is were using for omission, AD will using for addition, MO using for Mis ordering and the last is MI will using for mis formation

Table 2

Examples of work table of Students' Error in Personal Pronouns

No	Number of Data	Identification of Error	Types of Error
1	D1/ P1/ S1		
2	D2/ P2/ S2		
3	D1/ P3/ S8		
4	D2/ P1/ S3		

For more detailed information can be seen in appendix four.

- e. Making percentage of the data

The data will analyzing by using Edhereveno Sylvanus (2015) formula:

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

Explanation :

P = The total percentage of errors

F = Frequency of error

N = Number of error

- f. Drawing conclusion based on research finding

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. Research findings

This chapter presents and discusses the result of the research on errors analysis of personal pronoun found in students recount text. This research was conducted at grade eighth students SMPN 1 Batipuh registered in 2021/2022 academic year. In conducting the research, the researcher asked permission to English teacher subject and borrow students' writing exercise. The students' exercise was about writing recount text.

Before analyzing the data, researcher gave number of data for each students' exercise that was conducted from D1 until D19. Then, the researcher analyzed all of documents used tables. After analyzing nineteen documents for three times. And researcher saw all documents errors in used of personal pronoun. The research findings are elaborated at the following part:

1. Kinds of Personal Pronoun Error on Students' Recount Text

The researcher found that four types of grammatical errors of personal pronoun in students' recount text. They were omission (11 items), addition (12 items), mis ordering (16 items), and mis formation (35 items). Totally, there were 74 items of personal pronoun errors in students' recount text.

Table 3

Personal pronoun errors found in students' recount text of the eight grade students SMPN 1 Batipuh 2021/2022 academic year

No	Number of Data	Identification of Error	Types of Error	Frequency
1.	D18/ P1/ S5	I this time all people ignore my family because ____ afraid we attack of covid or corona virus.	Omission	11

No	Number of Data	Identification of Error	Types of Error	Frecuancy
2.	D5/ P1/ S3	My father go to work 9 am. And go home at 5 pm, after go home, <u>my father</u> take a vath and eat food.	Addition	12
3.	D3/ P1/ S1	One day after Eid Mubarak <u>I and my family</u> shopping together in market.	Mis ordering	16
4.	D1/ P1/ S1	One year ago, <u>my</u> have accident in motorcycle in road.	Mis formation	35
Total				74

a. Omission

After analyzing the data, researcher found that 11 items of omission in students' recount text, study of the eight grade students SMPN 1 Batipuh registered in 2021/2022 academic year. To see completed information about omission, see appendix 4. Examples of omission can be seen in the following table:

Table 4

Example of omission of personal pronoun

No	Number of Error	Identification of Error	Types of Error
1.	D18/ P1/ S5	I this time all people ignore my family because _____ afraid we attack of	Omission

		covid or corona virus.	
2.	D2/ P1/ S3	In this holiday it very nice because___ <u>can holiday</u> with my all my family	Omission
3.	D15/ P1/ S4	To there ___ <u>play</u> with my all my family.	Omission

Based on the table above, it can be seen that there were some personal pronoun error in students' recount text. For example, document number eighteen, in first paragraph and fifth sentence D18/ P1/ S5. The students wrote:

I this time all people ignore my family because ___ afraid we attack of covid or corona virus.

The sentence above is included in the omission type class, that is, there is no item or noun that functions as a subject before the word *afraid* (adjective). The students have omitted the noun that should be in the sentence above to become the subject. So the correct sentence is:

*I this time all people ignore my family because **they** afraid we attack of covid or corona virus.*

Another example of errors was found by researcher in student recount texts for example: in document number two, paragraph one, and the third sentence, (D2/P1/S3). Students wrote:

*In this holiday it very nice because ___ **can holiday** with my all my family*

The underlined word above was included in omission because there is no item that should appear, namely the used of "I" as a subject in sentences So the correct sentence is:

*In this holiday it very nice because **I can holiday** with my all my family*

The last examples was found in the students' writing exercises are in document number fifteen, the first paragraph, and the fourth sentence (D15/P1/S4). Students have wrote:

*To there **play** with my all my family.*

The sentence that has been made by the students above is a type of error in omission because the students omitted the part that should be in the sentence so that it does not looked grammatical. The missing part is the subjective personal pronoun "I". So the correct sentence is:

***i** play with all my family there*

ini adalah contoh kesalahan dalam penggunaan personal pronoun yang ditemukan dalam latihan siswa. Informasi mengenai error dalam omission dapat di lihat di appendix 4

b. Addition

In this research, the researcher found that there was 12 items of addition found in students' recount text, a study of the eight grade students SMPN 1 Batipuh registered in 2021/2022 academic year. To see complete information about addition, see appendix 4. Some of addition can be seen in following tables.

