

**AN ERROR ANALYSIS OF USING NOUN PHRASE IN WRITING
DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE EIGHT
GRADE STUDENTS AT SMPN 2BANDAR MATARAM LAMPUNG
TENGAHIN THE ACADEMIC YEAR 2019/2020**



A Thesis

Submitted in Partial Fulfillment of the Requirements for S1- Degree

By:

FERDIANSYAH

NPM :1411040061

Study Program : English Education

Advisor : Prof. Dr.H.Sulthan Syahril, M.A

Co-Advisor : Irawansyah, M.Pd

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC UNIVERSITY RADEN INTAN

LAMPUNG

2020

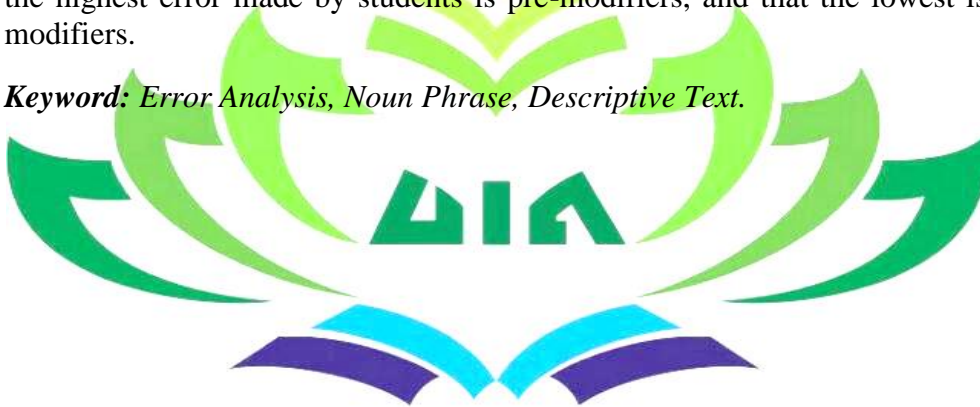
ABSTRACT

Error Analysis is one of ways to evaluate students' ability to understand second language. The objective of this research: (1) To discover the common error that is made by the students' in using noun phrase, (2) To carry out the students' errors proportions (frequency and percentage) in noun phrase in descriptive text..

This research was conducted by using descriptive qualitative research method. The sample of the research was VIII A class in SMPN 2 Bandar Mataram Lampung Tengah that consists of 23 students. The sample was conducted by purposive sampling technique. In collecting the data, the researcher used the documentation was students' task about descriptive text.

The result of this research showed that there were 39 items. The proportions (frequency and percentage) of the students' of the students' error using noun phrase in descriptive text writing are the head with 16 items or 41,02%, pre-modifiers with 21 items or 53,85%, post-modifiers 2 items or 5,13%. It shows that the highest error made by students is pre-modifiers, and that the lowest is post-modifiers.

Keyword: *Error Analysis, Noun Phrase, Descriptive Text.*





KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin, Sukarame Bandar Lampung Telp. (0721)703289

APPROVAL

Title : AN ANALYSIS OF STUDENTS' ERROR IN 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

Student's Name : FERDIANSYAH

Student's Number : 1411040061

Study Program : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED

Was tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, the State Islamic University,
Raden Intan Lampung

Advisor,

Prof. Dr. H. Sulthan Syahril, MA

NIP. 19560611 198803 1 001

Co-advisor,

Irawansyah, M.Pd

NIP.

**The Chairperson of
English Educational Program**

Meisuri, M.Pd

NIP. 19800515 200312 2 004



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. LetkolEndroSuratminSukarame Bandar Lampung Telp. (0721)703289

ADMISSION

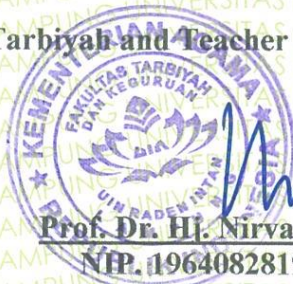
A thesis entitled: **AN ANALYSIS OF STUDENTS' ERROR IN USING NOUN PHRASE IN WRITING DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE EIGHT GRADE STUDENTS AT SMPN 2 BANDAR MATARAM LAMPUNG TENGAH IN THE ACADEMIC YEAR 2019/2020,**

by: **FERDIANSYAH, NPM: 1411040061, Study Program: English Education** was tested and defended in the examination session held on: **Wednesday, February 5th 2020.**

Board of Examiners:

The Chairperson : Iwan Kurniawan, M.Pd. (.....)
The Secretary : Istiqomah Nur Rahmawati, M.Pd. (.....)
The Primary Examiner : Fithrah Auliya Ansar, M.Hum. (.....)
The Second Co- Examiner : Irawansyah, M.Pd. (.....)

The Dean of
Tarbiyah and Teacher Training Faculty



Prof. Dr. Hj. Nirva Diana, M.Pd.
NIP. 196408281988032002

MOTTO

وَتِلْكَ الْأَمْثَالُ نَضْرِبُهَا لِلنَّاسِ ۚ وَمَا يَعْقِلُهَا إِلَّا الْعَالِمُونَ

“And these parables We made for human and no one understands it except people who have knowledge”(QS – An’kabut ayat 43)¹



¹ Tafheemul Qs Al-‘Ankabut, Ayat 43 (On-Line), Available on: <http://www.islamicstudies.info/> (October, 01 2018).

DEDICATION

1. My beloved parents Mr. Amrilah and Mrs. Suhana, who always pray to me, give the support and motivation to me.
2. My brothers Febri Kurnia Tama and Fani Perdana, my young sister is Fitri Angguan who also gives support and motivation to me.
3. My beloved Almamater UIN Raden Intan Lampung.



DECLARATION

I hereby declare that this thesis entitled, “An Analysis Of Students’ Error in Using Noun Prhase 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” is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, January 2020

Declared by,

Ferdiansyah
NPM. 1411040061



CURRICULUM VITAE

The researcher's name is Ferdiansyah. His nickname is Ferdi. He was born in Mataram Udik, February 21th, 1996. He is the second son of Mr. Amrilah and Mrs. Suhana. He has two brothers and one sister namely, Febri Kurniatama, Fani Perdana and Fitri Angguan.

He began his study at SDN 1 Mataram Udik and graduated in 2008. After that, he continued his study at SMPN 2 Bandar Mataram and graduated in 2011. After he finished from junior high school, continued his study at MAN 1 Poncowati Terbanggi Besar and graduated in 2014. Then, he continued his study at State Islamic University Raden Intan Lampung as a student of English Education Study Program of Tarbiyah and teacher Training Faculty.

During his study in State Islamic University Raden Intan Lampung, he joined UKM-F Kopma Ibnu Khaldun as a Public Relation in 2015-2016 period. He also joined in external organization called HMI (Association of Islamic University Students). Beside that, when election campus he is chosen to be one of member Dewan Eksekutif Mahasiswa Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung (DEMA-F) as Head of Sport Division in 2016-2017 period.

