

# Error Analysis on The Use of Possessive Pronouns of The Tenth-Grade Students at SMA Negeri 3 Tangerang Selatan

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## Abstract

Since there are so many different kinds of pronouns in English, students often make an error, particularly when using possessive pronouns. Therefore, this study, which involved 36 students in class 10th at SMA Negeri 3 Tangerang Selatan, was conducted to identify the different kinds of errors made by students when using possessive pronouns. Knowing these errors can help find solutions to overcome them. The aim of this research is to: 1) To find out the types of students' errors in using possessive pronouns in sentences. 2) Explain the solution to help students understand how to use possessive pronouns in sentences. The method used in this research is a qualitative method. Data collection techniques in this research are interviews and documentation. Data analysis uses Miles and Huberman theory, by means of data reduction, data presentation and verification. The results of this research are: 1) the mistakes made by students in using possessive pronouns in sentences were in the pronoun "his" as many as 23 students answered incorrectly, in the pronoun "my" as many as 18 students were incorrect, in the pronoun "her" as many as 19 students were incorrect, "our and it" 5 students got it wrong, and 2 students got the pronoun "mine" wrong. 2) The solution to overcome errors in using possessive pronouns is mind mapping, re-explanation, and memorizing.

**Keywords:** *Error Analysis, Possessive Pronouns; Senior High School; Qualitative*

## Introduction

Language is used to communicate. It is a method to communicate our point of view, minds, intentions, and feelings to others. Language, however, it is not the only method of communication. Our thoughts and ideas can also be communicated through signs, gestures, and facial expressions. Explains that speech sounds used in language make it distinguish from sign and body movement expressions (Oktavia et al, 2022). These speech sounds have significance. It is not easy to define language. Various linguists tried to define language in different ways. However, a detailed study of the definitions reveals that they are all flawed in some way. These definitions will elicit a slew of questions. Some of the most frequently accepted definitions of language provided by linguistic professionals are as follows: "Language is a natural language acquired by human being to deliver thoughts, feelings, and desires using produced symbols by (Bloomfield et al, 2014)." However, this statement needs to be more detail because language is express more than only 'thoughts, feelings, and desire'. Language has a wide range of implications, including body language, sign language, and animal language.

Several experts also express their thoughts and understanding of language. Also, as stated language has been defined as "the system that allows people socialize with each other using oral-auditory arbitrary symbols" by (Harahap, 2023) Nevertheless, this concept is limited since it treats language solely as a human construct while we acknowledge that animals can interact

in their own language. Moreover, state that language is “a collection of elements built into a series of sentences with uncertain length” (Antoni, 2019). Chomsky’s statement focuses on the structural characteristics of language. It asserts how language can be investigated by observing the elements being built. Both of these definitions describe by the linguists only focuses on one of the many elements of language. Although what they say about language is rather less, yet what they say about language is valid.

Languages can be found in every country on the planet. However, there is one language that is spoken by everyone on the planet, and that is English. English is one of the most extensively used languages and dominant languages on the planet. This is having an effect on all fields of work. Declared that English plays such a large role in the world that it is impossible for people to ignore it completely (Nishanthi, 2018). It gives a promising future, it connects us in a globally, and may support us in several life aspects. Although learning English can be difficult and time-consuming, we agree that it is also very crucial, valuable, and can open up many doors. Because English is an international language, it is critical for Indonesia to learn English in order to communicate with other countries that use it in today’s globalized world. It is obvious that many learners need to speak and interact in English in a variety of situations, such as foreign travel, business, or other professional reasons. In Indonesia, English is a foreign language that is taught as a cumulative subject in school. The English language has been taught since elementary school through university. To be fluent in learning English, we must understand and practice the four skills.

Therefore, four language skills that must be learned and mastered by students when learning English: listening, writing, reading, and speaking. Not only that, they must also learn the components that will help them learn and communicate in English. These four language skills are often referred to as “macro-skills (Aydoğan et al, 2014).” In contrast, “micro-skills” include grammar, vocabulary, pronunciation, and spelling. Two characteristics link the four core skills: modality of communication (oral or written) and direction of communication (receiving or providing the message). The oral mode’s receptive skill is listening comprehension. When we talk about listening, we mean both listening and processing what we hear. In the oral mode, speaking is the most productive skill. It, like the other skills, is more difficult than it appears at first and entails more than simply pronouncing words. Listening is frequently associated with speaking. For example, two-way communication compensates for a lack of communication skills in traditional learning. Reading is the written mode’s receptive ability. It can develop independently of listening and speaking abilities, although it usually develops alongside them, especially in nations with a rich literary past. Reading, in particular, can help expand vocabulary, which improves listening comprehension in later stages. Writing is the most productive skill in written communication. It, too, is more complicated than it appears at first, and it frequently appears to be the most difficult of the skills, even for native speakers of a language, because it requires not only a graphic representation of speech, but also the development and presentation of ideas in a structured manner.

