

AN ERROR ANALYSIS OF USING NOUN PHRASE ON STUDENTS' WRITING DESCRIPTIVE TEXT AT THE EIGHT GRADE OF SMP NEGERI 3 HILISERANGKAI IN 2022/2023

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Submission date: 13-Feb-2023 11:38PM (UTC-0800)

Submission ID: 2013889395

File name: HASAN_MONI_LAOLI.rtf (4.42M)

Word count: 12009

Character count: 61342

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Many people all over the world communication using English. English takes an important role as a means of using communication in areas such as politics, science and technology. Beside, the language is use to connect and share the idea among different background of societis. Therefore, English should be understand and master in order to maintain the social interaction and to link with the development of the world .

In learning English, there are four main skills which the students should acquire. Namely listening, speaking, reading, and writing as a basic language skill. Beside the four language skills, they should have a capability of grammar, vocabulary and pronunciation. This call language component of English. One of the important basic language skills is writing.

According to Jackson (2005) in Wijayanti (2016) that writing is the physical act of committing words or ideas to some medium. Writing should be mastered by the students in order to make them share their ideas correctly and understandable. Based on the definition above, that writing is a communicating ideas and information , form of writing such as tracing a character on paper, symbols, number, or word and sentences. In order to learn English well, especially to written form, grammar is more important thing that students should master in writing.

Regarding to those opinions, it can be say that writing is not an easy work in conveying ideas as the nonverbal communication because it takes a long time. When writing, the writers express feelings and ideas into words, word into sentence, sentence into paragraph, and it needs hard thinking to produce it at the same time. Writing requires thinking, and thinking is always complicate and hard. Therefore, it needs accuracy to make writing well order because the information or idea which is deliver to the readersis easy to be understand.

In the Syllabus K13 (2013 Curriculum) at the eight grade of SMP N. 3 Hiliserangkai that writing is included as one of the skills that must be taught to students. Basic competencies expect students to be able to compose descriptive texts spoken and written, short and simple, about people, animals, and objects, with due regard to social functions, text structures, and elements of language that are correct and context appropriate. The school has determined the Minimum Competence Criterion (MCC) that should be reached by the students is 70. The students should be able to pass the MCC as the indication of the students' success in learning.

In learning process, the teacher should give learning from its basic and one basic of writing is about phrases. In writing consist of sentences, and most of sentences have phrases. Whether that phrases are noun phrases, verb phrases, 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 junior high school because they should understand noun phrase to create a good descriptive text. As we know that descriptive text is one of kind of written text. Written descriptive text needs correctness of grammar.

Based on the observation was conducted by the researcher on October 11th, 2021 to students and English teacher in SMP Negeri 3 Hiliserangkai. The researcher has done an interview with English teacher at the eight grade of SMP Negeri 3 Hiliserangkai. In fact, the students often make mistakes and even errors in learning English. Beside that the students do not know how to uses a noun phrase in a sentences such as a noun, pronoun and adjective. Moreover, the teacher said that she cannot explain what the factors caused the major mistakes that students create in writing text, especially in writing descriptive text.

Based on the fact displayed above, the research wants to conduct an error qualitative research to analyze and identify the problem in writing particularly writing descriptive text using noun phrase. Therefore, Errors analysis is very important because the researcher wants to identify the errors made by students of using noun phrase in writing descriptive text and the factors that influence their errors. According to Aqsa Jabeen (2015:53) Error analysis is a very important area of applied linguistics and of the second and foreign language learning. Applied linguistics, as a field, tries to deal with the problems and issues related to language, as well as to its learning and teaching; it also attempts to give solutions for this problems and issues. Error analysis provides a deep insight for understanding of the process of language learning.

Regarding to the explanation above, the researcher wants to analyze students' descriptive writing. Therefore, the researcher conducted the Descriptive Qualitative Research entitled "AN ERROR ANALYSIS OF USING NOUN PHRASE ON STUDENTS' WRITING DESCRIPTIVE TEXT AT THE EIGHT GRADE OF SMP NEGERI 3 HILISERANGKAI IN 2022/2023".

1.2 Focus of the Research

From the elaboration of the background above, the researcher focuses on namely :

1. Identifying and analyzing the dominant type of error on the use of noun phrase in writing descriptive text in 2022/2023
2. Identifying and analyzing factors the students cannot use the noun phrase in writing descriptive text in 2022/2023.

1.3 Formulation of the Problem

Based on the focuses of the research, the researcher questions is respectively as follows:

1. What are the dominant error of the students writing descriptive text based on use of noun phrase at the eight grade of SMP Negeri 3 hiliserangkai in 2022/2023 ?.
2. What are factors the students cannot use the noun phrase in writing descriptive text at the eight grade of SMP Negeri 3 hiliserangkai in 2022/2023 ?.

1.4 Purposes of the Research

Based on the researcher's above, the researcher objective is :

1. To find out the dominant type of error on the use of noun phrase in writing descriptive text by eight grade students of SMP Negeri 3 Hiliserangkai in 2022/2023.
2. To find out what factors the students cannot use the noun phrase in writing descriptive text by eight grade students of SMP Negeri 3 Hiliserangkai in 2022/2023.

1.5 Significances of the Research

The significances of the research are:

1. Theoretically

Theoretically, the result of the research is expected to support the theory which will be explain in the next chapter about identify the student's error in using noun phrase on descriptive text in order to know the problems faced make by students especially in using noun phrase

2. Practically

a. For the researcher, the researcher will be know about the students' error in grammar especially the use of writing noun phrase in descriptive text and to enrich the intellectual literatures and expect to be additional references for further research.

b. For the students, Students will be know some errors they often made. They will learn from their errors and will avoid the same mistakes in the future. Hopefully that the students become more careful in writing noun phrase in descriptive text and the students know their weakness and be able to study grammar easily especially on the use of noun phrase in descriptive text.

c. For the teachers, teacher may used the result of this study to develop appropriate teaching technique for the students. By knowing students' weaknesses, teacher may focus more on developing the lacking aspect and to give information for the English teacher, especially at eight grade students of SMPN 3 Hiliserangkai in Academic Year 2022/2023 about the students' error in using noun phrase on descriptive text.

d. For other researchers, this research can be used as references and a source of improvemnet in doing research in the same field in the future.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Error

2.1.1.1 Definition of Error

Error analysis is a study of the types and causes of language errors, especially in acquiring a second language, especially in the use of noun phrase. According to Vahdatinejad (2008:15) in Diani Syahputri and Siti Masita (2018:16) maintains that error analysis can be used to determine what a learner still needs to be taught. This statement suggest learners know a point or have used many times correctly but somehow slip has occurred. Errors, on the other hand occur because learners don't probably know a particular point of target language. Hence error correction has a role to play in language learning. The explained above means that the students still always learning about their errors for whatever their lack. maintains that error analysis can be used to determine what a learner still needs to be taught.

In addition, For Crystal (1999, p. 108) in Naimi AMARA (2015:60) Error Analysis in language teaching and learning is the study of the unacceptable forms produced by someone learning a language, especially a foreign language. In other words, error analysis is very important because the researcher would to the types of errors done by students of using noun phrase in writing descriptive text and the factors that influence their errors.

Errors is very usual in writing paragraph or essay. Thus, errors analysis is need by teacher to correct the student's essay by identifying the kinds of errors make by the students.

