

UNDERGRADUATE THESIS

**AN ERROR ANALYSIS OF USING NOUN PHRASE
ON THE STUDENTS DESCRIPTIVE TEXT WRITING ABILITY
AT THE ELEVENTH GRADE OF SENIOR HIGH SCHOOL KOSGORO
SEKAMPUNG EAST LAMPUNG
IN THE ACADEMIC YEAR OF 2015/2016**

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**STATE ISLAMIC COLLEGE
(STAIN) OF JURAI SIWO METRO
1437 H / 2016 M**

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RATIFICATION PAGE

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The undergraduate thesis entitled : An Error Analysis of Using Noun Phrase on The Students Descriptive Text Writing Ability at The Eleventh Grade of Senior High School Kosgoro Sekampung East Lampung in The Academic Year of 2015/2016.

Written by student's Name Neti Inayati, Student Number 0954417 English Education Study Program, had been examined (Munaqosyah) in Tarbiyah Department in June 27, 2016 at 04.00 – 06.00 p.m.

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ABSTRACT

By:

NETI INAYATI

The aim of this research is to know the main error and finding out the causes or sources of the errors on noun phrases in writing descriptive text faced by the eleventh grade of science students of Senior High School Kosgoro Sekampung in the academic Year of 2015/2016. This research was conducted under the consideration that noun phrase has a number of types in the theory so that it is possible that the learners find it difficult to learn the gramatical structures.

The sample of this research consists of 18 students of the eleventh grade of Senior High School Kosgoro Sekampung. This research is qualitative design. The data collection methods are observation, documentation and interview. In this research, it uses some data analysis technique they are gathering the data, reducing the data, displaying and interpreting the data to analyze the students' errors in using noun phrases in their descriptive text. The students' errors were classified into three categories. Those were *head errors*, *premodifier errors* and *postmodifiers errors*.

The result of the research shows the number of the students' errors in percentage were as follows : *head errors* 37,50 %, *premodifier errors* 52,78 % and *postmodifier errors* 9,72 %. It can be conclude that the dominant errors on the use of *premodifier* on noun phrase in their descriptive writing. In relation to this, it is suggested that the eleventh grade students of Senior High School Kosgoro Sekampung should be given intensive exercises on *premodifier* on noun phrases in their writing. It is quiet necessary for the eleventh students and the teacher of Senior High School Kosgoro Sekampung to be informed about the results of this research, so that they can improve their teaching learning process.

**ANALISIS KESALAHAN PENGGUNAAN FRASA KATA BENDA
DALAM TEKS DESKRIPTIF SISWA
PADA KELAS XII SMA KOSGORO SEKAMPUNG LAMPUNG TIMUR
TAHUN PELAJARAN 2015/2016**

ABSTRAK

Oleh:

NETI INAYATI

Penelitian ini bertujuan untuk mengetahui kesalahan utama dan menemukan permasalahan yang mengakibatkan siswa melakukan kesalahan-kesalahan dalam menggunakan frase nomina dalam menulis teks deskripsi di kelas XI IPA Sekolah Menengah Atas Kosgoro Sekampung Tahun Ajaran 2015/2016. Penelitian ini dilakukan dengan pertimbangan bahwa frase nomina merupakan salah satu kajian yang mungkin sulit bagi siswa mempelajari struktur grammarnya.

Sampel penelitian ini terdiri atas 18 siswa kelas 11 Sekolah Menengah Atas Kosgoro Sekampung. Penelitian ini merupakan penelitian kualitatif. Dalam pengumpulan data, metode yang diterapkan adalah observasi, dokumentasi, dan wawancara. Dalam penelitian ini digunakan beberapa teknik dalam menganalisis kesulitan siswa dalam menggunakan frase nomina dalam menulis teks deskripsi yaitu mengumpulkan data, menampilkan data, mengelompokkan data dan menginterpretasikan atau menyimpulkan data.

Hasil dari penelitian ini, yaitu kesalahan siswa dalam menggunakan head 37,5%, premodifier 52,78%, postmodifier 9,72%. Dengan demikian, dapat disimpulkan bahwa kesalahan siswa yang paling dominan yaitu dalam penggunaan premodifier pada frase nomina dalam menulis deskripsi. Dengan penelitian ini, disarankan kepada siswa kelas 11 SMA Kosgoro Sekampung agar diberikan latihan intensif tentang premodifier dalam frase nomina pada tulisan mereka. Diharapkan Informasi dari Hasil penelitian ini bermanfaat bagi siswa kelas 11 dan guru SMA Kosgoro Sekampung agar mereka dapat meningkatkan proses belajar mengajar mereka.

STATEMENT OF RESEARCH ORIGINALITY

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Menyatakan bahwa Tugas Skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
مَنْ يَتَّقِ اللَّهَ يَجْعَلْ لَهُ مَخْرَجًا
وَيَرْزُقْهُ مِنْ حَيْثُ لَا يَحْتَسِبُ وَمَنْ يَتَّقِ اللَّهَ يَجْعَلْ لَهُ مَخْرَجًا
وَيَرْزُقْهُ مِنْ حَيْثُ لَا يَحْتَسِبُ وَمَنْ يَتَّقِ اللَّهَ يَجْعَلْ لَهُ مَخْرَجًا
وَيَرْزُقْهُ مِنْ حَيْثُ لَا يَحْتَسِبُ

Glory be to You! We have no knowledge except what You have taught us. You
are the All-Knowing (Q.S. Al Baqarah: 32)

Try not become man of success, but rather become a man of value
(Albert Einsten)

Do the best for everything in life (The writer).

DEDICATION PAGE

“I highly dedicate this undergraduate thesis to my beloved parents, my fabulous twin brothers ; Arif Cahyanto, S.Pd and Arif Cahyadi, and whom I love.

ACKNOWLEDGMENT

Glory is to Allah SWT, the Most Gracious, and the Most Merciful, who always gives all what we need and has taught human beings of what they don't know before. Because of His mercy, the writer could accomplish this undergraduate thesis. May peace always be upon our adoration, Prophet Muhammad SAW, who possesses highly perfect character, excellent moral value, and the one perfect human.

Furthermore, the writer unlimited gratitude goes to her parents and all family who are never tired to empower her spirit so that the writer can keep herself holding on. Also, the writer deepest thank goes to both of her advisors, Dr. Widhiya Ninsiana, M.Hum and Ahmad Subhan Roza, M.Pd for their constructive support and guide during this undergraduate thesis writing process. To all my friends, thank you so much for giving me a beautiful friendship.

As human being, the writer realize that this undergraduate thesis still richly needs many corrections. The writer would extremely welcome all constructive coments and suggestion.

Metro, May 27, 2016
The Writer,

NETI INAYATI
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is something that is used for communicating in spoken and written. Communicating is to understand and give information, thought, and feeling and develop the knowledge, technology and culture. English is as the most interesting language in the world.

In Indonesia, English is the most interesting foreign language. It is regarded as the important language to learn. There are some reasons why English is really considered very important and has to be taught in Indonesia. First, as a developing country, Indonesia has to cooperate with other countries to carry about the development in all fields. In this position, English is really needed since it is used as an International language. Second, Indonesia has to mastery English as an international language because in science and technology developments the information Indonesia cannot work alone. Here, English is used as a tool to understand and develop the information of science and technology progress.

