

**“ERROR ANALYSIS ON THE USE OF NOUN PHRASES
IN DESCRIPTIVE WRITING AT THE ELEVENTH
GRADE STUDENT OF MAN 2 PALEMBANG”**



UNDERGRADUATE THESIS

**This thesis was accepted as one of the requirements to get
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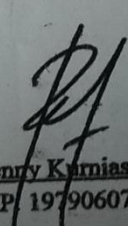
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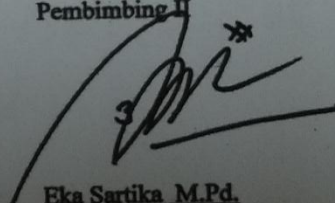
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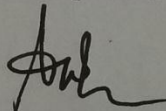
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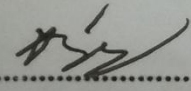
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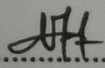


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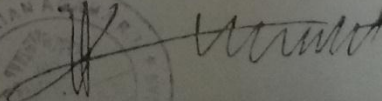
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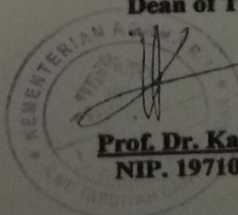

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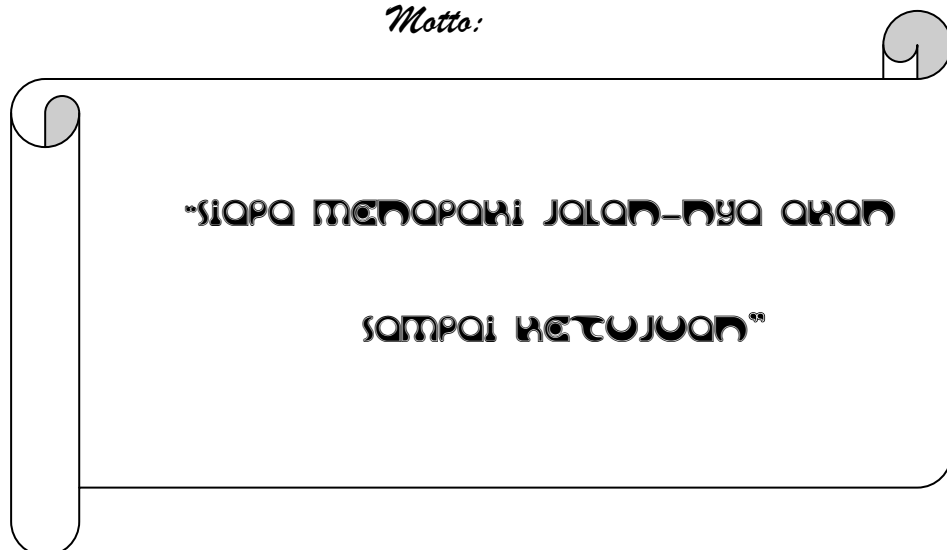


DEDICATION

This thesis is dedicated to:

- My God (Allah SWT) who always gives me His mercies, His bless and His answers toward my prayers.
- My beloved (Rainsya) and (Algiffari)
- My beloved parents Ibu (Eva Lina Etisa) and Ayah (Aprizal) who always love, support, and pray for my success. Thanks for your struggle for me. My beloved brother (TuriAndEndar) who always gives motivations and helps for me. And all of my Families, thanks for your help.
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Motto:



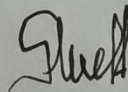
SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul **“ERROR ANALYSIS ON THE USE OF NOUN PHRASES IN DESCRIPTIVE WRITING OF THE ELEVENTH GRADE STUDENTS AT MADRASAH ALIYAH NEGERI 2 PALEMBANG”** adalah hasil saya sendiri. Apabila ternyata bukan hasil sendiri, saya bersedia dengan pasal 70 Undang-undang No. 20 Tahun 2003 tentang “Sistem Pendidikan Nasional” yang berbunyi “Lulusan yang karya ilmiah yang digunakan untuk mendapatkan gelar akademik, profesi atau avokasi sebagaimana dimaksud pada pasal 25 ayat (2) terbukti merupakan jiplakan, maka akan di pidana dengan penjara paling lama dua tahun penjara atau denda paling banyak Rp. 200.000.000 (Dua Ratus Juta Rupiah)”.

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Menyatakan



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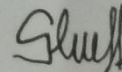
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ABSTRACT

The objectives of the study are 1) to find out the various kind of errors of noun phrase in descriptive writing of the eleventh grade students of MAN 2 Palembang, 2) to discover the dominant errors of noun phrases in descriptive writing of the eleventh grade students of MAN 2 Palembang. Thirty two students were asked to write descriptive text in English based on the theme provided in sixty minutes. This study was a descriptive qualitative research design which was describing the reality behind phenomenon deeply and descriptively. This study analyzed the students' noun phrases errors in descriptive writing based on Surface Strategy Taxonomy by Dulay, Burt and Krashen (1982). Meanwhile, the frequencies of errors were calculated in percentage. This study revealed 1) the participants contributed the four types of error in term of noun phrases error in their descriptive writing, those were (1) omission (24.66%), (2) addition (20.55%), (3) misformation (52.06%), and (4) misordering (2.73), 2) the most frequent type of subject noun phrases errors contributed by the eleventh grade students of MAN 2 Palembang on their descriptive writing was misformation with the occurrence 38 errors and the percentage 52.06%.

Key words: Noun Phrases, surface strategy taxonomy, descriptive writing

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CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) problems of the study, (3) objectives of the study and (4) significance of the study.

1.1 Background of the Study

Language and people have a close relationship because the development and growth of language walk together with the development of people's lives. They use language to express their thoughts, ideas, feelings, attitudes, and experiences. It means that language is used to communicate to each other. As a means of communication, language allows people to say things and express their communicative needs. Catford (1964: 1) defines language as a type of patterned human behavior. It is a way perhaps the most important way, in which human beings interact in his social situations.

People use language to communicate to each other in daily life. As Amberg and Vause (2009, p. 2) state that language is a foremost means of communication which is communication almost always takes place within social life. Language also used to express ideas, opinions, thoughts and feelings.

Subasini and Kokilavani (2013, p. 56) assert that English is overtly most common language all over the world, it is the language of higher administration, superior judiciary, advanced education and diplomacy. Therefore, learning English is very useful for people.

In learning English, it always relates to the four skills. According to Choudhury (Speaking, Writing, and Developing Writing Skills in English, 2013, p. 27), the four core language skills are listening, speaking, reading and writing. They prefer reading and speaking to writing. As stated before, writing is more difficult than others skill since it needs more aspects. It involves many different elements such as grammar, vocabulary, organization of ideas, spelling, and punctuation marks. Where writing is obviously the most difficult skill for second and foreign language learners to master. He asserts that the main reason for this difficulty is the fact that writing is a very complex process which involves both creating and organizing ideas and translating them into cohesive texts which are readable.

Moreover, the students tend to make errors in their writing. According to Sarfraz (2011, p. 30), the students are weak in English, especially in writing, commit multiple errors as they have been inadequately exposed to learning of English.

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

In Indonesia, in teaching and learning process of English subject of senior high school, especially writing skill, students are taught how to write descriptive text, narrative text, recount text, procedure text and expository

text. According to Ministry of National Education (2003, p. 31), the standard competence of English subject of SMA/MA in term of writing is uttering some meanings (interpersonal, ideational, textual) in the form of written texts such as descriptive text, narrative text, recount text, procedure text and expository text

A descriptive text is a text which a writer tries to picture what he is describing. Description is used to describe a particular thing/object, place, or person. The descriptive text is really different from the other kinds of text. Descriptive text is the text that describes something. Wyrick(1987, p . 227)states, the writer of description creates a word-picture of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader. From the explanation above, it can be concluded that descriptive writing is a kind of writing that consists of description, characteristics, definition of something, object or person. Then, the descriptive text is usually in simple present tense.

A paragraph needs more than a unified point; it needs a reasonable organization or sequence. The students have to organize their ideas into good paragraphs; the students have to make their writing readable. To write a descriptive paragraph, the students can organize their ideas by identifying the topic and give the descriptions about the topic.

