

# CHAPTER I

## INTRODUCTION

### A. Rationale

Language is a means of communication and has function to submit the idea, mind opinion and feeling, either orally or written to others. So language is very important, because it can make a harmony among individuals, societies, ethnics, and nations. Besides, through language people can know to each other and can understand more about something around them. In the holy Qur'an, Surah Al-Hujurat, verse 13<sup>th</sup>, Allah says:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ .

Every human being in the world needs something as a tool in communication. The tool is language. Language is an intimate part of social identity.<sup>1</sup> There are many languages in the world, one of the language which is a lot of used in the world is English. It is one of the important languages in the world. There are some reasons why it is important and used by most people of the world. Firstly, English has functions as a key of knowledge, because a lot of books are written in English, both for studying natural and social sciences. Secondly, English is a medium language among of nations. So that, no wonder if

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<sup>1</sup> Sandra Lee Mackay, *Sociolinguistics and Language Teaching*. (New York: Cambridge University Press, 1996), p. 3.

a lot of nations learning English.<sup>2</sup> Thereby, English has a strong reason to be used as an international language.

Mastering of English is important thing for successful individual and people of Indonesia in facing a challenge in this period and future. It can be gotten through some programs, but a teaching program at school is apparently most important for a half of Indonesian students. One of them is teaching English at madrasah which a formal institution is able to face of a challenge progress and development of knowledge and technology.<sup>3</sup>

English which is a foreign language in Indonesia, considered as the instrument to provide and develop science and technology, as well as art and culture for importance of national development. Because of English as one the important languages of the world society, thus English in Indonesia also be looked as the important communication instrument to develop Indonesian relationship with other nation in the world.<sup>4</sup>

Besides as an international language English is not only used to interact one another, but also it is used to learn sciences and technologies. So that, the government made it as a component of national education in Indonesia that implicated to be an obliged subject either in Junior High School ( SMP)/Islamic Junior High School (MTS), Senior High School (SMA)/ Islamic Senior High School (MA), or in college.

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<sup>2</sup>. Elan Dwi winarno, *Belajar Cepat Bahasa Inggris*, (Jakarta: Pustaka Belajar, 2000), p. 1

<sup>3</sup> Departemen Pendidikan Nasional, *Kurikulum dan Hasil Belajar*, (Jakarta: 2002), p. 1.

<sup>4</sup> Bebbly D. E, *Pendidikan Indonesia Penilaian dan Perencanaan*, (terjemah), (Jakarta: LP3ES. 2002), p. 5

In the process of student development, it is needed various ways. One of them is improving the ability and the students mastery to English skills such as listening, speaking, reading, and writing. As for the language elements such as grammar, vocabulary, pronunciation and spelling can be taught to support the improvement of language skills. But it is not an easy matter to master those four language skills, learning language also has to master language element of the language which they are learning, one of them is grammar.

Grammar is concerned with the form of stretch of languages and therefore includes the study of syntactical and morphological system of that language. So, by mastering the grammar, the learners will be able to create the sentences appropriately in line with the patterns. Moreover the sentences that are grammatically correct will be more meaningful and easier to be understood. So, grammar of that language will determine the meaning of the sentences in that language.

Based on the writer's prior observation firstly at State Islamic Junior High School 1 Batang Alai Selatan, it shows that the eighth grade students commonly have minimum knowledge about English maybe one of the difficulties that face of students in learning English is in grammatical thing.

One of the aspects of English grammar that is studied is possessive. Recently, possessive becomes a problem which is faced by the students on mastering English. Possessive is used to describe words that show who or what a

person or thing belong to.<sup>5</sup> Actually, as we know, possessive is basic of English that have to master by students, particularly for State Islamic Junior High School 1 Batang Alai Selatan.

For students who learn English, they often get confused and make error when using possessive in sentence. The error usually is the wrong choice of word (especially here the possessive). Errors are aspect which has defects in students' speaking and writing. These errors parts of conversation or composition that deviate from standard norms for adults' language performance. Making an error is a part of learning that can't be avoided.

Phenomenon that happened like above, actually has some causes, the factors who that things can be happened, it is necessary to know, whether that source from intern factor is student itself or extern factor, such as teachers, environment, etc. These things are very important to know as first step to overcome.

All of the reasons above makes the writer holds a research, especially to know how far understanding of student in using possessive and to analyze errors that students making and looking for the factor, why does that error happened. Based on the description above the writer does a research related to the topic.

The research is located on State Islamic Junior High School 1 Batang Alai Selatan entitled: **ERROR ANALYSIS IN USING POSSESSIVE OF THE EIGHTH GRADE STUDENTS AT MTsN 1 BATANG ALAI SELATAN CENTRAL HULU SUNGAI REGENCY IN ACADEMIC YEAR 2007/2008.**

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<sup>5</sup> Elaine Higgleton & Anne Seaton, *Essential English Dictionary*, (British National Corpus, 1995) p.739

To avoid any misinterpretation toward the title, the writer needs to explain some terms in the title as follow:

1. Error is something done wrong, mistake.<sup>6</sup> An act, assertion that unintentionally deviates from what is correct or false knowledge.<sup>7</sup> The condition of having in corrector or false knowledge.<sup>8</sup>
2. Analysis is separating or breaking up any whole into its parts, especially an examination of these parts to find out the nature, proportion, function, interrelationship, etc.<sup>9</sup> The analysis meant to study.
3. Possessive is used to describe words that show who or what a person or thing belong to. The possessive determiners are *my, you, his, her, etc*, and the possessive pronoun are *mine, yours, his, hers, its*. Robert's is the possessive form of Robert.<sup>10</sup> The possessive here is the possessive which include: possessive noun, possessive pronoun and possessive adjective.

Thus, the writer means with the title above is error analysis in using possessive of the eighth grade students at MTsN 1 Batang Alai Selatan Central Hulu Sungai Regency in Academic Year 2007/2008.

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<sup>6</sup>. *ibid*, P. 290.

<sup>7</sup>. William Morris, *The Grolier International Dictionary*, Vol. One, (Danbury: Grolier Incorporated, 1986), p. 286.

<sup>8</sup>. Wayne O'Neil at al., *The Grolier International Dictionary*, (New York: Houghton Mifflin Company, 1990), p. 445.

<sup>9</sup> Victoria Neufeldt and David B. Guralnik, *Webster's New Word College Dictionary (Third edition)*, (New York: Macmillan 1996), p.49.

<sup>10</sup> Elaine Higgleton & Anne Seaton, *lo. cit.*

## **B. Problem Formulation**

Based on the above rationale, the writer formulates the problem as follows:

1. How do the degree of the eighth grade students' error in using possessive at MTsN 1 Batang Alai Selatan in academic year 2007/2008?
2. What kinds of error which are usually made by the eighth grade students at MTsN 1 Batang Alai Selatan in academic year 2007/2008?
3. What factors that influence their errors in using possessive in English at MTsN 1 Batang Alai Selatan in using possessive?

## **C. Reasons for Choosing the Title**

Some reasons to make of the writer in choosing the title are:

1. English is important as a means of communication actively or passively among individuals, groups, or nations;
2. Possessive mastery is one of the important thing in English ability, especially for four skills of English;
3. If errors in English writing ignored, of course it will be bad effect for students in the future. So, it must be looked for the solution and how to solve the problem;
4. Although the materials relating to possessive have been given, not all of students can master it;
5. State Islamic Junior High School 1 Batang Alai Selatan also has a problem with the use of possessive.

#### **D. Purposes of Study**

The purposes that want to achieve in this research are:

1. To find out the degree of the eighth grade students' error in using possessive at MTsN 1 Batang Alai Selatan in academic year 2007/2008
2. To know the about kinds of error which are usually made by the eighth grade students at MTsN 1 Batang Alai Selatan in academic year 2007/2008.
3. To know some factors that influences their errors in using possissive in English.

#### **E. Significance of Study**

The research result is expected to give some contribution for:

1. English teacher at MTsN 1 Batang Alai Selatan to develop English learning process.
2. The students at MTsN 1 Batang Alai Selatan to improve their ability in mastering possessive.
3. The writer herself, to have more knowledge about possessive and can use it in writing correctly.
4. The next researchers who want to do research in this problem deeply.

## **F. Organization of Writing**

The writer endeavors to organize the research content as follows:

Chapter I: introduction, which consists of rationale, problem formulation, reasons for choosing the title, purposes of study, significance of study, and organization of writing.

Chapter II: theoretical review, which consist of definition of possessive, kinds of possessive, the use of possessive in sentences, and common errors in using possessive.

Chapter III: method of research, which consist of population and sample, data and sources of data, techniques of data collecting, design of measurement, techniques of data processing and analysis, and the research procedure.

Chapter IV: report of research result, which consist of general description about the location of research presentation of data, and analysis of data.

Chapter V: closure, which consist of conclusion and suggestions.



## CHAPTER II

### THEORETICAL REVIEW

#### A. Definition of Error and Possessive

##### 1. The Definition of Error

The realization that the second language learner's errors are potentially important for the understanding of the processes of second language acquisition, and consequently the planning of courses incorporating the psychology of second language learning, is a current focus in the literature on modern language teaching.