Explain that linguistic competences are related to the use of language in performing oral and written discussions by expressing and interpreting concepts, thoughts, feelings, facts, and opinions (Tarango et al, 2017). Such encounters can take place in a range of social and cultural situations, influencing the grammar, pragmatics, and sociolinguistic aspects of the language, written or spoken. Linguistic abilities are inextricably linked to communication abilities, and they are even considered equivalent. Linguistic competencies are related to the appropriate use of language, particularly written, and are characterized by: (1) the adequate use of written language and content structuring; (2) reading and writing of scientific documents in the reader’s native

language; and (3) reading, writing, and translation. Therefore, when teaching a specific subject, it should be contrasted with the students' first language. It is known as contrastive analysis, and it is one of the approaches used in linguistics. Linguistics cannot be ignored in the teaching and learning of foreign languages, reported that the contrastive analysis approach is one of the linguistic approaches that can be used in the learning process (McDonough, 2017). Some studies have demonstrated the effectiveness of this approach in foreign language teaching, a single one of them had been proven by (Hakidi et al, 2021). By comparing the grammar rules of L1 and L2, students can better understand the grammar rules of the second language being studied (Richards et al, 2014).

Error analysis is another linguistic approach that can be used in foreign language teaching. Some studies, including have demonstrated the effectiveness of the error analysis approach in foreign language instruction (Richards, 2015). That this strategy is extremely crucial in teaching the second language since it allows students to clearly understand their weaknesses when studying the second language (Saville et al, 2017). Stated error analysis focuses on the target language's difficulties as well as the psycholinguistic process of language learning. In short, the main goal of error analysis is to analyze learner errors in order to discover previous knowledge of the language and how the language is learned by specific learners (Saini, 2016). One important aspect when learning a second language is learning the components of that language itself. The most important component is grammar, because grammar plays an important role in language learning. Underline the vital role of grammar by stating that "grammar is fundamental to language; without grammar, language does not exist" (Firdaus, 2022) Grammar, in the opinion, is an explanation of how language constructions like words and phrases are put together to make sentences. However, the learners appear to struggle with grammar because English and Indonesian grammar are so different. This leads to mistakes in learning grammar when using possessive pronouns.

A possessive pronouns, as reported indicates that the pronouns is acting as a marker of possession and defines who owns a specific object or person. In other words, a possessive pronouns replaces the object or subject of possession. Possessive pronouns are pronouns that are used to indicate possession. The possessive pronoun also indicates who owns the object or person. Possessive pronouns are not the same as Possessive Adjectives. After the word, a possessive pronoun is not followed by a noun. "mine," "yours," "hers," "his," "its," "ours," and "theirs" are possessive pronouns. The difficulty with understanding pronouns material is distinguishing between different types of pronouns itself. Students still do not understand and are confused about using the right words in the possessive pronoun category, and they are also confused about the use of two types of possessive pronouns in composing sentences.

Based on the learning problem, the writer conducted an interview with the English teacher of class X at SMA Negeri 3 Tangerang Selatan, and was able to explain the students' ability to use possessive pronouns, in which students still did not understand most of the "pronouns" material, particularly the possessive pronouns material. Because there are so many variables to consider, possessive pronouns are a difficult subject to learn. An English teacher from SMA Negeri 3 Tangerang Selatan stated that teaching students during the COVID-19 pandemic is extremely difficult. Students who use an online learning system frequently struggle to comprehend the material provided, particularly difficult material. As a result, the teacher can avoid this by explaining things concisely and clearly. Furthermore, engaging and interactive media for pronouns learning remain scarce and have no impact on student learning. Because many students still do not understand and frequently forget the material, combined with a brief

online learning system, students and teachers do not have time to discuss previously discussed material or material that is still not understood.

In line with the writer's interview result, about regarding errors made when utilizing pronouns or possessive pronouns when using or crafting statements, also happened in the previous study "Whose? L2-English speakers' possessive pronoun gender errors", in her study findings on the production of his/her in English as a second language (L2) by native speakers of Italian, Spanish, and Dutch by (Antón, 2011). The writer stated that there are different obstacles that speakers face lead to various errors. As a result, even fluent L2 speakers might be influenced by automated processes that are meant to be used only in their original language. The pattern of data has implications for models of multilingual language formation and pronoun production.

