

**AN UNDERGRADUTE THESIS**

**AN ANALYSIS OF STUDENTS REFERENCE IN ENGLISH WRITING  
SKILL AT THE ELEVENTH GRADE OF MA AL-MUBAROK  
BANDAR MATARAM CENTRAL LAMPUNG**

**BY :**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1445 H/ 2024 M**

**AN ANALYSIS OF STUDENTS REFERENCE IN ENGLISH WRITING  
SKILL AT THE ELEVENTH GRADE OF MA AL-MUBAROK  
BANDAR MATARAM CENTRAL LAMPUNG**

Presented as Partial Fulfillment of The Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
in English Education Department

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1445 H/ 2024 M**



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**APPROVAL PAGE**

*Assalaamu'alaikum Wr. Wb*

Title : AN ANALYSIS OF STUDENTS REFERENCE IN ENGLISH  
WRITING SKILL AT THE ELEVENTH GRADE OF MA AL-  
MUBAROK BANDAR MATARAM CENTRAL LAMPUNG

Name : Nisrina Alya Rifa

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Faculty : Tarbiyah and Teacher Training

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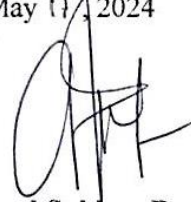
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Title : AN ANALYSIS OF STUDENTS REFERENCE IN ENGLISH  
WRITING SKILL AT THE ELEVENTH GRADE OF MA AL-  
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the examined. Thank you very much.

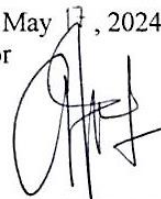
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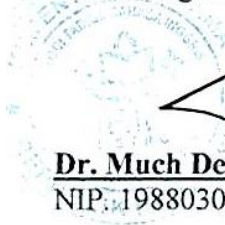
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Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Judul Skripsi : AN ANALYSIS OF STUDENTS REFERENCE IN ENGLISH WRITING SKILL AT THE ELEVENTH GRADE OF MA AL-MUBAROK BANDAR MATARAM CENTRAL LAMPUNG

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris



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**RATIFICATION PAGE**

No:  $\beta$ -27 SS/ U.28.1 / D/PP.009 / 06/2024.

An Undergraduate thesis entitled: AN ANALYSIS OF STUDENTS REFERENCE IN ENGLISH WRITING SKILL AT THE ELEVENTH GRADE OF MA AL-MUBAROK BANDAR MATARAM CENTRAL LAMPUNG written by: Nisrina Alya Rifa, Student Number 2001050019 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, May 28, 2024, at 10.00-12.00 AM

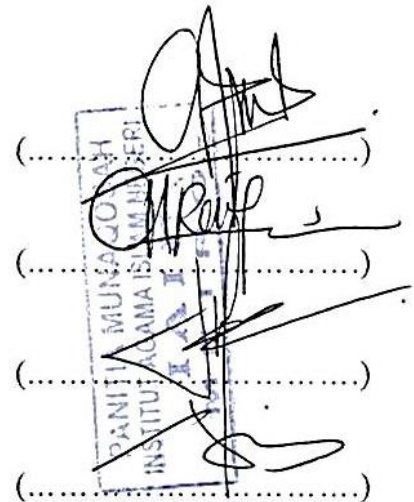
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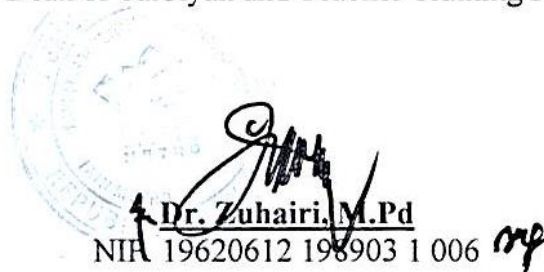
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**AN ANALYSIS OF STUDENTS REFERENCE IN ENGLISH WRITING  
SKILL AT THE ELEVENTH GRADE OF MA AL-MUBAROK  
BANDAR MATARAM CENTRAL LAMPUNG**

**ABSTRACT**

**BY:  
NISRINA ALYA RIFA**

The objectives of this research are to investigate the use of reference in students' writing of the eleventh graders at MA Al-Mubarak Bandar Mataram and to analyze the most dominant types of Reference in students writing of the eleventh graders at MA Al-Mubarak Bandar Mataram Central Lampung. This research is expected to be beneficial in informing the useful of reference because reference is very important in studying the writing skill.

This research was a qualitative research. The type of research was a case study. Meanwhile, the qualitative design used in this study was a descriptive study. The data were taken from the primary sources that were the fifteen student assignment data regarding descriptive text of eleventh science grade of MA Al-Mubarak Bandar Mataram Cental Lampung.

The results of the research show that students' ability to use references in descriptive text writing skill is dominated by the correct use of 41 appropriate references. while the use of inappropriate references in 15 students' descriptive text writing data found only 14 inappropriate uses, this shows that appropriate use is greater than inappropriate use so it can be concluded that students' writing ability using references in writing is dominated by the use of the right reference.

**Keyword:** *Writing, Reference, Descriptive Text*

**ANALISIS REFERENSI SISWA DALAM KETERAMPILAN MENULIS  
BAHASA INGGRIS DI KELAS SEBELAS MA AL-MUBAROK  
BANDAR MATARAM LAMPUNG TENGAH**

**ABSTRAK**

**DARI:  
NISRINA ALYA RIFA**

Tujuan dari penelitian ini adalah untuk menyelidiki penggunaan referensi dalam tulisan siswa kelas sebelas di MA Al-Mubarak Bandar Mataram dan untuk menganalisis jenis Referensi yang paling dominan dalam tulisan siswa kelas sebelas di MA Al-Mubarak Bandar Mataram Lampung Tengah. Penelitian ini diharapkan dapat bermanfaat dalam menginformasikan kegunaan referensi karena referensi sangat penting dalam mempelajari keterampilan menulis.

Penelitian ini merupakan penelitian kualitatif. Jenis penelitian yang digunakan adalah studi kasus. Sedangkan desain kualitatif yang digunakan dalam penelitian ini adalah penelitian deskriptif. Data diambil dari sumber primer yaitu data lima belas tugas siswa mengenai teks deskriptif kelas XI IPA MA Al-Mubarak Bandar Mataram Lampung Tengah.

Hasil penelitian menunjukkan bahwa kemampuan siswa dalam menggunakan referensi dalam keterampilan menulis teks deskriptif didominasi oleh penggunaan 41 referensi yang tepat dan benar. sedangkan penggunaan referensi yang tidak tepat pada 15 data penulisan teks deskriptif siswa hanya ditemukan 14 penggunaan yang tidak tepat, hal ini menunjukkan penggunaan yang sesuai lebih besar dibandingkan penggunaan yang tidak tepat sehingga dapat disimpulkan bahwa kemampuan menulis siswa menggunakan referensi dalam menulis didominasi oleh penggunaan referensi yang tepat.

**Kata Kunci:** *Menulis, Referensi, Teks Deskriptif*



## STATEMENT OF RESEARCH ORIGINALITY

The Undersigned

Name : Nisrina Alya Rifa

Student Number : 2001050019

Department : English Education Department

Faculty : Tarbiyah and Teacher Faculty

States that this undergraduate thesis is originality the result of the writer's research, in exception of certain parts which are excepted from the bibliographies mentioned.

Metro, 28 May 2024  
The Researcher



**Nisrina Alya Rifa**  
2001050019

## ORISINILITAS PENELITIAN

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Metro, 28 Mei 2024

Penulis  
  
Nisrina Alya Rifa

2001050019

## MOTTO

..... لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا .....  
.....

“Allah does not burden a person but according to his ability.”  
(Qs. Al-Baqarah: 286)

## **DEDICATION PAGE**

This undergraduate thesis would highly be dedicated to:

1. My beloved parents (Mr. Oman Firman and Mrs. Maryamah) for giving their endless love and protection since I was born and breathed for the first time in this world, thank you so much for everything.
2. My beloved sister (Esa Melati Sukma) who always support me.
3. My beloved grandparents (Hj. Jaji Junaidi & Alm. Karniti) who always support my education since childhood.
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5. Special thanks to my best friend Hermania Putri, Sinta Lutfiana, Putri Aulia Jasmine, Santi Rosalina, Atika Azizah for being there for me through out the process. All of you have been my best support systems.
6. Thanks to Almamater of State Institute for Islamic Studies of Metro (IAIN METRO)

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In this opportunities, the researcher would like to express her deepest gratitude especially to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag, as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Dr. Much Deiniatur, M.Pd.B.I, as the head of English Education Study Program of IAIN Metro Lampung.
4. Dr. Ahmad Subhan Roza, M.Pd, as the guide provided valuable knowledge and support in finishing this undergraduate thesis.
5. The Lecturer of IAIN Metro, who have given their knowledge and shared their experience to the researcher.
6. Headmaster, Teacher and Staff of MA Al-Mubarak Bandar Mataram Central Lampung who gives permission to conduct the researcher in MA Al-Mubarak Bandar Mataram Central Lampung

The researcher apologizes for all the mistakes that she has made in writing and finishing this a undergraduate thesis. All criticism and suggestion are expected to improve the quality of this research. Hopefully, this undergraduate thesis can be useful for researcher in particular, for our college and every reader in generic.

Metro, May 28, 2024

Writer,

A handwritten signature in black ink, appearing to read 'Nisrina Alya Rifa', written in a cursive style.

**NISRINA ALYA RIFA**  
**NPM.2001050019**

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Writing is an activity of expressing thoughts, ideas, experiences and information in the form of notes in such a way that the intent of the author can be known by many people through written writing. It can be said that writing is a process of thinking and expressing thoughts in the form of essays. Writing is a complex activity that requires integrated finger, hand, arm and eye movements. The success of writing lies in the use of symbols from language that can be understood by writers and readers who use the same language.

In English, writing can help to remember better about the material that has been delivered, which can be made in summaries or notes. In activities that can be developed in order to further develop motor brain skills, so that they can support success in writing. Like playing while writing, singing while writing and so on. Writing is a demanding task for language learners, seeing it in a new light is very interesting for students. In addition, the students in this study found a way to see writing not only as writing down words on paper, but as transferring what they believe in and accepting the responsibility of being a writer.<sup>1</sup>

Furthermore, writing can also improve memory because writing not only trains the hands but also the brain. Brain work begins with finding writing ideas, making outlines and completing writing. Writing is important because it

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<sup>1</sup> Nargess Hekmati, S. Ghahremani Ghajar. Hossein Navidinia, "Movie-generated

can be a way to develop. Everyone is born with their own strengths and weaknesses. Unfortunately, many people are not aware of the associated benefits, so that the potential cannot be utilized in the best way. One of the human intelligence is verbal language intelligence. This intelligence is characterized by the child's ability to use good language when speaking and writing. It is very easy for a person with this kind of intelligence to express his thoughts in words or in writing. Another type of intelligence can be read in messages. People with linguistic verbal intelligence can thrive well through writing. When we don't have the confidence to speak in public, we can write what's on our mind and read it without feeling nervous or afraid of making mistakes.

In addition, English writing skill can be realized well by supporting different perspectives both from within the writer or internal factors as well as from outside the writer or external factors.

In this study, writing skill in English have become an important communication toll in the world of language education. In a study it was found that, on average, a developrd country realized the importance of making a scientific work. Called important, because it can channel creativity or ideals. Important benefits in writing in English such as broad knowledge, usually when a writer is challenged to load the topic to be written, he has read or watched more than one work, to then be assembled using good characters so that it can be assembled into a sentence or paragraph that interesting to read.