Somebody will make an error if he/she is in the condition of having incorrect or false knowledge. Error literally means the state or quality of being wrong or mistaken.<sup>11</sup> Some scholars define error as follows: according to Simon and Schuster that: "Error is something incorrectly done through ignorance or carelessness; and inaccuracy; an oversight".<sup>12</sup> George says: "Error is unwanted form, specially, a form which particular course designer or teacher does not want".<sup>13</sup>

It will be useful to refer to errors of performance as mistakes, reserving the term of error to refer to systematic errors of the learner from which we are

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<sup>11</sup>Longman Group, *Longman Dictionary of Contemporary English*, (England: Longman House, 1953), p. 343

<sup>12</sup>Simon and Schuster, *Webster's New Twentieth Century Dictionary, Second Edition*, (Mexico: William Collins publisher, 1979), p. 621

<sup>13</sup>H. V. George, *Common Errors in Language Learning*, (Massachusetts: New Bury House publisher, 1975), p. 2

able to reconstruct his knowledge of the language to date, i.e. his transitional competence.<sup>14</sup> It is to say that the meaning of *error* is quite different from the meaning of *mistake*. An error is unwanted form because the learner still has limited competence but rather to his performance which maybe determined by the learner's condition. Mistakes are then considered as not significance as errors to the process of language learning. However, to know what the learner's error and what the learner's mistake is not easy, indeed.

Wayne O'Neil said that: "error is in doing something a mistake, especially on that causes problem or affect the result of something."<sup>15</sup>

Synonym of error is mistake. Mistake according to Wayne O'Neil is: "Mistake often implies misunderstanding, misinterpretation, and resultant poor judgement and it's usually weaker than error in imputing blame or censure."<sup>16</sup>

So, error is the condition of doing something incorrectly, the act or an instance of deviation from the accepted code behavior: Wrongdoing, and his/her errors must be improved. Error has a synonym like a mistake. These nouns refer to what is not in accordance with truth, accuracy or right. If someones make an omission or faulty at that result from one 's lack of attention. So, he/she makes mistakes or error.

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<sup>14</sup> Jack Richard, *Error Analysis*, (Singapore: Singapore Offset Printing, 1984), p. 25.

<sup>15</sup> Wayne O'Neil, et.all, *loc. cit.*

<sup>16</sup> *Ibid.*, P. 445

## 2. The Definition of Possessive

Based on Oxford Advance Learner's Dictionary, Possessive is showing a desire to own things and not willing to share what one owns.<sup>17</sup> Possessive use to describe words that show who or what a person or thing belong to: The possessive determiners are my, your, his, her, etc. And the possessive pronouns are mine, yours, his, her, its. Robert's is the possessive form of Robert.<sup>18</sup>

According to Jake Allsop that: The possessive is a noun phrase in two parts.<sup>19</sup> For example: Justin's book and the boys' room.

The first part tells you whom it belongs to, and who uses it,

→ it belongs to Justin            → It is Justin's book (= his book)

→ The boys use this room      → It is the boys' room (= their room)

The second part tells you, who or what boys' it is,

→ a book, a room.

### **B. The Kinds of Possessive**

According to Betty Schramper Azar in her book entitled "Understanding And Using English Grammar", possessive was divided into three parts:

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<sup>17</sup>As. Hornby, *Oxford Advance Learner's Dictionary*, (Great Britain: Oxford University Press, 1993), p. 889

<sup>18</sup> Elaine Higgleton & Anne Seaton, *loc. cit.*

<sup>19</sup>Jake Allsop, *Making Sense of English Grammar*, (Jakarta: Cassel Bina Rupa Aksara, 1989), p. 6

## 1. Possessive Nouns

Possessive nouns tell you who or what the modified noun or pronoun belongs to: Example: The dog's collar is too large. The word "dog's" is the possessive noun. It tells you that the noun "collar" belong to the dog. The dog owns, or possesses the collar.<sup>20</sup>

A possessive noun shows ownership. Possessive noun are formed by adding an apostrophe (') and "s" or only an apostrophe. See the words that tell who owns the bicycles!

- a. One girl's bicycle was pink.
- b. The twins' bicycle has two seats.
- c. The men's bicycle have large frames.

The words "girl's", "twins'", and "men's" are possessive nouns. The possessive form of a noun shows that the person or thing named owns something.<sup>21</sup>

The patterns of possessive nouns:

### a. Singular Possessive Nouns

Noun + Apostrophe (') + -s

e.g. I know the student's name

### b. Plural Possessive Nouns

Noun + -s + apostrophe (')

e.g. I know the students' name

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<sup>20</sup><http://links.jstor.org/sici?sici/> accessed on October 2<sup>nd</sup> 2007

<sup>21</sup><http://www.wecosoft.com/school/English/nouns2.htm/> accessed on August 23<sup>rd</sup> 2007

c. Irregular Plural = Possessive Noun

Noun + apostrophe (') + -s

e.g. I know the children's name.<sup>22</sup>

In addition of possessive noun, there is term called possessive case. Possessive case of language is a grammatical case used to indicate a relationship of possession.<sup>23</sup> It's normally used with living creatures and proper names only.<sup>24</sup> Here are some examples of the possessive case being applied in the English language:

Nominative Case	Possessive Case	Example
Child	Child's, of the child	I have the child's bag.
Woman	Woman's, of the woman	This is the woman's husband.
Car	Car's, of the car	The wheels of the car are off.

2. Possessive Pronouns

Possessive pronoun is used instead of a noun. Certain pronouns called possessive pronoun show ownership. Some are used alone, some describe a noun.<sup>25</sup>

Used alone: mine, yours, his, hers, ours, theirs.

Correct: That computer is hers.

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<sup>22</sup>Betty Schramper Azar, *Understanding and Using English Grammar, Second Edition*, (England Cliffs, New Jersey: Prentice Hall, 1989), p. 77

<sup>23</sup>Wikipedia, <http://grammar.uoregon.edu/case/possnouns.html> exercise, accessed on August 23<sup>rd</sup> 2007

<sup>24</sup>V. Stannard Allen, *Living English Structure for Schools*, (Yogyakarta: Kanisius, 1958), p.

<sup>25</sup><http://englishplus.com/grammar/00000023.htm>

Modify noun: my, your, his, her, its, our, their.

Correct: That is her computer.

Possessive pronoun are:

Mine : *milikku*

Yours : *milikmu*

His : *miliknya (lk)*

Hers : *miliknya (pr)*

Ours : *milik Kami*

Yours : *milik Kalian*

Theirs : *milik Mereka*

### 3. Possessive Adjectives

Possessive Adjectives are special adjectives or determiners used to express possession of a noun; they precede all other elements in a noun phrase.<sup>26</sup>

Possessive adjectives indicate ownership. Although they express the owners of the nouns they modify, they must match the gender and number of the nouns they describe, not the gender and number of the owners.<sup>27</sup>

Normally, possessive adjective is always followed by the noun. Adjective that include into possessive adjective are:

My : *milikku*

Your : *milikmu*

His : *miliknya (lk)*

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<sup>26</sup>[http://unit.imoat.neet/handbook/a\\_posses.htm](http://unit.imoat.neet/handbook/a_posses.htm), accessed on October 2<sup>nd</sup> 2007

<sup>27</sup><http://www.cliffnotes.com/wileyCDA/CliffsReviewTopic/possessiveadjectives.topicArticiela-24013.Articiela-23983.html>, accessed on October 2<sup>nd</sup> 2007

Her	: <i>miliknya (pr)</i>
Its	: <i>miliknya (Benda)</i>
Their	: <i>milik Mereka</i>
Our	: <i>milik Kami</i>

### C. The Possessive Form of Nouns

Showing possession in English is a relatively easy matter (believe it or not). By adding an apostrophe and an –s we can manage to transform most singular nouns into their possessive form:

- The car's front seat
- Charles's car
- Bartkovski's book
- A hard day's work

The possessive form is used with nouns referring to people, groups of people, and animals; “Belonging to” or “ownership” is one of the relationships it express:

- John owns a car. (“John” is the possessor or owner)

It is John's car.

- America has some gold reserves. (“America” is the owner)

They're America's gold reserves.

It can also express other relationships, for example:

1. Where someone works or studies or spends time:

John goes to this school.      This is John's school.

John sleeps in this room. This is John's room.

2. A family relationships

John's mother.

The Queen's daughter.

3. Qualities

John's patience.

The politician's hypocrisy.<sup>28</sup>

When creating possessive form nouns, there are 8 simple rules:

1. If a singular noun does not end in s, add 's.
  - The delivery boy's truck was blocking the driveway.
2. If a singular common noun ends in s, add 's – unless the next word begins with s. If the next word begins with s, add an apostrophe only. (This includes words with s and sh sounds)
  - The boss's temper was legendary among his employees.
  - The boss' sister was even meaner.
3. If a singular proper noun ends in s, add an apostrophe.
  - Chris' exam scores were higher than any other students.
4. If a noun is plural in form and ends in an s, add an apostrophe only, even if the intended meaning of the word is singular.
  - The instructor asked us to analyze ten poems' meanings.
5. If a plural noun does not end in s, add 's.
  - Many activists in Oregon are concerned with children's rights.

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<sup>28</sup><http://forums.atozteacherstuff.com/showthread-php?t=27162>, accessed on August 23<sup>rd</sup> 2007



6. If there is joint possession, use the correct possessive for only the possessive closest to the noun.

- Clinton and Gore's Campaign was successful.

7. If there is a separate possession of the same noun, use the correct possessive form for each word.

- The owner's and the boss's excuses were equally false.

8. In a compound construction, use the correct possessive form for the word closest to the noun. Avoid possessive with compound plurals.

- My father – in – law's BMW is really fun to drive.<sup>29</sup>

For proper nouns (names), we very often use possessives 's with names:

- This is Mary's car.
- I like Tara's hair.

