



**ERROR ANALYSIS ON THE USE OF NOUN
PHRASES**

**A Case of Year Eight Students of MTs Assaid Blado, Batang in
the Academic Year of 2009/2010**

A Final Project

Submitted in a partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan* in English

by

Wisnu Aji Dharma
2201403638

PERPUSTAKAAN
UNNES

**FACULTY OF LANGUAGES AND ARTS
SEMARANG STATE UNIVERSITY**

2010

DECLARATION

I declared that my final project entitled “ERROR ANALYSIS ON THE USE OF NOUN PHRASES BY STUDENTS OF MTs. ASSA’ID BLADO :A Case of Year Eight Students of MTs Assaid Blado, Batang in the Academic Year of 2009/2010” is the result of my own research except as cited in the references and that no part has been plagiarized without citations.



APPROVAL

Board of Examination of the English Departement of the Faculty of Languages and Arts of Semarang State University approved this final project on 19th August 2010.

Board of Examination

1. Chairperson
Drs. Dewa Made Kartadinata, M.Pd.
NIP. 1951111819841001
2. Secretary
Dr. Dwi Anggani Linggar B., M.Pd.
NIP. 195901141989012001
3. First Examiner
Drs. Suprpto, M.Hum.
NIP. 195311291982031002
4. Second Examiner/Second Advisor
Drs. Amir Sisbiyanto, M.Hum.
NIP. 195407281983031002
5. Third Examiner/First Advisor
Dr. Abdurrachman Faridi, M.Pd.
NIP. 195301121990021001

Approved by

Dean of the Faculty of Languages and Arts

Prof. Dr. Rustono, M.Hum.

NIP. 195801271983031003



To My beloved father and mother

ACKNOWLEDGEMENTS

In the name of Allah, The Beneficent, The Merciful. All praises be to Allah, the Lord of the worlds, who has given the health and strength to the writer in completing this final project. May Allah's peace and blessing be upon His final Prophet and Messenger, Muhammad, his family and his companions.

This final project is presented to the English Department of Languages and Arts Faculty, Semarang State University as a partial fulfillment of the requirements for the degree of *Sarjana Pendidikan* in English.

Alhamdulillah, the writer has finished this final project. Absolutely it is not only an effort by himself alone, there are many "hands" help him. In this opportunity, the writer would like to express his gratitude and to present great honor to:

1. Dr. Abdul Faridi, M.Pd., his first advisor, who has given his time, support, guidance, kindness, contributions, and patience in correcting and helping him in finishing this final project.
2. Drs. Amir Sisbiyanto, M.Hum., his second advisor, for his patience in giving guidance and supports for the finalization of the study.
3. All lecturers of the English Department who have taught him, for giving new knowledge and for giving gorgeous study experiences.
4. H.M. Amin AW., BA., as the principal of MTs. Assa'id Blado who has permitted him for conducting the research in school.
5. All teachers and the students at MTs. Assa'id Blado for helping the writer to do this research.
6. The most special persons in his life, his beloved "Mum" and "Dad" who have given their support during his study.
7. His wife.....
8. To any other persons who can not be mentioned one by one to any contribution to the writer during finishing his study.

Finally, yet importantly, the writer realizes that his final project still has some weakness and mistakes. Thus, he would be grateful to accept any suggestion and correction from anyone for the better writing.

Semarang, August 2010

The writer



ABSTRACT

This final project mainly aims at identifying the main error and finding out the causes or sources of the errors on noun phrases in descriptive writing faced by Year Eight Students of MTs Assaid Blado, Batang in the Academic Year of 2009/2010. This study 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 grammatical structures.

The population of this study was the eighth year students of MTs. Assa'id Blado in the academic year of 2009/2010 which consisted of three classes; they were VIIIA, VIIIB, and VIIC. The total number of the population was 122 students; out of which 30 students were chosen as the samples. Cluster proportional random sampling was used to collect the data because the population consisted of several groups and the samples were taken proportionally to represent each of the groups, so that they were all well represented. The samples were taken 24,59 % (25 %) from every class to collect the data.

The instrument the writer used is a written test consisting of an outline in writing a descriptive text. The students' errors in using noun phrases in their descriptive writing were classified and they were also counted to find out the dominant errors.

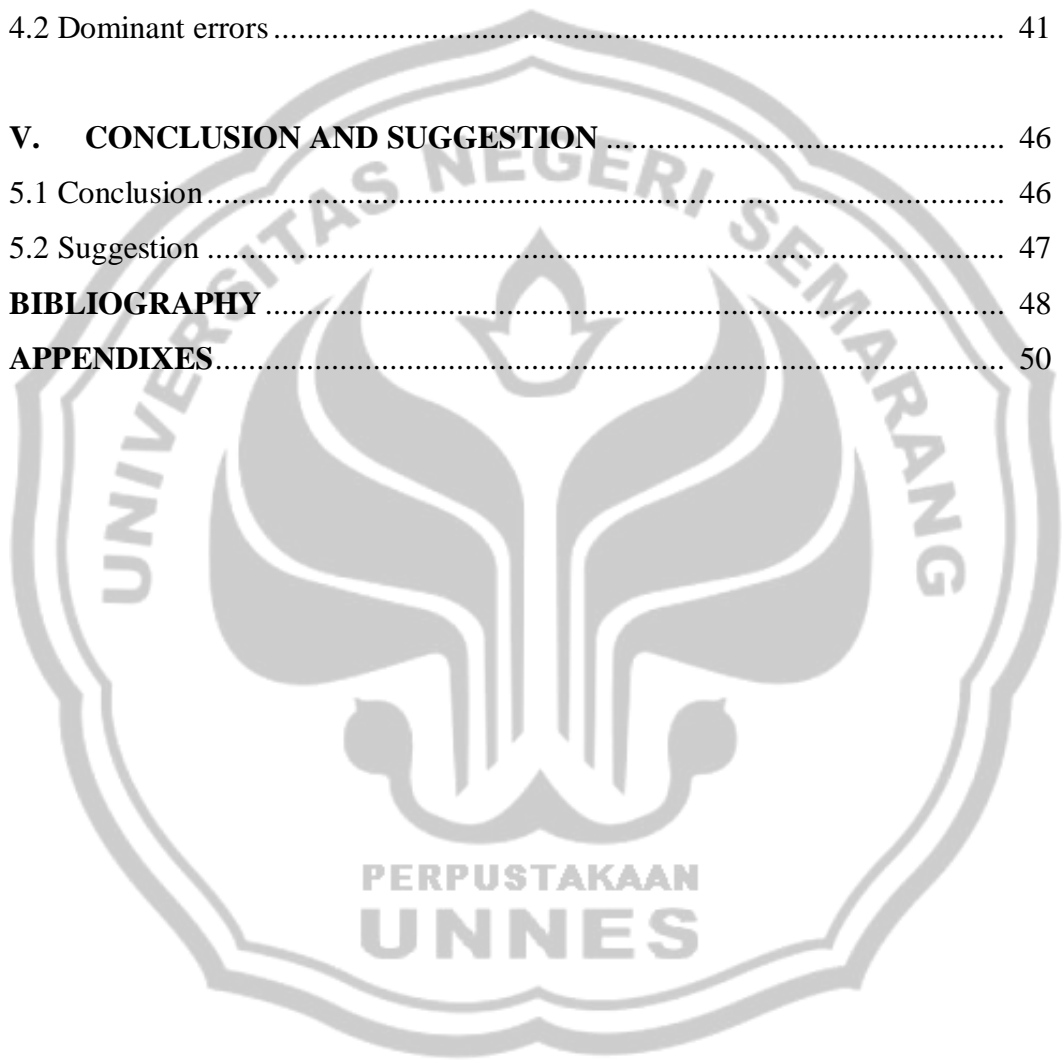
The students' errors were classified into three categories. Those were *head* errors, *premodifier* errors, and *postmodifier* errors. *Head* errors are errors related to wrong placement of head of noun phrases and wrong form of *noun*. While for *premodifier* errors, the writer divided them into 3 types of errors. Those were; *determiner* errors, *enumerator* errors and *adjective* errors. And the other kinds of error are errors related to postmodifier that divided into *prepositional phrase* errors and *relative clause* errors. The numbers of those errors in percentage were as follows: *head* errors 17,07%, *premodifier* errors 43,59%, and *postmodifier* errors 39,34%.

It is concluded that the dominant errors lies on the use of *premodifier* on noun phrases in their descriptive writing. In relation to this, it is suggested that the eighth year students of MTs. Assa'id Blado should be given intensive exercises on *premodifier* on noun phrases in their writing. It is quite necessary for the eighth year students and the teacher of MTs. Assa'id Blado to be informed about the results of this study, so that they can improve their teaching learning process.