According to Brown (2000) in Naimi Amara (2015:60) he defined error analysis as "the process to observe, analyze, and classify the deviations of the rules of the second languages and then to reveal the systems operated by learner". It means that, it is possible for students to make error in learning second language, because it expects the learners to learn from their own mistakes. As a facilitator of transferring second language, the teacher realizes that the errors which are made by the learner in language learning process should be analyze carefully because with this analysis, the teacher can identify the difficult areas that are face by the students, so it can be use in making decision about learning materials and strategies. In summary, error analysis as a tool to help the researcher to identify and describe the students' error and its causes in descriptive text in order to know how well the students learn the target language.

In a language process, it is a common acceptable thing in order to learn a language, most of the students, both native and non-native make errors in their learning process. Futhermore, learning a target language is a process which involves making errors. Eventhough, any students attempting to avoid making errors is impossible. Dulay (1982:138) in Andrian (2015:513) defines errors as the flawed side of the learner's speech or writing. Error arises when the learner has a lack of knowledge in learning target language as well as affected by the interference of the learner's mother tongue as well as the lack of knowledge of learners in the certain linguistic elements.

According to Brown (2007 : 258) in Diani Syahputri and Siti Masita (2018:15) that "An error reflects the competence of the learner." While mistakes can be selfcorrected an error cannot be-self-corrected". It means that mistakes refers to student errors based on the allegation that one or the failure to use a particular system are already known. The student is already recognized, know, and understand certain patterns in the use of language to be used. But because of the slip, "An error is a noticeable deviation from the adult grammar of native speaker, reflects the competence of the learner. "Therefore, errors come from the learners' competence in learning and unacceptable in real grammar of the language.

Sometimes, errors can be caused by the interference of the learner's mother tongue or the lack of knowledge. Learner's errors are indicated by both the state of the learner's knowledge, and of the ways in which a second language is learned. Sentences containing errors would be characterized by systematic deviancy. In addition, Ancker (2000:77) in Diani Syahputri and Siti Masita (2018:15), states: Making mistakes or errors is a natural process of learning and must be considered as part of cognition. It means that error is a natural phenomenon that accompanies any human activity, especially when we try the activity for the first time.

To sum up, errors can not be separated from language learning. Error is an activity to identify, classify, interpret or describe the errors made by the students in writing and it is carried out to identify the ability of the students and to obtain information on common difficulties faced by the students. Students' errors are the target source of the researcher's intention of the research.

2.1.1.2 Types of Error

In conducting the error analysis research, the researcher should propose some classification of error depending on the location of error made by the students based on the theory. To know the type of error needed in the process of analyzing. According to Dulay (1994, p.56) there are several types of error.

1. Omission

Omission is the absence of an item that must appear in a well-formed utterance. Leaving out the third person singular morpheme *-s*, the plural marker *-s* and the past tense inflection *-ed*. For example; He needs a number of paper; (papers).

3. Addition

Addition is presence of an item that must not appear in wellformed utterances. It is a phenomenon in which a certain aspect of language rules is added into a correct order or correct sentences. In other words, elements are presented which should not be presented. For example; The sheeps are on the green meadow; (sheep).

4. Misinformation

Missinformation refers to the use of the wrong form of the morpheme structure, or the use of one grammatical form in place of another grammatical form. For example; We have been friend since we were child; (children).

5. Misordering

Misordering is the incorrect placement of a morpheme or group of morphemes in an utterance, in this case the writer put the words in utterance in the wrong order. For example; The sky blue* overwhelms people; (blue sky).

Similarly, Corder and Ellis (2001 :56), classifies errors into four types, they are:

a. Omission

Omission is the error of leaving out an item that is required for an utterance to be considered grammatical, for example: There is picture on the wall. This sentence leaves out an article "a" that must be added before the word picture.

b. Addition

Addition is the error of adding some unnecessary or incorrect element in an utterance. For instance: The books is here. There is suffix "-s" added after the word "book". Hence, this indicates addition error.

c. Misformation

Misformation is the error of using one the grammatical form place another grammatical form, for example: "I see her yesterday." This sentence contains misformation in using irregular verb which is marked by the using the wrong form "see" to replace "saw".

d. Misordering

Misordering is the error of putting the words in utterance in the wrong order. For example: "She will come evening tomorrow." This sentence has the wrong order of adverb of time "evening tomorrow". It must be changed becomes: "She will come tomorrow evening."

2.1.1.3 Sources of Error

In conducting the research, it is quite important to know the source of errors made by the students. In other hand, the researcher will classify the components that effect the students in making error. According to Hourani (2008:42), the students's error commonly caused by the language transfer of the student itself. According to Richards (2015) classified errors according to their causes, into two categories. The two categories are Inteference and Intralingual & developmental error.

1. Interference

These errors are caused by mother tongue interference. Interference error occur as a result of the use of elements from one language while speaking or writing another. That is an error resulting from the transfer of grammatical or stylistic elements from the source language to the target language.

2. Intralingual and developmental error

Intralingual errors are the results of mother tongue influences. Intralingual errors reflect to the operation of learning strategied that are universal.

In addition, Hubbard, et al. (1983:171) in andrian (2015:515) claims that there are three major causes of errors. They are mother tongue interference, over generalization and errors encouraged by the teaching material or the teaching method.

1. Mother Tongue Interference

Although young children appear to be able to learn a foreign language quite easily and to reproduce new sounds very effectively, older learners can experience considerable difficulty.

The sound system (phonology) and the grammar of the first language often impose themselves on the new language and this leads to foreign pronunciation, faulty grammatical patterns and often to a wrong choice of words (Hubbard, et al., 1983).

2. Over – Generalization

The mentalist theory claims that some errors are inevitable because they reflect various stages in the language development of the learner. This theory claims that the learner processes new language data in his mind and produces rules for its production based on the evidence. For example: He can sings. We are hope. Over-generalization is signified by the creation of one deviant structure in place of two regular structures (Hubbard, et al., 1983).

3. Errors Encouraged by the Teaching Material or the Teaching Method

Errors can appear to be introduced by the teaching process itself and the errors are evidence of ineffective teaching or lack of control. If the material is well chosen, graded and presented with meticulous care, there should never be any error. This is probably why so little is known about them. Based on the theories above, it can be said that students' error in language learning caused by interlingual transfer where the students are affect by the students' first language in their learning of second language while intralingual transfer affect by lack of students' knowledge of target language. Another opinion, it is proposes by Brown (1980:174), classifys some categories of the source of students' error as follows :

1) Interlingual error

Interlingual transfer is also know nasthe native language transfer because he errors are caused by the learner's first language. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language or interference.

For example,

I breakfast and then I go to the zoo yesterday.

The sentence supposed to write, *I had breakfast and then I went to the zoo yesterday.* The sentence supposed to write, *I had breakfast and then I went to the zoo yesterday.*

2) Intralingual Transfer

Intralingual transfer is the main factor in learning second language. In this stage, the errors come from the partial learning rather than the transfer itself. Intralingual error occur as a result of students' attempt to build up the concepts and hypotheses about the target language from their limited experience with it and they have a low understanding and knowledge about the target language. Learners may commit errors due to this reason in many ways.

Example: "She goed to the market"

For the example above proves that over generalization or negative intralingual transfer is done by the learner because the learner over generalizes the rules in wrong concept.

3) Context of Learning

Context of learning is the source of error that comes from the teacher, the situation in the class, and also from the text book.