When a name end in s, we usually treat it like any other singular noun, and add 's:

- This is Charles's chair.

But it is possible (especially with older, classical names) to just add the apostrophe ('):

- Who She likes reads carpantes' novel.<sup>30</sup>

There are also some fixed expressions where the possessive form is used:

1. Time expressions

- A day's work.

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<sup>29</sup>Wikipedia, *loc.cit.*,

<sup>30</sup><http://www.englishclub.com/grammar/nouns-possessive.htm>

- A month's pay, etc.

## 2. Other expressions

- For God's sake.
- In my mind's eye.

The possessive is also used to refer to shops, restaurants, churches, and colleges, using the name or job title of the owner, examples:

- Shall we go to Luigi's for lunch?
- I have got an appointment at the dentist's at eleven o'clock.
- Is Saint Mary's an all – girls school?<sup>31</sup>

## **D. The Usage of Possessive in Sentences**

### 1. Using of Possessive Nouns/ Possessive Case and of + noun

- a. The possessive case is chiefly used of people, countries, or animals as shown above. It can also be used:

#### 1. People, countries and animals.

- Men's fashions are not attractive.
- Russia's army is the biggest in Europe.
- My dog's ears are like silk.

#### 2. In time expression.

- We leave in an hour's time.
- Have you prepared tomorrow's lesson?

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<sup>31</sup><http://forums.atoteacherstuff.com/> *Op. Cit.,*

3. With expression of place (we often leave out the place).
  - I must go to the dentist's soon.
  - We buy all our meat at the butcher's.<sup>32</sup>
4. In expressions of money + worth.
  - Ten dollar's worth of ice cream.
5. With for + noun + sake.
  - For heaven's sake, for goodness' sake.
6. In a few expressions such as.
  - A someone's throw, Journey's end.
7. We can say either a winter's day or a winter day and a summer's day or a summer day, but we cannot make spring or autumn possessive, except when they are personified: Autumn's return.
8. Sometimes certain nouns can be used in the possessive case without the second noun a /the baker's/ butcher's/ chemist's/ florist's, etc. Similarly, a /the house agent's/ travel agent's, etc, (office) and the dentist'd/ doctor's/ vet's (surgery):  
 You can buy it at the chemist's.  
 He is going to the dentist's.  
 Names of the owners of some businesses can be used similarly:  
 Sotheby's, Claridge's.  
 Some very well – known shops etc, call themselves by the possessive form and some drop the apostrophe: Foyles, Harrods.

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<sup>32</sup>Jake Allsop,. *Op. Cit.*, p. 7

Names of people can sometimes be used similarly to mean:

We had lunch at a bill's; we met at Ann's.

b. Of + noun is used for possession:

1. When the possessor noun is followed by a phrase or clause:

- The boys ran about, obeying the directions of a man with a whistle.
- I took the advice of a couple I met on the train and hired a car.

2. With inanimate 'possessors' except these listed in A above:

- The walls of the town.
- The roof of the church.
- The keys of the car.

However it is often possible to replace noun X + of + noun Y + noun X, in that order:

- The town walls
- The church roof
- The car keys

The first noun becomes a sort of adjective and is not made plural:

- The roofs of the churches = The church roofs.

Unfortunately noun + of + noun combination cannot always be replaced in this way and the student is advised to use of when in doubt.<sup>33</sup>

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<sup>33</sup>A. J. Thomson and A. V. Martinet, *A Practical English Grammar, Fourth Edition*, (London: Oxford University, 1986), p. 29

c. A friend of + possessive

A friend of + possessive noun/pronoun is a special or idiomatic expression. It is used to identify another person as one friend among many friends.

For examples:

1. Do you know Greg Smith? He is a friend of mine.
  - a friend of mine = one of my friends, but not my only friend.
2. We ate dinner with a friend of Bill's.
  - a friend of Bill's = one of Bill's friend; Bill has other friends.
3. The Smith are friends of mine.
  - The expression can also be used in the plural.<sup>34</sup>

2. Using of Possessive Pronouns and Adjectives

A possessive pronoun is used alone, without a noun following it or used instead of a noun.

Example:

- Julie's car is red. Mine is blue.
- You are using mine. Where is yours?

A possessive adjective is used only with a noun following it.<sup>35</sup> It's used to describe a noun, and it comes before it, like other adjectives.

Example:

- My car is bigger than her car.
- Julie fell off her bicycle and broke her arm.

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<sup>34</sup>Betty Schramper Azar,. *Op. Cit.*, p. 80

<sup>35</sup>*Ibid.*, p. 79

Table 2.1. The Properties of Possessive Adjectives and Possessive Nouns

POSSESSIVE ADJECTIVES	POSSESSIVES PRONOUNS
My	Mine
Your	Yours
His/her/its	His/hers
Our	Ours
Yours	Yours
Their	Theirs

Note that no apostrophes are used here. Students should guard against the common mistake of writing the possessive *Its* with an apostrophe. *It's* (with an apostrophe) means *it is*.

a. Agreement and use of Possessive Adjectives.

1. Possessive Adjectives in English refer to the possessor and not to the thing possessed. Everything that a man or boy possesses is his thing; everything that a woman or girl possesses is her thing:

- Tom's father is his father but Mary's father is her father.

Everything that an animal or thing possesses is its thing:

- A tree drops its leaves in autumn.
- A happy dog wags its tail.

But if the sex of the animal is known, his/her would often be used. If there is more than one possessor, there is used:

- The girls are with their brother.
- Trees drop their leaves in autumn.

Note that the possessive adjectives remains the same whether the thing possessed is singular or plural:

- My glove, my gloves
  - His foot, his feet.
2. Possessive Adjectives are used with clothes and parts of the body:
- She changed her shoes.
  - He injured his back.
3. To add emphasis, own can be placed after my, your, his, etc and after one's.
- My own room.
  - Her own idea.

Own can be adjective, as above, or a pronoun:

- A room of one's own.

Note the expression:

I'm on my own = I'm alone.

b. Possessive Pronouns replacing possessive adjectives + nouns.

1. This is our room or this (room) is ours.

This is their car. That car is theirs too.

You have got my pen.

You are using mine. Where is yours?

2. The expression of mine etc, means 'one of my' etc:

a friend of mine = one of my friends.

a sister of hers = one of her sisters.<sup>36</sup>

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<sup>36</sup>A. J. Thomson and A. V. Martinet., *Op. Cit.*, pp. 75-76

## E. Common Error in Using Possessive

### 1. In Possessive Nouns

Table 2.2. Singular Possessive Nouns

No.	FALSE	TRUE
1.	Brian is <u>Jane husband</u>	Brian is <u>Jane's husband</u>
2.	The <u>sky color</u> is changing	The <u>sky's color</u> is changing

'Jane husband' and 'sky color' are false, because 'Jane' is a singular proper noun and 'sky' is singular noun. So, must be add an apostrophe (') and an -s.

The pattern of singular possessive noun is: noun + apostrophe (') + -s.

Table 2.3. Plural Possessive Nouns

No.	FALSE	TRUE
1.	I answered the <u>student's questions</u>	I answered the <u>students' questions</u>
2.	<u>My sister's names</u> are Kate and Nikki	<u>My sisters' names</u> are Kate and Nikki

'Student's questions' and 'sister's name' are false, because 'questions' and 'Kate and Nikki' are plural. And the pattern of plural possessive noun must be: noun + -s + apostrophe (').

Table 2.4. Irregular Plural Possessive Nouns

No.	FALSE	TRUE
1.	Iwan and Andi are <u>man's names</u>	Iwan and Andi are <u>men's names</u>
2.	Emily and Collete are <u>woman's names</u>	Emily and Collete are <u>women's names</u>



Man's names and woman's names are false, because Iwan and Andi or Emily and Collete are plural. So, irregular plural possessive noun must be use in this sentence. The pattern of irregular plural possessive noun is: noun + apostrophe (') + -s.

## 2. In Possessive Adjectives

### a. Confusion of "Its" and "it's"

- The cat was hungry. It opened it's mouth. (False)

The sentence is false, because it's (with an apostrophe) means it is or it has when used in the present perfect.

- The cat was hungry. It opened its mouth. (True)

The possessive its used only with a noun following it and possessive its has no apostrophe.

### b. Confusion of Personal Pronouns Forms as Subjects and Objects Pronouns

1. - Most children live with they're parents. (False)

- Most children live with their parents. (True)

2. - Paula had to drive car me to work. (False)

- Paula had to drive my car to work. (True)

### 3. In Possessive Pronoun

- a. Confusion of “personal pronoun as object pronoun” and “possessive pronoun”
  - They are your books. They're them. (False)
  - They are your books. The're yours. (True)
- b. Confusion of “a friend of ...”
  - I want out to meet a friend of me. (False)
  - I want out to meet a friend of mine. (True)

## CHAPTER III

### METHOD OF RESEARCH

#### A. Population and Sample

##### 1. Population

The population in this research is all of eighth grade students at State Islamic Junior High School 1 Batang Alai Selatan in academic year 2007/2008. The numbers of them are 113 students. To be clear, it can be seen in the following table:

Table 3.1. Distribution of Population of the Eight Grade Students at MTsN 1 Batang Alai Selatan in Academic Year 2007/2008

NO.	CLASS	SEX		TOTAL
		MALE	FEMALE	
1.	VIII A	21	16	37
2.	VIII B	20	18	38
3.	VIII C	25	13	38
TOTAL		66	47	113

##### 2. Sample

In this research, the writer takes samples that are considered representative in taking the sample, the writer will be taken 25% as the samples of research. The technique of sample that used in this research is proportional random sampling. So the numbers of sample taken are 30 students. They are predicted be able to representative the total of population

from whom the data can be validly and reliability. To be clear, it can be seen in the following table:

Table 3.2. Distribution of Sample of the Eight Grade Students at MTsN 1 Batang Alai Selatan in Academic Year 2007/2008

NO.	CLASS	SEX		TOTAL
		MALE	FEMALE	
1.	VIII A	4	6	10
2.	VIII B	6	4	10
3.	VIII C	8	2	10
Total		18	12	30

## **B. Data and Sources of Data, and Techniques of Data Collecting**

### **1. Data**

The data will be collected in this research are the following:

#### **a. Primary Data, which consist of:**

1. The data about students errors in using possessive of the eight grade students at State Islamic Junior High School 1 Batang Alai Selatan.
  - a. The use of possessive noun
  - b. The use of possessive pronoun
  - c. The use of possessive adjective
2. The data about some factors that influence the common errors in using possessive of eleventh grade students at State Islamic Junior High School 1 Batang Alai Selatan.

