CHAPTER I

INTRODUCTION

A. Background of the Study

English as foreign language in Indonesia has influenced many aspects of life to the people. They try to know and learn the language. Therefore, the government has encouraged teaching an English from beginning up to university to improve communication with the people around the world.

English language teaching includes four language skills such as listening, speaking, reading and writing. All of them are important aspect in mastering English. These are components that must be mastered one should learn it not only theoretically but also practically.

Writing is one of language skills which every language learner should master. By writing, people can express their idea; describe another people, place, or unit of time, propose argument, tell stories, and many others. In addition, writing something helps people to communicate one another. However, in learning English, the students are taught also the language competences, one of which is grammar.

Grammar has an essential role in mastering English. It is the study about how to make words into ideas. As Scott Thornbury said that grammar is partly the study of what forms (or structures) are
possible in a language.¹ According to Vivian grammar is the most unique of language.²

In learning grammar, possessive adjectives are often confused with possessive pronoun. Possessive adjectives are used to show possession or ownership of something. The use of possessive adjective refer to people, it is more in the sense of relationship than ownership. Possessive adjectives go before the noun and possessive pronouns go after the noun. For the examples: This is my car (possessive adjectives), the car is mine (possessive pronoun). Because of that, the students usually make an error in using possessive adjectives.

Based on the observation in SMPN 2 Mekar Baru-Tangerang, the writer got the data from the English teacher that the students are difficulties on English skills, such as listening, speaking, reading and writing. From four language skills that the students felt difficulties in writing, because writing English is not an easy skill. The students still find difficulties in writing English and they can’t yet to write the sentences well. The students got low score in writing. Usually, the students are difficulties understand and faulty using possessive adjective in writing narrative text. Because of some factors such as the limitation of time, vocabularies, the difficulties of grammar and the teacher do not give them the material optimally.

The students use possessive pronouns as possessive adjectives. For examples: This is hers pen, this is mine English book. Certainly that is wrong sentences. Because hers and mine are possessive pronouns, the right sentences are, this is her pen and this is my English book. Students in making sentences sometimes incorrectly use the possessive adjective, especially in written text.

Based on the background of the study above, the writer is interested in analyzing the errors made by students in possessive adjectives. Thus, this research is entitled “Analysis of Students’ Error in Using Possessive Adjective on Narrative Texts” (A Case Study in the Second Grade of SMPN 2 Mekar Baru, Tangerang). Therefore, the writer choses this title because there are many students who still get difficulties in learning possessive adjective. The student errors are also important for the teacher, as the writer that it can be feedback for teachers and show them which part of their teaching needs more attention. Therefore an error analysis has an important role in revealing what kind of student error do most in writing and what are the causes of those errors, especially in using possessive adjective on writing narrative text.

B. Limitation of the Problem

In order to avoid misunderstanding to the problem, it is necessary to make the limitation. Based on the background of the study above, the writer is interested in analyzing the errors made by the second grade students of SMPN 2 Mekar Baru, Tangerang in using possessive adjective on narrative text.
C. Formulation of the Problem

Based on the background of the study above, the writer formulated the problems as follows:

1. What are the errors faced by the students in using possessive adjective on writing narrative text?
2. Why do the students face such difficulties in using possessive adjective on writing narrative text?

D. Objective of the Study

Based on the formulation of the problem above, the writer objected of the study as follows:

1. To find the types of error occur by the students in using possessive adjective on writing narrative text.
2. To analyze the students’ difficulties in using possessive adjectives on writing narrative text.

E. Organization of the Writing

This paper is divided into five chapters, chapter one deals with the introduction, consisting background of study, limitation of the problem, formulation of the problem, objective of study, and organization of writing.

Chapter two, present the theoretical framework discussed about error analysis: definitions of error, differences between error and mistake, cause of error and types of errors. Possessive adjective:
definition of possessive adjective. Writing: definition of writing, the function of writing and characteristic of good writing. Narrative text: definition of narrative text, three parts of narrative text.

Chapter three, present the research methodology discussed about method of research, place and time of the research, population and sample, techniques of data collecting, and techniques of data analysis.

Chapter four, present the data description, data analysis and data interpretation.

Finally, conclusion and suggestion will be given in chapter five.
CHAPTER II

THEORETICAL FRAMEWORK

A. Error Analysis

The study of learner’s errors and analysis are called error analysis. Error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistic.

According to Sharma, error analysis is defined as a process based on analysis of learners’ error with one clear objective; evolving a suitable and effective teaching learning strategy and remedial measure necessary in certain clearly marked out areas of the foreign language.3

Moreover, Brown stated that the fact that the learners do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners’ error, called error analysis.4

From the explanation above, the writer concluded that error analysis is the study of linguistic that gives a way to teachers about

how to correct the students’ error in order to improve the effectiveness their teaching learning.

1. Definition of Error

A new language acquisition constitutes a new way of language adaption on its learners. Learners’ understanding of the new language will vary depending on their linguistic competence. They very often make mistakes or errors in producing or transferring the new language they are learning.

Error refers to mistakes in spontaneous speaking or writing. Making errors is the most natural thing in the world and it is evidently attached to the human being. In the second language learning and teaching process, the error has always been regarded as something negative which must be avoided.

According to Brown, an error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner.\(^5\) Therefore, Dullay stated that error is the flawed of learner speech or writing. Those are part of conversation or composition that deviates from some selected norm of mature language performance.\(^6\)

Moreover, according to Lennon, an error is a linguistic form or combination of forms which in the same context and under

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\(^5\) Ibid., 217.
similar conditions of production would, in all likelihood, not be produced by the speaker native speaker counterparts.7

The writer concluded that error is a part of foreign language learning process that made by the students, error is systematic, consistent and be typical speaking students who are learning the language.

