

**STUDENTS' GRAMMATICAL ERROR IN USING ADJECTIVE PHRASE IN  
WRITING DESCRIPTIVE TEXT AT THE SEVENTH GRADE  
OF SMPN 1 PULAUPANGGUNG  
IN THE ACADEMIC YEAR OF 2018/2019**

**A Thesis**

Submitted as a Partial Fulfillment of the Requirements for S1 - Degree

By

**IGA AYU PRAMESTI  
NPM. 1511040058**



**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE UNIVERSITY OF ISLAMIC STUDIES  
RADEN INTAN LAMPUNG  
2019**

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RADEN INTAN LAMPUNG  
2019**

## ABSTRACT

### STUDENTS' GRAMMATICAL ERROR IN USING ADJECTIVE PHRASE IN WRITING DESCRIPTIVE TEXT AT THE SEVENTH GRADE OF SMPN 1 PULAUPANGGUNG IN THE ACADEMIC YEAR OF 2018/2019

By:

Iga Ayu Pramesti

This research was conducted based on the phenomena that happened on the school. Grammar is one of the important compositions in English. The objectives of this research were to find out the error done by student in using adjective phrase and the sources of error made by students at the second semester of seventh grade at SMPN 1 Pulaupanggung in the Academic Year of 2018/2019.

The research used a mixed-method research as the design. The design focused on qualitative research. A quantitative simple frequency count has been tabulated to determine the most frequent categories and type grammatical errors. The subject of the research was seventh grade VII C. This research used documentation as tool to analyze the error. The students' writing descriptive text about a special person, then the researcher took the data to analyze, percentage and classify the error based on surface strategy taxonomy. Afterwards, the researcher analyzed the sources of errors.

In conclusion, based on the result of the research, it was found the total of students' errors were 17 items, there were 1 item or 5.88% of omission error, 6 items or 35.29% of addition error and 9 items or 52.94% of misformation error and 1 item or 5.88% of misordering error. Furthermore, the researcher found that misformation error was the highest error made by students. Based on the data, researcher concluded the sources of students were inference errors, and intralingual errors namely; overgeneralization, ignorance of rule restriction, incomplete application of rules and false concept hypothesized.

***Keyword: grammar, adjective phrase, writing, error analysis.***





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## DECLARATION

I hereby declare that thesis entitled “Students’ Grammatical Error in Using Adjective Phrase in Writing Descriptive Text at The Seventh Grade of Smpn1 Pulaupanggungin the Academic Year 2018/2019” is completely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledged in the text.

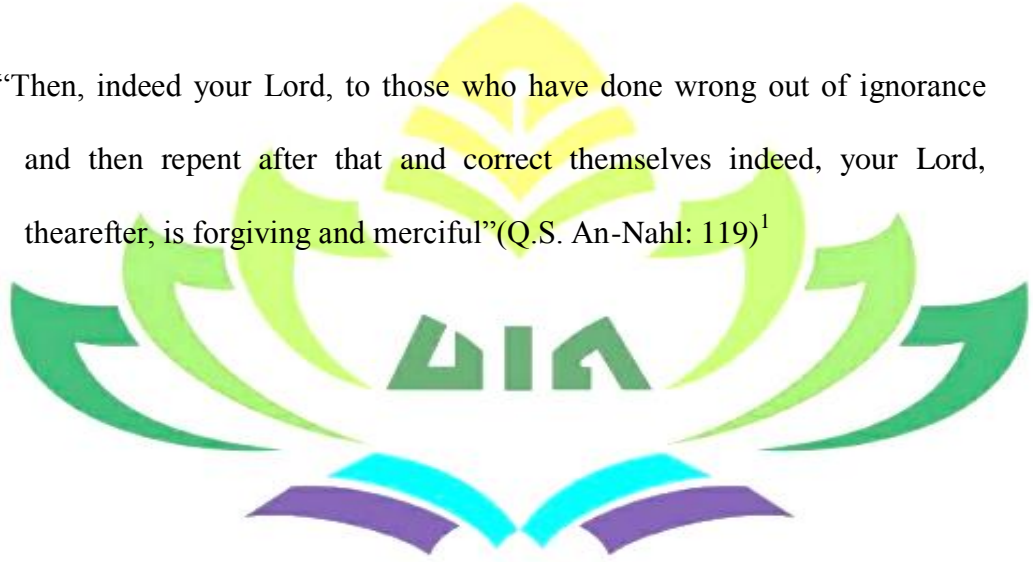


## MOTTO

أَمِنْ رَبِّكَ إِنَّمَا صَلَّحُوا ذَلِكُمْ بَعْدَ مِنْ تَابُوا ثُمَّ بَجَهَلَةٍ السُّوءِ عَمِلُوا الَّذِينَ رَبَّكَ إِنَّمَا

رَّحِيمٌ لَغَفُورٌ رَّعَدِهِ

199. “Then, indeed your Lord, to those who have done wrong out of ignorance and then repent after that and correct themselves indeed, your Lord, thereafter, is forgiving and merciful”(Q.S. An-Nahl: 119)<sup>1</sup>



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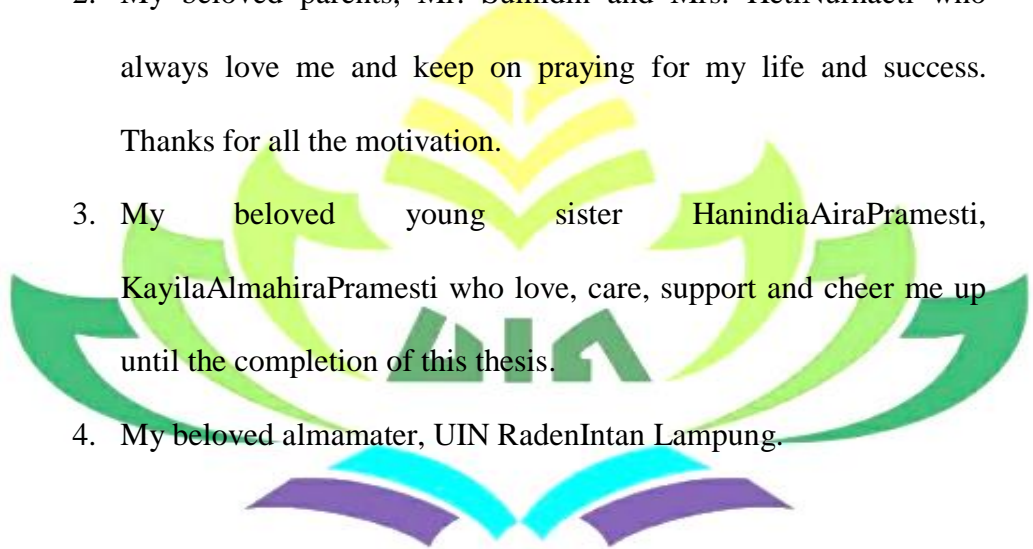
<sup>1</sup>Departemen Agama Republik Indonesia, *Al-Quran dan Terjemahannya* Cet. Ke-10, Jakarta : Darus Sunnah , 2011

## DEDICATION

From deep my heart, this thesis is dedicated to everyone who cares and loves me.

