

## **An Error Analysis of Using Noun Phrase on Students' Writing Descriptive Text at the Eighth Grade of SMP Negeri 3 Hiliserangkai in 2022/2023**

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### **Abstrak**

Tujuan dari penelitian ini adalah untuk menganalisis kesalahan siswa dalam penggunaan frase nomina dalam menulis teks deskriptif di kelas VIII SMP Negeri 3 Hiliserangkai. Desain penelitian ini adalah penelitian deskriptif kualitatif. Sampel penelitian adalah kelas VIII A yang terdiri dari 18 siswa. Peneliti menggunakan metode deskriptif kualitatif. Instrumen yang digunakan untuk memperoleh data adalah tes tulis dan wawancara. Berdasarkan hasil penelitian peneliti menemukan jenis kesalahan yang paling dominan yaitu salah informasi (18) siswa dengan jumlah kesalahan 29 item atau 50%, penghilangan (18) siswa sebanyak 40 item atau 36%, penambahan (10) siswa sebanyak 14 item atau 17% dan salah urut 0%. Kemudian, faktor yang mempengaruhi kesalahan siswa dalam penggunaan noun phrase dengan menulis teks deskriptif adalah interlingual dengan frekuensi 24 atau 38 %, yang kedua intralingual dengan frekuensi 29 atau 46%. Yang ketiga adalah strategi komunikasi dengan frekuensi 3 atau 4% dan yang terakhir adalah konteks pembelajaran dengan frekuensi 7 atau 11%. Akhirnya, berdasarkan temuan tersebut, dapat disimpulkan bahwa siswa kelas VIII SMP Negeri 3 Hiliserangkai masih belum mampu menulis teks deskriptif dengan baik dan faktor yang mempengaruhi siswa dalam menulis adalah kurangnya pemahaman siswa dalam membentuk frase kata benda. dan siswa telah terpengaruh oleh bahasa Indonesia di mana siswa menerjemahkan kalimat mereka tanpa mempertimbangkan aturan.

**Kata Kunci** : Error Analysis, Noun Phrase, Descriptive Text



### **Abstract**

The purpose of the research was to analyze students' error in the use of noun phrases by writing descriptive texts in the eighth grade of SMP Negeri 3 Hiliserangkai. The design of this research was qualitative descriptive research. The research sample was class VIII A consists of 18 students. Researcher used qualitative descriptive methods. The instrument used to get the data was a writing test and interview. Based on the results of the research, researcher found the most dominant type of errors, namely misformation (18) of students with the number of errors 29 items or 50%, omission (18) of students of 40 items or 36%, addition of (10) students of 14 items or 17% and misordering of 0%. Then, the factors affect the student's error in the use of noun phrase by writing descriptive texts are interlingual with a frequency of 24 or 38 %, the second is intralingual with a frequency of 29 or 46%. The third is a communication strategy with a frequency of 3 or 4% and the last is a learning context with a frequency of 7 or 11%. Finally, based on these findings, it can be concluded that the eighth-grade students of SMP Negeri 3 Hiliserangkai are still not able to write descriptive texts well and the factor that influences students in writing is the lack of understanding of students in forming noun phrases and students have been influenced by the Indonesian in which students translate their sentences without considering the rules.

**Keywords** : Error Analysis, Noun Phrase, Descriptive Text

## INTRODUCTION

Many people all over the world communicate using English. English takes an important role as a means of using communication in areas such as politics, science, technology. Besides, the language is used to connect and share among different backgrounds of societies. Therefore, English should be understood and mastered to maintain interaction and to link with the development of the world.

In learning English, there are four main skills that the students should acquire. Namely listening, speaking, reading, and writing as a basic language skill. Besides the four language skills, they should have the capability of grammar, vocabulary, and pronunciation. The language component of English. One of the important basic language skills is writing.

According to Jackson (2005) in Wijayanti (2016) that writing is the physical act of committing words or ideas to some medium. Writing should be mastered by the students to make them share their ideas correctly and understandably. Based on the definition above, that writing is communicating ideas and information, a form of writing such as tracing a character on paper, symbols, numbers, or words and sentences. To learn English well, especially in written form, grammar is the more important thing that students should master in writing. Regarding those opinions, it can be said that writing is not as easy work in conveying ideas as nonverbal communication because it takes a long time. When writing, the writers express feelings and ideas in words, word into a sentence, sentence into a paragraph, and it needs hard thinking to produce it at the same time. Writing requires thinking, and thinking is always complicated and hard. Therefore, it needs accuracy to make writing well order because the information or idea which is delivered to the readers is easy to be understand.

In the Syllabus K13 (2013 Curriculum) for the eighth grade of SMP N. 3 Hiliserangkai that writing is included as one of the skills that must be taught to students. Basic competencies expect students to be able to compose descriptive texts spoken and written, short and simple, about people, animals, and objects, with due regard to social functions, text structures, and elements of language that are correct and context appropriate. The school has determined the Minimum Competence Criterion (MCC) that should be reached by the students is 70. The students should be able to pass the MCC as an indication of the student's success in learning.