2. Differences between Error and Mistake

In Indonesian word, word of mistake and word of error has a same meaning by language, but they have different in term. According to Corder, he was distinguishing between errors and mistakes. Mistakes are akin to slip of the tongue. That is, they are generally one time only events. The speaker who makes a mistake is able to recognize it as a mistake and correct it if necessary. An error, on the other hand, is systematic. That is, it is likely to occur repeatedly and is not recognized by the learner as an error.8

In order to analyze learner language in an appropriate perspective, it is crucial to make a distinction between mistake and errors, technically two very different phenomena.

An error cannot be self-corrected and a mistake can be self-corrected. A learner’s errors, then, provide evidence of the system

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7 Lennon, P, Error: some problems of definition and identification (Oxford) vol. 12 num, 2.
of the language that he is using (i.e. has learned) at a particular point in the course (and it must be repeated that he is using some system, although it is not yet the right system). Mistakes are of no significance to the process of language learning.

According to Harmer, mistakes which students can correct themselves once the mistake has been pointed out to them. Error which students cannot corrected themselves and which therefore need explanation.

From the definitions above, the writer concluded that a mistake is different from an error, the students can corrected themselves from the mistakes and the students cannot be corrected themselves from the error and the teacher must be explanation to the students about their errors, and the mistake caused by memory limitations students.

3. Cause of Error

In the learning process, it is possible the learner do errors. It is caused for many factors. Hubbard wrote three major causes of error there are mother tongue interference, overgeneralization, errors encouraged by teaching material or method.

a. Mother tongue interference

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10 Ibid., 25.
Although young children appear to be able to learn foreign language quite easily and to product new sounds very effectively, must older learner experiences considerable difficulty. The sound system (phonology) and the grammar of the first language impose themselves on the new language and this leads to a “foreign” pronunciation, faulty grammatical patterns and occasionally to the wrong choice of vocabulary.

b. Overgeneralization

The mentalist theory claims that errors are inevitable because they reflect various stages in the language development of the learner. It claims that learner processes new language data in his mind and produces rules for its production, based on the evidence.

c. Errors encourages by teaching material or method

Errors in second language may appear to be inducing by the teaching process itself. Error is evidence of failure, of ineffective teaching or lack of control. If material is well chosen, graded and presented with meticulous care, there should be never any error. However, it might be salutary for us to bear in mind the possibility of some of our students’ error being due or to our own teaching.

From the explanation above, the writer concluded that there are three major cause of error. The students fill difficult in learning English and they cannot arrange a good grammatical. Sometimes the teacher did not use easy method in teaching English until the students cannot understand about the material. Because of that, the
teacher must be gives the material with easy method in teaching English, until the students can understand about English material.

4. Types of Errors

Heidi Dulay stated that there are some types of errors the learners’ make which the most common, based on Surface Strategy Taxonomy, are:\textsuperscript{13}

\textbf{a. Omission.} It was occurred when students omitted necessary item in a word.

Example: The dog wagged it tail.

The sentence is incorrect, because the sentence is omission “s” in word “it”, should the sentence “The dog wagged its tail”.

\textbf{b. Addition}, it was opposite of omission.

Example: That is yours car.

The sentence is incorrect, the word “your” adding by “s”, should the sentence “That is your car”

\textbf{c. Miss formation} is characterized by the use of wrong form of the morpheme or structure.

Example: This book is mine.

That structure is incorrect, because mine is possessive pronoun. The correct structure is “This is my book”.

\textbf{d. Miss ordering} is characterized by incorrect placement of a morpheme, or a group of morpheme in an utterance.

Example: That is class our

The sentence is incorrect, because the structure of the sentence is inappropriate. The correct sentence is “That is our class”.

B. Possessive Adjective

1. Definition of Possessive Adjective

The adjective is a modifier that has the grammatical property of comparation, it is often identified by special derivational ending or by special adverbial modifier that precedes it, it’s most usual is before that noun it modifiers, but it fills other positions as well. My, his, her, your, our, its, and their. They called possessive adjective because they are used to show ownership or possession.¹⁴

Possessive adjectives are modifies the noun following it in order to show possession. Possessive adjectives are different from possessive pronoun. The possessive adjective needs to agree with the possessor and not with the thing that is possessed.

<table>
<thead>
<tr>
<th>Possessive Adjective</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>My</td>
<td>This is <em>my</em> book</td>
</tr>
<tr>
<td>Your</td>
<td><em>Your</em> friends are nise</td>
</tr>
<tr>
<td>Our</td>
<td>That is <em>our</em> class</td>
</tr>
<tr>
<td>Their</td>
<td>This is <em>their</em> ball</td>
</tr>
<tr>
<td>His</td>
<td><em>His</em> school is on Jakarta</td>
</tr>
</tbody>
</table>

Her hair is black

The cat likes its food

According to Alexander My, your, his, her, its, one’s, our and there are possessive adjectives. This means they must go in front of nouns.\textsuperscript{15} Moreover, Haryana said Possessive adjectives digunakan untuk menyebutkan bagian dari suatu benda yang dimilikinya, seperti: buku kamu (your book), kursi saya (my chair), mobil dia (his car), matahari kamu (my sun), dan lain-lain.\textsuperscript{16} (Possessive adjectives used to describe a part of an object, as: your book, my chair, his car, my sun, etc).

Eckersley said, Possessive adjectives: which show possession, e.g. my, her, its, our, their, etc.\textsuperscript{17} Possessive adjectives have no singular or plural, they are used with both singular and plural nouns (My book, my books).

The writer tries to conclude that possessive adjective is show ownership and it possession in beginning of nouns, only noun that always there after possessive adjectives, and have no singular or plural in possessive adjectives.