TABLE OF CONTENTS

DECLARATION	ii
APPROVAL	iii
DEDICATION.....	iv
PREFACE	v
ABSTRACT	vii
TABLE OF CONTENTS	viii
LIST OF APPENDIXES.....	x
LIST OF TABLES.....	xi
CHAPTER	
I. INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Reasons for Choosing the Topic.....	4
1.3 Statement of the Problem	5
1.4 Objectives of the Study	5
1.5 Limitation of the Study	5
1.6 Significance of the Study	5
1.7 Outline of the Study	6
II. REVIEW OF RELATED LITERATURE.....	8
2.1 Review of Previous Study	8
2.2 Review of Related Theories	10
2.3 Framework of Analysis	28
III. METHODS OF INVESTIGATION.....	30
3.1 Subject of the Research.....	30
3.2 Population.....	31
3.3 Sampling.....	31
3.4 Instruments	32

3.5 Logical validity	33
3.6 Method of gathering the Data	34
3.7 Analyzing the Data.....	34
IV. DATA ANALYSIS	36
4.1 Identifying the Errors	36
4.2 Dominant errors	41
V. CONCLUSION AND SUGGESTION	46
5.1 Conclusion	46
5.2 Suggestion	47
BIBLIOGRAPHY	48
APPENDIXES.....	50



LIST OF APPENDIXES

1. Instrument for Collecting the Data	50
2. Outline	51



LIST OF TABLES

Table 1: The Total Number of use of <i>head</i> , <i>premodifier</i> and <i>postmodifier</i>	42
Table 2: The Proportion of Correct and Incorrect	43
Table 3: The number of each type of errors	43
Table 4: The Proportions of Errors of Three Categories for the Errors analysis	44
Table 5: The Degree of Dominance of the Proportion of Errors.....	44



CHAPTER I

INTRODUCTION

This chapter consists of the following sub-chapters: background of the study, reason for choosing the topic, statements of the problem objectives of the study, limitation of the study, significance of the study and outline of the study.

1.1 Background of the Study

As human being people need a means of communication to express feeling, thought, and desires, which is called language. People use language to be able to communicate with others properly in many fields and many places. In a wider scope, English functions as a means of international communication among the nations all over the world. One of the languages which are most widely spoken in the world is English.

Ramelan (1992:2–3) states “English as international language is used to communicate, to strengthen, and to fasten relationship among all countries in the world in all fields, for example: in tourism, business, science, and technology, etc. Considering the importance of English, people from various non-English speaking countries including Indonesia learn English.

Many educational experts and the society do many efforts to make the teaching of English better and better. They also consider the urgent role of English in the world’s communication. To keep up with the world’s communication, Indonesian government has made a significant step in the English teaching by

renewing the 1994 curriculum into 2004 Competency-Based Curriculum and updated by School-based Curriculum called 'Kurikulum Tingkat Satuan Pendidikan' (Educational Unit Level Curriculum). This new curriculum enables students to have a better way and materials in studying English.

In the Educational Unit Level Curriculum, English teaching at year 8 of Junior High School (SMP/MTs.) covers four basic language skills; they are listening, speaking, reading, and writing.

According to *Standar Isi* of "Badan Standar Nasional Pendidikan", Writing skill at year eight of Junior High School consists of competency standard (*Standar Kompetensi*) : to reveal the meaning of the functional text and simple short essay in form of descriptive, narrative and recount text to interact with the environment; and two basic competencies (*Kompetensi Dasar*). They are: to express the meaning of the short simple functional text using written language in accurate, fluently and acceptable to interact with the environment; and to Reveal the meaning and rhetorical of short simple essay using written language in accurate, fluently and acceptable to interact with the environment in the form of descriptive, narrative and recount text. (KTSP: 2006: 287)

According to the statement above, the teaching of English at Junior High School aims at developing the four language skills: listening, speaking, reading, and writing using the correct structure. Those basic skills are integrally taught because the main goal of teaching English is that students are able to develop their communicative skills in both written and spoken English. In addition, the language components – structure, vocabulary, spelling and pronunciation – are not

separately taught. They are to support the development of those competency standards.

On the other hand, it is difficult for Indonesian to use correct structure in English. This is mostly because the students are influenced by their mother tongue on the acquisition of the new structure.

One of the students' difficulties at dealing with the grammar is the use of noun, particularly noun phrases in descriptive writing. Making sentences using noun phrases is not so easy for the students of junior high school level. They often find difficulties in placing and choosing correct determiner. The students often write "All both girls" instead of writing "Both girls" or write "Three my sisters" instead of writing "My three sisters". If the descriptive writer makes an error in noun phrase, it means that he/she is not careful enough in making his/her text vivid and detailed. Consequently, the readers cannot exactly catch what he/she means. The example above indicates that some Indonesian students often find difficulty in using determiner in noun phrase.

Therefore, through descriptive writing, the writer would like to minimize the students' learning problem, to know the students' achievements and their difficulties in learning noun phrases. As stated by Wishon and Burks (1980:379) that "Descriptive writing is used to create a visual image of people, places, even units of times of day or seasons." So, by making short descriptive text the students have to describe what they know.

Writing a short text will make students really enjoy the writing class. As learners know more about the language, many errors will disappear. Nevertheless,

teachers have a duty to help learners in recognizing their errors. As a matter of fact, many teachers ignore the importance of repeating the correct pattern they taught for the entire class. As a result, many students continue making structural errors. Hopefully, by writing short descriptive text will help students in using noun phrase correctly.

1.2 Reasons for Choosing the Topic

It is quite important for the foreign language teacher to realize that the learners' errors are parts of the processes of constructing a new language. In fact, most of the errors that the Indonesian learners often make are caused by the poor mastery of the language skills (listening, reading, writing, and speaking) and language components like structure, vocabulary, and phonology. So, if the students make errors in writing descriptive text, the teachers are able to find the difficulty of the students and trace the causes of errors.

Many Junior High School students have little enthusiasm in English writing class. By writing description about object, people, or place, hopefully the students will be enthusiastic in the writing class. In addition, by identifying the students' errors of noun phrase in descriptive writing, the writer believes that the teachers will be able to improve the students' writing skill. And also the teachers can improve their teaching about descriptive writing.

1.3 Statements of the Problem

The problems which are discussed in this analysis can be stated as follows:

1. What are the errors of noun phrases in descriptive writing which are made by the 8th year students of MTs. Assaid Blado?
2. What are the dominant errors of noun phrases in descriptive writing made by the 8th year students of MTs. Assaid Blado?

1.4 Objectives of the Study

The objectives of the study can be stated as follows:

1. To find out the various kinds of errors of noun phrase in descriptive writing which are made by the students of MTs. Assaid Blado
2. To discover the dominant errors of noun phrase in descriptive writing made by the 8th year students of MTs. Assaid Blado.

1.5 Limitation of the Study

This study is limited to the analysis of noun phrases in descriptive writing. This study applies only to the eighth year students of MTs. Assaid Blado in the academic year 2009/20010.

1.6 Significance of the Study

The results of this study are expected to give contributions would be useful to provide input to:

1. **English teachers of Junior High School**

The result of this study is to give a guideline for the teachers of English to improve students' knowledge of noun phrases. The teachers can anticipate specific problems when they teach common cases of the sentence pattern of noun phrases for the eighth year students of junior high school.

2. Junior High School students

It is important for the students to realize their mistakes after they have been given an explanation and then tested with simple tests of writing a descriptive text by using noun phrases. The answers will be discussed together with the students; therefore, they will not make the second mistakes. By the end of the study, the students will have used noun phrases correctly by writing a short descriptive text about things, places, and people.

3. Research

To enrich the intellectual literatures and expected to be additional references for further research.

1.7 Outline of the Study

This thesis consists of five chapters: chapter I, the introduction, consists of general background of the study, reasons for choosing the topic, statement of the problem, objective of the study, limitation of the study, significance of the study and outline of the study.