TABLE OF CONTENT

| | |
|---------------------------------|-------------|
| ABSTRACT | ii |
| APPROVAL | iii |
| ADMISSION | iv |
| DECLARATION | v |
| DEDICATION | vi |
| MOTTO | vii |
| CURRICULUM VITAE | viii |
| ACKNOWLEDGEMENT | ix |
| TABEL OF CONTENT | xi |
| LIST OF TABLES | xiii |
| LIST OF APPENDICES | xiv |

CHAPTER I INTRODUCTION

| | |
|--|---|
| A. Background of The Problem | 1 |
| B. Identification of The Problem | 6 |
| C. Limitation of The Problem | 7 |
| D. Formulation of The Problem | 7 |
| E. Objectives of The Research | 7 |
| F. Significance of The Research | 7 |
| G. Scope of The Research..... | 9 |

CHAPTER II THEORETICAL FRAMEWORK

| | |
|--|----|
| A. Theory of Error Analysis | 10 |
| 1. Mistake and Error | 10 |
| a. Mistakes | 10 |
| b. Error..... | 11 |
| 2. Definition of Error Analysis | 12 |
| 3. Source of Error | 13 |
| 4. Classification of Error | 14 |
| 5. Linguistic Category Taxonomy..... | 16 |
| B. Relevan of Study | 17 |
| C. Conceptual Framework | 17 |
| 1. Definition of Writing | 17 |
| 2. The Purposes of Writing | 18 |
| 3. Process of Writing | 19 |
| 4. Definition of Text | 20 |
| 5. The Definiton of Descriptive Text | 22 |
| 6. Purposes of Descriptive Text | 24 |
| 7. Kind of Descriptive Text | 25 |
| 8. The Definiton of Noun | 25 |
| 9. The Definiton of Phrase | 26 |
| 10.The Definiton of Noun phrase | 29 |
| 11.The Elements of Noun Phrase | 30 |
| 12. Function of Noun Phrase | 31 |

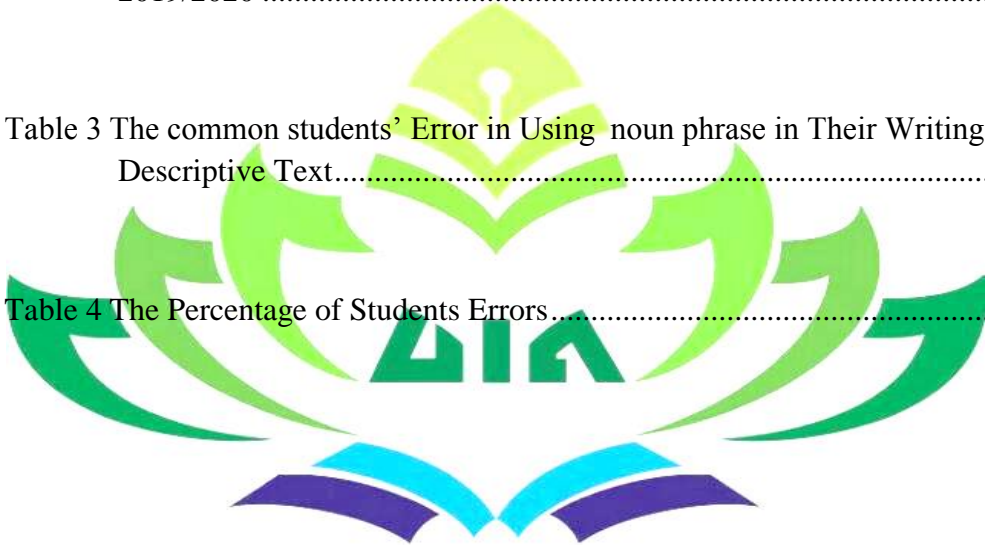
CHAPTER III RESEARCH METHODOLOGY

| | |
|---|-----------|
| A. Research Design | 40 |
| B. Research Subject | 41 |
| C. Data Collecting Technique..... | 42 |
| D. Research Instrument | 42 |
| E. Research Procedure..... | 42 |
| F. Trustworthisness The Data..... | 43 |
| G. Data Analysis | 45 |
| | |
| CHAPTER IV RESULT AND DISCUSSION | |
| A. Result of The Research | 46 |
| B. The common Students' Errors Using Noun Phrase In Descriptive Text | 46 |
| C. The Percentage of Students' Errors In Using Noun Phrase In Descriptive Text Writing..... | 50 |
| D. Discussion..... | 51 |
| | |
| CHAPTER V CONCLUSION AND SUGGESTION | |
| A. Conclusion | 54 |
| B. Sugestion | 54 |
| | |
| REFERENCES | 56 |



LIST OF TABLES

| | |
|---|----|
| Table 1 The Number of Students at the first Semester of the Eight Grade of SMPN 2 Bandar Mataram Lampung Tengah In Academic Year of 2019/2020 | 3 |
| Table 2 The Number of Students at the first Semester of the Eight Grade of SMPN 2 Bandar Mataram Lampung Tengah In Academic Year of 2019/2020 | 41 |
| Table 3 The common students' Error in Using noun phrase in Their Writing Descriptive Text..... | 47 |
| Table 4 The Percentage of Students Errors..... | 51 |



LIST OF APPENDICES

| | |
|---|----|
| Appendix 1 : Sample of The Research..... | 60 |
| Appendix 2 : 2. A. Interview Guidelines for the English Teacher | 61 |
| 2. B. Transcript of Interview with the English Teacher..... | 62 |
| Appendix 3 : The Calculation Percentage of Error Types | 66 |
| Appendix 4 : The Written of Samples..... | 67 |
| Appendix 5 : Writing Task..... | 72 |
| Appendix 6 : Validity of The Data..... | 73 |
| Appendix 7 : Syllabus | 77 |
| Appendix 8 : Official Research Letter | 80 |
| Appendix 9 : Control Card..... | 82 |

CHAPTER I INTRODUCTION

A. Background of The Problem

In this global era, many people all over the world communicated using English. English took crucial role as tool of communication used in numerous fields such as politic, science and technology. Beside, the language is used to connect and share the idea among different background of societies. Therefore, English should be understood and mastered 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. These were call language component of English. One of the important basic language skills was writing, because with writing skill students could wrote a simple text used English language.

Brown explained error as an idiosyncrasies in the language of the learner that are direct manifestations of a system within which a learner is operating at the time.² An error is a noticeable deviation from the native grammar, it reflect the competence of the learner.

² H.Douglas Brown, *Principles of Language Learning and Teaching* (New York:Person Education, 2007,p.257.

Penny stated that writing is the expression of idea, the conveying message to the reader, so the ideas themselves should arguably be seen as most important aspect of the writing.³ It means that when students or human were able to write, they can express their feeling, ideas and their opinion to others people. However to able writing English people should tried to write and practice it every time.

In order to learn English well, especially to written form, grammar is more important thing that students should master in writing. Helen and Susan explained grammar is the system of patterns we use to select and combine words. Grammar makes it possible for us to write texts which our experience, ideas, thoughts and feeling. If we use language, we use grammar. Grammar is the heart and powerhouse of language.⁴ A lot of students have under average scores on English. It caused by failure in grammar mastery.

In Junior High school level, for writing skill the students must able to made English text such as descriptive text. One of the grammars that must be master in writing descriptive text is Noun Phrase, because in descriptive text they must describe something in detail noun. Although students can usually recognize nouns, they are often less aware of longer noun phrase.

In fact, according to the information from the teacher, Mr. Ahmad

³Penny Ur, *A Course in Language Teaching, Practice and Theory*. (Cambridge University. 2009). p.163.