- a. Linguistic factors.
  - b. Nonlinguistic factors.
- b. Secondary Data, which consists of:
1. Brief history of State Islamic Junior High School 1 Batang Alai Selatan.
  2. Description of headmasters, teachers, administration staff, and students.
2. Sources of Data.

The sources of data in this research are:

- a. Respondent : All of eight grade students at State Islamic Junior High School 1 Batang Alai Selatan who are taken as the sample of research.
- b. Informants : English teachers, headmaster, and administration staff
- c. Documentary: All written reports about subjects and objects in this research.

3. Techniques of Data Collecting

To obtain the data, the writer uses the techniques of data collecting as follows:

- a. Observation

This techniques is used to obtain the data about some factors that influence the students' common errors in using possessive such a student facilities and school facilities.

b. Interview

This technique is used to get the data that is not gotten from documents and questionnaire.

c. Written Test

This technique is used to get the data about the students' common errors in using possessive.

d. Documentary

This technique is used to get the secondary data like the condition of headmasters, teachers, administration staff, students and also primary data like school facilities.

e. Questionnaire

This technique is used to get the data about some factors that influence common errors of students in using possessive.

To know more detailed about the data, sources of data, and techniques of data collecting, it can be seen in the following table.

Table 3.2. Data, Sources of Data, and Techniques of Data Collecting

NO	DATA	SOURCES OF DATA	TECHNIQUE OF DATA
1	2	3	4
1.	Primary data 1. The data about errors analysis in using possessive, consist of a. The use of possessive noun	Students	Test

1	2	3	4
	b. The use of possessive pronoun	Students	Test
	c. The use of possessive adjective	Students	Test
	2. The data about some factors that influence errors in using possessive of eighth grade students at State Islamic Junior High School 1 Batang Alai Selatan		
	a. Students b. Teacher c. Facility	Student Teacher Teacher, students, documents.	Questionnaire Interview Interview, Questionnaire, documentary and observation
2.	Secondary Data 1. Brief history of State Islamic Junior High School 1 Batang Alai Selatan. 2. Description of headmaster, teachers, administration staff, and students	Headmaster, administration staff. Administration staff, documents.	Interview, documentary.  Interview, documentary.

### C. Design of Measurement

In order to make easier to organizing and analysis of the data processing, the writer organizes the measurement design of some common errors in using possessive, as follow:

1. Answering 15 multiple choice questions, with four alternatives for each and question is rated 3 points.

2. Answering 10 questions for matching the word to its correct possessive pronouns and each question is rated 3 points.
3. Answering 5 questions for complete sentence by using right possessive, for each question is rated 5 points.

The total maximum expected score of all questions is 100 points. Then, the writer makes the data interpretation of the score that is obtained by the students. The categories for each type of questions of some common errors in using possessive are:

80-100 : very low error category.

70-<80 : low error category.

60-<70 : average error category.

50-<60 : high error category.

0-<50 : very high error category.

Knowing the factors that influence the degree of common errors the writer put some indicators and categories as follows:

#### 1. Linguistic factors

##### a. Students' knowledge of possessive

1) Know very much : very high

2) Know : high

3) Know a part of it : middle

4) Less know : low

5) Unknown : very low



b. Students' knowledge about possessive forms (possessive noun, possessive pronoun, and possessive adjective).

1) Know very much : very high

2) Know : high

3) Know a part of it : middle

4) Less know : low

5) Unknown : very low

c. Students' knowledge of differences of possessive forms (possessive noun, possessive pronoun, and possessive adjective).

1) Know very much : very high

2) Know : high

3) Know a part of it : middle

4) Less know : low

5) Unknown : very low

2. Non linguistic factors

a. Students' mastery of possessive concept.

1) Complete : very high

2) Quite complete : high

3) Less complete : low

4) Not complete : very low

b. Students' use of possessive forms in English writing.

1) Always : very high

2) Often : high

3) Sometimes : low

4) Never : very low

c. Students' getting through lesson of possessive.

1) Complete : very high

2) Quite complete : high

3) Less complete : low

4) Not complete : very low

d. Students' respond toward English grammar.

1) Like very much : very high

2) Like : high

3) Less like : middle

4) Moderate : low

5) Dislike : very low

e. Students' intention in learning English grammar.

1) To master it : very high

2) To get a good mark : high

3) To master it and to get a good mark : middle

4) Just to know : low

5) Just to know it and to get a good mark : very low

f. students' experience in studying English at informal education of English.

1) Ever : high

2) Never : low

g. The duration of students in studying English at informal education of English.

- 1) More than 2 years : very high
- 2) Less than 2 years : high
- 3) 1 year : low
- 4) Less than 1 year : very low

h. Students' activeness to respond teachers questions and ask difficulties lesson.

- 1) Always : very high
- 2) Often : high
- 3) Sometimes : middle
- 4) Rare : low
- 5) Never : very low

i. Students' activeness to study English at home.

- 1) Always : very high
- 2) Often : high
- 3) Sometimes : middle
- 4) Rare : low
- 5) Never : very low

j. Students' activeness to improve their English through mass media or the other sources.

- 1) Always : very high
- 2) Often : high

- 3) Sometimes : middle
- 4) Rare : low
- 5) Never : very low

k. Students motivation in learning English.

- 1) Suppose to know it : very high
- 2) Pay attention of teacher's control : high
- 3) Be motivated by teacher's control : middle
- 4) Less motivated to be active : low
- 5) Not care : very low

l. Students' respond to the teacher's technique in conveying English.

- 1) Like very much : very high
- 2) Like : high
- 3) Less like : middle
- 4) Moderate : low
- 5) Dislike : very low

m. Teacher's frequency of using English in the class.

- 1) Always : very high
- 2) Often : high
- 3) Sometimes : middle
- 4) Rare : low
- 5) Never : very low

## **D. Techniques of Data Processing and Analysis**

1. Techniques of data processing in this research are as follows:

a. Editing.

This technique is used to examine all of the collected data to make sure whether they are already complete or not.

b. Coding

The writer classifies all the data that have been edited before in accordance with their kinds and matter by making certain codes on all collected data.

c. Scoring

The writer gives score to the students' answer.

d. Tabulating

The writer tabulates all the collected data based on the frequency to compute each certain answer by using the following formula:

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

P : Percentage

F : The frequency of answers from respondents for each item of questions

N : Total number of respondents

e. Data interpretation

The data are described by the writer's interpretation without changing the meaning of the data.

## 2. Data analysis

Before all of the collected data has reported, the writer analysis descriptively and qualitatively. The analysis helps the writer to highlight some important conclusions from this research. The conclusion is reached by inductive way.

### **E. Research Procedure**

There are some steps that have been passed through to complete this research, they are:

#### 1. Preliminary Step

- a. Doing a prior observation in research object;
- b. Discussing the result of the previous observation with the writer's advisor;
- c. To make a research design proposal to be approved by the bureau of thesis writing of Islamic education faculty.

#### 2. Preparatory Steps

- a. To hold a seminar on the research design proposal;
- b. To asks the dean of Islamic education faculty for a written mandate to conduct the research;
- c. To make the data instruments.

#### 3. Research Steps

- a. To contact all respondents and informant who are needed to obtain data;
- b. To collect all the needed data from several sources;

c. To make the data instruments.

#### 4. Organization Step

Having all the obtained data completed, the writer soon organizes them in the form of research thesis based on continual guide and consultation with the writer's counselor. Finally, this research is approved and ready to examine in the open forum.

## CHAPTER IV

### REPORT OF RESEARCH RESULT

#### A. General Description of Research Location

##### 1. Brief History of State Islamic Junior High School 1 Batang Alai Selatan

The research has been done at State Islamic Junior High School 1 Batang Alai Selatan, Central Hulu Sungai Regency. It is located on Jalan Gerilya H. hasan Baseri, Birayang sub district. This school was established on March 15<sup>th</sup>, 1932 by a private foundation name “*Madrasah Partikelir*” which was at that time led by H. Abd. Kadir Jailani (1932 – 1934) and in 1934 it was changed into “Hidayat Islamiyah” and in 1952 it was changed again into “Sekolah Madrasah Islam Pertama (SMIP), then in 1962 it was changed again into “madrasah Menengah Pertama (MMP) and in 1968 become “Madrasah Tsanawiyah Negeri 1 Batang Alai Selatan”, it was based on the letter of recommendation of minister of religious affair in 1996, with statistic number 211630703006 and the headmaster today is Drs. M. Hasbi.