\textsuperscript{16} Haryana Cerah. \textit{A Concise English for College Students Basic One} (Serang: hc Publishing, 2012) p. 127.
\textsuperscript{17} C. E. Eckersley, M. A, \textit{A Concise English Grammar for Foreign Students} (London: Longmans, 1958), 2\textsuperscript{nd} ed, p. 12.
C. Writing

1. Definition of writing

In learning English, there are four skills that should be mastered; those are listening, speaking, reading and writing. Among four skills, writing is the most difficult skill to be learnt. This opinion is supported by Jack C. Richards and Willy A. Renandya, “Writing is the most difficult skill for second language learners to master”\(^\text{18}\).

Writing is something that unique to express in language and writing not only about education but also writer’s experience, because there is something that want tell the reader. While Rise B. Axelrod and Charles R. Cooper said:

Writing is process of discovering and shaping mean. Experienced writes rarely gather and understand immediately all the information they need. They collect miscellaneous fact and concepts, star writing and then let the writing lead them to understanding. They know they will be making significant discoveries as they write.\(^\text{19}\)

Henry Rogers said, we can define writing as the use of graphic marks to represent specific linguistic utterances and


writing is not language although writing is not language, writing does represent language, and in our definition only language. \(^{20}\)

From the definition above, it clear that writing is a process progress and writing hold many aspect. Writing is the process of the result of expression our ideas, feelings, thoughts, and so on in a sequence group of words that involves our mind.

2. The Function of Writing

Writing has function as the tools to express ideas, thought, and communicate from the mind become written text. Therefore, with writing anyone can remember something that has read. The function of writing in education is training the students’ understand and their capability through an approach of on composing writing process.

3. Characteristic of Good Writing

a. Characteristic of Written Language

To make good writing, there are some characteristics of written language from the perspective of a reader. \(^{21}\) Those are:

1. Permanence

   The writer has responsibility for his/her writing to repair, to clarify, and to withdraw. This possible is the single most significant contributor to making writing in

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scary operation. The students often feel releasing that a written work is not easy. Therefore, as a teacher, guide, and facilitator is to help the students to revise and refine their written work.

2. Production time

The good news is that given appropriate stretches of time, a writer can indeed become a “good” writer by developing efficient process for achieving the final product. The bad news is that many educational contexts demand student writing within time limits, or “writing for display” as noted in the previous section.

3. Distance

The writer face is anticipating their audience. That anticipation ranges from general audience characteristics to how specifics words, phrases, sentences, and paragraphs will be interpret.

4. Orthography

It is the mastering of the mechanics of English writing. If students are non-literate in the native language, the teacher must begin at the very beginning with fundamentals of reading and writing. For literate students, if their native language system is not alphabetic, new symbols have to be produced by hands that may have become accustomed to another system. If the native language has a different phoneme-grapheme system.

5. Complexity
Writers must learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, and how to create syntactic and lexical variety and much more.

6. Vocabulary
Written language places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of English vocabulary.

7. Formality
Whether a student is filling out a questionnaire or writing a full blown essay, the conventions of each form must to be followed.

D. Narrative Text

1. Definition of narrative text

Narrative is a piece of writing that tells a story of an event, experience or story. In narrative writing, you explain to others something that happened. Narration presents a sequence of action taking place over a period of time. Types of narration include short stories, novels, and new stories, as well as a large part of everyday social interchange in the form of letters and conversation. The students can learn to imagine of their past event excite their emotions.

According to Alexrod and Cooper, Narration is a basic strategy for representing action and events. As the term’s Latin
root, *gnarus* (“knowing”), implies, narrating helps people make sense of events they are involved in, as well as events they observe or read about.  

The steps for constructing a narrative text are:

a. An orientation in which the narrator tells the audience about **who** is the story, **when** the story is taking place and **where** the action is happening.

b. A complication that sets off a chain of events that influences what will happen in the story.

c. A sequence of events where the characters react to the complication.

d. A resolution in which the characters solve the problem created in the complication.

e. A coda that provides a comment or moral based on what has been learned from the story.  

From the definitions above, the writer can said that narrative text is text tells real or imaginary story, narrative text tells a story about something that happened in the past.

2. Three Parts of Narrative Text

1. The Topic Sentence

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A topic sentence is the most important sentence in a paragraph because it contains the main idea of the paragraph. A good topic sentence has two parts: the topic and the controlling idea.

2. The Body (Supporting Sentences)

Supporting sentences explain the topic sentence. One common way to do this is with fact.

3. The Concluding Sentence

The concluding sentence of a paragraph is generally needed in stand-alone paragraph. Usually, a concluding sentence is a restatement of the topic sentence. That is, it gives the same information as the topic sentence, but the information is expressed in a different way.

The write defined that narrative paragraph has three parts and each parts is related.
CHAPTER III

RESEARCH METHODOLOGY

A. Method of Research

In this case, the writer used case study method. A case is a single instance of a class of objects or entities, and a case study is the investigation of that single instance in the context in which it occurs.25

Case study here formed qualitative descriptive data. The qualitative case study can define as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit.26 The writer here identified and classified the students’ error in using possessive adjective on writing narrative text. Then, it is analyzing through identification, categorization, description, classification, calculation and tabulation, description and interpretation, and finally drawing conclusion.

B. Place and Time of the research

The research conducted in SMPN 2 Mekar Baru, Tangerang. The writer chooses this place held the research because it is close to the place where the writer stays. The time when the research was conducted is on September 22nd, 2016.

26 Ibid., p. 77.
C. Population and Sample

To complete this research, the writer needs the subject of this research that is called population. A population is the subject of the research where the research data is able to obtain. The population of this research in the second grade students of SMPN 2 Mekar Baru, Tangerang.