According to Darma(2010, p. 14), one of the students' difficulties at dealing with the grammar is the use of noun, particularly noun phrases in descriptive writing. Making sentences using noun phrases is not so easy for

the students of senior high school level. They often find difficulties in placing and choosing correct determiner. The students often write “All both girls” instead of writing “Both girls” or write “Three my sisters” instead of writing “My three sisters”. If the descriptive writer makes an error in noun phrase, it means that he/she is not careful enough in making his/her text vivid and detailed. Consequently, the readers cannot exactly catch what he/she means. The example above indicates that some Indonesian students often find difficulty in using determiner in noun phrase.

Therefore, through descriptive writing, the writer would like to minimize the students’ learning problem, to know the students’ achievements and their difficulties in learning noun phrases. As stated by Wishon and Burks (cited in Dharma 2010, p. 3) that descriptive writing is used to create a visual image of people, places, even units of times of day or seasons. So, by making short descriptive text the students have to describe what they know.

However, an error analysis is needed. Jabeen(2015, p. 53) asserts that error analysis plays an important role in second and foreign language teaching as well. It helps teachers in understanding the new ways of teaching by giving the feedback on the errors made by the learners.

Based on the preliminary study by interviewing the eleventh grade students of MAN 2 Palembang. The teacher and students said that it was hard to construct the types of noun phrase in writing paragraphs in present event, such as descriptivetext for example teacher perfect instead of perfect teacher. Therefore, Noun phrase error became a serious problem in learning English

especially for the foreign language learners such as the students of MAN 2 Palembang.

Based on the reasons mentioned above, it is important to analyze Noun Phrase errors in students' descriptive writing, especially the eleventh grade students of MAN 2 Palembang. Therefore, the researcher is interested in conducting a study entitled **“Error Analysis on the Use of Noun Phrases In Descriptive Writing at the Eleventh Grade Student of Man 2 Palembang”**

1.2. Problem of the Study

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

1. What are type of errors of noun phrases in descriptive writing made by the eleventh grade students of MAN 2 Palembang?
2. What are dominant errors of noun phrases in descriptive writing made by the eleventh grade students of MAN 2 Palembang?

1.3. Objectives of the Study

The objectives of the study can be stated as follows:

1. To find out the various type of errors of noun phrases in descriptive writing of the eleventh grade students of MAN 2 Palembang
2. To discover the dominant errors of noun phrases in descriptive writing made by the students of eleventh grade student of MAN 2 Palembang

1.4. Significance of the Study

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

1. English teachers

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

2. Students

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

3. Researcher

To enrich the intellectual literatures and expected to be additional references for further research. The research can be used as reference for anybody else who has, the research can be useful as the references in choosing the technique in teaching writing, especially descriptive text.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) concept of error, (2) concept of error analysis, (3) concept of noun phrase, (4) concept of descriptive writing and (5) previous related study.

2.1. Concept of Error

The terms of errors are presented by many experts and researchers. According to Norrish (1987, p. 7), error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong. Also, Cunningsworth (1987, p. 87) states that errors are systematic deviations from the norms of the language being learned. It seems that the phrase ‘systematic deviation’ in these definitions is the keyword which can be interpreted as the deviation which happens repeatedly. In addition, according to Zhang (p. 86), errors probably arise where there are great differences between the learner’s mother tongue or any previously acquired language and the language he or she is trying to acquire. He also adds that errors made by the learners in the language production mean the learner reveals his underlying knowledge of the newly acquired language.

In order to analyze learners’ errors in a proper perspective, it is crucial to make a distinction between “mistake” and “error”. According to Brown (2000, p. 217), a “mistake” refers to a performance error in that it is a failure to utilize a known system correctly. While an “error” is a noticeable deviation

from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner.

2.1.1. Sources of Error

Brown (2000, p. 223) classifies the sources of error into four sources, those are interlingual, intralingual, context of learning and communication strategies. The four sources of error will be discussed briefly below.

- a. The first source of error is interlingual transfer. It is the beginning stage of learning second language. It is the negative influence of the mother tongue of learner. In this stage, students are not familiar yet with the use of target language, so they use a previous experience when they learn it.
- b. The second source of error is intralingual transfer. It is the negative transfer of items within the target language. In this stage, students just learn some of target language, so students apply the structure into a new form and develop it that does not correspond to target language or mother language.
- c. The third source of error is context of learning. It overlaps both types of transfer. In this stage, context refers to the teacher or the textbook. In classroom, the teacher or the textbook can lead the students to make errors. It can be called false concept.
- d. The last source of error is communication strategies. It is related to learning style. In this stage, students have to use their production strategies for getting the message. But sometimes it can be sources of error.

2.1.2. Type of Errors

Many errors taxonomy have been based on the linguistic item which is affected by an errors. These linguistic category taxonomies classify errors according to either or both the language component particular linguistics constituents the errors effect. The errors was categorized as an aid in presenting the data rather than to create a basis for extensive speculation concerning the sources for the errors and the type of error in surface strategy taxonomy, four types of errors are as follow : Omission, addition, misordering, misformation.

2.1.2.1 Surface Strategy Taxonomy

According to Dulay, Burt and Krashen (1982, p. 150), the errors can be classified from a surface strategy perspective:

- a) Omission, this error is where some elements are omitted which should be present e.g. *smart girl from Yogyakarta* (determiner is omitted in this sentence, to be determiner (a) is needed to make the correct sentence, it should be *a smart girl from Yogyakarta*.)
- b) Addition, this error is where some element is present which should not be there e.g. *I have the much money* (determiner (the) is added even though the verb had been applied, it should be *I have much money*)
- c) Misformation, it is use of the wrong form of a structure e.g. *a pen is put in the table* (*did not* is prepositional phrase incorrect, prepositional phrase is needed to make a correct sentence, it should be *a pen is put on the table*)

- d) Misordering, this error is where some elements presented are correct but wrongly sequenced e.g. *put on my bedroom a bear doll* (“a bear doll” is not in exact position, the position should be in front of a verb as a noun ,a bear doll put on my bedroom.

2.2. Concept of Error Analysis

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

Errors are the use of linguistic item in a way that a fluent or native speaker of the language regards it as showing (Erdogan, 2005, p. 270). It occurs because the learner doesnot know what is correct, and thus it cannot be self-corrected. Error can show what the learner has learnt whether they understand material that teacher gives or not. Meanwhile, Dulay, Burt, & Krashen (1982, p. 138) also state that errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance.

That error may happen in teaching and learning process, may be it is caused by the teacher, they have the lack of grammar competences in English teaching or by students who have different understanding or wrong perception then they save on the brain for long time and improve in their English grammar. When we talk about error, we may also think about mistake. and mistake have same meaning in general, they are not exactly the same; it is crucial to make distinction between error and mistake and most of people still misunderstand about the definition of both.

2.2.1. 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 (1997, p. 15), she suggests four steps in analyzing students' errors, those are: identifying errors, describing errors, explaining errors and evaluating errors.

1) 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.*

The correct form in target language is: *A smart girl from Yogyakarta.*

2) 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.

3) 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.

4) 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.

2.2.2. Scope of Error Analysis

According to James (1998, p. 25), the scope of EA is wide and widening and fall into two categories; first, those relevant to native speakers of English, issues concerning these include; the perennial debate about “good English” and the purported decline in standards of correctness, second, groups are those which concern people who speak English as a second language (EL2) either as a second or as a foreign language.

2.3. Concepts of Noun Phrases

Like words, phrases can be classified partly by their external function and partly by their internal form. By ‘form’, here, we mean the way the structure of the phrase is made up of words and other constituents. Typically,

in a phrase composed of head and modifiers, pre-modifiers tend to be single words and post modifiers tend to be phrases or clauses. Although the genitive phrase is an important exception, the structure of the NP illustrates this tendency.

2.3.1 The noun phrases (NP)

A noun phrases (abbreviated NP) is a phrase whose head is a noun or a pronoun, optionally accompanied by a modifier set. A noun phrases can be defined as a phrases that may occur within one single word or phrases with a noun as a head. In fact, some noun phrases do not consist of the noun at all, for example, *the rich* Langacker (cited in Darma, P. 13). In general, a noun phrase in English is composed potentially of three parts; a head, pre-modification and post modification. The head of the noun is obligatory; it is a minimal requirement for the occurrence of a noun phrase. The other two parts, a premodification and post-modification are optional (Jackson, 1982: 66).

The most common head of a noun phrases is a noun. However, according to Baker, the simplest noun phrases is a pronoun that is able to build itself up as the noun phrases (Baker, 1989, p. 113). Besides, a noun phrases may consist of a noun itself without any other elements (bare noun phrases), for example, *books*.