Improve memory, writing activities on a paper can improve the quality of learning.

In fact, one of the language components that really supports the quality of writing skill is grammar mastery, grammar is very important in supporting the quality of writing because with grammar mastery the purpose of communication in writing is easier to achieve effectively without any misunderstanding.

Meanwhile, one of the things that supports the quality of writing skill is mastery of references. In M.A.K Halliday and Ruqaiya Hasan book, reference in specific sense in which we are using the term here; that is to say, instead of being interpreted semantically in their own right, they make reference to something else for their interpretation. In English items are personals, demonstrative and comparatives.<sup>2</sup>

Moreover, the use of 'reference' and 'refer to' in a sentence in English is to express a reference to a pronoun. Reference can be interpreted as a reference, such as reference, source. Refer to is usually interpreted to refer to. There is a reference (reference word) in the sentence before the pronoun or there is also in the sentence after the pronoun. In a sentence, we can identify/mark the use of the reference word with the word refer .

Before we identify the reference sentence,, must have to understand other materials such as possessive pronouns, subjects, objects, adverbs

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<sup>2</sup> M.A.K Halliday and Ruqaiya Hasan, *Cohesion in English*, (London, Longman Group) 1976, p. 31

(adverbs) and so on and their position in a sentence. Word references can mean references, references or the intended subject/object.

As well as, reference is a concept in language that is used to connect pronouns with words or phrases that refer to them. When using pronouns, we want to ensure that the intended meaning or identity is clear and understandable to the listener or reader.

Therefore, it is not easy for most students to learn writing skill. Because writing skill are complex things that need to be understood, there are many obstacles faced by students when learning to write in English. These barriers are limited English vocabulary, poor grammar skills and poor English vocabulary and grammar skills. In addition, students also experience difficulties in developing ideas into a complete work. Because it is difficult for them to get ideas about writing. Another problem is the inability of students to apply mechanical concepts or aspects of writing mechanics to errors in punctuation, capitalization, etc.

Based on these writing problems, the researcher has conducted a pre-survey at MA AL-MUBAROK in BANDAR MATARAM CENTRAL LAMPUNG in May 21, 2023, by documenting English assignments related to writing skill. In addition, the researcher also conducted interviews with English teachers to find out students' problems in learning English, especially those related to writing skill.

Based on the results of the pre survey, it turned out that the students experienced difficulties in learning English, students have Lack of clarity:

When students use personal pronouns without specifying who or what they refer to, it can be unclear to the reader. For example, saying "*I* think this is important" without specifying what "*this*" refers to can confuse the reader.

**Ambiguity:** Demonstrative pronouns like "*this*" and "*that*" can be ambiguous without a clear antecedent. For instance, in the sentence "This study shows significant results," it's unclear what "*this*" refers to without context.

**Subjectivity:** Overuse of personal pronouns can make the writing overly subjective. While personal experiences and opinions can be valuable in certain contexts, academic and formal writing often requires a more objective tone.

**Lack of professionalism:** In professional or academic settings, using too many personal pronouns can make the writing sound informal or unprofessional.

In this case, the Teacher said "The issue with students using personal and demonstrative references in their writing is that it can lead to ambiguity and lack of clarity. Personal references, such as "I," "me," "we," and "us," can make the writing too subjective and may not be appropriate in all academic or formal contexts. Demonstrative references, such as "this," "that," "these," and "those," can be unclear without clear antecedents, leading to confusion for the students"

When students incorporate personal references like "I," "me," "we," and "us" into their writing, they risk injecting subjectivity that may not align with the formal tone often required in academic contexts. Such references can obscure objectivity and clarity, potentially detracting from the effectiveness of

their arguments or analyses. Similarly, the use of demonstrative references such as "this," "that," "these," and "those" can introduce ambiguity when the antecedents are not explicitly stated, causing confusion for both the writer and the reader. Consequently, students must exercise caution in their use of personal and demonstrative references, ensuring that they enhance rather than hinder the clarity and coherence of their writing, particularly in academic or formal settings.

Based on the entire description above, the researcher intends to conduct qualitative research by applying reference mastery with the intention of testing the use of this mastery to have a positive and significant influence on writing skill. In this case the researcher constructs a research title, namely AN ANALYSIS OF STUDENTS REFERENCE IN ENGLISH WRITING SKILL AT THE ELEVENTH GRADE OF MA AL-MUBAROK BANDAR MATARAM CENTRAL LAMPUNG.

## **B. Identification of the Problems**

Based on the research background, researcher have identified the research problems as follows:

1. Lack of clarity when students use personal reference
2. Students are ambiguous when using demonstrative reference
3. Students are confused when using too many personal reference and demonstrative reference.
4. Students do not master the various types of personal pronouns and demonstrative pronouns.

### **C. Problem Limitation**

Based on the problems that have been identified, the researcher limits the problems to only focused on students ability in using reference in writing skill and the most dominant types of reference used in students writing skill of the eleventh grade at MA Al-Mubarak Bandar Mataram Central Lampung .

### **D. Problem Formulation**

1. How are the students ability in using reference in their writing skill of the eleventh graders at MA AL-MUBAROK BANDAR MATARAM CENTRAL LAMPUNG?
2. What are the most dominant types of reference used in student writing of the eleventh graders at MA AL-MUBAROK BANDAR MATARAM CENTRAL LAMPUNG?

### **E. Objective and Benefits of the Research**

1. Objective of the Research

Based on research questions, the researcher sets out the goal of the study, these include:

- a. To investigate the use of Reference in students' writing of the eleventh graders at MA AL-MUBAROK BANDAR MATARAM CENTRAL LAMPUNG
- b. To analyze the most dominant types of Reference in students writing of the eleventh graders at MA AL-MUBAROK BANDAR MATARAM CENTRAL LAMPUNG



## 2. Benefits of the Research

### a. For the Student

Research is expected to benefit students by helping them learn writing skill. Students can be more motivated and excited to write while learning. Students know the progress of their writing, can express their wishes, think critically about problems, develop creativity and improve their writing skill.

### b. For the Teacher

This research is expected to be useful not only for students but also teachers, especially English teachers, by providing information about matters related to students' English proficiency, especially writing skill. This is because the researcher provides information in the form of student assessments related to writing skill on the pre and post test results. In addition, this research is expected to be useful for teachers by providing information about mastery. Grammar that can be used in language learning to master English, especially those related to writing, namely reference skills. Teachers are expected to innovate teaching in a varied learning process

### c. For the other Researchers

This research is expected to be useful for other researcher by providing information about the influence of literature management on writing skill. In addition, this research can be useful for other

researcher because this research not only provides information about reference management theories in writing skill, but also provides examples of the results of research data related to learning reference skills. This research can also be useful for other researcher because it becomes a reference or alternative reference. Therefore, it is hoped that other researcher can develop it further in other forms of research.

#### **F. Prior Research**

This research was conducted by considering several relevant studies that have been carried out by several previous studies. The first relevant research was conducted by Trinh Ngoc Thanh. This research explores the aspect of writer engagement through the emphasis of first person pronoun 'we' in essay writing by Chinese student-writers. The result of this research has been conducted with the motivation to explain how the first person pronoun 'we' constructs writer's engagement in essay writing.<sup>3</sup>

Both of the research and their research have similarities in the topic research and research method, especially in research on use first person pronoun, which is part of the reference by the use of qualitative research method. In contrast, these two studies have differences in terms of research objectives. In comparison, the objectives of this study include to explain the use and to analyze the most dominant form of using reference in writing skill

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<sup>3</sup> Trinh Ngoc Thanh, "Exploring Writer Engagement In Essay Writing: A Case Of First Person Pronoun "We", *Journal of Inquiry into Language and Cultures* 5, No 3, (2021): p.267

of the eleventh grade at MA AL-MUBAROK BANDAR MATARAM CENTRAL LAMPUNG.

The second research was conducted by Arief Yudha Satria and Takenobu Tokunaga. This research provides a detailed analysis of evaluation of English pronoun reference questions which are generated automatically by machine. The sample of this research was conducted at English teachers and English learners. The result of this research is that a pronoun reference question was automatically generated by splitting a sentence in a human-written text at a non-restrictive relative clause and replacing the relative pronoun with a personal pronoun.<sup>4</sup>

Both of the researcher's research and their research have similarities in the topic research and research method, especially in research on use first person pronoun, which is part of the reference by the use of qualitative research method. In contrast, these two studies have differences in terms of research objectives. That is because this research provides a detailed analysis of evaluation of English pronoun reference questions which are generated automatically by machine. In comparison, the objectives of this study include to explain the use and to analyze the most dominant form of using reference in writing skill of the eleventh grade at MA AL-MUBAROK BANDAR MATARAM CENTRAL LAMPUNG.

The third study was conducted by Oana Maria Carciu. This research carries out a contrastive analysis of biomedical research articles published in

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<sup>4</sup> Arief Yudha Satria and Takenobu Tokunaga," Evaluation of Automatically Generated Pronoun Reference Question", *Network of Scientific Journals* 2, No 12 (2009): p.76

international English-medium journals and written by scholars from two cultural contexts (Anglo-American and Spanish). The result of this research, Spanish writers tend to use "we" pronouns more than their native counterparts, thus making themselves more visible in their texts particularly in Introduction and Discussion sections.<sup>5</sup>

Both of the researcher's research and their research have similarities in the topic research and research method, especially in research on use first person pronoun, which is part of the reference by the use of qualitative research method. In contrast, these two studies have differences in terms of research objectives. That is because this research, Spanish writers tend to use "we" pronouns more than their native counterparts, thus making themselves more visible in their texts particularly in Introduction and Discussion sections.. In comparison, the objectives of this study include to explain the use and to analyze the most dominant form of using reference in writing skill of the eleventh grade at MA AL-MUBAROK BANDAR MATARAM CENTRAL LAMPUNG.

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<sup>5</sup> Oana Maria Carciu,"An Intercultural Study of First-person Plural References in Biomedical Writing", *Network of Scientific Journals* 1, No 18 (2009): p.71

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Concept of Writing Skill

##### 1. The Definition of Writing Skill

Writing is a process in which thinking and learning take place. This process is known as the writing–thinking–learning connection.<sup>6</sup> This concept suggests that engaging in the act of writing is not just a means of expressing pre-existing thoughts, but it is also a powerful tool for generating, clarifying, and refining one's ideas. The connection emphasizes that writing is not merely a way to communicate what we already know; rather, it is a dynamic process that facilitates and enhances thinking and learning.

Barnet and Adam argue in another book that writing is a technique to receive and develop ideas.<sup>7</sup> Writing is a system of graphic marks that represent the units of a specific language.<sup>8</sup> Writing is a symbolic system that transforms spoken language into a visual representation. It is characterized by its systematic structure, the use of graphic marks, and its ability to convey the units of a language. Writing plays a crucial role in

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<sup>6</sup> Roslyn Petelin, *How Works Writing: A Field Guide to Effective Writing*, (New York and London, 2016) p.2

<sup>7</sup> Sylvan Barnet and Hugo Adam Bedau, —Critical Thinking, Reading, and Writing: A Brief Guide to Argument! (2011): 227, <https://www.amazon.com/Critical-Thinking-Reading-Writing-Sylvan/dp/1457649977/>.

<sup>8</sup> Rosalind Horowitz, *The Routledge International Handbook of Research on Writing*, (New York, 2023) p.3

communication, knowledge preservation, and cultural expression, making it an essential aspect of human language and civilization.