In her study entitled "Representation of Possessive Pronouns in Universal Networking Language" presents a complex approach to multilingual representation of possessive pronouns information using Sketch Engine (SE) software's statistically-based knowledge discovery techniques (Stoykoa, 2013). In light of the task's multidisciplinary complexity, it examines semantics, grammar features and related ideas, principles, and problems for formal representation of possessive pronouns. The analysis of possessive pronoun representation in Universal Networking Language (UNL) frameworks for three different languages is presented in terms of linguistic motivation used for representations and machine translation. And so the difference between this study and previous study is explained in several discussions; the difference in the object and subject of research, previously there were those who used media, but in this study, the writer did not use media. The application of the treatment is not significantly different; the only difference is the type of test used. Previously, they frequently discussed other types of pronouns rather than possessive pronouns. The method used to conduct research is also a point of distinction in this study.

Therefore, the writer purpose is to investigate the errors made by tenth grade students when using possessive pronouns, titled "Error Analysis on the Use of Possessive Pronouns of the Tenth Grade Students at SMA Negeri 3 Tangerang Selatan." Knowing these errors will help find some good solutions to minimize mistakes made by students when using possessive pronouns.

## Method

This research was conducted at SMA Negeri 3 Tangerang Selatan, located at Pamulang Permai 2, Komplek, Jl. Benda Timur XIA E No.31, Benda Baru, Kec. Pamulang, Kota Tangerang Selatan, Banten. This research was carried out during the Academic Year 2022/2023, start from January until February 2023. The method applied in this research is qualitative method. As stated qualitative research is the most effective method for analyzing aspects and issues that have been distinctly recognized (Murdiyana, 2019). The purpose of this research is to analyze the errors in the use of possessive pronouns in the tenth grade, as well as the causes of these errors.

As stated, qualitative research methods take a different approach to academic study than quantitative research methods by (Kurnia et al, 2020). Despite the fact that the processes are identical, qualitative approaches include text and visual data, have specific phases in data analysis, and draw on a variety of designs. When writing a method section for a qualitative research proposal or study, it is necessary to educate readers about the purpose of qualitative

research, mention specific designs, thoughtfully consider the writer's role in the study, use an ever-expanding range of data sources, follow specific data recording protocols, use the data for multiple steps of analysis, and mention approaches for methodological documentation. The writer chose one of the qualitative approaches for the research design. Stated by Tanya, a case study is a research method that comprises the documented history and thorough investigation of a circumstance involving industries, organizations, and markets (Khazaal et al, 2021). As explained case study research focuses on creating a detailed description and analysis of one or more instances. An event, a program, an action, or more than one person are being studied as the unit of analysis. This kind of study is ideal for giving a thorough grasp of a case or cases. The scope of the case study is to look out patterns and variations because the goal is to extract interesting differences from the norm by Tanya. In this research, the writer describe and analyze an activity of English learning. In this case, the writer analyzed the tenth grade students writing test of using possessive pronouns.

The subjects of the study in this research are the tenth grade students at SMA NEGERI 3 Tangerang Selatan and the teacher was also get involved as an interview participant. This research was collected the data using two research instruments, namely:

1. Interview: Stated that the writer conducts face-to-face interviews with participants. These interviews are composed of unstructured, frequently open-ended questions aimed to elicit the participants' views and points of view (Hasibuan et al, 2018). Interview were conducted to find out why students of SMA NEGERI 3 Tangerang Selatan made errors in using possessive pronouns. The writer will conduct interview that focused on why students of SMA NEGERI 3 Tangerang Selatan make errors in using possessive pronouns.
2. Documentation: The documentation is obtained from documents gathered by the writer from English teachers about possessive pronouns in form of written materials, copies of files, screenshots, and others related to the research needs.

### **Techniques of Analyzing the Data**

The writer was conducted an interview with the teacher and reviewing the students as result to analyze the error of using possessive pronouns. The next is data analysis. In this research, the data will be analyzed by applying an interactive model developed for qualitative data as stated by (Miles et al, 2014) as follows:

1. Data Reduction: In this process the data selected after it has been photographed, minimized by classifying it based on the kind of pronoun, and organized by classifying errors based on the type of pronoun, particularly possessive pronoun.
2. Data Display: To make the data easier to understand, the writer shows the reduced data. This is offered in the form of a table of collected and observed data, as well as interviews matched to the formulation of this study problem.
3. Conclusion drawing and Verification: In this process, the writer was interpret the information that has been presents. To form conclusions, one must step back and examine the meaning of the data being researched, as well as its implications for the research question. During this step, the writer interprets the information supplied. Data was described and analyzed by identifying the errors made by the students. Triangulation is a strategy for verifying or confirming conclusions utilizing a variety of sources and modalities of evidence, according to Miles and Huberman. To ensure solid results from this study, the writer extensively evaluates several kinds of sources, including documentation, interview replies, and observational data.