State Islamic Junior High School 1 Batang Alai Selatan is located strategic. The school is far from noisy highway which can disturb the concentration of studying activities.

Generally, the physical condition of state Islamic Junior High School 1 Batang Alai Selatan is good and the construction is permanent. The location of building is described as follows:



- a. The west of the building borders on Jalan Gerilya H. Hasan Baseri.
- b. The east of the building borders on Birayang town.
- c. The north of the building borders on irrigated rice field belong to H. Hasnan.
- d. The south of the building borders on MAN 3 Birayang and Durian Lunjuk village.

State Islamic Junior High School 1 Batang Alai Selatan has 9 classrooms for 36 students and 30 teachers, it has 4 administration staff. This school has been led by some headmasters, since it was established in 1932.

Those who have led the school can be seen in the following table:

Table 4.1. Headmaster of State Islamic Junior High School 1 Batang Alai Selatan

No	Name	Period
1.	H. Abd Kadir Jailani	1932 – 1934
2.	M. Nasruddin	1934 – 1962
3.	H. Abd Sani	1962 – 1995
4.	Saleh hamzah, BA	1995 – 2003
5.	Drs. Ibrahim	2003 - 2005
6.	Drs. Kahiruddin	2005 – 2006
7.	Drs. M. Hasbi	2006 – until now

## 2. School Facilities

State Islamic Junior High School 1 batang Alai Selatan has good facilities for supporting the teaching and learning process and achieving its educational goals. To make the clear description of its facilities can be seen in the following table:

Table 4.2. The Facilities of MTsN 1 Batang Alai Selatan

No	Kinds of Facilities	Amount
1.	Classroom	9
2.	Headmaster room	1
3.	Teachers room	1
4.	Administration room	1
5.	Library	1
6.	Mosque	1
7.	School Cooperation	1
8.	Language laboratory	1
9.	OSIS / Red Cross room	1
10.	Teacher's toilet	2
11.	Students' toilet	4
12.	Parking	2
13.	canteens	3
14.	Volleyball court	1

Source: The data are taken from administration document at MTsN Batang Alai Selatan on August, 26<sup>th</sup> 2007.

### 3. Description of Teachers, Administration Staffs and Students Population

#### a. Teachers

State Islamic Junior High School 1 Batang Alai Selatan in academic year 2007/2008 has 30 teachers from different educational backgrounds, almost all of them are university graduated. The description of teachers of MTsN1 Batang Alai Selatan in academic year 2007/2008 can be seen in appendix.

Table 4.3. The description of English Teachers of MTsN 1 Batang Alai Selatan

No	Name	Latest Education
1.	H. Chairan	Senior High School (SMA)
2.	Rihli, S.Pd.I	S1 STAI
3.	Noryati	UNLAM

b. Administration Staff

The administration staff of MTsN 1 Batang Alai Selatan in academic year 2007/2008 are 4 persons. For further description can be seen in the following table:

Table 4.4. The Description of Administration Staff of MTsN 1 Batang Alai Selatan

No	Name/NIP	Position
1.	Murdiana NIP. 150 238 846	The head of administration
2.	M. Ali Hasmi NIP. 150 288 838	Staff
3.	Arsatul Wahidah	Staff
4.	Pahmiyati	Staff

Source: The data are taken from administration document at MTsN Batang Alai Selatan on August, 26<sup>th</sup> 2007.

c. Students

Students of state Islamic Junior High School 1 Batang Alai Selatan in academic year 2007/2008 are 360 students. The distribution of male are 166 students, and female are 194 students. State Islamic Junior High School 1 Batang Alai Selatan has 9 classes, the seventh grade has 3 classes, the eighth grade has 3 classes, and the ninth grade has 3 classes.

The following table explains the description of the students of MTsN 1 Batang Alai Selatan.

Table 4.5. The Description of Students of MTsN 1 Batang Alai Selatan in academic year 2007/2008

Class	Sex		Total
	Male	Female	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
VII A	20	19	39
VII B	21	18	39

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
VII C	17	16	33
VII D	10	30	40
VIII A	21	16	37
VIII B	20	18	38
VIII C	25	13	38
IX A	12	22	34
IX B	12	20	32
IX C	8	22	30
Total	166	194	360

Source: The data are taken from administration document at MTsN Batang Alai Selatan on August, 26<sup>th</sup> 2007.

## **B. Data Presentation**

To know students' error in using possessive of the eighth grade students at MTsN 1 Batang Alai Selatan Central Hulu Sungai Regency in Academic Year 2007/2008 and the effecting factors of students' error in using possessive, the writer has studied directly to the location for collection some data by test, interview, questionnaire, observation, and documentation techniques.

In this study, the most dominant techniques which has used is test. It's used to know about students' error in using possessive.

The writer presents the collected data according to each common error.

1. The Description of Students' Error in Using Possessive of the Eighth Grade Students at MTsN 1 Batang Alai Selatan Central Hulu Sungai Regency in Academic Year 2007/2008.

To analyze the data, the writer must collect the data first. In order to know the students' data, the writer held the test to find out the students' error in using possessive.

Table 4.6. Test Result of Error Analysis in Using Possessive of the Eight Grade Students at MTsN 1 Batang Alai Selatan Central Hulu Sungai Regency in Academic Year 2007/2008.

No	Number of Correctness in Choosing the Right Possessive	Number of Correctness in Matching the Words of Possessive	Number of Correctness in Making a Good Sentence (Arrange the Words) of Possessive	Score
1.	5	1	1	23
2.	2	2	0	12
3.	6	7	3	54
4.	9	7	3	63
5.	11	8	3	72
6.	7	5	2	56
7.	7	4	2	53
8.	10	6	4	68
9.	8	8	3	63
10.	4	4	1	20
11.	10	7	2	61
12.	9	7	3	63
13.	9	9	2	64
14.	2	2	0	12
15.	8	7	3	60
16.	9	9	4	74
17.	6	0	0	18
18.	6	10	4	68
19.	8	8	3	63
20.	8	7	3	60
21.	7	8	3	60
22.	11	8	2	67
23.	7	1	0	24
24.	5	3	1	29
25.	11	6	4	71
26.	3	2	1	20
27.	12	9	5	88
28.	12	8	1	65
29.	2	3	0	15
30.	11	4	2	55
Total	225	167	65	1521/30 = 50,7

Based on the table above, it is identified that the highest score of test result is 88 and the lowest one is 12. The accumulative score is 1521, mean of the score is 1521 divided by 30, that is 50,7. While the highest number of correctness in choosing the right possessive is 12 and the lowest is 2, and the total number of choosing the right possessive are 225. The highest number of correctness in matching the words of possessive is 10 and the lowest is 0. The total number of correctness in matching the words of possessive is 167. Furthermore, the highest number of correctness in making a good sentence of possessive is 5 and the lowest is 0, and the total number of correctness is 65. The table below explains the categories of the score and its distribution.

Table 4.7. Error Analysis in Using Possessive of the Eighth Grade Students at MTsN 1 Batang Alai Selatan Central Hulu Sungai Regency in Academic Year 2007/2008

No	Category	Score	Frequency	Percentage
1.	Very High	0 - 49	9	30 %
2.	High	50 - 59	4	13,33 %
3.	Average	60 - 69	13	43,33 %
4.	Low	70 - 79	3	10 %
5.	Very Low	80 - 100	1	3,33 %

From the table above, we can see that 9 students (30%) are in very high Error category, 4 students (13,33%) are in high error category, 13 students (43,33%) are in average category, 3 students (10%) are in low category, and 1 students (3,33%) are in very low category.

The data shows that the degree of students error in using possessive of the eighth grade students at MTsN 1 Batang Alai Selatan Central Hulu

Sungai Regency in academic year 2007/2008 mostly in average category, it can be seen that there are 13 students (43,33%) in this category.

2. The Description of Kinds of Error in Using Possessive Which are Usually Made by the Eighth Grade Students at MTsN 1 Batang Alai Selatan in Academic Year 2007/2008.

To know the kinds of error in using possessive that are usually made by the eighth grade students at MTsN 1 Batang Alai Selatan, the writer had been hold the test. These test containing 30 questions. These questions consist of 15 multiple-choice test, and 10 matching the words test and 5 making a good sentence (Arrange the words) of possessive.

In these test, questions number 1,2,3,4,5,16,19,20,26 and 28 are about possessive adjective. Questions number 6,7,8,9,10,18,21,24,27 and 29 are about possessive noun. And questions number 11,12,13,14,15,17,22,23,25 and 30 are about possessive pronoun.

To know about the frequency of the eighth grade students' error in using possessive can be seen in the following table:

Table 4.8. Frequency of Students' Error in Using Possessive

Number of Questions	Frequency
<b>1</b>	<b>2</b>
1	20
2	12
3	14
4	10
5	9
6	12
7	10
8	12
9	14
10	10
11	11
12	9

<b>1</b>	<b>2</b>
13	12
14	14
15	10
16	20
17	16
18	15
19	21
20	19
21	18
22	20
23	14
24	18
25	20
26	14
27	18
28	23
29	15
30	7

From the table above, students' error in using possessive can be classifying in some kinds of error as the following table:

Table 4.9. Frequency of Students' Error in Some Kinds of Error

No	Kinds of Error	Frequency	Percentage
1.	Possessive adjectives	13,3	44,33
2.	Possessive nouns	16,7	55,67
3.	Possessive pronouns	14,2	47,33

Based on the table above, it can be stated that most students made error on all of kinds of possessive, and the most error of all is in possessive nouns.



