

**AN ERROR ANALYSIS OF USING NOUN PHRASE IN  
DESCRIPTIVE WRITING OF THE TENTH-GRADE AT SMA  
YP UNILA BANDAR LAMPUNG IN THE ACADEMIC YEAR  
OF 2023/2024**

**A Thesis**

**Submitted as a Partial Fulfilment of the Requirement for  
the S1 Degree**

**By**

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## ABSTRACT

This research is to investigate the students' errors in writing descriptive text made by the tenth-grade students at SMA YP Unila Bandar Lampung. The problem of this research are what types of error found and what sources of error found in descriptive text. The objectives of this research are to identify and classify the types of error found and to investigate the sources of error found.

The technique used to analyze the data of this research is using the theory of error analysis proposed by Dulay et al. The theory that used to found the sources of error propose by Brown. The method of this research is qualitative approach. This research was carried out at SMA YP Unila Bandar Lampung. The step of analyzing data are collecting the data, identifying the error, describing the error, explaining the error, and drawing the conclusion.

The result of this research showed that based on surface strategy taxonomy, there were (29.79%) omission error, (19.15%) addition error, (25.59%) misformation error, and (25.59%) misordering error. Omission error is the highest error occurred. The result for the sources of errors were interlingual transfer (32.53%), intralingual transfer (18.07%), and communication strategies (49.40%).

Keyword : *Error Analysis, Descriptive Writing, Noun Phrase,*

## DECLARATION

I declare that this thesis entitled “An Error Analysis of Using Noun Phrases in Descriptive Writing of the Tenth-Grade at SMA YP Unila Bandar Lampung in the Academic Year of 2023/2024” is completely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledgment in the text.

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## MOTTO

وَتِلْكَ الْأَمْثَالُ نَضْرِبُهَا لِلنَّاسِ وَمَا يَعْقِلُهَا إِلَّا الْعُلَمَاءُ

“and these parables We made for human and no one understands it  
except people who have knowledge”  
(QS. AL-AN’KABUT AYAT 43)<sup>1</sup>

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<sup>1</sup> Tafheemul Qs Al-‘Ankabut, Ayat 43 (On-Line), Available on:  
<http://www.islamicstudies.info/> (December, 01 2023).

## DEDICATION

This thesis is dedicated to :

1. My God Allah SWT, whose blessing and mercy have been very crucial to the completion of my thesis.
2. My beloved parents, Mrs. Erni Haas as my single mother who always trying to do everything for me, be my support system, pray a lot for me for all the best in my life. And also my father Mr. Sahron Zawawi who always support and pray a lot for me. Nothing to say than thank you so much for everything.
3. My beloved grandmother and my beloved aunty and uncle, Mrs Ernawati and Mr. Supono for taking care of me and pray a lot for me. Also all of my big family who always support me to finish my thesis
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5. Thank you to myself for being able to try hard and fight until now. Able to defend myself from various pressures and pain. Still completing this thesis very well even though it has been broken many time and many times felt heartbroken. This is an achievement to be proud.

## **CURRICULUM VITAE**

The researcher is name is Nevrita Wulanda. She was born in Padang Manis on November 12<sup>th</sup> 2001. She is single child of Mrs. Erni Haas and Mr. Sahron Zawawi. She started her formal education at Kindergarten in TK Harapan Bunda, Waylima, Pesawaran. After that she continued her study at Elementary School in SDN 9 Waylima then graduated in 2013. After that she continued her study at Junior High School in MTS Al-Ma'arif OKI, South Sumatra and graduated in 2016. Then, Senior High School in MAN 1 Bandar Lampung and graduated in 2019. Afterwards, she decided to take English Education Study Program at UIN Raden Intan Lampung. In the seventh semester the researcher had Community Service Program in Waylima, Pesawaran. After that, she had her Field Teacher Training in SMA YP Unila Bandar Lampung.

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The writer is fully aware that she cannot complete this thesis without the assistance of many people. She has been thankful to a lot of people who has help, and support in finishing this thesis. Therefore, she would say thanks to them. They are follows:

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Finally, nothing is perfect neither this thesis. Any corrections, comments, and suggestions for the goodness quality of this thesis. Therefore, the writer sincerely welcomes suggestion and comments from the readers and she expects that this thesis is useful for the readers

Bandar Lampung,  
The researcher

December 2023

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# CHAPTER I

## INTRODUCTION

### A. Title Affirmation

To avoid misunderstanding in understanding and interpreting a thesis title, it is necessary to confirm the meaning of some words in the title of this thesis. The title of the thesis is An Error Analysis of Using Noun Phrase in Descriptive Writing of the Tenth-Grade at SMA YP Unila Bandar Lampung in the Academic Year of 2023/2024. Description of the meanings of the terms contained in the title are as follows:

1. Error.

Dulay explains error as “the flawed side of learning speech or writing. They are those parts of conversation or composition that deviate some selected norm of mature language performance”

2. Analysis.

An analysis is a process that involves systematic testing of something to ascertain the relationship between its parts and its connection to the whole, in addition to being an activity to search for correlations.<sup>1</sup>

3. Noun.

Among the parts of speech, Nouns are widely used in sentence construction, they may function as subject, object, or complement in a sentence. According to Ur, nouns usually function as pronouns; as subjects, objects, or complements of verb; or follow a preposition. Nouns are words that name and label the people, entities, things, places, and concepts that make up our world.<sup>2</sup>

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<sup>1</sup>Heidi Dulay, Marina Burt, and Krashen Stephen, “EBOOK Language Twoby Heidi Dulay Marin,” 1982.

<sup>2</sup>Penny Ur, *A Course in Language Teaching*, vol. 1 (Cambridge university press Cambridge, 1996).

## 4. 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 such that the phrase functions as a single part of speech. Radford states that a phrase is created by *merging* two word together (a technical term meaning combining).<sup>3</sup>

## 5. Descriptive Writing

Pardiyono states that, description is a type of written text which has the specific function to give description about an object (human or non human).<sup>4</sup> Spratt et al. stated that writing is one of four language skills: reading, writing, listening, and speaking. Writing and speaking are both productive skills. This means that they implicate a producing language instead of a receiving one. In other words, writing involves communicating a message (something to say) by signing on a page.<sup>5</sup>

## B. Background of the Problem

It can be explained that English is the language with the largest number of speakers in the world. English is one of the most widely spoken international languages.<sup>6</sup> This is significant in social interaction and science, as language is a means of communication with other people in the world to understand each other's intent and purpose of what is stated. Reading, listening, writing, and speaking are the four sciences that must be understood to learn English.

Writing skills are one of the skills that must be mastered by students in addition to vocal, learning, and listening skills.

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<sup>3</sup> Andrew Radford, *English Syntax: An Introduction* (Cambridge University Press, 2004).

<sup>4</sup> M Pardiyono, "Kurikulum Tingkat Satuan Pendidikan," *Bandung: Remaja Rosdakarya*, 2006.

<sup>5</sup> Mary Spratt, Alan Pulverness, and Melanie Williams, *The TKT Course* (Cambridge University Press, 2005).

<sup>6</sup> M F Patel and Praveen M Jain, *English Language Teaching* (Sunrise Publishers and Distributors, 2008).

Writing habits are good for students express ideas and made them creative when writing paragraphs. Writing involves the transfer of information or ideas from various contexts to readers. Richards and Renandya state that writing is the most difficult skill for second- language learners to master.<sup>7</sup> In other words, it was difficult for Indonesians to use the correct English structure. Therefore, we can conclude that writing is neither simple nor random and which requires conscious mental effort. Writing must be taught systematically, unlike sounds. There is a need to master the organizational structure for our ideas in written correspondence. All these difficulties make learning to write a sophisticated process that incorporates many interrelated components. In writing, there were several types of text, namely procedure, recount, descriptive, news item, report, and narrative. Because the descriptive text was the first writing lesson that students get, this research can focus on writing descriptive text.