Table 3
Addition of Personal Pronoun

No	Number of Data	Identification of Error	Type Of Error
1.	D5/ P1/ S3	My father go to work 9 am. And go home at 5 pm, after go home, <u>my father</u> take a bath and eat food.	Addition
2.	D19/ P1/ S6	After three day mom wake up, and I am so happy, but after two hour <u>my mom</u> look different,	Addition
3.	D19/ P1/ S1	A few mouth before me mom enter in hospital. I and my father so worry see <u>my mom.</u>	Addition

Based on the table above, it can be seen that there were some personal pronoun errors in students' recount text. For example, document number five, first paragraph and third sentence, (D5/ P1/ S3) students wrote:

My father go to work 9 am. And go home at 5 pm, after go home, my father take a bath and eat food.

The underlined word above is an error in the addition types because students tell the object with the same word repeatedly, where students should be able to use pronouns so that the sentence looks more grammatical. So the correct sentence is:

My father go to work 9 am and go home at 5 pm, after go home, he take a bath and eat food.

Other examples of errors found by researcher in students' recount text are in document number nineteen, the first paragraph, in the sixth sentence, (D19/P1/S6). Students have written:

After three day mom wake up, and I am so happy, but after two hour my mom look different,

The underlined word above is an error in the addition types because students tell the object with the same word repeatedly, where students should be able to use pronouns so that the sentence looks more grammatical. So the correct sentence is:

After three day mom wake up, and I am so happy, but after two hour she look different

Other examples of errors found by researcher in students' recount texts are in document number Nineteen, the first paragraph, in the first sentence, (D19/P1/S1). Students wrote:

A few mouth before me mom enter in hospital. I and my father so worry see my mom.

The underlined word above is an error in the addition type because students tell the object with the same word repeatedly, where students should be able to use pronouns so that the sentence looks more grammatical. So the correct sentence is:

A few mouth before my mom was enter in hospital. We so worry saw her.

c. Mis Ordering

In this research, the researcher found that there was 16 items of mis ordering found in students' recount text, a study of the eight grade students SMPN 1 Batipuh registered in 2021/2022 academic year. To see complete information about mis ordering, see appendix 4. Some of addition can be seen in following tables.

Table 4
Mis ordering of Personal Pronoun

No	Number of Data	Identification of Error	Type Of Error
1.	D3/ P1/ S1	One day after Eid Mubarak <u>I</u> <u>and my family</u> shopping together in market.	Mis ordering
2.	D5/ P1/ S5	We were very happy, and <u>I</u> <u>and my father</u>	Mis ordering

		always remember.	
3.	D7/ P2/ S1	There <u>I, my friend and also my cousin</u> play together and my family very happy there.	Mis ordering

Based on the table above, it can be seen that there were some personal pronoun errors in students' recount text. For example, document number three, in first paragraph and first sentence (D3/ P1/ S1). The students wrote:

*One day after Eid Mubarak **I and my family** shopping together in market.*

The underlined words above are errors in mis-ordering that have been done by students. The meaning of the sentence is correct but wrong in the order. So the correct sentence is:

*One day after Eid Mubarak **my family and I** shopping together in market.*

Moreover, the researcher found other personal pronoun errors in students' recount text at document number five, in first paragraph and fifth sentence (D5/ P1/ S5). The students' wrote:

*We were very happy, and **I and my father** always remember.*

The underlined words above are errors in mis-ordering in personal pronouns. The student's intentions are correct but wrong in the order. So the sentence should be:

*We were very happy, **my father and i** always remember.*

The another examples is the researcher found other personal pronoun error in students' recount text at the document number seven, in second paragraph and first sentence, (D7/ P2/ S1). Students' wrote:

There I, my friend and also my cousin play together and my family very happy there.

The underlined words above are other examples that have been found in students exercises. This error is included in the mis ordering. As previously explained, the meaning of the sentence is correct but the students made an error in ordering it. So the correct sentence is:

There my friend, my cousin and i play together and my family very happy there.

d. Mis Formation

In this research, the researcher found that there was 35 items of mis formation found in students' recount text, a study of the eight grade students SMPN 1 Batipuh registered in 2021/2022 academic year. To see complete information about mis formation, see appendix 4. Some of addition can be seen in following tables.