I would like to dedicate this thesis to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. My beloved parents, Mr. Sumidin and Mrs. Heti Nurhaeti who always love me and keep on praying for my life and success. Thanks for all the motivation.
3. My beloved young sister Hanindia Aira Pramesti, Kayila Almahira Pramesti who love, care, support and cheer me up until the completion of this thesis.
4. My beloved almamater, UIN Raden Intan Lampung.

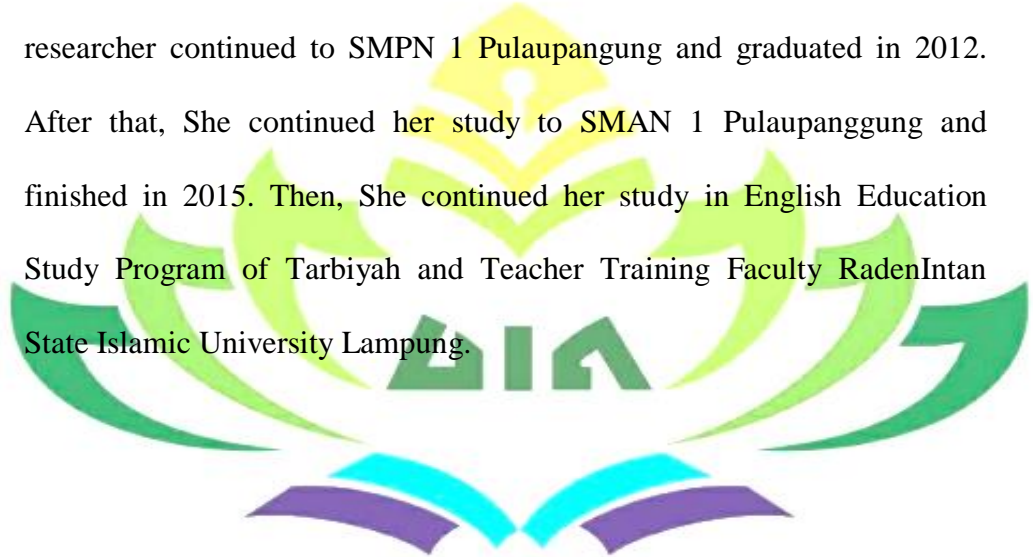




## **CURRICULUM VITAE**

The name of the researcher is IgaAyuPramesti. She is called by Iga. She was born on April 24, 1999 in the TekadTanggamus. She is the first girl of Mr. Sumidin and Mrs. HetiNurhaeti. She has two young sister; HanindiaAiraPramesti and KayilaAlmahiraPramesti.

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## ACKNOWLEDGEMENT

First of all, all praise be to Allah, the Most Merciful, the Most Beneficent for His Mercy and blessing were given to the researcher during the study and in completing this thesis. Then, peace and salutation maybe upon to the great messenger prophet Muhammad, who always brings us from the stupidity to the cleverness.

This thesis is presented to the English Education study program of UIN RadenIntan Lampung. The primary aim of writing this thesis is to fulfill a part of students' test in partial fulfillment of the requirement to obtain S1- degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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9. All of my friends in Ayu boarding house. Diah, Ewit, Fatmawho always give motivation and cheer me up.

Finally, the writer is fully aware that there are still a lot of weaknesses in the thesis. For this, the writer truthfully expected criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, 2019

The Reseacher,

IGA AYU PRAMESTI  
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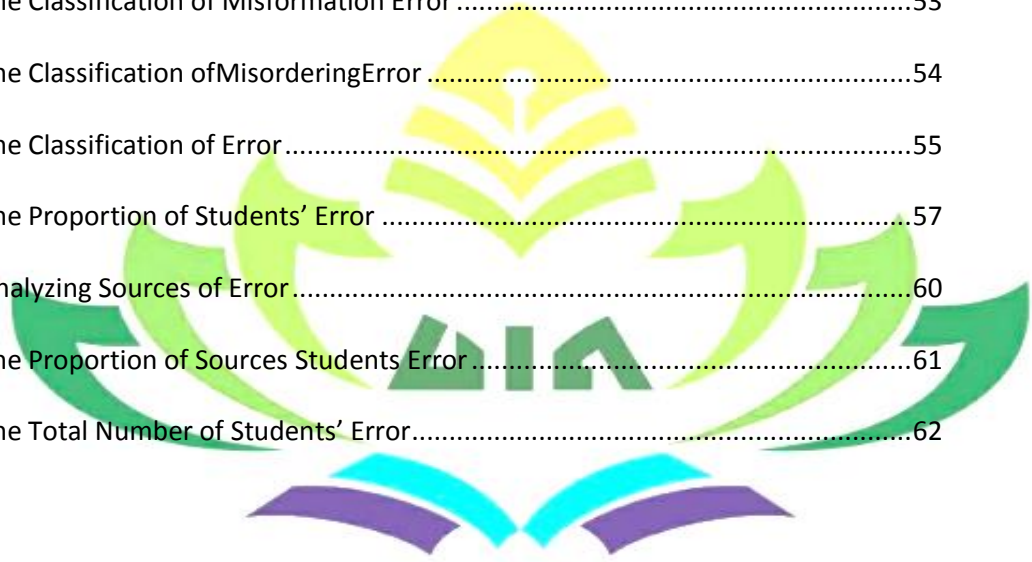
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Language has a function to connect society in human lives. People use language to communicate or interact with another person every day. When people know the language, people can speak and can be understood by others who know that language. By language, people are easier to get much information from everywhere than they have a chance to express the idea into language. Without language, people or everyone cannot join interaction with each other in daily life or in learning something and also the human activities could not run well without language.

There are several definitions of language. According to Poole “Language is a purely human and non-instinctive method of communicating ideas, emotions, and desire using a system of voluntarily produces symbols”.<sup>2</sup> Brown states that language is a system arbitrary conventionalized vocal, written, or gestural symbols that enable members of the given community to communicate intelligibly with one another.<sup>3</sup> Based on the explanations above, it can be concluded that language is very important for humans in daily communication, understanding each other and as a means of expressing feelings also ideas.

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<sup>2</sup>Poole, Stuart C. *An Introduction to Linguistics*. (United Kingdom: Macmillan Publisher, 2000), p.4

<sup>3</sup>Brown, H. Douglas. *Principle of Language Learning and Teaching*. Fourth Edition. (USA: Pearson Education, Inc 2000), p. 5.

In general, the most popular language is English. English is the international and the most widely spoken language in the world. English is one of the important languages in this globalization era. Many countries use English as the primary language for international communication.

In Indonesia, English becomes the first foreign language that is learned by Indonesian. It is taught not only informal but also in non-formal one. English has been generally learned by students since they were kindergarten schools. People are interested in learning English because it becomes important part of human lives. Because of that they take part and join informal or non-formal learning institutions to master English. Because of these reasons, the Indonesian government applies it as the first foreign language that must be learned by students. Four skills must be improved by students in learning English. The learners are expected to be able to master the four language skills; they are called listening, speaking, reading and writing.<sup>4</sup>

As one of the language skills, writing also has an important role in its significance in terms of actual students' life. In real life (as opposed to school) they will be able to send letters to everywhere and make easy for them to express or share their ideas with anyone. In addition, in their schools, writing skills will help them express their ideas in answering the essay and completing their tasks from the teacher. Therefore, the ability to write in any form will give many advantages for the life of students as getting success in their studies in school.