Context refers for example, to the classroom with its teacher and its material in the case of school learning or the social situation in the case of untutored second language learning.

4) Communication Strategies

Students must have their own strategies in language learning to enhance their message across, but these techniques can be the source of errors. Communication strategies caused by the learners' learning techniques.

Regarding to the theory above, the researcher applies the theory of Brown there are some sources that may lead errors in learning target language namely interlingual transfer, intralingual transfer, context of learning and communication strategies. Those sources may come from the interference of native language to the target language, the lack of competence of the target language, the learning environment and personal learning strategies. In the research, the researcher will identify and explain those sources based on the students' answer in interview.

2.1.1.4 The Procedures of Error Analysis

The procedures of error analysis is very necessary and important. Without procedure, analyzes error will not correct and clear. Therefore, the researcher needs to know about the procedures of error analysis. There are some procedure of error analysis which come from some linguistics experts. According to Corder (1974) in Ellis (1994: 48), there are some steps in error analysis research, they are:

- 1) Collecting of sample of learner language.
- 2) Identification of errors
- 3) Description of errors
- 4) Explanation of errors
- 5) Evaluation of errors

Similarly, there are many kinds of procedures in error analysis proposes by Gass and Selinker (2008:103) that consists of six steps:

- 1) *Collect data*. Although this is typically done with written data, oral data can also serve as a base.
- 2) *Identify errors*. What is the error (e.g., incorrect sequence of tenses, wrong verb form, singular verb form with plural subject)?
- 3) *Classify errors*. Is it an error of agreement? Is it an error of irregular verbs?
- 4) *Quantify errors*. How many errors of agreement occur? How many irregular verb form errors occur?
- 5) *Analyze source*. The researcher analyzes the source of errors based on the findings. Why the students made errors?
- 6) *Remediate*. Based on the kind and frequency of an error type, pedagogical intervention is carried out.

Regarding to those opinions above, the researcher takes a conclusion by adopting this procedures use in conducting the research as Corder (1981:45) says that the practical aspect of error analysis is its function in guiding the remedial action that we must take to correct an unsatisfactory states of affairs for learner or teacher. It is suggests to all teachers to adopt it in order to examine the progress of second language learning as follows:

- 1) Collecting the sample of the students' language.

The first step of analyzing errors is collection of sample. In this step, the researcher must decide a number of students which is being sample for the research. Then, they will be given regular examination in order to get data.

- 2) Identifying Errors

In this step, In this step the researcher must identify error from data collection. For identifying error, the researcher must compare the sentence that was produce by students to the correct sentence in the target language.

- 3) Describing Errors

After identifying errors, the next step is description of errors. In this step, all errors that have been identify, then they would be classify into the types of errors. There are four descriptions of errors such as : Omission, Addition, Missordering and Misformation.

- 4) Explaining Errors

This explanation concerns on the ources of errors. From example above, the researcher may consider that the student above does an error in using – ed (regular verb) instead of using irregular verb whether because of interlingual transfer/overgeneralization, ignorance of the rule restriction, incomplete application of rules, or false concept.

- 5) Evaluating Errors

In this step, the researcher must decide the criteria of errors which will be corrects because some errors can be considered more serious than other. The aim of evaluating errors is to distinct which errors will be corrected so the learner, which make an error, will not be stress of getting correction.

2.1.2 Writing

2.1.2.1 Definition of Writing

Writing is one of an important language skill to express the idea without sound. Practice is necessity in writing. Learning to write does not come naturally at the same way as learning to speak. It involves many language skill, knowledge and concepts. Before learning to write a writer must understand the definition of writing. In this part the writer quotes some definition of writing. According to Rizki Ananda (2014:83) Writing is a process constituting planning, drafting, revising and editing. Thus to write well, people need to go through several stages to produce a well-developed piece of writing.

It is supported by Robinson and Modrey (1986, p. xi) in Rizki Ananda (2014:83) say, "writing is a process. Writing is not an activity accomplished in one setting". Writing is a complex activity. Writing is a difficult subject, especially for students. Mila Arizah, Tri Molly Ramadhona (2019:119) states that writing is the expression of language in the form of letters, symbols, or words.

According to Jackson (2005) cited in Wijayanti (2016) stated that writing is the physical act of committing words or ideas to some medium. Writing should be mastered by the students in order to make them share their ideas correctly and understandable.

Starting at the theories above, it can be taken a conclusion that writing is a communicating ideas and information, form of writing such as a tracing a character on paper, symbols, number, or word and sentences. Therefore, the writer make the reader easy understanding the content from paragraph and the purpose of the text was make by the writer.

2.1.2.2 Writing Process

In writing process, one writer follows the sequence of some activities in order to achieve well-organize or writing. According to Diani Syahputri and Siti Masita (2018:16-17) there are five main elements in writing process:

a. Prewriting

Hall (2001:15), prewriting is freely exploring topics, choosing a topic, and beginning to gather and organize details before you write. Oshima and Hogue (2007:16), prewriting is a way to get ideas. In this step, you choose a topic and collect ideas to explain the topic.

b. Drafting/Organizing

Hall (2001:15), drafting is getting your ideas down on paper in roughly the format you intend. Oshima and Hongue (2007:17), the writing process is to organize the ideas into a simple outline. The writer of our models wrote a sentence that named a topic and told the main idea. Below the first sentence, he listed the two main ideas and any other words and phrases from the list that gave more information about them.

c. Revising

Hall (2001:15), revising is correcting any major errors and improving writing's form and content. Oshima and Hongue (2007:18), the writer attacked the bis issues of content and organization.

d. Editing and Proofreading

Hall (2001:15), editing and proofreading is polishing the writing and fixing errors in grammar, spelling, and mechanics. They you develop good proofreading skills, each writing chapter offers a specific focus. Look at your draft with this suggested topic in mind.

e. Publishing and Presenting

Hall (2001:15), Publishing and Presenting is sharing your writing. The writing process gives you an overview of the strategies and techniques that are available to you as part of the writing process.

To sum up, the processes of writing include some steps such as prewriting where the writer choose a topic and collect ideas, drafting where the writer must use the idea that he or she generate in the planning as a guide, editing where the writer checks all the components of his/her writing, publishing will teach you strategies suited to specific forms of writing.

2.1.2.3 Elements of Writing

According to Diani Syahputri and Siti Masita (2018:17) a good writing must express good characteristic as follows:

1. Grammar

Grammar is employment of grammatical form and syntactic pattern. It means that sentence is another aspect that should be considered.

2. Form (organization)

Form means the organization of the content. We should clarify our idea and make it clear. So, the reader can deduce some organization well. Organization means there is a communication between the reader and the writer.

3. Mechanic

Mechanic is the use of the graphic convention of the language we have to pay attention the use of the punctuation and applying of the word of sentence. Function is very determiners whiter the writer can clear for the reader.

4. Vocabulary

Vocabulary is the most important aspect in teaching a language mastery vocabulary. It means that, we can explore our idea and effect it in writing.

2.1.2.4 Types of Writing

According to Huy in Journal (2015:54), there are some classifications of writing as follows:

1) Exposition

Exposition is one of four rhetorical modes of discourse, along with argumentation, description and narration. Exposition is used for speech. The purpose of exposition is to provide some background and inform the readers about the plot, character, setting and theme of the essay, story or motion picture.