Purpose of writing is to communicate a message with a specific purpose to an audience. Most writing does one of three things: inform, explain, or present an argument. Writing effectively involves discovering what you want to say, organizing your ideas, and presenting them in the most logical, effective way. This lesson discussed all of these issues.<sup>9</sup> Writing has become one of the most essential skills in today's highly text-oriented world. Success in many fields necessitates advanced writing skill.<sup>10</sup> In essence, the demand for advanced writing skill arises from the pivotal role that written communication plays in diverse aspects of modern life. Success in many fields hinges on the ability to express ideas clearly, persuasively, and coherently through the written word. From several definitions of experts regarding writing, it can be concluded that writing is a method of communicating by transferring ideas or opinions in written form and relies more on the brain as a source of thinking material to produce good writing. A student must have great writing abilities and capabilities in order for readers to understand the message delivered. As a result, individuals who cultivate and enhance their writing skill are better positioned for success in the contemporary, text-driven landscape.

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<sup>9</sup> Rachael Stark, *Writing Skill Success in 20 Minutes A Day—3rd ed.* (New York: Learning Express, 2005), p,157.

<sup>10</sup>Gonca Yangın-Ekşi, Sedat Akayoglu, Leonora Anyango, *New Direction in Technology for Writing Instruction*, (2022), p,3

## 2. The Benefits of Writing Skill

According to Harmer there are some importance of writing. Those are :

- a. Writing encourages students to focus on accurate language use because they think as they write, it may provoke well development as they resolve problems which writing puts in their mind.
- b. Writing is often used as a means of reinforcing language that has been thought.
- c. Writing is frequently usefull as preparation for some other activity.
- d. Writing can be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking.<sup>11</sup>

Writing serves multifaceted roles in education. It not only enhances language proficiency but also contributes to cognitive development, problem-solving, and preparation for various activities, making it a fundamental aspect of the learning process.

## 3. The Components of Writing Skill

Components of writing skill includes of as follow:<sup>12</sup>

- a. Language use: the ability to write correct and appropriate sentences; every vocabulary used in language use must be chosen.

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<sup>11</sup> Jeremy Harmer, *How to Teach Writing*, (Edinburgh, 2004), p.31-33

<sup>12</sup> J. B. Heaton, *Writing English Language Test* (London: Longman, 1990), p.135.

- b. Mechanical skill: the ability to correctly apply written language conventions such as punctuation and spelling: punctuation is sometimes significant. At the same time, it is as important as choosing vocabulary
- c. Content treatment: the ability to think creatively and develop ideas, while eliminating all irrelevant information: relevant content makes readers feel at ease reading the text.
- d. Stylistic skill: the ability to manipulate sentences and paragraphs and effectively use language; each sentence and paragraph must be uninterrupted.
- e. Judgment skill: the ability to write appropriately for a specific purpose with a specific audience in mind, as well as the ability to select, organize, and order relevant information to avoid confusing readers.

#### **4. Process of Writing**

If we want to make a good paragraph, we need to construct a good topic sentence, starting the point, standard aspects in writing, and the process of writing. The writing process is the stages a writer goes through in order to produce something in a final written form. This process may, of course, be affected by the content of writing, the type of writing, and the medium it is written in (pen and paper, computer live chat, etc). According to Harmer the process of writing has four main elements:<sup>13</sup>

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<sup>13</sup> Harmer, Jeremy. 1991. *Writing and Reading Skill in English*. London: Longman. 2004. *How to Teach Writing*. London: Longman.



a. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes.

When planning, writers have to think about three main issues. In the first place they have to consider the purpose of writing. Secondly, experienced writers think of the audience they are writing for. Thirdly, writers have to consider the content structure of the piece.

b. Drafting

We can refer to the first version of a piece of writing as a draft. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

c. Editing (reflecting and revising)

When the order of the information is not clear, something in written is ambiguous or confusing. They may to move paragraphs around or write a new statement. Reflecting and revising are often helped by other readers (or editor) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

d. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. Sometimes the first three stages of the process will take almost no time at all and

we will plan, (re-) draft, and (re-)edit very quickly in our heads as we write. Nevertheless, however casually we approach the process, we will still try and plan what to write, check what we have written, and revise it before sending. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written to its intended audience. allowing more time to complete assignments; allowing manuscript print instead of cursive handwriting; encouraging the student to dictate to a scribe.

## **5. Characteristics of Writing**

In addition to organization, writing in English must also have the characteristics of coherence, cohesion, and unity.

### **a. Coherence**

A paragraph has coherence when the supporting sentences are ordered according to a principle. The principles for ordering depend on the type of paragraph you are writing.

### **b. Cohesion**

Another characteristic of a good paragraph is cohesion. When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence.

c. Unity

The final characteristic of a well-written paragraph is unity. All the supporting sentences should relate to the topic sentence.<sup>14</sup>

## 6. Type of Writing

a. Descriptive

Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.<sup>15</sup>

b. Narrative

Narrative is story writing. When you write a narrative paragraph, you write about events in the order that they happen. In other words, you use time order to organize your sentences.<sup>16</sup>

c. Argumentation

Argumentation is a text in which you agree or disagree with a problem, using reasons to support your opinion, your goal is to convince your reader that your opinion is right. It means that argumentation is used to make a case or to prove or disprove a statement or proposition.

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<sup>14</sup> Jozsef, Horvath. *Advanced Writing in English as a Foreign Language*. English: Lingua Franca Csoport, (2001), p.44.

<sup>15</sup> Alice Oshima & Ann Haque, *Introduction to Academic Writing*, p.61

<sup>16</sup> *Ibid*, p.24

d. Expository

Expository paragraphs deal with facts, ideas, beliefs. It explain, analyze, define, compare, illustrate. They answer questions like What? Why? How? What was the cause? The effect? Like what? Unlike what? They are the kinds of paragraph we write in reports or term papers or tests.<sup>17</sup>

## B. The Concept of Reference

### 1. The Definition of Reference

Reference is the specific nature of the information that signed from retrieval. In this case of reference the information to be retrieved is the referential meaning, the identity of the particular thing or class of things that is being referred to; and cohesion lies in the continuity of reference, whereby the same thing enters into the discourse a second time.<sup>18</sup>

Gerrot & Wignell defined reference as a system that introduces the identity of the participant and tracks it through the text.<sup>19</sup> If we consider reference as a system that introduces the identity of a participant and tracks it through the text, we are essentially discussing how language is used to identify and follow individuals or entities mentioned in a discourse. Let's break down this concept:

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<sup>17</sup> Thomas S. Kane, *Essential Guide to Writing*, (New York: Oxford University Press, 2000), p. 89

<sup>18</sup> M.A.K Haliiday and Ruqaiya Hasan, *Cohesion in English*,(London, Longman Group, 1976), p.37

<sup>19</sup>H. Masithoh & Fadlilah, *Grammatical Cohesion Found in Recount Texts of "Pathway to English" X Grade Curriculum 2013 General Program by Erlangga. Vision: Journal for Language and Foreign Language Learning*, (2017), p.77

a. Introducing Identity

When we communicate, we often introduce participants (people, objects, or abstract entities) into the conversation. These participants could be introduced explicitly by using names, nouns, or other identifying terms.

For example, in a story, the author might introduce characters by name or description, providing the audience with information about who or what is involved.

b. Taking Through the Text

Once a participant is introduced, the reference system ensures that readers or listeners can follow and understand who or what is being talked about as the discourse progresses.

This tracking is often facilitated through the use of pronouns, definite and indefinite articles, and other linguistic devices that maintain the connection between the reference and the participant's identity.

c. Example

Consider the following sentences:

John went to the store. He bought some groceries. In these sentences, "John" is the participant whose identity is introduced. The reference system uses the pronoun "He" to track John's identity through the text. This cohesive use of language helps readers

understand that the person who went to the store is the same person who bought groceries.

d. Importance in Discourse

A well-defined reference system contributes to coherence and clarity in a text or conversation. It prevents confusion by ensuring that participants are consistently identified and tracked.

Without a robust reference system, texts might become disjointed, making it challenging for the audience to follow the narrative or argument.

In summary, the concept of reference as a system that introduces and tracks the identity of participants underscores the role of language in establishing and maintaining clarity and coherence in communication. It involves the strategic use of linguistic elements to guide the audience's understanding of who or what is being referred to throughout a given text or discourse.

## 2. The Kinds of Reference

There are three types of reference: personal, demonstrative, and comparative.

a. Personal Reference

Personal reference is reference by means of function in the speech situation, through the category of person.<sup>20</sup>

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<sup>20</sup> M.A.K Haliiday and Ruqaiya Hasan, *Cohesion in English*,(London, Longman Group, 1976), p.37

The category of personals includes the three classes of personal pro-nouns, possessive determiners (usually called 'possessive adjectives'), and possessive pronouns. There is no general name for this category intradi-tonal grammar, because the member of it belong to different classes with diverse structural roles; but in fact they represent a single system, that of person.<sup>21</sup> Table 1 shows three classes of personal references found in English.

**Table 2.1**  
**Personal Reference**<sup>22</sup>

Semantic category	Extential	Possesive	
Grammatical function	Head		Modi fier
Class	Noun (Pronoun)	Determiner	
Person: speaker(only)	I, me	Mine	My
Addressee(s), with/without other person(s)	You	Yours	Your
Speaker and other person(s)	We, us	Ours	Our
Other person, male	He, him	His	His
Other person, female	She, her	Hers	Her
Other person; objects	They, them	Theirs	Their
Object; passage of text	It	[its]	Its
Generalized person	One		One's

For example:

- a. *Mrs. Mary was absent yesterday. She attended a meeting in Jakarta.*

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<sup>21</sup> Ibid, p.43

<sup>22</sup> Ibid, p.38

In the second sentence, the word *she* refers to *Mrs. Mary* in the previous sentence. The word *she* itself is called personal reference, since she follows its linguistic reference *Mrs. Mary*.

b. Demonstrative reference

Demonstrative reference is by means of location, or scale of proximity.<sup>23</sup> Demonstrative reference is essentially a form of verbal pointing. The speaker identifies the referent by locating it on a scale of proximity.<sup>24</sup>

**Table 2.2**  
**Demonstrative Reference<sup>25</sup>**

Neutral	The			
selective	Near		near:	
				far:
	far			
	participant	Singular	<i>this</i>	<i>that</i>
		Plural	<i>these</i>	<i>those</i>
	circumstance	Place	<i>here</i>	<i>there</i>
		time	<i>now</i>	<i>then</i>

Halliday & Hasan is giving the example as follows:

- a. "Pick *these* up!"
- b. "How would you like a cruise in *that* yacht?"