The second grade students of SMPN 2 Mekar Baru are divided into four classes. Each class consists of about 30 students and the writer takes only one class which recommended by the headmaster of the school. They are the second b class.

D. Techniques of Data Collecting

The techniques of data collecting in this study are observation, interview and test.

1. Observation

The writer conducted the observation directly toward English teaching and learning process at the second grade of SMPN 2 Mekar Baru Tangerang. In the research, the writer observes the students’ writing skill.

The writer conducts the observation to find out the process of English teaching learning in the class room, especially in teaching narrative text. Specifically the writer observes the method used by teacher and students’ attitude.
2. Interview

The writer uses an interview to get information. It is a dialogue between researcher and teacher to get the accurately data about the students’ ability and difficulties in writing activity and the researcher interview the students to know the difficulties face by the students. The writer wants to know their ability in using possessive adjective on writing narrative text. As explained that interview is the elicitation of data by done person from another through person to person encounters.27

3. Test

To get the data for the research, the writer use test technique and instrument. The good test is consist of quality, validity, reliability, and practically. The writer gives a test to students, make a composition of narrative text. Besides that, the writer available some titles for make composition.

E. Techniques of Data Analysis

In this research, the writer uses qualitative research. The qualitative research has descriptive characteristic. Therefore, the writer uses the qualitative descriptive analyzing method.

In this case, the writer calculates percentage of the students’ incorrect answer. In the table percentage the writer uses the formula:

\[ P = \frac{F}{N} \times 100\% \]

Notes:

- \( P \) = Percentage
- \( F \) = Frequency of error
- \( N \) = Number of student
CHAPTER IV

FINDING AND DISCUSSION

A. The Description of the Data

In this research the writer asked the students to write narrative text to obtain the data. The students must write narrative text by the title that has given by the writer. The writer described the types of error made by the students in using possessive adjective on writing narrative text. The writer determined the error made by the students based on the classification of error which is classified by Heidi Dulay, they are: error of omission, error of addition, error of formation and error of ordering.

The writer took the respondents in SMPN 2 Mekar Baru Tangerang in the second grade class consisting of 30 students. The writer conducted interview to the teacher and the students. The result students are still lack in writing possessive adjective especially on narrative text.

B. Analysis of Data

1. Types of Error

The writer describes each student’s error in using possessive adjective on writing narrative text. Then was classifying, giving the correction and the reconstruction of each student’s composition.
1. Sulis Handayani

**Student’s writing**

<table>
<thead>
<tr>
<th>Holiday</th>
<th>A few months ago, during the school holidays, I and friend <em>I</em> went to Monas. We went to there by bus. We arrived there at ten o’clock.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>After that, we all happy around, we out of Monas, so I and friend <em>I</em> to find place to lunch</td>
</tr>
<tr>
<td></td>
<td>After finished, we all went to place we like. We all finish <em>ours</em> agenda in five o’clock. So we ready for go home. I and friend <em>I</em> arrived in eight o’clock.</td>
</tr>
</tbody>
</table>

**The types of error:** Miss ordering (3), addition (1)

**Reconstruction**

<table>
<thead>
<tr>
<th>Holiday</th>
<th>A few months ago, during holiday of the school, I and <em>my</em> friend went to Monas. We went there by bus. We arrived there at ten o’clock.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>After that, we felt happy around of Monas, we went out of Monas, so I and <em>my</em> friend found a place to lunch.</td>
</tr>
<tr>
<td></td>
<td>After finished, we went to place we liked. We finished <em>our</em> agenda in five o’clock. So we ready for went home. I and <em>my</em> friend arrived in eight o’clock.</td>
</tr>
</tbody>
</table>

2. Marsela

**Student’s writing**

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Lask week, <em>I</em> family went to Tanjung Pasir. I and sister <em>mine</em> prepare anything, we arrived to Tanjung Pasir.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>After we arrived there, father <em>mine</em> look for a place to <em>I</em> family. So, we rest in tanjung pasir. I and sister <em>mine</em> see the view and we take picture. We play over there until evening.</td>
</tr>
<tr>
<td></td>
<td>At 5 o’clock we prepare to back to <em>ours</em> house.</td>
</tr>
</tbody>
</table>
The types of error: Miss formation (5), addition (1)

Reconstruction

Holiday

Lask week, my family went to Tanjung Pasir. I and my sister prepared anything, we arrived to Tanjung Pasir.

After we arrived there, my father looked for a place to my family. So, we rest in Tanjung Pasir. I and my sister saw the view and we took a picture. We played over there until evening.

At 5 o’clock we prepared to back to our house.

3. Ananda Zaki Romadoni

Student’s writing

Holiday

On Tuesday, I and my family went to the sun beach for recreation. Sun beach very beautiful. I and my family play water in sun beach.

So, I eat food with my family. I and sister and parents our sleep in the villa. After that, parents our buy present. After that we go home.

The types of error: Miss ordering (2)

Reconstruction

Holiday

On Tuesday, I and my family went to the sun beach for recreation. Sun beach is very beautiful. I and my family played water in sun beach.

So, I ate food with my family. I, sister and our parents slept in the villa. After that, our parents bought present. After that we went home.
4. A. Rohali

**Student’s writing**

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**Holiday**

Last year, I and friends *my* went to Ragunan for picnic. Neither I or friends *my* prepare anything. Before leave, we pray to Allah in order to arrived on there safely and we go to there by bus.

After that we enter in Ragunan and we saw many animals. Finally at 15:00 pm we back to home.

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**The types of error:** Miss formation (2)

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**Reconstruction**

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**Holiday**

Last year, I and *my* friends went to Ragunan for picnic. I or *my* friends not prepared anything. Before leave, we prayed to Allah in order arrived there safely and we went there by bus.

After that we entered in Ragunan and we saw many animals. Finally at 15:00 pm we back to home.