## Results

These are the findings from a study that was carried out at “SMA Negeri 3 Tangerang Selatan” in the academic year 2022/2023, with 36 students serving as samples. The writer used document analysis to identify student errors in possessive pronouns material. Aside from document analysis, the writer conducted interview to improve data analysis. The interview was held with the Class X English teacher. As a daily test, the writer photographs each outcome of the students' test using the pronouns material that they have completed with their English teacher. The writer took 36 students from tenth grade in senior high school as a sample. Subjective pronouns, objective pronouns, possessive adjectives, and possessive pronouns are among the material pronouns that make up the test. It consists of 20 questions, with 5 questions for each pronouns material. The question comes in the form of a fill-in-the-blank with answer options such as (mine/yours). The task for students was to select the correct response from two options and fill in the blank. After photographing their test results, the writer reviewed the information gleaned from the test results to identify the mistakes each student made in their response. As previously explained, the goal of this study is to identify the different kinds of possessive pronoun errors made by students. The writer took pictures of the pronouns material sheets test results from 36 students in order to collect the data.

The results of the observation research show that grammar is used to find out students' mistakes. It can be seen that there are grammatical types in this usage, namely subject, object, possessive adjective, and possessive pronoun. As can be seen in the table above, students made the most mistakes when using possessive pronouns, namely 47 mistakes compared to other pronouns. For more detail about the test of possessive pronouns, they are explained below:

*Table 4.2 Data Findings of Possessive Pronouns Test*

Possessive Pronouns Questions	Frequency Of Errors	Frequency Of Right Answer
1. He is very diligent and loves reading. He always brings book in ____ (he/his) bag.	23 students	13 students
2. ____ (Mine/My) little brother studies in a state vocational school in my region.	18 students	18 students
3. Alice told her pen pal that she admired JK. Rowling and collected ____ (her/his) novels.	19 students	17 students
4. My pen pals have the same interest with me, which is about writing. We sometimes send ____ (their/our) piece of writings and I often give comments on ____ (it/theirs).	5 students	31 students
5. He told me about his family and I told ____ (my/mine) too.	2 students	34 students

## Discussion

Errors are frequently made by language learners as they progress through the learning process of a second language. When referring to errors, states that an error can only happen and be referred to be an error if the learner did not intend to do it (Almahameed et al, 2017). Furthermore, no such thing as "intentional errors" exists. It can be challenging to prevent errors when teaching a foreign language, especially in the case of teaching English. As stated, errors are components of a student's interlingual, which is the language version they have at any given level of language development by (Lindiana et al, 2021). The procedure of identifying the prevalence, characteristics, causes, and effects of unsuccessful language, in the opinion is

known as error analysis. Additionally, as claimed "errors are the faulty side of learner speech or writing" by (Silaban et al, 2023). They are the sections of speech or writing that stray from a predetermined standard of mature language performance. The study of how to assess student faults has increased as a result of the fact that students make errors that may be seen and categorized. The writer draws the conclusion that an error is a deviation made by the learner since he or she does not know the rule and will make it repeatedly.

That there is a distinction between errors and mistakes. Error is thought to be systematic when it discloses something about the learner's underlying knowledge of the target language. Errors are governed by rules and occur when learners' knowledge of the rules of the target language is incomplete and learners are unaware that what they are doing is incorrect. As a result, errors frequently occur. Mistakes are random deviations that are unrelated to any system. Non-linguistic variables such as slips of the tongue or pen, erroneous subject-verb mismatch in long intricate sentences, exhaustion, intense feelings, limited memory, lack of attention, and so on all contribute to blunders. Students can remedy these types of mistakes if they are discovered. Pursuant to the description above, a mistake is merely a slip in which the learner forgets the correct form, whereas an error is a divergence from the language system indicating the learner's interlanguage ability.

As explained a mistake is a performance error that is either a "slip" or a random guess, indicating a failure to use a recognized system correctly by (Sondiana, 2017). Everyone makes mistakes, whether they are speaking in their native language or a second language, and mistakes can be corrected when they are brought to the speaker's attention. While an error shows the learner's incompetence, an error cannot be remedied by the learner. Further stated that determining the learner's intentions is the only method to determine if they have made a mistake or error. One technique to do this is to inquire as to whether the mistake was committed on purpose or not. We can claim that a sentence or word was not meant and that a mistake was made if the student can repair it on their own. However, it is referred to as an error if the student is unable to recognize and fix the mistake and purposefully employed the erroneous form.