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<sup>4</sup>Pardiyono, *PastiBisa !! Teaching Genre-Based Writing*, Andi, (Yogyakarta), 2007, p, iii



One type of text in English is descriptive text. Description text is kind of text with a purpose to give information. Descriptive text is a text to describe a particular person, place, animal or thing.<sup>5</sup>The purpose of descriptive text is to describe a particular person, place or thing.<sup>6</sup>The researcher chooses descriptive text because many students do not understand well how to write this text correctly, especially the content of the descriptive text and the using of adjective phrase which functions to explain a noun.

Adjective phrase is group of words that functions to modify or to tell about noun or a pronoun in a sentence using adjective.<sup>7</sup>The main word in an adjective phrase is an adjective.<sup>8</sup> For example very happy, quite large, etc. The adjective in adjective phrase can appear at the beginning, ending or in the middle of the sentence. In fact, the rule of adjective phrase confuses the students.

In preliminary research at SMPN 1Pulaupanggung, interviewing was done to the English teacher of SMPN 1 Pulaupanggung (Lia Nova, M.Pd), the researcher asked about the students mastery in constructing adjective phrase. She said that many students still got difficulties and confused in making adjective phrase. Some students made mistakes on how to put adjective phrase at the sentences and there are also some students did not know how to construct adjective phrase because they forgot the formula how to make adjective phrase.

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<sup>5</sup> Linda Gerot and Peter Wignell, *Making Sense of Grammar*, (Quuensland: Antipadean Educational Enterprises Publishing, 1994), p.192-220.

<sup>6</sup>*Ibid*, p.208

<sup>7</sup>Sidney Greenbaum, Gerald Nelson, *An Introduction to English Grammar*, (Great Britain, 2002), p 67.

<sup>8</sup>*Ibid*.

From the result of interview by the English teacher that the first problem of this research.

The second problem of this research is the students are wrong in choosing word class in constructing adjective phrase, the example in a sentence *She is very beautifully woman*. It should be *She is very beautiful woman*. The word "*beautifully*" is an adverb of manner whereas the adjective phrase structure should be used adjective as a main head and very as the pre-modifier of the adjective phrase.

The last problem of this research is the students often apply their mother tongue and did not follow adjective phrase structure in English. There are some students made in their sentences such as *She likes dark very coffee*. The correct sentences should be *She likes very dark coffee*. The structure of adjective phrase pre-modifier first followed the head. Because of the explanation above, in this research, the researcher would like to analyze the error of using adjective phrase in the descriptive text in SMPN 1 Pulaupanggung.

To provide originally of this research, the researcher presented some previous researches that deal with this thesis. The first previous was done by Sary Cahyani in *An Analysis of Students' Grammatical Errors in Indonesian-English Translation of the English Education Study Program Language and Art Education Faculty, Tanjungpura University in the Academic Year of 2013/2014*. Based on this research, there are 222 errors in student's translation. The number of errors in noun phrase was 122 (54.95%), verb phrase was 89 (40.09%), adjective

phrase was 11(4.96%), and adverb phrase was zero. Based on the calculation, the most frequency error made by the students was error in noun phrase.<sup>9</sup>

The second research was conducted by Yunita Putri Andhari. 'The Analysis of Adjective Phrase Found in Narrative Text in English Textbook 'Look Ahead 1: An English Course for Senior High School Students Year X'.<sup>10</sup> She found that there were 42 adjective phrases from 35 sentences found in the textbook entitled 'Look Ahead 1: An English Course for Senior High School Students Year X. There are 3 functions and 8 structures, such as pre-modifier (intensifier+ adjective), post-modifier (prepositional phrase, infinitive and participle phrase), subject-complement (intensifier+ adjective, intensifier + adjective + prepositional phrase, and adjective + prepositional phrase).

Another research was conducted by Gadis Selvia Sitoris in An Error Analysis of Using Phrase in Writing Recount Text at Tenth Grade in SMA Parulian 2 Medan English Departement and Teacher Training of Nommensen Medan, Indonesia. The research result showed that there are 145 phrases errors made by students X-A in writing recount text. The types of phrase error are 83 with percentage 57.24%, followed by verb phrase has 28 with percentage 19.31%, the third is prepositional phrase which has 22 with percentage 15.17%, the fourth

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<sup>9</sup>Sary Cahyani, *An Analysis of Students' Grammatical Errors in Indonesian-English Translation of the English Education Study Program Language and Art Education Faculty, Tangjungpura University in the Academic Year 2013/2014*, (Thesis S1 degree Tangjungpura University Pontianak), 2013

<sup>10</sup>Yunita Putri Andhari, *The Analysis of Adjective Phrase Found in Narrative Text in English Textbook 'Look Ahead 1: An English Course for Senior High School Students Year X' English Education Program Teacher Training and Education Faculty Muhammadiyah University of Purworejo* (Thesis S1 degree University of Muhammadiyah Purworejo), 2014



is adjective phrase which has 10 with percentage 6.90%, the last is adverb phrase has 2 with percentage 1.38%.<sup>11</sup>

In conclusion, we can know that this research was different from those researches above, the previous studies focused on error in translating and analysis the adjective phrase. But in this study, the researcher has analyzed the students' grammatical errors in using the adjective phrase with paper, entitled "**Students' Grammatical Error In Using Adjective Phrase in Writing Descriptive Text at the Seventh Grade of SMPN 1 Pulaupanggung in the Academic Year of 2018/2019**".

## **B. Identification of the Problem**

The researcher identified at least three problems occurred, namely:

1. The students ability in mastering grammar especially in constructing adjective phrase is low.
2. The students are wrong in applying word class in constructing adjective phrase.
3. The students still follow Indonesian structure in constructing adjective phrase.

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<sup>11</sup>GadisSelviaSitorus, *An Error Analysis of Using Phrase in Writing Recount Text Parulian 2 Medan English Departement and Teacher Training of Nommensen Medan, in The Academic Years 2016/2017*, (Thesis S1 degree SoegijapranataChatolic University: Medan), 2016

### **C. Limitation of the Problem**

In this research, the researcher focused on analysis of students errors in constructing adjective phrase and the writer limited the problem based on the types of error, how many percentages of errors and the sources errors committed by students at the second semester at the seventh grade of SMP Negeri 1 Pulaupanggungin constructing adjective phrase in writing descriptive text.

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

Based on the background of the study above, the writer would to formulate the problems as follows :

1. What are the types of errors committed by students in constructing adjective phrase in writing descriptive text based on surface strategy taxonomy?
2. How many percentages of errors committed by students in constructing adjective phrase based on surface strategy taxonomy?
3. What are the sources of errors committed by students in constructing adjective phrases in writing descriptive text based on surface strategy taxonomy.

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

Based on the formulation of the research, the objectives of this research are :

1. To find out the types of errors committed by students in constructing adjective phrase in descriptive text based on surface strategy taxonomy.

2. To find out how many percentages of errors committed by students in constructing adjective phrase in descriptive text based on surface strategy taxonomy
3. To find out the sources of errors from the students' errors in constructing adjective phrases.