2) Argumentation

Argumentation is the interdisciplinary study of how humans should, can, and do reach conclusions through logical reasoning that is claims based, soundly or not, on premises. Argumentation text refers to the arts and sciences of civil debate, dialogue, conversation, and persuasion. It study rule of inference, logic and procedural rules in both artificial and real world setting.

3) Description

Description is one of four rhetorical modes (also known as modes of discourse). It is also the fiction writing mode for transmitting a mental image or the particulars of a story. Description text gives the expansion or more information of an object.

4) Narration

Narration is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). Narration recounts events, perhaps leaving some occurrences out because they are from some perspective insignificant, and perhaps emphasizing others. Narration thus shapes history (the scene of events, the story of what happened).

2.1.3 Defenition of Noun

According to ¹⁹Hornby (2000: 791) in Hidayat (2013) explaining that noun or nominal is a word used to name or identify any of a class of things, people, places or ideas, or a particular one of these. ²This means noun is the important part to make a good descriptive writing for the students. It is needed the students to arrange their idea be a paragraph of sentences.

¹⁹Frank (1972:6) in Hidayat (2013) state that :“The noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentences. ²Noun itself, rarely used as a single word in sentence, but it is usually modified by other part of speech, such as adjectives, adverbs, nouns, or verbs.

¹⁹In addition, it my function as the” head” word in many structures of modification. Radford, (1993) in Adebileje (2016) state that the noun or pronoun is therefore regarded as the HEAD of the noun phrase”.

2.1.4 Definition of Phrase

A phrase is any group of related words that, unlike a sentence, has no subject-predicate combination. The words in a phrase act together so that the phrase itself functions as a single part of speech. According to Elson and Pickett (1963: 73) in Junaid (2018:318) a phrase is a unit ¹⁰composed of two or more words potentially, which does not have the characteristic of a clause. According to Cook (1969: 65), a phrase is a unit of grammar, a construction in which the constituent is a potential sentence base, and in which the constituent are the subject, predicate, object, and adjunct that combine to form the base; and a sentence.

In addition, Cook (1968: 39) states that a phrase is a grammatical unit, a construction in which constitute is any utterance with final intonation contour, and the constituents are the clauses, connecting particles, and intonation patterns.

English has some prominently phrase, they are :

a. Noun Phrase (NP)

Noun Phrase is group of word (two or more words) which is ended by a noun that becomes central idea. In this phrase, the headword was a noun.

Examples: I give my brother an apple.

The book on the table is yours

b. Verb Phrase (VP)

Verb phrase is an annexation of two or more word that can explain the other verb or can give new explanation. In this phrase, the verb became the headword.

Examples: He is writing a letter.

He is fishing in the beach.

c. Adjective Phrase (Adj P)

Adjective phrase is group of word which consists of two or more words that have an adjective as a headword. The adjective phrase give explain the subject.

Examples: She was more beautiful today.

He is very smart in the class.

d. Adverbial Phrase (Adv P)

Adverbial phrase is group of word that is organized by three or more words where the adverb as head word. Just like the other phrase that had a headword. The headword in this phrase was adverb.

Examples: My mother is cooking in the kitchen.

My brother is swimming on the beach.

e. Preposition Phrase (Prep P)

Preposition phrase is two or more words that are arranged in combination word with that preposition as a head word.

Examples: I usually take a walk in the afternoon.

I always eat breakfast in the morning before I go to school.

f. Infinitive Phrase (Infinitive P)

Infinitive phrase is phrase that the head word is an infinitive.

Examples: To save some fruits in the refrigerator is good. To make students success in their study is the teacher purpose.

g. Gerundive Phrase (GP)

Gerundive phrase is phrase that the gerund as a head word.

Examples: Swimming in the beach is not easy.

Walking around in the park every morning is my habit.

h. Participle Phrase (Par P)

Participle phrase is phrase that is organized by participle together with other word (such as: preposition, adverb, adjective, noun).

Examples: The dress put on the table is for her.

I put her cloth in the cupboard.

2.1.4.1 Defenition of Noun Phrase

As previously mentioned that researcher conducted research on noun phrase. Noun phrase are a crucial part of natural language. They convey much of the content in a sentence and are therefore vitally important when parsing. Noun and noun phrase are also particularly productive, and interpreting the new vocabulary that is constantly introduced to the language is a difficult task. According to Junaid (2018:318) noun phrase is a word group with noun as its head. A noun phrase may consist of determiner which has functions as the modifiers and a noun which is the head groups; a man, the students, his book, their father, one book, many students, that book. A noun phrase may also consist of determiner, an adjective, or a noun as modifier, and a noun as a head; a clever student, the young man, the good character, the table's leg, many diligent workers, the good island, the pretty woman, some intelligent person.

In addition, Pradnyan Ibad (2014:3) state that noun phrase is a phrase which has the main focus as noun or pronoun, yet a single word can be categorized as noun phrase if the category of that word is noun or pronoun. Here are some examples of noun phrase: the man, someone sitting beside me, my lovely book, he, I, etc.

2.1.4.2 Elements of Noun Phrase

According to lecch, on a book by the title English Grammar For Today. The structure of noun phrase has three elements, they are:

a. The head of a noun phrase are:

- 1) A noun, e.g : the doll, school, wall, car, dog, dear Margaret
- 2) A pronoun, e.g : herself, him, his, my, our
- 3) An Adjective, e.g : lazy, red, smart
- 4) An Enumerator, e.g : all fifteen
- 5) Genitive Phrase, e.g : john's

b. The Pre-Modifiers of a Noun Phrase are :

- 1) Determiner, e.g : this morning, what a girl
- 2) Enumerator, e.g : two eggs, the third man
- 3) Adjective, e.g : red shoes, older music
- 4) Noun, e.g : a garden fence, a gold ring
- 5) Genitive phrase, e.g : Feed"s whisky, someone else"s problem
- 6) Adverb, e.g : quite a noise

c. The Post-Modifier of noun phrase are :

- 1) Preposition, e.g : the best day of my life
- 2) Relative Phrase, e.g : a quantity which admire
- 3) Adverb, e.g : the girl upstairs
- 4) Adjective, e.g : Something nasty in the woodshed

2.1.4.3 ⁶ Function of 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

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

e. Subject complement

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

f. Object complement

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

2.1.5 Descriptive Text

2.1.5.1 Definition of Descriptive Text

Descriptive text is the text that describes the features of someone, something, or a certain place. According to Sita Ratnaningsih, Azizah (2019:177) descriptive is text that tells in detail about all things of something clearly. Addition to Sofyan the generic structures of descriptive text:

a. Identification:

identifies or introduction of phenomenon to be describe. It means when escribe something sudents explain based on the situation in general. The general condition of the topic is like: president, animal, city, etc.

b. Description:

describe features to order of importance, there are: parts/thing (physical appearance), qualities (degree of beauty, excellence, or worth/value), and other characteristic (prominent aspect that are unique). It means a description contain an important picture or photo or words which give detail of physic appearance like big body, thin, tall, medium, short, etc. Meanwhile qualities are good girl, pretty, polite, wise, strong, gentle, etc. unique in here means differ with another.

Diani Syahputri and Siti Masita (2018:18) states that generic structure of descriptive text includes:

- a. General classification : contains the identification of matter / a will describe.
- b. Description : contains the explanation / description of the thing / person to mention a few properties.
- c. Language Features : the use of adjective and compound adjectives, using the simple present.