A pre-modification is the element of a noun phrases that occurs before or precedes the head of the noun phrases. A pre-modification consists of a number of word classes in a specific order: an identifier-numeral/quantifier-

adjective and noun modifier (Jackson, 1982, p. 67). The identifier includes articles; definite (*the*) and indefinite (*a, an*) articles and genitives such as *his, her*. The next pre modification is a numeral and quantifier. The numeral that may occur with the noun phrase is an ordinal or cardinal number; the occurrence of the ordinal number in a noun phrase, *her first step* may be combined with other elements for example *the first few hours*. The cardinal number, *two days* and *one bottle* may occur with an ordinal number, for example: *the second five days*, even though their occurrence is rare Jackson, (cited in Darma, P. 14)

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

The last part of a noun phrases is a post-modification (Jackson, 1982, p. 69). They are a clause, prepositional phrase, adverb phrases and adjective

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

2.3.2 The Components of English Noun Phrases

After knowing some definition of the noun phrases that is any group of words, which consist of head and modifier. Head here consists of noun itself, pronoun, and sometime adjective. Whereas modifiers consist of two modifiers, they are pre-modifier and post-modifier. Pre-modifier includes noun, adjective, adjective phrase, participle –ed and –ing. Post-modifier includes prepositional phrase, relative clause non-finite clause (-ing clause, -ed clause and infinitive clause) and complementation. Noun phrases are traditionally thought of as consisting minimally of a head noun, together with any number of noun phrases modifier, they are determiners, quantifiers and quantifiers phrases, adjective and adjectives phrases, noun and noun phrases, ad position and ad position phrases and clause (Brown & Miller, 1999: 260).

2.3.3 The Function of Noun Phrase

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

(1) [_{SNP} (The house) _P (was) _C (quite empty)]. NP = S

(2) [s (We)_p (have bought)_{Om} NP (the house)]. NP = O

(3) [s (This)_p (must be)_C NP (the house)]. NP = C

2.3.4. The Structure of Noun Phrases

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

A. The Head of an NP may be:

(i) a noun : (the_H doll), (dear_H Margaret), etc.

(ii) a pronoun : (H it), (H herself), (H everyone (in the street)), etc.

(iii) (less usually) an adjective (the_H absurd), an enumerator (all_H fifteen),
or a genitive phrase (H (John's)).

b. The Premodifiers of an NP may be :

(i) Determiners : (M this morning), (M what M a girl), etc.

(ii) Enumerators : (M two eggs), (the M third man), etc.

(iii) Adjectives : (M red shoes), (M older music), etc.

(iv) Nouns : (a M garden fence), (a M gold ring), (M London pubs), etc.

C. The Postmodifiers of an np may be :

(i) Prepositional phrases : (the best day M PP (of my life)).

(ii) Relative clauses : (a quality M [which I admire]).

(iii) Various other types of modifier, including Adverbs (the girl M Adv),
Adjectives (Something M Adj nasty (in the woodshed)), NounPhrases in
apposition (the bandicoot, MNP (a tiny marsupial)), and other types of
clause.

2.4. General Concepts of Descriptive Writing

The writer chooses descriptive writing because it paints a colorful piece of a person, place, thing, or idea using concrete and also vivid details. Furthermore, Wishon and Burks (1980, p. 379) say that "descriptive writing reproduces the way things look, smell, taste, or sound; or it may also evoke moods, such as happiness, loneliness or fear." In line with Wishon and Burks, Callaghan (1988, p. 138) also says "A descriptive writing creates a clear and vivid impression of person, things, and place."

Wishon and Burks (1980, p. 128) say that in a descriptive writing a writer is required to give his/her readers a detailed vivid picture of a person, place, scene, object, or anything. A description is a drawing in words. The aim of description is help the readers "see" the objects, persons, and sensations which are presented. According to the statements above, I can conclude that a descriptive writing should be concrete and detailed, so the readers know and understand what the writer is telling about.

Abilene (2004, p. 7) describes some principles in descriptive writing. First, a descriptive writing has one, clear dominant impression. If someone is describing snowfall, for example, it is important for him/her to decide and to let his/her readers know if it is threatening or lovely; in order to have one dominant impression it cannot be both. The dominant impression guides the author's selection of detail and is thereby made clear to the reader in the thesis sentences.

To guide the students in a descriptive writing, Gerot and Wignell

(1994, p. 208) gave the generic structure of descriptive writing, they are:

(1) Identification : identifies phenomenon to be described.

(2) Description : describes parts, qualities, characteristics.

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

2.4.1 Kind of Descriptive Text

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

a. Description of people

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, "What's so-and-like?" In replying, you might resort to identification, an impression, or a character sketch, depending on the situation. Let's examine each.

1. Identification

Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).

2. Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits.

3. Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people look or seem like: it will show what they are like. A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotes.

b. Description of places

In describing a place for example a room, what should you describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged. The description

must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. The arrangement of the details in your description depend on your subject and purpose.

c. Description of things

To write a description about something, the writer must have a good imagination about the thing that will be described. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

1. Using proper Noun in addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of proper nouns, which, as we know, are the names of particular persons, places, and things. For example; Arizona, University of Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

2. Using effective verb we know how important verbs are to narration, but effective verb can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting. For instance, “the wind had chiseled deep grooves into the sides of the cliffs” is more specific than “the wind had made deep grooves”. The verb chiseled also gives the reader a more accurate picture of the wind’s action than made does.

2.4.2 The Structure of Descriptive Text

- a) The generic structures of a description are as follows:
- (1) Identification : identifies the phenomenon to be described.
 - (2) Description of features : describes features in order of importance.
 - (a) Parts/things (physical appearance)
 - (b) Qualities (degree of beauty, excellence, or worth/value)
 - (c) Other characteristics (prominent aspects that are unique).
- b) The generic features of description are:
- (1) Verb in the present tense
 - (2) Adjective to describe the features of the subject
 - (3) Topic sentences to begin paragraphs and organize the various aspects of the description.
- c) The factual description scaffold
- (1) A general opening statement in the first paragraph
 - This statement introduces the subject of the description to the audience.
 - It can give the audience brief details about the when, where, who, or what of the subject.
 - (2) A series of paragraphs about the subject
 - Each paragraph usually begins with a topic sentence.
 - The topic sentence previews the details that will be contained in the remainder of the paragraph.
 - Each paragraph should describe one feature of the subject

- These paragraphs build the description of the subject
- (3) A concluding paragraph (optional)
- The concluding paragraph signals the end of the teks.

2.5. Previous Related Studies

First, in the field of error analysis, there have been a number of studies conducted by several researchers. One of such study was conducted by ArtinBenaFloritaKrisetyawati (2010) 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, SebelasMaret 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. The similarity of previous study and present study is both of the study focus on noun phrases. The difference of previous study and present study is focus on the translation in noun phrase while this study focus grammar of noun phrase.

Second, one of the study in descriptive writing was conducted by NgatnoUtomo (2006) entitled: An Error Analysis on Simple Present

Tensein Descriptive Writing Made By The Eighth Year Students Of Sltp N 2 Ungaran In The Academic Year 2005/2006. This study analyzed students' difficulties in using simple present tense in descriptive writing and finding out the dominant errors because the students often find difficulties in using this kind of tense especially in descriptive writing. It is concluded that the dominant errors lies on the use of non-be verb in their descriptive writing. The similarity of previous study and present study is both of the studies analyze errors in students' descriptive writing. The difference of previous study and present study is the previous study focuses on errors of simple present tense while the present study focuses on noun phrase.

The last researcher working on the same field was Ima Natria (2007). entitled: Students' Errors In Using Simple present Tense In Writing Descriptive Texts, The Case Of The Eighth Year Students Of Smp N 2 Brebes in The Academic Year Of 2006/2007. This study also examined students' errors in using simple present tense in descriptive text. Based on this research, it is concluded that the dominant errors lies on the omission of suffix -s/-es from the verb of third person singular subjects in the students' descriptive texts whose proportion of the errors is 24.65%.The similarity of previous study and present study is both of the studies analyze errors in students' descriptive writing. The difference of previous study and present study is the previous study focuses on errors of simple present tense while the present study focuses on noun phrase.