#### **F. Use of the Research**

It is hoped that the result of the research can be used as:

1. Theoretical Contribution

The finding of the research was expected to be useful for a reference for other researcher who wants to conduct a similar field of research in error analysis, in term of errors in using adjective phrase based on surface strategy taxonomy.

2. Practical Contribution

- a. Researcher

This research was designed by the researcher to be able to boost the researcher's ideas to investigate students' problem. The researcher also can get some experiences, know types of error analysis, and know the students' error in using adjective phrase in writing.

- b. Teachers



This research was design to help the English teacher to find the common errors by the students in using adjective phrase. Therefore, the English teacher can improve the method or look for appropriate strategies to overcome the problems.

c. Students

This research was designed to show the kinds of common errors of students who are difficult in learn and practice writing in order to make them organize the errors that students made. The awareness about the errors they made could be helpful for them to overcome their learning strategy and they will be interested to revise their errors when the teacher evaluate. Finally, they will not do the same errors.

## **G. Scope of the Study**

The scope of the research is as follows:

1. Subject of the study

The subject of this research was the student at seventh grade in SMPN 1 Pulaupanggung academic year 2018/2019.

2. Object of the study

The object of the research was the errors in using Adjective Phrase.

3. Place of study

The research was conducted in SMPN 1 Pulaupanggung which is located on Jl. Raya Tekad Tanggamus.

#### 4. Time of the study

The research was conducted in the seventh grade in SMPN 1 Pulaupanggung in the academic year of 2018/2019.



## CHAPTER II

### THEORETICAL FRAMEWORK

#### K. Concept of Error Analysis

##### 1. Definition of Error Analysis

In the process of learning foreign language many students made error and it is not only inevitable but also a necessary part of the language learning process because learning foreign language is different from the mother tongue. As the learner of foreign language error cannot be avoided even the most intelligent, conscientious, and motivated students do error that is made by students indicated that they are in the process of learning.

There are some definitions of error analysis. One of them is stated by Brown stated that error analysis is the learners do errors and that these errors can be observed, analysis, and classified to reveal something of the system operating within the learner-led to a surge of study of learners.<sup>12</sup> The other expert, Corder states error analysis is part of the methodology of the psycholinguistic investigation of language learning.<sup>13</sup> Moreover, James wrote the fact that error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language.<sup>14</sup> Based on the definitions previously, we can conclude that error analysis is a methodology to finding the incidence, nature, causes, and consequences of unsuccessful language with

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<sup>12</sup> H. Douglas Brown, *Principle of language learning and teaching* (New York: Prentice Hall Inc 1987), p.206.

<sup>13</sup> S.p Corder, *Error Analysis and Inter-Language* (New York: Oxford University Press 1981), p.45.

<sup>14</sup> Carl James, *Error in Language and Use* (New York: Longman, 1998),p.1.

observing, analyzing, and classifying learner's error to give us indication in learning process.

## 2. Types of Error

There are three main types of errors, they are lexical error, grammatical errors and phonological error. Azar in her book understanding and using English grammar give guidance for correcting writing errors. In the book, the types of errors are explained more details. The errors are classified as:

Singular-plural, word form, word choice, verb tense, add the word, omit the word, word order, spelling, punctuation, capitalization, article and meaning not clear, incomplete sentence, and run-on sentence.<sup>15</sup> It is a few the classification of error according to Azar.

Michaelides in Rahmawati also draws the types of error. According to him the types of error are:

### a. Error of performance

Performance is what actually occurs in practice. Errors of performance are errors that occur in speaker's performance. This type of error is the result of the mistake language use and manifest themselves as:

- 1). Repeat, for example; they asked me to keep the bottle away.

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<sup>15</sup>Betty S. Azar, *Understanding and Using English Grammar* (New Jersey: Prentice hall, Inc1989), p.29.



2). Anticipation, for example; on Wednesday he always buys two loaves of bread.

3). A correlation and repeated, for example; they wanted they said they wanted to leave.<sup>16</sup>

These errors are unsystematic and not a very serious problem because the student can correct them. These errors are attributed to carelessness, lapse of memory, sick or emoticon state.

#### b. Error of competence

Competence is knowing what is grammatically right. Errors of competence are the result of application rules by the learners of the language that do not (yet) correspond to the foreign language norm. These errors are persistent and systematic and in consequence serious and their treatment calls for careful analysis to discover their causes.

Based on the explanation above, error performance related with lapse of memory. The students forgot the rules of the target language. While the error of competence is lack of knowledge. The students do not know the rules of target language.

### 3. Goals of Error Analysis

According to Dulay and his friends, there are two major purposes in studying learners' errors:<sup>17</sup>

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<sup>16</sup> Ratnawati, *Error Analysis on Students Narrative Writing*, (Jakarta: UIN Syarif Hidayatullah 2004), p.8.

- a. Provides data from which inferences about the nature of the language learning process can be made.
- b. Indicated to teacher and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a students' ability to communicate effectively.<sup>18</sup>

Based on the explanation above, the goals of error analysis is featuring a conclusion in the language learning process and how the students' ability in the target language.

#### **4. Steps for Error Analysis**

According to Ellis, the procedure for analyzing errors includes five steps, there are:

- a. **Collecting of a sample of learner's language**

Researcher is different from each other in their choice of data collection methods. According to this stage, learners' errors are influenced by a group of important factors. Ellis in Al Kresheh journal assert that these factors are significant in collecting a well defined sample of language learner so that clear statements can be made regarding what kinds of errors the learner produce and under what condition.<sup>19</sup>

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<sup>17</sup>Heidi Dulay et al , *Language Two*, (New York: Oxford University, 1982), p. 146

<sup>18</sup> Heidi Dulay et al , *Language Two*, ....p. 146.

<sup>19</sup>Mohammad Hamad Al-Khreshah, "A Review Study of Error Analysis Theory" *International Journal of Humanities and Social Science Research* (Vol 2. Lifescience Global, 2016), p.51.

## **b. Identification of errors**

Identifying foreign language or second language learners' error is fundamental for determining the standard against which a particular item that is considered erroneous.<sup>20</sup>

## **c. Description of errors**

This stage of error analysis takes place after the identification step. Description of errors help in serving three major purposes. Initially, would be to instinctively expound all that is unstated, so as substantiate an individual's instinct. The second purpose can be as a prerequisite for counting learners' error. And the last purpose is to create categories for errors which can help in the process of developing a comprehensive taxonomy of L2 errors.<sup>21</sup>

## **d. Explanation errors**

The ultimate objective of error analysis theory is explanation of errors. This stage is considered the most important for error analysis research.<sup>22</sup>

## **e. Evaluation of errors**

This step involves analysis on what effect the error has on whoever is being addressed according to Ellis, the design of error evaluation studies involves decision on who the addresses (e.i. the judges) will be, what errors, they will be asked judge to judge, and how they will asked to judge

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<sup>20</sup> *Ibid*, p. 52.

<sup>21</sup> *Ibid*.