Consequently, every student must learn English both speaking and writing. English has four basic skills that must be achieved by the students; namely listening, speaking, reading, and writing. If we want to communicate with native speakers, we have to master listening and speaking. But if we want to know more about knowledge we have to master reading and writing. In learning of reading and writing, we must consider the grammatical rules. English grammar is the

subconscious knowledge of the English users. It is also called as a set of rules that can be followed by English users.

Grammar is an element skill that must be mastered by the English students. One of the language components is structure or grammar that is very important to learn. Its function is to make a string of words or an utterance meaningful. For example of words “beautiful the woman” is ungrammatical or meaningless, on the other hand, these words “the beautiful woman” is grammatical and meaningful according to the correct mechanism of arranging words.

Having a good grammar system of a language, learners will be able to deliver their ideas, messages and feelings either to listeners or readers. Language without grammar will be disorganized and causes some communicative problem like grammatical error in writing. Hence, learners need to know the grammatical system of language they can communicate with other in order to transfer the message properly.

Learning English language for the Indonesian students is not easy, for new learners. The students often have some learning problem. As an example, it can be seen from the difference of grammatical structure occurring English and Indonesia. A large number of English of construction especially in phrase is “Modifier-Head”, whereas in Indonesia is “Head-Modifier”, for example in English says “red shoes” in translating “sepatu merah” and do not “merah sepatu”.

In learning process, the teacher should give learning from its basic and one of basic of writing is about phrases. In writing consist of sentences, and most of

sentences have phrases. Whether that phrases are noun phrase, verb phrase, adjective phrase, adverb phrase or preposition phrase. So it is very important to learn about phrase.

Phrase is a group of words that has a particular meaning and function when they are coming together. It can consist of one word or more, every phrase has one head word. In other word, phrase is not clause that has subject and verb, and phrase cannot stand by itself. Noun phrase is one of the main phrases should be learn by the student of senior high school because they should understand noun phrase to create a good descriptive text or study english text in textbook.

Senior High School students are hoped to get informational level because they are prepared to continue their study to the university. It means that it is hoped that the students can create text by them. In creating text it is important to the students to know about the structure or grammar. As we know that descriptive text is one of kind of written text. Written descriptive text needs correctness of grammar, lexical density and also punctuation. To create a good text which has lexical density students can do it by learning construction of phrase.

In creating a text students have to know about the construction of Noun Phrase. Noun phrase is a part form a sentence, so it is important for report noun phrase construction to be consisted in descriptive text in the second year of Senior high school students. In fact, the students often make mistakes and even errors in learning English. Beside that the students do not know how to use Noun Phrase correctly in making a text and do not know what are the differences

between form noun phrase in the Indonesian language and English. Therefore the students indirectly have to know their differences, because noun phrase is used in daily conversation.

As it known, the language learning, like any other learning process, involved making errors. In language teaching and learning , the study of learners' error (Error Analysis) is a technique for identifying, describing and sytematically explaining the errorr in learning English especially when they try to arrange sentences or use phrase especially noun phrase in their writing. That can be influenced by the first language which is different from the second language.

Dealing with the case, the writer has conducted pre survey on November 20th, 2015 at the Senior High School Kosgoro Sekampung. The writer has done an interview with English teacher at the eleventh grade of Senior high School Kosgoro Sekampung. The result of interview shows that there are many mistakes in students' writing, namely: the structure and grammar, and linguistics structure. Moreover, the teacher said that he cannot explain what the factors caused the major mistakes that students create in writing text, especially in writing descriptive text. Beside the result of pre-survey that is the writer got is one example of errors in using noun phrases that most often done by students', namely:

1. Written by : AR

- a. She is *beautiful the girl* (the right *noun phrase* : a beautiful girl)

b. She has *skin white* (the right *noun phrase* : white skin)

2. Written by : NA

a. She is a beautiful girl, Her *hair dark brown* (the right *noun phrase* : her dark brown hair)

From the result of writing descriptive text above, was founded the errors in using noun phrase, AC wrote noun phrase *beautiful the girl*, it is false. The right phrase is *a beautiful girl*. Meanwhile, in the writing descriptive text written by NA there also there are the errors in using noun phrase, she wrote *her hair dark brown* , this phrase is false because the right phrase is *her dark brown hair*.

Based on those explanations the researcher concludes that most of students faced difficulties in learning English, especially in noun phrase. The writer will focus to analyze the errors of using noun phrase in writing descriptive text that is made by the eleventh grade students of Senior High School of Kosgoro, Sekampung in Academic Year 2015/2016.

B. Focus of the Study

In this research, the writer focused on the students' errors of using noun phrase in writing descriptive text. Thus, based on the explanation previously, the researcher focused to research at the eleventh grade students of Senior High School Kosgoro Sekampung, East Lampung. The researcher limits the problem on the kinds of noun phrase errors made by the students of Senior High School Kosgoro Sekampung, East Lampung.

C. Problem Formulation

Based on the background of the problem above, the writer will arise formula as follows:

- a. What are the noun phrase errors made by the eleventh grade students in writing descriptive text of Senior High School Kosgoro Sekampung, East Lampung ?
- b. What is the dominant element of noun phrase errors in students' writing descriptive text of Senior High School Kosgoro Sekampung, East Lampung ?

D. Objective and Benefits of the Study

- a. Objectives of the Study

The primary goal of this research are:

- 1) To find out the noun phrase errors made by the eleventh grade students in writing descriptive text of Senior High School Kosgoro Sekampung, East Lampung are developed.
- 2) To find out the most dominant kind of noun phrase errors in students' writing descriptive text of Senior High School Kosgoro Sekampung, East Lampung.

- b. Benefits of the Study

In general, this research is expected to have the benefits as follows:

- 1) For the students:

The students will know their weakness and be able to study about writing especially of using noun phrase in writing descriptive text. Theoretically, it contributes an extra knowledge for the students about the noun phrase construction and can be used to easier them indirectly to master English Noun Phrase in creating a text especially in descriptive text.

2) For the teachers:

Practically, the result of the study would become reference for teachers to understand more deeply about the kind of errors that usually made by the students when they using noun phrase in writing descriptive text,so the theacher will be able to overcome the problem.

3) For the schools:

This research is expexted to be useful to give information or the fact of detail about noun phrase errors made by the eleventh grade students descriptive text. The data can be used to make some policies in order to increase student's achievement in the future.

E. Prior Research

This research entitled “An Errors Analysis of Using Noun Phrase in Students’ Descriptive Text at the Eleventh Grade of Senior High School Kosgoro Sekampung, East Lampung” does not conduct yet by the other researcher. The witer found most similar researcher entitled “An Error Analysis of Using Phrases in Writing Narrative Text of English Educational Study Program Students of State

Islamic College (STAIN) of Jurai Siwo Metro in Academic Year 2013/2014” by Endang Purwati.¹

Furthermore, Endang Purwati analyzed the factors that make students error in using phrases in writing narrative text. The purposes of the study is to identify the kind of phrases that most often error in writing narrative text made by English educational study program students of State Islamic College Jurai Siwo Metro. The research is qualitative research, so the research used approach study case. The result of the research showed that there are errors in using phrases in writing narrative text made by the third students of educational English program and the most often happen in using phrases of writing narrative text is errors in using verb phrase . She maintained that most of the students’ have difficulties to use phrases correctly in writing narrative text.