CHAPTER III

METHOD AND PROCEDURES

This chapter presents: (1) research design, (2) operational definition, (3) subject of the research, (4) data collection and (5) data analysis

3.1. Research Design

This study was drawn in descriptive qualitative research design. According to Lambert and Lambert (Qualitative Descriptive Research: An Acceptable Design, 2012, p. 255):

“There are a number of researchers who believe and support the fact that ‘qualitative descriptive’ is a viable and acceptable label for a qualitative research design. While phenomenology, grounded theory, and ethnography also are descriptive qualitative approaches, by nature, they are not exclusively in the descriptive domain because they also tend to explain phenomena.”

Therefore, this research described the observed phenomena in the form of words. In general, the aim of this research was to describe the reality behind phenomenon deeply and descriptively.

Whereas, in calculating the data, this study employed inferential statistics; it was a kind of quantitative data analysis which one of the purposes was to find out the data’s frequencies (Cohen, Manion & Morrison, 2007, p. 503).

3.2. Operational Definitions

The title of this study was “An Error Analysis on the use of noun phrases in descriptive writing of the Eleventh Grade Students of MAN 2

Palembang”. To avoid misunderstanding of selected terms between the researcher and the readers of this study, the following terms is defined:

1. An error analysis refers to an investigation about what types of errors made by the students and what the dominant type of errors that they students made.
2. Noun phrases in descriptive writing refers to students’ activity in writing descriptive text whether they contributed Noun phrases errors in their writing.

3.3. Subject of the Research

1) Population

The population of the study was all of the eleventh grade students of MAN 2 Palembang. There were seven classes (220 students) set as population. Then, the population of the study was presented in the table of population as follow:

Table. 1
Population of the Study

No	Class	Total
1	XI AKS	25
2	XI MIA 1	32
3	XI MIA 2	33
4	XI MIA 3	33
5	XI MIA 4	33
6	XI IIS 1	32
7	XI IIS 2	32

Total	220
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Source: Administration of MAN 2 Palembang in academic year 2016/2017

2) Sample

In this study, purposive sampling technique was used to take the sample. Purposive sampling technique involved selecting certain units or cases based on a specific purpose rather than randomly (Teddlie & Yu, 2007, p. 80). This study analyzed Noun Phrases errors, based on the result of the test in preliminary study, XI IIS 2 students made many errors than others. Also, the teacher of English of MAN 2 Palembang recommended XI IIS 2 students as the sample. Therefore, class XI IIS 2 chosen as the sample. The distribution of the sample could be seen in table:

Table. 2

Sample of the Study

No	Class	Total
1	XI IIS 2	32

3.4. Data Collection

In this research, writing test was used to collect the data. Before doing the test, the researcher gave a brief explanation just to remind the students about Descriptive text that they study and to make sure that if the students contributed errors not mistakes. Then, the students were asked to write a Descriptive text about 120 - 150 words within sixty minutes. The students chose one of the topics given. The topics are **My Pet, My Idol and My School**

In addition, before the test was distributed to the students, the researcher asked the validator first to validate whether the instrument test was valid or not.

3.5. Data Analysis

In conducting this research, to analyze Noun Phrases errors in Descriptive writing of the students, the procedures of error analysis proposed by Ellis (1997) was followed. Then, to know the most frequent types of errors, the percentage of errors was calculated.

3.5.1. Procedures of Error Analysis by Ellis

According to Ellis (Understanding Second language Acquisition, 1985, p. 15), the procedures of error analysis were as follow (1) identifying errors, (2) describing errors, (3) explaining errors and (4) evaluating errors.

(1) Identification and Description

After collecting the data, the errors were selected, identified and described. Identification referred to analyzing the sentences contributed noun phrases errors. Description referred to classifying the errors into types of errors which consist of omission, addition, misformation and misordering. After that the researcher ask the raters to crosscheck about the identification and description that has done by the researcher.

To identify and classify noun phrases errors in students' writing, researcher applies following steps:

- a. Selecting the sentences which contain subject Noun phrases errors in the students' writing, and then underlining them.

- b. Rewriting down the error sentences on the table 3 provided below.
- c. Identifying and classifying the types of the errors based on Surface Strategy Taxonomy by Dulay, Burth and Crashen (1982)

Table. 3

Identification and Description of Errors

Error Sentences	Types of Errors

(2) Explaining and Evaluating Errors

In this step, why errors occurred was explained. The explanation concerned on the causes of errors. Then, the errors were evaluated to know which one the errors considered more serious than other.

3.5.2. Counting the Errors

After doing the process above, to know the most frequent types of errors, the following steps applied:

- a. Counting the total number of frequency of each type of errors from the identification table.
- b. Counting the total number of frequencies of all types of errors.
- c. Making percentage for each type of errors, in order to know the most frequent errors, it was done by dividing the total number of frequency of each type of errors by the total number of all frequencies of types of errors and then multiplying with one hundred percent.

$$\text{Percentage} = \frac{\text{Total number of frequency of each type of errors}}{\text{Total number of all frequencies of type of errors}} \times 100\%$$

The counting of those errors figured out in table below:

Table. 4
Frequency and Percentage of Errors

Types of Errors	Frequency	Percentage
Total		

CHAPTER IV

FINDINGS AND INTERPRETATION

This chapter discusses: (1) findings and (2) interpretation.

4.1. Findings

The findings of the study showed about (1) identification, description and discussion of types of error and (2) the frequency and the percentage of each type of errors.

4.1.1. Identification and Description of Type of Error

After collecting the students' descriptive writing, the students' sentences were identified and described. Identification referred to selecting the sentences contributed noun phrases errors. Description referred to classifying the errors into types of error based on Surface Strategy Taxonomy by Dulay, Burt and Krashen (1982) which consisted of omission, addition, misformation and misordering. The identification and description were figured out in the following table:

Table. 5

Identification and Description of Type of Error

No	Identified Sentences	Correct Sentences	Type of Errors	Right / Wrong
1.	She very <i>*his</i> beautiful cat	She (is)*a beautiful cat	Addition and Omission	
2.	<i>*Eyes Orange</i>	<i>Orange eyes</i>	Misordering	

3.	My <i>*pet's</i> is my beloved	My pet is my <i>beloved</i> thing	Addition and Omission	
4.	<i>*That's pet cat</i> ∅	That's <i>pet cats</i>	Addition and Omission	
5.	His teacher <i>*teacher</i>	His <i>teachers</i>	Addition	
6.	<i>*histeacherteacher</i> is also kind and friendly	<i>Our teachers</i> are also kind and friendly	Addition and Misformation	
7.	So I always prepare fish every ∅ it will eat	So I always prepare fish every <i>time</i> it will eat	Omission	
8.	She like to be rouche by <i>*The my Brother</i>	She likes to be rouched by my brother	Addition	
9.	She has <i>*Head Small</i>	she has <i>small head</i>	Misordering	
10	My cat that sleep in <i>*places bed</i>	My cat that sleep on bed	Addition and Misformation	
11	∅cat that often wake my with tail that soft	A Cat that often wakes me up with its soft tail	Omission	
12	Cat that often wake my with tail <i>*that</i> soft	Cat often wakes me up with its <i>soft tail</i>	Misformation	
13	Also often bite <i>*fingers my</i>	Also often bites <i>my finger</i>	Misordering	
14	∅ Cat that always make sound	A cat that always makes sound	Omission	
15	Cat that always jump to <i>*sofa my</i>	Cat that always jumps to <i>my sofa</i>	Misordering	
16	This <i>*lady beautiful</i>	This <i>beautiful lady</i>	Misordering	
17	He has long ears and <i>*tail short</i>	He has long ears and <i>short tail</i>	Misordering	

18	Isyana is cute and * <i>skin white</i>	Isyana is cute and has <i>white skin</i>	Misordering	
19	His favorite food * <i>that</i> is fish	His favorite food is fish	Addition	
20	She is Ølady cat	She is aFemale cat	Omission	
21	She * <i>it</i> have body hair dense	She has <i>thick fur</i>	Misformation	
22	I was Ø senior high school	I was <i>astudent</i> of senior high school	Omission	
23	He has short * <i>tail little</i>	He has short <i>little tail</i>	Misordering	
24	There is * <i>library large</i>	There is <i>large library</i>	Misordering	
25	My cat Ø very cute	My cat <i>is</i> very cute	Omission	
26	I have Ø cat	I have a cat	Omission	
27	He is * <i>a adorable cat</i>	He is <i>an</i> adorable cat	Misformation	
28	He has black and * <i>fur white</i>	He has black and <i>white fur</i>	Misordering	
29	He usually sleep on the sofa in the * <i>room living</i>	He usually sleeps on the sofa in the <i>living room</i>	Misordering	
30	It has a lot of * <i>trees green</i>	It has a lot of <i>green trees</i>	Misordering	
31	We will see a * <i>building huge</i>	We will see a <i>huge buiding</i>	Misordering	
32	There are also * <i>there is</i> the waiting room	There is also a waiting room	Misformation	
33	A great many achievment	Many great <i>academic</i>	Misformation	