<sup>22</sup> *Ibid*, p.53.

them. Moreover, in the evaluation of errors the teacher may asks the addresses of error try to correct the error by themselves. There evaluation of errors includes the following step:

1. Select the errors to be evaluated.
2. Decides the criterion on which error are to be judges.
3. Prepare the error evaluation instrument.
4. Choose the judges.<sup>23</sup>

#### **L. Error and Mistake**

All people make mistakes in both native and language situations. Learners of language with different levels of competences are also suffered from such obstacles. Mistake and error very different phenomena. Brown states that a mistake refers to a performance error that is either a random guess or a slip, in that meaning is a failure to utilize a known system correctly.<sup>24</sup> Whereas an error, he states that, is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the learner.<sup>25</sup> Although according Vilma in her journal argued that mistakes reflect occasional lapses on performance, confusion, slip of tongue, etc. They occur because in particular instance, the student is unable to perform what he or she knows.<sup>26</sup> Corder in Ellis

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<sup>23</sup> Rod Ellis, and Gary Barkhuizen, *analyzing Learner Language* (New York: Oxford University Press, 2005), p. 57.

<sup>24</sup> H Brown Douglas, *Principle of Language and Teaching, Third Edition* (San Francisco: San Francisco State University, 1994, p. 205.

<sup>25</sup> *Ibid*, p.205.

<sup>26</sup> Tafani Vilma, *Correcting or not Errors and Mistakes* (Vol2.LCPJ Publishing, 2009), p.49.



defines, an error takes place when the deviation arises as a result of lack of knowledge.<sup>27</sup> It represents a lack of competence.<sup>28</sup>

From those definitions above, the researcher concluded that a mistake just a slip that the learner forgets the right form, lack of attention and some other factors of performance. While an error is made by the students because they do not know and understand the rule and the concept.

### **M. Source of Error Analysis**

Errors occur domany reasons. One obvious cause is inference the native language. One of strategies to prevent students from making the same errors is by looking at the causes of error itself. Brown distinguishes the causes of error into four chapter. He labels; interlingual transfer, interlingual transfer, context of learning and communication strategies.<sup>29</sup>

1. Inter-lingual Transfer is the error result by transferring of negative influence of the mother tongue of learner.<sup>30</sup>
2. Intra-lingual Transfer is the negative transfer of items within the target language. In order words, the incorrect generalization of rules within the target language.<sup>31</sup>
3. Context of learning is overlaps both types of transfer, for example, the classroom with teacher and materials in case of school learning or the

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<sup>27</sup> Rod Ellis, *Second Language Acquisition* (New York: Oxford University Press,2003), p.51.

<sup>28</sup> *Ibid.*

<sup>29</sup> Douglas Brown, *Principle of Language Learning Teaching*.....p. 223.

<sup>30</sup> *Ibid*, p.224.

<sup>31</sup> *Ibid.*

social situation in the case of untutored second language learning. In classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language. Because of that learners often make error because a misleading explanation from the teacher, faulty presentation of structure or word in a textbook.<sup>32</sup>

4. Communication Strategies were defined are related to learning style. Learners obviously use production strategies in order to enhance getting their message across, but at time these techniques can make themselves become a source of error.<sup>33</sup>

Richards classifies the sources of errors into two, they are interlingual errors and intralingual errors.<sup>34</sup>

#### 1. Interlingual Errors

Interlingual is errors that is caused by interference of the learners' mother tongue. Interlingual errors are similar in structure to a semantically equivalent phrase or sentence in learners' native language.<sup>35</sup> Example: My sister sad.

To know if there is an interlingual error and existence of similarity, the sentence in L2 translated into Indonesian as the L1. The sentence in the example indicates an interlingual errors in adjectival phrases, the learner interfered with L1 structure so that they produce my sister sad rather than my

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<sup>32</sup> *Ibid*, p.226.

<sup>33</sup> *Ibid*, p.227.

<sup>34</sup> Richards, Jack C "A Non-Constractive Approach to Error Analysis" Tesol Convention San Fransisco , ED 037. 721 (March, 1970), p.3.

<sup>35</sup> Heidi Dulay et al , *Language Two*...., p. 171.

sister is sad, because the translation in Indonesian shows similarity, saudariku sedih which interferes learners' English sentence.

## 2. Intralingual Errors

Intralingual errors are those which reflect the general characteristics of rule learning, such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply. It can be detected based on their characteristics.

### a. Overgeneralization

Overgeneralization is caused by the extension of the target language rules to areas where they do not apply.<sup>36</sup> Ellis defines overgeneralization as those which arise when the learner creates a deviant structure on the basis of other structures in the target language.<sup>37</sup> It simply refers to the applying of a certain rule in language learning process to several situations when there are different rules which need to apply. For instance, *he will sings*. The learners know *he watches, he puts, he eats*, etc. But for using –s after the modal auxiliary is prohibited. The learners over generalize the rule of suffix –s that is only used after the third singular person in simple present tense.

### b. Ignorance of Rules restrictions

Richards defines ignorance of rule restrictions is the inability to uphold the limits (borders) of present formations, specifically, administering rules

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<sup>36</sup> Merlyn Simbolon, "An Analysis of Grammatical Errors on Speaking Activities", Journal on English as Foreign Language, Vol.5 No.2, p.76.

<sup>37</sup> Rod Ellis, *Second Acquisition*...., p. 59.

to inappropriate situations.<sup>38</sup> For inhibition, having learnt the sentence structure “*she arrived at home yesterday*” which is absolutely correct, a learner may use this previously acquired grammatical rule in a new situation or she/he might apply it in a situation such as “*she has arrived at home yesterday*”, which is definitely wrong.<sup>39</sup> Misordering can be a good example of such errors which are caused by ignorance of rules restrictions.

### c. Incomplete Application of Rules

This type of intralingual error occurs when a foreign language learner produces some structures, whose deviancy can represent a definite degree of development of the grammatical rules that can be acquired in order to make acceptable utterances.<sup>40</sup> In other words, incomplete application of rules can be also named as failure to achieve complete knowledge of the second language or foreign language. It occurs when a language learner finds that he/she can communicate successfully by using simple grammatical rules rather than more difficult ones.

Richards says that foreign language learners tend to apply some of the rules and continue to construct deviant forms in order to ease their learning.<sup>41</sup> Question formulation by foreign language or second language learners is a good example of these types of intralingual errors. For example, “*when you will come to the meeting?*” instead of “*when will you come to the meeting?*” Richards confirms this fact by revealing that many

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<sup>38</sup> Mohamed Al Kresheh, *A Review Study of Error Analysis Theory*....,p. 56.

<sup>39</sup> *Ibid.*

<sup>40</sup> *Ibid.*

<sup>41</sup> *Ibid.*



foreign language learners face much difficulty in formulating questions. This type of intralingual interference of errors emphasize the systematic difficulty in particularly formulating wh-questions.<sup>42</sup>

#### d. False Concepts Hypothesized

Intralingual errors can also result from the English foreign language learners' faulty comprehension of distinction in the target language. Al Tamimi in Kraesheh explains that this type of intralingual errors is sometimes as a result of poor of gradation of teaching items.<sup>43</sup> The learners might form hypotheses about some grammatical rules of target language. For instance, a target language learner might interpret using the forms "was or did" wrongly when she/he thinks that these forms are markers of the past tenses; therefore she/he produces utterances such as "one day it washappened" or "she was finished the homework".