Descriptive text is text in which a writer tries to imagine what he is describing. A good paragraph has unity (it makes a point, or it shows where a subject unit begins) according to Banet and Stubbs to have paragraph unity, a student must support the expression with ideas. They make good object classifications based on features by misrepresenting descriptions. It is also possible to use the description both subjectively and objectively. An objective description will be chosen if it describes the physical appearance of an object or person. Subjective is used when students want to give their opinion about an object. This combination makes descriptive text unique and researchers are interested in choosing this genre.<sup>8</sup> Reep states that “a paragraph achieves coherence when a sentence continues in a sequence that supports one point at a time. Descriptive writing conveys details about a person, location, or place in a way that allows the reader to imagine. That is, descriptive writing is used to communicate

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<sup>7</sup>Jack Croft Richards, Jack C Richards, and Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge university press, 2002).

<sup>8</sup>Sylvan Barnet and Marcia Stubbs, “Practical Guide to Writing: With Additional Readings,” *Glenview, IL: Scott, Foresman*, 1990.

concepts by building mental images for reading imagining.<sup>9</sup> Furthermore, students prefer to use noun phrases in descriptive texts, even though they always write in reverse order.

Phrase is a group of words that has a particular meaning and function when they are coming together. It can consist of one word or more, every phrase has one head word. In other words, phrase is not a clause that has a subject and verb, and a phrase cannot stand by itself. A noun phrase is one of the main phrases that should be learned by the students of senior high school because they should understand noun phrases to create a good descriptive text or study English text in a textbook. It is difficult for Indonesians to use the proper structure in English. This is because of the difference between English structure and Indonesian structure, while the students are influenced by their mother tongue. A noun, according to Frank, is one of the important parts of speech. A noun is joined to a verb to form a structure that becomes a sentence core, which is required for every complete sentence. Furthermore, it serves as the “Head” of the sentence. Cowan defines a noun phrase as a grouping of words that includes an obligatory head noun as well as all other structure determiners and modifying elements that attach to it.<sup>10</sup>

In composing noun phrases, students were found to have made errors partly because they were influenced by their mother tongue as the first language. Making an error was the most natural thing in the world and an unavoidable part of the process of learning a foreign language. Many kinds of errors arise when the learners write, because they do not master the structure well. The learners cannot avoid errors in their second or foreign language. The process of learning a second language is a fundamentally different nature from the process of primary acquisition. The error made by the students needs to be analyzed by conducting error analysis. Richard states that error analysis is the study and

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<sup>9</sup> Reep, Diana C. (2009). *Technical Writing: Principles, Strategies, and Readings*. United States: Pearson Education Inc.

<sup>10</sup> Novi Alvionita, “An Error Analysis of Using Noun Phrase in Students Writing Paragraphs at Second Semester of English Department,” *English Journal*, no. 6 (2022): 1–4.

analysis of the errors made by second and foreign language. Error analysis is useful for teaching and learning process. The teacher will find the errors which are made by students through error analysis.<sup>11</sup>

According to Brown 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 find out some problem faced by the students.<sup>12</sup> While Dulay et al. states that error analysis is the study of learners error and closely related to contrastive analysis. They state, based on contrastive analysis, that the differences between the first and the second language were thought to account for the majority of a second language learner's errors.<sup>13</sup> The data of errors were classified based on surface strategy taxonomy by Dulay who stated "Errors as errors of addition, errors of omission, errors of substitution or misformation, and errors of ordering or misordering". And to analyze the source of the error, the researcher divided it into three aspects, namely interlingual, intralingual, and context learning sources of error by Brown.

Based on a preliminary research by an interviewed English teacher of tenth-grade students of SMA YP Unila Bandar Lampung. The teacher said that it was difficult to construct the types of noun phrases in writing paragraphs in present event, for example *teacher perfect* instead of *perfect teacher*. They did not focus on the grammatical rules of the sentences. The most difficult problem that always happens was that they have difficulty expressed ideas for meaningful activities especially in descriptive writing. And also students have difficulty using noun phrases, they still do not understand how to combine nouns with adjectives. Sometimes, students only mentioned adjectives. Therefore, Noun phrase errors have become a serious problem in

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<sup>11</sup>James P Lantolf, "The Context of Language Teaching. Jack C. Richards. Cambridge, MA: Cambridge University Press, 1985. Pp. Xi + 228.," *Studies in Second Language Acquisition* 8, no. 2 (1986): 218–20

<sup>12</sup>H Douglas Brown, "Principle of Language Learning and Teaching, New York: Person Education" (Inc, 2007)

<sup>13</sup>Heidi Dulay et al, *Language Two*, ( New York: Oxford University, 1982)

learning English especially for foreign language learners, such as the tenth-grade students of SMA YP Unila Bandar Lampung.

The researcher chose the tenth grade because the descriptive text material has been taught in the first semester which was also listed on the syllabus. The researcher has to reviewed the language features especially on the noun phrase used by students in writing descriptive text. Based on interviewed with the tenth grade English teacher of YP Unila High School in the preliminary study, the teacher said that only 30% of students understood the noun phrase and 70% did not understand the noun phrase and still made mistakes in writing nouns in writing descriptive texts. Based on these reasons, the researcher conducted this research entitled "An Error Analysis of Using Noun Phrase in Descriptive Writing of the Tenth-Grade Students at SMA YP UNILA Bandar Lampung in the Academic Year of 2023/2024"

### **C. Focus and Sub-focus of the Research**

1. The focus of this research is to find and analyze the error of using noun phrases in descriptive writing in tenth-grade senior high school students using Surface Strategy Taxonomy theory by Dulay et al theory.
2. While the sub-focus of this research is to determine the source of error in noun phrases in writing descriptive texts using Brown theory.

### **D. Formulation of the Problem**

1. What are the errors of noun phrase in descriptive texts written by the tenth-grade students of SMA YP UNILA Bandar Lampung?
2. What are the sources of students errors in using noun phrase in writing descriptive text at tenth-grade students in SMA YP Unila Bandar Lampung?

## **E. Objective of the Research**

According to the research questions above, the objective of the research are:

1. To find the errors of noun phrase in descriptive texts written by the tenth-grade students of SMA YP UNILA Bandar Lampung.
2. To find the sources of students errors in using noun phrase in writing descriptive text at tenth-gradestudents in SMA YP Unila Bandar Lampung.

## **F. Significance of the Study**

This research hopefully could give worth significances in theoretical, practical and education.

### 1. Theoretical

The researcher hopes that this research can make a contribution through analyzing of students' mistakes in writing descriptive text for academic purposes to find out the dominant errors and errors made by students. This can be used as a reference to improve students' ability to write descriptive texts. Therefore, it can serve as a reference for future error analysis research at UIN Raden Intan Lampung.

### 2. Practical

#### a. English teachers of Senior High School

The results of this research hope to provide guidelines for English teachers to improve their students' knowledge of noun phrases. Teachers can anticipate specific problems when they teach common cases of the sentence pattern of noun phrases to the tenth-year students of senior high school.

#### b. Senior High School Students

This research hopes to help the students realize their mistakes after they have been given an explanation and then tested with simple tests of writing a descriptive text using noun phrases. The answers can be discussed together with the students therefore, thus they will not make

anysecond mistakes. By the end of the research, the students can use noun phrases correctly by writing a short descriptive text about things, places, and people.

c. The Researcher

The researcher hopes that this research can expand the readers awareness of about the error of using noun phrase in wiring descriptive text. The researcher hopes that students can anticipate themselves for making error in their writing. The researcher can be aware of the students error in grammar especially the use of writing noun phrase in descriptive text and to enrich the intellectual literature and expect to be additional reference for further research.