2.1.5.2 Kinds of Descriptive Text

Descriptive text is text writing about the way persons, animals, place, or things appear. So, it normally took on four forms, they are:

- a. Description of a Person
- b. Description of an Animal
- c. Description of a place
- d. Description of a Thing or an Object

1 The example of Descriptive Text

My Beloved Mother

Every people certainly have a mother. It is because people are born from her. The existence of her among us is definitely important. That is why I love her so much. I owe great debt to what she has been doing to me until right now. And here is my mother.

My mother's name is khodijah. She was born 49 years ago. She is short, but not too short. She is little fat. And she is old. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person.

She never stops to support me. She always tells me to not give up so easily. She always gives me some fine solutions when I have some problems. The importance of her is never denied. That is why I never reject her willing.

2.1.6 The Latest Related Research

There are some the latest related research to this research. The researches are explained below. Firstly, FERDIANSYAH (2020) who searched about “An Error Analysis of Using Noun Phrase in Writing Descriptive Text at the First Semester of the Eight Grade Students at SMPN 2 Bandar Mataram Lampung Tengah in the Academic Year 2019/2020”, which focused on the students’ writing skill errors in the study on the problem the types of linguistic category taxonomy in Using Noun Phrases especially The Head, Pre-modifiers and Post-modifiers in Descriptive Text.

Secondly, Neti Inayati (2016) who searched about “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 ”. Focused in the students’ errors were classified into three categories. Those were head errors, premodifier errors and postmodifiers errors.

Thirdly, Resky Amaliah (2020), who searched about “Error on the Use of Noun Phrase Made by the Eleventh Grade of Madrasah Aliyah Bontomarannu”. The focus was find out students' mistakes from English noun phrases using the post modifier in writing English texts made by eleventh grade students.

2.2 The Conceptual Framework

In this research, the researcher choose SMP Negeri 3 Hiliserangkai. Focuses on writing, the students face some problems in order to increase their ability in writing descriptive. In particular, the students are not able to compose the descriptive writing well as well as the students are lack of understanding about noun phrase. So, to identify the lack of the students, the researcher conduct the qualitative research which aims to collect, arrange and interpret the data. The researcher focus the research to analyze to students' error of students' descriptive writing.

To find the students' erros, the researcher conducts the qualitative research. Errors analysis is the way to identify the students' error as reference for the teacher in order to take a decision about material and strategy use to teach the students in order to minimize the students' error. In the research, the researcher use two kinds of instruments. The first, test descriptive writing in order to identify the students' error that make by two students and the second interviewin order to identify the sources of error made by the students. After the researcher collect the data, the researcher analyze it through some steps namely identification of data, description of data, explanation of data, and evaluation of data. After these steps, the result was describe and interpret. In brief description, it is seen on the conceptual framework as follows:



Picture 1.1 : The Conceptual Framework of the Research

CHAPTER III

RESEARCH METHODS

In this research, the researcher will conduct descriptive qualitative method. Descriptive Analysis deals with describing a phenomena that how we think something is. Mimansha and Nitin (2019:49-50) say : Descriptive Research: As the name itself indicates, this research deals with description. It includes different data collection like survey method and fact-finding techniques. The main character of this research is that, the researcher does not have control over the variables. He should describe what has happened and what is happening.

According to Waliman (2011:10), Descriptive Research deals with describing a phenomena that how we think something is. It attempts to examine the situations in order to describe the norm.

As well as, Cahtryne and Amanda (2018:16) add that “Qualitative research is an interpretative approach, which attempts to gain insight into the specific meanings and behaviours experienced in a certain social phenomena through the subjective experiences of the participants”. Quantitative methods use a highly objective, systematic approach and work with numerical data. Conversely, qualitative methods use descriptions and categories (words) to study human experiences and realities from the subject’s perspective. In a qualitative research, the researcher tends to prior in accurate explanation to analyze and present what have been found.

3.1 Research Approach and Type

The approach uses by the researcher to conduct the research is inductive approach with the aim of finding the meaning that originates the facts with an approach to make observation, recording all facts holistically scientific with the observation problem.

Futhermore, there are two types of instruments use in the research. First, the researcher gives a test to the students to make a descriptive text. From this, the researcher know the errors make by students in descriptive writing focusing in using noun phrase. The second, the researcher conduct the interview to the English teacher as well as the students in getting the deeper information about the sources of errors made by the students.

3.2 The Setting of the Research

The setting of the research is SMP Negeri 3 Hiliserangkai, the location in Ehosakhozi village, Hiliserangkai Subdistric, Nias Regency. The researcher chooses this location because of the minimum completion criteria that has been decided by the school can not be achieves by most students. So, the researcher intend to search what causes of such problem in that school.

3.3 Research Data and Informant

In this research, the researcher conduct the descriptive qualitative method, qualitative method relies on text and image data. According to Hatch (2002:53), the qualitative data for the study are video tapes of classroom activity, participation observation, field notes, notes from informal interviews, transcripts of formal taped interviews, and unobtrusive data such as school records, reports, program descriptions, material from children's cumulative folders, photographs, and teacher and student-made artifacts. In other words, the data and informant are selected purposefully that will help the researcher to understand the problem and the research focus that have been formulated.

So, the data sources are descriptive text writing by the students and also the transcripts of formal interview of the English teacher and students and it is complete by photos. The researcher chooses class VIII A as the informant of the research because it is suggested by the English teacher because most of the students make error in using noun phrase in descriptive text writing.

3.4 Procedures of Collecting Data

⁴ In collecting the data, the researcher will use the test of descriptive writing and interview. Creswell (2014:239) states that the data collection of qualitative research consists of some procedures as follows : identify the purposefully selection sites or individuals for the propose study, a related topic would be the number of sites and participants to be involve in your study, indicate the types of data to be collect, collecting information through unstructure or semi structured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information. Regarding to the theory above, the researcher follows this procedures. The researcher identified the informant of the research namely Class VIII A of SMP Negeri 3 Hiliserangkai, the types of data that should be collected a descriptive writing and transcripts of interview, ⁴ as well as the researcher collected the data through test of descriptive writing and interview.

Therefore, in collecting descriptive writing, the researcher prepares the blueprint of test descriptive writing. Then, the researcher gives the blank paper to the students and give time to the students to write a descriptive text based on the provide blueprint. After collecting students' descriptive writing, the researcher analyzes it in order to get the types of errors. Then, the researcher conduct the interview to the students in obtaining the reason why the students make errors in using noun phrase of descriptive text based on the questions list prepared by the researcher.

3.5 Technique of Analyzing Data

⁴ The technique of data analysis used by the researcher in the research is qualitative analysis technique which function is to describe and interpret the result of qualitative data.

In analyzing the data, the researcher has follows some procedures based on the theory of Corder (1974) in Ellis (1994: 48), as follows :

- a). Identification of errors, it requires the determination of elements in the sample of the students' writing which deviate from the target in some way.
- b). Description of errors, it involves specifying how the forms by the students differ from the target form. The errors are specifying in some classifications such as omission, addition, misformation, misordering.
- c). Explanation of errors, it analyzes the cause of errors make by the students by considering the description of errors.
- d). Evaluation, it involves the analysis of what effect the error has, on whoever is being addresses and making possible correction.