The errors that result from false concepts hypothesized can be attributed to "classroom presentation, especially when excessive attention is paid to points of differences at the expense of realistic English. Archiforms and double marking are also examples of errors that might be caused by "faulty comprehension of rule distinction".<sup>44</sup>

Based on the theories above, the researcher used Richards' theory in finding the sources of errors that were faced by students at the second semester of the seventh grade at SMP Negeri 1 Pulaupanggung in the academic year of 2018/2019.

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<sup>42</sup> *Ibid.*

<sup>43</sup> *Ibid.*

<sup>44</sup> *Ibid.*

## N. Classification of Error Analysis

There are types of error in taxonomy given by linguists. Dulay, et al noted the descriptive classification of errors covered four main types of error. They are linguistic category, surface strategy taxonomy, comparative taxonomy and communicative effect.<sup>45</sup>

### 1. Linguistic Category

Error types based on linguistic category classify the error by combining the language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style) with particular linguistic constituent the error effects include the elements that comprise each language component.<sup>46</sup>

### 2. Surface Strategy Taxonomy

In this type, the learners may omit necessary items or add unnecessary one, they may misform items or misorder them.<sup>47</sup>

### 3. Comparative Taxonomy

Comparative taxonomy is the comparison between the structure of the second language error and certain other type contractions. This type

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<sup>45</sup>Heidi Dulay et al, *Language Two*...., p. 146.

<sup>46</sup>*Ibid*, p. 146.

<sup>47</sup>*Ibid*, p. 150.

usually compare error made by learner when learn target language in the native language.<sup>48</sup>

#### 4. Communicative Effect Taxonomy

Different from the other taxonomy. Communicative Effect Taxonomy classifies errors from the perspective of their effect on the listener and the reader. This type focus on distinguishing between error that seem to cause miscommunication.<sup>49</sup>

### O. Concept of Surface Strategy Taxonomy

Dulay et al stated that surface strategy taxonomy emphasizes the way surface structure changes. Students can remove necessary items or add unnecessary ones, they misrepresent or mislead them.<sup>50</sup>

Dulay et al classifies four types of students' error, they are omission, addition, misformation and misordering.<sup>51</sup>

#### 1. Omission

These errors are categorized by omitting item that should be appeared in a well formed utterance.<sup>52</sup> Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others.

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<sup>48</sup> *Ibid*, p. 163.

<sup>49</sup> *Ibid*, p. 189.

<sup>50</sup> *Ibid*, p. 150.

<sup>51</sup> *Ibid*, p. 154.

<sup>52</sup> *Ibid*, p. 156.

Examples in the sentence.

a. He is a quite boy.

This sentence is incorrect. In this sentence have is omitted the adjective after the modifier. The correct sentence:

He is a quiteclever boy.

b. She is a quite girl.

This sentence is incorrect. In this sentence been is omitted after the modifier. The correct sentence:

She is a quite clever girl.

## 2. Addition

This error is opposite of omission. These errors are categorized by the presence of an item which not must appear in a well formed utterance.<sup>53</sup> It is divided into three types, they are double marking, regularization and simple addition.

a. Double marking

This addition is described as the failure delete certain items which are required some linguistic constructions but not in other. In a sentence where

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<sup>53</sup>*Ibid.*



an auxiliary is required in addition to the main verb, the auxiliary, not the main verb, takes the tense.<sup>54</sup>

Example:

1). He is really reallyclever.

This sentence is incorrect. The word really should be omitted from the sentence. The correct sentence:

He is really clever.

2). Celine is very very beautiful woman.

This sentence is incorrect. The word very should be omitted from the sentence. The correct sentence:

Celine is very beautiful woman.

#### b. Regularization

A rule typically added to linguistic item is erroneously added to exceptional of the given class that do not take a marker. It involves overlooking exceptions and spreading rules to domains where they do not apply.<sup>55</sup>

Example:

1). She is very perfected woman.

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<sup>54</sup> *Ibid.*

<sup>55</sup> *Ibid*, p. 158.

The sentence is incorrect. The word perfectdshould be changed to perfect.

The correct sentence:

She is very perfect woman.

### c. Simple addition

If addition error is not a double marking or regularization it is called simple addition. It is used in items which should not appear in well form utterance.<sup>56</sup>Example:

The fishes does not live in the water.

The sentence is incorrect. A word fishes should be fish. The correct sentence:

The fish does not live in the water.

### 3. Misformation

These 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.<sup>57</sup>

There are three types of misformation, they are regularization, archiform and alternating form.<sup>58</sup>

#### a. Regularization

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<sup>56</sup>*Ibid.*

<sup>57</sup>*Ibid.*

<sup>58</sup>*Ibid*, p. 160.

Those in which a regular marker is used in place of an irregular, this is category of regulation that is stated by Dulay et al. Learners also commonly make regularization errors in the comprehension of grammar.<sup>59</sup>

Example:

Mary is fond of child

The word child should be changed to children. Because plural word of child is children. The correct sentence:

Mary is fond of children.

#### b. Archi-forms

The selection of one member of class of forms to represent others in the class is a common characteristic of all stages of second language acquisition.<sup>60</sup>

Example :

He is very happy those you could join us.

The word those should be changed to that, because subject is

Singular form. The correct sentence:

He is very happy that you could join us.

#### c. Alternating forms

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<sup>59</sup>*Ibid.*

<sup>60</sup>*Ibid.*

Dulay at all state that as learner's vocabulary and grammar grow, the use of archaic forms often gives way to the appearance fairly free alternation of various members of a class with each other.<sup>61</sup>

Example:

She is very beautifully woman.

The word beautifully should be changed by beautiful.

She is very beautiful woman.

#### 4. Misordering

It is characterized by the incorrect placement of a morphology or group of morphemes in an utterance.<sup>62</sup> Dulay also says that students have made written misordering errors that are word-for-word translations of native language surface structures.<sup>63</sup>

Example of Misordering:

a. He likes dark very coffee.

This sentence is incorrect. A word "dark" should put after "very".

The correct sentence:

He likes very dark coffee.

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<sup>61</sup> *Ibid*, p. 161.

<sup>62</sup> *Ibid*, p. 162.

<sup>63</sup> *Ibid*.

b. She is happy see you to.

This sentence is incorrect. The word “to” put after word “happy”.

The correct sentence:

She is happy to see you.

## **P. Concept of Grammar**

All language have its own grammar. People who speak the same languages are able to communicate because they know the grammar system of that language. The use of language is to communicate presuppose a grammar, it follows that all speakers and writers of a language must have a knowledge of its grammar. Purpura states that “Grammar is defined as a systematic way accounting for a predicting an ideal speaker’s or hearer’s knowledge of the language”.<sup>64</sup> This is done by a set of rules or participles that can be used to generate all well-formed or grammatical utterance in the language. Wignell in Siswoyo journal stated that grammar is a theory of language, of how language put together and how it works.<sup>65</sup> Grammar related with how language can be formed. Besides, in Siswoyo Brown argues that grammar competence as a major component of communication has an important position and tenses which are considered as the most difficult

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<sup>64</sup> James E. Purpura, *Assesing Grammar*, (United Kingdom: Cambridge University Press, 2004, p. 6.

<sup>65</sup> Siswoyo, “Students Error in Using Simple Present Mastery” *Jurnal Tadris Bahasa Inggris*, (Vol 9, ISSN 2086-6003), 2016), p.3.



skill to be learnt for Indonesian students.<sup>66</sup> Because grammar is one of skill that must be master by the learners of English.