⁴ Helen de Silva Joyce and Susan Feez, *Creative Writing Skills*. (Australia: Phoenix Education. 2000),p.5.

Farhan,S.Pd in junior high school at place which the writer did the research, the students in this school were not able to write English in a good way. The most difficult problem that always happens is they were having difficulties to express their ideas to the meaningful activity especially in descriptive writing. When the students express their ideas in descriptive writing, they translated Indonesia into English word by word and they did not attention the grammatical rule of the sentence.⁵

The subject of the research the students of the Eight grade at the first semester of SMPN 2 Bandar Mataram Lampung Tengah in The Academic Year of 2019/2020. There are three classes of Eight grade in SMPN 2 Bandar Mataram Lampung Tengah , each class consist around 23 students and the total students of Eight grade are 71 students. The total of the students in VIII A program in every class attach in the following table:



Table 1

The Number of Students at the first Semester of the Eight Grade of SMPN 2 Bandar Mataram Lampung Tengah In Academic Year of 2019/2020

⁵ Ahmad Farhan, S.Pd. English Teacher at SMPN 2 Bandar Mataram Lampung Tengah, interview, on Friday, April, 26th,2019.

| No | Class | Gender | | Total Students |
|--------------|--------|-----------|-----------|----------------|
| | | Male | Female | |
| 1 | VIII A | 8 | 15 | 23 |
| 2 | VIII B | 7 | 16 | 23 |
| 3 | VIII C | 10 | 15 | 25 |
| Total | | 25 | 46 | 71 |

(Source: Document of SMPN 2 Bandar Mataram)⁶

Therefore, the students often committed errors especially in using noun phrase. Those errors can affect to the content of their writing, as the result, the reader will be confused by their writing. In other hand, their message do not convey successfully to the reader.

Descriptive writing describes a person, place, or thing in a way that enables the reader to visualize it.⁷ It's means descriptive writing is used to express the ideas by painting a picture so that the reader can visualize it. Besides, the students tend to use noun phrase in writing descriptive text although they still write in reverse order.

As it is known, the language learning, like any other learning process, involves made errors. The learners often make mistakes and even errors in learning English, especially when they tried to arrange sentences or used tenses in their writing. As the result, they wrote sentences ungrammatically. Actually, ungrammatical sentences have great influence when the learners are writing sentences.

Richard and Renandya said, there is no doubt that writing is the most difficult skill for second language learners to master, the difficulty is not only in generating and organizing ideas, but also in translating these

⁶The Number of Students at the first Semester of the Eight Grade of SMPN 2 Bandar Mataram Lampung Tengah In Academic Year of 2019/2020.

⁷ John Schater, Ph.D. *The Master Teacher Series Descriptive Writing*, p.5.

ideas into readable text.⁸ It's means writing skill is consider as the most difficult skills because when we express the ideas, we must write them systematically to avoid confusing the readers. Besides writing also has some criteria they are content, organization, vocabulary, grammar, and mechanics. This means to make a good writing, it is needed to consider about those criteria. Moreover, writing is more formal and compact than speaking.

Quirk and Greenbaum explained the noun phrase typically functions as subject, object, complement of sentences, and as complement in prepositional phrase⁹. Noun phrase may consist of one headword preceded by two or more modifiers of the same or of different word classes.

To prove originally of this research, the researcher presented some previous researches that dealt with this thesis. The first previous was done by Bena Florita Krisetyawati in *An Error Analysis on the Translation of English Noun Phrases into Indonesian of the Fifth Semester Students of the English Department of Teacher Training and Education Faculty, Sebelas Maret University in the Academic Year 2009/2010*. Based on this research, there are 355 errors (39.44%) of the possible errors made by the students in translating English noun phrases into Indonesian (900)

⁸ Richard, J.C.&Renandya,W : *Methodology in Language teaching*. (New York. 2002) ,p.21.

⁹ Randolph Quirk and Sidney Greenbaum, *A University Grammar of English*, (UK: Longman Group,1989).p.59.

that are classified into four types of error, omission, addition, misformation, misordering.¹⁰

The second research had been done by Jane E. Gressang in *A Frequency and Error Analysis of The Use of Determiners, The Relationships between Noun Phrases, and The Structure of Discourse in English Essays by Native English Writers and Native Chinese, Taiwanese, and Korean Learners of English as a Second Language* This

study examined the use of articles and other discourse morphemes.¹¹

The third research had been done by Suci Novianti in *Students' Grammatical Errors In Using Noun Phrases In Descriptive Text At The Tenth Grade Of Sma N 2 Bandar Lampung In The Academic Year 2017/2018*". She found that the highest percentage in head errors (50, 80%), followed by pre-modifier errors (45,45%), post-modifier errors (3,74%) and the last position is misordering errors (6.97%).¹² It means that the most errors happened in head errors.

Overall, this research was different from those researches above.

The previous studies focused on translating noun phrases and error in

¹⁰ Bena Florita Krisetyawati. *An Error Analysis on the Translation of English Noun Phrases into Indonesian of the Fifth Semester Students of the English Department of Teacher Training and Education Faculty, Sebelas Maret University in the Academic Year 2010/2011*, (Sebelas Maret University: Surakarta, 2010)

¹¹ Jane E. Gressang. *A Frequency and Error Analysis of The Use of Determiners, The Relationships between Noun Phrases, and The Structure of Discourse in English Essays by Native English Writers and Native Chinese, Taiwanese, and Korean Learners of English as a Second Language*, (University of Iowa: Iowa City, 2010)

¹² Suci Novianti. *Suci Novianti. Students' Grammatical Errors In Using Noun Phrases In Descriptive Text* (Uin Raden intan: Bandar Lampung, 2018)

using articles. But in this research, the researcher focused on noun phrases in descriptive text. In this case, the researcher analyzed the students' errors in using noun phrases with Based on the background that has been raised then came the idea to conduct research on "An Analysis of Students Error by Using Noun Phrase In Writing Descriptive Text At SMPN 2 Bandar Mataram In Academic Year 2019/2020" as a research.

B. Identification of The Problem

From the background above, the researcher identified several issues related to this title, as follows:

1. Many students' errors in using noun phrase in writing descriptive text.
2. Many students have difficulty to know form of noun phrase.

C. Limitation of The Problem

Based on identification of problem above, the researcher focused and limits the research 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.

D. Formulation of The Problem

Based on the background of the study above, the researcher formulates the problems of the study:

1. What are the common errors that are made by students' in using noun phrase in descriptive text?
2. What are proportions (frequency and percentage) of errors by the students in using noun phrase in descriptive text?

E. Objectives of The Research

The objectives of the study are:

1. To discover the common error that is made by the students' in using noun phrase.
2. To carry out the students' errors proportions (frequency and percentage) in noun phrase in descriptive text.

F. Significance of The Research

a. Use of the Research

1. Theoretically

Theoretically, the result of the research is expected to support the theory which would 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 students

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

b) For the teacher

Sometimes, it is difficult to understand students' difficulties if the students themselves didn't know the errors they have made. Teacher may use 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 at the first semester at SMPN 2 Bandar Mataram Lampung Tengah in Academic Year 2019/2020 about the students' error in using noun phrase on descriptive text.

c) For the researcher

The researcher would be known 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.