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5. Muslikah

**Student’s writing**

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**Holiday**

Last week, I and *mine* family went to the zoo, we went by *ours* car. I and family *I* get up very morning, we went at 08:00 morning.

On there, I see many animals. I wish fed a giraffe but body *I* is short. My sister likes zebra and elephant. Father *I* likes gorilla.

Finish, at 17:00 pm, we back to home, we very tired, but we happy.

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**The types of error:** Miss formation (1), miss ordering (3), addition (1)

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**Reconstruction**

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**Holiday**
Last week, I and my family went to the zoo, we went by our car. I and my family woke up morning early, we went at 08:00 morning.

On there, I saw many animals. I wished I can feed a giraffe but my body is short. My sister likes zebra and elephant. My father likes gorilla.

Finished at 17:00 pm, we back to home, we very tired, but we felt happy.

6. Nana

**Student’s writing**

Holiday

At era fomerly I and family I walk day free this some-some in Bogor and I very happy dish posion free same-same. So family I, and I in there poison play, posion happy-happy some all and I thanks dish posion free some family I in Bogor.

The types of error: Miss ordering (3)

**Reconstruction**

Holiday

One time, I and my family walked together in Bogor and I felt happy walked together. So my family and I there played together, we felt happy and I said thanks to my family for this holiday.

7. Santiyah

**Student’s writing**

Holiday

At time the I and my family go to place that very beautiful and nice and in there I very happy dish same to family entertain in Bogor in there very robust in there younger I play-play only.

The types of error: Omission (1), miss ordering (1)
### 8. Asnah

**Student’s writing**

Holiday

One week this one to pass *I* holiday in home uncle and in there I look puppy.

I and *I* friend very frightened and finally I to run wel same friend and I look tree flower this one fine in there meny flower this one pretty to fall down in under and I enjoy very nice.

**The types of error: Miss formation (2)**

**Reconstruction**

Holiday

One week, this time is *my* holiday in uncle’s home and there I looked puppy.

I and *my* friend very schoked and finally I ran with friend and I looked flower, this one is beautiful flower, there are many flowers and I enjoyed with the beautiful view.
as elephant, peacock, and pigeon.

<table>
<thead>
<tr>
<th>The types of error: Miss ordering (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reconstruction</td>
</tr>
</tbody>
</table>

Holiday

One time, I went to the zoo and over there very cold, I and *my* friends saw the elephant, over there many animals like elephant, peacock and pigeon.

10. Mujtahidin

<table>
<thead>
<tr>
<th>Student’s writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holiday</td>
</tr>
</tbody>
</table>

In one day I and friends *I* go free day to Pulau Cangkir. I and friend *I* go to Pulau Cangkir to climb ship after ready till to Pulau cangkir I and friend *I* extremely happy reason to be wave that extremely big and much stone that extremely funny. I extremely happy go free day to Pulau cangkir.

<table>
<thead>
<tr>
<th>The types of error: Miss ordering (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reconstruction</td>
</tr>
</tbody>
</table>

Holiday

One day, I and *my* friends went to Pulau Cangkir. I and *my* friends went to Pulau Cangkir drove a ship, after arrived to Pulau cangkir I and *my* friends felt happy, over there we saw a big wave and stone. I felt happy went to Pulau Cangkir.
11. Meni

**Student’s writing**

Holiday

I go to Bandung, day that I, friends and family go to Bandung. Day that I and family to rise to have a car. Before to Bandung, we sing in within car. That after we finished to Bandung. We family finished to go down from car. We looks tree and animal etc. that after we enter to a place. Place that wide very and are water fall, are and monkey.

But pity dish we don’t bath. We selfie and guffaw, tired very to rise to go down ladder. That after we eat pop mie. Don’t old afterward I and family, friends soon attention for go to home. Past we go to gather torise a car. And I family and friends go to home see o’clock 19:00 night.

**The types of error: Miss formation (2), omission (7)**

**Reconstruction**

Holiday

One day, I, *my* friends and *my* family went to Bandung. I and *my* family drove a car. Before arrived to Bandung, we sang in the car. After that we arrived in Bandung. *Our* family down from the car. We looked tree and animal, etc. After that we entered to a place. That place is very wide and there are water fall, and monkey.

We don’t bath over there. We only took a picture and enjoy there, we tired up and down the stairs. After that we ate noodle. Afterward I, *my* family, and *my* friends went to home. So, we went together drove a car. And *my* family and *my* friends went to home at 07: 00 o’clock.

12. Solehah

**Student’s writing**

Holiday

I and friends yesterday go to Printe swim to have a car on time
that. I and friends very happy aftr to in Printe swim, I and friend start swim with play hit ball. After I and friend play hit bal. I and friends swim exit. Don’t old next I and friends soon for go to home see o’clock 03:00 afternoon.

The types of error: Omission (5)

Reconstruction

Holiday

Yesterday, I and my friends went to swimming pool by a car, I and my friend felt happy. After that, I and my friend swam and played hit ball. After I and friend played hit bal. I and my friend went to home at 03:00 o’clock afternoon.

13. Danie M. Romdoni

Student’s writing

Holiday

On last week I go to Kubah Emas and in there and in there I photo same family and cool and I go be in mountain gundu. I in there rise to top pass ready I then pass I down. I buy small for grandmother I and niece I happy, I wish go to Kubah Emas and mountain gundu.