	<i>*goodacademics</i>	<i>Achievements</i>		
34	I really like my <i>*birds</i> is very obedient	I really like my bird, it is very obedient	Addition	
35	My <i>*birds</i> stay in cage	My bird stays in a cage	Addition	
36	My birds stay in Ø cage	My bird stays in <i>a</i> cage	Omission and addition	
37	Ø cage my bird so beautiful	<i>The</i> cage of my bird is so beautiful	Omission	
38	cage my <i>*birds</i> so beautiful	The cage of my bird is so beautiful	Addition and Omission	
39	My bird <i>* beautiful</i>	<i>My beautiful bird</i>	Misordering	
40	<i>*Hobby</i> my birds just eat	<i>My bird's hobby is eating</i>	Misordering	
41	<i>My cat cute</i>	<i>My cute cat</i>	Misordering	
42	<i>Name his apin</i>	His name is apin	Misordering	
43	<i>He is a cat very cute</i>	He is a <i>very cute cat</i>	Misordering	
44	He likes to play the <i>*ball small</i>	He likes to play the <i>small ball</i>	Misordering	
45	Head of the bloody and <i>*feet broken</i>	The head is bleeding and the feet is broken	Misformation	
46	He is Ø cute male	He is a cute male	Omission	
47	His music gave me a <i>*awesome feeling</i>	His music gave me an awesome feeling	Misformation	
48	My school is Ø best school	My school is <i>the</i> best school	Omission	
49	The canteen is located <i>*of</i> behind the language	The canteen is located behind the language	Addition	

50	My school is green and <i>*the</i> beautiful	My school is green and beautiful	Addition	
51	I have Ø dog	I have <i>a</i> dog	Omission	
52	<i>Teeth sharp</i>	<i>Sharp teeth</i>	Misordering	
53	<i>My mother love</i>	<i>My beloved mother</i>	Misordering	
54	He is Ø teacher English	He is a <i>teacher of English</i>	Omission and Misordering	
55	He got me looked <i>*on</i> using pencil	He got me using a pencil	Misformation	
56	He is <i>*boy handsome</i>	He is a <i>handsome boy</i>	Misordering	
57	He really understand a <i>*the</i> student	He really understands a student	Addition	
58	<i>*Teacher perfect</i>	<i>Perfect teacher</i>	Misordering	
59	she makes me fall in <i>*the</i> love with her <i>*the</i> since first I saw her at TV	she makes me fall in love with her since first time I saw her at TV	Addition	
60	Her voice is also <i>*music</i> wonderful	Her voice is also wonderful	Addition	
61	Ø name is Ariana Grande	<i>Her</i> name is Ariana Grande	Omission	
62	<i>Her have a more song</i>	She has many songs	Misformation	
63	ØMAN 2 Palembang there is <i>library large</i>	There is a <i>large library</i> in MAN 2 Palembang	Omission and Misordering	
64	She it have the blue eyeØ	She has the blue eyes	Omission and Addition	

4.1.2. Explanation of Types of Error

From the table above, there were 73 errors sentences found in students' descriptive writing, those sentences was already classified into the types of error. The explanation of the types of error would be elaborated below:

4.1.2.1. Errors in Omission

There were 20 errors found in omission. All of those errors in omission could be seen in the following table:

Table. 6
Errors in Omission

Omission	The use of plurar S	1. That's pet <i>cat</i> Ø 2. She is have blue eye Ø
	The use of prepositional phrase	3. So I always prepare fish every Ø it will eat
	The use of determiner	4. ØCat that often wake my with tail that soft 5. Rabbit see Ø very exrendly funny and fat 6. She is Ølady cat 7. My cat Ø very cute 8. I have Ø cat 9. I really like my birdsØis

		<p>very obedient</p> <p>10. My birds stay in Ø cage</p> <p>11. Ø cage my birds so beautiful</p> <p>12. I so like Ømy cat</p> <p>13. He is Ø cute male</p> <p>14. He is Ø cute male</p> <p>15. I have Ø dog</p> <p>16. He is Ø teacher english</p> <p>17. Name is Ø Ariana Grande</p> <p>18. ØMAN 2 Palembang there is <i>library large</i></p> <p>19. My pet's is my beloved</p> <p>20. Cage my birds so beautiful</p>
--	--	--

From 1 error in omission, 2 errors were in the use of Plural (s). Then, 1 error in omission were in the use of Prepositional Phrase and also, 15 errors in omission 1 were in the use of Determiner. It would be discussed further below:

The errors showed that students were not able to make noun phrase with linking plural (s). It should be noticed and reflected that the students

made the errors in the sentence such as “That’s pet *cat*” instead of “Those pet *cats*”, then “She is have blue eye” instead of “She is have blue eyes”,

Furthermore, the students also prepositional phrases. It could be seen in the sentence “So I always prepare fish every Ø it will eat” instead of “So I always prepare fish every time it will eat”.

Then, errors in omission were in the use of determiner. The students omitted the determiner in the sentence. It could be seen in the sentence “I have Ø cat” instead of “I have a cat”, the sentence “He is Ø cute male” instead of “He is a cute male” and the sentence “He is Ø teacher English” instead of “He is a English teacher” the student “My cat Ø very cute When he enter his home” instead of “ My cat a very cute When he enter his home” and other sentence like that.

Based on the finding above, there was many mistake about determiner :in omission , it was marked by the student a wrong using and position articles in a sentences.

4.1.2.2 Errors in Addition

In this study, there were 17 errors found in Addition. All the errors in addition could be seen in the following table:

Table. 7
Errors in Addition

Pronoun	Pronoun	1. She very <i>*his</i> beautiful cat 2. His favorite food <i>*that</i> is fish
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		3. My have one <i>*thing</i> to be <i>*protected</i> rabbit
	Determiner	4. She like to be rouche by <i>*The</i> my Brother 5. The canteen is located <i>*of</i> behind the language 6. My school is green and <i>*the</i> beuatiful 7. Hereallyunderstand a <i>*the</i> student 8. she makes me fall in the love with her <i>*the</i> since first I saw her at tv 9. cage my <i>*birds</i> so beautiful
	Adjective	10. Her voice is also <i>*music</i> wonderful 11. My cat that sleep in <i>*places</i> bed 12. My bird is <i>*so</i> funny
	Noun	13. My <i>*birds</i> stay in cage 14. I really like my <i>*birds</i> is very obedient

		<p>15. *<i>his</i>teacherteacher is also kind and friendly</p> <p>16. My pet is my beloved</p> <p>17. That's pet cat</p>
--	--	--

From 15 errors in addition, 3 errors were in pronoun, 7 errors were in determiner, 3 errors were in adjective and 2 errors were in noun. It would be discussed further below:

From 15 errors in addition, 3 errors were in pronoun, Such as in the sentences: “She very **his* beautiful cat” instead of “she very beautiful cat”, “His favorite food **that* is fish” instead of “His favorite food is fish”, and other sentence like that.

Futhermore, error were in determiner error in addition. There were 7 errors in this study. The sentences were “She like to be rouche by **The* my Brother” instead of “She like to be rouche bymy Brother” and and the sentence “My school is green and**the* beuatiful” instead of “My school is green andbeuatiful” and the sentence “He really understand a **the* student instead of He really understand a student” and other sentence like that.

Error in addition, 3 errors in adjective, the sentence were “Her voice is also **music* wonderful” instead of “ her voice is also wonderful” and the

sentence “My cat that sleep in **places bed*” instead of “my cat that sleep in bed” and other sentence like that.

Then, error in addition in noun were 5 errors, the sentence were” My **birds* stay in cage “ instead of my bird stay in cage” and the sentence were “I really like my **birds* is very obedient” instead of “ I really like my bird is very bodient” and “**histeacherteacher* is also kind and friendly insted of *Our teachersare* also kind and friendly’

Based on the finding above, there was many mistake about determiner :in addition , it wa marked by the student a wrong using and position articles in a sentences.