3. Description About the Factors that influence Students' Error in Using Possessive of the Eighth Grade Students at MTsN 1 Batang Alai Selatan Central Hulu Sungai Regency in Academic Year 2007/2008.

a. Linguistic Factors

Linguistic factors are one of the factors that the writer has considered influencing the degree of students' error in using possessive. For this factor, the writer categorizes five factors that identify it. The data about linguistic factors can be seen on the following table:

Table 4.10. Students' Knowledge of Possessive

No	Category	Frequency	Percentage
1.	Know very much	1	3,33
2.	Know	5	16,67
3.	Know a part of it	10	33,33
4.	Less know	8	26,67
5.	Unknown	6	20
Total		30	100

From the table above, there are 1 student (3,33%) who know very much knowledge of possessive, 5 students (16,67%) who know of possessive, 10 students (33,33%) who know a part of possessive, 8 students (26,67%) who less know of possessive and 6 students (20%) who unknown of possessive.

So, it can be stated that most of students know a part of possessive.

Table 4.11. Students' Knowledge of Possessive Forms (Possessive Adjectives, Possessive Nouns and Possessive Pronouns)

No	Category	Frequency	Percentage
1.	Know very much	1	3,33
2.	Know	5	16,67
3.	Know a part of it	12	40
4.	Less know	6	20
5.	Unknown	6	20
Total		30	100

The table shows that there are 1 student (3,33%) who know very much of possessive forms, 5 students (16,67%) who know possessive forms, 12 students (40%) who know a part of it, 6 students (20%) who less know and 6 students (20 %) that unknown of possessive forms.

Thus, from the data, we know that most students are know a part of possessive forms.

Table 4.12. Students' Knowledge of Differences of Possessive Forms

No	Category	Frequency	Percentage
1.	Know very much	1	3,33
2.	Know	5	16,67
3.	Know a part of it	12	40
4.	Less know	6	20
5.	Unknown	6	20
Total		30	100

Based on the table above, 1 student (3,33%) who know very much of differences of possessive forms, 5 students (16,67%) who know of differences of possessive forms, 12 students (40%) that know a part of it, 6 students (20%) who less know and 6 students (20%) who unknown of differences of possessive forms.

So, it is seen that mostly students know a part of differences of possessive forms.

b. Non Linguistic Factors

The data about non linguistic factor can be seen on the following table:

Table 4.13. Students' Mastery of Possessive Concept

No	Category	Frequency	Percentage
1.	Complete	1	3,33
2.	Quite complete	12	40
3.	Less complete	10	33,33
4.	Not Complete	7	23,33
Total		30	100

From the table above, 1 student (3,33%) who mastery of possessive concept, 12 students (40%) who quite complete in mastering of possessive concept, 10 students (33,33 %) who less complete in mastering of possessive concept and 7 students (23,33 %) who not complete in mastering of possessive concept.

Thus, from the data above we know that most of are quite complete in mastering of possessive concept.

Table 4.14. Students' Use of Possessive Forms in English Writing

No	Category	Frequency	Percentage
1.	Never	3	10
2.	Sometimes	22	73,33
3.	Often	4	13,33
4.	Always	1	3,33
Total		30	100

From the table above, there are 3 students (10%) who never use possessive in English writing, 22 students (73,33%) who sometimes use possessive in English writing, 4 students (13,33%) that often use possessive in English writing and 1 student (3,33%) who always use possessive in English writing.

So, it is seen that mostly of the students sometimes use possessive forms in English writing.

Table 4.15. Students' Getting Through Lesson of Possessive

No	Category	Frequency	Percentage
1.	Complete	9	30
2.	Quite complete	13	43,33
3.	Less complete	8	26,67
4.	Not Complete	-	-
Total		30	100

The table shows that there are 9 students (30%) who finished their lesson of possessive in English class, 13students (43,33%) are in quite complete category, 8 students (26,67%) are in less complete and no students who do not finish their lesson of possessive in English.

Thus, we can see that the most of students are quite complete in getting through lesson of possessive.

Table 4.16. Students' Respond toward English Grammar

No	Category	Frequency	Percentage
1.	Like very much	4	13,33
2.	Like	14	46,67
3.	Less like	12	40
4.	Moderate	-	-
5.	Dislike	-	-
Total		30	100

From the table above, there are 4 students (13,33%) like English very much, 14 students (46,67%) like English, 12 students (40%) are in less like English, and no students are in moderate and dislike category.

So, it is seen that mostly of the students like English.

Table 4.17. Students' Intention in Learning English

No	Category	Frequency	Percentage
1.	To master English	8	26,67
2.	To get a good mark	1	3,33
3.	To master English and to get a good mark	16	53,33
4.	Just to know	2	6,67
5.	Just to know and to get a good mark	3	10
Total		30	100

We can see from the table, there are 8 students (26,67%) who have intention to master English, 1 student (3,33%) who have intention to get a good mark, 16 students (53,33%) who want to master English and to get a good mark, 2 students (6,67%) who have intention just to know it, and 3 students (10%) who have intention just to know and to get a good mark.

Thus, it is seen that mostly students' intention in learning English is to master it and to get a good mark.

Table 4.18. Students' Experience in Studying English at Informal Education of English

No	Category	Frequency	Percentage
1.	Ever	6	20
2.	Never	24	80
Total		30	100

From the table above, we know that there are 6 students (20%) who have experience in English informal education and 24 students (80%) who do not have experience in English informal education.

Thus, it is seen that mostly of the students is never have experience in studying English at informal education of English.

Table 4.19. The duration of Students in Studying English at Informal Education of English

No	Category	Frequency	Percentage
1.	More than 2 years	-	-
2.	Less than 2 years	1	16,67
3.	1 year	1	16,67
4.	Less than 1 year	4	66,67
Total		6	100

The table shows that no students are in more than 2 years category, 1 student (16,67%) who have experience in less than 2 years in English Informal education, 1 students (16,67%) who have experience in 1 year in English informal education, 4 students (66,67%), who have experience less than 1 year in English informal education.

Table 4.20. Students' motivation in Learning English

No	Category	Frequency	Percentage
1.	Suppose to know it	21	70
2.	Pay attention of teacher's control	-	-
3.	Be motivated by teacher's control	8	26,67
4.	Less motivated to be active	-	-
5.	Not care	1	3,33
Total		30	100

From the table, we know that there are 21 students (70%) in category suppose to know it, 8 students (26,67%) in category be motivated to be active, 1 student (3,33%) in category not care, and no students in pay attention of teacher's control and less motivated to be active. From the data, we can know that most students' suppose to know English.

Table 4.21. Students' Activeness to Respond Teacher's Questions and Ask the Difficulties Lesson

No	Category	Frequency	Percentage
1.	Always	3	10
2.	Often	5	16,67
3.	Sometimes	15	50
4.	Rare	7	23,33
5.	Never	-	-
Total		30	100

The table shows that there are 3 students (10%) always respond to the teacher's questions and ask difficult lesson, 5 students (16,67%) often respond to the teacher's questions and ask difficult lesson, 15 students (50%) sometimes respond to the teacher's questions and ask difficult lesson, 7 students (23,33%) rarely respond to the teacher's questions and

ask difficulties lesson and no students never respond to the teacher's questions and ask difficult lesson.

Table 4.22. Students' Activeness to Study English at Home

No	Category	Frequency	Percentage
1.	Always	2	6,67
2.	Often	9	30
3.	Sometimes	13	43,33
4.	Rare	4	13,33
5.	Never	2	6,67
Total		30	100

The table shows that 2 students (6,67%) are always study English at home, 9 students (30%) are frequently study at home, 13 students (43,33%) are occasionally study English at home, 4 students (13,33%) are rarely study English at home and 2 students (6,67%) are never study English at home.

Thus, from the data above, we know that most students are occasionally study English at home.

Table 4.23. Students' Activeness to Improve Their English through Mass Media or the other Sources

No	Category	Frequency	Percentage
1.	Always	-	-
2.	Often	2	6,67
3.	Sometimes	15	50
4.	Rare	7	23,33
5.	Never	6	20
Total		30	100

The table shows that no students are always improve their English through mass media or the other sources, 2 students (6,67%) are



frequently improve their English through mass media or the other sources, 15 students (50%) are occasionally improve their English through mass media or the other sources, 7 students (23,33%) are rarely improve their English through mass media or the other sources and 6 students (20%) are never improve it.

So, from the data above, we can see that most of the students are occasionally improve their English through mass media or the other sources.

Table 4.24. Students' Respond to the Teacher's Technique in Conveying English

No	Category	Frequency	Percentage
1.	Like very much	8	26,67
2.	Like	18	60
3.	Less like	4	13,33
4.	Moderate	-	-
5.	Dislike	-	-
Total		30	100

From the data above, there are 8 students (26,27%) who like their teacher's technique in conveying English very much, 18 students (60%) who like their teacher's technique in conveying English, 4 students (13,33%) who less like their teacher's technique in conveying English, and no students who are in moderate to give the respond and dislike their teacher's technique.

Thus, it is identified that mostly students like their teacher's technique in conveying English.

Table 4.25. Teacher's Frequency of Using English in the Class

No	Category	Frequency	Percentage
1.	Always	1	3,33
2.	Often	7	23,33
3.	Sometimes	22	73,33
4.	Rare	-	-
5.	Never	-	-
Total		30	100

From the table above, we get 1 student (3,33%) who state that their teacher use English frequently in teaching learning process, 7 students (23,33%) who state that their teacher often use in teaching learning process, 22 students (73,33%) who state that their teacher use English occasionally in teaching learning process, and no students who state that their teacher in rare and never category in using english in teaching learning process.