Besides, the writer found another research entitled “The Analysis of Three Element Noun Phrase in Higgin’s Clark Novel ‘ Let Me Call You Sweetheart’ ” written by Taufik Hidayat.² He analyzed the noun phrase with three elements or more. The research is descriptive qualitative research . Taufik focused on the noun phrase with three element or more. The data which are analyzed taken from the novel “ Let Me Call You Sweetheart” by Marry Higgin’s Clark. The result from the research are that the noun phrase three element or more have some structures.

The writer also found another research entitled The Correlation between the Mastery of Noun Phrase and the Writing Ability of Descriptive Text of the Tenth

¹ Endang Purwati, *An Error Analysis of Using Phrases in Writing Narrative Text of English Educational Study Program Students*, (Metro: STAIN, 2013).

² Taufik Hidayat, *The Analysis of Three Element Noun Phrase in Higgin’s Clark Novel “ Let Me Call You Sweetheart”* , (Bandung: Universitas Widyatama, 2004)

Grade Students of MAN 2 Kudus in the Academic Year 2011/2012.³ He wants to find out the correlation between the mastery of noun phrase and the writing ability of descriptive text of the tenth grade students of MAN 2 Kudus.

Referring to those researchers above and referring to some reasons, the writer interested to analyze the noun phrase errors on students' descriptive text. It is aimed to describe the errors that made by the students in writing descriptive text. The writer wants to find out the noun phrase errors made by the eleventh grade students in writing descriptive text of Senior High School Kosgoro Sekampung, East Lampung. The result of pre survey is by interviewing the English teacher. Many students get difficulties in using noun phrase correctly. Based on the problems, the writer thought that it was needed to be analyzed. This research is never be conducted by another research.

³ Miftakhul Rohman, *The Correlation between the Mastery of Noun Phrase and the Writing Ability of Descriptive Text of the Tenth Grade Students of MAN 2 Kudus*, (Kudus: UMK, 2013).

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Grammar

Grammar is basic rule that has big influence on other skill English, one of them is the writing performance, with good grammar, it can develop other skill in learning English.

In developing students' mastery in using English to communicate, structure as one of language components may be taught to them. Students should have knowledge of the rules of language and are able to use the language correctly.

To support the developing of language mastering structure cannot be ignored by knowing structure students will be able to use language correctly, learning is one of important things.

Grammar becomes the highlighted part of every language. So, grammar have necessary role whether in four skill in English learning (listening, speaking, reading, and writing). Some expert has many definitions about grammar. Based on Oxford advanced Learner dictionary, grammar defined as: ¹

1. Rules for, form and arrange the word into sentences.
2. A book containing a description of the rules of language.

A similar statement is given by Swan. Swan assumed that “grammar is the rules that say how words are combined, arrange and changed to show different meanings”.²It can be inferred that grammar is study how to arrange a words in a

¹ Oxford advanced Learner dictionary, *grammar defined as: oxford learner's Pocket Dictionary*, (oxford university press, New York, 2003), p.586

² Michael Swan, *Practical English Usage*,(International Student's Education, 1996), p.32

sentence in order have meanings. A good sentences structure and have good syntactical will be found by use grammar.

Thereupon, Brown argued that “Grammar is the system of rules governing the arrangement and the relationship of words in sentence”. Without the structure that organization constraints impose on our communicative attempts, our language would simply be chaotic.³It is remarkable that when people said, it’s very important for them to use grammar in order what their saying or writing can arrange well and have meanings. Hence it can be understood by readers or listeners.

The explanation given by Lock, “grammar includes two aspects, is as follow: The arrangement of words and The internal structure of words”.⁴ From the explanation above, it is clear that grammar is study how to use, combine the words gather into a good sentences in order show different meaning.

Meanwhile, Thornburg defines the grammar is partly the study of what forms structure are possible in language. Thus a grammar is descriptions of the rules that govern a language’s sentences are formed.⁵It can be simply that Grammar correlate with language. Without grammar will not be understandable.

B. Phrase

³ Douglas Brown, *Teaching By Principles: An Interactive Approach to Language Pedagogy* (2nd Ed), (Addison Wesley, New York, 2001), p.232

⁴ Graham Lock, *Functional English Grammar*,(Cambridge University Press, U.S.A, 1996), p.4

⁵ Scott Thornbrug, *How to Teach Grammar*, (Longman, London, 2001), p.1

Eugene Ehrlich, in Schaum's Outline of English grammar second edition, highlighted, a phrase is a combination of two or more words that does not have a subject and verb.⁶ In other words, a phrase cannot be understood while it appears alone.

A phrase, according to Jenifer Peat, is a small group of words that cannot stand alone and it cannot be called a complete sentence. The function of phrase is used to elucidate little parts of the sentence more detail. The two sentences below contain the phrase: *I left my book under my chair; I walked through the gate and down the road. Under my chair, through the gate, and down the road are phrases.⁷*

A group of words which construct a grammatical unit that does not restrain a finite verb and does not have a subject-predicate structure is a phrase. The function of phrase is as a part of speech and includes headword, which establishes the nature of unit. Usually phrases are categorized based on their central word or head.

For example:

I like her expensive new car.

George hates working in the garden.

The phrase in the first sentence is expensive new car is noun phrase because the head of the phrase is noun “car” while in the second sentence is working in the garden, it is verb phrase because the head of the phrase is verb “working”

⁶ Eugene Ehrlich, Daniel Murphy, *schaum's outline of English grammar second edition*, (United States of America: MacGraw-Hill, 1991), p. 15

⁷ Jenifer Peat, *Easy When You Know How*, (London: BMJBooks, 2002), p. 239

Most phrases have a central word which defines the type of phrase; the central word is called the “head”. Phrase always has Head in each word, it can be analyzed, if knows about types of phrase and knows how to form it. For example: “ the rich man”, “his expensive new car” and “working in luxurious office” head of them is man, car (noun phrase), and work (verb phrase).

C. The Concept of Noun Phrase

1. Definition of Noun Phrase

In a sentence, there are many grammatical forms, one of them is phrase. In grammar, a phrase is a group of words that functions as a single unit in the syntax of a sentence. Phrase is classified into five, these are: Noun Phrase (NP), Verb Phrase (VP), Prepositional Phrase (PP), Adverbial Phrase (ADVP), and Adjectival Phrase (AP). The head of phrase can be modified by any construction of words. It can be placed before or after the head of phrase.