The similar concept of analysing the data states Gass and Selinker (2008:103) that consists of six steps:

- a) Collect data. Although this is typically done with written data, oral data can also serve as a base.
- b) Identify errors. What is the error (e.g., incorrect sequence of tenses, wrong verb form, singular verb form with plural subject)?
- c) Classify errors. Is it an error of agreement? Is it an error in irregular verbs?
- d) Quantify errors. How many errors of agreement occur? How many irregular verb form errors occur?
- e) Analyze source. See later discussion.
- f) Remediate. Based on the kind and frequency of an error type, pedagogical intervention is carried out.

Thus, the researcher adopts those steps according to Corder started from identification of error, description of error, explanation of error and evaluation of error. In combining the data from both instruments test and interview, for the first, the researcher explains the errors made by the students as the result from the test.

As well as, the researcher explains and classifies the causes of errors made by the students in writing descriptive based on the data from interview work. Thus, by comparing and integrating each other, the researcher made the conclusion through interpretation.

3.6 Checking the Validity of Data and Research Findings

As the definition of validity is determine the accuracy of result and intend data. Validity is one of the strengths of qualitative research and is based on determining whether the findings are accurate from the standpoint of the researcher, the participant, or the readers of an account (Creswell, 2014:225). In checking the validity and research findings, the researcher use four criterions as follows :

a. Credibility

According to Holloway and Wheeler in Anney (2014:276), credibility is define as the confidence that can be place in the truth of the research findings. It establishes whether the research findings represent possible information drawn from the participants' original data and is a correct interpretation of the participants' original view. In the research, the researcher use triangulation method by integrating three data sources namely test of descriptive writing, the result of teacher's interview and students' interview as well as it is complete by photos.

b. Transferability

Transferability refers to the degree to which the result of qualitative research can be transfer to other contexts with other respondents, it is the interpretive equivalent of generalizability. According to Bitsch in Anney (2014:276) in tranferability, the researcher facilitates the transferability judgment by a potential user through thick description and purposeful sampling. In other words, when the researcher provides a detail, clear, sistematic description of the research, so it will encourage the readers for deciding the application of that research to other contexts as well as it facilitates the tranferability of the research

c. Dependability

According to Bitsch in Anney (2014:278), dependability refers to stability of finding over time, it involves the participants evaluating the findings and the interpretation and recommendations of the study to make sure that they are all support by the data received from the informant of the research.

In addition, checking dependability can be done by auditing the process of the research by independent or adviser. The researcher has to show all the process of the research activities in the field and the obtain data to the adviser.

d. Confirmability

Confirmability refers to the degree to which the results of an inquiry could be confirms or corroborat by other researchers (Baxter and Eyles in Anney (2014:279). Confirmability is concerned with establishing that the data and interpretations of the findings are not figments of the inquirer's imagination, but are clearly derived from the data. The result is obtain from the process.

3.7 Procedures of the Research

In conducting the research, the researcher has conduct some procedures to obtain the result as follows :

- a. The researcher asked permission to the principal of SMP Negeri 3 Hiliserangkai to do the research.
- b. The researcher decided the informant and the number of informant of the research.
- c. The researcher made the schedule with the English teacher of SMP Negeri 3 Hiliserangkai to conducted the test.
- d. The researcher come to school and aligns with the English teacher submitting the test to the students.
- e. The researcher made collaborate with the English teacher of SMP Negeri 3 Hiliserangkai and then interview with the teacher and students of SMP Negeri 3 Hiliserangkai.
- f. The researcher analyzed the data and classified them.
- g. The researcher made the conclusion based on the data of the research.

CHAPTER IV

RESULT AND DISCUSSION

4.1 Research Findings

The setting of the research is SMP Negeri 3 Hiliserangkai, the located in Ehosakhozi village, Hiliserangkai Subdistric, Nias Regency. The school is beside the main road , the environment is clean and well-maintained. The school has classrooms, a teacher's room , an adminisrative room and comfortable library for learning . The school only consists of six classes, namely grades A and B staring from grades seven to nine . The school has staff nd honorary teachers of 10 employees and 10 honorary people. School achievement ever obtained is OSN at the district level won 2nd place in the mathematics subject, LCC at the sub-district level won 2nd place.

Based on the research design, the researcher had conducted the test to the students in answering the first focus of the research. Before the researcher going to the subject of the research, the researcher validated the test with the internal validators, they are the researcher's lecturer (Sir.Afore Tahir hrefa, S.Pd.,M.Hum) and English teacher (Mrs. Nikmat Wedika Dohona, S.Pd and Juli Yarman Gea, Sp.d). They are considered as the experienced validators because they teach English frequently. After the validators agreed the test, the reseacher came to the field and took the data from the informants. In order to get the data of the types of the students error in using noun phrase, the researcher asked the students to write a descriptive text.

4.1.1 Result of the test

In doing the test, the researcher collaborated with the validator and English teacher of that school as well as observed the students during writing descriptive text. The test was conducted on Saturday, 28 October 2022.

After collecting the students worksheets, the researcher conducted an analysis of the students descriptive text based on the procedures of error analysis namely identification of the errors (the researcher identified of the error made by the students), description of errors (the researcher classified the errors into four categories : Omission, Addition, Misformation, Misordering), explanation of errors (the researcher explained the errors of what causes of such errors) and evaluation of errors (the researcher evaluated the errors and made possible correction of error itself). After analysing the students descriptive text, then the researcher counted the errors by using the table and calculated the number of types of error. Next, the researcher processed the calculation of the result in percentage.

Table 1.1
The Recapitulation of the Students Error in Using Noun Phrase of Descriptive Text

NO.	NAME	TYPES OF ERROR				FREQUENCY
		OM	AD	MF	MR	
1.	Student 1	2	-	3	-	5
2.	Student 2	3	1	1	-	5
3.	Student 3	1	1	1	-	3
4.	Student 4	2	2	2	-	6
5.	Student 5	2	-	1	-	3
6.	Student 6	2	-	1	-	3
7.	Student 7	2	2	2	-	6
8.	Student 8	1	1	1	-	3
9.	Student 9	3	1	1	-	5
10.	Student 10	2	-	3	-	5
11.	Student 11	2	-	3	-	5
12.	Student 12	2	-	3	-	5
13.	Student 13	3	1	1	-	5
14.	Student 14	3	1	1	-	5
15.	Student 15	2	-	1	-	3
16.	Student 16	2	2	2	-	6
17.	Student 17	2	-	1	-	3
18.	Student 18	2	2	2	-	4
SUM		40	14	29	-	80