## G. Relevant Research

The relevance research was intended as a review that aims to avoid any similarities from previous research and also to review the result of previous research and can be used as a research reference. Some of research found and related to this research include :

First, in the field of error analysis, there had been a number of studies conducted by several researchers. One of such study was conducted by ArtinBenaFloritaKrisetyawati, 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 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. This study determined the main error and finding out the causes or sources of the errors in using Translation of English Noun Phrases. Based on this study, errors on the use of Translation of English Noun Phrases were still made by most students of the fifth semester student the English Department of Teacher Training and Education Faculty,

SebelasMaret University in the Academic Year 2009/2010.<sup>14</sup>The similarity of previous research and present research is both of the researchfocus on noun phrases. The difference of previous research and present research is focus on the translation in noun phrase while this research focus grammar of noun phrase.

The second researchhad 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%).<sup>15</sup>It means that the most errors happened in head errors.The result of this study showed that were three types of errors in using noun phrases made by students based on Linguistic Category Taxonomy

The third previous stresearch was a thesis by Ferdiansyah, Graduate Degree in English Education, Raden Intan State Islamic University Lampung, 2020, under the title An Error Analysis of Using Noun Phrase in Writing Descriptive Text at the First Semesters of the Eight Grade Students at SMPN 2 Bandar Mataram Lampung Tengah in the Academic Year 2019/2020. This thesis explained the commonn of error made by students in noun phrase in descriptive text. They where the head with 16 items, pre-modifiers with 21 items, and post-modifiers with 2. The total number of errors committed by 23 students were 39 items.<sup>16</sup>Therefore, the result of the research shows that pre-modifiers errors were the highest made by student, and the least

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<sup>14</sup> 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 MaretUniveristy: Surakarta, 2010)

<sup>15</sup> Suci Novianti. Suci Novianti. *Students' Grammatical Errors In Using Noun Phrases In Descriptive Text* (Uin Raden intan: Bandar Lampung, 2018)

<sup>16</sup>Ferdiansyah. *An Error Analysis of Using Noun Phrase in Writing Descriptive Text at the First Semesters of the Eight Grade Students at SMPN 2 Bandar Mataram Lampung Tengah in the Academic Year 2019/2020* (Uin Raden Intan: Bandar Lampung, 2020)

errors in using post-modifiers made by students. This research based on Linguistic Category Taxonomy.

The fourth one of the research in descriptive writing was conducted by NgatnoUtomo, 2006, entitled: *An Error Analysis on Simple Present Tense in Descriptive Writing Made By The Eighth Year Students Of Sltip N 2 Ungaran In The Academic Year 2005/2006*. This research 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.<sup>17</sup> The similarity of previous research and present research is both of the studies analyze errors in students' descriptive writing. The difference of previous research and present research is the previous research focuses on errors of simple present tense while the present research focuses on noun phrase.

The fifth, there was research was conducted by Cholipah from Syarif Hidayatullah State Islamic University Jakarta under the title "*An Analysis of Students' Error in Writing Recount text (A Case Study in the second-grade Students of SMP Trimulia Jakarta Selatan. 2014)*." The purpose of this research was to find empirical evidence of the most common errors and the sources of errors in recount text writing made by SMP Trimulia Jakarta second-grade students. This research employed a case study as well as qualitative research. The data were presented descriptively, and the error analysis procedure used was based on the Ellis and Barkhuizen theory. The difference between her research and this research is that her research has a big range of error analyses in writing while this research will focus on noun phrases.

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<sup>17</sup>Cholipah. *An Analysis of Students' Error in Writing Recount text (A Case Study in the second-grade Students of SMP Trimulia Jakarta Selatan. 2014)*(Uin Syarif Hidayatullah : Jakarta, 2014)

Overall, this research was different from those researches above. The previous research focused on translating noun phrases and error in using articles, errors of simple present tense, and previous research above based on linguistic category taxonomy. But in this research, the researcher focused on noun phrases in writing descriptive text and based on surface strategy taxonomy.

## H. Research Method

### 1. Research Design

In this research the researcher used qualitative research. Anselm and Corbin define qualitative research method as “types of research whose findings are not obtained through statistical procedures or other forms of calculation.”<sup>18</sup> Afriza also states that qualitative research methods are defined as methods of research in the social sciences that collect and analyze data in the form of words (oral and written) and human actions and the researcher do not attempt to calculate or quantify the qualitative data that has been obtained and thus do not analyze the numbers.<sup>19</sup>

In conducted this research, the researcher used qualitative research to described and analyzed students’ errors. The grammatical errors that made by the students had been identifying and classifying by the researcher based on the surface strategy taxonomy theory proposed Dulay et al. In this way, the data gather from the students was then analyzed, the description in this research was about errors of using noun phrase in descriptive writing.

### 2. Research Subject

#### a. Population

As stated by Sugiyono, the population is the whole subject or object of the research that has the quality and particular characteristics. In addition, he states the sample is

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<sup>18</sup> Anselm, Strauss dan Juliet Corbin. 2003. *Dasar-Dasar Penelitian Kualitatif*. Yogyakarta: Pustaka Belajar.

<sup>19</sup> Afrizal. 2017. *Metode Penelitian Kualitatif: Sebuah Upaya Mendukung Penggunaan Penelitian Kualitatif dalam Berbagai Disiplin Ilmu*. Depok: PT Rajagrafindo Persada.

part of the characteristic of the population that represents its population.<sup>20</sup> Based on the previous definition above, the population is defined as all members of any well-defined class of people, event, or object. In this case, this research took the students of the tenth-grade at SMA YP UNILA as the population of the research. The population in this research were 433 students, the population consists of twelve classes with the detail as follows :

**Table 1.1**  
**The Total of the Student at the Tenth-Grade of SMA YP UNILA**  
**Bandar Lampung in the Academic Year of 2023/2024**

NO	Class	Number of Student		
		Males	Females	Total
1	X1	15	21	36
2	X2	10	26	36
3	X3	19	17	36
4	X4	19	17	36
5	X5	19	17	36
6	X6	19	17	36
7	X7	18	18	36
8	X8	18	18	36
9	X9	20	16	36
10	X10	19	17	36
11	X11	19	17	36
12	X12	19	18	37
Total				<b>433</b>

b. Sample

In *How to Design and Evaluate Research in Education*, Frankel and Wallen described purposive sampling as a different from convenience sampling in that the writer does

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<sup>20</sup>Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, R & D*, (Bandung: Alfabeta, 2015), p. 117-118.

not simply study whoever is available but rather uses their judgment to select a sample that they believe, based on prior information was provided the data needed.<sup>21</sup> The researcher took one class as a sample for this research, which was appropriate with purposive sampling, which explained that sampling was based on a specific purpose. In this research, the researcher took the X11 class as the sample which has 36 students, consisting of 19 males and 17 females. The researcher chose this class because most of them have the lowest scores than the other class in learning English especially in writing.

#### c. The Sampling Technique

McMillan stated that the sample can be selected from a large number of groups of persons, identified as the population, or it can simply refer to a group of subjects from whom data was collected.<sup>22</sup> This research used the purposive sampling technique. Arikunto stated that the purposive sampling technique is a sampling technique that isn't done based on stratify, random, or region but is done based on a particular destination.<sup>23</sup> As stated by Sugiyono that purposive sampling technique is a technique of determining samples with certain considerations.<sup>24</sup>

### 3. Instrument

In this research, the main instrument was the human because this research determines the research center, selected informants as data sources, collected data, analyzed data, and concluded findings.<sup>25</sup> In this research, class X11 at SMA YP UNILA Bandar Lampung had been given descriptive text writing test. Students' errors of using noun phrase in writing

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<sup>21</sup> Jack Fraenkel and Nourman E Wallen, *How to Design and Evaluate Research in Education, Seventh Edition*, (New York : McGraw Hill, 2009) p.99

<sup>22</sup> Ibid, 169.

<sup>23</sup> Loc.cit, p.121.

<sup>24</sup> Ibid, p.124.

<sup>25</sup> Ibid, p.45

descriptive text was analyzed based on the surface strategy taxonomy by Dullay et al. Then, the researcher also analyzed sources of students errors in using noun phrase in writing descriptive text based on Brown theory which included Interlingual Transfer, Intralingual Transfer, Context of Learning and Communication Strategies.