One of phrases modified by any construction of words is noun phrase. According to Hinkel noun phrase comprises some noun, among which the first noun or two function as adjective to depict the main noun or head.⁸

Sihombing says that a noun phrase is a class of words that ends with a noun. It may consist of articles, determiners, adjectives, adverb, and nouns. It cannot start with a preposition.⁹ In a noun phrase one or more words work

⁸ Eli Hinkel, *Teaching Academic ESL Writing practical technique in vocabulary and Grammar*, (New Jersey: Laurence Erlbaum Associates, Publishers, 2004), p. 112

⁹ Binsar Sihombing , and Barbara Burton. *English Grammar comprehension*. (Jakarta: Kompas Gramedia. 2008), p.167

together to give more information about noun. Noun phrase also can be modified by other phrase.

Pardiyono states that there are some important thing that should be known about noun phrase, namely:

1. The kind of noun phrase can be seen from the way of formulation. A noun phrase can be form with variegated modifiers.
2. The modifiers can be noun, adjective, and adverb. Here are some examples, the underline word is headword:
 - a. Very importan news
 - b. University graduates
 - c. People around the world
3. The arragement of a phrase, a headword can be found in the final part of the word. Meanwhile, if in a group of words ther is a preposition, the headword is located before the preposition.¹⁰

Sometimes, the noun phrase is formed by one word only. It usually as a noun or pronoun. Yet, the noun phrase has more than one word.¹¹ The noun phrase that has a noun as the head is frequently told by the the article *the* or the indefinite article *a* or *an*. The other determiners are *some, this, these those, that, both, etc*, are also able to uses in the noun phrase.

¹⁰ Pardiyono, 12 *Writing Clues for Better Writing Competence*, (Yogyakarta : Andi Offset. 2006), p. 123

¹¹ *Ibid*, p.209

Noun phrase is a group of words with a noun or pronoun as a head that can be accompanied by modifiers, determiners, and/or complements. Generally, the function of a noun phrase (NP) is as a subject, object, or complement. Articles, possessives, quantifiers, and numerals-*a book*, include in noun phrase as their attendant element.

Usually the places of subject and object is filled by a noun phrase instead of a single-word noun, using the single-word nouns in real language are fairly rare. The simple technique to explain the noun phrase elements is to practise identifying the main noun and all its pieces. To replace phrases with pronoun is the important and simple way to identify noun phrases along with their elements and the singular versus plural properties of subject¹².

2. The Function of The Noun Phrase

A noun phrase can be used as a subject, as the object of a verb or verbal, as a subject or object complement, or as the object of preposition. Here are the examples of each role;

a. As a subject

Example: **Small children** often insist that they can do it by themselves.

b. Object of a verb

Example: To read quickly and accurately is **Eugene's goal**.

c. Object of a preposition

¹² Eli Hinkel, *Teaching Academic ESL Writing practical technique in vocabulary and Grammar*, (New Jersey: Laurence Erlbaum Associates, Publishers, 2004), p. 67-68

Example: The arctic explorers were caught unawares by **the spring breakup**.

d. Subject complement

Example: Frankenstein is **the name of the scientist not the monster**.

e. Object complement

Example: I consider Loki **my favorite cat**.

3. The Components of English Noun Phrase

After knowing some definition of the noun phrases that is any group of words, which consist of head and modifier. Head here consists of noun itself, pronoun, and sometimes adjective. Whereas modifiers consist of two modifiers, they are premodifier and post-modifier. Pre-modifier includes noun, adjective, adjective phrase, participle –ed and –ing. Post-modifier includes prepositional phrase, relative clause non-finite clause (-ing clause, -ed clause and infinitive clause) and complementation.

Noun phrases are traditionally thought as consisting minimally of a head noun, together with any number of noun phrases modifier, they are determiners, quantifiers and quantifiers phrases, adjective and adjectives phrases, noun and noun phrases, ad position and ad position phrases and clause (Brown & Miller, 1999: 260). There are not only pre-modifier and post-modifier but also there is determiner in forming noun phrase.

There are four elements of noun phrase, they are as follows:

a. Determiners

A noun headword in noun phrase can be accompanied by the determiners (the, a, an, some, etc) and other modifier. Determiner are usually at the beginning of noun phrase. A noun phrase can be introduced by more one determiner. There are three set of determiner: pre-determiners, central determiners, and post-determiners.¹³ Pre determiner includes quantifier (all, both, half), multiplier (double, twice), fraction (one-third, one-fifth). Central determiner includes article which consists of definite article (the), indefinite article (a, an), pronoun which consists of deiceitic (that, those), personal (my, her), indefinite (any, some), interrogative (which, what), and negative (no). Post determiner includes cardinal numbers (one, two, three), ordinal numbers (first, second), and quantifier (few, several, much).

For example:

<u>The boy's</u>	<u>car</u>	broken yesterday.
Determiner	head:NP	

b. Pre-modifiers

Pre-modifiers of noun are always realized as adjective phrases. A noun can be pre-modified by one or more adjective phrase. Nouns, paiciples, genitive noun phrases, and numerals are importanly common.¹⁴ It means that pre-modifiers always modifies head, it can be one or more pre-modifiers. For example:

<u>Yellowish</u>	<u>green</u>	<i>grass</i>
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¹³ Sidney Greenbaum, *English Grammar*, (New York : Oxford University Press. 1996), p.213-216

¹⁴ *Ibid*, p. 217

Pre-modified:AJP

pre-modified:AJP

c. Head

The noun phrase is a phrase that has its head a noun, a pronoun, a nominal adjective, or numeral.¹⁵ The main element of a noun phrase is called its head. The head of a noun phrase is noun, pronoun, nominal adjective, or numeral. It means that the most crucial part in noun phrase is Head. If there is no head, there is no noun phrase. For example:

She has *blue eyes*

A beautiful and good girl is new student.

The nail of lion are very sharp.

d. Post modifiers

Noun phrase are the most complex kinds of phrases. They do not only have two elements before the head noun (determiners and pre-modifiers), they have many kind of post-modifiers. It can be as phrases, infinite clauses (FC), or non-finite clauses (NFC). Post-modifier consists of adjective, adverb, prepositional phrase, infinitive clause, -ing participle clause, -ed participle clause, relative clause and clause introduced by Temporal Conjunction.

For Example:

The handsome boy that reads the hero poem was their brother.

Postmod: FC

¹⁵ *Ibid*, p.208

The legs *of the cat* broken.

Postmod: PP

Based on explanation above it is clear that noun phrase is the most complex phrases in English because it consists of many modifiers. This may add information more specifically what head refers to. Modifiers are depend on the head and can be omitted disturbing the structure of the sentence.

D. Concept of Writing

1. Definition of Writing

There are various explanations among the experts about writing. As asserted by Sanggam Siahaan, writing is the written productive language skill. In other words, to converse the information to a reader, the writer requires something which is called writing. The capabilities of writer to apply the rules of the language are appreciated to convey the information about the writer's mind. It means writing is everything that the writer wants to express the information to the reader by applying the capability rules of language.

The capabilities of the writer include the correct grammatical aspects, the types of the information and the rhetoric in communicative event¹⁶. In other words, the writer needs writing skill to communicate the information to the reader, listener or spectator.