4.1.2.3. Errors in Misformation

In this study, there were 11 errors found in misformation. All the errors in misformation could be seen in the following table:

Table. 8
Errors in Misformation

Misformation	The use of Adjective phrase	<ol style="list-style-type: none"> 1. He is <i>*a adorable cat</i> 2. A great many achievement <i>*good academics</i> 3. <i>He is a cat very cute</i> 4. His music gave me a <i>*awesome feeling</i>
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	The use of Pronoun	5. <i>*his</i> teacher teacher is also kind and friendly 6. She <i>*it</i> have body hair dense 7. Cat that always make sound
	The use of noun	8. He got me looked <i>*on</i> using pencil 9. My have one <i>*thing</i> to be <i>*protected rabbit</i> 10. My cat that sleep in placed bed 11. There are also there is the waiting room

From 11 errors in misformation, there were 4 errors in the use of Adjective phrase, 3 errors in the use of demonstrative pronoun, 3 errors in the use of pronoun and 3 error in the use of noun. It would be discussed further below:

errors in The use of Adjective phrase. From all of those errors: "He is **a adorable cat* instead of he is an adorable cat" and A great many achievement **good academics* instead of a great many good academics achievement" And other sentence like that.

3 errors in the use of pronoun ; the students made error by selecting one item to represent others, the students used the item for all the sentences, such as the sentence, "*She *it have body hair dense*, instead of "*She *is have body hair dense*" and the sentence "*Name his apin*" instead of "*Name is apin*"

Then, 4 errors in the use of noun, the sentence “My **pet’s* is my beloved” instead of my pet is my beloved thing” and “*Hobby my birds* just eat instead of my bird’s is eating” and other sentence like that.

Based on the finding above, noun in misformation because the student did not pay attention to the aspect when they made the writing noun and adjective the student mostly did not use main noun after modal.

4.1.2.4. Errors in Misordering

In this study, there were 25 errors found in misordering. All the errors in misordering could be seen in the following table:

Misordering	The use of adverb of place	1. <i>here</i> I can learn the religion of Islam
	The use adverb of time	2. My mother every morning give a fish
	The use of Noun	3. <i>Eyes Orange</i> 4. There is <i>*library large</i> 5. Isyana is cute and <i>*skin white</i> 6. It has a lot of <i>*trees green</i> 7. <i>Teeth sharp</i> 8. <i>My mother love</i> 9. He is <i>*boy handsome</i> 10. <i>Teacher perfect</i> 11. He has long ears and <i>*short tail</i> 12. She has <i>*Head Small</i> 13. Cat that always jump to <i>*sofa my</i> 14. Also often bite <i>*fingers my</i>

		<p>15. This <i>*lady beautiful</i></p> <p>16. He has long ears and <i>*short tail</i></p> <p>17. He has short <i>*little tail</i></p> <p>18. There is <i>*library large</i></p> <p>19. He has black and <i>*fur white</i></p> <p>20. He usually sleep on the sofa in the <i>*room living</i></p> <p>21. We will see a <i>*building is huge</i></p> <p>22. <i>My cat cute</i></p> <p>23. He likes to play the <i>*ball small</i></p> <p>24. Head of the bloody and <i>*feet broken</i></p> <p>25. <i>Name his apin</i></p>
--	--	---

From 25 errors in misordering, 1 error were in adverd of place, 1 error were in adverd of time and 23 the use of noun. It would be discussed further below:

From 25 errors in misordering, 1 error were in adverd of place, Such as in the sentences: “*here* I can learn the religion of Islam” instead of “I can learn the religion of Islam *here*”.

Then, 1 error in adverd of time “My mother every morning give a fish” instead of “every morning my mother give a fish”.

23 errors in use of noun “ she has small head” instead of she has head small, isyana is cute and skin white” instead isyana is cute and white skin” , “ there is library large” instead of “ there is large library” and other sentence like that

Based on the finding above, mistake in positions writing in sentence about adverb of place and adverb of time.

4.1.3. Percentage of the Errors

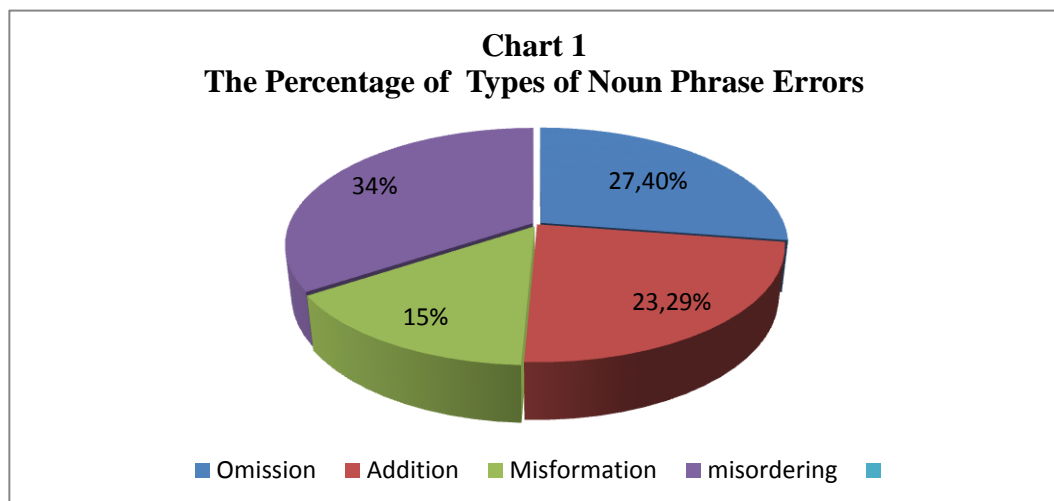
From table 5, it could be seen that there were 73 errors sentences found in students' descriptive writing. Those 73 errors appeared in each type of errors. The frequency and the percentage of types of errors could be seen in the following table:

Table. 9

Frequency and Percentage of Types of Errors

Types of Errors	Frequency	Percentage
Omission	20	27.40%
Addition	17	23.29%
Misformation	11	15.06%
Misordering	25	34,25%
Total	81	100%

The percentage of types of noun phrase errors could be illustrated in the chart below:



1. Omission $= \frac{20}{73} \times 100\% = 27.40\%$
2. Addition $= \frac{17}{73} \times 100\% = 23.29\%$
3. Misformation $= \frac{11}{73} \times 100\% = 15.06\%$
4. Misordering $= \frac{25}{73} \times 100\% = 34,25\%$

As seen on the table above, the four types of error were found on students' descriptive writing; omission, addition, misformation and misordering. There were total 73 errors found. From the result of calculating, misordering became the most frequent type of error on students' descriptive writing with the total number of occurrence was 25 (34.25%). Omission became the second most frequent type of error on students' descriptive writing with the total number of occurrence 20 (27.40%). And third is addition most frequent type of error on students' descriptive writing with the total number occurrence 17 (23.29%) and the last type of error occurred on students' descriptive writing was misformation with the total number of occurrence 11 (15.06%).

4.1.4. Percentage of Kinds of each Type of Error

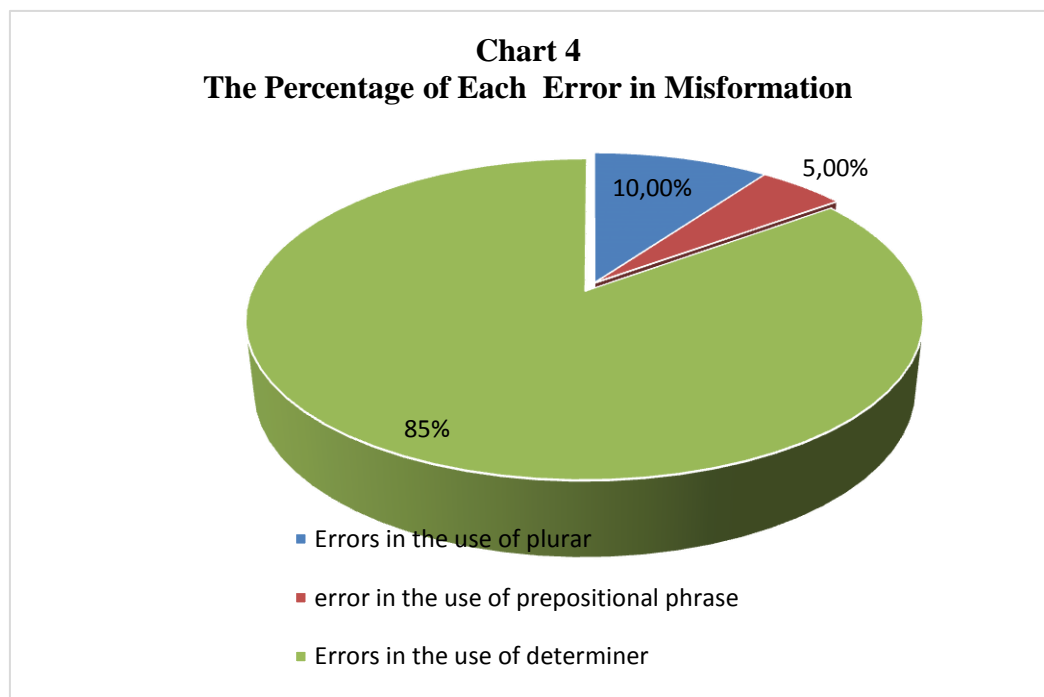
Based on the explanation of types of error, the percentage of kinds of each type of error calculated in the following:

25.1.4.1 Omission

From 20 errors in omission, 2 errors were in the use of Plural (s). Then, 1 error in omission was in the use of Prepositional Phrase and also, 15 errors in omission were in the use of Determiner.

1. Errors in the use of (Plural s) $= \frac{2}{20} \times 100\% = 10\%$
2. Errors in the use of (prepositional phrase) $= \frac{1}{20} \times 100\% = 5\%$
3. Errors in the use of (determiner) $= \frac{17}{20} \times 100\% = 85\%$

The percentage of each kinds of error in omission could be illustrated in the chart below



4.1.4.2. Addition

It was already showed that the percentage of errors in addition was 17. Meanwhile, it was found that 3 pronoun, 7 adjective, 3 determiner and 3 noun of addition error.

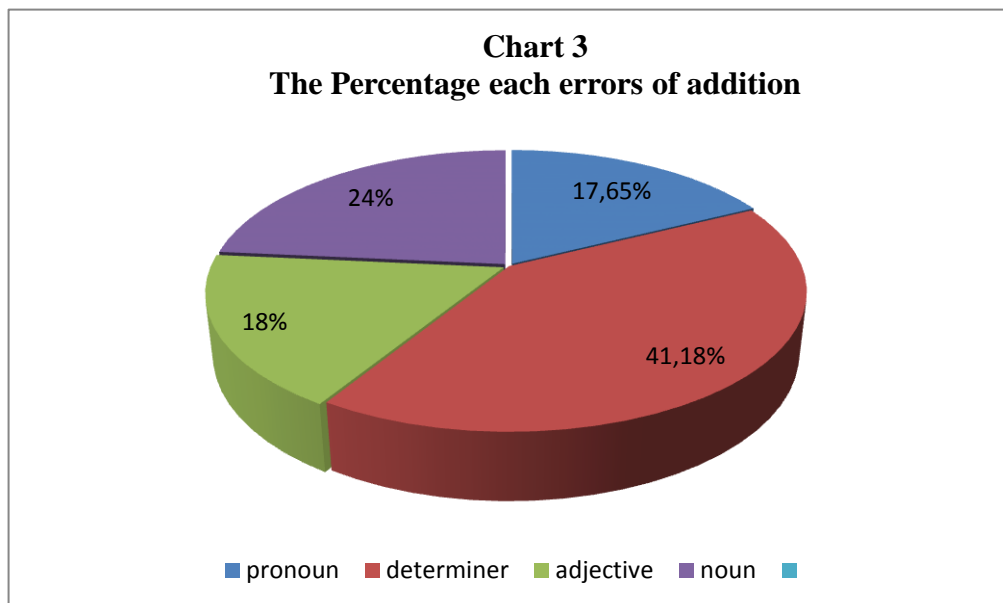
1. Pronoun = $\frac{3}{17} \times 100\% = 17.65\%$

2. Determiner = $\frac{7}{17} \times 100\% = 41.18\%$

3. Adjective = $\frac{3}{17} \times 100\% = 17.65\%$

4. Noun = $\frac{4}{17} \times 100\% = 23.52\%$

The percentage of each error in addition could be illustrated in the

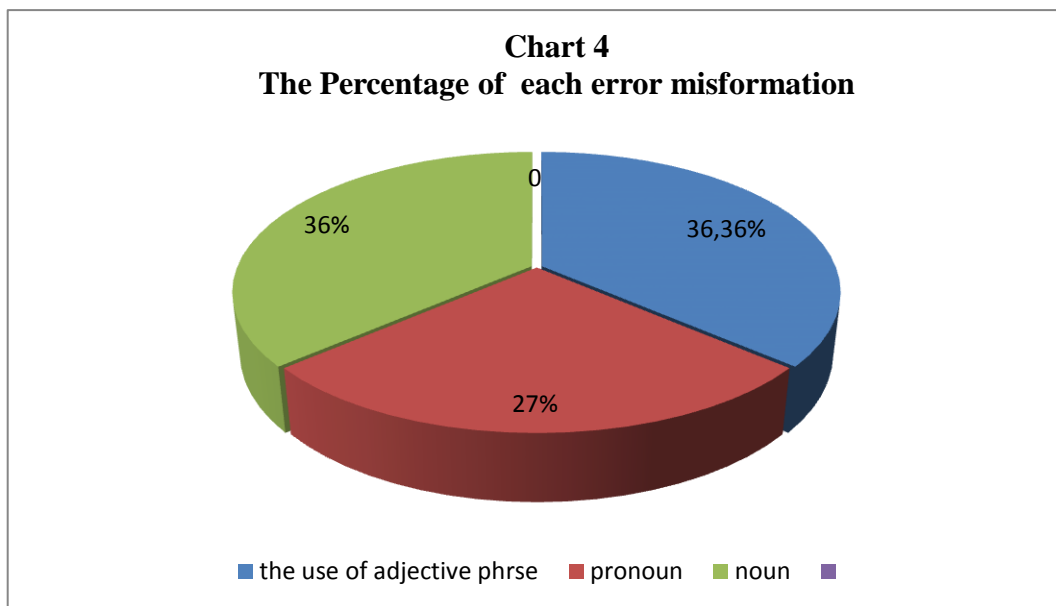


4.1.3.3 Misformation

The percentage of errors in misformation was 11 errors . Then, it was found that Adjective Phrase 4 Error was,3 errors pronoun and 4 errors in noun.

1. The use of adjective phrase $= \frac{4}{11} \times 100\% = 36.36\%$
2. The use of pronoun $= \frac{3}{11} \times 100\% = 27.28\%$
3. The use of noun $= \frac{4}{11} \times 100\% = 36.36\%$

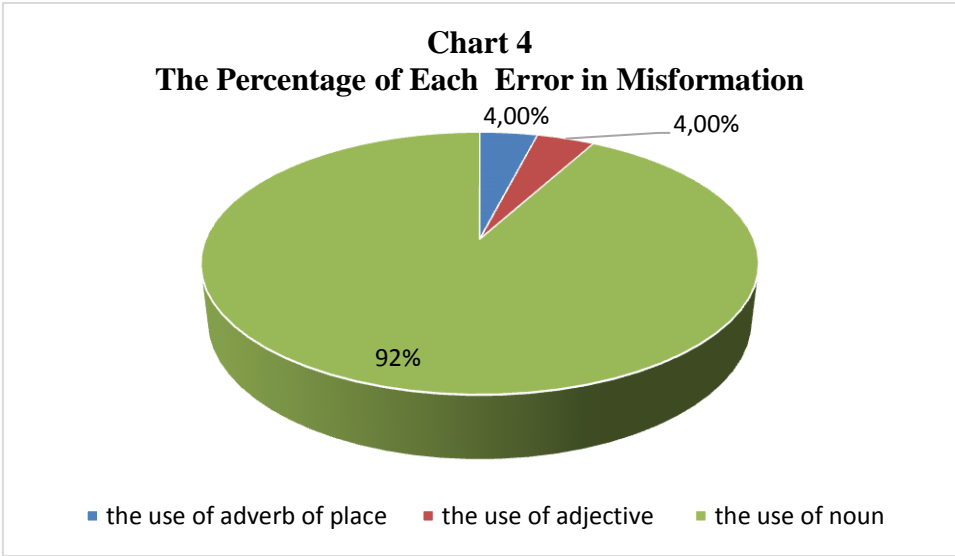
The percentage of each error in misformation could be illustrated in



4.1.3.3 Misordering

The percentage of errors in misordering was 34,24%. Then, it was found that the use adverb of place 2errors was, 1 error the use of adjective ,1 error the use of adverb of time and 23 error use of noun.