Table 5

Mis formation of Personal Pronoun

No	Number of Data	Identification of Error	Type Of Error
1.	D1/ P1/ S1	One year ago, <u>my</u> have accident in motorcycle in road	Mis formation
2.	D1/P1/S5	People bring	Mis

		<u>I</u> home	formation
3.	D4/ P1/ S5	<u>He</u> take so many picture	Mis formation

Based on the table above, it can be seen that there were some personal pronoun errors in students' recount text. For example, document number one, in the first paragraph and first sentence (D1/ P1/ S1). The students wrote:

One year ago, my have accident in motorcycle in road

The underlined word above is a type of mis-formation that has been done by students. My have is an error in the use of personal pronouns that have been done by students or also called errors in choosing the right words. So the sentence should be:

One year ago, i have accident in motorcycle in road

Other examples of mis-formation errors that have been found in the recount text for example: document number 1, the first paragraph and in the fifth sentence (D1/P1/S5). Students wrote:

People bring I home

The underlined words above are errors made by students in the type of mis-formation. The students were made a mistake in using the correct form of personal pronoun, where I is the object, while in the sentence I is made the subject. So the correct sentence is:

People bring me home

The last example that researcher found in the mis-formation errors that have been found in students' recount texts are: document number four, in the first paragraph and fifth sentence, (D4, P1, S5) Students' wrote:

He take so many picture

The underlined word above is a types of mis formation, because the students were made a mistake in using a personal pronoun, he is a male pronoun while in the text the students were told his mother. So the correct sentence is:

She take so many picture

2. **Percentage distribution of personal pronouns error on students' recount text are.**

Table 6

Description of Error in Personal Pronoun Found in Students' Recount Text (A Study of the Eight Grade Students' of SMPN 1 Batipuh)

No	Types of Personal Pronoun Error	Frequency	Percentage
1.	Omission of personal pronouns	11	14,9%
2.	Addition of personal pronouns	12	16,2 %
3.	Mis ordering of personal pronouns	16	21,6 %
4.	Mis formation of personal pronouns	35	47,3 %

Based on the table above, it can be concluded that the percentage of omission found in students' recount text exercise was 14,9 %. The percentage of addition found in students' recount text exercise was 16,2 %. The percentage of mis ordering found in students' recount text exercise was 21,6%. The percentage of mis formation found in students' recount text exercise was 47,3 %. Among four types of personal pronoun errors which are found, the most difficult type

of personal pronoun error of mis formation. In this research the researcher found that there are items or 47,3 % of wrong mis formation.

B. Discussion

Based on research finding above, it can be seen that there were four types of error in personal pronoun found in students' recount text of the second semester of the eight grade students SMPN 1 Batipuh registered 2021/2022 academic year. They were omission (11 items), addition (12 items), mis ordering (16 items) and last one is mis formation (35 items).

The percentage of omission found in students' recount text exercise was 14,9 %. The percentage of addition found in students' recount text exercise was 16,2 %. The percentage of mis ordering found in students' recount text exercise was 21,6%. The percentage of mis formation found in students' recount text exercise was 47,3 %. Among four types of personal pronoun errors which are found, the most difficult type of personal pronoun error of mis formation. In this research the researcher found that there are items or 47,3 % of wrong mis formation.

Lakkis and Malak (2000) state that personal pronoun error is used very frequency by English learner. It happens because the students influenced by their mother tongue. It is strengthened by inezan and najim (2010) that the learners tend to think every pronoun in their mother tongue and in the target language can be applied in the same way. For example, they wrote: *me have, me help, I and my sister, etc.* They did not used personal pronoun as it is and this strategy often ends in a misuse of personal pronoun. Therefore, they tend to make errors in using appropriate personal pronoun.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and the discussion of errors in personal pronoun found in students' recount text. A study of the eight grade students of SMPN 1 Batipuh registered 2021/2022 academic year, it can be concluded that there are four types of grammatical error in personal pronouns found in students recount text.

1. Types of personal pronoun error on students' recount text at SMPN 1 Batipuh

Omission (11 items), addition (12 items), mis ordering (16 items) and the last types is mis formation (35 items).

2. The percentage distribution of personal pronoun error on students' recount text at SMPN 1 Batipuh

Omission (14, 9 %), addition (16, 2 %), mis ordering (21, 6%) and the last types is mis formation (47, 3 %). Among four types of personal pronoun errors which are found, the most difficult type of personal pronoun error of mis formation. In this research the researcher found that there are items or 47,3 % of wrong mis formation.

B. Suggestion

Related to the finding of this research, the researcher would like to give suggestions for:

1. The Students

Students must understand the use of pronouns in a sentence, especially the use of personal pronouns, it looks very simple but the data proves that there are still many students who are wrong in using it. It is better for students to learn more and understand each type of personal pronoun so that the same error does not occur.

2. The Teachers

Suggestions from the researcher to the eighth grade English teacher at SMPN 1 Batipuh to explain more about personal pronouns. Then the teacher can give more exercise to improve students' skill in using personal pronouns.

3. Further Researcher

In this study, the researcher has completed his discussion about errors in personal pronouns found in students' recount text. The researcher hopes that it can inspire the next writer to conduct the research about error analysis of simple past tense found in students' recount text or narrative text at junior high school or senior high school.

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