Another point of view, Emig, in *Reflective Journal Writing*, highlighted, the fullest possible functioning of the brain is implicated in writing, to put it more

¹⁶ Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2007), p. 2

simply, writing needs the involvement of the process of left and right hemispheres. Creativity and the writing process as the seat of emotion and intuition are donated by the right cerebral hemisphere. The characteristics of other right-brain are orientation toward synthesis, analogical thought, holistic perception, and they may contribute to write¹⁷.

In another page of the journal, Emig explains that writing is active and engaging. It would be better to say, writing is not about engaging the pencil and pen with the paper, appearing the words and hands, and expressing symbols of thought by the movement of hand. The cognitive activities of structuring, organizing, re-reading, reflecting, and modifying sustained itself by the act of writing¹⁸. In this cognitive sense is writing most active, and in this sense is learning activity most suitably interpreted.

In teaching by principles book, Brown stated that the way that people could not have begun to write to end up thinking is called writing. Writing is think, feel and perceive freely by a transaction with words.¹⁹ To put it more simply, the ending of writer's thinking, feeling, and perceiving is writing.

2. Kinds of Writing

a. Exposition

¹⁷ Yinger, Robert; Clark, Christopher M, "*Reflective Journal Writing. Theory and Practice*", (Michigan State Univ_, East Lansing. Inst. for Research on Teaching), (July, 1981), p. 10

¹⁸ *Ibid*, p. 13

¹⁹ Brown H, Douglas, *Teaching by Principles An Interactive approach to language pedagogy*,(San Fransisco,:Longman, 2001), p. 337

The diverse effects a writer wants to make the reader believe to inform, to persuade, and to entertain, those beliefs are called exposition, description, or narration. Exposition enlightens how things work, ideas, facts of everyday life, history, and controversial issues. Exposition discloses what a particular mind think, knows, and believes. It is logically constructed. Something like cause/effect, true/false, less/more, positive/negative, general/particular, and assertion/denial are organized by the exposition. The connectives like *therefore*, *however*, *and so*, *besides*, *not only*, *more important*, *in fact*, and *for example* indicate the movement of exposition.

b. Description

Another kind is description, it is about visual perceptions. Arranging what we see into a significant pattern is the fundamental problem of description, contrasting the logic of exposition, the model is spatial: above/below, before/behind, right/left, and so on. The writer wants to show what they want to describe about through a significant pattern.

c. Narration

A sequence of correlated events such as a story is named narration. The narration problems are: to arrange the events in an order of time and to disclose their significance. In other words, narration is arranged by the sequence of events or orders.

d. Persuasion

Another type of writing is persuasion, it seeks to become different how the readers think or believe. Usually, persuasion tells the controversial topics

and appeals to reason in the type of *argument*, offering evidence or logical proof. *Satire* is a type of persuasion, it ridicules folly or evil, something subtly, crudely, and coarsely. Another type of persuasion is *eloquence*, it appeals to deal and noble sentiments. To put it more simply, persuasion gives the questionable cases with adding the argument to persuade the reader. Writing that includes fiction, personal essays, and sketches are chiefly *entertaining*.²⁰

3. Process of writing

The process of writing divided into three stages, as follow:

a. Planning

Planning is any orderly procedure used to bring about result. As the first stage in writing process, planing is a series of strategies designed to find and produce information in writing.

b. Drafting

Drafting is a procedure for drawing up a preliminary skecth. As second stage in writing process, drafting is a series of stategies designed to organize and develop a sustained piece of writing. The writer needs to select one subject and organize their information about it into meaningful cluster. Then they need to find connection among those clusters and discover the relationship that links the connection.

c. Revising

²⁰ Thomas S. Kane, *Essential Guide to Writing*,(New York: Oxford University Press, 2000), p. 6-7

Revising is a procedure for improving or correcting a work in progress. As the third and final stage in writing process, revising is a series of strategies designed to re-examine and re-evaluated the choices that have created a piece of writing.²¹

E. The Concept of Descriptive Text

Farclough in Siahaan mentions that “ A text has a general notion . it can be any existence in any context .”²² Moreover, Hymes in Sanggam states that a social occurrence such as greeting or conversation or quarrel is a text, which can be understood under that social context.²³

In the view point of discourse analysis, any linguistic units is defined as a text, which in functional in context. A linguistic unit can be a word, or phrase, or clause, or a sentence, or a paragraph, or a unit , which is bigger than a paragraph such as an informal essay, or formal essay, or a survey research paper, or argumentative research, or book.²⁴

Andre Malraux highlighted that generally description is sensory experience or visual experience, it is about how something looks, sounds, and tastes. Another expert Sanggam Siahaan argued that, in composition, a description is also

²¹ James , M. Mc. Crimmon, *Writing with a purpose*, (Houghton mifflin Company : Boston, 1984), p.382

²² Sanggam Siahaan, *Issues in linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.123

²³ *Ibid*

²⁴ *Ibid*

described as a text. The text as a product of writing functions to reflect what is being described to the readers²⁵.

To certain extent, it can be widely accepted as a paragraph that the writer illustrates an object to the readers. The object of description can be concrete object and an abstract object. The concrete objects include a person, an animal, a plan, or a car. The existent of the object can be felt by the human sensory perception. In contrast, the abstract objects include an opinion, idea, love, hate, or believe, they are cannot be felt by the human sensory perception. The text as a product of writing functions to reflect what is being described to the readers.

Descriptive writing is two wide kinds: objective and subjective. In *objective description* the writer ignore those aspects of the insight unique to himself and focuses on describing percept in itself. In *subjective description* a writer plans his or her feeling into tenth-century naturalist illustrates the choice of vital details²⁶.

Social function or communicative approach of descriptive text is to describe a particular person, place, or thing in detail or clearly. To achieve its purpose, the descriptive text will move through a different set of stages:

- Identification : mention the special participant
- Description : mention the part, quality, and characteristics
of subject being described.

²⁵ Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu,2007), p. 119

²⁶ Thomas S. Kane, *Essential Guide to Writing*,(New York: Oxford University Press, 2000), P. 351

The stages above are the genre structure/text organization of Descriptive genre. Beside genre structure, descriptive text also has language features (lexicogrammatical). The following are the language features of descriptive text:

1. Focus on specific participants: a particular class or thing, person, or place (e.g. queen Elizabeth, the times, bus) rather than generalized participants (e.g. the royal family, newspaper, public, transportation).
2. Use of attributive and identifying process: additional adverbs of the subject mentioned (e.g. adjective clause, adjective phrase, and linking verbs such as taste, smell, appear, look, is, am, are, etc.)
3. Use of simple present tense.
4. Frequent use of classifier in nominal group (e.g. one of...,many of..., etc)

F. Concept of Error Analysis

All people make mistake in both native and second language situations. The students who learn English usually make error. Making error is inevitable part of learning. People can not learn language without first systematically doing error. Thus is it a natural thing if there are errors appear in the process of language learning. The errors should not seem as an indication of the students failure. But in the contrary, they are the real sign that they are learning . In addition, the errors are the systematic deviations for the learners that are still developing knowledge of the language. The errors come from the students because their lack of understanding about the language they are learning.