G. Scope of The Research

Scope of the research is as follows:

a. Subject of the Research

The subject of the research was students at the SMPN 2 Bandar Mataram Lampung Tengah in Academic Year 2019/2020

b. Object of the Research

The object of the research was student's error in using noun phrase in descriptive text in order to know the problems faced made by students especially in using Noun Phrase.

c. Time of the Research

The research was conducted at the Eight grade in the academic year of 2019/2020.

d. Place of the Research

The research was conducted at SMPN 2 Bandar Mataram Lampung Tengah.



CHAPTER II THEORETICAL FRAMEWORK

A. Theory of Error Analysis

1. Mistake and Error

Mistake and Error has roughly the same meaning. But, to analyze learners language and apply error analysis both have differences. Therefore, the researcher provides some definitions of mistakes and errors as below:

a. Mistakes

Mistake is a wrong action or statment proceeding from faulty judgment, inadequate knowledge or inattention. James said students tend and are able to correct mistakes in the end result, assuming that the form he chose is not intended, and we will say that the error is a mistake.¹³ With the same understanding, Ellis in *Error Analysis and Interlanguage* defines mistake is to use the correct form in language and sometimes wrong on performance. Professor at one of the universities in Perth, Australia said that the learner succeeds in understanding the second language and can try to self-correct.¹⁴ Brown explain a mistake refers to a performance error that is either a random guess or a slip, in that is a failure to utilize a known system correctly.¹⁵

¹³Carl James, *Error in Language and Use*, (New York: Longman, 1998), p.78.

¹⁴ Rod Ellis, *Error Analysis and Interlanguage*, (Oxford: Oxford University Press, 1981), p.51.

¹⁵H. Douglas Brown, *Principles of Language Learning and Teaching*(New York:Person Education, 2007),p.257.

b. Errors

The process of learning a foreign language is long and difficult. The process of learning a foreign language is influenced by their mother tongue as their first language, so that it is possible that the learners make errors in a foreign language. Brown explains error as an idiosyncrasies in the language of the learner that are direct manifestations of a system within which a learner is operating at the time.¹⁶ An error is a noticeable deviation from the native grammar, it reflect the competence of the learner.

Although it is a common thing, having poor understanding of target language will lead the learners to do mistakes and errors and they will make a lot of errors, because it is natural part of language acquisition process. Gass and Selinker state error take place when learner has incorporated a particular erroneous form (from the perspective of target language) into his or her system. Error is likely to occur repeatedly and is not recognized by the learner as an error.¹⁷ From the information above, we can know that error is the deviation that occurs because language learners do not understand the rules of the language. It can be helped by the teachers who provide additional exercise.

In addition, Carl James who is also an expert in the field of Error Analysis said that errors occur only when there is no

¹⁶*Ibid*,p.258.

¹⁷ Susan M. Gass, Larry Selinker, *Op. Cit.*

attention to do something. The Duke University graduate describes students as incapable or reluctant to correct, we assume that the forms students use are intended and that it is an error.¹⁸

Thus, it can be concluded that the error is a student error in using the language due to lack of understanding of students about language learning, they do not know the error unless told by the teacher and can fix it.

The difference between error and mistake when clear, based on the explanation of various experts above error is a mistake made by students because of lack of knowledge of language learning. Students need special attention from the teacher in order to understand the second language correctly. While mistake is a mistake made by students due to lack of accuracy of learners, and students can evaluate their own mistakes.

2. Definition of Error Analysis

Errors are something usual done by learners who are in learning process. They usually make many mistakes in writing process. To know the students difficulties in writing, the teacher required the investigation of the errors by analyzing the sources of errors. One way to identify the students' errors is using the error analysis method.

In the book *Second Language Acquisition An Introductory Course* explained that error analysis is a type of linguistic analysis which focus

¹⁸ Carl James, *Ibid.*

on the errors made by learners. It starts from learner production data. The comparison is between learners error in producing the target language and the target language itself.¹⁹ this errors and that case should support the teacher of foreign language to realize that error made by student learner in the process of constructing a new system of language need to be analyzed carefully.

Ellis writes in her book and she said that error analysis succeeds contrastive analysis, which focus on the learners errors by identifying the linguistic differences between learners first language and the target language. Contrastive analysis assumes that error essentially occurs as a result of interference when learner transfers his first language 'habit' into the target language. Interference is believed to happen whenever the habit of the first language differs from those of the target language.²⁰

3. Source of Error

Based on Brown, he classifies the causes of the error to four. The man who was born in 1941 named its; inter-lingual transfers, intra-lingual transfers, context of learning, and communication strategies.²¹ For a detailed explanation as follows:

a. Inter-lingual Transfer

Inter-lingual transfer is the cause of error from transferring

¹⁹ Susan M. Gass, Larry Selinker, *Second Language Acquisition An Introductory Course*(3rd ed) (New York:Routledge, 2007),p.102.

²⁰Rod Ellis, *The Study of Second Language Acquisition*(New York: Oxford University Press, 1994),p.47.

²¹ H. Douglas Brown, *Op.Cit.* p.263.

knowledge or grammar into the target language. That means that native speakers mix the target language in terms of patterns, systems or rules.²²

b. Intra-lingual Transfer

Intra-lingual transfer is an error due to the lack of language competency learned in the target language.²³

c. Context of Learning

The third cause is usually done by the student because of the teacher's explanation error. Can also occur due to miscellaneous explanations in the manual, structure or word or misunderstanding of the students.²⁴

d. Communication Strategies

Communication strategies are defined and related to learning styles. Students use production strategies to improve their message delivery, but this technique can be a source of error.²⁵

4. Classification of Error

Dulay, Burt, and Krashen divide the taxonomic type in the analysis of errors into four, namely linguistic category, surface strategy, comparative analysis, and communicative effect.²⁶

²² *Ibid.*

²³ *Ibid*, p. 264.

²⁴ *Ibid*, p.266.

²⁵ *Ibid.*

²⁶ Heidi, S. Dulay, Marina Burt, Stephen Krashen. *Language Two*. (New York: Oxford University Press, 2004), p.146.

a. Linguistic Category Taxonomy

Many taxonomic errors refer to linguistic types that are affected by errors. The linguistic category classifies errors based on either the linguistic or cinematic component of a particular linguistic error effect.²⁷ Dulay states, the linguistic category taxonomy classified errors according to either or both the language component or the particular linguistic constituent the error affects.²⁸ The language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocab), and discourse (style).

b. Surface Strategy Taxonomy

The taxonomic surface strategy emphasizes the way surface structures change. Students can remove necessary items or add unnecessary ones, they misrepresent or mislead them.²⁹

c. Comparative Taxonomy

Comparative taxonomy is the comparison between the structure of second language errors and certain other types of construction. This type of error usually compares errors made by children who learn the target language as their first language and sentence in the student's native language.³⁰

²⁷ *Ibid.*

²⁸ Heidi Dulay et al, *Language Two*, (New York: Oxford University, 1982), p. 146

²⁹ Heidi, S. Dulay, Marina Burt, Stephen Krashen, *Op.Cit.*, p. 146

³⁰ *Ibid.*

d. Communicative Effect Taxonomy

The effects of the communicative taxonomy focus on distinguishing between errors that seem to cause miscommunication and which are not. There are two types of communicative taxonomic effects: global errors and local errors.³¹

Based on theories above, this research focused on Linguistic Category taxonomy. It classifies errors based on the language component or the particular linguistic constituent the error affects. The linguistic category taxonomy is used by many researchers as a tool which organizes the errors they have collected. In other words, it becomes the scheme to categorize the errors found in the data.³² In the component of linguistic category taxonomies, noun phrases are including in syntax. In classification of errors, the researcher classified errors based on the head, pre-modifiers and post-modifiers in noun phrase.