Thus, it is seen that the teacher use English occasionally in teaching learning process.

### **C. Data Analysis**

After all the obtained data are reported in details as result of this study, they also need to be analyzed. According to the order of issues that have been showed earlier within this study before.

1. Error Analysis in Using Possessive of the Eight Grade Students at MTsN 1 Batang Alai Selatan Central Hulu Sungai Regency in Academic Year 2007/2008.

From the data that is presented before, it shows that 9 students (30%) includes in very high error category, because as a result of questionnaire, it is seen that the students unknown of possessive, unknown of possessive forms, and also unknown of differences of possessive forms. 4 students (13,33%) are in high error category, because most of the students less know of possessive, less know of possessive forms, and also less know of differences of possessive forms. 13 students (43,33%) are in average error category, because mostly students know a part of possessive, know a part of possessive forms, and they also know a part of differences of it. 3 students (10%) are in low error category, because they know of possessive and possessive forms, furthermore, they also know about the differences of possessive forms. 1 student (3,33%) is in very low error category, because the student knows very much about possessive and possessive forms, and also the student know very much of differences of possessive forms.

2. The Description of Kinds of Error in Using Possessive Which are Usually Made by the Eight Grade Students at MTsN 1 Batang Alai Selatan Central Hulu Sungai Regency in Academic Year 2007/2008.

After the writer has been collected the data, the writer gets that the frequency of error of possessive nouns of 30 item test is 16,7 (55,67%). The error frequency of possessive pronouns of 30 item test is 14,2 (47,33%), and the error frequency of possessive adjectives of 30 item test is 13,3 (44,33%).

From the data above, the writer assumes that most of the students made error in all of kinds of possessive, because most of them do not know of possessive concept. So, they have been confused of it. Furthermore, they cannot distinguish the use of possessive forms.

3. Factors that Influence Students' Error in Using Possessive of the Eight Grade Students at MTsN 1 Batang Alai Selatan Central Hulu Sungai Regency in Academic Year 2007/2008.
  - a. Linguistic Factors

In linguistic factors, the writer indicates by three indicators. The first is students' knowledge of possessive. Based on the data on the table 4.10, there are 1 student (3,33%) know possessive very much and it is categorized as very high category, 5 students (16,67%) know possessive and it is categorized as high category, 10 students (33,33%) know a part of it and it includes in middle category, 8 students (26,67%) are in less know of possessive, the category is classified in low category, 6 students (20%0 unknown of possessive and its category is very low category. So, the writer interprets that students' knowledge of possessive is in middle category.

The second indicator is students' knowledge of possessive forms (possessive adjectives, possessive nouns, and possessive pronouns). According to the data on the table 4.11 there are 1 student (3,33%) know possessive forms very much and it is categorized as very high category, 5 students (16,67%) know possessive forms and it is categorized as high category, 12 students (40%) know a part of it, the category is middle category, 6 students (20%) are in less know of possessive forms, it is categorized as low category, 6 students (20%) unknown of possessive forms and its category is very low. So, the writer assumes that students' knowledge of possessive forms (possessive adjectives, possessive nouns, and possessive pronouns) is in middle category.

The last indicator of linguistic factors is students' knowledge of differences of possessive forms. Rom the data on the table 4.12, it shows that 1 student (3,33%) who know very much differences of possessive forms and its category is very high, 5 students (16,67%) who know differences of possessive forms and the category is classified in high category, 12 students (40%) who know part of it and the category is classified in middle category, 6 students (20%) are in less know the differences of possessive forms and its categorized as low category, and then 6 students (20%) are in unknown of the differences of possessive forms and the category is very low category. So, the writer interprets that students' knowledge of differences of possessive forms is in middle category.

All indicators of linguistic factors have been presented. From three indicators, all of them are in middle category. So, the writer concludes that linguistic factors is in middle category. This is because, most of the students know a part of possessive and know apart of possessive forms and also know a part of differences of possessive forms.

b. Non Linguistic Factors

Based on the result of questionnaire as described on the table 4.14, it shows that the biggest percentage is 40% of students stated that they are quite complete of possessive concept in English. So, it can be stated that most of the students are quite complete of adjective concept in English, and it is includes in high category.

Then from the students' use of possessive forms in English writing, can be seen from table 4.14 which shows that the biggest percentage is 73,33 % of students stated that they sometimes use possessive forms in English writing. Thus, it can be stated that most of the students occasionally use possessive forms in English writing, and it is includes in high category.

The students' getting through lesson of possessive in English class, it can be seen on the table 4.15 which shows that the biggest percentage is 43,33% of students stated that they quite complete in getting through lesson of possessive in English class. So, it can be stated that most of the students quite complete in getting through lesson of possessive in English class and it is identified in high category.

Based on the data on the table 4.16 about students' respond toward English grammar, it shows that the biggest percentage is 46,67 % of students stated that they like English. So, it can be stated that most of the students like English and it is classified in high category.

And also we can see on the table 4.17 about students' intention in learning English, It is known that the biggest percentage is 53,33 % of students decided that they learn English to master it and to get a good mark. Thus, it can be seen that students' intention in learning English is to master it and to get a good mark. This is includes in middle category.

Furthermore, the students' experience in English informal education can be seen on the table 4.18. It stated that 6 students (20%) ever have experience in English informal education and it is includes in good category, 24 students (80%) never have experience in English informal education and it is classified in bad category. So, it can be stated that mostly students never have experience in English informal education and it is classified in low category.

According to the table 4.19 stated that 6 students who have experience in English informal education. So, the writer tries to shows the duration of students who have experience in English informal education. On the table 4.20 there are 1 student who have experience less than 2 years in English informal education and the category is good, 1 student who have experience in 1 year in English informal education and the

category is bad, and 4 students who have experience less than 1 year in English informal education and it is classified in very low category.

The, it is also known on the table 4.20 which shows that the biggest percentage is 70% of students stated that they suppose to master English and it includes in very high category of motivation. Thus, it is known that students' motivation in learning English is in very high category.

On the table 4.21 about students' activeness to respond teacher's questions and ask difficult lesson. The data shows that the biggest percentage is 50% of students stated that they occasionally respond to the teacher's questions and ask difficult lesson and it includes in middle category.

The next indicator is students' activeness to study English at home can be seen from table 4.22 which shows that the biggest percentage is 43,33% of students stated that they occasionally study English at home and it includes in middle category.

The next indicator is students' activeness to improve their English through mass media or the other sources. The data from the table 4.23 shows that the biggest percentage is 50% of students stated that sometimes reading English newspaper, watching English program on TV and listening to English program on the radio. So, it includes in middle category.



On the table 4.24 is about students' respond to the teacher's technique in conveying English. The table shows that the biggest percentage is 60% of students stated that they like their teacher's technique and it includes in high category.

The last indicator is teacher's frequency in using English in the class. The data from table 4.25 shows that the biggest percentage is 73,33% of the students who stated that their teacher sometimes use English in teaching learning process and it includes in middle category.

All indicators of non linguistic factors have been presented. From 13 indicators, one of them is in very high, very bad, and bad category. Two of them are in high category, three of them are in good category and five of them are in middle category. So, the writer concludes that linguistic factors are in middle category and these factors in influential enough in this research.

## **CHAPTER V**

### **CLOSURE**

#### **A. Conclusion**

Based on the research result toward the eight grade students at MTsN 1 Batang Alai Selatan in the academic year 2007/2008, there are some necessary conclusions that can be presented by the writer as follows:

1. The eighth grade students' error in using possessive at MTsN 1 Batang Alai Selatan in academic year 2007/2008 is in average error category.
2. Kind of error which are usually made by the eighth grade students at MTsN 1 Batang Alai Selatan in academic year 2007/2008 in using possessive are in all of kinds of possessive (possessive adjectives, possessive nouns, and possessive pronouns).
3. The factors influencing the students' error in using possessive are:
  - a. Linguistic factors is quite influence the students' error in using possessive.
  - b. Non linguistic factors is very influence the students' error in using possessive.

## **B. Suggestions**

Based on the result of this study, the writer recommends the following:

1. The students at MTsN 1 Batang Alai Selatan in general, and for the eighth grade students in specific, they are expected to study hard about English and tenses especially about possessive.
2. The English teacher is suggested to increase the students' ability in using possessive by correcting on their error, and it is very helpful to motivate the students to study English more and more. So, they will learn harder and harder to improve their ability understand English. Also, it is kindly for the English teachers to attend English training or the like to improve their skill.
4. The headmaster of MTsN 1 Batang Alai Selatan would be better to bring about an English extra curricular, because the time allocation that is available for English Teaching in the class is not enough to increase students' skill in learning English. He also has to choose an English teacher who has competence in teaching English, and to provide school facilities that can be used for teaching English as maximal as possible.

## ABSTRACT

**Rahmawati.** 2008. *Error Analysis in Using Possessive of the Eighth Grade Students at MTsN 1 Batang Alai Selatan Central Hulu Sungai Regency in Academic Year 2007/2008.* Advisors: (I) Drs. H. Burhanuddin Abdullah, M.Ag, (II) Dra. Nida Mufidah, M.Pd.

This thesis describes about analysis students' error in using possessive of the eighth grade students at MTsN 1 Batang Alai Selatan Central Hulu Sungai Regency in academic year 2007/2008. The problem of this research are formulated as follows: 1) How many do the degree of the eighth grade students' error in using possessive at MTsN 1 Batang Alai Selatan. 2) What kinds of error which are usually made by the eighth grade students in using possessive, and 3) What factors that influencing the students' error in using possessive.