In the first example, the word *these* implies proximity to the speaker. In the second example, the word *that* implies distance from the speaker, which may or may not involve proximity to the

<sup>23</sup> Ibid, p.37

<sup>24</sup> Ibid, p.57

<sup>25</sup> Ibid, p.38



addressee – the meaning is „near you, or not near either of us, but at any rate not near me“.<sup>26</sup>

c. Comparative Reference

Comparative reference is indirect reference by means of identity or similarity.<sup>27</sup> By general comparison is meant comparison that is simply in terms of likeness and unlikeness, without respect to any particular property: two things maybe the same, similar or different (where 'different' includes both 'not the same' and 'not similar').<sup>28</sup> Table 3 gives Halliday and Hassan's system of comparative reference in English

**Table 2.3**  
**Comparative Reference<sup>29</sup>**

<i>Class</i>	<b>Adjective</b>	<b>Adverb</b>
<i>General comparison:</i>		
Identity	Same, identical, equal	Identically
General similarity	Similar, additional	Similarly, likewise, so, such
Difference (ie non-identity or similarity)	Other, different, else	Differently, otherwise
<i>Particular comparison:</i>	Better, more, etc [comparative adjectives and quantifier	So, more, less, equally

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<sup>26</sup> Ibid, p.58

<sup>27</sup> Ibid, p.37

<sup>28</sup> Ibid, p.77

<sup>29</sup> Ibid, p.39

The following example is from Halliday & Hasan:

- a. *It's the **similar** cat **to** the one we saw yesterday.*
- b. *It's **different** cat **from** the one we saw yesterday.*

The references of above sentence are *the one we saw yesterday*, and the comparatives *similar to* and *different from* were pointing forward to *it*.<sup>30</sup>

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<sup>30</sup> Ibid, p.78

## CHAPTER III

### A RESEARCH METHOD

#### A. The Types and Characteristics of Research

This research use a qualitative research. According to Creswell, qualitative research is for exploring and understanding the meaning individual or group considered to social or human problem.<sup>31</sup> The qualitative research methodology that has guided the contemporary movement has not focused in detail on the research practices of psychologists prior to the emergence of qualitative methodologies.<sup>32</sup> It can be said that qualitative research reveals a phenomenon from an educational perspective which only describes, studies, and explains a phenomenon. In this study the reseacrher will observe the recording of an interview with some of source information. Descriptive qualitative analysis involves describing the common underlying characteristics of data. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.<sup>33</sup> Based on the description above, we can conclude that the qualitative research is the type of research that tries to find and describe about the phenomena that occur in real life by using the data and then then in the form of sentences for which this research is conducted. Different types of problems related to the subject being

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<sup>31</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 3<sup>rd</sup> Ed*, (New Delhi: Sage Publications, 2003), p.4

<sup>32</sup> Frederick J. Wertz et al, *Five Ways of Doing Qualitative Analysis Phenomenological Psychology, Grounded Theory, Discourse Analysis, Narrative Research, and intuitive inquiry*, (London: The Guilford Press, 2011), 15.

<sup>33</sup> Geoffrey Marczyket. al., *Essentials of Research Design and Methodology*, (USA: John Wiley & Sons, Inc. 2005), p. 16.

studied. Research is carried out by extracting data directly from the field with the location and subject of the research, which is determined to be observed and inferred. The location of this field research will conduct at MA AL-MUBAROK BANDAR MATARAM CENTRAL LAMPUNG with the object of the research being the student of the eleventh grade at MA AL-MUBAROK BANDAR MATARAM CENTRAL LAMPUNG.

## **B. Data Resources**

As it is explained by Donal Ary that primary source are original documents, relics, remian, or artifact. Then, secondary source is secondhand description written by someone who may have heard about an event from others but did not directly experience.<sup>34</sup> In this research the researcher divides the sources into two items. They are primary and secondary.

### **1. Primary Sources**

Original resources on which research is based are referred to as primary sources. They are either testimony or direct evidence on the subject under review. Primary resource contain material in its original form, without being interpreted, condensed, or appraised by other authors. This studies key materials are some of question about the students problem on using reference through writing of the eleventh grade of MA AL-MUBAROK BANDAR MATARAM CENTRAL LAMPUNG.

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<sup>34</sup> Zina O’Leary, *The Essential Guide to Doing Your Research Project, 3rd ed.* (London: Sage Publication, 2017), p.443.

## 2. Secondary Sources

According to Bruce, secondary sources involve the oral or written testimony of people not immediately present at the time of a given event. They are documents written or objects created by others that relate to a specific research question or area of research interest.<sup>35</sup>

A secondary source is one that provides interpretation or analysis of main sources. They may explain primary materials and frequently do so in order to bolster a particular explanation or analysis or to convince the reader to accept a particular viewpoint. Journals, e-books, and articles pertinent to the subject are all examples of secondary sources.

### C. Data Collection Technique

Data collection techniques are an important point in this research because the main goal of research is to collect data. The researcher also need some instruments to obtain data.

#### 1. Observation

In this study, the researcher observed the behavior and activities of students. The writer was observing the eleventh graders of MA AL-MUBAROK BANDAR MATARAM CENTRAL LAMPUNG order to analyze students references in writing skill.

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<sup>35</sup> Bruce L. Berg and Howard Lune, *Qualitative Research Methods for the Social Sciences, Ninth edition, Books a La Carte* (Boston: Pearson, 2017), p.161.

## 2. Documentation

Documentation is a tool for collecting data and information in the form of documents or documentary sources, such as books, encyclopedias, and diaries. In this research, the researcher was to collect data from the writing assignment documents of the students of the eleventh grade of MA AL-MUBAROK BANDAR MATARAM CENTRAL LAMPUNG.

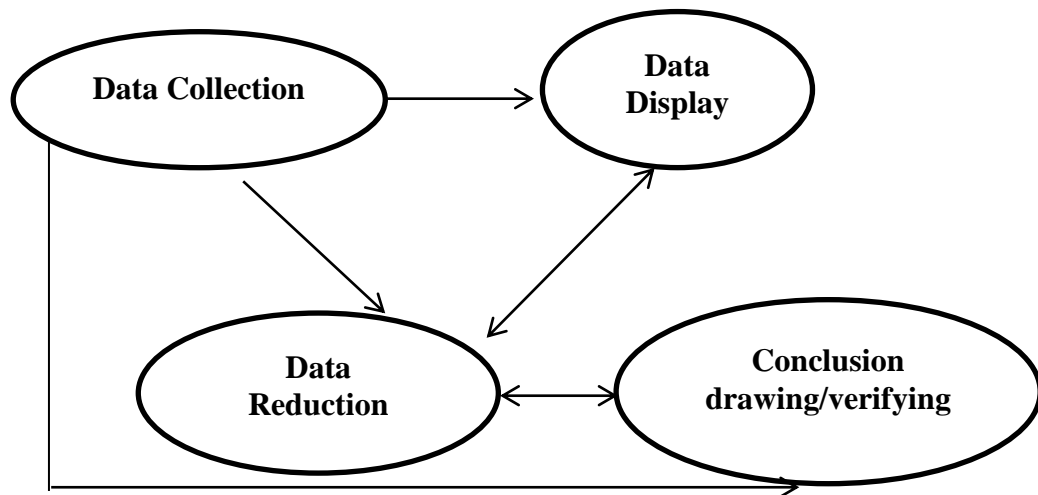
## 3. Interview

In this research, the researcher used semi-structured interviews, which are more flexible in implementation compared to other interviews. The indicators of the interview are the teacher.

### **D. Data Analysis Technique**

The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The researcher must organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes of two aspects, the aspects consists of text analysis and involve developing a description and themes.

The researcher would apply Miles and Huberman model to analyze the data.<sup>36</sup> The components of this analysis model are pictured by this figure.



**Figure II.**  
**Analysis Components of Miles and Huberman Model**

Data analysis by Miles and Huberman model conducts the following steps<sup>37</sup>:

1. Data collection is the step when the researcher gather all data which are used to complete the research.
2. The researcher reduces the data will gotten by summarizing and choosing specific things.
3. To display the data, the researcher uses graphics, figures, or charts. The display should be able to describe the content entire the data.
4. Lastly, the researcher verifies his research by making conclusion of data findings.

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<sup>36</sup> Michael Huberman M. and Miles, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), p. 429

<sup>37</sup> Ibid, p.435

Therefore, it is concluded that the analysis of data has some functions in analyze research data that include in; to make the meaningful data, to describe inferences and to make generalization.



## CHAPTER IV

### RESEARCH RESULT AND DISCUSSION

#### A. Research Result

##### 1. Description of Research Location

In this section, the researcher describes the school profile, the condition of the students, state of educators, educator data, educational staff, vision and mission, structure organization and infrastructure of MA Al-Mubarak.

##### a. Profile of MA Al-Mubarak

Madrasah Aliyah Al-Mubarak was established in 2005. Madrasah Statistics Number is 131218020022. Madrasah Accreditation is Accreditation B. The complete address of Madrasah is Uman Agung, Bandar Mataram District. It is located in Regency: Central Lampung, Lampung province. The phone number is 0856 0956 6089. Madrasah NPWP is 00.777.905.1-321.000. The name of Madrasah Head is Fatkhul Aziz, S.Sy.,M.H. with the phone number is 0853 8352 2976. The foundation name is Hidayatul Mubarak. The foundation Address is Uman Agung Kec. Bandar Mataram Central Lampung Regency. The phone number of foundation is 081379 365933. Number Deed of Establishment: 02 (21 May 2005), The land is owned by the Foundation Land Area: 3,910 m<sup>2</sup> The building status is owned by the Foundation, The building area is 1250 m<sup>2</sup>.

**Table 4.1**  
**The situation of MA Al-Mubarak Students From 2009-2017**

Year Teachings	Class : 1		Class : 2		Class : 3		Number of Genders		The Number of Students
	L	P	L	P	L	P	L	P	
2009/2010	12	10	19	13	16	8	47	31	78
2010/2011	32	23	12	15	14	10	58	48	106
2011/2012	30	33	19	23	25	23	74	79	153
2012/2013	34	36	30	28	25	23	93	71	176
2013/2014	32	25	39	25	26	23	97	73	170
2014/2015	35	45	32	45	20	25	90	112	202
2016/2017	39	45	35	45	32	21	108	105	213

**Table 4.2**  
**The situation of MA Al-Mubarak Students**  
**From the Last 3 years 2015-2017**

Year Teachings	Number of Registrants (Sln New Students)	Class I		Class II		Class III		Number ( Students class )	
		Number of Students	Rombel	Number of Students	Rombel	Number of Students	Rombel	Number of Students	Rombel
Year 2013/2014	80 ppl	60 ppl	2 Rbl	48 ppl	2 Rbl	68 ppl	2 Rbl	176 ppl	6 Rbl
Year 2015/2016	80 ppl	80 ppl	2 Rbl	77 ppl	2 Rbl	45 ppl	2 Rbl	202 ppl	6 Rbl
Year 2016/2017	96 ppl	84 ppl	2 Rbl	76 ppl	2 Rbl	53 ppl	2 Rbl	213 ppl	6 Rbl

**b. Data on Educators and Education Personnel**

Data on educators and educational staff in the MA Al Mubarak educational institution are:

- 1) Fatkhul Aziz, S.Sy.,M.H.
- 2) Murtando, S.Th.I
- 3) Imam Subky Al Faqih
- 4) Tumin, S.Pd
- 5) Maryanto, S.Pd

- 6) Agus Suharsono, S.Pd
- 7) Ahmad Sikin, S.Pd.I
- 8) Rustiyono, S.Pd.I
- 9) Nurul Anwar, S.Pd.I
- 10) Wahid Khoirul AnAM, S.Pd.I
- 11) Didik Saputra, S.Pd
- 12) Bunayar, S.Pd
- 13) Makhrufah, S.Ag
- 14) Endang Hastuti, S.Si
- 15) Maryamah, S.Pd.I
- 16) Anik Ekowati, S.Pd
- 17) Aini Nur Ma'rifah, S.H.I
- 18) Nikmatul Istiqomah, S.Pd.I
- 19) Komarudin, S.Pd.I
- 20) Tentrem Pertiwi

**Table .4.3**  
**The Condition of Educators and Education Staff at**  
**MA Al-Mubarak**

No	Information	Number
1	Civil servant teachers / seconded	-
2	Foundation Permanent Teacher	16
3	Honorary teacher	6
4	Non-Permanent Teacher	2
<b>Educational staff</b>		
1	Administration	1
2	Treasurer	1

**c. Vision and Mission of Madrasah Aliyah Al-Mubarak Bandar Mataram**

1) Vision

The vision of Madrasah Aliyah Al-Mubarak Bandar Mataram is Creating high-achieving, cultured and devout people.