5. Linguistic Category Taxonomy

Linguistic category taxonomy classifies errors according to either or both the language components and the particular linguistic constituent the error affects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Constituent includes the elements that 25

³¹ *Ibid.*

³² Dulay et al, *Op.Cit.*, p. 146

comprise each language component. For example, within syntax one may ask whether the error is in the main or subordinate clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjective, and so forth.³³

B. Relevance of Study

A noun phrase is either a pronoun or any group of words that can be replaced by a pronoun. From the definitions, the researcher concluded that the noun phrase is a group of words that modifies a noun. One of the grammars that must be mastered in writing descriptive text is Noun Phrase, because in descriptive text they must describe something in detail noun. From the definition above the researcher concludes that descriptive text and noun phrase is a description about noun, people, place, thing, or others.

C. Conceptual Framework

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 Alice and Ann,

³³ *Ibid* ,p.146

Writing is progressive activity.³⁴ It can be concluded that writing something down, have already been thinking about what going to say and how going to say it. Then after finishing writing, read over what have written and make change and corrections. Therefore, writing is never a one step action; it has several steps.

Hogue stated Good writing is more than just using correct grammar.³⁵ Writing skill needed to explore something so that other people know the result of knowledge. It needed some knowledge such as vocabulary, grammar, punctuation, and spelling. Briefly, it could be said that writing can be distinguished from other skills as the one of most difficult. It could be concluded that writing was one way of communication to transmit the information or a process of expressing ideas from the writer's knowledge and resources but in the form of vocabulary and grammar.

2. The Purposes of Writing

Whenever writing something, the writer needs some clear purposes to guide the reader. The purpose of writing Ur points out that the purpose of writing in principle is the expression of idea, the conveying message to the reader, so the ideas themselves should arguably be seen as the most important aspect of the writing.³⁶ Meanwhile, Kaister and Dietrich said when writing for other audiences, generally has one of

³⁴ Ann Hogue and Alice Oshima, *Introduction to Academic Writing, second Edition*, (New York: Longman 1997). p.2.

³⁵ Ann Hogue, *First Step in Academic Writing, second Edition*. (New York: Longman 1996).p.6.

³⁶ Penny Ur, *A Course in Language Teaching*, op.cit.,p.163.

the following purposes in mind:³⁷

a. Sharing feeling and thoughts.

Writing is not only to share the personal feelings and thoughts with close friends and loved ones but also, on certain occasion, with colleagues or associates. These include letters of all kinds from valentine notes to formal expression of congratulation. To express a feeling and sense of the world when create some poetry and fiction.

b. Providing information

In writing to give information, try to organize and present as much explanation and detail as are necessary to leave the particular audience with few questions on the subject.

c. Moving others to thought, feeling and action

A writer giving information may often include expressions or feeling as a means of developing a point or drawing in the reader.

Finally, the most successful writing for others makes its basic purpose clear and appeals most effectively to its readers.

3. The Process of Writing

When talking about writing process, it is usually referring to the production process, what it takes to produce a piece of written work. According to Hogue Become skilled writers by always using these four steps: 1.Prewriting (getting ideas and organizing them), 2.Writing the first draft, 3.Editing the first draft, and 4.Writing the final draft to

³⁷ Julia Dietrich and Marjorie M. Kaester, *WRITING Self-Expression and Communication*, (New York: University of Louisville, 1986).p. 40.

hand in.³⁸

4. Definition of Text

A text is a meaningful linguistic unit in a context. A text both a spoken text and written text. A spoken text is any meaning spoken text. It can be a word or phrase or sentence or a discourse.³⁹ It means that text is a arranging of words to give a message to somebody in written or spoken. A text is any completed act of communication such as greeting friends in the street, a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act of communication.⁴⁰ Furthermore, Anderson states that text is when these words are put together to communicate a meaning, a piece a text is created.⁴¹

It means that text is arranging of word in sentences to create a paragraph of a text. The text is one of the ways that the people do to communicate with the other people in order to share information, knowledge in written or spoken. From the explanation above, it can be concluded that text is arranging of words in written or spoken that should provide appropriate true information based on kinds of text written. It has function to give information or information about

³⁸ Ann Hogue, *First Steps in Academic Writing*, op.cit.p.6

³⁹Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.1.

⁴⁰Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assesing Writing* (Sydney: University of New South Wales Press Ltd, 2005), p.29.

⁴¹Mark Anderson and Kathy Anderson, *Text Type in English* (South Yara: Macmillan, 1997), p.1.

something to readers.

Such as explain from Gerot and Wignel in the book Making Sense of Functional Grammar classify the genre into thirteen types of text, they are:

1. Spoof

Spoof is a text to retell an event with a humorous twist.

2. Recount

Recount text is a text telling someone what you have done.

3. Report

Report is a text describes the way things are with reference to a range of natural, made and social phenomena in our environment.

4. Analytical Exposition

Analytical exposition is a text to persuade the reader of listener that something in the case.

5. News item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

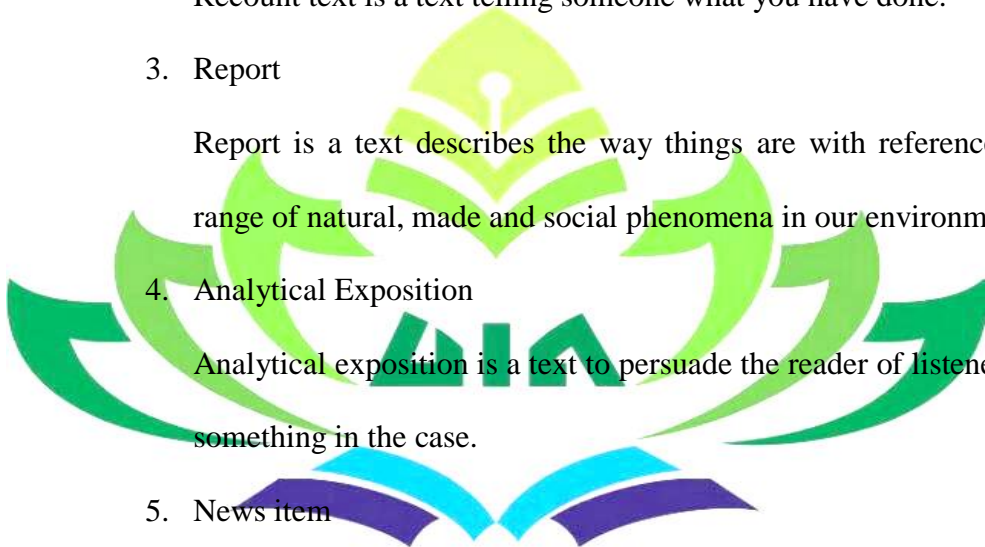
6. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

7. Narrative

Narrative is a text to entertain the reader.