The types of error: Miss ordering (2)

Reconstruction

Holiday

On last week, I went to Kubah Emas and there I took a photo with family, so I went to Gundu mountain. There I climb on top the mountain, after saw the view on top of the mountain, I climb down, so I bought small present for my grandmother and my niece, I wished to went to Kubah Emas and Gundu mountain again.
14. Puti’ah

<table>
<thead>
<tr>
<th>Student’s writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Holiday</strong></td>
</tr>
<tr>
<td>One day, I go to zoo with family and in way. I to see buildings, and to see statue elephant. And ready in zoo. I not patient to wish to see animals in the zoo.</td>
</tr>
<tr>
<td>In the zoo I and family take photo with animals. I see an elephant, <em>it</em> nose is long. I see a giraffe, <em>it</em> neck is long, but <em>it</em> foot is long too. I see the birds, <em>theirs</em> fur is beautiful.</td>
</tr>
<tr>
<td>After that, I and family go to home.</td>
</tr>
</tbody>
</table>

**The types of error: Omission (5), addition (1)**

<table>
<thead>
<tr>
<th>Reconstruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Holiday</strong></td>
</tr>
<tr>
<td>One day, I went to zoo with <em>my</em> family. On the way, I saw buildings, and elephant statue. After arrived in zoo. I not patient to saw animals in the zoo.</td>
</tr>
<tr>
<td>In the zoo I and <em>my</em> family took a photo with animals. I saw an elephant, <em>its</em> nose is long. I saw a giraffe, <em>its</em> neck is long, but <em>its</em> foot is long too. I saw the birds, <em>their</em> fur is beautiful.</td>
</tr>
<tr>
<td>After that, I and family back to home.</td>
</tr>
</tbody>
</table>

15. Masduki

<table>
<thead>
<tr>
<th>Student’s writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Holiday</strong></td>
</tr>
<tr>
<td>One day I holiday to zoo, I looks animals, I also looks snake, crocodile, monkey and I glad look everything, I and <em>I</em> friends go to house to eat, I and <em>I</em> friends direct eat after ready eat I look swan and rabbit. After I and <em>I</em> friends look animals, I go to one place.</td>
</tr>
<tr>
<td>After that I and <em>I</em> friends go home to car. After I go home I and <em>I</em> friends eat meatball, after that we go to house.</td>
</tr>
</tbody>
</table>

**The types of error: Miss formation (5)**
Reconstruction

Holiday

One day I went to zoo, I looked animals, I looked snake, crocodile, monkey and I felt glad to looked everything. I and my friends went to restaurant, I and my friends ate over there, after that I looked swan and rabbit. After I and my friends looked animals, I went to one place.

After that I and my friends back home drove a car. After I back to home I and my friends went to restaurant, I and my friends at over there, after that I and my friends ate over there, after that I and my friends went to restaurant, I and my friends ate over there, after that I and my friends ate meatball, after that we back to house.

16. Muhammad Sobri

Student’s writing

Holiday

One day, I and I friends went to TMII. We went there by car. That car has Yuni. It color is black.

I and I friends went to TMII at 9 o’clock. After arrive over there at 11 o’clock. We rest first, after that I and I friends lease the bicycle to around TMII. Yuni not lease the bicycle because she bring the bicycle in hers car. We around together in TMII.

In the evening, we prepare to ride the car, we prepare to go home. After I go home I and I friends rest in ours home.

The types of error: Miss formation (4), omission (1), addition (2)

Reconstruction

Holiday

One day, I and my friends went to TMII. We went there by car. That it Yuni’s car. Its color is black.

I and my friends went to TMII at 9 o’clock. We arrived over there at 11 o’clock. We rest there, after that I and my friends leased the bicycle to around TMII. Yuni not lease the bicycle because she brought the bicycle in her car. We around together in TMII.

In the evening, we prepared rode the car, we prepared to back home. After I back home I and my friends rest in our home.
17. Dewi Anjani

**Student’s writing**

**Holiday**

One day, I and family *I* went to village to visit grandmother and grandfather. We leave by ours car.

After arrive, I go down from the car and I hug grandmother *I*, because I miss grandmother *I*, I and parents *I* rest in house grandmother. In the night I story with grandmother *I* about agenda *I* in school. I very happy meet with grandmother.

This holiday is the best holiday.

**The types of error: Miss ordering (6), addition (1)**

**Reconstruction**

**Holiday**

One day, I and *my* family went to village to visit grandmother and grandfather. We went by *our* car.

After arrived, I go down from the car and I hugged *my* grandmother, because I miss *my* grandmother, I and *my* parents rest in grandmother’s house. In the night I told story with *my* grandmother about *my* agenda in school. I very happy met with grandmother.

This holiday is the best holiday.

18. Sofa Hasanah

**Student’s writing**

**Holiday**

One time, I, younger *I*, father and mother *I* went to beach, we go to beach for holiday.

After arrive there, I and younger *I* play in beach, we play sand. Weather in beach very hot. But I and family *I* very happy.

In evening we prepare to go home. After arrive in the house, I and family *I* direct rest.
The types of error: Miss ordering (5)

Reconstruction

Holiday

One time, I, my younger, father and my mother went to beach, we went to beach for holiday.

After arrived there, I and my younger played in beach, we played sand. Weather in beach very hot. But I and my family very happy.

In evening we prepared to back home. After arrived in the house, I and my family took rest.

19. Aan Andika

Student’s writing

Holiday

One day I and family I go to zoo. I to look miscellaneous animals, after that we lunch and then we go to Banten and we visit to place, they we to buy food. I glad came holiday to zoo and Banten.

After we to buy food, I and sister I go to buy bracelet and necklace and to buy meatball and ice. We to buy fruits and we go home at 8 pm.

The types of error: Miss ordering (2)

Reconstruction

Holiday

One day I and my family went to zoo. I looked miscellaneous animals, after that we lunch and then we went to Banten and we visited the place, so we bought some food. I felt glad holiday to zoo and Banten.