2) Mission of Madrasah Aliyah Al-Mubarak Bandar Mataram is

The mission of Madrasah Aliyah Al-Mubarak Bandar Mataram is as follow:

- a) Implementing religious values and behave with good morals in everyday life.
- b) carrying out active, creative, effective and fun learning to develop students' scientific potential.
- c) Fostering a spirit of achievement in all students, teachers and school residents
- d) Guiding and developing students' talents and interests.
- e) Implementating the extracurricular programs to produce students who excel and are useful for everyday life.
- f) Implementing participatory school-based management by involving all school members.
- g) Developing students' work.
- h) Increasing awareness of preserving the environment.

**d. Geography Conditions of MA Al-Mubarak**

MA Al-Mubarak is located on Jln Ujan Mas, Uman Village Agung, Bandar Mataram District, Central Lampung Regency. Get more details can be seen in the appendices.

**e. Facilities and Infrastructure of Madrasah Aliyah Al-Mubarak**

The condition of facilities and infrastructure at MA Al-Mubarak can be seen in the appendices.

**f. Organizational Structure of Madrasah Aliyah Al-Mubarak**

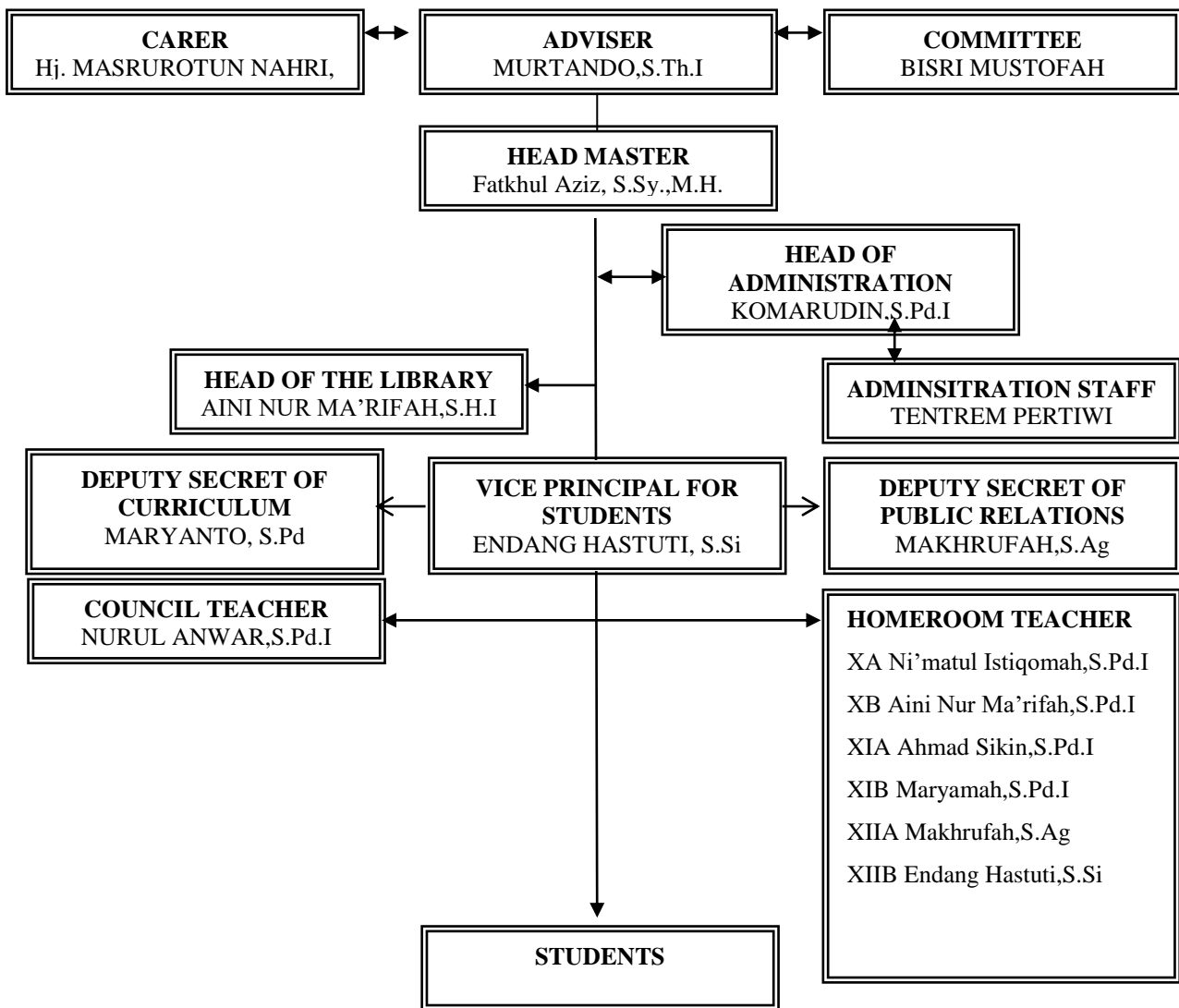
- 1) The foundation's president : KH. Ahmad Sholehan Thoyib
  - 2) Head master : Fatkhul Aziz, S.Sy.,M.H.
  - 3) Administration : 1. Komarudin,S.Pd.I  
2. Tentrem Pertiwi
  - 4) Library : Aini Nur Ma'rifah, S.H.I
  - 5) Deputy Head of Curriculum : Maryanto, S.Pd
  - 6) Deputy Head of Student Affairs : Endang Hastuti, S.Si
  - 7) Deputy Head of Public Relations : Makhrufah, S.Ag
  - 8) Guidance teacher : Nurul Anwar,S.Pd.I
  - 9) Homeroom teacher :
- XA Ni'matul Istiqomah,S.Pd.
- XB Aini Nur Ma'rifah,S.Pd.I
- XIA Ahmad Sikin,S.Pd.I
- XIB Maryamah,S.Pd.i
- XIIA Makhrufah,S.Ag

XIIB Endang Hastuti,S.Si

10) Members

: Students

**Organizational Structure  
Ma Al Mubarak Organizational Structure**



**2. Description of Research Result Data**

This research was conducted by using the qualitative method to achieve the research objectives, namely to investigate the use of Reference

in students' writing and to analyze the most dominant types of Reference in students writing of the eleventh graders at MA AL-MUBAROK BANDAR MATARAM CENTRAL LAMPUNG. In collecting data, the researcher documented the English assignments of the eleventh grade science students which were related to the assignment of writing descriptive texts. From the results of this data collection, the researcher obtained 15 data from students' writing assignments regarding descriptive texts.

After collecting data, especially regarding archives for descriptive text writing assignments, the researcher reduced the data by focusing on the research objective, namely to determine the use of references and the dominant type of reference in students' writing. After sorting the data, the researcher displays the data as follows:

**a. The Students' Ability in Using Reference in their writing skill of the eleventh graders at MA AL-MUBAROK BANDAR MATARAM CENTRAL LAMPUNG**

In collecting data related to students' abilities, researcher analyzed the data based on the accuracy and inappropriateness of the use of references in each type, which consists of 2 types, including demonstrative reference and personal reference. From the results of the analysis it is known that students' ability to use references is demonstrated by the correct use of references in students' descriptive writing, namely that there are 41 correct uses. This is known from the following data:

## 1) The First Data

In the first data written by the initials M.D, it is known that the student was able to write references in descriptive text correctly, namely those contained in the following sentences:

*These animal can be found in dry and desert regions in asian and north africa.*

This sentence shows the accuracy of using references in the demonstrative reference type, because the students correctly chose "Their" as a substitute for Camel with the right arrangement without any errors.

## 2) The second data

In the second data written by the initials A.N. it is known that the student was able to write references in descriptive text correctly, namely those contained in the following sentences:

*They can metabolize when food and drink is scarce*

This sentence shows the accuracy of using references in the personal reference type, because the students correctly chose "They" as a substitute for Camel with the right arrangement without any errors.

## 3) The third data

In the third data written by the initials R.P. it is known that the student was able to write references in descriptive text correctly, namely those contained in the following sentences:

*Camel store **their** food in **their** humps*



This sentence shows the accuracy of using references in the demonstrative reference type, because the students correctly chose "Their" as a substitute for Camel with the right arrangement without any errors.

4) The fourth data

In the fourth data written by the initials R.M. it is known that the student was able to write references in descriptive text correctly, namely those contained in the following sentences:

*With their iconic humps storing fat reserves, camels can go for days without water, making **them** well-adapted to arid landscapes.*

This sentence shows the accuracy of using references in the personal reference type, because the students correctly chose "Them" as a substitute for Camel with the right arrangement without any errors.

5) The fifth data

In the fifth data written by the initials L.M. it is known that the student was able to write references in descriptive text correctly, namely those contained in the following sentences:

*The camel is an animal **that** lives in the desert, a camel can eat and drink large amount*

This sentence shows the accuracy of using references in the demonstrative reference type, because the students correctly chose

"That" as a substitute for Animal with the right arrangement without any errors.

**b. The Students' Inability in Using Reference in their writing skill of the eleventh graders at MA AL-MUBAROK BANDAR MATARAM CENTRAL LAMPUNG**

Students' inability to use references in descriptive writing was demonstrated by the research results by the discovery of 9 inappropriate uses of the personal pronoun, possessive determiner and possessive pronoun types. This data is shown in the following results:

1) The First Data

The inappropriate use of references in the first data written by the initials M.L is shown in this sentence:

*Camel are desert animals, **he** and **she** have humps and it is a water reserves*

In this sentence the student incorrectly used the references *he* and *she* which are used to refer to camels, whereas the usage should not be appropriate for an animal. The justification for the reference should be *they*, so the correct sentence is:

*Camel are desert animals, **they** have humps and it is a water reserves*

2) The second data

The inappropriate use of references in the second data written by the initials D.U is shown in this sentence:

**He** is able to survive in arid place because **her** has a hump

In this sentence the student incorrectly used the references *he* and *her* which are used to refer to camels, whereas the usage should not be appropriate for an animal. The justification for the reference should be *they*, so the correct sentence is:

Camel can able to survive in arid place because **they** have a humps.

3) The third data

The inappropriate use of references in the third data written by the initials S.R is shown in this sentence:

Camel place is a desert and **his** has long necks.

In this sentence the student incorrectly used the references *his* which are used to refer to camels, whereas the usage should not be appropriate for an animal. The justification for the reference should be *they*, so the correct sentence is:

Camel place is a desert and they have long necks.