In conclusion, students produce grammatical mistakes due to carelessness, lack of attention, spelling errors, or other performance-related problems. Since they already know what is correct, students may simply fix this on their own. However, errors are failures because when students make them, they are unable to self-correct because they keep happening and don't understand the concept, and they also aren't aware of what is right.

There are four different types of errors: those errors based on linguistic category, errors based on surface strategy taxonomy, error based on comparative taxonomy, and error based on communicative effect taxonomy (Poejilestari, 2020).

- a. Errors based on linguistic category. The language element that frequently led to mistakes among students falls under this category of errors. Phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style) are the components. For instance, a syntax error may affect the main clause, a subordinate clause, or a clause's constituents, such as the noun phrase, auxiliary verb, verb phrase, preposition, adverb, and adjectives.
- b. Errors based on surface strategy taxonomy. The surface approach taxonomy illustrates the ways in which surface structures are changed: learners may leave out essential components or include extraneous ones; they may also misform or misorder components. Four categories make up this sub-classification:

- 1) Omission

Omission errors occur when a component required for a well-formed utterance is lacking. For instance, Daniel student of SMA Negeri 3 Tangerang Selatan.

## 2) Addition

The inverse of omission errors is addition errors. They can be distinguished by the presence of a component necessary for a well-formed utterance to exist. There are three sorts of adding errors, including double markings, regularization, and simple addition, have been identified in both L1 and L2 speakers' speech.

- a) Double markings, it occur when two items have the same feature indicated, as opposed to only one. The failure to delete specific items that are essential in some linguistic constructs but not in others is a more realistic description of many addition errors. Examples are "He doesn't writes the essay" as well as "She didn't played badminton yesterday".
- b) Regularization, typically, a principal is applicable to a group of linguistic objects, such like the group of key verbs or the group of nouns. Languages have both regular and irregular forms and constructs; when learners attempt to produce the regular ones using the irregular ones, they make regularization errors. For instance, the word "deer" becomes "deers," while the verb "drink" becomes "drinked".
- c) Simple addition, errors fall under the additions' "grab bag" category. Simple addition refers to addition errors that don't include duplicate marking or regularization. "The fishes doesn't live in the water," for instance.

## 3) Misformation

The incorrect use of the morphemes or structure is what defines misformation errors. While an item is completely absent in an omission error, a student may supply an item in a misformation error even though it is incomplete. Misformation comes in three types: regularization, overgeneralization, and alternating form.

- a) Errors in regularization, when a regular marker is used in place of an irregular one, such as "runned" for "run" or "goose" for "geese," falls under the category of misformation.
- b) Overgeneralization, it claims that these mistakes belong to an "archi form." All stages of second language learning have the tendency to choose one member of a class of forms will be representing others in the class. The learner's chosen form is what we refer to as an "archi form." For instance, a student might choose one personal pronoun from the class to stand in for several others, as in "Me hungry, give me that!".
- c) Alternating forms, the employment of archi forms frequently gives way to the apparent pretty free alternation of different class members with one another as the student's vocabulary and grammar develop. For instance: these book.

## 4). Misordering

The incorrect positioning of a morpheme or collection of morphemes in an utterance is known as a misordering error. As in "I don't know what is that".

- c. Error based on comparative taxonomy. Based on contrasts between the structure of L2 errors and particular other forms of constructs, errors are categorized in a comparative taxonomy. This division is divided further into four categories:
  - 1) Development errors, these errors are comparable to those made by young learners of the target language. "The cat eated it," for instance.
  - 2) Inter-lingual errors, these have a structure that is comparable to a sentence or phrase that has the same semantic meaning in the learner's native tongue.
  - 3) Ambiguous errors, these errors can be categorized as both developmental and inter-language mistakes. These errors are typical of the type observed in the speech of young children learning a language while also reflecting the learners' native language structure. For instance "I no have car".



- 4) Other errors, other errors are made by students who use the syntax of their home tongue while learning a second language, example consist of "she do not go to the beach," where "do" is the present tense verb and "s/es" is the subject "she".
- d. Errors based on communicative effect taxonomy. The categorizing of errors according to their impact on the reader or listener is known as the communicative effect. It focuses on separating errors that appear to lead to miscommunication from those that don't. These errors fall into two categories:
  - 1) Global error, it communication is severely hampered by errors in sentence structure as they impede the learner from understanding specific parts of the message. Misplaced or absent sentence connectors, incorrect sequence, and a lack of indicators to indicate necessary exceptions to omnipresent syntactic principles are some of the most systematic global errors.
  - 2) Local errors, typically, errors that just affect one phrase piece do not severely impede communication. These include mistakes with the creation of quantifiers, articles, auxiliaries, and noun and verb inflections.