**Table 1.2 Blueprint of Writing Test**

Objectives	Directions for the Test
<ol style="list-style-type: none"> <li>1. Students are able to provide information using their own words related to describing an object or place.</li> <li>2. Students are able to produce a writing product about describing an object or place.</li> <li>3. Students are able to use noun phrases correctly in descriptive text writing</li> </ol>	<ol style="list-style-type: none"> <li>1. Make a descriptive paragraph at least 2 paragraph (Identification and Description)</li> <li>2. Write descriptive text by choosing of the topic gives bellow :               <ol style="list-style-type: none"> <li>a. My Pet</li> <li>b. My Idol</li> <li>c. My Hometown</li> </ol> </li> <li>3. The time allotment is 45 minutes.</li> </ol>
Description	
<p>This writing test was made to measure the students knowledge that they have gotten from their learning process in the class especially about using noun phrases in writing descriptive text. The result of this test was used to decided wether they doing error in using noun phrases in writing descriptive text and what are the sources of students errors in using noun phrases in descriptive text writing. The result of this test can be analyze to find the error of noun phrases using Surface Strategy Taxonomy by Dulay et alandcan be analyze to find the sources of students errors in using noun phrases in writing descriptive text using Brown theory.</p>	

#### 4. Data Collecting Technique

Data collecting technique was the first main step in this research because the main purpose of this research was to obtain data.<sup>26</sup> In this research the students are asked to write a descriptive text about two paragraphs included identification and description. The topics are **my pet, my idol or my hometown**. There was no scoring test in this research, the researcher only analyzed the students' sentences. The researcher used the students' documents to analyze students' errors in using Noun Phrase by the writing test and interview.

#### 5. Data Analysis

In conducting this research, to analyze noun phrase errors in descriptive writing of the students, the researcher used procedures of error analysis by Ellis.<sup>27</sup> According to Ellis, the error analysis procedure was as follows :

##### 1) Identification and Description

After collecting the data, the data were selected, identified, and described. Identification refers to analyzing the sentence that contributed to noun phrase errors. Description refers to classifying the errors into types of errors which consist of omission, addition, misformation, and misordering. After that the researcher asked the raters to cross-check about the identification and description that has been done by the researcher.

To identify and classify noun phrase errors in students' writing, the researcher applied the following steps :

- 1) Selected the sentences that contain subject noun phrase errors in the students' writing and then underlined them.
- 2) Rewrote the error sentence in the 3 provided below.

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<sup>26</sup> Sugiyono, Metode Penelitian Pendekatan Kuantitatif Kualitatif dan R&D. (Bandung : Alfabeta, 2015), p.224

<sup>27</sup> Ellis, R. (1997). *Second language acquisition*. Oxford, UK: Oxford University Press.

- 3) Identified and classified the types of the errors based on Surface Strategy Taxonomy by Dulay et al.

**Table 1.3**  
**Identification and Description of Errors**

Number	Error Sentences	Correction	Types of Error

- 2) Explained and Evaluated Errors

In this step, why errors occur was explained. The explanation concerned the cause of errors was considered more serious than the other.

After completed the above process , to determine the most frequent types of errors, the following steps were applied :

- 1) Counted the total number of frequency of each type of errors from the identification table
- 2) Counted the total number of frequencies of all types of errors
- 3) Made a percentage for each type of error, in order to determine the most frequent errors. It was by divided the total number of frequency of each type of error by the total number of all frequencies of types of errors and then multiply with one hundred percent

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

P = Percentage

F = Frequency

N = Number of sample which is observed<sup>28</sup>

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<sup>28</sup> Anas Sujiono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada.2006).p 43

**Table 1.4 Distribution of Errors**

<b>Types of Errors</b>	<b>Frequency</b>	<b>Percentages</b>
<b>Ommision</b>		
<b>Addition</b>		
<b>Misformation</b>		
<b>Misordering</b>		

- 4) To found the sources of students errors, the researcher used Brown theory which consists of Interlingual Transfer, Intralingual Transfer, Context of Learning, and Communication Strategies. Then the researcher made conclusion based on the data that were already being analyzed. The researcher used the descriptive analysis technique (percentage) to analyze the data. The researcher used fromula as the formula above.

**Table 1.5 Distribution Sources of Errors**

<b>Types of Errors</b>	<b>Frequency</b>	<b>Percentages</b>
<b>Interlingual Transfer</b>		
<b>Intralingual Transfer</b>		
<b>Context of Learning</b>		
<b>Communication Strategies</b>		

## **6. Trustworthiness of Data**

In this research, trustworthiness of the data is a proof that the data can be counted for. In qualitative research, finding or data are valid if there is no difference between what is being reported by the research with what is going on the subject of the research is being investigated. In this research the researcher use triangulation, which triangulation is defined as checking the data from various things. Various method

used in this qualitative procedure to maintain the validity of the data in order to obtain more accurate result. Qualitative validity means that the researcher applied a specific procedure and confirmed the correctness of everything found. In these cases, triangulation is the process of increasing plausibility from different angles, approaches, or methods. Triangulation also helps remove bias and can identify research errors and discrepancies. Triangulation was supposed to use multiple data sources, data collection approaches, and some theory to validate the results.<sup>29</sup>

From the explanation above, the researchers used investigator triangulation to check whether the data is valid or not. The validation of this research was checked by the English subject teacher at the school where the researcher was conducted this research and also who monitored this research. Therefore, the researcher referred to Mrs. Siti Rahmah, S.Pd as an English teacher to be a validator in this study..

## **I. Systematics of The Discussion**

This study employs the following systematic discussion to make it simple to understand :

### **CHAPTER I. INTRODUCTION**

This chapter contains Title Confirmation, Background of the Problem, Focus and Sub-focus of the Research, Problem Formulation, Objective of the Research, Significance of the Research, Relevance Research, Research Method and, Systematics of the Research.

### **CHAPTER II. THEORETICAL FRAMEWORK**

Contains descriptions of theories relating to the problems to be studied.

### **CHAPTER III. DESCRIPTION OF THE RESEARCH OBJECT**

This chapter is a description of the object research that contains General Description of the Object and Facts and Data Display.

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<sup>29</sup> Humble, Á. M. (2009). Technique triangulation for validation in directed content analysis. *International journal of qualitative methods*, 8(3), 34-51.

**CHAPTER IV FINDINGS AND DISCUSSION**

Provided research findings and discussion.

**CHAPTER V CLOSING**

Presented the research's conclusions and recommendation



## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Error and Mistake

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:

##### 1. Error

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<sup>30</sup>. 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.<sup>31</sup> 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 attention to do something. The Duke University graduate describes students as incapable or reluctant to correct, we assume

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<sup>30</sup>H Douglas Brown, "Principle of Language Learning and Teaching, New York: Person Education" (Inc, 2007).

<sup>31</sup>Susan M Gass, Jennifer Behney, and Luke Plonsky, *Second Language Acquisition: An Introductory Course* (Routledge, 2020).

that the forms students use are intended and that it is an error.<sup>32</sup> 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.

## 2. 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.<sup>33</sup> 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.<sup>34</sup> 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.<sup>35</sup>

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.

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<sup>32</sup>Carl James, *Errors in Language Learning and Use: Exploring Error Analysis* (Routledge, 2013).

<sup>33</sup>*Ibid* .

<sup>34</sup>Rod Ellis, *Understanding Second Language Acquisition*, vol. 31 (Oxford university press Oxford, 1989).