According to Brown, the fact that learners do make error, error can be observed, analyzed, and classified to several something of the system operating within the learners led to a surge of study of learners errors are called Error Analysis.²⁷

By doing error analysis to the student we can help them to improve their skill it is said by Brown that is interesting that little research evidence shows that overt grammatical correction by teacher in the classroom is any consequence in improving learners languagae. Meaning to say, evaluation of mistakes he or she makes, can be held by this way to analyze.

From the explanation above the writer infers that analysis of error is a study of identifying, describing and classifying, the noticeable from adult grammar of native speaker the last purpose of error analysis is find the feedback, used as reference in language to minimize the errors may be made by the students.

²⁷ Brown H, Douglas. *Principle of Language Learning and Teaching*, (Prentice Hall: 1993), p.206

CHAPTER III

RESEARCH METHOD

A. Type and Characteristics of Research

1. Type of Research

There are many researches methods that can be applied in researching. One of research methods namely qualitative research. Qualitative research is basically interpretative. This means that the researcher makes an interpretation of the data.

This includes developing a description of an individual or setting, analyzing data for themes or categories, and finally making an interpretation or drawing conclusions about its meaning personally and theoretically¹. To put it more simply, the researcher interpret the data that he/she gains to be researched, and analyze the data that obtained from the research to draw the conclusion about something to be researched.

Qualitative research is a research that investigates the phenomenon with describing through non-numeric language in natural context and paradigm.²In other words, it is the research that shows the fact with giving the description through non-numeric language. Qualitative research is growing rather than closely predicted. Several aspects appear during a qualitative study. The research

¹ John W Cresswell, *Research Design; Qualitative, Quantitative, and Mixed Methods Approach*, (London; Sage Publication, 2003), p. 182

² Pusat Penelitian dan Pengabdian Pada Masyarakat, *Pedoman Penulisan Karya Ilmiah*, (STAIN Metro: 2013), p. 21

questions may change and be cultured as the inquirer learns what to ask and to whom the question has to be asked.

Qualitative research takes place in the natural setting. The qualitative research often goes to the site (home, office) of the participant to conduct the research.³ It can be said that by qualitative research, the writer will have more chance to do her research in many places she wants.

The type of this research is a case study. It becomes the writer's evaluation because of some considerations on the cases that have been identified by the writer, units analysis, and what will be the focus of analyzing.

2. The Characteristics of Research

A case study is one of types of research within qualitative research has some characteristics. It is research methodology not to generalize the result of the research. In either word, the term of case study refers to the method of the research to determine the subject of the research. The subject of the research is people or case which chosen in certain reason without using term sample.

This type of research takes place in the natural setting. The researcher often goes to the site of the research place to conduct the research. A case study is fundamentally interpretive. It can be said that the reseacher makes an interpretation of the data. This includes analyzing data for themes or issues, and

³ John W.Cresswell. *Research Design*. (USA: Sage Publication, Inc.2003). The Second Edition. p. 182

finally making an interpretation or drawing conclusion about the unit which is analyzed.

B. Data Resource

For gathering information, it is must to discover important and accurate data from qualified source. As it is explained by Sutanto Leo et.al that “ there are basically two kind of source, namely primary source and secondary source”.⁴ First, the primary source, that is firsthand information. Secondly, the secondary source, which provide secondhand information.

Thus, firsthand information can be gathered by conducting an interview or by distributing a questionnaire. In gathering secondhand information, the writer can look for information from books, articles, English dictionary, encyclopedia, and documentation that are related to the research.

In other words, it is everything that can infer the substance to arrange the information. Information is the result of data processing. The fact can be defined as the real condition something happened. Data source in the research is the subject where the data is earned.

⁴ Sutanto Leo et.al, *English for Academic Purpuse : Essay writing* , (Jakarta: Penerbit Andi, 2007), P.70

In this research, the descriptive text is the main source that will gain. And the research will be conduct in the eleventh grade students of Senior High School of Kosgoro Sekampung, East Lampung.

C. Data Collection Technique

In conducting the research, it is extremely important to formulate the relevant technique of collecting the data. Creswell highlighted that in many qualitative studies, inquiries collect multiple forms of data and send a considerable time in the natural setting gathering information⁵.

Case study as an embodiment of qualitative research concerns with either simple or complex descriptions and it discovers the phenomena in the site of field. The writer took some data from the eleventh grade students of Senior High School of Kosgoro Sekampung, East Lampung in the academic year 2015/2016. Therefore , the writer organized some designs of gathering data through several techniques as follows:

1. Documentation

Documentation is an instrument to gain the information in the form of written source or documenter such as books, magazines, daily notes, notes, etc. In the other hand, documentation is the documents that are required for something, or that give evidence or proof of something.⁶ During process of creating the research, the writer collect the documents. The writer will take document from

⁵ John W Cresswell, *Research Design; Qualitative, Quantitative, and Mixed Methods Approach*, (London;Sage Publication, 2003), p. 185

⁶ AS Hornby. *Oxford Advance Learner's Dictionary of Current English*. (Oxford University Press.2010), p.391

books, dictionary, themes, table , etc. In this research, the writer will take the document from students' descriptive text are used to support the writer to analyze some informations that relationship with noun phrase skill. There are 18 students that will be the participants.

2. Observation

Creswell highlighted that observations, in which the writer takes field notes on the behavior or activities of individuals at the research site. In other words, the researcher needs the field notes from individual behavior or activities in the research. The purpose of observation is to describe a situation that we research, the individual are involved in the activities and relationship with situation. So that the reader of the report will understand clearly what happen and how the process occur in the activities. The writer will be the observer in the field of research. The writer will directly observe the participants and take the data at the Students of The Eleventh Grade of Senior High School Kosgoro Sekampung.

3. Interview

Interview is a dialogue among people or group intended. In interview, the writer conducts face to face interviews participants by telephone, or engages in focus group interview with six to eight interviews in each group.⁷ The writer has to conceptualize the project, establish access and make contact with

⁷ John W.Creswell, *Research Design Qualitative Quantitative and Mixed Methods Approach*, (Sage Publication :New York, 2002), p.188

participants, interview them, transcribe the data, and then work with the material and share what he or she has learned. Donald Ary et.al, stated that structured interview includes questions and alternative that have to be prepared prior before interviewing. Then, unstructured interview includes the questions arise from the situation.⁸ In this case, the writer would use structured interview that uses prepared questions about using noun phrase in writing descriptive text. The writer will face to face interview the 18 participants at the Students of The Eleventh Grade of Senior High School Kosgoro Sekampung in this research.

D. Data Analysis Technique

Data analysis is a process of organizing and arranging the data. Data analysis technique involves using open-ended data, for the most part. This requires asking general questions and developing an analysis from the information supplied by participants. Researcher requires adapting the data analysis beyond the more common approaches to specific types of qualitative research strategies⁹.