- 1. The use of adverb of place $= \frac{1}{25} \times 100\% = 4\%$
- 2. The use of adverb of time $= \frac{1}{25} \times 100\% = 4\%$
- 3. The use of noun $= \frac{1}{25} \times 100\% = 92\%$



4.2. Interpretation

Interpretation is presented as the way to discover the ideas related to the findings, previous study, and existing theories. The finding showed that the eleventh grade students of MAN 2 Palembang contributed the four types of error proposed by Dulay, Burt and Krashen (1982), which were omission, addition, misformation and misordering on students’ descriptive writing.

Based on the findings of the study, it could be concluded that the types of noun phrase error that occurred in students’ descriptivewriting, from the result of calculating were misodering became the biggest frequent type of error on students’ descriptive writing, omission became the second most

frequent type of error on students' descriptive writing, and the third in addition became the most frequent type of error on students' descriptive writing and the last is misformation became the most frequent type of error on students' descriptive writing.

Based on the findings above, this study revealed that the most frequent type of noun phrase errors contributed by the eleventh grade students of MAN 2 Palembang on their descriptive writing was misordering with the the biggest frequent Misordering was marked by where some element presented are correct wrongly sequenced (Dulay, Burt & Krashen, 1982, p. 158)

Effendi (2014) misordering errors was the students put some element / word in wrong place. Meanwhile the writer found in this study was caused by the students used a correct sentences but wrongly sequenced in a sentence, the possible source of the error was communication strategies. It was caused by the students' difficult in the sequence words between adjective and noun. For example in the sentence library large and perfect teacher.

Samiasih (2014) Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than other. Error in omission in this study was caused by the students omitted an item that should appear in a sentence, it might be caused by interlingual transfer. Meanwhile the

writer found that occurred the error omission occurred bahasa Indonesia with English for example in the sentence she is lady cat , Indonesia we did not article to show the detail of noun but in English it needn't an article to show a noun in detail the correct sentence. It was supported by Dulay, Burt, and Krashen (1982, p. 97). They defined that interference as the automatic transfer due to habit of surface structure of the first language into the surface of the target language. The definition seemed similar to interlingual transfer

Moreover, in this study Effendi (2014), addition was the students add some unnecessary or incorrect element, Nevertheless, it does not mean the students have not known the vocabularies have their own spelling before. However, both of vocabularies have their own spelling, and it may cause students' confusion, which then result some error. Meanwhile the writer found that was caused by the students added an item that should not appear in a sentence, it might be caused by intralingual transfer, where the students just learned some of target language, so students just applied some of the structure for all forms.

Krisetiyawati (2010), errors in misformation in this study had similar result with krisetiyawati research. It was mark also found the most common errors on the students' Noun Phrases was misformation students have in paying attention in writing process in noun phrases. Meanwhile caused the writer form that the error of occurred because the students used a wrong form in a sentence, the possible source of the error was communication strategies, where it was related to students' learning style or the students' way to get

the message. For example in the sentence. Those sentence indicated that the students did not get the production strategies in interpreting the rule of the sentence form.

From all the discussion above, it could be summarized that the eleventh grade students of MAN 2 Palembang contributed noun phrase errors mostly in error in misordering. It was caused by the students' difficulties in alternating the noun into past form. In addition, error in omission and addition were also found in this study. Those four types of error occurrence might be caused by some characteristics of the target language which could not be comprehended easily by the students because of strong difference between first language and target language. The students were expected to practice writing frequently and tried to write without any aids (dictionary or Google translate) in order she/he knew how to write correctly.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the writer concluded the results based on the findings and the interpretation 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.

5.1. Conclusion

This study collected some important information from the eleventh grade students of MAN 2 Palembang descriptive writings in term of noun phrases. Based on the findings and interpretation, it could be concluded that:

1. The students contributed the four type of error in term of noun phrases in their descriptive writing, the types errors were (1) omission (2) addition(3) misformation and (4) misordering
2. This study revealed that the most frequent type of noun phrases errors contributed by the students on their descriptive writing was misordering (34,25%).It was marked by the students used a wrong form in a sentence, the possible source of the error was communication strategies, where it was related to students' learning style or the students' way to get the message, it indicated that the students failed in interpreting the rule of the sentence form.

5.2. Suggestions

Based on the study that was carried out, the writer would like to give some suggestion to the teachers of English and to the students:

1. For the teachers of English, 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 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 further 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

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APPENDIX A

INTERVIEW IN PRELIMINARY STUDY

The researcher already made an appointment to the teacher first, and then the informal interview was conducted on March 27th, 2017 in XI IIS 2, the first interview with the teacher, the second with the students. (It was about 30 minutes)

TO TEACHER (Mrs. Roswita):

1. Sudah berapa lama Ibu mengajar bahasa Inggris disini (di MAN 2 Palembang)?
= Sudah 10 tahun
2. Tahun ini mengajar kelas mana saja?
= Kelas X IIS dan kelas XI MIA & IIS
3. Menurut Ibu, apa saja masalah yang paling banyak ditemui dalam mengajar bahasa Inggris ke anak-anak tersebut?
= Grammar masih jadi kesulitan yang besar bagi anak-anak, walaupun mereka sudah sering belajar tentang tenses, masih banyak anak-anak yang kesulitan bahkan untuk basic dari grammar bahasa Inggris, seperti penggunaan verb yang benar, apalagi kalau disuruh mengarang, grammarnya acak-acakan, apalagi jika disuruh mengarang, padahal diperbolehkan melihat kamus, masih saja berantakan.
4. Apa yang Ibu harapkan jika saya diizinkan untuk melakukan penelitian disini?
= Saya harap kamu nanti kasih laporan hasil penelitian kamu seanehngasaya bisa dapat inspirasi dari hasil penelitian kamu untuk mengetahui rincian-rincian masalah yang dihadapi anak-anak, jadi bisa tahu apa yang harus di improved dulu.

APPENDIX A

TO STUDENTS (X IIS 2):

1. Kalian sudah belajar bahasa Inggris sejak kapan?
= (menjawab serentak) ada yang dari sd, ada yang dari smp

2. Apakah kalian belajar bahasa Inggris selain di sekolah, seperti mengikuti les bahasa Inggris?
= Kebanyakan menjawab “ya”

3. Apakah kalian sering melatih kemampuan bahasa Inggris kalian di kehidupan sehari-hari, misal: bercakap dengan teman untuk melatih speaking, menonton film barat untuk melatih pronunciation, chat menggunakan bahasa Inggris untuk melatih writing atau membaca buku2 berbahasa Inggris untuk melatih kemampuan reading?
= Kebanyakan menjawab “jarang”

4. Apa saja masalah yang kalian rasakan ketika belajar bahasa Inggris?
 1. Memang tidak suka bahasa Inggris, jadi sulit mengerti
 2. Masalah grammar seperti Ibu Itabilang, sulit untuk memilih kata benda
 3. Apalagi ketika mengarang descriptivetext yang seperti kami kemarin, walaupun diperbolehkan melihat kamus kadang masih salah, ternyata ada yang kebalik seharusnya di belakang ditulis di depan, contoh beautiful girl, ada yang nulis girl beautiful.

APPENDIX B

Test for preliminary study

Class:

Direction:

1. Write down your class.
2. Circle noun phrases in the sentences below

1. I hope to win the first prize.
2. I tried to solve the puzzle.
3. Did you enjoy reading this book.
4. The boy want to go home.
5. Horses prefer living in dark stables.
6. The accused refused to answer the question.
7. The boy denied stealing the money.
8. To write such rubbish is disgraceful.
9. I dislike having to punish my kids.
10. I will hate to do such a thing.

Key Answers

- | | |
|-----------------|----------------|
| 1. First prize | 6. The accused |
| 2. The puzzle | 7. The boy |
| 3. This book | 8. disgraceful |
| 4. The boy | 9. My kids |
| 5. Dark stables | 10. A thing |

APPENDIX E

RESEARCH GALLERY