"Error analysis (EA) is the process of determining the incidence, nature, causes, and consequences of unsuccessful language," stated by (Poejilestari, 2020). In an effort to account for the learners' errors that contrastive analysis is unable to explain, error analysis is consequently presented as a substitute. The EA movement, as explained, can be regarded as an effort to account for learner errors that the CA or behaviorist theory was unable to explain or predict. James makes a distinction between transfer analysis and contrastive analysis. While error analysis compares the learners' interlinguistic data with the target language norm and identifies and explains errors in accordance, transfer analysis compares the learners' interlinguistic data with the corresponding first language. Contrastive analysis, on the other hand, contrasts data from the learners' mother tongue with that from the target language. Contradictory analysis held that a learner's first language "interferes" with the student's development of the second language, and so serves as the primary barrier to successful mastery of the new language. Error analysis, as stated, is a rush of research to track down, examine, and categorize the mistakes made by students (Wiliardi et al, 2018). Error analysis is often a serious process that academics and teachers use to learn more about the errors made by children. It entails locating the errors and their root causes, gathering and categorizing the errors in the sample in accordance with their hypothesis, and finally summarizing and elaborating on the errors.

Error analysis is analysis that focuses on the process of linguistic interference contained in the foreign language used by students. Due to its' focus, error analysis is a sort of reliable analysis. And error analysis, stated, is the study of linguistic ignorance, the investigation of what that person does not know and how they attempt to overcome their ignorance (Poejilestari, 2020). Based on the definition above, it can be assumed that error analysis is a process of observing, categorizing, and analyzing the errors that students consistently make when speaking and writing. It also provides information about students' learning difficulties. Then, can assist teachers and researchers in the teaching and learning process by observing the context in which learners make errors and determining how far the learner's knowledge of the second language has progressed. Error is an unavoidable part of second language learning and teaching. Because error is a process in language learning, error analysis is the best tool for explaining and describing errors made by second or foreign language learners. Error analysis attempts to explain student performance in terms of cognitive processes used in managing input from the target language. The following three key assumptions underpin

error analysis (1) Errors are unavoidable because we cannot learn a language, whether it is our first or second language, without tinkering, that is, making mistakes, (2) Errors can be harmful in a variety of ways, and (3) Not all errors are caused by the learner's mother tongue, implying that first language disorders are not the only source of errors.

The following are the steps in error analysis, mentioned by (Lindiana et al, 2021) is (1) Collection of a sample of learner language. It involves choosing which language samples from learners to analyze and how to get these samples, (2) Identification of error. There is a corpus of learner language, but it has to be identified. Therefore, deciding what constitutes an error and establishing a process for identifying one are also crucial, (3) Description of error. It entails contrasting the learner's peculiar expressions with translations of those expressions into the target language. The surface characteristics of the students' utterances require attention, (4) Explanation of error. It is focused on determining the mistake's origin, or how and why it occurred, and (5) Evaluation of error. When evaluating errors, one must take into account how they will affect the person or people who have been addressed. Making ethical teaching judgments, also entails evaluating the severity of each misstep. Error evaluation is essential because it serves a pedagogical purpose.

Suggests the following six phases for EA is (1) A corpus of language is selected. Choosing the sample's size, medium to be sampled, and homogeneity is necessary for this (by taking into account the learners' characteristics: age, stage of development, motivation, etc), (2) The TL rules are used to identify the errors in the corpus, (3) The errors are categorized. This entails giving each inaccuracy a language description, (4) The errors are described. At this step of the process, an effort is made to pinpoint the psycholinguistic origin of the errors, (5) The errors are assessed. In order to create ethical teaching judgments that will be carried out in stages, this level entails evaluating the significance of each misstep, dan (6) Prevention or correction of errors.

The researchers of the current paper view a different set of more contemporary procedures proposed by Gass and Selinker as a more acceptable and fruitful model, so the researcher is going to adopt it for this study's analysis of learners' errors in addition to the above-mentioned EA procedures. As a result, when conducting an EA, a number of critical procedures must be performed, either completely or in part, according to Gass and Selinker in (Harianja et al, 2019). These comprise the actions listed below (1) Collecting data, a researcher gathers information to be studied, which may be written or spoken, (2) Identifying errors, a researcher highlights mistakes that students make after gathering data, (3) Classifying errors, after identifying errors, a researcher categorizes them to determine the types of errors that students commonly commit, (4) Quantifying errors, a researcher classifies errors, then measures errors to determine the prevalence of each category of error. (5) Analyzing sources of errors, researchers examine sources of error after quantifying errors to understand why students make mistakes, dan (6) Remediating for errors, after learning about the errors that students make, a researcher offers a corrective measure based on the nature and frequency of a particular error type.