The learning process, the teacher should give learning from its basics and one basic of writing is about phrases. In writing consist of sentences, and most of the sentences have phrases. Whether those phrases are noun phrases, verb phrases, adjective phrase, adverb phrase or preposition phrase. So, it is very important to learn about phrase.

A phrase is a group of words that has a particular meaning and function when they are coming together. It can consist of one word or more, every phrase has one headword. Another word, phrase is not a clause that has subject and verb, and phrase cannot stand by itself. Noun phrase is one of the main phrases should be learn by the student of junior high school because they should understand noun phrase to create a good descriptive text. As we know that descriptive text is one of kind of written text. Written descriptive text needs correctness of grammar.

Based on the observation was conducted by the researcher on October 11<sup>th</sup>, 2021 to students and English teacher in SMP Negeri 3 Hiliserangkai. The researcher has done an interview with English teacher at the eighth grades of SMP Negeri 3 Hiliserangkai. In fact, the students often make mistakes and even errors in learning English. Beside that the students do not know how to uses a noun phrase in a sentence such as a noun, pronoun and adjective. Moreover, the teacher said that she cannot explain what the factors caused the major mistakes that students create in writing text, especially in writing descriptive text.

Based on the fact displayed above, the research wants to conduct an error qualitative research to analyze and identify the problem in writing particularly writing descriptive text using noun phrase. Therefore, Errors analysis is very important because the researcher wants to identify the errors made by students of using noun phrase in writing descriptive text and the factors that influence their errors. According to Aqsa Jabeen (2015:53) Error analysis is a very important area of applied linguistics and of the second and foreign language learning. Applied linguistics, as a field, tries to deal with the problems and issues related to language, as well as

to its learning and teaching; it also attempts to give solutions for this problems and issues. Error analysis provides a deep insight for understanding of the process of language learning. Regarding to the explanation above, the researcher focuses is to analyze students' descriptive writing.

**METHOD**

In this research, the researcher will conduct descriptive qualitative method. Descriptive Analysis deals with describing a phenomenon that how we think something is. Mimansha and Nitin (2019:49-50) says: Descriptive Research: As the name itself indicates, this research deals with description. It includes different data collection like survey method and fact-finding techniques. The main character of this research is that, the researcher does not have control over the variables. He should describe what has happened and what is happening.

According to Waliman (2011:10), Descriptive Research deals with describing a phenomenon that how we think something is. It attempts to examine the situations in order to describe the norm. As well as, Cahtryne and Amanda (2018:16) add that "Qualitative research is an interpretative approach, which attempts to gain insight into the specific meanings and behaviors experienced in a certain social phenomenon through the subjective experiences of the participants". Quantitative methods use a highly objective, systematic approach and work with numerical data. Conversely, qualitative methods use descriptions and categories (words) to study human experiences and realities from the subject's perspective. In qualitative research, the researcher tends to prior in accurate explanation to analyze and present what have been found.

**RESULT AND DISCUSSION**

The result of the data analysis shows at the table below.

**Table 1. The Recapitulation of the Students Error in Using Noun Phrase of Descriptive Text**

NAME	TYPES OF ERROR				FREQUENCY
	OM	AD	MF	MR	
Student 1	2	-	3	-	5
Student 2	3	1	1	-	5
Student 3	1	1	1	-	3
Student 4	2	2	2	-	6
Student 5	2	-	1	-	3
Student 6	2	-	1	-	3
Student 7	2	2	2	-	6
Student 8	1	1	1	-	3
Student 9	3	1	1	-	5
Student 10	2	-	3	-	5
Student 11	2	-	3	-	5
Student 12	2	-	3	-	5
Student 13	3	1	1	-	5
Student 14	3	1	1	-	5
Student 15	2	-	1	-	3
Student 16	2	2	2	-	6
Student 17	2	-	1	-	3
Student 18	2	2	2	-	4
<b>Sum</b>	<b>40</b>	<b>14</b>	<b>29</b>	<b>-</b>	<b>80</b>

### Percentage of Students Errors:

a. Omission

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

$$P = \frac{40}{80} \times 100\%$$

$$P = 50\%$$

b. Addition

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

$$P = \frac{14}{80} \times 100\%$$

$$P = 17\%$$

c. Misformation

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

$$P = \frac{29}{80} \times 100\%$$

$$P = 36\%$$

d. Misordering

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

$$P = \frac{0}{94} \times 100\%$$

$$P = 0\%$$

Based on the table of the students' errors, it can be stated that:

1. The errors of omission are 14 on percentage 50%
2. The errors of addition are 14 on percentage 17%
3. The errors of misformation are 29 on percentage 36%
4. The errors of misordering are 0 on percentage 0%

After presenting the result of analysis of the students' error, the researcher formulated the sequence of types of errors on its high frequency and low frequency. It can be seen from the table below.