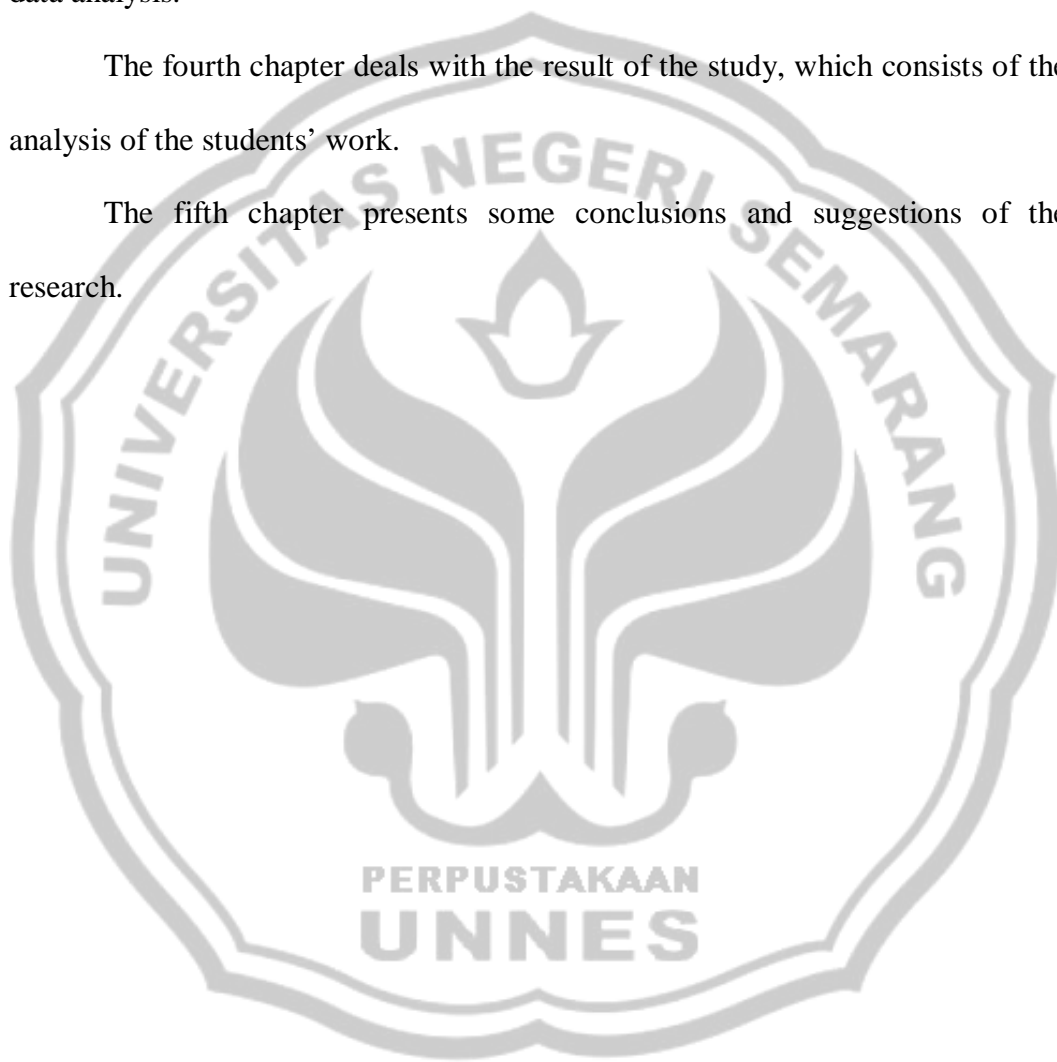
Chapter II is about review of related literature which consists of three subchapters. In the first subchapter the writer presents review of previous study,

second subchapter is review of related theories, and in third subchapter the writer talks framework of analysis.

The third chapter is concerned with methods of investigation the population, sample, method of collecting the data, the instrument, and method of data analysis.

The fourth chapter deals with the result of the study, which consists of the analysis of the students' work.

The fifth chapter presents some conclusions and suggestions of the research.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter there will be general ideas of the concepts underlying this study. The ideas are divided into the following sub-chapters: review of the previous study, review of related theories, and framework of analysis.

2.1 Review of Previous Study

This sub-chapter reviews previous study made by other researchers related to topic discussed. The understanding of previous study will be helpful in comprehending the next discussion.

2.1.1 Error Analysis

In the field of error analysis, there have been a number of studies conducted by several researchers. One of such study was conducted by Artin Feriana Arjati (2007). This research was a final project submitted to English Department of the Faculty of Languages and Arts of Semarang State University. The researcher conducted a study entitled: AN ERROR ANALYSIS ON THE USE OF GERUND AMONG THE FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF UNNES IN THE ACADEMIC YEAR OF 2006/2007. This study determined the main error and finding out the causes or sources of the errors in using gerunds. Based on this study, errors on the use of

gerunds were still made by most students of the fourth semester of the English Department of UNNES in the academic year of 2006/2007.

The next study in this topic was conducted by Wasis Tri Puspita (2007) entitled: AN ANALYSIS OF STUDENTS' ERRORS IN PRONOUNCING ENGLISH VOWELS (A CASE STUDY OF THE ELEVENTH GRADE OF SMA N 1 SIGALUH BANJARNEGARA IN THE ACADEMIC YEAR 2006/2007). This researcher analyzed students' errors in pronouncing English vowels. The result of the study showed that the students are considered "Excellent" in pronouncing English vowels according to Best's criterion. The total percentage of various errors in pronouncing English vowel is 23.33% from the total pronunciation 990.

Another research was conducted by Toni Haryanto (2007) entitled: GRAMMATICAL ERROR ANALYSIS IN STUDENTS' RECOUNT TEXTS (THE CASE OF THE TWELFTH YEAR STUDENTS OF SMA N 1 SLAWI IN THE ACADEMIC YEAR OF 2006/2007). This researcher described the grammatical errors on recount texts. In his study, he used the qualitative approach of which the data were obtained from the students' recount text writing. He found that the students made 235 grammatical errors which were classified into 153 errors in producing verbal groups, 3 errors in subject-verb agreement, 10 errors in the use of article, 30 errors in the use of preposition, 12 errors in pluralization, 23 errors in the use of pronoun, 4 errors in the use of conjunction. From the result the researcher concluded that the possible causes of errors are overgeneralization, and interference.

2.1.2 Descriptive Writing

One of the study in descriptive writing was conducted by Ngatno Utomo (2006) entitled: AN ERROR ANALYSIS ON SIMPLE PRESENT TENSE IN DESCRIPTIVE WRITING MADE BY THE EIGHTH YEAR STUDENTS OF SLTP N 2 UNGARAN IN THE ACADEMIC YEAR 2005/2006. This study analyzed students' difficulties in using simple present tense in descriptive writing and finding out the dominant errors because the students often find difficulties in using this kind of tense especially in descriptive writing. It is concluded that the dominant errors lies on the use of non-be verb in their descriptive writing.

The next researcher working on the same field was Ima Natria (2007). She write a final project entitled: STUDENTS' ERRORS IN USING SIMPLE PRESENT TENSE IN WRITING DESCRIPTIVE TEXTS, THE CASE OF THE EIGHTH YEAR STUDENTS OF SMP N 2 BREBES IN THE ACADEMIC YEAR OF 2006/2007. This study also examined students' errors in using simple present tense in descriptive text. Based on this research, it is concluded that the dominant errors lies on the omission of suffix *-s/-es* from the verb of third person singular subjects in the students' descriptive texts whose proportion of the errors is 24.65%.

2.2 Review of Related Theories

This sub-chapter presents several background of the theories underlying this study. The peresented theory are those that are directly related to the topic being studied. Since the study deals with error analysis of on the use of noun

phrases by the students of Junior High School. Thus, error analysis, noun phrase, descriptive writing, and English teaching at Junior High School are used as the basis theory.

2.2.1 Error Analysis

Learning foreign language (English) is not the same as learning the first language or mother tongue. Learning mother tongue or first language is not influenced by other language but it is different for students who are learning English. The process of learning is influenced by their mother tongue as their first language and it causes an error and mistake in learning. It is very normal and unavoidable to happen what mentioned during the learning process, as William Ancker (2000:21) said: current theories of how we learn languages recognize that habit formation is only one part of the process. Therefore, to achieve English acquisition, the students must get through some errors first, and then they can learn from their own errors.

According to The Oxford Thesaurus Dictionary (2006:485) error means mistake, inaccuracy, fault, flaw, blunder, slip, gaffe, sin, transgression, trespass, offence, indiscretion, wrongdoing, misconduct, iniquity, evil, wickedness, and flagitiousness.

Douglas Brown (2000:170) stated that errors as a noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of the learner. Learner of language has different competences of level in learning English and automatically that has involved different cause of error. On the other hand, Jeremy Harmer (1983:35) said error is the result of incorrect

rule learning; language has been stored in the brain incorrectly. That error may happen in teaching and learning process, may be it is caused by the teacher, they have the lack of grammar competences in English teaching or by students who have different understanding or wrong perception then they save on the brain for long time and improve in their English grammar.

When we talk about error, we may also think about mistake. Although error and mistake have same meaning in general, they are not exactly the same; it is crucial to make distinction between error and mistake and most of people still misunderstand about the definition of both.

To be more classified between error and mistake, Hubbard (1983:134) stated errors caused by lack of knowledge about the target language (English) or by incorrect hypotheses about it; and mistakes caused by temporary lapses of memory, confusion, slips of the tongue and so on.