<sup>35</sup>H Douglas Brown, "Principle of Language Learning and Teaching, New York: Person Education" (Inc, 2007), p.257

## B. Error Analysis

Many students made errors while learning a foreign language, which is not only unavoidable but also a necessary part of the language learning process because learning a foreign language is different from the mother tongue. Learners make errors partly because of inter lingual transfer or overgeneralization within the target language itself. Errors can occur in grammatical, phonological, and semantic level. 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. According to Norrish, some pedagogical reasons for errors made by foreign language learners have been suggested, but the most important reason is that the error itself may be a necessary part of learning the language. It could happen might because of the different rules, and the students simply translate it without noticing the rules.<sup>36</sup>

In the book *Second Language Acquisition An Introductory Course* explained that error analysis is a type of linguistic analysis which focus 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.<sup>37</sup> 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.

Brown states 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 find out some problem faced by the

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<sup>36</sup>Andrian Andrian, "An Error Analysis of EFL Students' English Writing," *English Education Journal* 6, no. 4 (2015): 511–23.

<sup>37</sup>Gass, S. M., Spinner, P., & Behney, J. (Eds.). (2017). *Salience in second language acquisition*. Routledge.

students.<sup>38</sup> Dulay et al, states that error analysis is the study of learners error and closely related to contrastive analysis. They state, based on contrastive analysis, that the differences between the first and the second language were thought to account for the majority of a second language learner's errors.<sup>39</sup>

Meanwhile, Crystal in Hasyim mentions that error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.<sup>40</sup> Based on the definition from experts above, it can be concluded that error are common phenomena that occur systematically in language learning for new learners. In addition, error is not a mistake of themselves but the students do not know the rules of second language.

### 1. Procedure of Error Analysis

In analyzing students' errors, there are some steps to be followed. Many linguists have already discussed how to analyze students' errors in their book. One of them is Ellis, she suggests four steps in analyzing students' errors, those are: identifying errors, describing errors, explaining errors and evaluating errors.<sup>41</sup>

#### a. Identifying errors

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

For example:

*Smart girl from Yogyakarta.*

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<sup>38</sup>H Douglas Brown, "Principle of Language Learning and Teaching, New York: Person Education" (Inc, 2007), p.257

<sup>39</sup>Heidi Dulay et al, *Language Two*, (New York: Oxford University, 1982)

<sup>40</sup>Sunardi Hasyim, "ERROR ANALYSIS in the TEACHING of ENGLISH," *K@Ta* 4, no. 1 (2002): 62-74, <http://puslit2.petra.ac.id/ejournal/index.php/ing/article/view/15485>.

<sup>41</sup> Ellis, R. (1997). *Second language acquisition*. Oxford, UK: Oxford University Press. p. 15

The correct form in target language is:

*A smart girl from Yogyakarta.*

b. Describing errors

After identifying errors, the next step is description of errors. In this step, all errors that have been identified, then they will be classified into the types of errors which consist of omission, addition, misformation and misordering.

c. Explaining errors

This step will explain why errors occur. This explanation concerns on the causes of errors. From example above, the researcher may consider that the student makes noun phrase error (don't use determiner) because of interlingual, intralingual, context of learning or communication strategies.

d. Evaluating errors

In this step, the researcher must decide the criteria of errors which will be corrected because some errors can be considered more serious than other. The aim of evaluating errors is to distinct which errors will be corrected.<sup>42</sup>

### C. Classification of Error

According to Dulay et al., the most commonly used bases for descriptive classification of errors are the linguistic category, surface category, comparative taxonomy, and communicative effect taxonomy.<sup>43</sup>

#### 1. Linguistic Category Taxonomy

Linguistic category taxonomies, according to Dulay et al., classify errors based on either or both the language components or linguistic constituents. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary),

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<sup>42</sup> Ibid, p.15

<sup>43</sup> Heidi Dulay et al, *Language Two*, ( New York: Oxford University, 1982), p. 146.”

and discourse (style) whereas constituents are the elements that make up each language component.

## 2. 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.<sup>44</sup>

This category highlights the ways surface structure are altered in systematic and specific ways. Students' errors in this type are based on some logic as the result of the students use of interim principle to produce a new language. James stated that under this category, error can be classified into five types: omission, addition, misformation, misordering and blends. Furthermore, Dulay classified into four types: omission, addition, misformation and misordering.<sup>45</sup>

## 3. 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. Errors in this taxonomy are classified based on the comparison between the structure of target language errors and certain other types of construction. There three types of error :

### a. Developmental Errors

These errors are errors similar to those made by children learning the target language. There are two considerations underlying the interest in comparing L1 and L2 acquisition errors.

- 1) If characteristics common to both L1 and L2 acquisition can be identified, we may be able to apply L1 theoretical inference to L2 acquisition theory as well.

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<sup>44</sup>Ibid.

<sup>45</sup>Ibid.

2) Since L1 acquisition errors are not possibly due to language interference, when the same errors are made by L2 learners, it is reasonable to believe that mental processes of general language development are at work, not the grammar rules of the learner's native language

b. Interlingual Errors

Interlingual errors are similar in structure to semantically equivalent phrases or sentences in the L2 learner's L1. The sources of interlingual errors are all conditions that result in the premature use of the L2 by the language learner. These would include pressure to perform in the L2, living in an environment where the use of the L2 is very limited, conscious L2 language processing and so forth

c. Ambiguous Errors

Ambiguous errors are those that could be classified as either development or interlingual errors because they reflect errors that L1 learners commonly make while at the same time reflect the structure of the L2 learner's mother tongue.<sup>46</sup>

4. 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. The errors are categorized in two local and global errors. Local errors are errors that affect single elements (constituent) in a sentence do not usually hinder communication significantly. Global errors are errors that affect overall sentence organization significantly hinder communication.<sup>47</sup>

Based on the theories above, this research focused on Surface strategy taxonomy. Surface strategy taxonomy was

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<sup>46</sup>Ibid.

<sup>47</sup>Ibid.

used by many researchers as a tool which organized the errors they had collected. In other words, it became the scheme to categorized the errors found in the data. The data of errors were classified based on surface strategy taxonomy included addition error, omission error, misordering error, and misformation error. That was accordanced with Dulay et al. classified errors into four categories based on the Taxonomy of Surface Structure. They are omissions, additions, mis forms or substitutions, and mis ordering.<sup>48</sup>

#### **D. Surface Strategy Taxonomy**

Surface strategy taxonomy highlights the ways. Surface structures are altered. This taxonomy more concerns with identifying students cognitive process of acquiring a new language. Learners may forget necessary any morphemes or words, add unnecessary ones, misform or misorder items. Dulay et al. explain that error based on surface category is classified into four types, such as omission, addition, misformation, misordering. Those are :

##### **1. Omission**

Omission errors occur when an item that must appear in a well-formed utterance is missing. This is also supported by Tarigan who said that omission is marked by the lack of an element that should be in the good and correct speech.<sup>49</sup> Although any morpheme or word in a sentence is a potential candidate for the omission, some types of a morpheme are omitted more than others. Content morphemes carry most of the referential meaning of a sentence: noun, verb, adjective, adverb. For example, “*Maria manager new company*” instead of “*Maria is the manager of the new company*”.

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<sup>48</sup>Ibid.

<sup>49</sup>Henry Guntur Tarigan and Djago Tarigan, *Pengajaran Analisis Kesalahan Berbahasa* (Angkasa, Bandung, 1988).

## 2. Addition

Additions errors are the presence of an item that must not appear in wellformed utterances. Dulay, Burt and Krashen say addition usually occurs in later stage of second language acquisition or when the learner has acquitted some target language rule. There are three types of addition errors.<sup>50</sup> Those are :

### a. Double Marking

Double marking occurs when two items are marked for the same feature. The failure to remove certain items that are required in some linguistics contractions but not in others is accurately described as an additional error. For example, “*young children*” which the correct is just “*children*”.

### b. Regularization

Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptions that can be found in English. For example, the verb *eat* can not be changed into *eated* but *ate*. The noun *sheep* in plural form is also *sheep* not *sheeps* or the noun *man* can not be pluralized into *mans* but *men*. It is true that in English most of verbs can be changed into past form by adding *-d/-ed* after the basic verb and most of nouns can be pluralized by adding *-s/-es* to singular forms, but not all of them. The description above shows other errors that may be made by the learners, which is error interfered by regularization.