4) The fourth data

The inappropriate use of references in the forth data written by the initials L.P is shown in this sentence:

**Her** bodies are large and long legged.

In this sentence the student incorrectly used the references *her* which are used to refer to camels, whereas the usage should not be appropriate for an animal. The justification for the reference should be *their*, so the correct sentence is:

**Their** bodies are large and have long leg

5) The Fifth Data (D.S)

The inappropriate use of references in the fifth data written by the initials D.S is shown in this sentence:

**Hers** long legs and neck.

In this sentence the student incorrectly used the references *hers* which are used to refer to camels, whereas the usage should not be appropriate for an animal. The justification for the reference should be *their*, so the correct sentence is:

**They** have long legs and neck.

Based on the results of data analysis, it is known that the ability of grade 11 science students at MA ALMUBAROK Bandar Mataram in using references in the process of writing descriptive texts is dominated by the use of appropriate references. This is because from the overall data it was found that there were 41 uses of appropriate references, while the use of references was inappropriate. only 14, in other words, students are able to use references in writing as indicated by the accuracy of the use of personal references such as personal pronouns which dominate the accuracy of use in the descriptive text. consistly, students' ability to use references in descriptive writing is illustrated in the following table:

**Table 4.5**  
**Ability and Inability in use Reference**

No	Type	Appropriate	Innapropriate
1	Demontstrative Reference	9	0
2	Personal Reference	32	14
TOTAL		41	14

**c. The Most Dominant Type of reference used in student writing of the eleventh graders at MA AL-MUBAROK BANDAR MATARAM CENTRAL LAMPUNG**

In collecting data related to determine the dominant type of reference use in students' writing skill, the researcher examined 15 students' writing data. From the results of data sorting it is known that the use of references is dominated by the personal reference type, namely there are 45 uses of personal references while the use of demonstrative references is only 12.

1) Demonstrative Reference

The use of demonstrative references in students' writing is shown by the 12 uses contained in the following data:

a) The First Data

In the descriptive text data written by the initials M.D there is the use of demonstrative reference which is shown in the following sentence:

*These animal can be found in dry and desert regions in asian and north africa.*

The use of demonstrative reference in this sentence is shown by the word *these* which refers to animals.

## b) The Second Data

In the descriptive text data written by the initials A.N there is the use of demonstrative reference which is shown in the following sentence:

***There** are two types of camels : dromery camles, which have one humps and bacterian camels two humps.*

The use of demonstrative reference in this sentence is shown by the word *there* which refers to animals.

## c) The third data

In the descriptive text data written by the initials L.M there is the use of demonstrative reference which is shown in the following sentence:

*The camel is an animal **that** lives in the desert, a camel can eat and drink large amust*

The use of demonstrative reference in this sentence is shown by the word *that* which refers to animals.

## d) The fourth data

In the descriptive text data written by the initials D.S there is the use of demonstrative reference which is shown in the following sentence:

*Camels are brown, **there** are male and female camels.*

The use of demonstrative reference in this sentence is shown by the word *there* which refers to animals.

e) The fifth data

In the descriptive text data written by the initials A.B there is the use of demonstrative reference which is shown in the following sentence:

*Camels are animals **that** have humps to store food reserves.*

The use of demonstrative reference in this sentence is shown by the word *that* which refers to animals.

2) Personal Reference

The use of personal references in students' writing is shown by the 45 uses contained in the following data:

a) Personal Pronoun

(1) The First Data

In the descriptive text data written by the initials A.N there is the use of personal pronoun which is shown in the following sentence:

***They** can metabolize when food and drink is scarce*

The use of personal pronoun in this sentence is shown by the word *they* which refers to animals.

(2) The second data

In the descriptive text data written by the initials M.L there is the use of personal pronoun which is shown in the following sentence:

***They are brown***

The use of personal pronoun in this sentence is shown by the word *they* which refers to animals.

(3) The third data

In the descriptive text data written by the initials R.M there is the use of personal pronoun which is shown in the following sentence:

*With their iconic humps storing fat reserves, camels can go for days without water, making **them** well-adapted to arid landscapes*

The use of personal pronoun in this sentence is shown by the word *them* which refers to animals.

(4) The fourth data

In the descriptive text data written by the initials S.M there is the use of personal pronoun which is shown in the following sentence:

***They have third clear eyelid that protect their eyes.***

The use of personal pronoun in this sentence is shown by the word *they* which refers to animals.

(5) The fifth data

In the descriptive text data written by the initials L.P there is the use of personal pronoun which is shown in the following sentence:

***They can chew on cactus.***



The use of personal pronoun in this sentence is shown by the word *they* which refers to animals.

b) Possesive Determiner

(1) The first data

In the descriptive text data written by the initials M.D there is the use of possesive determiner which is shown in the following sentence:

***Their** unique foot makes them easy to walk on the sand in the desert.*

The use of possesive determiner in this sentence is shown by the word *their* which refers to animals.

(2) The second data

In the descriptive text data written by the initials R.P there is the use of possesive determiner which is shown in the following sentence:

*Camel store **their** food in **their** humps*

The use of possesive determiner in this sentence is shown by the word *their* which refers to animals.

(3) The third data

In the descriptive text data written by the initials M.L there is the use of possesive determiner which is shown in the following sentence:

***Their** eyelashes are long*

The use of possessive determiner in this sentence is shown by the word *their* which refers to animals.

(4) The fourth data

In the descriptive text data written by the initials R.M there is the use of possessive determiner which is shown in the following sentence:

***Their** thick, coarse fur protects them from the scorching sun and biting winds, while **their** padded feet enable them to trek across sandy terrain with ease.*

The use of possessive determiner in this sentence is shown by the word *their* which refers to animals.

(5) The fifth data

In the descriptive text data written by the initials R.M there is the use of possessive determiner which is shown in the following sentence:

*Camel have other ways to adapt to **their** environment.*

The use of possessive determiner in this sentence is shown by the word *their* which refers to animals.

c) Possesive pronoun

(1) The first data

In the descriptive text data written by the initials S.R there is the use of possessive pronoun which is shown in the following sentence:

*Camel place is a desert and **his** has long necks.*

The use of possessive determiner in this sentence is shown by the word *his* which refers to animals

(2) The second data

In the descriptive text data written by the initials S.R there is the use of possessive pronoun which is shown in the following sentence:

***His** eyes are big and **his** legs are long*

The use of possessive determiner in this sentence is shown by the word *his* which refers to animals

(3) The third data

In the descriptive text data written by the initials S.R there is the use of possessive pronoun which is shown in the following sentence:

***His** body is brown*

The use of possessive determiner in this sentence is shown by the word *his* which refers to animals

(4) The fourth data

In the descriptive text data written by the initials S.R there is the use of possessive pronoun which is shown in the following sentence:

*The camel, also known as the "ship of the desert," is a fascinating creature with **its** distinctive hump and long, sturdy legs*

The use of possessive determiner in this sentence is shown by the word *his* which refers to animals

The overall results of research with the dominant type of reference in student writing are shown in the following table:

**Table 4.6**  
**The Total Number Of Dominant Type Reference**

No	Type of reference		The use of Reference	Total
1	Demonstrative reference		9	9
2	Personal reference	Personal pronoun	24	47
		Possesive determiner	15	
		Possesive pronoun	8	
Total				56

Based on the information in the table, it is known that the dominant type of reference used in students' writing skill is the personal reference type, namely there are 47 uses of the dominant type, possessive determiner.

## **B. DISCUSSION**

The results of the research show that students' ability to use references in descriptive text writing skill is dominated by the correct use of 41 appropriate references. while the use of inappropriate references in 15 students' descriptive text writing data found only 14 inappropriate uses, this shows that appropriate use is greater than inappropriate use so it can be concluded that students' writing ability using references in writing is dominated by the use of the right reference.

While the results of the next research are related to the dominant type of reference that is most dominantly used by students in descriptive writing which is dominated by the use of personal references, namely 47 uses consisting of 24 personal pronouns, 15 possessive determiners, and 8 possessive pronouns. while the use of demonstrative reference was only 9 uses, this data shows that the most dominant type of reference in students' descriptive writing is personal reference.

The results of this research are related to the results of previous research conducted by Trinh Ngoc Thanh which aimed to explore the aspect of writer engagement through the emphasis of first person pronoun 'we' in essay writing by Chinese student-writers. while the results of the research are The result of this research has been conducted with the motivation to explain how the first person pronoun 'we' constructs writer's engagement in essay writing. From this explanation it can be seen that the difference between this research and that research is that there are differences in terms of research objectives.

The results of this research are in line with research conducted by Nurhidayah, Jismulatif, Marzuki which showed that fourth semester English students at Riau University were able to write essays using references dominated by appropriate use.

From all of these descriptions, it is emphasized that the use of references is predominantly used by Eleventh grade science students because students have been taught the use of personal references, especially personal

pronouns, so that they are able to write descriptive texts using references, especially personal references.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

The conclusion of this research shows that students' ability to use references in writing skill is dominated by the correct use of references. This is demonstrated by the students' ability to use references is demonstrated by the correct use of references in students' descriptive writing, the use of references is dominated by the personal reference type, namely there are 45 uses of personal references while the use of demonstrative references is only 12. While the use of inappropriate references in 15 students' descriptive text writing data found only 14 inappropriate uses, this shows that appropriate use is greater than inappropriate use so it can be concluded that students' writing ability using references in writing is dominated by the use of the right reference.

Meanwhile, the results of other research show that the dominant type of reference used in students' writing skill is the personal reference type, namely there are 47 uses of the dominant type, possessive determiner, consisting of 24 personal pronouns, 15 possessive determiners, and 8 possessive pronouns. while the use of demonstrative reference was only 9 uses, this data shows that the most dominant type of reference in students' descriptive writing is personal reference.

## **B. SUGGESTION**

Based on the conclusion above, the researcher had provided some suggestion that include of:

### **1. For the Students**

It is recommended for students to be more active in the process of learning English, especially in relation to writing skills. Students are also advised to focus more on the writing process through the writing stages properly and correctly.

### **2. For the English Teacher**

It is recommended for teachers to motivate students more in the process of learning English, especially those related to writing skills by providing basic writing concepts needed by students.

### **3. For the Headmaster**

It is recommended for headmaster to support the English language learning process for both teachers and students by completing infrastructure related to English learning and supporting teachers to develop innovative learning processes.



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# APPENDICES



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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Nomor : B-1448/In.28.1/J/TL.00/03/2024  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Ahmad Subhan Roza (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **NISRINA ALYA RIFA**  
NPM : [2001050019](#)  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : AN ANALYSIS OF STUDENTS REFERENCE IN ENGLISH WRITING SKILL AT THE ELEVENTH GRADE OF MA AL-MUBAROK BANDAR MATARAM CENTRAL LAMPUNG

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 04 Maret 2024  
Ketua Jurusan,



**Dr. Much Deiniatur M.Pd.B.I.**  
NIP [19880308 201503 1 006](#)



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
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 Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Nisrina Alya Rifa  
 NPM : 2001050019

Program Studi : TBI  
 Semester :

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	2 Mei 2024		revisi Bab 4	
2	Senin 6 Mei 2024		revisi kesimpulan	
3	Selasa 8 Mei 2024		abstract	
4	Selasa 14 Mei 2024		<i>Dr. Much Deiniatur</i>	

Mengetahui,  
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INSTITUT AGAMA ISLAM NEGERI METRO  
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Nomor : B-1614/In.28/D.1/TL.00/03/2024  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA MA AL-MUBAROK  
BANDAR MATARAM

di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1615/In.28/D.1/TL.01/03/2024,  
tanggal 15 Maret 2024 atas nama saudara:

Nama : **NISRINA ALYA RIFA**  
NPM : 2001050019  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MA AL-MUBAROK BANDAR MATARAM bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA AL-MUBAROK BANDAR MATARAM, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS REFERENCE IN ENGLISH WRITING SKILL AT THE ELEVENTH GRADE OF MA AL-MUBAROK BANDAR MATARAM CENTRAL LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 15 Maret 2024  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

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**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-298/In.28/S/U.1/OT.01/05/2024**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : NISRINA ALYA RIFA  
NPM : 2001050019  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 2001050019