As stated by Norrish, who is mentioned in there are three main reasons why errors occur frequently (Skuka, 2020) is (1) Carelessness: It frequently has a tight connection due a lack of motivation. Many educators will concede that if a student loses interest, it may not necessarily be their fault; perhaps the course materials or the presenting style are not to their liking, (2) First language interference: It was a matter of persistent information to learn a language, whether it was a mother tongue or a foreign one. The student's utterances were believed to eventually take on the characteristics of the language he was learning, and (3) Translation: Translation mistakes are arguably the most common among students. This

occurs as a result of a student's word-by-word translation of an idiomatic sentence from his native tongue into the target language. Ellis provides the following explanations for emphasizing an error analysis in (Hakidi et al, 2021) is (1) They stand out in learner language and raise the key question, "Why do learners make errors?", (2) Teachers can benefit from being aware of the errors students make. And (3) Making errors might actually assist learning if students correct their own errors afterward.

Additionally, Ellis stated categorizing errors in this way can help in identifying a learner's learning challenge at any stage of growth and in illustrating the frequent changes in error patterns. Error analysis can reveal a description of the kind of problem that students are facing. It can be quite helpful in establishing a curriculum if done in a big enough survey. Building a picture of the linguistic proficiency of second-language learners is one of the error analysis' objectives. While asserts that there are two main goals for analyzing errors (Saini, 2016):

- a. It offers information from which one can make inferences about the nature of the language acquisition process; and,
- b. It provides teachers and curriculum designers with information about the parts of the target language that students find the most challenging to develop correctly and the kinds of errors that have the biggest negative effects on a learner's capacity for effective communication.

Following the definitions provided by the experts above, the writer would like to draw the conclusion that the goal of error analysis is to identify the most effective method for correcting the mistakes produced by students by applying the right approach.

1. The Definition of Pronouns: Stated pronouns are words that might be reduced into noun phrases (Antoni, 2019). Define a pronoun as a word used in place of one or more nouns and pronouns are divided into four subclasses: personal, indefinite, demonstrative, and reflexive. Based on the classifications provided above, pronouns can be defined as words that can substitute nouns.
2. The Kinds of Pronouns: Classifies pronouns into six types. Some further types of pronouns are: (1) Definite pronouns: she/her, it, I/me, we/us, you, they/them, (2) Reflexive (definite) pronouns: myself, itself, ourselves, etc., (3) Indefinite pronouns: something, someone, anything, anyone, (4) Demonstrative pronouns: this, that, these, those. (5) Interrogative (question) pronouns: who, which, what, dan (6) Possessive pronouns: mine, yours, his, hers, ours, theirs. While stated pronouns are parted into four subclasses: personal, reflexive, demonstrative and indefinite. 1) Personal pronoun, the definition of pronouns is words used instead of one or more noun, in addition the most important use of pronouns is to replace or represent nouns. The examples are: I, You, He, She, Her, Him, His, It, They, Them. 2) Reflexive pronoun, reflexive pronouns are distinctive and immediately identifiable. Groups of pronouns that end in-self or -selves. The examples are: myself, yourself, himself, herself, itself, ourselves, themselves. 3) Demonstrative pronoun, the demonstrative pronouns are a set of four pronouns: this, these, that, those. 4) Indefinite pronoun, various number of pronouns refer to an unspecified person, thing, or group. The examples are: all, another, each, either, both, few, many, more, one, other, some, neither, such, several, most, none, few.
3. The Possessive Pronouns: Stated that possessive means possession or ownership. A pronoun is a type of word that can substitute a noun or a noun phrase position (Murdiyana, 2019). Added pronoun is a word in place of a noun or noun phrase. Pronoun makes up a small class of words of very high frequency, the traditional definition of a pronoun as "a word that takes place of a noun" is applicable to some types of pronoun but not to others.

Those pronouns that are actual substitutes may refer not only to a preceding noun its antecedent. But to a large part of the discourse that precedes. Those pronouns that are not substitutes may simply have an indefinite reference or express an indefinite quantity. So, the possessive pronoun is a pronoun that shows possession, indicating that the pronoun is acting as a marker of possessive and defines who own particular object. The possessive pronouns used in this research are: mine, yours, hers, his, its, ours, and theirs.