Another way to differentiate between error and mistake is if the learners can correct themselves, it is probably mistake, but if they cannot, it is an error.

The fact that learners do make errors and that these errors can be observed, analyzed and classified to reveal something or the system operating within the learner, led to a surge of study of learners' errors called *errors analysis*. Hubbard (1983:152)

Error analysis is the study of kind and quantity of error that occurs, particularly in the fields of applied mathematics (particularly numerical analysis), applied linguistics and statistics. (http://en.wikipedia.org/wiki/Error_analysis)

Error analysis also known as a methodology for dealing with which can be observed, analyzed, and classified to uncover and reveal the incidence, nature, causes, and consequences of unsuccessful language learning for the learners. As stated by James (1987: 7) that error analysis is a methodology for dealing with data rather than a theory of acquisition. The data can be obtained by conducting a test with the students as the respondents. Meanwhile Brown (1980: 166) says that error analysis is a fact that learners do make errors and that these errors can be observed, analyzed, and classified something of the system operating within the learners. The purpose is to uncover some problem faced by the students.

By conducting error analysis, hopefully the students' error can be eliminated. So, the students' capability in English is improved significantly and the teachers' teaching is improving as well.

2.2.2 General Concepts of Noun Phrase

Like words, phrases can be classified partly by their external function and partly by their internal form. By 'form', here, we mean the way the structure of the phrase is made up of words and other constituents. Typically, in a phrase composed of head and modifiers, pre-modifiers tend to be single words and post-modifiers tend to be phrases or clauses. Although the genitive phrase is an important exception, the structure of the NP illustrates this tendency.

2.2.2.1 The noun phrase (NP)

A noun phrase (abbreviated NP) is a phrase whose head is a noun or a pronoun, optionally accompanied by a modifier set.

A noun phrase can be defined as a phrase that may occur within one single word or phrase with a noun as a head. In fact, some noun phrases do not consist of the noun at all, for example, *the rich* (Langacker, 1972: 194). In general, a noun phrase in English is composed potentially of three parts; a head, pre-modification and post modification. The head of the noun is obligatory; it is a minimal requirement for the occurrence of a noun phrase. The other two parts, a pre-modification and post-modification are optional (Jackson, 1982: 66).

The most common head of a noun phrases is a noun. However, according to Baker, the simplest noun phrase is a pronoun that is able to build itself up as the noun phrase (Baker, 1989:113). Besides, a noun phrase may consist of a noun itself without any other elements (bare noun phrase), for example, *books*. Bare noun phrases are possible for mass and plural nouns (Baker, 1989:123). The occurrence of a pronoun or proper noun and of a bare noun phrase is counted as a **minimal noun phrase**.

A pre-modification is the element of a noun phrase that occurs before or precedes the head of the noun phrase. A pre-modification consists of a number of word classes in a specific order: an identifier-numeral/quantifier-adjective and noun modifier (Jackson, 1982: 67). The identifier includes articles; definite (*the*) and indefinite (*a, an*) articles and genitives such as *his, her*. The next pre-modification is a numeral and quantifier. The numeral that may occur with the noun phrase is an ordinal or cardinal number; the occurrence of **the ordinal number** in a noun phrase, *her first step* may be combined with other elements for example *the first few hours*. **The cardinal number**, *two days* and *one bottle* may

occur with an ordinal number, for example: *the **second five** days*, even though their occurrence is rare (Jackson, 1982: 67). Their function in a noun phrase is commonly as **an attribute**. Whereas, quantifiers are *some, many, several, much, no, few, little, all, every, each, most* and *any*, they occur as **specifiers** in noun phrases. In addition, the quantifiers may be the head of a noun phrase when it occurs in a partitive noun phrase construction, for example *some of the problems*; *some* is the head while *of the problems* is a complement (Baker, 1989: 129). The third pre-modification is an adjective phrase, for example *a **big** house*. Next, a verb phrase is also a pre-modification of the noun for example *two well-planned aggressions and a ringing bell*. The last pre-modification is a noun modifier. The noun's function is to modify a head noun. It can be a **complement** or an **attribute** of the noun for example *the **mathematics** students* and *wool scarf* (Jackson, 1982: 67-68).

The last part of a noun phrase is a post-modification (Jackson, 1982: 69). They are a clause, prepositional phrase, adverb phrase and adjective phrase. Their function in the occurrence of the noun phrases is as **a complement** or **an adjunct**.

The first type of a post modifier is a clause. It is the part of a noun phrase that refers back to a head whether to complete the meaning (as a complement) or to give detailed information about and specify the head (as an adjunct). This is the example, *the man who I saw yesterday*. The relative clause, *who I saw yesterday*, refers to the person identified by the word *man* as the head of the noun phrase (Jackson, 1982: 69).

Next, a prepositional phrase always occurs as a post modifier of the noun phrase which functions as a complement or an adjunct. In the noun phrase, *the man after me*, the head is *man*, the determiner is *the* and the post modifier is the prepositional phrase, *after me* (Jackson, 1982: 70).

An adverb phrase is also a post modifier of the noun phrase. It occurs to give information about time, for example, *the morning after* and place, for example, *in the room above* (Jackson, 1982: 69).

A rarely occurring post modifier is an adjective phrase. It usually appears as a post modifier if the head is a pronoun, for example, *somebody strange*. The adjective phrase normally does not function as a post modifier except several phrases derived from French such as *blood royal* and *heir apparent* (Jackson, 1982: 69). Besides, the adjective phrase can occupy as the post modifier if it is branched (Dwijatmoko, 2002: 16).

2.2.2.2 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 sometime adjective. Whereas modifiers consist of two modifiers, they are pre-modifier 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 of 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).

2.2.2.3 The Function of Noun Phrase

In the clause, NPs act as subject (*S*), as object (*O*), or as complement (*C*) :

(1) [^S_{NP} (*The house*)^P (*was*)^C (*quite empty*)]. NP = *S*

(2) [^S (*We*)^P (*have bought*)^O_{NP} (*the house*)]. NP = *O*

(3) [^S (*This*)^P (*must be*)^C_{NP} (*the house*)]. NP = *C*

Some kinds of NPs (e.g. some NPs of time) can act as adverbials (*A*) :

(4) [^S (*We*)^P (*walked*)^A_{NP} (*five miles*)^A_{NP} (*last week*)] NP = *A*

2.2.2.4 The Elements of the Noun Phrases

As other types of phrases, a noun phrase may also have five phrase elements. They are a head, complement, attribute, adjunct and specifier. They have certain functions in their occurrences within noun phrases which will be explained in the following section.

- a.* A **complement** is semantically needed by a head to accomplish the meaning of the head. The absence of a complement in certain words will cause the ill-formed construction of language. A complement is **a sister of the noun (head) and a daughter of the N-bar** (Radford, 1988: 202).
- b.* An **attribute** belongs to a pre-modifier (Radford, 1988: 196). It gives specific information about the head. In other words, it gives the characteristics of the head. According to Radford, the attributes are **both a sister and daughter of**

N-bar. Attributes can be recursively stacked. There are four types of phrases that can be attributes. They are an adjective phrase; *a strange neighbor*, a noun phrase; *the cotton shirt*, an adverb phrase; *the above explanation*, and a verb phrase; *the recently chosen leaders*. From the last example, it is clear that a head may take more than one type of phrase as attributes. Besides, it is very possible if the head occurs with more than one phrase of the same type of phrase as its attributes, for example: *an old oriental house*.

- c. An adjunct* belongs to a post-modifier. They give additional information about a head. An adjunct is **both a daughter and sister of N-bar** (Radford, 1988: 176-177). There are five types of phrases occurring as the adjuncts of the head; a prepositional phrase, verb phrase, adverb phrase, adjective phrase, a clause and the clause introduced by nothing; *the accident John caused will be investigated* (Baker, 1989: 235).
- d. A specifier*, in English, according to Radford (1988: 229), is used to denote a grammatical function. The elements that occur with the noun phrase are different types of phrases; a verb phrase, adjective phrase, adverb phrase and prepositional phrase. Their occurrence performs certain functions as a part of the noun phrase. That is the reason why the theory of the other phrases is needed.

2.2.2.5 The Structure of Noun Phrase

The structures of NPs are very diverse, but the chief elements are these:

- a. The HEAD of an NP* may be:

(i) **a noun** : (the ^H doll), (dear ^H Margaret), etc.