### c. Simple Addition

Simple addition is the subcategory of additions. It is called simple addition, if an addition error is neither a double marking nor regularization. According to Dullay, no particular features characterize simple additions other than those that characterize all addition errors-the use of an item which should not appear in a well-formed utterance. For example, in *The book is in over there*, the student

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<sup>50</sup>Heidi Dulay et al, *Language Two*, ( New York: Oxford University, 1982)

makes a wrong sentence. They add 'in' as preposition. The well-formed sentence is *The book is over there (Buku itu disana)*.<sup>51</sup>

### 3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. In misformation errors, the learner supplies something, although it is incorrect. There are three types of misformation errors, they are regularization errors, archi-forms and alternating forms. It means that the learners use the wrong form of word items.

### 4. Misordering

Misordering error is error that is characterized by the incorrect placement of a morpheme or group morphemes in an utterance. For nstance, *I do not understand what is that*. Here, the learner misorders the word 'is' and the well-formed sentence is *I do not understand what that is (Saya tidak mengerti apa itu)*.

## E. Sources of Error

Based on Brown, he classifies the causes of the error to four. Theman who was born in 1941 named its; inter-lingual transfers, intralingualtransfers, context of learning, and communication strategies.<sup>52</sup>

For a detailed explanation as follows:

#### 1. Interlingual Transfer

The beginning of stages of learning a second language is characterized by a good deal of interlingual transfer (from native language). In this stage, errors are caused by the interference of native language (mother language) of the learners. In identifying interlingual errors, researchers

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<sup>51</sup>Dulay, Burt, and Krashen, "Majer H. Dulay, M. Burt, S. Krashen Language Two. Oxford 1982.Pdf."

<sup>52</sup> H. D Brown, *Priciples of Language Learning and Teaching*, (New Jersey : Pretentice-Hall, 1994), P. 206

usually translate the grammatical form of the learner's phrase or sentence into the learner's first language. Interlingual errors here refer to second language errors that reflect native language structure.

2. Intralingual Transfer

Intralingual transfer is the transfer of negative information within the target language. To put it another way, it is the incorrect generalization of rules within the target language.

3. Context of Learning

Context of learning refers to the social situation, in the case of untutored second language learning, or the classroom with its teacher and its material, in the case of school learning. In the classroom context, frequently a teacher or textbooks can lead the learners to make errors because of misleading explanation from the teacher or faulty presentation of a structure or words in a textbook. In social context, untutored language acquisition can bring about certain dialect acquisition, which may become a source of error.

4. Communication Strategies

Brown states that a communication strategy is the conscious employment of verbal or nonverbal mechanisms for communicating an idea when precise linguistic forms are for some reasons not readily available to the learner at a point in communication. Communication strategy actually include processes of interlingual and intralingual transfer and context of learning for example a learner tries to get a message across to reader with their cognitive and personality styles.

## **F. Writing**

There are various explanations among the experts about writing. As asserted by Sanggam Siahaan, writing is the written productive language skill. In other words, to converse the

information to a reader, the writer requires something which is called writing. The capabilities of writer to apply the rules of the language are appreciated to convey the information about the writer's mind. It means writing is everything that the writer wants to express the information to the reader by applying the capability rules of language. The capabilities of the writer include the correct grammatical aspects, the types of the information and the rhetoric in communicative event.<sup>53</sup> In other words, the writer needs writing skill to communicate the information to the reader, listener or spectator.

According to Made et al., writing is more difficult to assess because the student must master all language components such as organization, grammar, punctuation, and mechanics. Listening and reading have a connection to writing as well. Writing can be used to assess students' comprehension of what they hear and read. In other words, writing is linked to all skills.<sup>54</sup> There are some purposes of writing that many experts have explained, according to Panny Ur "The purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader."<sup>55</sup>

Spratt et al. say that writing is one of the four language skills: reading, writing, listening and speaking. Writing and speaking are productive skills. It's mean that they implicate producing language instead of receiving it. In other words, we can say that writing implicates communicating a message (something to say) by making signs on a page. To write we need to be able to form letters and words, and to join these together to make words, sentences or a series of sentences that combine to

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<sup>53</sup>Sanggam Siahaan, "The English Paragraph" (Yogyakarta: Graha Ilmu, 2008).

<sup>54</sup>Ni Made, Kusuma Dewi, and Mochtar Marhum, "Improving Writing Skill of the Tenth Grade Students" 4, no. 1 (2016): 1-15.

<sup>55</sup>Ur, Penny. 1991. *A Course in Language Teaching* UK: CambridgeUniversity Press.

convey that message. Writing is discovering how to organize them and what you want to put on your reader.<sup>56</sup>

In a phrase, writing can be distinguished from other skills as one of the most important skills. Writing is also considered as a source for obtaining information or the process of communicating ideas based on the writer's expertise and experience, but in the form of vocabulary and grammar. To be a good writer have several characteristics. According to Boardman in Saragih, et al. there are three characteristics in writing a good text or paragraph :  
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1. Coherence

A paragraph has coherence when the supporting sentences are ordered according to principle. The sentences are put in order so that the reader can understand the ideas easily.

2. Cohesion

When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence.

3. Unity

All the supporting sentences should relate to the topic sentence. Order in text or paragraph is like organization but is smaller in space so it may be simpler to consider the order as direction. Thus order chronological steps to express the idea of the written form.

#### **a. Process of Writing**

Writing is the last result after people study some phases of writing before.<sup>58</sup>In writing, there are some important things that the researcher has to notice when the researcher will do writing. In writing, there are several steps, stages or procedures to be done identified in a large way consisting of

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<sup>56</sup>Spratt, M., Pulverness, A., & Williams, M. 2005. *The Teaching Knowledge Test (TKT) course*. Cambridge University Press..

<sup>57</sup>H. Pardede, "The Effectiveness of Using Text to Improve Writing Skill for Grade III Students," 2014, <https://dupakdosen.usu.ac.id/bitstream/handle/123456789/64805/Effectiveness.pdf?sequence>.

<sup>58</sup>Trudy Wallace et al., "Teaching Speaking, Listening and Writing", No. May (2014), p. 12–21..

four major stages, namely planning, drafting, revising, and editing.<sup>59</sup>

1) Planing

Planning is when writers think about what is on their mind, what will they say or write in writing. In planning, it is important to think carefully about the main problem in what will people write in their writing. The points are, planning is about how the writers sort facts, ideas, or arguments in their writing.<sup>60</sup>

2) Drafting

When pretty ideas have been gathered in the previous step, the first try at writing is to develop one that can be continued quickly.<sup>61</sup> In this section, it is good to focus on writing fluency to make a draft and not busy think about the exact grammar used.

3) Revising

Revising is the review of the texts found on the text feedback given in the responding stage.<sup>62</sup> Revising is the process of reading and reviewing what people have written before, or it can be said, this section is to review the texts that people made based on the feedback given and conduct an examination to ensure that their writing can be understood by the readers.

4) Editing

This part is for tidying up the text that has been created while setting up the end draft for evaluation.<sup>63</sup> This is the step when people have edited the writing and made revisions or changes to their writing.

## **b. Kind of Writing**

1) Exposition

The diverse effects a writer wants to make the reader believe to inform, to persuade, and to entertain, those beliefs are called exposition, description, or narration.

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<sup>59</sup> Ibid

<sup>60</sup> Jack C Richards dan Richard Schmidt, *Longman Dictionary of Language Teaching & Applied Linguistics*, 2010.

<sup>61</sup> Ibid

<sup>62</sup> Ibid

<sup>63</sup> Ibid

Exposition enlightens how things work, ideas, facts of everyday life, history, and controversial issues. Exposition discloses what a particular mind think, knows, and believes. It is logically constructed. Something like cause/effect, true/false, less/more, positive/negative, general/particular, and assertion/denial are organized by the exposition. The connectives like *therefore*, *however*, *and so*, *besides*, *not only*, *more important*, *in fact*, and *for example* indicate the movement of exposition.