**Table 2 The Sequence of the Number of Students and the Frequency of Students' Error in Using Noun Phrase**

NO.	TYPES OF ERROR	NUMBER OF STUDENTS	FREQUENCY OF ERROR
1.	OMISSION	18	(50%)
2.	ADDITION	18	(17%)
3.	MISFORMATION	10	(36%)
4.	MISORDERING	-	-

Regarding to the sequence of the number of students and the frequency of students' error in using noun phrase, it was explained as follows.

### Omission

Based on the theory of omission, errors occur when an element of the sentence that could be presented is omitted or learners make an incomplete The analysis of the students' descriptive text showed that there were 18 students had ever made error in omission with the total error was 40 or 50%. Omission error was claimed as the second error that most students made.

Omission is the error of leaving out an item that is required for an utterance to be considered grammatical. for example, "I *have Teacher favorite*", the sentence leaves out an

article “a” The sentence should be “*I have a teacher favorite*”. Next example is “*She beautiful, diligent, and smart*”. The sentence should be “*She is beautiful, diligent, and smart*”

Those examples were the kinds of error made by the students in omission type. Those error happened because of the lack of students’ comprehension in forming noun phrase and also the students had been effected by Indonesia language where the students translated their sentence without considering about the rules.

### Addition

In addition error, there were 10 students had ever made error with the total of frequency error was 14 or 17%. Addition errors are the opposite of omissions. It is characterized by the presence of an item which should not appears in a well-formed utterance. For example, the student wrote “*Miss Nikmat is I Teacher English*”. In the sentence “I” was considered as unnecessary because “I” should not be used in form of the sentence, should be “*Miss Nikmat is English Teacher*”. Those error happened because of the lack of students comprehension in forming noun phrase, the researcher had found that the students wrote unnecessary words that should not appear in well form noun phrase.

### Misformation

Based on the table above, the researcher found that most of the students made error in misformation. There were 18 students made error with the total error was 29 or 36%. Misformation are characterized by the use or selection of the wrong words. For example, the student wrote “*Learning English with she is fun*” the sentence should be “*Learning English with her is fun*”. Next example “*Miss Dohona is very person good*” the sentence should be “*Miss Dohona is very good person*”. Those error happened because of the lack the students in forming noun phrase especially pronoun.

### Misordering

Errors of misordering are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. It happened because the students put some elements or words in wrong place. Error of misordering refers to the sentences where the words written correctly but wrongly sequenced. Based on research conducted in the field, researchers have not obtained data or student errors in misordering based on an analysis of the test results given to students.

**Table 3 The Recapitulation of the Factors of the Students’ Errors in Using Noun Phrase of Descriptive Text**

NAME	SOURCE OF ERROR			
	Inter-lingual	Intra-lingual	Contex of Learning	Communica-tion Strategies
Student 1	1	2	-	-
Student 2	2	2	-	-
Student 3	1	2	-	1
Student 4	2	1	-	1
Student 5	2	2	-	1
Student 6	1	1	-	-
Student 7	2	2	-	1
Student 8	2	3	-	-
Student 9	1	1	-	-
Student 10	1	1	-	-
Student 11	-	2	-	1
Student 12	2	1	1	-
Student 13	1	1	-	1
Student 14	2	2	1	-

Student 15	2	-	1	-
Student 16	1	2	-	-
Student 17	1	2	-	-
Student 18	1	2	-	1
<b>Sum</b>	<b>24</b>	<b>29</b>	<b>3</b>	<b>7</b>
<b>Total of source</b>				<b>63</b>

Percentage of the sources of Students' Errors:

a. Interlingual

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

$$P = \frac{24}{63} \times 100\%$$

$$P = 38 \%$$

b. Intralingual

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

$$P = \frac{29}{63} \times 100\%$$

$$P = 46\%$$

c. Context of Learning

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

$$P = \frac{3}{63} \times 100\%$$

$$P = 4 \%$$

d. Communication Strategies

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

$$P = \frac{7}{63} \times 100\%$$

$$P = 11 \%$$

Based on the table of the students' errors, it can be stated that :

1. The source of errors of interlingual are 24 on percentage 38 %.
2. The source of errors of intralingual are 29 on percentage 46 %.
3. The source of errors of context of learning are 3 on percentage 4 %.
4. The source of errors of communication strategies are 7 on percentage 11%

## CONCLUSION

Based on the data analyzed for previously, the researcher found that the most dominant errors made by the students of writing descriptive text are misinformation with the number of errors is 29 or 50%. The research findings also indicate that the major factors of error made by the students in using noun phrase is Interlingual with the frequency of source is 24 or 38 %. Those error happened because of the lack of students' comprehension in forming noun phrase and the students had been effected by Indonesia language where the students translated their sentence without considering about the rules.

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