- (ii) **a pronoun** : (^H *it*), (^H *herself*), (^H *everyone* (in the street)), etc.
- (iii) (less usually) an **adjective** (the ^H *absurd*), an **enumerator** (all ^H *fifteen*), or a **genitive phrase** (^H (*John's*)).

b. The PREMODIFIERS of an NP may be :

- (i) **Determiners** : (^M *this* morning), (^M what ^M a girl), etc.
- (ii) **Enumerators** : (^M two eggs), (the ^M third man), etc.
- (iii) **Adjectives** : (^M red shoes), (^M older music), etc.
- (iv) **Nouns** : (a ^M garden fence), (a ^M gold ring), (^M London pubs), etc.
- (v) **Genitive phrases** : (^M (*Fred's*) whisky), (^M (*someone else's*) problems), etc.
- (vi) **Adverbs** (in initial position): (^M *quite* a noise).

c. The POSTMODIFIERS of an NP may be :

- (i) **Prepositional phrases** : (the best day ^M *PP* (of my life)).
- (ii) **Relative clauses** : (a quality ^M [*which I admire*])).
- (iii) Various other types of modifier, including **Adverbs** (the girl ^M *Adv* *upstairs*), **Adjectives** (Something ^M *Adj* *nasty* (in the woodshed)), **Noun Phrases** in apposition (the bandicoot, ^M *NP* (*a tiny marsupial*)), and other types of clause.

2.2.2.6 Pronouns (pn) and determiners (d)

Pronouns and determiners are two closed word classes in the NP which have similar subdivisions :

a. PRONOUNS function as H

- (i) Personal pronoun : *I, we, you, he, she, it, they, me, us, them, myself, yourself, himself, herself, etc.*
- (ii) Demonstrative pronouns : *this, that, these, those.*
- (iii) Quantifier pronouns :
 - (a) General : *all, some, any, none, several, etc.*
 - (b) Compound : *everybody, someone, anything, nobody, etc.*
 - (c) Gradable : *many, much, more, most, few, fewer, little, least, etc.*
- (iv) *Wh-* pronouns : *who, whom, whose, what, which, whichever, etc.*

b. DETERMINERS function as M

- (i) Articles : *the, a / an*
- (ii) Demonstrative determiners : **same as pronouns.**
- (iii) Quantifier determiners :
 - (a) General : *all, some, any, no, every, etc.*
 - (b) Gradable : **same as pronouns.**
 - (c) *Wh-* Determiners : *what, which, whatever, whichever .*

2.2.2.7 Summary of Noun Phrase Construction

Based on several definitions and the explanations of Noun Phrase construction it can be concluded that Noun Phrase is any group of words which consists of Head and Modifier. Head in Noun Phrase Construction consists of Adjective, and Noun it self. Modifier in noun Phrase Construction is divided into two kinds of modifier. They are Pre-modifier and Post-modifier. Pre-modifier consist of Determiner, Adjective, V-ing, V-ed and noun itself. Post-modifier

consists of Adjective, Adverb, Prepositional Phrase, Infinitive Clause, -ing Participle Clause, -ed Participle Clause, Relative Clause and Clause introduced by Temporal Conjunction.

2.2.3 General Concepts of Descriptive Writing

The writer chooses descriptive writing because it paints a colorful piece of a person, place, thing, or idea using concrete and also vivid details. Furthermore, Wishon and Burks (1980:379) say that "descriptive writing reproduces the way things look, smell, taste, or sound; or it may also evoke moods, such as happiness, loneliness or fear."

In line with Wishon and Burks, Callaghan (1988:138) also says "A descriptive writing creates a clear and vivid impression of person, things, and place."

Wishon and Burks (1980:128) say that in a descriptive writing a writer is required to give his/her readers a detailed vivid picture of a person, place, scene, object, or anything. A description is a drawing in words. The aim of description is to help the readers "see" the objects, persons, and sensations which are presented.

According to the statements above, I can conclude that a descriptive writing should be concrete and detailed, so the readers know and understand what the writer is telling about.

Abilene (2004; 7) describes some principles in descriptive writing. First, a descriptive writing has one, clear dominant impression. If someone is describing snowfall, for example, it is important for him/her to decide and to let his/her

readers know if it is threatening or lovely; in order to have one dominant impression it cannot be both. The dominant impression guides the author's selection of detail and is thereby made clear to the reader in the thesis sentences. The second one, a descriptive writing can be objective or subjective, giving the author a wide choice of tone, diction, and attitude. For instance, an objective description of one's dog would mention such facts as height, weight, color, and so forth. A subjective description would include the above details, but also stress the author's feeling toward the dog, as well as its personality, and habits. Then the last, the purpose of a purely descriptive writing is to involve the reader enough so he or she can actually visualize the things being described. Therefore, it is important to use specific and concrete details.

To guide the students in a descriptive writing, Gerot and Wignell (1994:208) gave the generic structure of descriptive writing, they are:

- (1) **Identification** : identifies phenomenon to be described.
- (2) **Description** : describes parts, qualities, characteristics.

Then, the significant lexico-grammatical features of descriptive writing are focus on specific Participants, use of attributive and identifying processes, frequent use of Epithets and classifiers in nominal groups, and use of noun phrases. (Gerot and Wignell, 1994:128)

In describing the object, the author may use imaginative language, interesting comparisons, and images that appeal to the senses to make the reader easily form the object being described. However, we should be careful in choosing words and then placing them correctly. Basically most of the words in

descriptive writing are determiners, adjectives, and adverbials. In short, determining words, sentences, structure, and organization is very important to make the audience aware of descriptive writing purpose. Then, Guth (1961:20-23) gave these three elements below that we should be aware of choosing the right words in writing a descriptive paragraph:

(1) Specific words

The words we use in descriptive writing should be specified because they will make the writer's idea definitely concern with their shape and function for the reader; therefore, it will be more accurate and economical. They will also be easier for the reader to communicate and understand the main point of the story.

(2) Technical terminology

We should use technical terminology when we write it. First, we should consider our readers, because they could be from any level of social status, level of education, and so on. They might also have different way of thinking in perceiving something they do not know before nor even see it. Our term should be understood by them correctly to get an obvious interpretation of our writing. If we think that our readers will not understand our terms, do not use it. Another alternative to explain the term is by writing down some glossaries of unknown words below our writing or in footnote.

(3) Figurative language

Figurative expressions make use of the similarities or associations between different things or ideas. There are three kinds of figurative language that are frequently used in writing descriptively.

First of all is a *simile* which is defined as “a compressed but explicit comparison that commonly uses the word *as* or *like*.” Another comparison is *metaphor* which is “implicit or implied comparison that uses one thing or quality as the equivalent of another”. The third one is *personification*, it gives human qualities to object and ideas; therefore, the object acts like human being.

Figurative languages or figures of speech also make writing more concrete and colorful that the readers will be more interested in reading it. Moreover, a creative and skillful writer who is fresh enough in using figures of speech makes his/her reader more easily memorize his idea.

Holman (1997:197) gave almost the same statement about the comparisons that can be used in the descriptive writing, “they are simile, metaphor, and personification.”

(1) Simile

Simile is a figure of speech in which two essentially unlike things are compared, often in a phrase introduced by ‘like’ or ‘as’. Simile is easily understood than metaphor because it is stated directly.

e.g. as hard as a rock.

(2) Metaphor

Metaphor compares two different things by speaking of one in terms of the other. Unlike simile or analogy, metaphor asserts that one thing is another thing.

e.g. There are too many fact here for me to *digest* them all.

He *shot down* all of my arguments.

(3) Personification

Personification metaphorically represents an animal or inanimate object as having human attributes-attributes of form, character, feelings, behavior, and so on.

e.g. ... when love opened my eyes with its magic rays and touched my spirit for the first with its fiery fingers (Kahlil Gibran : 343)

Wishon and Burks (1980:128-129) state that good descriptions usually have three important qualities. They have a dominant impression which is supported by specific details, a clearly recognizable mood, and logical development.

(1) Dominant impression

The first sentence or even the first words of a description may establish the dominant impression. Succeeding sentences will then reinforce and expand it by supplying further information and filling in details.

(2) Mood

A mood is feeling that goes beyond measurable physical appearances. Feelings and emotions, such as joy, happiness, fear, and anxiety evoke or create moods.

(3) Logical development

A good piece of descriptive writing has some logical development. The writer must have a vantage point from which he/she proceeds from that vantage point step by step. He/she may begin with a dominant impression and proceed to specific details or vice versa.

2.2.4 English Teaching at Year Eight of Junior High School

English in Indonesia is stated as the first foreign language which is taught as a compulsory subject at schools from elementary school up to university, even in some kindergartens and in several elementary school, English has been taught as a local content. The goal of the English teaching at junior high school is to give students a working knowledge of English. It means that they have to master the four language skills: listening, reading, speaking and writing. The students who have mastered those four skills are regarded to be able to use this language at the recognition level as well as at the production level. Hopefully, they can listen to and speak English fluently, besides, they are able to read and write English well.