Based on the formulation above, the purpose of this research are to know about the degree of students' error in using possessive, kinds of error and some factors that influencing the students' error in using possessive of the eighth grade students at MTsN 1 Batang Alai Selatan Central Hulu Sungai Regency in academic year 2007/2008.

The population of this research is 113 students. The technique sample that used in this research is proportional random sampling. They are VIII A, VIII B, and VIII C grade about 30 students or 25 % from population. The data of this research are processed through editing, coding, scoring, tabulating, and interpretation. Then all the data be analyzed by using descriptive qualitative and concluded by inductive method.

The result of this research indicates that the eighth grade students in using possessive is in average category. Then the kinds of error which are usually made by the eighth grade students in using possessive are in possessive adjectives, possessive nouns, and possessive pronouns. The most error which is made by the eighth grade students in using possessive is in possessive nouns. And the factors influencing the students error in using possessive are divided into two factors, they are linguistic factors and non linguistic factors.

## ABSTRAK

**Rahmawati.** 2008. *Analisis Tentang Kesalahan Siswa-siswi dalam Penggunaan Possessive pada Siswa Tingkat Delapan MTsN 1 Batang Alai Selatan Kabupaten Hulu Sungai Tengah Tahun Ajaran 2007/2008.* Pembimbing: (I) Drs. H. Burhanuddin Abdullah, M.Ag (II) Dra. Nida Mufidah, M.Pd.

Penelitian ini menggambarkan tentang kesalahan siswa terhadap penggunaan *possessive* pada siswa tingkat delapan MTsN 1 Batang Alai Selatan Hulu Sungai Tengah tahun ajaran 2007/2008. Permasalahan dalam penelitian ini adalah: 1) bagaimana tingkat kesalahan siswa-siswi dalam penggunaan *possessive* di MTsN 1 Batang Alai Selatan, 2) Apa jenis kesalahan yang biasanya dilakukan oleh siswa tingkat delapan dalam penggunaan *possessive*, dan 3) Apa faktor yang mempengaruhi kesalahan siswa dalam penggunaan *possessive*.

Berdasarkan permasalahan diatas, tujuan dari penelitian ini adalah untuk mengetahui kesalahan siswa dalam penggunaan *possessive*, jenis-jenis kesalahan yang dilakukan. Dan faktor-faktor yang mempengaruhi kesalahan siswa-siswi pada tingkat delapan MTsN 1 Batang Alai Selatan kabupaten Hulu Sungai Tengah tahun ajaran 2007/2008.

Populasi dari penelitian ini adalah sebanyak 113 siswa. Teknik sampel yang digunakan dalam penelitian ini adalah *proporsional random sampling*, yaitu kelas VIII A, VIII B, VIII C, atau sekitar 25 % dari populasi yang ada, yaitu 30 siswa. Pengolahan data dalam penelitian ini dibagi menjadi 5 tahap yaitu: *editing*, *coding*, *scoring* (pemberian nilai), *tabulating* dan *interpretasi data*. Kemudian semua data dianalisis secara deskriptif kualitatif dan disimpulkan dengan menggunakan metode induktif.

Hasil dari penelitian ini menandai bahwa kesalahan siswa-siswi pada MTsN 1 Batang Alai Selatan tingkat delapan dalam penggunaan *possessive* termasuk dalam kategori sedang. Kemudian jenis-jenis kesalahan yang biasanya dibuat dalam penggunaan *possessive* adalah dalam menggunakan *possessive nouns*, *possessive adjectives*, dan *possessive pronouns*. Kesalahan yang paling sering dibuat adalah dalam menggunakan *possessive nouns*. Dan faktor-faktor yang mempengaruhi dalam penggunaan *possessive* terbagi menjadi dua, yaitu faktor linguistik dan faktor non linguistik.

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**ERROR ANALYSIS IN USING POSSESSIVE OF THE EIGHTH  
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IN ACADEMIC YEAR  
2007/2008**



**BY  
RAHMAWATI**

**ANTASARI STATE INSTITUTE FOR ISLAMIC STUDIES  
BANJARMASIN  
2008 A.D/1428 A.H.**

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Thesis  
Presented for Partial Fulfillment of the Assignments and Requirements  
to Obtain *Sarjana Islam* Degree  
in Tarbiyah Faculty

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ENGLISH DEPARTMENT  
BANJARMASIN  
2008 A.D/1429 A.H.**

## The description of Teachers at MTsN 1 Batang Alai Selatan

No	Name/NIP	Latest Education	Position	Subject
1	2	3	4	5
1.	Drs. M. Hasbi NIP.150 250 945	S1 IAIN	Headmaster/GT	Kapita Selecta
2.	Hj. Marlinah B, BA NIP. 150 215 727	D3 IAIN	GT	Indonesian
3.	Dra. Rusdiana Fadla NIP. 150 285 695	D3 IAIN	GT	Aqidah Akhlaq
4.	Fahriah Ariani NIP. 150 293 373	S1 UNLAM	GT	Mathematic
5.	Hj. Nina Rahmah, S.Ag NIP. 150 250 197	S1 IAIN	GT	Arabic
6.	Herlena .H.,S.Pd NIP. 150 373 697	S1 UNLAM	GT	IPS
7.	M. Syamsunor, S.Pd NIP. 150 373 830	S1 UNLAM	GT	Penjaskes
8.	Taipah, S.Ag NIP. 150 383 816	S1 STAI	GT	Qur'an Hadist
9.	Rihli, S.Pd.I	S1 STAI	GTT	English
10.	Nur Anisa, S.Ag	S1 IAIN	GTT	Islamic History
11.	Puspa Rita, S.Sos	S1 UNLAM	GTT	PPKN
12.	H. Chairan	SMA	Honor	English
13.	Ahmadiansyah	SMA	GTT	Kesenian
14.	A. Rijani, S.Pd.I	S1 STAI	GTT	Arabic
15.	Halimatus Sa'diah,S.Pd.I	S1 UNLAM	GTT	Biology/physic
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22.	Raudatul Jannah, S.Pd	S1 UNLAM	Honor	Mathematic
23.	Ella Gustinasari, S.Pd	S1 UNLAM	Honor	Indonesian
24.	Lili Eriati, S.Pd	S1 UNLAM	Honor	Indonesian
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<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
26.	Noryati	UNLAM	Honor	English
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29.	Muhammad Qusyairi	STAI	Honor	Geography
30.	M. Dewan	STAI	Honor	Kesenian

## LIST OF TRANSLATION

Page/Chapter	Surah/Verse	Translation
1/1	Al-Hujurat/13	“Mankind! We created you from a single (pair) of a male and female, and made you into nations and tribes, that ye may know each other [(not that ye may despise (each other))]. Verily the most honored of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things)”.

## **PERNYATAAN KEASLIAN TULISAN**

Saya yang bertanda tangan di bawah ini:

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Menyatakan dengan sebenarnya bahwa skripsi saya yang saya tulis ini benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambil alihan tulisan atau pikiran orang lain yang saya akui sebagai tulisan atau pikiran saya sendiri. Jika dikemudian hari terbukti ia merupakan duplikat, tiruan, plagiat, atau dibuat oleh orang lain secara keseluruhan atau sebagian besar, maka skripsi dan gelar yang diperoleh karenanya batal demi hukum.

Banjarmasin, 23 Dzulhijjah 1428 H  
02 Januari 2008 A.D.

Yang Membuat Pernyataaan,

Rahmawati



## APPROVAL

Paper entitled : **Error Analysis in Using Possessive of the Eighth Grade Students at MTsN 1 Batang Alai Selatan Central Hulu Sungai Regency in Academic Year 2007/2008**

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Having been checked out and revised properly, I hereby approve this research to be submitted and examining in front of Thesis Examining Team of Tarbiyah Faculty of Antasari State Institute for Islamic Studies Banjarmasin for Partial Fulfillment of the assignment and requirement to obtain *Sarjana Pendidikan Islam Degree*.

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وَمَوْلَانَا مُحَمَّدٍ وَعَلَى آلِهِ وَاصْحَبِهِ أَجْمَعِينَ. أَمَّا بَعْدُ.

Praise be to Allah the Almighty for His Mercy and Guidance till the writer can finish the thesis entitled: “**Error Analysis in Using Possessive of the Eighth Grade Students at MTsN 1 Batang Alai Selatan Central Hulu Sungai Regency in Academic Year 2007/2008**”.

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Finally, the writer hopes that this research paper will be useful for next researchers. The writer believes that this research paper is far from adequate information. For the improvement of this research, the writer wishes the readers of this research gave their critics and suggestions.

Banjarmasin, 23 Dzulhijjah 1428 A.H.  
02 Januari 2008 A.D

Writer

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# *DEDICATION*

*This Thesis is Dedicated to:*

## **♥ My Beloved Parents**

### **“Abah (Surkansyah) and Mama (Marnita)”**

Who Always Pray for My Success, Advice Me, and Guide Me  
to the Right Way.

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The Writer  
Rahmawati

*MOTTO*

❖ **Don't Think You are the Best, but  
Think for Doing the Best**

❖ **Get the Admonition and  
Instruction from Past  
Experience as a Guidance for  
Nowadays and Future Life**

## VALIDATION

This thesis has been examined by paper Examining Team of Islamic Education Faculty of Antasari State Institute for Islamic Studies Banjarmasin on:

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