8. Procedure



Procedure text is a text telling someone else how to do something.

9. Description

Description text is a text to describe a particular person, place or thing.

10. Hortatory exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

11. Explanation

Explanation text is a fundamental process in the exchange of information and ideas.

12. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

13. Reviews

Reviews is a text to critique an art work or event for a public audience.⁴²

5. The Definition of Descriptive Text

Descriptive text is the text that describes the features of someone, something, or a certain place. Sofyan states Descriptive text is the kinds of the text to describe something, people, place, animal.⁴³ It means the description is the detail of explanation to show the specific

⁴²Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*,(New south wales:Gerd Stabler, 1994),p.192-217.

⁴³ Fahmi Sofyan, *Kunci Berhasil Lulus Bahasa Inggris SMP/MTS*, (Jakarta: Pustaka Tarbiyah Baru),p.13.

object to the readers or audiences. Besides, Kane explained Description is about sensory experience-how something looks, sounds, tastes. Mostly it is about visual experiences, but description also deals with others kinds perception.⁴⁴ According to Hogue description is word pictures.⁴⁵ You tell how something looks, feels, smells, tastes, and sounds.

Descriptive text has its own generic structure, having two components: Identification or classification, and description of features. According to Sofyan the generic structures of descriptive text:

- a. Identification: identifies or introduction of phenomenon to be describe. It means when describe something students 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.⁴⁶

⁴⁴ Thomas S. Kane, *The Oxford: Essential Guide To Writing*, (New York: University Press, Inc, 2003), p.351.

⁴⁵ Hogue, *First Step in Academic Writing*, op.cit., p.70.

⁴⁶ Sofyan, *Kunci Berhasil Lulus Ujian Bahasa Inggris SMP/MTS*, Loc. Cit.

From the definition above the researcher concludes that descriptive text and noun phrase is a description about noun, people, place, thing, or others clearly as result the readers see the object, so that they can explain whatever they see. After that they could make note list statement to support statement so that the researcher can describe more detail about something and then they wrote into descriptive writing clearly.

6. Purposes of Descriptive Text

The definition and purpose of descriptive text description is use in all forms of writing to create a vivid impression of a person, place, object, or event such as to describe a special place and explain why it is special, describe the most important person in your life, and describe the animals habitat in report descriptive writing is usually used to help a writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects, etc. According to Ann learn to write good descriptions. When writing description of a person, tell what he or she looks like. When describe of a place, tell what it looks like. If describing a scene with people, might first describe what the people is happening and what the people are doing.⁴⁷ Thus, in descriptive writing, the readers have been given detailed object, vivid picture and use five senses or use fact words that will enable the

⁴⁷ Ann Hogue, *First Step in Academic Writing, op.cit.*, 72.

readers to see, feel, hear, taste, touch, or smell what the object is describing.

7. 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

8. The Definition of Noun

Among the part of speech, Noun is widely use in sentence constructions, it may function as subject, object, or complement in a sentence. According to Ur nouns usually function as do pronouns, as the subject, object or complement of a verb, or follow preposition.⁴⁸

Noun 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. This construction will make what is called noun phrase. Danesi said that noun is word that allow you to name and label the person, entities, places, and concept that make up our world.⁴⁹ This 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.

⁴⁸ Ur, *A Course in Language Teaching*, op.cit., 80.

⁴⁹ Marcel Danesi, Ph.D.: *Basic American Grammar and Usage*. (New York : Barron's Educational Series. 2006), p.22.

Frank states the noun in English 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 sentence.⁵⁰ In addition, it may function as the chief or “head” words in many structures of modification. In the book *The Idea to Essay: A Rhetoric, Reader, and Handbook* Jo and Anthony Explain noun are names of person, animal, things, places, characteristic, and ideas⁵¹.

9. The 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. Radford states A phrase is by *merging* (a technical term meaning combining) two word together.⁵² Kolln states A phrase is a word or group of words that functions as a unit within the sentence.⁵³ A phrase will always have a head or headword; and as you might expect, the head word of the noun phrase is noun. Based on Burton opinion generally a phrase is defined as a sequence of words that can function as a constituent in the structure of sentence.⁵⁴ Agustin says, phrase is an annexation of two or more words, which obtain a word as a central

⁵⁰ Frank Marcella: *Modern English*. (USA: Prentice Hall),p.2.

⁵¹ Jo Ray McCuen, Anthony C. Wincler. *From idea to Essay A Rhetoric, Reader, and Handbook* (12thed)(New York:Houghton Mifflin Harcourt Publishing Company,2009),p.574.

⁵² Andrew Radford, *An Introduction English Syntax*, (United Kingdom: Cambridge University Press),p.57.

⁵³ Martha kolln and Robert Funk, *Understanding English Grammar, Eight Edition* (United States: Canada, 2001),p 21.

⁵⁴ Burton Roberts, Noel: *Analyzing Sentences An Introduction to English Syntax*. (London, England: Longman, inc. 1986),p.19.

idea from this annexation, these words make a new explanation of the meaning. English has some prominently phrase, they are:⁵⁵

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

⁵⁵ Anggi Agustin "Students Comprehension of Noun Phrase Plus Adjective Phrase Toward Students' Skills". (Tangerang : UMT),p.23.

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.

10. The Definition of Noun Phrase

Noun phrases 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 phrases are also particularly productive, and interpreting the new vocabulary that is constantly introduced to the language is a difficult task. A noun phrase is defined as a phrase that consists of a pronoun or noun with any number of associated modifiers, including adjectives (small, red, lovely), adjective phrases, adjective clauses, possessive adjectives (my, his, her, their) adverbs (very, extremely, usually), determiners (the, a, an), prepositional phrases and other nouns in the possessive case.⁵⁶

According to Quirk and Greenbaum the noun phrase typically functions as subject, object, complement of sentences, and as complement in prepositional phrases.⁵⁷ Wardhaugh states A noun phrase (NP) is a construction that typically has either a noun (N) or a pronoun (Pro) as its central constituent, i.e., that noun or pronoun must be regarded as the head or most important element in the phrase.⁵⁸

However, Gelderen defines The group of words is called a phrase. If the most important part of the phrase, i.e. the head is an adjective, the phrase is an adjective phrase, if the most important of the phrase is a

⁵⁶ Nguyen Ngoc Vu : *A Contrastive Analysis Of Noun Phrase In English And Vietnamese*. (Vietnam: Ho Chi Minh University,2010),p.3.

⁵⁷ Randolph Quirk and Sidney Greenbaum, *A University Grammar of English*, (UK: Longman Group,1989),p.59.

⁵⁸ Ronald Wardhaugh, *Understanding English Grammar: A Linguistic Approach, Second Edition*, (UK: Blackwell Publishing),p.36.

noun the phrase is a noun phrase, and so on.⁵⁹

Noun phrase is a noun, or a noun with an article or determiner, and / or an adjective in front of it, and sometimes with a relative clause after it, examples:

Apple (noun). Some apples (determiner and noun).

Some red apples (determiner, adjective and noun).