In the context of education, English is used as an instrument to communicate in getting information, and in daily context it is used to make interpersonal relationship, to alternate information, and to enjoy language aesthetics in English culture.

Teaching English at Junior High School encompasses the four language skills. They are taught in integrated manner; therefore we cannot separate them from one another because they are related to each other. Writing is the last skill in English that we cannot ignore. When a student writes a text he/she should write not only systematically correct but he/she should also use correct structure.

As stated in Standar Isi (BSNP:2006,129) teaching English is directed to develop these skills so that graduates are able to communicate and to interact in English on a particular literacy level. These literacy levels cover *performative*, *functional*, *informational*, and *epistemic*. At the performative level, people are

able to read, write, listen, and speak with the symbols used. At the functional level, people are able to use language to meet the daily needs like reading newspapers, manuals or instructions. At the informational level, people are able to access knowledge with proficiency, while at the epistemic level, people are able to express the knowledge into the target language.

And the target of the English lesson at Year Eight of Junior High School is to achieve the functional level to communicate orally and written to resolve daily problems. (BSNP:2006,130)

Teaching the writing at Year Eight of Junior High School (SMP/MTS) is not as easy as teaching other language skills. By its nature, writing is one of the skills which must be learnt as other language skills which are mastered, and it demands very much of the learner, either the basic language proficiencies to control his/her language performance, or his effort to have writing practice continuously. Still time allotment to learning English at school is so little that the students might not get much attention and guidance from their teacher.

Generally, writing is a complex process that involves a range of skills and tasks because the students need frequent opportunities to write and to apply the stages of writing process, each of which focuses on specific tasks. Lauer et al. (1981:1) say “writing can be said as a systematic visible permanent representation of the auditory and transient phenomena of speech.”

The definition above reflects the major areas of learning involved in the learning process. First, the students should be careful in selecting all combining words appropriately to express ideas they have in mind. Besides, they should use

a correct English grammar, to avoid the readers' confusion. However, there are so many rules in arranging words into meaningful utterances or sentence, one of them is the use of noun phrases.

It can be said that the eighth year students of Junior High School are still at pre-intermediate level. They are not capable enough of controlling their producing a long piece of writing. Providing them with the guided short text composition consisting of about 100 words may be a good and powerful method in shaping their attitude to write in English. It is not a wise decision to force them to write a long piece of writing and hope for the best, for it will just create enormous remedial problems and produce disastrous results. As Alexander (1975: vii), says "At pre-intermediate stage, the student must learn how to write simple, compound, and complex sentences and connect ideas with notes."

Writing can be developed through comprehension exercises. Many weaknesses can be traced back to the lack of systematic training during the earlier courses. Another statement given by Rivers (1988:245) "to be able to write in the foreign language, the students must be trained systematically through five stages, namely copying, reproducing, recombining, guide writing, and composing. From the statement above Junior High School students are classified into guided writing stage. In this stage, the students are just required to write a short text based on the outline in the form of questions.

2.3 Framework Analysis

The theoretical review presented above lead the writer to assume that

- (1) writing is one of the most important language skills that students should master,
- (2) writing skill in Junior High school is directed to develop students to be able to communicate and to interact in English on functional level, so that graduates are able to use language to meet the daily needs,
- (3) one of types of writing on functional level is descriptive writing,
- (4) noun phrase plays an important role in writing a descriptive text,
- (5) noun phrase have many rules, so the students could make some mistake in arranging correct structure,
- (6) teacher should know the error on noun phrase made by students so that he/she can give intensive exercise on it, and
- (7) to know the kinds of error on noun phrases in descriptive writing, teacher should do an error analysis.

Error will be analyzed through the classification of error according to Richards (1974). The students' error can be four types: over-generalization, false-concept hypothesis, ignorance of rule restriction and incomplete application of rules.

CHAPTER III

METHODS OF INVESTIGATION

In this chapter, the writer is going to present subject of the research, population, sampling, instruments, logical validity, method of gathering the data and analyzing the data.

3.1 Subject of the Research

Arikunto (1996:114) states that the source of the data in the research is the subject from whom the data can be obtained. Furthermore, he (1996:115) classifies the sources of the data into three categories with the initial P; they are person, places, and paper. In this research, the writer only chose P as the initial of person to obtain the data. Person here means the source of the data who can give data both in spoken form through interview or written form through any kinds of test.

Based on the statement above, the writer chose the persons as the source of the data or the subject of his research were the eighth year students of MTs Assaid in the academic year 2009/2010. And the data the writer obtained was the students' masteries of noun phrase in descriptive writing. The reason for choosing them to be the subject of the research was that they have been taught descriptive text and noun phrase. Even though they do not have it every time, but they have been explained about the rules of descriptive text.

3.2 Population

According to Koentjaraningrat (1986:89), "Population is all subject involved in research as direct target or as the sources of information". In line with it, Arikunto (1996:102) says that population is a set of all elements possessing one or more attributes of interest. Based on the statements above, it is very helpful for the writer in getting the data if he chooses the population carefully according to the problem of his research. The population of this study was the year eight students MTs Assaid Blado, which consists of 3 classes; they were VIII A, VIII B, VIII C class. Each of them consists of 40 - 42 students. All of them were 122 students.

The writer chose them to be the population of his research, as stated above because they have already learnt the noun phrase usage, and have been taught descriptive writing. Based on this consideration, the writer concluded they have basic knowledge of noun phrase usage.

3.3 Sampling

The number of population was 122 students. According to Arikunto (1996:117), "if the number of population is too big to be investigated, a researcher can take 10% - 15% or 20% - 25% of the population as samples. The writer, therefore, chose 24,59 % (25 %) of the population which was equal to 30 students.

Another opinion given by Saleh (2001:34), "actually the final purpose of a research is to investigate population. But if the population is too big to be investigated, reaching the purpose by investigating the sample is sufficient." He

gave many techniques in taking sample. They are simple random sampling, systematic random sampling, stratified random sampling, and cluster random sampling. Moreover Saleh (2001:36) added, “If the population consists of several groups, we should take the sample proportionally representing each of the groups.” Therefore, in order to get the 30 samples out of 122 students population, the writer used a cluster proportional random sampling. The technique of sampling is cluster because the whole population was grouped into classes; they were VIII A, VIII B, VIII C. Then, it is proportional because the writer took the number of students from each class proportionally. Furthermore, it is random because all individuals in the population have the same probability of being selected for the sample. So, the writer first grouped the samples according to their classes and then he took 10 students from each class. The reason why the writer used the cluster random sampling was that he doesn’t have the control over all the population.

The way to choose the samples was follows: the writer wrote down number 1 up to 40 in a small piece of paper. Then they were rolled and put into a slot of a tin can. After being well-mixed, a paper was dropped out of the slot. Then the writer took the students which have the numbers in the attendance list from the three classes.

3.4 Instruments

There must be instrument in a research. It influences the data which are obtained. According to Saleh (2001:31), “the term of instrument means

equipments for collecting the data.” Based on those statements, instrument is very significant for gathering the data accurately. The instrument of this study was a writing test. The writer used 30 pieces of students’ paper consisting of outlines to write the descriptive text to treat the same theme of the students’ writing. The students were asked to write a descriptive text around 100 words. The students were given 90 minutes to finish it. The students were free to choose any topic they like. The descriptive texts made by the students are used as the source of the data.

3.5 Logical Validity

In this study, the writer used an outline in writing a descriptive text. It has logical validity; therefore the writer did not measure the validity of the instrument because it has already followed the rules in that writing. According to Arikunto (2002:65– 66), “Logical validity for an instrument of my evaluation shows the condition of the instrument which meets valid requirements of logical reasoning.” Moreover she stated that a written test is considered to be good if the writer had followed the rules in writing. Based on the explanation above she concluded that we could reach the logical validity if we have arranged the instrument by following the theory or the rules in arranging the instrument. That is why the conditions of logical validity should not be tested because we have already got the validity after we arranged the instrument.

3.6 Method of Gathering the data

The test was done on February, 2010 in MTs. Assaid. The total respondents were 30 students. They were asked to write descriptive text in a piece of paper. The text was about 100 words. The writer first explained about the rules of writing a descriptive text and he also suggested the students to use noun phrase. Afterward, the writer gave the outline to guide them in writing a descriptive text and the answer sheet were for the students' writing.

The writer analyzed the students' works by making a list of the students' errors of using noun phrase in descriptive writing. From these errors, further the writer started to conduct error analysis and the non-statistical analysis.

3.7 Analyzing the Data

This study deals with the purpose of knowing the noun phrases problems encountered by the students in descriptive writing. In analyzing the students' written work the writer started with reading all of the text.