Creswell stated that there are six steps of analysis that can be used by the researcher. The six steps are organizing and preparing, reading trough the data, beginning detailed analysis with coding process, description, presentation, and interpretation. The six steps can be clarified as follow:

⁸ Donald Ary et.al, *Introduction to Research*, (Canada:Thompson Higher Education,2006)

⁹ John W Cresswell, *Research Design; Qualitative, Quantitative, and Mixed Methods Approach*, (London;Sage Publication, 2003), p. 190

1. Organizing and preparing the data for analysis.

The researcher organizes and prepares the data for analysis. This step includes scanning the material, type up field notes or sort and arrange the data into different types depending of the source of the information. In this research, the researcher will collect students descriptive text of Senior High School used in SMA Kosgoro at the Academic Year 2015/2016. The researcher will gather the students descriptive text from the respondents or obtain them by lending the result of writing students during teaching learning process from English teacher.

2. Read all the data through.

The researcher reads all the data. The researcher will read all of the data that have been collected and try to understand the text to find out the analysis data.

3. Process of coding

The researcher codes the process. Coding is the process of organizing the material into “chunks”. In this step, the researcher will take text data, picture, or image into categories, and labeling those categories with term.

4. Composing description

The researcher describes the data. This description is the result of the coding process. In this step, the coding data will be explained into tables and examples.

5. Representing description of the information

The researcher represents the description. In this step, the researcher will communicate the descriptive information of the tables and examples into paraphrases.

6. Drawing conclusion

The researcher interprets the data. In this step, the researcher will take the meaning of the finding result of the data. Also, the researcher will compare with the extant theories.

E. Research Approach

There are three approaches in the research that contribute to research through the research strategy and method. The three approaches are quantitative, qualitative, and mixed. The researcher uses the qualitative approach. A qualitative is an approach where the researcher seeks to develop the meaning of phenomenon from the views of participant.

The researcher will collect and develop data to develop the theme of data. Qualitative research approach will carry the researcher into works of comprehending information, investigating the case, and interpreting every single fact which is found. To establish the meaning of a phenomenon from the view point of participant is what the researcher will look for under this research.¹⁰

¹⁰ John W. Cresswell, *Research Design: Quantitative, Qualitative, and Mixed Methods Approach*, (California: Sage Publication, 2003), P.20

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Research Setting

1. Profile

The Senior High School Kosgoro was established in 1975 private schools in Sekampung district. It is located on Mataram Street No.56 Sekampung East Lampung. It is surrounded by some building such as north is limited with kindergarten and post office , in the south is limited with the police and in the west is limited with sub district office. In other word, it can be said that Senior High School Kosgoro Sekampung has strategic location. Besides, it is near to the main street, it also near with the center of market.

2. History

SMA Kosgoro Sekampung was built on November, 10 1957. As the foundation of cooperative then it is called as “Koperasi Simpan Pinjam Gotong Royong”. Because it can run well, the name of that foundation was changed as, “Koperasi Serba Usaha Gotong Royong”. In April 1986, it was the first time for the meeting among the headmaster and the cooperation employees. Based on the meeting, the foundation was named “YAYASAN PENDIDIKAN DAN ILMU PENGETAHUAN KOSGORO SEKAMPUNG” (YPIP KOSGORO SEKAMPUNG).

The SMA Kosgoro Sekampung has been guided by seventh principles. Drs.Prambudi has guided as the principle in 1986-1999. Then, Mr. Tukian had guided as the principle 1999-2002. After that, in 2002-2005 Drs. Mr. Sutoyo,

BA had guided as the principle. Drs. Budi Rahayu then had guided as the principle in 2005-2008. Then, Mr. M. Taufik hidayat, S.Pd had guided as the principle 2008. Mr. Wayan Pice had guided as the principle 2008-2014. And now the principle of Senior High School Kosgoro Sekampung is Mr. Tulus Mardiansah.

The vision and mission of the Senior High School Kosgoro Sekampung are stated as follow: To be an Educational Institute that has science and technology insight for nation, region, and global quality.

The mission is the first, to increase the organization quality and the school management in growing te excellent spirit. The second is to increase quality of teaching learning activity and to reach the students competence that has national standard. And the third is to increase the human source quality and the students guided quality in realizing Faith and Piety and Autonomy attitude.

All of the vision and mission have purpose to increase the developing of the school.

Orientation of the Senior High School is the office management. The school consist of twelve classes, teacher rooms, official employee room, library, laboratory, mosque, canteen, toilet and parking area.

The principle is a person who has the status coordinator all of duty and school activity to do it. The principle of SMA Kosgoro Sekampung is helped by school committee, official employee, the head vice of general and the head vice of curriculum. Each of the head vice has duties.

The status of school committee is organization structure as line of coordinator toward the principle but the status of official employee. The head vice student, the head vice of general, the head vice curriculum, canceling, guide, guardians, teacher and student as line of command the official employee has same status. With the vice principle, the vice principle is devoted into four sectors they are vice of curriculum.

B. Description of Research

The objective of this research are to know the variety noun phrase error in writing descriptive text made by the eleventh grade of the students of Senior High School Kosgoro Sekampung. After describing data of research it will be discussed on basic the writer classified students' error based on her problem statements.

Those were head errors, premodifiers errors and postmodifier errors. Head errors is related to wrong placement of head noun phrases (WPN) and wrong form of noun (WFN) . While for premodifier errors, the writer divided them into 3 types errors. Those were determiner errors (DE), enumerator errors (EE), and adjective errors (AE). And the other kind of error is errors related to postmodifier that divided into prepositional phrase errors (PE) and relative clause errors (RCE). After identifying the students' errors, then the writer calculated the errors to find out the dominant errors.

1. Identifying errors

In this step, the writer identified the students' errors based on the problem limitation. He divided the errors into 2 (two) kinds of errors, they were:

a. Head Errors

Almost all students use right structure of noun phrase in their sentences. However, many of them still made errors in using this element of noun phrase. In this case, there were 2 types of head errors made by the students. They were:

1) Wrong placement of noun

Many students still found difficulty in placing noun in noun phrase. For example:

- a) *My name friend* is Nur Salimah.
- b) She likes wears *shoes black* .
- c) She has *a blue eyes beautiful*.

In sentence (a) and (b), the noun phrase arranged from 2 words so that noun should be written after the modifiers. While in sentence (c), noun should be written in the last.

These types of errors occur because such rules is different with the rules of kalimat majemuk in Indonesia language, so that the errors can be classified as incomplete application of rules.

2) Wrong form of noun

In this type of errors, the students failed to identify what kind of noun should be used in the sentence, for example:

- a) *All of my friend* is kind and friendly.
- b) Every friday, *many student* go to mosque.
- c) There are *so many man and women* friend

d) *Many peoples* like her hair.

A noun can be plural and singular. The notion of plural and singular can be confusing the students. In sentences (a) and (b) , the students should use plural instead of singular. While in sentence (c) , they should use right form of plural because noun on the sentences are irregular form. And in sentence (d), the student may thought that plural noun is always identical with –s suffix.

In this case, the students may be confused to use what type of noun must be used in the sentences., because in their mother tongue's rule there is no difference in form between plural and singular.

b. Premodifiers Errors

As the writer explained before, there were 3 types of premodifiers errors.

1) Determiner Errors

It was quiet difficult for some students to write the form of noun phrases using correct determiner. For example :

(e) I have *an friends*.