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 16 Mei 2024  
Kepala Perpustakaan



Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.  
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
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#### SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:


Nama : Nisrina Alya Rifa  
NPM : 2001050019  
Prodi : Tadris Bahasa Inggris  
Judul Skripsi : AN ANALYSIS OF STUDENTS REFERENCE IN ENGLISH WRITING SKILL AT THE ELEVENTH GRADE OF MA AL-MUBAROK BANDAR MATARAM CENTRAL LAMPUNG

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, Mei 2024

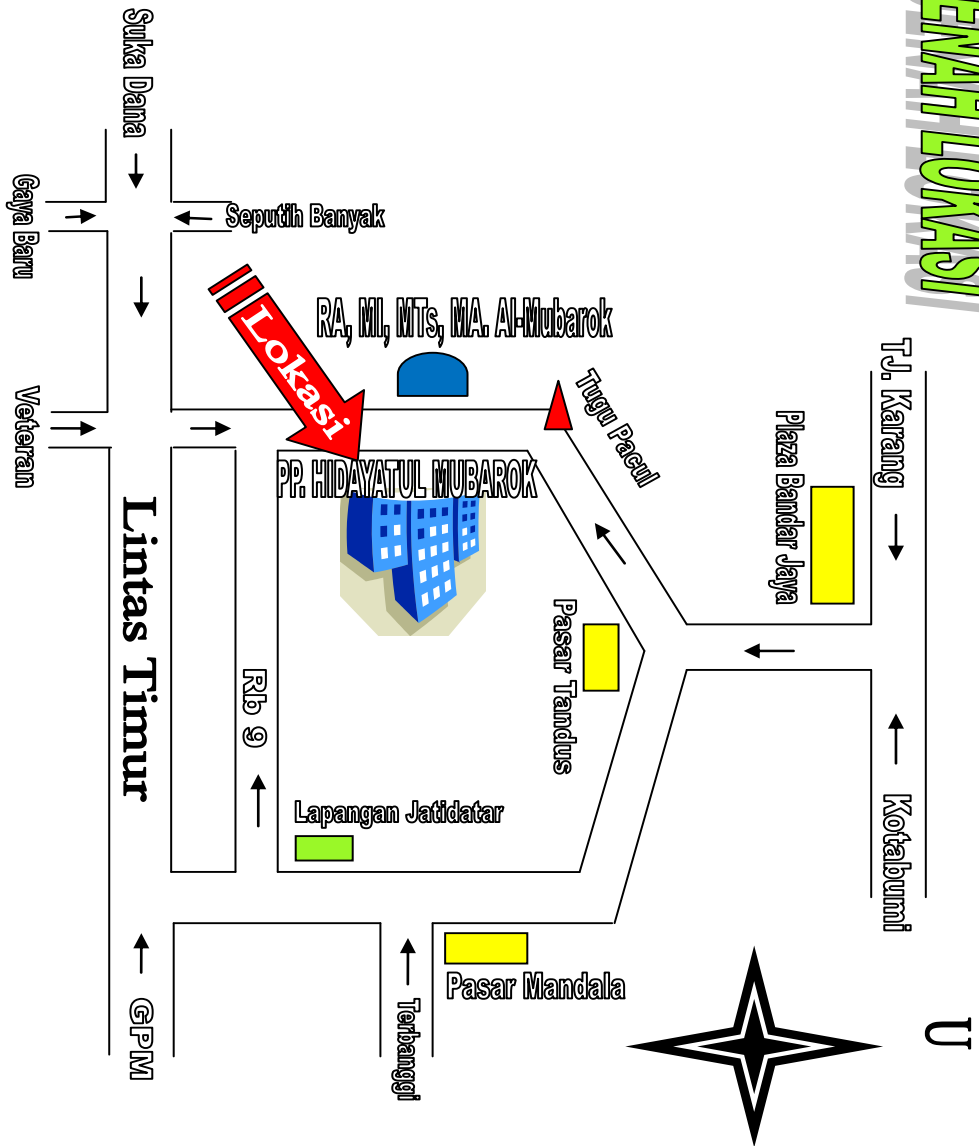
Ketua Prodi TBI

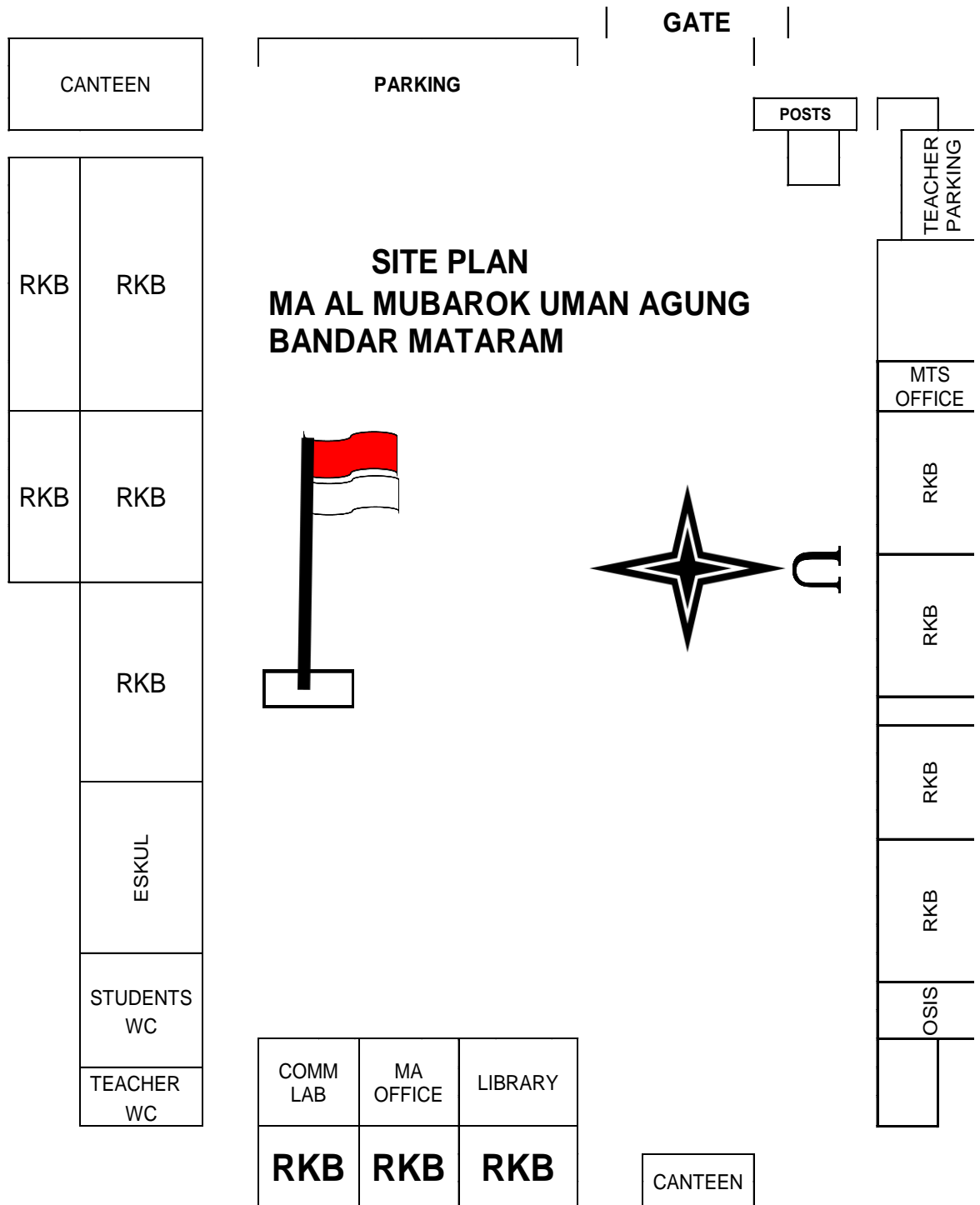
  
**Dr. Much Deimatur, M.Pd.B.I.**  
NIP. 198803081015031006



Documentation sheet

# DENAH LOKASI





No	Type of Infrastructure	Amount Room	Amount Good Condition Room	Amount Bad Condition Room	Damage Category		
					Light Damage	Moderately Damaged	Heavy Damaged
1	Classroom	4	3	1	1	-	-
2	Library	1	-	-	-	1	-
3	Science Lab Room	-	-	-	-	-	-
4	Biology Lab Room	-	-	-	-	-	-
5	Physics Lab Room	-	-	-	-	-	-
6	Chemistry Lab Room	-	-	-	-	-	-
7	Computer Lab Room	1	-	-	-	-	-
8	Language Lab Room	-	-	-	-	-	-
9	Leadership room	1	1	-	-	-	-
10	Teacher room	1	1	-	-	-	-
11	Administration room	1	1	-	-	-	-
12	Counseling room	-	-	-	-	-	-
13	Worship place	1	1	-	-	-	-
14	Student health unit	1	-	-	-	-	-
15	WC	4	1	1	-	-	1
16	Warehouse	1	-	1	-	1	-
17	Court room	-	-	-	-	-	-
18	Sports venues	1	1	-	-	-	-
19	Student organization room	1	-	-	-	-	-
20	Other room	-	-	-	-	-	-

No	Data	Sentence	Type of Reference	The use of reference			
				Ommision	Addition	Selection	Ordering
1	M.D	<b>These</b> animal can be found in dry and desert regions in asian and north africa.	Demonstrative reference - <b>These</b> : Participant (plural, near)				
		<b>This</b> can be happened because <b>they</b> can store <b>their</b> reserves food in the form of fat on its humps.	Demonstrative Reference - <b>This</b> : Participant (singular, near)				
			Personal Reference - <b>They</b> : Other person, object (pronoun)				
			Personal reference - <b>their</b> : Other person, object (determiner)				
		<b>Their</b> unique foot makes them easy to walk on the sand in the desert.	Personal reference - <b>their</b> : Other person, object (determiner)				
<b>They</b> also have thick and long eyelasheh to help <b>them</b>	Personal Reference - <b>They</b> : Other person, object (pronoun)						
	Personal Reference - <b>Them</b> : Other person,						

			object (pronoun)				
2	A.N	<b>There</b> are two types of camels : dromery camles, which have one humps and bacterian camels two humps.	Demonstrative reference - <b>There</b> : Participant (place, far)				
		<b>They</b> can metabolize when food and drink is scarce	Personal Reference - <b>They</b> : Other person, object (pronoun)				
3	R.P	Camel store <b>their</b> food in <b>their</b> humps	Personal reference - <b>their</b> : Other person, object (determiner)				
4	M.L	Camel are desert animals, <b>he</b> and <b>she</b> have humps and <b>it</b> is a water reserves	Personal reference - <b>He</b> : Other person, male (pronoun)		✓		
			Personal reference - <b>She</b> : Other person, female (pronoun)		✓		
			Personal Reference - <b>It</b> : Object passage of text (pronoun)				
		<b>They</b> are brown	Personal Reference - <b>They</b> :				