Some red apples which I am going to eat (determiner, adjective, noun and relative clause).⁶⁰

11. The Elements of Noun Phrase

According to Lecch, on a book by the title English Grammar For Today.⁶¹ 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

⁵⁹ Elly Van Gelderen, *An Introduction to the Grammar of English: Syntactic argument and socio-historical*, (Amsterdam: Jhon Benjamins Publishing Company, 2002).p.31.

⁶⁰ <http://www2.elc.polyu.edu.hk/cill/exercises/because.htm>

⁶¹ Lecch, G., Deuchar, M, and Hoogenroad,R. *English Grammar for Today: A New Introduction* (London : The Macmilan Press Ltd, 1982),p.60.

- 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

12. Function of Noun Phrase

Like a word phrases can be classified by their external function and by their internal form. By form, the structure of the phrase is made of word and other constituents. Typically in a phrase composed of head and post modifier tend to be phrase or clause.⁶²

a. As Subject (S)

NP = S + P + C (The house + was + quite empty)

b. As Object (O)

NP = S + P + O (We + have bought + the house)

c. As Complement (C)

NP = S + P + C (This + must + the house)

⁶² Lecch,G.,Deuchar,M,and Hoogenroad,R. *English Grammar for Today : A New Introduction* (London : The Mcmilan Press Ltd 1982),p.60.

Noun Phrase including noun and pronouns perform eleven main grammatical function within sentences in the English Language. Noun is traditionally defined as “person, place, things, and ideas”. Noun phrase is defined as phrase that consist of a noun or pronoun and any number of constituent including adjective, determiner, preposition phrases, verb phrase, and adjective phrase clauses. The function of a noun of a noun and noun phrase are:⁶³

a. Noun Phrase Head

A noun phrase consists of a noun including a pronoun plus any determiner, modifiers, and complements. For example: The big blue *ball* and *someone* to love.

b. Subject

A subject is a word, phrase, or clause that problems actions of or act upon the verb. For example: The *baby cried*. *Dogs* and *cars* make excellent pets.

c. Subject complement

A subject complement is a word, phrase, or clause that follows a copular, or linking, verb and describes the subject of a clause. The terms *predicate nominative* and *predicate noun* are also used for noun phrase that functions as subject complement. For examples: My grandfather is *farmer*. Our favorite pets are *dogs with short hair*

⁶³ Huddleston, Rodney. *Introduction to The Grammar of English*. (Cambridge: Cambridge University Press. 1984).p.37.

d. Direct object

A direct object is a word, phrase, or clause that follows a transitive verb and answer the question who? or what? receives the action of the verb. For examples: The children *eat all the cookies*, the woman has always hated *mice and rats*

e. Object complement

Object complement is defined as noun, pronoun, noun phrase, adjective, and adjective phrase the directly and modify the direct object. For examples: We consider our puppy *our baby*. My aunt calls my uncle *sweet heart*.

f. Indirect object

An indirect object is word, phrase, or clause that indicate to or for whom or what the action of a intransitive verb is a performed. For examples: My husband bought *me flowers*. The child drew *his mother* a picture.

g. Preposition complements

A preposition complement is a word, phrase, or clause the directly follows a preposition and completes the meaning of prepositional phrase. For example: My husband bought flower *for me*. The students studied during *their spring break*.

h. Noun phrase modifier

A noun phrase modifier a word, phrase, or clause that modifiers or describes a noun including pronoun or noun phrase. For

examples: *The child* actor won an award. We reserved *twenty hotel rooms*.

i. Determinatives

Determinatives provide information such as familiarity, location, quantity, and number. Possessive nouns which are a noun, pronoun, or noun phrase and the possessive clitic (apostrophe s or s apostrophe) function as determinative. Possessive noun indicate possession of or some other relationship to another noun or noun phrase. For examples: *My brothers* apartment is small. I found *every ones* reports informative.

j. Appositive

An appositive is a word, phrase or clause that modifies or explained another noun phrase. For example: *my grandfather, the farmer*, bought more farm land. The teacher, *my uncle*, assign a lot of a work.

k. Adjunct adverbials

An adjunct adverbials is a word, phrase or clause that modifies and entire clause by providing additional information about time, place, manner, condition, purpose, reason, result, and concession. For example: *today* they children woke up early. *Yesterday* the children slept in late.

The noun phrase is a quintessential part of every sentence, it is potentially infinite in length, and it can include any number of other

phrases (e.g. noun, adjective, and adverb) within its structure. Johan states Students must understand about phrase to make a good sentence.⁶⁴ Some examples about phrase are below:

1. Noun phrase in English is composed of potential parts. One of the parts is the head, which obligatorily exists. The head of noun phrase accompanied by determiners (the, a, an, those, that, etc) and other modifiers which precede the head are called the pre-modifiers and those which follow the head are called the post-modifiers. According to Greenbaum and Nelson Modifiers are unit that are dependent on the main word and can be omitted. Modifiers that come before the noun are pre-modifiers, and those that come after the noun are post-modifiers.⁶⁵

For examples:

| Addition | Headword | Noun Phrase |
|--|----------|------------------------------|
| Those (determiner) | Books | Those books |
| New (Pre-modifiers) | Books | New books |
| On astronomy (Post-modifiers) | Books | Books on astronomy |
| Determiner + pre-modifier + Noun + post-modifier | | Those new books on astronomy |

⁶⁴ Johan, A Ghani. *Reading and Translation Pelajaran Membaca dan Menerjemahkan Bahasa Inggris*, (Yogyakarta:PustakaPelajar2004),p.34-42.

⁶⁵ Sidney Greenbaum and Gerald Nelson, *An Introduction to English Grammar, Second Edition*. (London: Longman, 2002).,p.31.

2. The Noun Phrase can be formed by adding adjective, verb + ing, verb III, and noun in front of the head word. Adjective functioning as pre-modifiers mostly comes before the noun head. George and Julia stated Adjectives are usually used before the nouns they modify.⁶⁶ For example: the noun phrase *beautiful girl*, *the beautiful* indicates then quality of *the girl*, so the meaning of that phrase is *the girls who are beautiful*. Verb + ing and verb III those called participles. Participles are the-ing, -ed, -en forms of verb. They may be used to modify nouns and many be used either before or after the nouns they modify. As a modifier participle occurs before the noun head, it indicates that the noun describes doing the action. For example: *the standing person*, means *the person who is standing*. Other examples can be seen below:

For examples:

| Addition | Headword | Noun phrase |
|--------------------|----------|-------------------|
| Good (adj) | House | A good house |
| Closing (verb+ing) | Ceremony | Closing ceremony |
| Beautiful (adj) | Dance | A beautiful dance |
| Broken (verb III) | Class | Broken class |

⁶⁶ George E. Wishon and Julia M. Burks, *Let's Write English, Revised Edition*, (New York: American Book Company, 1980),p. 107.

3. The Noun Phrase extended by adding group of preposition, verb-ing, verb III, verb with to infinitive in behind of the head word.