2) Description

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

3) Narration

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

4) Persuasion

Another type of writing is persuasion, it seeks to become different how the readers think or believe. Usually, persuasion tells the controversial topics and appeals to reason in the type of *argument*, offering evidence or logical proof. *Satire* is a type of persuasion, it ridicules folly or evil, something subtly, crudely, and coarsely. Another type of persuasion is *eloquence*, it appeals to deal and noble sentiments. To put it more simply, persuasion gives the questionable cases with adding the argument to persuade the reader. Writing that includes fiction, personal essays, and sketches are chiefly *entertaining*.<sup>64</sup>

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<sup>64</sup>Thomas S Kane, "Oxford Essential Guide to Writing," 2000.

Eventhough most of the texts are studied by tenth grade students at SMA YP Unila Bandar Lampung, it is impossible for the researcher to conducted research on all texts, so the author chose descriptive text because descriptive text is the first material on the syllabus and students have learned descriptive text. besides this text is close to students' daily activities, about students' personal experiences. This can be proven by the definition of descriptive text.

### G. Descriptive Text

Descriptive text is the text that describes the features of someone, something, or a certain place. Sofyan stated “Descriptive text is the kinds of the text to describe something, people, place, animal.<sup>65</sup> It means the description is the detail of explanation to show the specific 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.<sup>66</sup> According to Hogue “description is word pictures”.<sup>67</sup> You tell how something looks, feels, smells, tastes, and sounds.”

According to Tompkins as cited in Asrial & Asty , descriptive text as painting pictures with word. The meaning is the students describe about something, such as picture, person, thing, animal, and place.<sup>68</sup> In addition, Writing descriptive text aims to show rather than tell the students what something is like Shahid, as cited in Maghfuroh & Nugroho. From the definition above, it can be concluded that descriptive text is describing the characteristics of a specific thing. For example, a specific person, animal, or object. The purpose of descriptive text is to tell

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<sup>65</sup>Fahmi Sofyan, “Kunci Berhasil Lulus Bahasa Inggris SMP/MTS” (Jakarta: Pustaka Tarbiyah Baru), 2012).

<sup>66</sup>Thomas S Kane, “Oxford Essential Guide to Writing,” 2000

<sup>67</sup>Ann Hogue, *First Steps in Academic Writing*, vol. 1 (Longman New York, 1996).

<sup>68</sup> Asrial, R., & Asty, H. (2010). *Teaching Writing Descriptive Text by Combining Brainstorming and Y Chart Strategies at Junior High School*. 1–8.

something such as characteristics of people, animal, place, things and etc. there are two kinds of generic structure in descriptive text, identification and description.<sup>69</sup>

From the definition above the researcher concluded 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 explained whatever they see. After that they could made note list statement to support statement so that the researcher can described more detail about something and then they wrote into descriptive writing clearly.

#### **a. 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 animal's 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."<sup>70</sup> 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 readers to see, feel, hear, taste, touch, or smell what the object is describing.

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<sup>69</sup> Maghfuroh, & Nugroho, H. A. (2015). *Developing Descriptive Writing Skill By Using Small Group Discussion For Tenth-graders*. 1–6.

<sup>70</sup>Hogue, A. (1996). *First steps in academic writing* (Vol. 1). New York: Longman.

## **b. The Generic Structure and the Language Feature of Descriptive Text**

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:

### 1. 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.

### 2. 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.<sup>71</sup>

Descriptive text also has the language features, there are:

- 1) Focus on specific participants: (My English teacher, Andika'scat, My school).
- 2) Use of descriptive adjectives: (strong legs, white fangs).
- 3) Use of detailed noun phrase to give information about the subject: (a sweet young lady, very thick fur, a very beautiful scenery).
- 4) Use of simple present tense.
- 5) Use of simple past tense if extinct.
- 6) Use of action verbs "material processes": (it eats grass, it runsfast).

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<sup>71</sup>Sofyan, Fahmi. (2012) *Kunci Berhasil Lulus Bahasa Inggris SMP/MTS*. Jakarta : Pustaka Tarbiyah Baru

- 7) Use of adverbials to give additional information about behaviour: (fast, at tree house).
- 8) Use of figurative language: (John is as white as chalk).<sup>72</sup>

From the language features above, the focused of this research is the used of noun phrases. the researcher analyzed the errors of using noun phrases in students' descriptive texts, students usually often used noun phrases in descriptive texts, although they always wrote in reverse order and also they do not realize that the sentences they write have turned into noun phrases. Noun phrases are one of the main phrases that high school students have to learn because they have to understand noun phrases to create good descriptive texts or learn English texts in textbooks. The researcher considered this error analysis needs to find the errors and the sources of students errors in using noun phrases in writing descriptive text.

## H. Noun Phrase

Part of speech in English grammar consists of noun, adjective, verb, and adverb. 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. Noun Phrase comes from two of words, noun, and phrase. Some of experts give the similar definition of noun.

A noun is a word or group of words used to name someone or something. According to Syarif, a noun is a name of a person, place, or thing. Some recently proposed definitions have been in terms of inflection: a noun is a word, which forms a plural by adding –s or the equivalent. Whereas a phrase is by merging (a technical term meaning

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<sup>72</sup>Pardiyono, P. B. (2007). *Teaching Genre Based Writing*, Yogyakarta: CV. Andi Offset.

„combining“) two words together.<sup>73</sup>Phrase is a group of words that does not contain a subject and a predicate and does not make a complete sense by itself. According to Ali a phrase is a group of words which consists of two or more words but does not have a subject or predicate and functions to take a complete add the meaning or information of the sentences.<sup>74</sup>

e.g.: - The book on the table is mine.

*Buku di atas meja itu adalah milik saya.*

- The boys in the street are students.

*Anak laki-laki di jalan itu adalah murid-murid.*

According to Frank, a noun is one of the most important parts of speech. A sentence core is formed by joining a noun and a verb, which is required for every complement sentence. Furthermore, in many modification structure, is serves as the “head” of the sentence. A noun phrase is the samea as a noun; the noun serves as the phrase“s head. Preposition phrases are commonly used as the subject, object, and complement of noun.<sup>75</sup> Ali also says that a noun phrases is a one which comes from a noun word and functions as subject or object of a sentence.<sup>76</sup>

e.g.: - The beautiful girl over there is my sister.

*Gadis cantik disana itu adalah saudaraku.*

- He is a governor of Jakarta.

*Dia adalah gubernur Jakarta.*

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<sup>73</sup>Ahmad Syarif, “An Analysis of Students’ Errors in Using Adjective Clauses,” *Universitas Pakuan Bogot*, 2018, <https://repository.unpak.ac.id/tukangna/repo/file/files-20180728153625.pdf>.

<sup>74</sup>Ali, A. 1993. *Understanding and Using English Grammar*. Jakarta: Bina Akasara and Prentice-Hall Inc. P.431

<sup>75</sup>Marcella Frank, “Modern English: A Practical Reference Guide.,” 1972.

<sup>76</sup>Ali, A. 1993. *Understanding and Using English Grammar*. Jakarta: Bina Akasara and Prentice-Hall Inc. P.431

## 1. Types of English Noun Phrase

Based on Baker theory, Baker uses the term noun phrases to refer to a large class of sequences that could serve as subject and object. He further divided noun phrases into the following:<sup>77</sup>

### a) Common Noun Phrase

A common noun phrase is a phrase that begins with a common noun. A noun phrase is simply the common name for a phrase that can function as a subject, direct object, and so on. There are two types of common noun phrases in English:

- 1) Count nouns, which are further subdivided into singular and plural nouns
- 2) There are mass nouns, which are considered singular nouns

The common noun phrases consist of common noun heads alone.

e.g.: - books, dogs, beer  
 - leader of the army, kind of Spain, faith in Fred's sister

### b) Noun Phrase Introduced by Determiners and Genitives

We have already seen many noun phrases in which common noun phrases were preceded by the word "the", which is known as the definite article.