After we bought food, I and my sister went to bought bracelet and necklace and to bought meatball and ice. We bought fruits and we back home at 8 pm.
### 20. Miranda

**Student’s writing**

Holiday  
I and friend *I* holiday in Kota Tua. We run around happy very because in there many she come.  
I and friend *I* usual road-road in Kota Tua, and I and friends *I* ready satisfied, I and friends *I* attention for go to home.

<table>
<thead>
<tr>
<th>The types of error: Miss ordering (3)</th>
</tr>
</thead>
</table>

**Reconstruction**

Holiday  
I and *my* friend went holiday in Kota Tua. We run around and we felt happy.  
I and *my* friend go around in Kota Tua, and I and *my* friends felt satisfied, so I and *my* friend back to home.

### 21. Siti Sumayroh

**Student’s writing**

Holiday  
Moment holiday religious feast. I to go to Ragunan or garden animal the same relations *I*. I giant quite!!!... I to be able to learn case world animal.  
I giant quite, I to be able to see tiger, crocodile, eagle, elephant, lion, bear.

<table>
<thead>
<tr>
<th>The types of error: Miss ordering (1)</th>
</tr>
</thead>
</table>

**Reconstruction**

Holiday  
One day at holiday, I went to Ragunan or garden of animal with *my* family. I am not patient saw and learned about animal.
Over there, I saw a tiger, crocodile, eagle, elephant, lion and bear.

22. Ayudah

Student’s writing

Holiday
Free day yesterday I go mountain. In there I happy with friend I. in there go see situation she nice.
After go to mountain, I go to Banten I and friend I go for eat meatball, after eat meatball I go for return home.

The types of error: Miss ordering (2)

Reconstruction

Holiday
Yesterday, I went to mountain, there I felt happy with my friend. Over there I saw beautiful view.
After went to mountain, I went to Banten, I and my friend ate meatball, after ate meatball I back to home.

23. Siti Nur Lathifah

Student’s writing

Holiday
In holiday I’m to home mother I in there. I’m to come together with family I this one to be in there I’m pleasant entirely poison to come together problem, I’m rarely to come together with family I. I’m in there joker to laugh equally this one on poison, I’m to neglect.
In there I’m one Sunday to stay the night to stay in home mother I. after one Sunday, finally I’m return home and feeling return home head.
The types of error: Miss ordering (3)

Reconstruction

Holiday
  In holiday, I went to my mother’s house. I came together with my family. I felt happy discuss together with my family. I joked and laugh with them.
  I stayed one week in my mother’s house, after one week, I back to home and hope to went to there again.

24. Pipi Selpiyananah

Student’s writing

Holiday
  At time that I and I friend go to Banten, I happy once,.. After to arrive in Banten I and I friend look for place eat for rest and eat.
  After that I and I friend to return home, moment road return home, I and I friend sing in car laughter without there is particle name word sad.

The types of error: Miss formation (4)

Reconstruction

Holiday
  One time, I and my friend went to Banten, I felt happy. After arrived in Banten I and my friend looked rest area and we ate and rest there.
  After that I and my friend back to home, in trip back to home, I and my friend sang in car and we enjoy it.
25. Ani Alawiyah

**Student’s writing**

Holiday
At time the I go to garden animal and there cool dish and I and same same friend friend I photo photo same same and I there. I see animal animal this very pretty and there kind kind animal like elephant peacock etc and there I photo same snake and there I happy dish and I to eat same friend friend I and I to buy meaning for younger I.

**The types of error: Miss ordering (3)**

**Reconstruction**

Holiday
At time, I went to zoo, there I felt cool, I and my friend toke a photo together. I saw animals this very pretty and there kinds of animal like elephant peacock etc and there I toke a photo with a snake and there I felt happy and I ate with my friend and I bought something for my younger.

26. Irfan

**Student’s writing**

Holiday
On July, I spent holiday I to went to TMII with all friend I from junior high school. Before went to there, I prepared anything that I would bring, we arrived at a half past seven, for we mush went to there early and fastly.
I chose go to TMII for study and play in there. I and friend I around TMII with bike, we see kind of traditional house that in Indonesia from Sabang until Marauke. I and all friend I very happy, so we decided to end this holiday and went home by bus.

**The types of error: Miss ordering (4)**
Reconstruction

Holiday

On July, I spent my holiday went to TMII with my friends from junior high school. Before went to there, I prepared anything that I would bring, we arrived at a half past seven, for we mush went to there early and fastly.

I choosed to went to TMII for study and play in there. I and my friend around TMII with a bike, we saw kind of traditional house that in Indonesia from Sabang until Marauke. I and my friends very happy, so we decided to end this holiday and went home by bus.

27. Ahmad Buang

Student’s writing

Holiday

On Monday, I and mine family went to Anyer beach by car. But, the street broke, so the car was refuse. After we went to home, we went down car. I or mine family happy for situation fine.

After that I or mine family swam curious, yet the wave very extremely big and fast, after then we ate together, after ate, mine mother buy present and finally we went to home.

The types of error: Miss formation (4)

Reconstruction

Holiday

On Monday, I and my family went to Anyer beach by car. But, the street broke, so the car was refuse. After we went to home, we went down car. I or my family happy for situation fine.

After that I or my family swam curious, yet the wave very extremely big and fast, after then we ate together, after ate, my mother bought present and finally we went to home.
28. Windi Wahyudin

**Student’s writing**

**Holiday**

One time, I and friend *I* go to place for recreation. In there we enjoy.

Although tired but friend *I* constant spirit, we to pay visit animal chimpanzee, they histeris see animal, because they fear with animal local. Friend *I* fear with gorilla and monkey for they are same kind.

That is good experience in life *I*.

**The types of error: Miss ordering (4)**

**Reconstruction**

**Holiday**

One time, I and *my* friend went to place for recreation. Over there we enjoy.