It helped the writer to find some errors, particularly in using noun phrases. The writer made a list of errors to find out what errors are made by the students in writing description, and then he carried out an error analysis in order to find out the types of errors. Then he counted the percentage of each error. In this analysis the writer used the preselected Category Approach favored by Etherton (1977) as adapted by Norrish (1983) in which the statistical computation is based on Gulo's formula as follows:

$$Pi = \frac{Fi}{n} \times 100\%$$

Which : Pi = the proportion of the frequency of errors,

Fi = absolute frequency of a particular type of error

n = the total number of errors observed

After computing the proportion or percentage of each error, the writer then find out which error is dominant.

Further, he traced the causes and sources of the errors. In classifying the sources of noun phrase errors, the writer followed Brown's ideas. Brown says that errors-overt manifestations of learner's systems arise from several general sources: interlanguage errors of interference from the native language, intralanguage errors within the target language, the sociolinguistic context of communication, psycholinguistic or cognitive strategies, and no countless affective variables. (Brown, 1980:166)

The writer viewed the errors of noun phrases in descriptive writing from two sources, namely inter-lingual (inter-language) source of errors and intra-lingual (intra-language) source of errors. But he doesn't ignore the possibility of errors due to the interference of both sources, inter-lingual and intra-lingual. These interpretations were used to answer the questions what errors of noun phrases in descriptive writing and finding out the dominant errors of noun phrases in descriptive writing made by the year eight students of MTs Assaid.

CHAPTER IV

DATA ANALYSIS

In processing the data, the writer classified students' errors based on his problem statements. Those were *head* errors, *premodifier* errors and *postmodifier* error. *Head* errors is errors related to wrong placement of head of noun phrases and wrong form of *noun*. While for *premodifier* errors, the writer divided them into 3 types of errors. Those were; *determiner* errors, *enumerator* errors and *adjective* errors. And the other kind of error is errors related to postmodifier that divided into *prepositional phrase* errors and *relative clause* errors. After identifying the students' errors, then the writer calculated the errors to find out the dominant errors.

4.1 Identifying the Errors

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

4.1.1 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:

a) Wrong placement of noun

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

(1) *Beach Ujungnegoro* is very beautiful.

(2) Last holiday, I bought *shoes leather* in Cibaduyut.

(3) I see *a red flower beautiful*.

In sentences (1) and (2), the noun phrases arranged from 2 words so that *noun* should be written after the modifiers. While in sentence (3), *noun* should be written in the last.

These types of errors occur because such rules is different with the rules of *kalimat majemuk* in Indonesian language, so that the errors can be classified as incomplete application of rules. (Richards: 1974:177)

b) Wrong form of noun

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

(4) *All of my friend* is sleeping in the bus.

(5) There are *wild animal* in the zoo like tiger and lion.

(6) We go to Bandung by *three buss*.

(7) There are *so many man and woman* in Pantai Kuta.

(8) Every holiday, *many peoples* visit Parangtritis beach.

A *noun* can be plural or singular. The notion of plural and singular can be confusing the students. In sentences (4) and (5), the students should use plural instead of singular. While in sentences (6) and (7), they should use right form of

plural because nouns on the sentences are irregular forms. And in sentence (8), the student may thought that plural nouns 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.

4.1.2 Premodifiers Errors

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

a) *Determiner* errors

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

(9) We go shopping in Cihampelas for *a hour*.

(10) When I was at the zoo, I saw *a elephant*.

In sentences (10) and (11) the students made errors in choosing right articles. In sentence (10) the student may thought that *a* is always identical with consonant, while in sentence (11) he/she still didn't understand the difference between *a* and *an*.

(11) I lost *the my money* in Malioboro.

The sentence (11) is the only one error made by student by placing double articles.

(12) I can not find *me bus*.

(13) The tiger open *his mouth*.

(14) I can not find *some interesting thing* there.

(15) I didn't see *some surfers* in the beach.

In sentences (12) and (13) the students still found difficulty in choosing right personal pronouns. While in sentences (14) and (15) they still confused the rules of indefinite pronoun *some* and *any*. They should use *any* instead of *some*.

According to Richards (1974:174), such kinds of errors occur because the learner creates the deviant of the structure on the basis of his experience of other structure in the target language.

b) Enumerator errors

(16) This is *the two times* I go to Jakarta.

(17) I go to Jakarta for *the 2 times*.

The sentence (16) and (17) are the only two errors made by students in enumerator. They should use *second* or *2nd* instead of *two* or *2*.

c) Adjective errors

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

For example:

(18) Tangkuban Perahu is *the most highest place* I've ever visited

(19) I see *the most biggest wave* in Parangtritis.

(20) I see *very beauty woman* in Bandung.

(21) We dinner in *a cleaning restaurant*.

In sentences (18) and (19) the students made errors in using superlative adjectives, while in sentences (20) and (21) they still found difficulty in differentiating between nouns and adjectives.

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

While in sentences (18) and (19), errors appeared when the students overgeneralized that superlative adjectives always use both of *-st* suffix and *most* prefix.

4.1.3 Postmodifier errors

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

a) Prepositional phrase errors

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

(20) This is *the best day my life*.

(21) That is *the best experience my life*.

In sentences (20) and (21), it is clear that the prepositional phrases are incorrect. Many students still omit *of* preposition. There were at least 6 errors made by the students.

(22) We go *with bus*.

(23) We go to Jakarta by bus *on the night*.

In sentences (22) and (23), 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 *preposition* must be used in the sentences, because many similar preposition with almost had same meaning.

As Richards (1974:5) states that these kinds of errors because of poor gradation of teaching items.

b) *Relative Clause error*

(24) I see hippopotamus who *have very large mouth*.

The sentence (24) is the only one error made by student in relative clause. He/she failed to identify what kind of relative pronoun should be used because all of relative pronouns he/she knows (who, which, whose, whom and that) have the same meaning in his/her mother tongue.

As Richards (1974:5) states that these kinds of errors because of poor gradation of teaching items.

4.2 Dominant Errors

After finished identifying and classifying the types of errors, the writer then made an error analysis to find out the dominant errors. To find out the dominant errors, the writer classified the errors into three categories or three headings. The three headings were *head*, *premodifier*, and *post modifier* errors. To find 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 strength and their weaknesses in English subject.

Then the writer carried out the error analysis using Preselected Category Approach as follows:

$$P_i = \frac{F_i}{n} \times 100\%$$

Which : P_i = the proportion of the frequency of errors,

F_i = absolute frequency of a particular type of error

n = the total number of errors observed

Actually, to do the error analysis for heading in finding the dominant errors, the frequency of *head*, *premodifier*, and *postmodifier* uses should be in the same proportion. However, in this study was about the descriptive writing, consequently the frequency of *head*, *premodifier*, and *postmodifier* uses were not the same. It was shown in the following table:

The use of <i>head</i> , <i>premodifier</i> and <i>postmodifier</i>	Number	Percentage (%)
Head	507	50
Premodifier	485	47,83
Postmodifier	22	2,17
Total	1014	100

Table 1: The Total Number of use of *head*, *premodifier* and *postmodifier*.

From the table above, it shows the number of *head*, *premodifier* and *postmodifier* uses in the descriptive writing. And then, in the table below shows the number of students who used *head*, *premodifier* and *postmodifier* correctly and incorrectly.

The use of <i>head</i> , <i>premodifier</i> and <i>postmodifier</i>	The proportion of either <i>head</i> , <i>premodifier</i> and <i>postmodifier</i>			
	Corect		Incorrect	
	Number	Percentage (%)	Number	Percentage (%)
Head	437	86,19	70	13,81
Premodifier	314	64,74	171	35,26
Postmodifier	15	68,18	7	31,82
Total	766	75,54	248	24,46

Table 2: The Proportion of Correct and Incorrect

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

Heading	Types of errors	Total errors
Head	Placement of noun	42
	Wrong form of noun	38
Premodifier	Determiner error	96
	Enumerator error	21
	Adjective error	54
Postmodifier	Prepositional phrase error	6
	Relative clause error	1
Total		248

Table 3: The number of each type of errors.

In order to find out the dominant errors, the writer decided to make them similar in percentage. Below, he used the percentage of error of each heading not

real number of errors for the frequency column because the students' proportions in using *head*, *premodifier* and *postmodifier* in descriptive writing were not the same. The results of the computation were shown below.

No.	Heading	Frequency	Proportion (%)
1.	Head	13,81	17,07
2.	Premodifier	35,26	43,59
3.	Postmodifier	31,82	39,34
	Total	80,89	100

The mean of those errors (P) was $100\% : 3 = 33.33\%$

Table 4: The Proportions of Errors of Three Categories for the Errors analysis

No.	Heading	Pi	(Pi-P)
1.	Head	17,07	-16,26
2.	Premodifier	43,59	10,26
3.	Postmodifier	39,34	6,01

Table 5: The Degree of Dominance of the Proportion of Errors.