For examples:

| Addition | Headword | Noun phrase |
|--------------------------|-----------|-------------------------|
| In front of house (prep) | Woman | Woman in front of house |
| Done (verb III) | Home work | Home work to done |
| Studying (verb + ing) | English | Studying English |

4. The Noun Phrase extended by adding adverb, adjective, numeral pronoun, or noun phrase in behind of head word. According to George & Julia Adverb may follow nouns and be used adjectivally to modify them.⁶⁷

For examples:

| Addition | Headword | Noun phrase |
|---|-----------|---------------------------|
| There (adv) | Flowers | There flowers |
| Special (adj) | Something | Something special |
| Five (numeral pronoun) | Page | Page five |
| The last prophet (NP in behind of headword) | Mohammad | Mohammad the last prophet |

5. The Noun Phrase extended by adding adjective sub-clause in behind of the head word. This sub clause at once becomes a part of

⁶⁷ Ibid., p.22.

noun phrase. This sub clause has subject predicate and explains the noun before, so that's why called sub clause. Called by sub relative sub clause because it begins with relative pronoun such as which, who, that, whom, whose, why, where, and how.

For examples:

| Adjective sub clause | Headword | Noun phrase |
|----------------------|-----------|------------------------------|
| Which many flowers | The house | The house which many flowers |
| Where I was born | The place | The place where I was born |
| Who we Meet | The lady | The lady who we meet |

6. The Noun phrase formed by adding preposition in front of relative pronoun. Prepositions are words which begin prepositional phrase. Prepositional phrase is a group of words that begins with a preposition and ends with a noun or pronoun. For example: in front of the class, *in front of* is the preposition and *the class* is noun.⁶⁸

For examples:

| Preposition | Relative pronoun | Headword | Noun phrase |
|-------------|------------------|------------|-------------------------------------|
| From | Which | The school | The school which they graduated |
| To | Whom | The person | The person to whom I was introduced |

⁶⁸ *Ibid*, p.30.

From the examples above, it can be seen that the expansion of an English noun phrase is quite possible to have a series of modifiers. Here is the example how the noun “girl” can be expanded into a large phrase with various kinds of modifiers before and after it.

The modifiers of noun phrase not only can be realized by adjective, as the basic noun modifiers, but also by other modifiers such as noun, participles, prepositional phrase, or other noun phrase.



REFERENCES

- Anderson, Mark and Kathy Anderson.1997. *Text Type in English* South Yara: Macmillan.
- Alice, Oshima and Hogue Ann. 1997. *Introduction to Academic Writing second Edition*. New York: Longman .
- _____. 1996. *First Step in Academic Writing, second Edition*. New York: Longman.
- Azwar,Saifudin. 1997. *Realibilitas dan Validitas*.Yogyakarta:Pustaka Pelajar.
- Bena Florita Krisetyawati. 2010. *An Error Analysis on the Translation of English Noun Phrases into Indonesian of the Fifth Semester Students of the English Department of Teacher Training and Education Faculty, Sebelas Maret University in the Academic Year 2010/2011*. Surakarta : Sebelas Maret Univeristy.
- Burton, Roberts Burton. 1986. *Analyzing Sentences An Introduction to English Syntax*. London, England: Longman.
- Brown, Douglas H. 2007. *Principles of Language Learning and Teaching* New York: Person Education.
- Danesi, Marcel, Ph.D. 2006. *Basic American Grammar and Usage*. New York: Barron's Educational Series
- Dietrich, Julia and Marjorie M. Kaester. 1986 . *WRITING Self-Expression and Communication*, New York: University of Louisville.
- Ellis, Rod. 1981. *Error Analysis and Interlanguage*. Oxford: Oxford University Press.
- _____. 1994. *The Study of Second Language Acquisition*. New York: Oxford University Press.
- Fraenkel, Jack and Nourman E Wallen. 2009. *How to Design and Evaluate Research in Education,Seventh Edition*. NewYork: McGrawHill.
- Frank Marcella.1972. *Modern English*. USA: Prentice Hall.
- George, E. Wishon and Julia M. Burks. 1980. *Let's Write English, Revised Edition*. New York: American Book Company.
- Gerot, Linda and Peter Wignell. 1994. *Making Sense of Functional Grammar*. New south wales: Gerd Stabler

- Harmer, Jeremy. 2007. *How To Teach English*. England: Pearson Education Limited.
- Helen, de Silva Joyce and Susan Feez. 2000. *Creative Writing Skills*. Australia: Phoenix Education.
- Heidi, S. Dulay, Marina Burt, Stephen Krashen. 2004. *Language Two*. New York: Oxford University Press.
- Huddleston, Rodney. 1984. *Introduction to The Grammar of English*. Cambridge: Cambridge University Press
- James, Carl. 1998. *Error in Language and Use*. New York: Longman.
- Jane E. Gressang. 2010. *A Frequency and Error Analysis of The Use of Determiners, The Relationships between Noun Phrases, and The Structure of Discourse in English Essays by Native English Writers and Native Chinese, Taiwanese, and Korean Learners of English as a Second Language*. Iowa City: University of Iowa.
- Jo Ray McCuen, Anthony C. Wincler. *From idea to Essay A Rhetoric, Reader, and Handbook* 12th ed. 2009. New York: Houghton Mifflin Harcourt Publishing Company
- Johan, A Ghani. 2004. *Reading and Translation Pelajaran Membaca dan Menerjemahkan Bahasa Inggris*. Yogyakarta: Pustaka Pelajar.
- John, Schater, Ph.D. *The Master Teacher Series Descriptive Writing journal*.
- Knapp, Peter and Megan Watkins. 2005. *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. Sydney: University of New South Wales Press Ltd.
- Kolln, Martha and Robert Funk. 2001. *Understanding English Grammar, Eight Edition*. United States: Canada.
- Lecch, G., Deuchar, M, and Hoogenroad, R. 1982. *English Grammar for Today: A New Introduction*. London : The Macmilan Press Ltd.
- Linda Gerot and Peter Wignell. 1994. *Making Sense of Functional Grammar*, New south wales: Gerd Stabler.
- Nguyen, Ngoc Vu. 2010. *A Contrastive Analysis Of Noun Phrase In English And Vietnamese*. Vietnam: Ho Chi Minh University.
- Penny, Ur. 2009. *A Course in Language Teaching, Practice and Theory*. Cambridge University.

- Randolph, Quirk and Sidney Greenbaum. 1989. *A University Grammar of English*, UK: Longman Group.
- Richard, J.C. & Renandya,W. 2002. *Methodology in Language Teaching*. NewYork.
- Setiyadi,Bambang. 2006. *Metode Penelitian Untuk Bahasa Asing*. Yogyakarta: GrahaIlmu.
- Soni Tantan Tandiana. 2015. *Contrastive Analysis Of Using Noun Phrase in English andIndonesian Language*. Tasikmalaya: Universitas Siliwangi.
- Susan, M. Gass, Larry Selinker. 2007. *Second Language Acquisition An Introductory Course* 3rd ed. New York: Routledge.
- Siahaan, Sanggam and Kisno Shinoda. 2008. *Generic Text Structure*. Yogyakarta: Graha Ilmu.
- Sidney, Greenbaum and Gerald Nelson. 2002. *An Introduction to English Grammar, Second Edition*. London: Longman.
- S. Kane, Thomas.2003. *The Oxford: Essential Guide To Writing*. New York: University Press,Inc.
- Sugiyono. 2010. *Metode Penelitian Pendekatan Pendidikan Kualitatif, Kuantitatif, dan R&D*. Bandung:Alfabeta.
- _____. 2013. *Metode Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- _____. 2015. *Metode Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif dan R&D*. Bandung:Alfabeta.