Although tired but *my* friend constant spirit, we saw chimpanzee, they hysterical saw animal, because they afraid with animal. *My* friend afraid with gorilla and monkey, because gorilla and monkey are same kind. That is good experience in *my* life.

29. Marni

**Student’s writing**

**Holiday**

A time I and *I* family go to Carita. I and *I* family enjoy on the Carita beach. But that moment are very hot. I nor little brother *me* swimming. *I* family very funny for in there fun. Afternoon suddenly I, family return home. Happy experience for I and *I* family. So, we wish go to Carita beach again.

**The types of error: Miss formation (4), miss ordering (1), omission (1)**

**Reconstruction**
Holiday
One time, I and my family went to Carita. I and my family felt enjoy in Carita beach. But weather is very hot. I and my little brother swam in beach, my family very fun. In afternoon, I and my family went to home. This is fun experience for me and my family. So, we wish go to Carita beach again.

30. Jasmi

Student’s writing

Holiday
On Sunday, I and father I go to Pulau Cangkir. In there I very happy, I and father I take photo in there.
In there the wave big and beautiful, in there we play water together. On afternoon situation very hot. So, father I by something to eat. After eat we return to home.

The types of error: Miss ordering (3)

Reconstruction

Holiday
On Sunday, I and my father went to Pulau Cangkir. Over there I very happy, I and my father took a photo.
Over there the wave is big and beautiful, we played water together. On afternoon is very hot. So, my father by something to eat. After ate we back to home.

In this part the writer analyzed the error that students made. It is listed in the table below:

Table 4.1

Frequency of error

<table>
<thead>
<tr>
<th>No</th>
<th>Types of error</th>
<th>Frequency of error</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Omission</td>
<td>6</td>
<td>20%</td>
</tr>
</tbody>
</table>
Based on the table above, it can be seen that:

1. Error of Omission

   The students made error of omission is 20%. Some students omitted of possessive adjective in their sentence.

2. Error of addition

   The students made error of addition is 20%. Some students in this case faulty of addition.

3. Error of Formation

   The students made error of formation is 33%. In this case, the students many used the wrong form of the morpheme or structure.

4. Error of Ordering

   The students made the most error in error of ordering, because the students confused in used possessive adjective, until they incorrect placement in used possessive adjective in their sentences, total error of ordering is 66%.

2. Cause of Error

   The writer found cause of error affected by some factors. Based on the observation, interview and test, the cause of error faced by the student in using possessive adjective on writing
narrative text the writer classification causes of error based on Hubbard state.

1. Mother tongue interference

From the observation and test, the writer found the result of the students’ writing. Example: I and friend I went to Monas. That sentence is daily language from Indonesia language and included mother tongue language, the sentence is incorrect, should the sentence is I and my friend went to Monas.

Besides of students’ writing, the writer found the result of the students’ interview. They said that don’t understand about grammatical of English language until the make sentences used daily language.

From the interview to the English teacher, the writer found some of students still confused about grammar especially on using possessive adjective, until when the students make composition of narrative text they used mother’s language. Some of students don’t give attention when the teacher explained the material, until this problem is occurred to the students.

2. Overgeneralization

From the result of interview and test, the writer found some students know about possessive adjective and it possession in beginning of nouns, but they consider subject (I, you, they, we, he, she and it) as possessive adjective. Example: I and I family enjoy on the Carita. The sentence is
incorrect, should the sentence is I and my family enjoyed in Carita.

From the result of students’ interview, the writer found some students generalize subject pronoun as all pronoun, like object, possessive adjective, possessive pronoun and reflexive. Then, when the students made the sentences, they used subject as pronoun in that sentence, although that sentence should use possessive adjective as pronoun.

3. Error encourages by teaching material or method

From the result of observation and students’ interview, the error occurred when the teacher teaching the material about possessive adjective and narrative text.

The teacher explained possessive adjective and narrative text to the students, but the explanation was just simple, until the students not understand and seemed confuse about the material. Some students need more explanation about the material and the teacher’s voice is less audible to all students. The method that used by the teacher is doesn’t interest students attention, because the teacher has used that method for previously materials.
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Based on the data analysis, the writer concluded that there are four types of error occur by the students in using possessive adjective on writing narrative text, they are error of omission, addition, miss formation, and miss ordering. The highest percentage of error in using possessive adjective on writing narrative text is error of ordering with percentage 66% (There are 55 times error made by students), the second is error of formation with percentage 33% (There are 33 times error made by students), next is error of omission its percentage 20% (There are 20 times error made by students), the last, the percentage error of addition its percentage 20% (There are 7 times error made by students). The data showed that the students are still confused in using possessive adjective on writing narrative text.

2. The error could happen because the students are still influenced by mother tongue interference, until the student used mother tongue language in writing narrative text. Lack of knowledge in English language can cause of the errors in learning process. The second factor is because the students still difficulties and consider subject or possessive pronoun as possessive adjective in make sentences. The third factor is because the teacher explains the material very simple and not appropriate method in
giving the material to the students and the teacher only used the lesson book in learning process and because of condition in the class doesn’t support the students in learning process, in the class there are 30 students, that included big class until the students less concentration to the lesson because of part of students makes a noisy.

B. Suggestion

In line with the research findings previously, here are some suggestions that can be given related to the writer conclusion and hopefully can take the benefit to anyone who read this “Paper”. The suggestions are as follow:

1. The teacher should master classroom management so she/he can manage the lesson well and the student not less concentration.
2. The teacher should give the material by using appropriate method or variation method until the students understand about the material.
3. The teacher should use other books except lesson book in giving the material.
4. The teacher should give attention to the weak students in comprehending the lesson.
5. The facility of the school that can improve the students’ mastery in learning, especially in English should be increased.
6. The next researcher should give more attention in learning English especially in grammar.
REFERENCES