Harmer states that ‘grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language’.<sup>67</sup> Grammar is concerned with analysis of the sentence which is described the rules how language sentences are formed.

From the statement above, we know the grammar is explicit. It does not only explain how the utterances are formed, but also provides a tool a generate some possible structures that have never been used before, which might be useful for people who prefer to use the language in a creative way so that they can communicate easily. It helps us to write new kind of sentences that are more effective and more persuasive.

#### **Q. Concept of Writing**

The definitions of writing are variously stated by some experts. According to Siahaan, “The written productive language skill is called writing”.<sup>68</sup> It is the skill of writer to communicate information to his readers. Brown also claimed that writing is a thinking process. The thought process can create a writing and give information to the readers. Furthermore, he states that writing can be planned and

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<sup>66</sup> *Ibid.*

<sup>67</sup> Jeremy Harmer, *The Practice of English Language Teaching 3<sup>rd</sup> Edition* (London: Longman, 2001), p. 12.

<sup>68</sup> Siahan Sanggam, *The English Paragraph*, Graha Ilmu, Yogyakarta, Edition 1, 2008, p.2.

given with an unlimited number of revisions before its release.<sup>69</sup> Writing means can be revealed everything is heart and can express the feelings. Harmer states that the students should be encouraged to express their idea, experiences thought ,and feelings through writing.<sup>70</sup> It means that writing related to the thinking process to express what we feel. .

To make a good writing, there are some components that must be attention. As Brown states “A writer has to master the component of language, namely; spelling, vocabulary, punctuation mark and grammar to make a good sentences”. According to Harmer “Writing like any other skills, has its mechanical component. These include spelling, punctuation, and the construction of well-formed sentences, paragraph, and text”.<sup>71</sup> It can be inferred that writing is a process of sending message by using mechanical component.

Based on the explanation above, the researcher assumes that writing is an activity to write something with express the feeling and ideas. To create and arrange a good sentence in writing, we must master the component such as spelling, vocabulary, punctuation and grammar.

## **H. Concept of Descriptive Text**

### **1. The Definition of Descriptive Text**

Descriptive text is one of text types or genres. Siahaan states that description is a text containing two components, identification and description

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<sup>69</sup> H. Douglas. Brown, *Teaching by Principles an Interactive Approach to language Pedagogy*. (Longman, Second Edition, 2001), p.347.

<sup>70</sup>Jeremy Harmer, *How to Teach Writing*, (London: Longman,2004), p.31.

<sup>71</sup>*Ibid*, p.44.

by which describe a person, an animal, or place.<sup>72</sup> It means descriptive text related to describe person, place and thing. Moreover, Gerot says that descriptive is a kind of text with a purpose to give information. The context of this kind of text is the description of a particular thing, animal, person and other.<sup>73</sup> A kind of writing that consist of description, characteristics, definition of something, object or person is called by descriptive writing.<sup>74</sup> In addition, a descriptive text is a text that describes the features of someone, something, or certain place.<sup>75</sup> A type of written text, which has the specific function to describe an object (human or nonhuman) is described.<sup>76</sup> Descriptive text is one of types of text can be describe human or non human. In other words, descriptive text can tell an object that is still alive or not.

Based on the explanation above, the researcher concludes that descriptive text is a kind of text that describes an object such as person, place, animals or thing in detail with a purpose to give information to the readers.

## 2. Rhetorical structure of Descriptive Text

Rhetorical structure is thing that should be contained in writing text. It distinguishes one text to another. Pardiyo states the structure of descriptive text includes:

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<sup>72</sup>Sanggam Siahaan. *The English Paragraph*.....,p.89

<sup>73</sup> Linda Gerot and Peter Wignell, *Making Sense of Grammar*, (Quensland: Antipadean Educational Enterprises Publishing, 1994), p.193

<sup>74</sup>Lailatul Husna, Zainil, Yenni Rozimela, "An Analysis of Students' Writing Skill in Descriptive Text". *Journal English Language Teaching*, Vol. 1 No. 2 (July 2013), p.2.

<sup>75</sup>Artono Wardiman, Masduki B. Jahur, M. Sukirman Djusma, *English in Focus*, (Jakarta: Pusat Perbukuan Departement Pendidikan Nasional, 2008), p. 89.

<sup>76</sup> Pardiyo, *Pasti Bisa !! Teaching Genre-Based Writing*, Andi, (Yogyakarta), 2007, p. 34.

- a. Identification, in the form of statement that contains one topic of the subject matter to be described.
- b. Description, contains detailed descriptions of the objects refer to in identification.

### 3. Language Features

Besides the generic structure, the genre also has language features as the guideline in writing very part of the generic structure of the text. It deals with grammatical features.

- a. Focus on specific participants, for example, my English teacher, Andini's cat, my favorite place.
- b. Use declarative sentences.<sup>77</sup>
- c. Use of simple present tense.
- d. Verbs of being and having 'relational processes' for example, my mom is really cool, she has long black hair.
- e. Use of descriptive adjective functioning to provide more information to a noun by describing or modifying it. For example : strong legs, white fangs.
- f. Use of detailed noun phrase to give information about the subject, for example very beautiful scenery, a sweet young lady, very thick fur.

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<sup>77</sup>*Ibid*, p 34.





	<p>very easy going no wonder, he has a lot of friends.</p>
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Source : Pardiyono, *Pasti Bisa !! Teaching Genre-Based Writing*.<sup>79</sup>

Based on the explanation above, this research concludes that Descriptive text is a text which describes someone or something, it can be person, a place or thing in such a way make the readers can understand what the writer wrote. Furthermore, students' descriptive text correctly that can be shown by the descriptive text made by them that fulfills such criteria of a good descriptive text as the correct use of rhetorical structures and correct use of grammatical pattern.

### I. Concept of Phrase

O'Dwyer states that phrases are word groups having internal cohesion and forming syntactic units within sentences. A head word is the single word around which other words group for meaning.<sup>80</sup> For example, a noun phrase has a head noun, a verb phrase has a lexical head verb, and a participle phrase has a head present or past participle. Identifying the head word is helpful when classifying a phrasal structure.<sup>81</sup>

<sup>79</sup>Pardiyono, *Pasti Bisa !! Teaching Genre-Based Writing*...., p. 41.

<sup>80</sup>O'Dwyer, Bernard, *Modern English Structure: Form, Function, and Position* (Canada: Broadview Press) p. 105.

<sup>81</sup>*Ibid.*

In grammar, the technical term phrase used even if there is only one word – the main word alone; for example, both *very pleasant* and *pleasant* are adjective phrases. This may seem strange at first since in everyday use the word phrase applies to a sequence of at least two words. There is a good reason for the wider use of the term in grammar. Many rules that apply to an adjective phrase apply also to an adjective.<sup>82</sup> Greenbaum and Nelson emphasized that phrases are defined by their structure, but they are also characterized by their potential functions. For example, a noun phrase may function as a subject, direct object or indirect object.<sup>83</sup>

According to Pardiyono, the phrase formation consist of noun, verb, adverb, and adjective.<sup>84</sup> He says that a phrase is a group of words. It does not have in it a verb functioning as a predicate; therefore it does not express a complete thought.<sup>85</sup>

Moreover, he states there are four kind to be function of sentence:

1. Noun phrase functioning as a subject and object in sentence.
2. Verb phrase functioning as a predicate.
3. Adverbial phrase functioning as an adverb in a sentence.
4. Adjective phrase functioning as an adjective to complete predicate that takes the form of 'be'

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<sup>82</sup>Sidney Greenbaum and Gerald Nelson, *An Introduction to English Grammar*, London : Pearson Education Limited, 2002, p. 46.