4. Common Error of Possessive Pronouns in Senior High School. Grammatical error during second and foreign language learning is most likely found among learners. This grammatical errors, especially in writing, by learners is commonly caused by their lack of understanding of the grammar rules. It was identified that student's difficulty are caused by how the language is being taught. In some cases, the influence of the learners' native tongue, the many rules and complexity of the language, and the students' partial or lack of knowledge were the factors of the errors. The majority of the errors that hampered the learners were due to their inability to comprehend the rules in the various parts of grammar. Despite previous instruction, students remain experiencing problems with generating grammatically accurate sentences, especially applying pronouns. As explained students struggle with using pronoun referents in writing (Murdiyana, 2019). They switch from one singular to plural pronoun referent even when it is not necessary. As a result, there was conflict between the pronoun or pronoun referent and the nouns. "Everyone has the right to vote," for example. Because of the mistaken belief that everyone was plural, the student used their instead of his or her in the sentence. This error often leads them to misplace the possessive pronouns in sentences due to confusion as there are various type of pronouns.

The documentation presented here is based on student pronoun test results. The writer's strategy is to ask the teacher for data if the teacher has given students a pronoun exam. Previously, the teacher had covered pronoun material, particularly possessive pronouns material. The 2013 Class 10 English printed book supplements the teacher's instructional tools. The teacher additionally selects test questions from those already included in the printed book. After copying the questions from the printed book, the teacher writes them on a single piece of paper. Provided to students after printing, and they work on it. After they have been gathered, corrected, and assessed by the relevant teacher, it is evident if the student's responses are correct or incorrect, as well as the marks assigned by the teacher. So, following that, the writer collected the findings of the available data and photographed each of the 36 students' exam sheets individually. Apart from that, pictures from the writer's interview with the teacher are included in the documentation. And also the pictures of the writer in class interacting with students when the writer inquired about challenges or the possessive pronouns content itself. Based on the data found the writer was taken from documentation there are 5 tests created by tenth grade English teacher about possessive pronouns, the questions of which were taken from printed English textbooks.

Based on the interview between the researcher and the teacher from SMA Negeri 3 Tangerang Selatan namely Mrs. Nimrah. The writer asking how to give solution to student in overcoming problems in learning and understanding possessive pronouns material. And the describe of the answer is:

1. Mind mapping: Perform thought mapping for each pronouns material. The individual pronouns are then classified. That students understand what words are contained in possessive adjectives, possessive pronouns, objective pronouns, subject pronouns and other pronoun categories.

2. Re-explain: The teacher will re-explain the pronoun content, including the types of pronouns that many students do not grasp. The teacher will ask the students which pronouns they do not fully understand and will then explain the pronouns material and classification again so that the students understand and comprehend the pronouns material as well as the use of words from each type of pronoun in forming sentences.
3. Memorize: This memorization. Before the start of each pronouns lesson, the teacher will point to the students and say what type of pronouns are used, followed by the students saying what words are included. For example, suppose the teacher points to students and asks, "What is included in possessive pronouns?" then the assigned student answered, namely mine, yours, hers, his, its, ours, and theirs.

And here is the description or conclusion for the writer and teacher interview, and it was able to explain the students' ability to use possessive pronouns, in which students still did not understand most of the "pronouns" material, particularly the possessive pronouns material. Because there are so many variables to consider, possessive pronouns are a difficult subject to learn. An English teacher from SMA Negeri 3 Tangerang Selatan stated that teaching students during the COVID-19 pandemic is extremely difficult. Students who use an online learning system frequently struggle to comprehend the material provided, particularly difficult material. As a result, the teacher can avoid this by explaining things concisely and clearly. Furthermore, engaging and interactive media for pronouns learning remain scarce and have no impact on students learning. Because many students still do not understand and frequently forget the material, combined with a brief online learning system, students and teachers do not have time to discuss previously discussed material or material that is still not understood.

Aside from that, the researcher also asked the students questions in front of the class about pronouns material and the difficulties in learning them, and it is true, as the teacher explained, students are still confused about how to use words correctly based on the type of pronouns used to answer questions or make correct sentences and short.

## **Conclusion**

This research is to analyse of possessive pronouns mistakes produced by SMA Negeri 3 Tangerang Selatan tenth graders. This study was carried out in high school and found that the majority of students used possessive pronouns incorrectly. This is caused by several factors, including too many types of pronouns, which makes them confused, and they also do not know what types of pronouns to use to make sentences. And to help students overcome these problems, teachers at school provide several solutions, including mind mapping, re-explanation, and memorizing. In this thesis there are 36 students as a sample data. The analysis is based on the used of possessive pronouns. There were 47 possessive pronoun errors in the analysis, which was higher than any other pronoun errors. The results are based on data from their pronouns test, which consisted of five questions. In interviews with 10th grade English teacher and researcher, the teacher also presents numerous explanations for the difficulties students' face in comprehending pronouns, particularly possessive pronouns, as well as strategies to overcome these problems. The conclusion is there are so many students who did not understand about the used of possessive pronouns. The students confused to use the right words which is included in the type of pronoun itself in making sentences.

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