			Other person, object (pronoun)				
		<b>Her</b> bodies are large and long legged.	Personal Reference - <b>Her</b> : Other person, female (pronoun)			✓	
		<b>Their</b> eyelashes are long and <b>They</b> can chew on cactus	Personal Reference - <b>Their</b> : Other person, object (determiner)				
			Personal Reference - <b>They</b> : Other person, object (pronoun)				
5	R.M	The camel, also known as the "ship of the desert," is a fascinating creature with <b>its</b> distinctive hump and long, sturdy legs	Personal Reference - <b>Its</b> : Object passage of text (possessive pronoun)				
		<b>Their</b> thick, coarse fur protects them from the scorching sun and biting winds, while <b>their</b> padded feet enable them to trek across sandy	Personal Reference - <b>Their</b> : Other person, object (determiner)				

		terrain with ease.					
		With <b>their</b> iconic humps storing fat reserves, camels can go for days without water, making <b>them</b> well-adapted to arid landscapes.	Personal Reference - <b>Their</b> : Other person, object (determiner)				
		<b>Their</b> long, slender necks allow them to reach high branches for food, while <b>their</b> strong jaws efficiently chew tough desert vegetation.	Personal Reference - <b>Their</b> : Other person, object (determiner)				
		Camels are also known for <b>their</b> gentle disposition and strong social bonds within <b>their</b> herds	Personal Reference - <b>Their</b> : Other person, object (determiner)				
6	L.N	The camel is an animal <b>that</b> lives in the desert, a camel can eat and drink large amount	Demonstrative Reference - <b>That</b> : Participant (singular, far)				
		with many	Personal				

		of the other males from <b>their</b> own herd called a bachelor herd.	Reference - <b>Their</b> : Other person, object (determiner)				
7	D.U	Camel is a mammal, <b>its</b> a brown land animal.	Personal Reference - <b>Its</b> : Object passage of text (possessive pronoun)				
		<b>He</b> is able to survive in arid place because <b>her</b> has a hump, <b>it</b> was <b>his</b> food reserves.	Personal reference - <b>He</b> : Other person, male (pronoun)			✓	
			Personal Reference - <b>Her</b> : Other person, female (determiner)			✓	
			Personal Reference - <b>It</b> : Object passage of text (pronoun)				
			Personal reference - <b>His</b> : Other person, male (possessive pronoun)			✓	
8	S.M	<b>There</b> are two types of camels : dromery camles, which have one humps	Demonstrative reference - <b>There</b> : Participant (place, far)				



		and bacterian camels two humps.					
		<b>They</b> can metabolize when food and drink is scarce	Personal Reference - <b>They</b> : Other person, object (pronoun)				
		Camel have other ways to adapt to <b>their</b> environment.	Personal Reference - <b>Their</b> : Other person, object (determiner)				
		<b>They</b> have third clear eyelid that protect <b>their</b> eyes.	Personal Reference - <b>They</b> : Other person, object (pronoun)				
		<b>They</b> can shut <b>their</b> nostris during sand storms.	Personal Reference - <b>They</b> : Other person, object (pronoun)				
			Personal Reference - <b>Their</b> : Other person, object (determiner)				
		Many of the other males from <b>their</b> own herd called a bachelor herd.	Personal Reference - <b>Their</b> : Other person, object (determiner)				
9	S.R	<b>He</b> is able to chew sharp cacti.	Personal reference - <b>He</b> : Other person, male			✓	

			(pronoun)				
		Camel place is a desert and <b>his</b> has long necks.	Personal reference <b>-His :</b> Other person, male (possesive pronoun)			✓	
		<b>His</b> body is brown	Personal reference <b>-His :</b> Other person, male (possesive pronoun)			✓	
		<b>His</b> eyes are big and <b>his</b> legs are long	Personal reference <b>-His :</b> Other person, male (possesive pronoun)			✓	
10	L.P	Camels are desert animals, <b>he</b> and <b>she</b> have humps, and <b>it</b> is a water reserves.	Personal reference <b>-He :</b> Other person, male (pronoun)		✓		
			Personal reference <b>-She :</b> Other person, female (pronoun)		✓		
			Personal Reference <b>- It :</b> Object pessage of text (pronoun)				
		<b>They</b> are brown.	Personal Reference <b>- They :</b> Other person, object (pronoun)				

		<b>Her</b> bodies are large and long legged.	Personal Reference - <b>Her</b> : Other person, female (pronoun)			✓	
		<b>Their</b> eyelashes are long and <b>they</b> can chew on cactus.	Personal Reference - <b>Their</b> : Other person, object (determiner)				
			Personal Reference - <b>They</b> : Other person, object (pronoun)				
11	D.S	Camels are brown, <b>there</b> are male and female camels.	Demonstrative reference - <b>There</b> : Participant (place, far)				
		<b>They</b> have humps and contain water reserves because <b>they</b> live in desert, <b>it</b> bodies are large.	Personal Reference - <b>They</b> : Other person, object (pronoun)				
			Personal Reference - <b>It</b> : Speaker and other person (pronoun)			✓	
		<b>Hers</b> long legs and neck	Personal Reference - <b>Hers</b> : Other person, female (possessive pronoun)			✓	
12	A.B	Camels are animals <b>that</b> have humps to store food	Demonstrative Reference - <b>That</b> : Participant (				

		reserves.	singular, far)				
13	I.R	<b>There</b> are two types of camels : dromery camles, which have one humps and bacterian camels two humps.	Demonstrative reference - <b>There</b> : Participant (place, far)				
		<b>They</b> can metabolize when food and drink is scarce	Personal Reference - <b>They</b> : Other person, object (pronoun)				
14	L	The camel is an animal <b>that</b> lives in the desert, a camel can eat and drink large amust	Demonstrative Reference - <b>That</b> : Participan (singular, far)				
		with many of the other males from <b>their</b> own herd called a bachelor herd.	Personal Reference - <b>Their</b> : Other person, object (determiner)				
15	D.T	Camel store <b>their</b> food in <b>their</b> humps	Personal Reference - <b>Their</b> : Other person, object (determiner)				

No	Data	Types of reference							
		Demonstrative Reference		Personal Reference					
				Personal Pronoun		Possesive Determiner		Possesive Pronoun	
Appropriate	Inappropriate	Appropriate	Inappropriate	Appropriate	Inappropriate	Appropriate	Inappropriate		
1	M.D	II		III		II			
2	A.N	I		I					
3.	R.P					I			
4	M.L			III	III				
5	R.M			I		III		I	
6	L.N	I				I			
7	D.U			I	I		I	I	I
8	S.M	I		III		III			
9	S.R								III
10	L.P			III	II	I			
11	D.S	I		I	I				I
12	A.B	I							
13	I.R	I		I					
14	L	I				I			
15	D.T					I			
<b>TOTAL</b>		<b>9</b>	<b>0</b>	<b>17</b>	<b>7</b>	<b>14</b>	<b>1</b>	<b>2</b>	<b>6</b>

No	Data	Sentence	Type					The correction
				Omission	Addition	Selection	Ordering	
1	M.L	Camel are desert animals, <b>he</b> and <b>she</b> have humps and it is a water reserves	Personal Reference		✓			Camel are desert animals, <b>they</b> have humps and it is a water reserves
		<b>Her</b> bodies are large and long legged.	Personal Reference			✓		<b>Their</b> bodies are large and long legged.
2	D.U	<b>He</b> is able to survive in arid place because <b>her</b> has a hump, it was <b>his</b> food reserves.	Personal Reference			✓		Camel can able to survive in arid place because <b>they</b> have a humps. It was <b>their</b> food reserves
			Personal Reference			✓		
			Personal Reference			✓		
3	S.R	<b>He</b> is able to chew sharp cacti.	Personal Reference			✓		Camel can able to chew sharp cacti.
		Camel place is a desert and <b>his</b> has long necks.	Personal Reference			✓		Camel place is a desert and <b>they</b> have long necks.
		<b>His</b> body is	Personal			✓		<b>Their</b> bodies

		brown	Refer ence					are brown
		<b>His</b> eyes are big and <b>his</b> legs are long	Perso nal Refer ence			✓		<b>Their</b> eyes are big and <b>they</b> have long legs
4	L.P	Camels are desert animals, <b>he</b> and <b>she</b> have humps, and it is a water reserves.	Perso nal Refer ence		✓			Camel are desert animals, <b>they</b> have humps and it is a water reserves
		<b>Her</b> bodies are large and long legged.	Perso nal Refer ence			✓		<b>Their</b> bodies are large and have long leg.
5	D.S	They have humps and contai water reserves because they life in desert, <b>it</b> bodies are large.	Perso nal Refer ence			✓		They have humps and contai water reserves because they life in desert, <b>their</b> bodies are large.
		<b>Hers</b> long legs and neck	Perso nal Refer ence			✓		<b>They</b> have long legs and neck

No. \_\_\_\_\_

Date: \_\_\_\_\_

Nama : Diva Septia

Kelas :

Camels are brown, there are male and female camels, they have humps and contain water reserves because they live in the desert, it bodies are large. has long legs and neck.



No. \_\_\_\_\_  
Date: \_\_\_\_\_

Nama : Reata Maharani  
Kelas :

Camel

The camel, also known as the "ship of the desert" is a fascinating creature with its distinctive hump and long, sturdy legs. Standing tall with a regal demeanor, camels possess a remarkable ability to survive in harsh desert environments. Their thick, coarse fur protects them from the scorching sun and biting winds, while their padded feet enable them to trek across sandy terrain with ease. With their iconic humps storing fat reserves, camels can go for days without water, making them well-adapted to arid landscapes. Their long, slender necks allow them to reach high branches for food, while their strong jaws efficiently chew. Camels are also known for their ~~strong~~ gentle disposition and strong social bonds within their herds, making them not only resilient survivors but also fascinating creatures of the desert.

4

BART

No. \_\_\_\_\_

Date: \_\_\_\_\_

Nama : Siti Mahmudah

Kelas :

### CAMEL

Camels are mammals with long legs, a big-lipped snout and a humped back,

There are two types of camels:

dromedary camels, which have one hump,

and bactrian camels, which have two

humps. camels' humps consist of stored fat, which they can metabolize when food and water is scarce.

In addition to their humps, camels have other ways to adapt to their environment.

They have a third, clear eyelid that

protect their eyes. Sand up the nose

can be a problem, but not for camels.

They can shut their nostrils during

sand storms.

Camels like to stay together in groups

called herds. The herds are led by a

dominant male, while many of the other males

form their own herd called a bachelor herd.

Camels are very social and like to greet

each other by blowing in each other's faces.



GREEBEL®

Date:

No:

Nama : ~~Andi~~ ~~Andi~~ Siti Rohanatus

Kelas :

Camels are mammals. He is able to chew sharp cacti. Place is a desert and his has long necks. His body is brown, his eyes are big, his legs are long

NOTEBOOK

No. \_\_\_\_\_

Date: \_\_\_\_\_

Nama : Muhtid Durahman

Kelas :

- Camel is a kind of desert animals which has big  
 and strong body. These animals can be found  
 in dry and desert regions in Asian and North  
 Africa. Camel can travel in ~~long~~ long distances  
 without food and drinks at all in the middle  
 of a hot desert. This can be happened because  
 they can store their reserves food in the form  
 of fat on its hump. Their unique food makes  
 them easy to walk on the thick sand in  
 the desert. They also have thick and long  
 eyelashes to help them

## CURRICULUM VITAE



The name of a researcher is Nisrina Alya Rifa. She was born in Subing Karya on January 25th, 2003. She is the second child of happy couple Mr. Oman Firman and Mrs. Maryamah. She has graduated from Elementary school (SD N 2 Subing Karya) on 2014. And then she continued her study in Junior High School (SMP Ma'arif 02 Uman Agung) and graduated on 2017. After graduated from Junior High School, she continued to Senior high school (MA Al-Mubarak Bandar Mataram) and graduated on 2020. And on 2020 she continued her study as a student of S-1 English Education Department of State Institute for Islamic Studies Metro (IAIN Metro).