<sup>83</sup>*Ibid*, p. 47.

<sup>84</sup>Pardiyono, *Pasti Bisa !! Teaching Genre-Based Writing.....*, p.44.

<sup>85</sup>*Ibid*.

From the theories above, phrase can be said as a group of word that forms part of words without subject and predicate as a part of clause in a sentence. A sentence is one of the most important elements in written language.

## **J. Concept of Adjective Phrase**

### **1. The concept of Adjective Phrase**

According to Pardiyono states that an adjective phrase is phrase with adjective as head, functioning to complete the predicated that takes the form of 'be'.<sup>86</sup> An adjective phrase is any phrase that modifies a noun or pronoun. Someone often construct adjective phrases using participles or prepositions together with their objects.<sup>87</sup> Knap and Watkins propose the adjective is describing words that tend to be used in two ways: before a noun attributively as a pre-modifier, and after a verb predicatively as a complement to the subject or object of a clause.<sup>88</sup> The adjective phrase divided into two namely attributive and predicative. According to Knapp and Watkins, adjective phrase is a group of words introduced by a preposition that gives additional information about noun.<sup>89</sup> It means that adjective phrase can be describe a noun.

From the explanation above, adjective phrase may be clarified as a group of words or phrase with an adjective as a head which function as a pre

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<sup>86</sup>Pardiyono, *Pasti Bisa !! Teaching Genre-Based Writing....*, p.31.

<sup>87</sup> Roland Ompusunggu, "The Study Of Adjective Phrase In The Seventeen Magazines' *The Episteme Journal of Linguistics and Literature* (Vol 3 No 1. 2016), p. 4

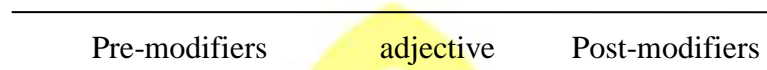
<sup>88</sup> Knap, Peter and Megan Watskins, "*Genre, Text, Grammar*, (Australia:University of New South Wales Press Ltd, 2005), p.41.

<sup>89</sup>*Ibid.*

modifier or post modifier in the other phrases or as a subject of object complement in a clause or sentence.

## 2. The Structure of Adjective Phrase

The main word of adjective phrase is an adjective.<sup>90</sup> The structure of the typical adjective phrase may be represented in the following way, where the parentheses indicate elements of the structure that may be absent:



Here are some examples of possible structures of adjective phrases:

**Table 2**  
**Adjective Phrase Structures**

Structures	Examples
Adjective	Easy
Pre-modifier+ adjective	Very easy
Adjective + post-modifier	Easy to do
Pre-modifier + adjective + post-modifier	Very easy to do

### a. Pre-modifier + Adjective

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<sup>90</sup>*Ibid*, p.67.

The adjective may be preceded by an adverb, which is usually an “intensifier”. Intensifier is a modifier that little meaning except to intensify the meaning of word it modifies.<sup>91</sup>

Example: I am really fine.

We are so happy.

You are too kind.

He is very lucky.

b. Adjective + Post-modifier

A prepositional phrase is a group of words including a preposition and a noun, pronoun, or group of words used as a noun. An adjective followed by a prepositional phrase may become an adjective phrase.<sup>92</sup>

Example: We are responsible to solve the problems.

We are very happy that you could join us.

c. Pre-modifier + adjective + post-modifier

Example: The scenery is extremely beautiful to see.

We are very happy that you could join us.

Present participles may also be one of the structures of adjective phrase. A present participle is a nonfinite verb, formed by adding-ing to a verb to form an adjective.<sup>93</sup>

Example: A man teaching in the class in my teacher.

Someone sitting beside me is my friendly.

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<sup>91</sup>Jakson Howard, *Good Grammar for Students* (London: SAGE Publications, Inc, 2005), p, 25.

<sup>92</sup>*Ibid*, p, 26.

<sup>93</sup>*Ibid*.



Like present participle, past participle as an adjective phrase. A past participle is also a nonfinite verb. It is just like a present participle except it is used in a past tense of a verb. They are used to show that something has been done.<sup>94</sup>

Example: A car driven by him is expensive.

A house sold by them is big.

### 3. The kind of adjective phrase

#### a. Attributive position

Adjective phrase that is located before a noun is called attributive. And described the noun in front of.

Examples: She is really pretty students

We need a very smart phone

In the example above, it is really pretty and very smart is an adjective phrase that explains the noun in front of them name student and phone.<sup>95</sup>

#### b. Predicative position

Predicative position is an adjective phrase that is located after the linking verb but does not explain the noun in front of it, because there is no noun in front of the adjective phrase.

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<sup>94</sup> *Ibid.*

<sup>95</sup> John Eastwood, *Oxford Guide to English Grammar*, (New York: Oxford University Press, 1994), p. 253.

Examples: Your bag is very expensive

Your brother is really handsome

This black coffee tastes too strong

Very expensive and really handsome are adjective phrase that is located after the being. The adjective phrase function in the sentence above is a compliment of the verb.<sup>96</sup>

#### 4. The Functions of Adjective phrase

As described by Greenbaum and Nelson, these are the main possible functions of adjective phrase:

##### a. Pre-modifier

Pre-modifier is a word, phrase or clause embedded in a phrase that occurs before and directly to modify the head of a phrase. Adjective phrase also functions as pre-modifier in a noun phrase.

Example: He is very honest boy.

She has a perfectly beautiful face.

We have so good marks.

##### b. Post-Modifier

Adjective phrase functions as post-modifier in a noun phrase. Some post-modifiers complete what is implied in the meaning of the adjective. For example, if we say Tom is *afraid* we intend this to mean

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<sup>96</sup>*Ibid.*

that Tom is filled with fear in some respect. The post- modifier specifies in what respect:

Tom is *afraid*  $\left\{ \begin{array}{l} \text{of spiders} \\ \text{for his job} \end{array} \right. \text{ to say anything}$

### c. Subject complement

A complement is a part of a sentence that comes after a verb and is needed to make a sentence complete. It is called a complement because it completes a predicate in a sentence. There are two types of complements: subject complement and object complement.

A subject complement is a complement which follows a linking verb and modifies or refers to the subject. A subject complement can be an adjective, a noun, pronoun or word or a word group acting as an adjective or noun.<sup>97</sup>

Example:

The photographs were quite professional.

The receptionist seemed very tired.

### d. Object complement

An object complement is a complement which follow a direct object and modifies or refers to it. It can be an adjective, a noun or a word or word group acting as an adjective or noun.<sup>98</sup>

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<sup>97</sup>Greenbaum, and Gerald Nelson, , *An Introduction to English Grammar*....,p. 28.

<sup>98</sup>*Ibid*, p. 31.

Example:

You have made me so happy.

We found everybody here very helpful.



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