17
Percentage of Students Errors :

a. Omission

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

$$P = \frac{40}{80} \times 100\%$$

$$P = 50\%$$

b. Addition

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

$$P = \frac{14}{80} \times 100\%$$

$$P = 17\%$$

c. Misformation

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

$$P = \frac{29}{80} \times 100\%$$

$$P = 36\%$$

d. Misordering

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

$$P = \frac{0}{94} \times 100\%$$

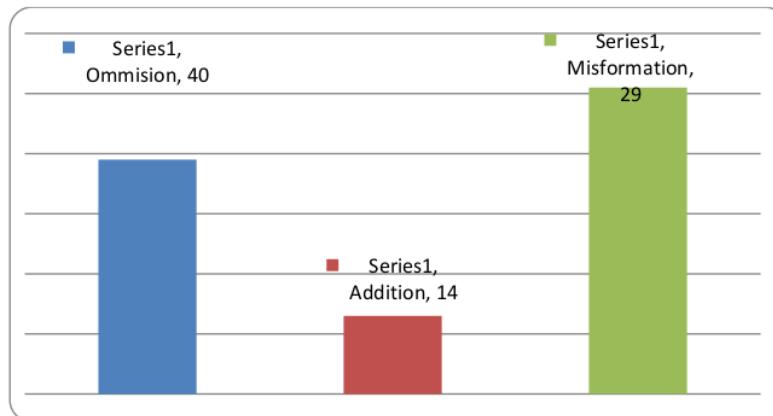
$$P = 0\%$$

17

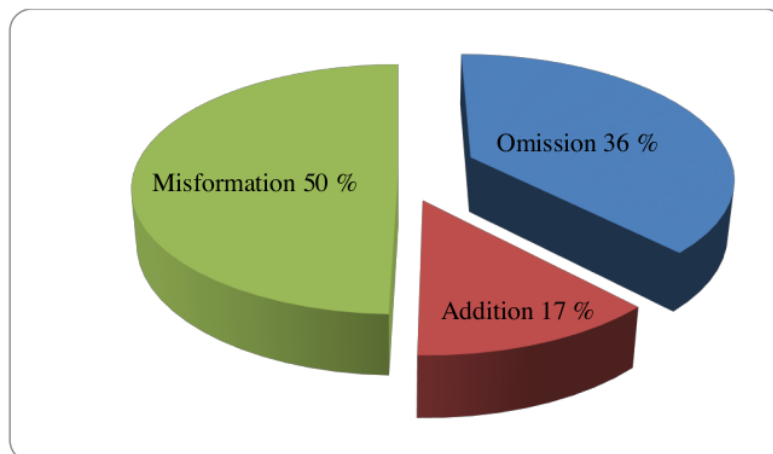
Based on the table of the students errors, it can be stated that:

1. The errors of omission are 14 on percentage 50%
2. The errors of addition are 14 on percentage 17%
3. The errors of misformation are 29 on percentage 36%
4. The errors of misordering are 0 on percentage 0%

The research findings can be draw through the charts as follows :



Picture 1.2 The Frequency of Students Error



Picture 1.3 The Percentage of Students Error

4.1.2 The Analysis and Explanation of the Types of Error

After presenting the result of analysis of the students' error, the researcher formulated the sequence of types of errors on its high frequency and low frequency. It can be seen from the table below.

Table 1.2

The Sequence of the Number of Students and the Frequency of Students' Error in Using Noun Phrase

NO.	TYPES OF ERROR	NUMBER OF STUDENTS	FREQUENCY OF ERROR
1.	MISFORMATION	18	(50%)
2.	OMISSION	18	(36%)
3.	ADDITION	10	(17%)
4.	MISORDERING	-	-

Regarding to the sequence of the number of students and the frequency of students' error in using noun phrase, it was explained as follows.

1) Omission

Based on the theory of omission, errors occur when an element of the sentence that could be presented is omitted or learners make an incomplete. The analysis of the students' descriptive text showed that there were 18 students had ever made error in omission with the total error was 40 or 36%. Omission error was claimed as the second error that most students made.

Omission is the error of leaving out an item that is required for an utterance to be considered grammatical. For example “ *I have Teacher favorite*”, the sentence leaves out an article “a” The sentence should be “*I have a Teacher favorite*”. Next example is “*She beautiful, diligent, and smart*”. The sentence should be “*She is beautiful, diligent, and smart*”

Those examples were the kinds of error made by the students in omission type. Those error happened because of the lack of students’ comprehension in forming noun phrase and also the students had been effected by Indonesia language where the students translated their sentence without considering about the rules.

2) Addition

In addition error, there were 10 students had ever made error with the total of frequency error was 14 or 17 %. Addition errors are the opposite of omissions. It is characterized by the presence of an item which should not appears in a well-formed utterance. For example, the student wrote “*Miss Nikmat is I Teacher English*”. In the sentence “**I**” was considered as unnecessary because “**I**” should not be used in form of the sentence, should be “*Miss Nikmat is English Teacher*”. Those error happened because of the lack of students comprehension in forming noun phrase, the researcher had found that the students wrote unnecessary words that should not appear in well form noun phrase.

3) Misformation

Based on the table above, the researcher found that most of the students made error in misformation. There were 18 students made error with the total error was 29 or 50 %. Misformation are characterized by the use or selection of the wrong words. For example, the student wrote “*Learning English with she is fun*” the sentence should be “*Learning English with her is fun*”. Next example “*Miss Dohona is very person good*” the sentence should be “*Miss Dohona is very good person*”. Those error happened because of the lack the students in forming noun phrase especially pronoun.

4) Misordering

Errors of misordering are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. It happened because the students put some elements or words in wrong place. Error of misordering refers to the sentences where the words written correctly but wrongly sequenced.

Based on research conducted in the field, researchers have not obtained data or student errors in misordering based on an analysis of the test results given to students.

4.1.3 The Result of Interview

In the research, the researcher had conducted two times interview to get the deep information about the students' error and the factors of the students' error. After analysing the students' error in using noun phrase that had been found, the researcher conducted the interview to the English teacher, and the second interview was done on 10 November 2022 to the students'.

The researcher interviewed the English teacher to explore the information about the students' condition in learning English especially the students' ability and problems in using noun phrase of descriptive text. The researcher asked some questions to the English teacher related to the students' error in using noun phrase. Based on the interview, the English teacher stated that there were some kinds of errors made by the students in using noun phrase. Among others ; Students do not master the correct grammar structure, students do not master vocabulary much, students translate using the writing structure of Indonesian into English.

Furthermore the researcher analyzed it and classified it into four categories based on the factors of errors theory namely Interlingual, Intralingual, Context of Learning and Communication Strategies. The researcher counted and made the recapitulation of the factors of errors by using the table.

Table 1.3

The Recapitulation of the Factors of the Students' Errors in Using Noun Phrase of Descriptive Text

NO.	NAME	SOURCE OF ERROR			
		Interlingual	Intralingual	Context of Learning	Communication Strategies
1.	Student 1	1	2	-	-
2.	Student 2	2	2	-	-
3.	Student 3	1	2	-	1
4.	Student 4	2	1	-	1
5.	Student 5	2	2	-	1
6.	Student 6	1	1	-	-
7.	Student 7	2	2	-	1
8.	Student 8	2	3	-	-
9.	Student 9	1	1	-	-
10.	Student 10	1	1	-	-
11.	Student 11	-	2	-	1
12.	Student 12	2	1	1	-
13.	Student 13	1	1	-	1
14.	Student 14	2	2	1	-
15.	Student 15	2	-	1	-
16.	Student 16	1	2	-	-
17.	Student 17	1	2	-	-
18.	Student 18	1	2	-	1
SUM		24	29	3	7
TOTAL OF SOURCE		63			