The number of dominant errors' heading (+) were 2 (two), they were *premodifier* and *postmodifier* errors. And the *premodifier* errors has the bigger number of proportion. It is 10,26. The number of less dominant errors' heading (-) was 1 (one). It was the number of *head* errors.

It could be seen from the table above that the biggest proportion of errors was *premodifier* errors. In contrast, the degree of dominance results of *head* errors was negative. From the table above, the writer concluded that the students'

dominant errors were when they used *premodifier* of noun phrases especially in descriptive writing.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The main objectives of this study are to analyze the students' errors in dealing with noun phrases made by year eight students of MTs. Assaid Blado in the academic year 2009/2010 and after analyzing the students' errors, the writer found the dominant errors.

Based on chapter IV, the writer found that there were 248 errors made by the students. The writer classified the errors into three categories or three headings. They were *head* errors, *premodifier* errors, and *postmodifier* errors. Almost all students made such errors. The writer divided *head* errors into 2 groups of errors, they were: wrong placement of noun and wrong form of noun. While in *premodifier*, he divided it into 3 groups of errors, they were: *determiner* errors, *enumerator* errors and *adjective* errors. And the last type of errors is *postmodier* error that divided into *prepositional phrase* errors and *relative clause* errors.

Generally, the students made such kinds of errors because they only transferred rules from their mother tongue. It happened since they did not really comprehend the target language. Richards (1985:5) says that these errors result from poor gradation of teaching items.

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

35,26 % from the total errors made by the students. While *head* errors were only 13,81 % and *postmodifier* were 31,82 %. Some causes of the students' errors are: ignorance of rule restriction, overgeneralization, and incomplete application of rules.

5.2 Suggestion

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

1. The teacher should give more explanation of grammatical rules in English, particularly in noun phrases, so that the students will understand more about this kind of phrase.
2. The teachers should drill the students with more exercises dealing with noun phrases 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.

BIBLIOGRAPHY

- Ramelan, 1992. *Introduction to Linguistic Analysis*. Semarang : IKIP Semarang Press.
- Cook, S. and S. W. Richard, 1980. *The Scope of Grammar: The study of Modern Grammar*. New York: McGraw Hill Book Company.
- Praninskas, J. 1980. *Rapid Review of English Grammar*. New Jersey : Prentice Hall, Inc.
- Arikunto, S. 2002. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta.
- Azar, B. S. 1989. *Understanding and Using English Grammar*. New Jersey : Prentice Hall Regents.
- Departemen Pendidikan Nasional. 2006. *Kurikulum Tingkat Satuan Pendidikan*. Jakarta: Departemen Pendidikan Nasional.
- Richards, J. C. 1974. *Error Analysis*. London: Longman Group Ltd.
- Callaghan, M. 1988. "Descriptive Writing," in *Macmillan English: Thinking and Writing Processes*. Lake Forest: Glencoe. Macmillan, McGraw Hill
- Meade, A. R., M. O. Haugh, and E.D. Sanke, 1961. *Workbook 3: Effective English*. Boston: Allyn and Bacin, Inc.
- Wishon, G.E. and J. M. Burks, 1980. *Let's Write English*. New York: American Book Company.
- Leech, Geoffrey, et al, *English Grammar for Today*, London: Macmillan, 1986
- Saleh, M. 2001. *Pengantar Praktik; Penelitian Pengajaran Bahasa*. Semarang: IKIP Semarang Press.
- Gay, L.R. 1987. *Eduactional Research; Competencies for Analysis and Application*. London: Merril Publishing Company.
- Brown, H. D. 1980. *Principles of Language and Teaching*. New Jersey: Prentice Hall, inc.

Norish, J. 1983. *Language Learners and Their Errors*. London: Macmillan Press.

James, C. 1998. *Errors in Language Learning and Use Exploring Error Analysis*,
London : Longman Group Ltd.

Koentjaraningrat, 1986. *Metode – Metode Penelitian Masyarakat*. Jakarta: PT.
Gramedia.

The Oxford Thesaurus Dictionary, Oxford : Oxford Press

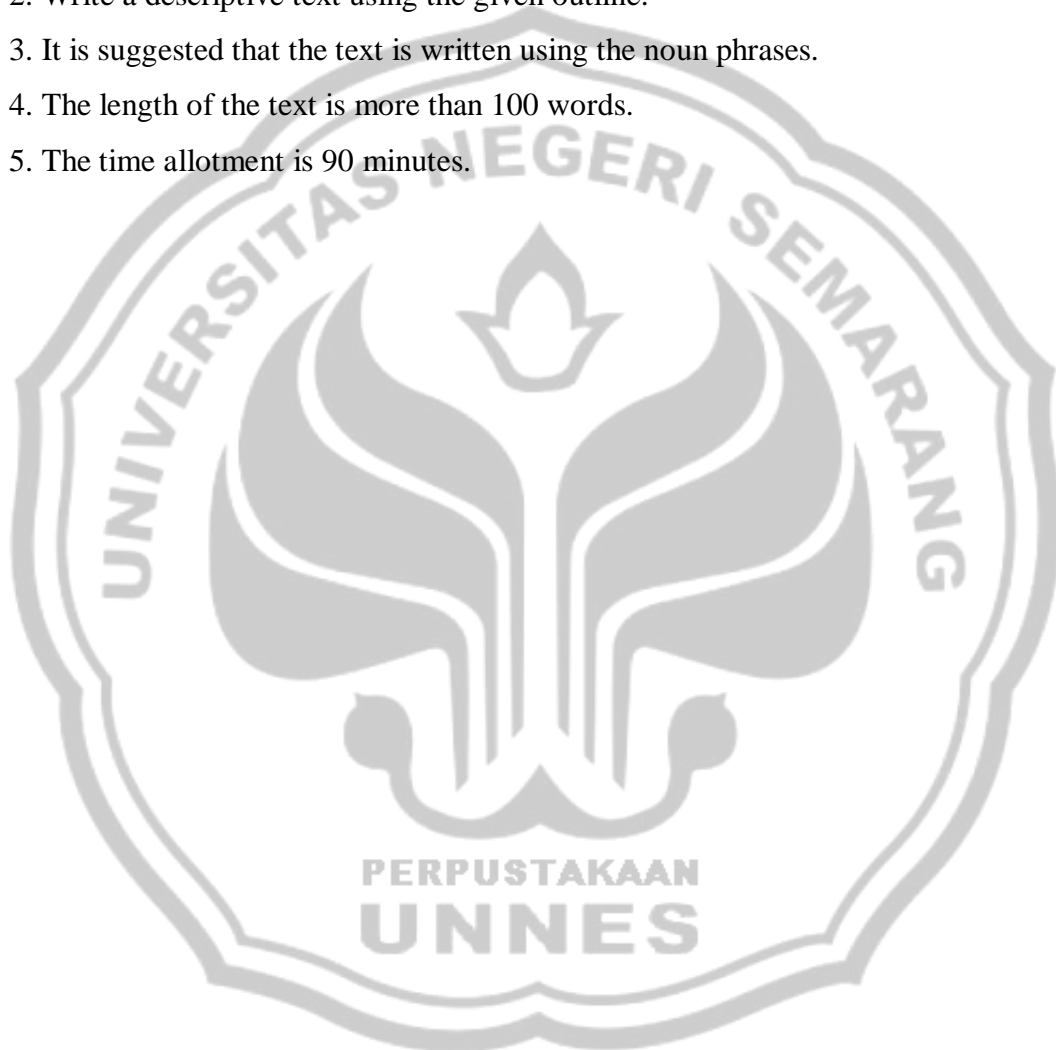
Allen, W. S. 1973. *Living English Structure*. London: Longman Group Ltd.



Instrument for Collecting the Data

Instructions:

1. Write your name and your class on the piece of paper given.
2. Write a descriptive text using the given outline.
3. It is suggested that the text is written using the noun phrases.
4. The length of the text is more than 100 words.
5. The time allotment is 90 minutes.



OUTLINE

Theme : My Favourite Holiday
Subject : Year Eight students of Junior High School
Rules : It is suggested in using noun phrases
Kind of text : Descriptive writing
Purpose : To describe a favorite holiday and why it becomes favorite for the writer.

I. Title

Write a word or phrase about the name of a holiday place that you are going to describe.

II. Topic Sentence

Write a sentence that tells what you are going to describe. Be sure to include what and where.

III. Supporting details

1. Write sentences that describe what you see.
2. Write sentences that describe how you feel.
3. Write sentences that describe what you hear.
4. Write sentences that describe what you smell.
5. Write sentences that describe what you taste.

IV. Concluding Sentence

Write a summary statement that uses a strong feeling statement.