(f) When we were young. She moved in *an Bandar Lampung*

In sentences (e) and (f) the students made errors in choosing right articles. In sentence (e) the students may thought that an is always identical with vowel, while in sentence (f) he/she still didn't understand the difference between a and an.

2) Adjective Errors

Some students also made other kinds of errors related to adjective uses. For example:

(g) He has a *body sturdy and chest wide*.

(h) My father has a *nose pointed*.

(i) My sister is a child very good

In sentence (g) and (h) the student made errors in using adjective, because adjective modified the noun so the adjective should be after determiner.

After analyzing all premodifier errors, it was clear that the students made all of premodifier errors because they didn't know what kind of modifier they had to use. Sometimes this type of errors result from the poor gradation of teaching items.

c. Postmodifier Errors

As the writer explained before, there were 2 types of postmodifiers errors. They were prepositional errors and relative clause errors.

1) Preposition errors

In this case, the students fail to use the correct form of postmodifier, particularly preposition. They did not know what preposition to use in prepositional phrase. Here are the example of the errors:

(j) She is *the best friend my life*.

(k) Tarra is *the best friend my life*.

In this sentences (J) and (k) , it is clear that the prepositional phrase are in correct. Many students still omit of preposition.

(l) *We go school with motorcycle together*

(m) *We always go to school the morning.*

In the sentence (l) and (m), the students failed to identify what kind of preposition should be used in the sentence. In this case, the students may be confused to use what kind of prepositional must be used in the sentences, because many similar preposition with almost had some meaning.

2) Relative clause errors

There is no error made by the students in relative clause.

2. Dominant Errors

After finished identifying and clasifying the types of errors, the writer made an error analysis to find out the dominant errors. The writer clasified the errors into three categories or three headings. The three headings were head, premodifier, and postmodifier errors. To find out the percentage of error of each heading, the writer had to make an error analysis. It gave a picture to find out the difficulties encountered by the students. It also gave a contribution to the teachers ; that were to do remedial teaching , and to the students ; it reflected their strenght and their weaknesses in English subject.

The calculation of error percentage per-items was computed with formula:

$$\frac{\text{Number of error of each items}}{\text{Total Number}} \times 100\%$$

3. The Distribution of Noun Phrase Errors of Students' Descriptive text

No	The Students' Code	Head		Premodifier			Postmodifier	
		WPN	WFN	DE	EE	AE	PE	RCE
1	AR	4	1	5	0	2	0	0
2	AS	2	1	3	0	2	1	0
3	EY	1	2	4	0	3	1	0
4	TN	3	5	1	0	4	3	0
5	AP	2	1	3	0	2	0	0
6	DI	5	1	2	0	2	1	0
7	TW	1	1	2	0	1	1	0
8	WI	1	1	5	0	1	1	0
9	NSJ	1	2	1	0	1	2	0
10	HE	1	1	1	0	1	0	0
11	JS	0	1	3	0	2	1	0
12	RE	1	1	3	0	2	1	0
13	RK	1	2	2	0	3	2	0
14	RM	1	2	2	0	2	0	0
15	SP	1	1	2	0	1	0	0
16	UJ	1	1	1	0	1	0	0
17	YJ	1	1	1	0	1	0	0
18	SO	1	1	2	0	1	0	0
	total	28	26	43	0	32	14	0

Table 1. The students' errors in using noun phrase

The frequency of the students' noun phrase errors in descriptive writing text based on the table above. There are three kinds of element error in noun phrase are done by students they are head, premodifier, and postmodifier errors.

After calculating the total number of errors, the writer also classified the three headings into the bigger number types errors. Below is the table of types of errors.

Heading	Types of errors	Total errors
Head	Placement of noun	28

	Wrong form of noun	26
Premodifier	Determiner error	43
	Enumerator error	0
	Adjective error	33
Postmodifier	Prepositional error	14
	Relative clause error	0
Total		144

Table 2 : The number of each types of errors

4. The Distribution of uses head, premodifier and postmodifier errors

The use of <i>head, premodifier</i> and <i>postmodifier</i>	Number	Percentage
Head	54	37,5
Premodifier	76	52,78
Postmodifier	14	9,72
Total	144	100

Table 3. The use of head, premodifier and postmodifier

From the table above, it shows the number of head, premodifier, and postmodifier errors uses in students' descriptive writing.

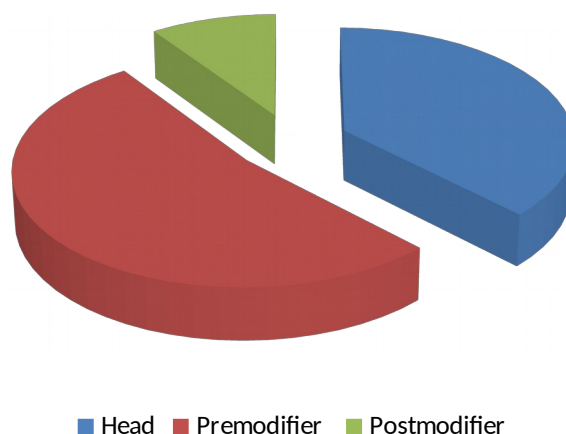
C. Discussion

Base on the students' result of research the frequency distribution of noun phrase error in writing description, we can see that there are many errors are done by the students.

The result can be seen in the frequency students' noun phrase errors in writing descriptive text. Noun phrase errors in using head was 37,5 %, premodifier 52,78 % , postmodifier 9,72 %.

Table 4

The types of noun phrase errors on students' writing description



Based on the table above, we can see that the more of students still found of noun phrase errors in writing descriptive. Especially in using premodifier is lowest, the frequency of using premodifier is 52,78 % it's mean many students do not understand well with noun phrase construction. We can be seen from the table above that the biggest proportion of errors was *premodifier* errors. From the table above the writer conclude that the students' dominant errors were when they used *premodifier* of noun phrase especially in descriptive writing.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The main objective of this research are to analyze the students' errors in dealing with noun phrase made by the eleventh grade students of Senior High School Kosgoro Sekampung, Lampung Timur in the Academic Year of 2015/2016. And after analyzing the students' errors, the writer found the dominant errors.

Based on chapter IV , the writer found that there were 144 errors made by the students. The writer classfied the errors into three categories. They were head errors, premodifier errors , and posmodifier errors.

Generally, the students made such kind of errors because they only transfereed rules from their mother tongue. It happened since they did not really comprehend the target language.

The students made the dominant errors in dealing with the use of premodifier. It can be seen that premodifier errors made by the students were 52,78 % from the total errors made by the students. While head errors were only 37,50% and postmodifier were 9,72 %. Some causes of the students' errors are: ignorance of rules restriction, overgeneralization, and incomplete application of rules.

B. Suggestion

Based on the result of this research, the writer would offer some suggestion to minimize the students' errors dealing with noun phrase:

1. The teacher should give more explanation of grammatical rules in English, particularly in noun phrase, so that the students will understand more about this kind of phrase.
2. The teacher should drill the students with more exercises dealing with noun phrase in writing text. By giving a lot of practice in writing, the students are trained to transfer their ideas into the English. It will help them in applying the noun phrase rules in their sentences.

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