Percentage of the sources of Students' Errors :

a. Interlingual

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

$P =$

$$\frac{24}{63} \times 100\%$$

$$P = 38 \%$$

b. Intralingual

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

$P =$

$$\frac{29}{63} \times 100\%$$

$$P = 46\%$$

c. Context of Learning

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

$P =$

$$\frac{3}{63} \times 100\%$$

$$P = 4 \%$$

d. Communication Strategies

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

$P =$

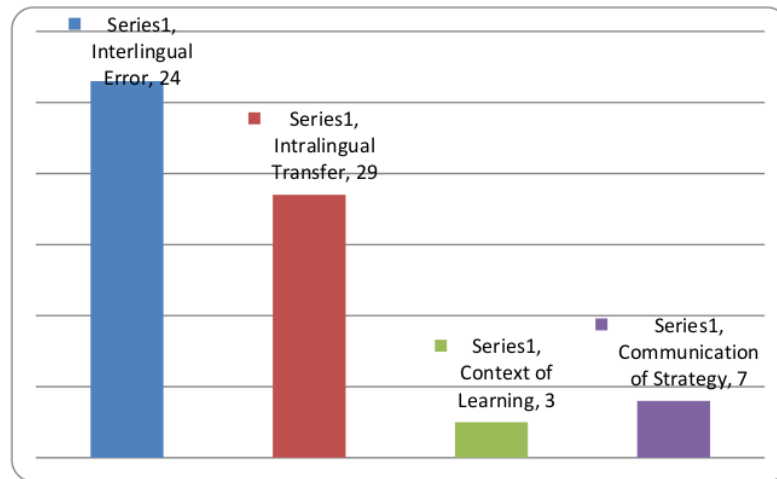
$$\frac{7}{63} \times 100\%$$

$$P = 11 \%$$

Based on the table of the students' errors, it can be stated that :

1. The source of errors of interlingual are 24 on percentage 38 %.
2. The source of errors of intralingual are 29 on percentage 46 %.
3. The source of errors of context of learning are 3 on percentage 4 %.
4. The source of errors of communication strategies are 7 on percentage 11%

The research findings are drawn through the charts as follows :



Picture 1.4 : The Frequency of the Source of Students' Error

4.1.4 The Analysis and Explanation of the Factors of Error

In conducting the research of the analysis of students error in using noun phrase it is important also to explain the factors of errors that the students make in descriptive writing. Most of the factors of errors can be identified through the identification stage based on analysis of the students answer in interview activity.

In the research, the researcher had recapitulated the sequence of the factors of the students errors based on the students answer in interview sheet and it had been classified into four categories of source itself namely interlingual and intralingual. It can be seen in the table below.

Table 1.4
The Sequence of the factors of the Students Error in Using
Noun phrase

NO.	SOURCES OF ERROR	NUMBER OF STUDENTS	FREQUENCY OF SOURCES
1.	INTERLINGUAL	17	(38 %)
2.	INTRALINGUAL	17	(46 %)
3.	COMMUNICATION STRATEGIES	15	(4 %)
4.	CONTEXT OF LEARNING	11	(11%)

Regarding to the table, the factors of errors in using noun phrase explained as follows.

1) Interlingual

The result showed that interlingual was the source that effected the students to make error in using noun phrase. Example, “*Miss dohona is a very person good*”, the correct text should be “*Miss donona is a good person*” There were 17 students had said that they were mainly effected by interlingual with the frequency of source was 24 or 38 %. The students descriptive writing was the result of translation of the first language, the students forgot some form of noun phrase, etc. Due to those reasons, it can be concluded that the errors that had been made by the effected by Indonesia language, the students first language as had been defined as interlingual source.

2) Intralingual

Intralingual source was the source that effected most the students made error in using noun phrase in writing descriptive text. The research findings showed that there were 17 students said that the errors were mainly effected by intralingual with the frequency was 29 or 46 %.

Researcher found many kinds of reasons depended on the questions that were directed to the students. There are several reasons why students make errors proposed by students such as: a) students do not know the word that should be used in the correct sentence. b) students still do not understand the use form of noun phrase. c) some students said they did not know at all about the use of noun phrase. The reason is considered as an intralingual factor because students lack knowledge or limited experience of the target language.

Regarding to the explanation above, the reality of the factors of students error was in line with the theories. Consequently, the students made errors in their writing.

7 3) Context of Learning

The lowest source of error is the learning context where the number of errors is 5 students said that the errors were mainly effected by context of learning with the frequency of 5 or 4%. The students said that the error occurred because that was how the teacher taught them and translated the sentences according to the dictionary.

4) Communication Strategy

Number of errors is 7 students with the frequency of 7 or 11%.
7
Communication strategy related to the students' learning style, the students made a strategy to comprehend the material easily. They try to explore a way in delivering their intended message in writing based on their version. Unfortunately, their strategy leads them to produce the error.

4.2 Discussion

4.2.1 The Common Response of the Research's Problem

Regarding the focuses of the research that have been stated by the researcher in chapter 1 namely the types of the students error and the factors of the students error especially in using noun phrase in writing descriptive text have been successfully found and answered by the research findings. Based on the analysis of research findings, the researcher had classified the types of the students error, they are omission type is the most error made by the students in using noun phrase where the frequency and percentage of error is 40 or 36 %, addition with the frequency of error is 14 or 17 %, misformation with the frequency of error is 29 or 50% and misordering with the frequency of error is 0 or 0%. Beside that, to find the source of such errors, the researcher also had classified the students answer through interview sheet. It was found that interlingual source is the most factors of students error with the frequency is 24 or 38%, intralingual with the frequency is 29 or 46%.

4.2.2 The Research Findings versus the Latest Related Researches

The focus of the latest related researches differed with the focus of the research where all latest related researches just focused in finding the type of the students error in using noun phrase while the research focused on the type and also the factors of error. In other words, those latest related researches just investigated the frequency of omission, misformation, addition and misordering error made by the students with no special concern of its source. These sequence of result frequency of error types depended on the students competence and ability of the students in writing descriptive text.

4.2.3 The Research Findings Implication

The research findings showed that error analysis has the significant towards the analysis of the students error and factors of errors in using noun phrase in wrting descriptive text. For the students, by conducting the research, it shows the students about errors that they have made, so they are able to minimize misunderstanding about the use of noun phrase in descriptive text.

4.2.4 The Analysis of Research Findings Limitation

In conducting the research, the researcher had some limitations as follows.

- a. The researcher as a beginner realizes that there are many weaknesses in doing the research.
- b. Lack of students' comprehension in constructing their descriptive text.

CHAPTER V

CONCLUSIONS AND RECOMMENDATION

5.1 Conclusions

Based on the data analyzed for previous chapter the researcher showed that the most dominant errors made by the students of writing descriptive text are misformation with the number of errors is 29 or 50%, Omission with the number of error is 40 or 36%, addition with the number of error is 14 or 17% and misordering with the number of error is 0%.

The research findings also indicate that the major factors of error made by the students in using noun phrase is Interlingual with the frequency of source is 24 or 38 %, the Second source is Intralingual with the frequency of source is 29 or 46%. The third is Communication Strategy with the frequency of error is 3 or 4% and the last is Context of Learning with the frequency of source is 7 or 11%.

Those error happened because of the lack of students' comprehension in forming noun phrase and the students had been effected by Indonesia language where the students translated their sentence without considering about the rules.

5.2 Recommendation

The research gives some recommendations to the English teacher and next researchers. For the English teacher, the English teacher has to make the students aware of their mistakes by correcting them so the students can learn from their mistakes.

The teacher should improve their teaching method by using effective teaching technique to make the students understand the material better and reduce the errors in their sentence. The researcher also expects the next researchers to conduct the same research to find out the types of errors and its sources in using noun phrase in the future by making this research as the reference on the same field. The next researcher are also expected to be able to cover the limitation about this research as well as the researcher hopes that the next researchers can prepare everything as good as possible in doing research and can follow up this research.

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