- 1) A noun phrase can be made up of a determiner and a common noun phrase. Noun phrases introduced by determiners belong to a special semantic class known as definite phrases:

Noun Phrase = Determiner + Common NP

e.g.: - the book: NP = Det + CN  
 - that side of the table: NP = Det + CN + Prep + NP

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<sup>77</sup> Baker, M. 1989. *English Syntax*. London: Routledge.

- 2) Noun phrases can be made up of a genitive noun phrase followed by a common noun phrase. The traditional name for the case is genitive, which is formed by adding “s” to a singular or irregular plural noun and a regular plural noun.

e.g.: - Fred’s dog: NP = NPGen + CNP =  
 PN + CN  
 - The farmer’s pig: NPGen + CN =  
 Det + CN + CN

- 3) Noun Phrase Introduce by Quantity Words

A combination of quantity words and common noun phrases is another important type of elementary noun phrase. *Some, many, much, any, no, little, few, and so on* are examples of quantity words. A noun phrase can consist of a quantity word followed by common noun phrase.

Noun Phrase = Quant + Common Noun Phrase

For example: Many people  
 A few moment

- 4) Bare Noun Phrase

A common noun phrase is formed by combining some preceding words or phrases. English also recognizes noun phrases in which the common noun phrase appears without any accompanying element. A bare noun phrase is made up of a single mass or plural common noun phrase.

NP – CNP mass

NP – CNP plural

e.g.: - cookies: NP = CNP Plu = CN  
 - Pictures of the white house: NP =  
 CNP plu = CN + Pre Phr

- 5) Noun Phrase Introduce by „a“ or „an“ by Common Noun Phrase

e.g.: - Maya found a book

- Maya at an avocado

e.g.: - Jane found a fossil  
- Carey ate an apple

#### 6) A Special Possibility for Proper Nouns

Proper nouns are those that occur „typically“ in noun phrase. In this context, noun phrases include something other than the proper noun.

e.g.: - No John Smiths attended the meeting

- This John Smith lives in Brookline

#### 7) Some Special Combined Forms

A quantifier and a noun combination can be combined to form a noun phrase. The four English quantity words that can be used as the first element in these combination are some, any, no, and every. They can be joined to one of four noun-like stems: -one, -body, -thing, and -where.

NP = Quant + N

e.g.: something<sup>78</sup>

## 2. Function of Noun Phrase

Like word, 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 phrases is made of words and other constituents. Typically, in a phrases composed of head and post modifiers tend to be phrases or clauses.<sup>79</sup>

In the clause, the function of noun phrase is:

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<sup>78</sup> Ibid

<sup>79</sup> Geoffrey Leech et al., “English Grammar for Today: A New Introduction,” *RELC Journal* (Sage Publications Sage CA: Thousand Oaks, CA, 1984).

- a) As subject (S). NP = S e.g.: the house + was + quite empty: NP = S + P + C
- b) As object (O). NP = O  
e.g.: We + have bought + the house: NP = S + P + O
- c) As complement (C). NP = C  
e.g.: This + must be + the house: NP = S + P + C
- d) As adverbials (Adv). NP = Adv  
e.g.: We + walked + five miles + last week: NP = S + P + Adv + Adv
- e) As modifier (Mod). NP = Mod  
e.g.: Man + the hunter: NP = Mod + NP

### 3. Structure of Noun Phrase

The structure of noun phrases according to Leech et.al is very diverse, but the chief elements are these:<sup>80</sup>

- a) The head of a noun phrase are:
  - A noun, the examples: the bag, dear Ana
  - A pronoun, the examples.: himself, everyone in the class
  - An Adjective, the examples.: the absurd
  - An enumerator, the examples.: all fifteen
- b) The pre-modifier of a noun phrase are:
  - Determiners*, the examples: this evening, what a boy
  - Enumerator* the examples: three dolls, the second boy
  - Adjective*, the examples: black bag, older shoes
  - Noun*, the examples: a garden fence, a gold ring
  - Genitive phrase*, the examples: Mia"s milk, someone else"s problem
  - Adverb*, the examples: quite a noise
- c) The pos-modifiers of a noun phrase are:
  - Prepositional phrase*, the examples: the best party of my life
  - Relative clause*, the examples: a quantity which admire
  - Adverb*, the examples: the girl upstairs

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<sup>80</sup>Ibid.

*Adjective*, the examples: something nasty in the woodshed<sup>81</sup>

#### 4. The component 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.<sup>82</sup>

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<sup>81</sup> Ibid

<sup>82</sup> Brown, H. D. (1999). *Teaching & principles* (4th ed.). White Plains, NY: Addison Wesley Longman, Inc. p. 260

## **CHAPTER V**

### **CLOSING**

In this chapter, the writer concluded the results based on the findings and the discussion that were presented in the previous chapter. The writer also offers some suggestions which are hopefully useful and helpful for teachers and the students in teaching and learning English.

#### **A. Conclusion**

This research collected some important information from the eleventh grade students of SMA YP Unila Bandar Lampung descriptive writings in term of noun phrases. Based on the findings and interpretation, it could be concluded that:

1. Descriptive text was the paragraph in which the writer tried to picture out an object to his reader. The object of this research was descriptive text writing made by the tenth grade SMA YP Unila Bandar Lampung . However the researcher took one class of the tenth grade students in SMA YP Unila Bandar Lampung as a sample that has been learned descriptive text in the first semester by checking from the syllabus of curriculum in tenth grade students. The total number of types of error found in descriptive paragraph was 94 errors. It consist of omission, addition, misfromation and misordering.
2. There were four types of errors made by students in noun phrase. They were omission errors, addition errors, misformation errors, misordering errors. The number of omission errors are 28 (30.11%). The omission was the biggest frequent type of error. The number of addition 18 (19.35%). The number of misformation are 23 (24.73%). While the number of misordering 24 (25.81%).
3. In this research from four sources of error based on Brown theory the researcher found only three sources of errors they were interlingual transfer (51.22%), intralingual transfer (20.73%) and communication strategies (28.05%). The most common sources of errors occured interlingual transfer. It

happens because the students have differences in the mother tongue system and the language system that students learn.

## **B. Recommendation**

Based on the result of this research, the researcher would like to propose some suggestions which hopefully will give certain valuable and useful contribution to both the teacher the students in improving their English grammar especially in writing, and also propose suggestion for the next researcher.

1. For the teachers of English, after knowing the area of error, the teachers should pay more attention to it and also stress on the material which is difficult for students. It is expected to make correction and give teaching strategies and should concern not only with the result of the learning but also the process learning as especially for noun phrases in descriptive writing and the teacher should be as facilitator and help the students to be motivated in learning English so that the students studied english easily and enjoyable in writing lesson. Learning process in students writing when they make errors especially in term of misordering and other type noun phrases error.
2. For the students it must be realized that to make error is common for everyone, moreover in learning target language. The student should not worry about making errors. They should use the errors as device in order to learn more about translation, especially noun phrase. And For the students, it is expected to improve their vocabulary and practice more in writing especially in English lesson in descriptive writing and improve grammar in noun phrases, and the students are also expected pay attention and learn more about sentence form through authentic materials such as story book, songs, talk show, because the students can do better in understanding about sentence form.
3. Other researcher since this study far from being perfect, it is expected that the other research can discuss and analyzed the learners' error deeply, who will conduct futher research about descriptive writing can analyzes more about this skill. This research may also be a relevant previous study that can

be used by the other researcher to conduct other research. the researcher also suggest for the next resarcher who wants to conduct a similar topic to use a different theory to make their research more complete and develop with the other method. the researcher hopes that this research is helpful to the readers as a refernce to explore their writing and improve the English rules in grammar.



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